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FINAL REPORT ON SUBCONTRACT # 531

**EVALUATION OF PIET
PARTICIPANT TRAINING PROGRAMS**

Submitted to:

**PARTNERS FOR INTERNATIONAL EDUCATION AND TRAINING
Washington, DC 20036**

Submitted by:

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INTRODUCTION

This summary report on the participant assessment of Agency for International Development (A.I.D.) training programs was prepared by Creative Associates International, Inc., (CAII) Washington, D.C., under contract to Partners for International Education and Training (PIET). The findings and conclusions contained in the report are those of the contractor and not necessarily those of PIET or of A.I.D.

BACKGROUND

Under A.I.D.'s international training programs, PIET arranges training for sponsored international students at colleges and universities and other training sites throughout the U.S. The primary purpose of CAII evaluations is to assess the PIET arranged training experiences of individual or group participants. Since PIET has no mandate to carry out follow-up evaluations itself, the focus of CAII's efforts is to provide feedback on the participants' training experiences and adjunct activities such as orientations, allowances, housing, home hospitality, health care, and supplementary programs. As an independent evaluator, CAII developed evaluation instruments, trained interviewers, compiled and analyzed the data gathered by PIET, and provided reports to PIET and A.I.D.

This report concludes the second subcontract that CAII has had with PIET to evaluate A.I.D. trainees (Thomas Jefferson Associates). The first contract covered the period, April 1986 through September 1989. This contract covered the period, October 1989 through September 1993.

CONTENTS OF THE REPORT

Part I of this report is a summary of the contract tasks performed by CAII between September 30, 1989 and September 29, 1993. This narrative report provides an overview that will be helpful to PIET and A.I.D. administrators in planning future evaluation programs.

Parts II and III of this report are statistical summaries containing the data provided by the Academic Associates. These two sections are continuations of the reports provided to PIET by CAII in April 1992. Part II is a profile of the 1,153 Academic participants' answers to most of the 113 questions in the survey instrument. The data are presented as tables listing the percentage of Associates answering each category of each question. Average ratings (means) are provided for those questions which have numerical rating scales.

Part III provides a regional profile of these Academic participants' answers to most of the questionnaire items. The four geographic regions designated by A.I.D. are cross-tabulated with the responses to the questions to see if there are significant differences among the participants' responses by their home countries. These regional data are presented comparatively in tabular form. Significant differences in responses by geographic region are discussed.

Part IV of this report contains information on group training programs held at four U.S. training sites. These were the four training sites most frequently used by PIET during the four-year evaluation contract. Questionnaire data on important aspects of the training obtained from the Associates who went to these training sites are combined to answer the question, "Has the training institution satisfied the goals of the contract?" Major recommendations are included for each training site.

PART I

TASKS PERFORMED, OCTOBER 1989 TO SEPTEMBER 1993

This contract between Creative Associates International, Inc. (CAII) and Partners for International Education and Training (PIET) called for us to build on the assessment program that we had developed under a previous contract (April 1986 to September 1989). The purpose of both contracts was to enable PIET to ascertain the Thomas Jefferson Associates' assessments of the training and social/cultural components of their programs. The primary thrust of these assessments was to obtain the opinions and feelings of the Associates themselves at the completion of their programs in the United States.

INSTRUMENTS AND ASSESSMENTS

The instruments used to gather the data for these assessments included: (1) mailed questionnaires to those Associates attending degree granting programs at institutions of higher education (Academics); (2) oral group interviews for non-Academic Associates who would have difficulty with a written instrument (Level 1 Groups); (3) group administered questionnaires for non-Academic Associates with a higher level of literacy (Level 2 Groups); and (4) individual questionnaires completed in a group setting for non-Academic Associates who needed minimal assistance in completing these forms (Level 3 Groups).

Development

Table I-1

Development Dates and Language Versions of Data Collection Instruments

<u>Instrument</u>	<u>First Copy</u>	<u>Revisions</u>	<u>Final</u>	<u>Languages</u>
Academic	12/8/86	None	6/18/87	English
Level 3	6/12/86	7/87 - 1/90	6/90	Eng/Sp/ Fr.
Level 1	10/3/86	4/2/87	7/90	Eng/Spanish
Level 2	4/90	None	8/90	Eng/Sp/Fr.

The development schedule is indicated in Table I-1. The Academic questionnaires (12/8/86 and 6/18/87), Level 3 questionnaires (6/12/86 and 7/15/87), and Level 1 (10/3/86 and 4/2/87) interviews had all been developed, tested,

and used during the first contract period. The Level 3 and Level 1 instruments were further refined during the four years of the second contract; the Level 3 questionnaire in January 1990, and the Level 1 interview in July 1990. The Level 2 questionnaire was first used in April 1990, by the former PIET Executive Director, Ronald Springwater. The Level 1 interview has been translated into Spanish and the Level 2 and 3 questionnaires into Spanish and French.

Administration

Table I-2
Number of Groups Assessed at Each Level, by Year

<u>Year</u>	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Totals</u>
89 (Oct/Dec)	8	0	5	13
90	21	3	20	44
91	3 (10/17)	5	18	26
92	0	7	20	27
93 (Jan/Sept)	0	3	9	12
Totals	32	18	72	122

As the nature of some of the PIET programs changed during the second contract, so did the use of the CAII instruments to assess these programs. As Table I-2 indicates, no Level 1 assessments were made after October 17, 1991. During 1991, the predominantly Latin American Associates who took part in the Central American Peace Scholars (CAPS) programs were less often programmed by PIET. The Associates who took part in the Central and Latin American Scholarship Programs (CLASP) from 1991 to 1993 had more extensive programs and more literacy, so the use of the Level 2 questionnaires was indicated. You will note in Table I-2 that the use of the Level 2 instrument increased as the Level 1 interviews were phased out. (From 1986 to 1991, 61 groups of Associates were interviewed using the Level 1 interview.) From 1990 to 1993, 18 groups of Associates have filled out the Level 2 questionnaire (see Table I-2). Some of these groups were French or Arabic speaking.

The PIET programming of the more literate Academic and Level 3 Associates was relatively constant from 1989 to 1993, so the revised written questionnaires for these programs were used throughout the second contract. The mailed Academic questionnaire has always been in English, as the Academic Associates had to be proficient in English (see Table I-1) to participate in these programs. Between June 1987 and September 1993, 1,153 Academic Associates returned questionnaires to PIET. In April 1992, CAII reported on the responses of the first 643 of these Associates who finished their programs between June 1987 and February 1991 (CAII, April 1992). Parts II and III of this report provide updates of the first two sections of that 1992 report to include the data from the most recent 510 Academic Associates. (CAII stopped adding Associates to this report on September 13, 1993.)

From July 1987 to September 1993, 94 groups of Associates filled out Level 3 questionnaires at a number of U.S. training sites. Seventy two of these groups were evaluated during the second contract. (The revised version of the Level 3 instrument was first used with group #32 in June 1990.) These questionnaires were administered at the participants' training sites by PIET program managers trained by CAII to conduct these assessments. Part IV of this report contains selected data from the four training sites that were most frequently used by PIET during the second contract (October 1989 through September 1993). (The data from three of these four training sites were gathered using the French version of the Level 3 questionnaire.)

An interesting trend in Table I-2 is the decrease in the number of Level 3 assessments in the first nine months of 1993. After averaging six to nine groups per year from 1986 to 1989, the assessments of Level 3 groups grew to about 20 per year during the first three years of the second contract. To date there have only been nine assessments of Level 3 groups in 1993. It should be noted, however, that a majority of the assessments of Level 3 groups in 1990, 1991, and 1992 took place from September through December.

TRAINING AND REPORT WRITING

As the A.I.D. programs have changed and CAII developed different instruments and procedures to reflect these changes, the PIET program managers administering the assessments required training on the new procedures. Training was also necessary when new program managers were hired by PIET. The multiple demands on these program managers' time limited us to about one day of training annually; usually in the form of two, half-day sessions several months apart. Although this amount of training is not optimal, it has met the immediate needs of the assessment program. The agenda for one of the CAII training sessions appears as Appendix A.

During the first contract, meetings of CAII, PIET, and A.I.D. personnel to review selected assessments made CAII's reporting procedures more useful to the consumers of the assessment data. CAII also met with the PIET Board of Directors (June 1988) and the U.S.A.I.D. training officers (August 1987) during the first contract to explain and illustrate the purposes of the evaluation program. During the second contract, one meeting in 1991 was held at A.I.D./O.I.T. to discuss the programs provided by a training institution that will be highlighted in Part IV of this report.

To supplement the limited number of meetings and training sessions during the second contract, CAII worked with Pamela McCloud, Deputy Director of PIET, on the publication of *Administration Guidelines for Level 1, 2, and 3 Program Evaluations* (February 1991) that appears here as Appendix B. These guidelines provide PIET administrators a detailed agenda of the evaluation tasks and procedures from planning and scheduling to on-site preparation, administration, and report processing. These guidelines have been provided to all PIET program managers who had evaluation responsibilities.

CAII also kept in touch with the PIET program managers through frequent discussions during instrument development (Level 2 questionnaire) and revisions (Levels 1 and 3). CAII spent several days consulting with a number of program managers in the development and testing of the Level 2 instruments and procedures in 1990. Program managers also were very helpful in commenting on the French and Spanish translations of the Level 2 questionnaires and the External Rating Forms that were used to gather the impressions of the training providers and the evaluators.

CAII's most consistent contact with the PIET program managers was through their written reports. The evaluator's comments on each group's program and reactions during the assessment has always been an important part of the Level 1 and 3 evaluation reports. In October 1989, the evaluator's summary that had been used during the first contract was revised and expanded to become the administrator's summary (beginning with Level 3, Group #23, October 25, 1989). Sections III and IV of the *Administration Guidelines* (see Appendix B) outline the more specific and detailed procedures developed to guide the administrators in preparing and reviewing their part of the evaluation report. CAII has worked closely with the administrators on each report to insure that the information provided was clear, accurate, and germane. There have been very few difficulties in coordinating the project's report writing efforts.

DATA BASES

Table I-3
Development Dates and Versions of Data Bases

<u>Data Base Name</u>	<u>First Use</u>	<u>Final Version</u>
Level 3 (Omnis)	1988	July 1990 (Fox Base)
Level 1 (Omnis)	1988	July 1990 (Fox Base)
Academic (Fox Base)	1990	June 1991
Level 2 (Fox Base)	1991	June 1991
[Statistical package]	1991	June 1991 (SYSTAT)
ITAP (SYSTAT)	1991	January 1992

To facilitate the storage and retrieval of data from the participant evaluations, CAII developed computerized data bases for all of the different instruments (See Table I-3). The first data bases of the participant assessment program were developed during the first contract (1987-88) to provide a repository for the Level 1 interview and the Level 3 questionnaire information and to produce the standardized data summaries that CAII provides PIET for each Level 1 and Level 3 group. These data bases were becoming overloaded and difficult to use when we began work on the second contract. When CAII revised the Level 1 and Level 3 instruments, project staff updated and restructured the Level 1 and Level 3 data bases. These new Level 1 and Level 3 data bases were first tested in March 1990. By July of that year, the bugs in these new data bases had been worked out, and CAII began the initial development of a data base for the Academic questionnaires.

The development of the Academic data base and the integration of the old and new Level 1 and Level 3 data bases began in October 1990. CAII soon found that outside computer consultants would be needed to facilitate this work. We needed a different data base computer program to accomplish these tasks. The Fox Base Pro software is the data base that was chosen. The Academic data base and the integrated programs for the Level 1 and Level 3 data bases were functional in June 1991. Work on the data base and report format for the Level 2 questionnaires began in March 1991. These also were available for use in June 1991.

A statistical computer capacity was needed to analyze all the data (1986 to 1991) from the Academic, Level 1, and Level 3 Associates. The SYSTAT statistical package was installed on CAII's computer system in February 1991. It was first used to produce Parts III and IV of CAII's *Assessment of Academic Training Programs* (April 1992).

An additional data base is available to provide comparative data analyses. This data base contains information from 3419 Academic participants who finished A.I.D. training programs between 1967 and 1972. These data were gathered by the CAII project director, Dr. Paul Kimmel, using a questionnaire similar to that developed in 1987 for the PIET evaluations of Academic programs. Dr. Kimmel's original tapes from 1972 were lost, but he was able to retrieve and restore much of the data from his own files. Over one hundred comparable items are stored in this International Training Assessment Program (ITAP) data base. Some of these data were used in the analyses discussed in Part IV of CAII's *Assessment of Academic Training Programs* (April 1992). In 1992, CAII and PIET provided a copy of this data base to the A.I.D. computer center in Washington, D.C.

These data bases have the potential to produce a variety of research reports on A.I.D./PIET programs and the Associates. CAII recommends that copies of these data bases be maintained at the A.I.D. computer center in Washington, D.C., when the PIET evaluation program is discontinued.

SUMMARY

The four-year contract between CAII and PIET to conduct assessments of Thomas Jefferson Associates' training programs is concluding. This project has produced four different evaluation instruments and associated procedures in three different languages. An extensive set of Administrator Guidelines for the application and processing of these instruments has also been developed.

During the four years, CAII has provided PIET evaluation reports on 122 groups of Associates and an aggregate report on 643 individual (Academic) Associates. The information provided by all of these Associates is stored in four separate data bases. An additional data base containing 1967-72 information on 3419 individual (Academic) Associates is also available.

CAII has been responsive to PIET's needs and constraints. We have worked closely with PIET personnel at all levels and developed productive and congenial relationships. The project has stayed within budget and met its deadlines. We have enjoyed our association with PIET and A.I.D./O.I.T.

PART II

STATISTICAL PROFILE OF ACADEMIC ASSOCIATES, 1986-1993

INTRODUCTION

Parts II and III of this report are statistical and narrative chapters containing the data provided by the academic Associates. Because interviews with academic students attending a number of different colleges and universities in the U.S. were very difficult to schedule, CAII chose to collect data from academic Associates through a questionnaire mailed to these Associates by PIET at the end of their training programs. This questionnaire, developed in 1987, contains 113 questions, the majority of which require "yes" or "no" answers. Some of the questions ask the Associates to rate an aspect of their program on a 1-to-7 scale. A few are open ended questions, allowing the Associates to write in their responses. A copy of this questionnaire containing the summary data provided by all 1153 academic Associates who returned questionnaires to PIET from 1987 to 1993 appears as Appendix C.

Part II provides a profile of these 1153 participants' answers to most of the 113 questions in the questionnaire. These data are presented as tables listing the percentage of Associates answering each category of each question with brief narrative statements following every table. Average ratings (means) are provided for those questions which have numerical rating scales. The data are grouped under the following categories: A. Biographical Data; B. Selection and Meetings in Home Country; C. Meetings and Orientations in the U.S.; D. Language Information; E. Academic Program; F. Support Services; G. Social, Cultural, and Recreational Activities and Services; H. Expected Use of Training; and I. Overall Assessment. Appendices include: List of Countries (D); List of Colleges and Universities (E); List of Fields of Study (F); and List of Previous Overseas Training Programs (G).

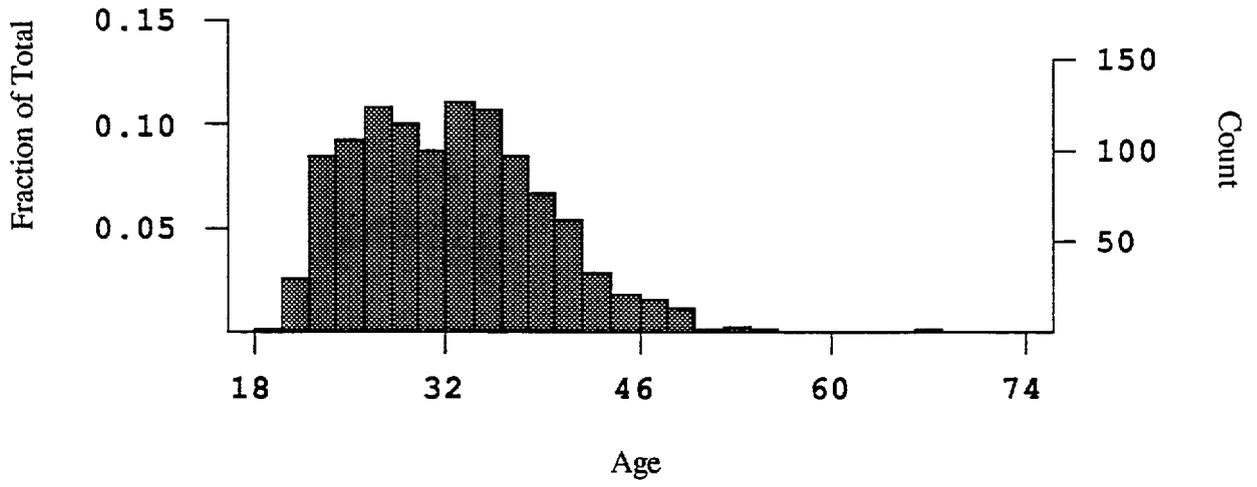
A. BIOGRAPHICAL DATA

The 1,153 participants who provided information for this report were from 65 different countries throughout the world (see Appendix D). All regions were represented, although over half (51%) of the respondents were from the Latin America/Caribbean Region. Participation from other regions was as follows: Sub-Saharan Africa--13%, Asia/Pacific--19%; and Middle East/North Africa--17%.

Respondents were as young as 18 and as old as 67. The average age was 31.7 years. A graphic distribution of ages is in Figure II-1. Regional breakdowns of age are indicated in Item 2 (See Part III).

Figure I-1

Age Distribution of Participants



About two thirds (67%) of the respondents were male, and about one third (33%) were female. Although almost half (49%) were married, 72% of the participants came to the United States alone. Of those who did not travel alone, 25% travelled with a spouse, and 16% were accompanied by children.

Item 5. Are you accompanied to the U.S. by your:

Wife: 15.0 Husband: 9.6 Children: 16.3
 No One: 72.4

N=1123

Respondents received instruction from 239 U.S. colleges and universities in 264 fields of study. A complete list of colleges and universities is provided in Appendix E. The numbers and percentages of students enrolled in the most popular fields of study are listed below.

<u>Field of Study</u>	<u>Percent</u>	<u>N</u>
Agriculture	4	50
Biological Sciences	3	34
Business and Commerce	17	200
Computer Science and Systems Analysis	4	48
Education	9	109
Engineering	11	121
Health Professions	8	93
Physical Sciences	2	24
Social Sciences	20	230
General	13	146

A complete list of fields of study is included in Appendix F.

Before this trip, 66.9% of the participants had received no other training outside of their country. In addition, 62.9% of the respondents had never visited the United States. Of the 37% of the participants who had visited the United States, 32.5% came to receive academic education.

Respondents who had received other training outside of their countries had participated in a variety of overseas training programs. Topics included, but were not limited to: technical subjects such as agriculture, radio production, and small scale industry; business management training in such areas as public finance, tax administration, and public administration; and language courses. A complete list of participant training programs is provided in Appendix G.

Seventy-one percent of the respondents were employed. Seventy percent of those who were working were employed by their government.

Item 17. What type of employer do you work for in your country?			
Government	70.4	University	4.5
Self-employed	14.4	Private Company	1.4
Parastatal	7.9	Other Type	1.1
N=815			

B. SELECTION AND MEETINGS IN HOME COUNTRY

Respondents, who were selected for the academic training program through a variety of agencies and job titles, felt that their professional and educational qualifications and their personal abilities were most important to their selection for their academic training program. Using a scale of 1 to 7, with 1 as "extremely important" and 7 as "not at all important," respondents rated the importance of the five considerations in Item 19 as follows:

Item 19. How important was each of the following considerations in the decision to send you to this academic training program?

<u>Considerations</u>	<u>M</u>	<u>N</u>
Professional and educational qualifications	1.48	1102
Personal abilities	1.78	1092
Language ability	3.18	1088
Job needs	2.33	1092
Personal contacts	4.99	1087

Seventy percent attended meetings about their program before coming to the United States. These meetings were also attended by USAID representatives (89.6%), other USAID participants going to the United States (63.5%), and former USAID participants from that country (44.2%). At these meetings, the vast majority (77.6%) received information about the United States, and 78.1% received information about USAID administrative policies and regulations. Sixty-one percent of the respondents received information on their country's USAID development program and the goals of their academic programs. More than half of the respondents (51.2%) received information about the relationship of the academic program to the development program in their countries. Of the 1131 respondents who answered this question, 75.6% wanted to participate more in the planning of their academic programs.

Almost two-thirds of the respondents (62.4%) felt that they did not receive enough information about their academic program before leaving their country. Eighty-two percent wanted more information about the content of their academic program. Fifty-three percent would have liked a description of the academic location.

Item 23. Did you want to participate more in the planning of your academic program than you did?

No: 24.3 Yes: 75.6 N=1099

Item 27. Which of the following did you want more information about?

	<u>Percent</u>	<u>N</u>
Goals of my academic program	35.5	272
Content of my academic program	81.7	626
Description of my academic location	53.3	408
Overall length of program	35.9	275
Other aspects	0.0	0

N=766

Respondents were notified about their departure date an average of 37 days prior to leaving the country. Sixty-one percent felt that they had enough time to get ready.

Overall, respondents were not well satisfied with the planning of the in-country training program. Using a scale of 1 to 7, with 1 being "extremely satisfied" and 7 being "not at all satisfied," the average response was 3.31.

C. MEETINGS AND ORIENTATIONS IN THE UNITED STATES

Almost half (48.7%) of the respondents attended an orientation program about the United States at the Washington International Center. The respondents who did attend rated most components of the orientation program either as "somewhat adequate" or "very adequate." (It should be noted that 38.6% found the visits with U.S. families to be "not adequate.") On a scale of 1 to 7, with 1 being "extremely useful" and 7 being "not at all useful," respondents rated the usefulness of the orientation as 2.82. Fifty-five percent said that they had the same impression of the United States at the end of the program as they did after the Washington International Center orientation. Over one fourth (29%), however, had a more favorable impression of the United States after the orientation than the one they had after completing the entire academic program.

Item 29. Did you go to an orientation program about the United States at the Washington International Center?

No: 51.2 Yes: 48.7 N=1135

Item 32. How does the impression you formed of the United States while attending the Washington International Center orientation compare with the impression you now have of the United States?

<u>Responses</u>	<u>Percent</u>	<u>N</u>
Impression was generally more favorable than the one I now have	29.0	157
Impression generally the same as the one I now have	54.7	296
Impression was generally less favorable than the one I now have	16.2	88

N=541

A slightly larger percentage (58.1%) of the respondents had an arranged meeting with a representative of Partners for International Education and Training, the African-American Institute, AMIDEAST, the Asia Foundation, or the Experiment in International Living. Those who attended these meetings found them useful. Using a scale of 1 to 7, with 1 being "extremely useful" and 7 being "not at all useful," the average utility rating was 2.4.

Item 33. Before your training program began, did you have an arranged meeting, or meetings, with a representative from Partners for International Education and Training, the African-American Institute, AMIDEAST, the Asia Foundation, or the Experiment in International Living?

No: 41.8 Yes: 58.1 N=1110

Item 35. How useful was the orientation you received from Partners, the African-American Institute, AMIDEAST, the Asia Foundation, or the Experiment in International Living?

M=2.40 N=658

A still larger percentage (63.8%) attended an orientation program or administrative meeting at his/her academic facility. Those who attended found this orientation useful as well. Using the same scale as used in question 35, the average utility rating was 2.55.

Item 36. Did you attend an orientation program or administrative meeting at your academic facility?

No: 36.1 Yes: 63.8 N=1117

Item 37. How useful was the orientation you received at your academic facility?

M=2.55 N=718

D. LANGUAGE INFORMATION

The majority of the respondents reported no problems with English in understanding lectures, class discussions, notetaking, and reading assignments. Respondents experienced some problems with making themselves understood in class discussions and informal conversations, understanding informal conversations, writing papers or reports, and using technical vocabulary. Less than 10% of the respondents had many problems in any of these categories. Outside of the academic experience, the majority of the respondents experienced no problems in using English for transportation, visiting stores, sightseeing, and visiting restaurants. Of the 1135 participants who responded, 50.8% had taken English language courses while enrolled in their academic programs.

Item 39. During your program, what were your experiences with language in each of the academic areas listed below?

<u>Area</u>	<u>No Problems</u>	<u>Some Problems</u>	<u>Many Problems</u>	<u>N</u>
Understanding lectures	68.9	28.2	2.7	1122
Understanding class discussion	67.1	29.3	3.4	1116
Understanding informal conversation	53.9	37.9	8.1	1120
Understanding reading assignments	81.2	17.4	1.2	1116
Making myself understood in class discussions	51.6	42.9	5.4	1114
Making myself understood in informal conversations	55.7	38.6	5.6	1115

Item 39. Continued

<u>Area</u>	<u>No Problems</u>	<u>Some Problems</u>	<u>Many Problems</u>	<u>N</u>
Writing papers or reports	60.3	33.5	6.0	1118
Taking notes in class	66.9	28.4	4.6	1115
Using technical vocabulary	63.2	32.7	3.9	1117

Item 40. During your visit to the United States, what were your experiences using English in each of the areas listed below?

<u>Area</u>	<u>No Problems</u>	<u>Some Problems</u>	<u>Many Problems</u>	<u>N</u>
Transportation	82.5	15.4	2.0	1130
Visiting stores	81.0	17.3	1.6	1133
Sightseeing	83.5	15.3	1.0	1118
Restaurants	69.6	27.4	2.9	1126

E. ACADEMIC PROGRAM

1. Overview

Participants rated, "increasing general knowledge in the field," "contributing to the development of their country" and "obtaining an academic degree" as very important reasons for taking part in the academic program. Other reasons--making professional contacts in the United States, visiting the United States, and getting a new or different job in their home country--were rated as moderately important.

Item 45. Please rate the importance to you of each of the following reasons for taking part in this program.

	<u>M</u>	<u>N</u>
Increasing general knowledge in their field	1.22	1127
Making professional contacts in the United States	3.20	1072

Item 45. Continued

	<u>M</u>	<u>N</u>
Obtaining an academic degree	1.73	1098
Contributing to the development of their countries	1.29	1134
Visiting the United States	3.63	1087
Getting a new or different job in their countries	3.69	1079

Respondents were nondegree, undergraduate, and graduate students. The largest number of respondents--787, representing 69% of the total respondents--were graduate students.

Item 46. What type of student were you?

	<u>Percent</u>	<u>N</u>
a. Graduate student	69	787
b. Undergraduate student	26	296
c. Nondegree student	4	46

N=1140

Ninety-five percent of the respondents had a faculty advisor who helped them in arranging their course schedule at their primary institution. Respondents found this relationship useful: based on a scale of 1 to 7, with 1 being "extremely useful" and 7 being "not at all useful," the average utility rating was 2.34.

2. Classroom Training

In terms of in-class training, 74.2% of the respondents had courses in which instruments and equipment were used at their primary institution. Of that group, 86.4% responded that most of the instruments and equipment could be used in their home country.

Item 51. Did you have courses in which instruments and equipment were used at the institution where you had most of your academic training?

No: 25.7 Yes: 74.2 N=1130

Item 52. Were most of these instruments and equipment appropriate for application in your home country?

No: 13.5 Yes: 86.4 N=843

The majority of the respondents did not experience serious difficulties with classroom training. At least half of the respondents felt that 12 of the 13 difficulties presented in question 53 were not true for them. Respondents reported the most difficulty with reading assignments.

Item 53. AID-sponsored participants have sometimes reported difficulties with their classroom training. Listed below are some of these difficulties. To what extent was each of these difficulties true for you at the institution where you had most of your academic program?

<u>Difficulty</u>	<u>Not True</u>	<u>Somewhat True</u>	<u>Very True</u>	<u>N</u>
Courses too simple	68.9	27.7	3.2	1105
Courses too advanced	67.4	28.1	4.3	1095
Subject matter too abstract	68.4	27.6	3.8	1079
Subject matter too specific	64.0	27.9	8.0	1087
Too little lecturing	81.1	15.1	3.7	1086
Too little discussion	69.7	25.3	4.9	1098
Too much assigned reading	38.9	39.0	22.0	1105
Too many quizzes, tests, papers	52.0	34.1	13.8	1100
Testing procedures misunderstood	72.9	21.2	5.8	1096
Grading system misunderstood	75.0	20.9	3.9	1092

Item 53. Continued

<u>Difficulty</u>	<u>Not True</u>	<u>Somewhat True</u>	<u>Very True</u>	<u>N</u>
Too many courses unrelated to major field	76.0	17.5	6.4	1101
Too much duplication of subject matter in different courses	68.8	25.3	5.7	1091

Respondents found the in-class courses to be relevant to the goals of their academic program. Using a scale of 1 to 7, with 1 being "extremely relevant" and 7 being "not at all relevant," the average rating was 1.97.

3. Training Outside the Classroom

Only 43.1% of the respondents were involved in academic programs that included training outside of the classroom. This group found these experiences to be relevant to the goals of their academic program as well: on a scale of 1 to 7, with 1 being "extremely relevant," and 7 being "not at all relevant," the average relevancy rating was 1.98. Responses to the division of training question supported the desire for more outside training: 80.6% thought that there was the right amount of classroom training, and 70.4% thought that there should be more training outside the classroom.

Item 59. Please evaluate how well your total training time was divided among the following kinds of training listed below.

<u>Kind of Training</u>	<u>Right Amount</u>	<u>Should Be Less</u>	<u>Should Be More</u>	<u>N</u>
Classroom training	80.6	12.8	6.5	1028
Training outside the classroom	27.7	1.8	70.4	875

4. Changes in Academic Program

After reaching the first academic facility, respondents generally did not consider program changes. Of the changes that were made, 23.1% lengthened their program, and 13.1% added English language training. Ten percent switched major fields. Nine percent transferred to another school.

Generally, respondents found their U.S. academic programs to be very applicable. Respondents found their programs to be most applicable to their personal career plans, and their training and experience. Overall, respondents were satisfied with their total academic program.

Item 62. How applicable was your academic program to each of the following:

	<u>M</u>	<u>N</u>
To my training and experience	1.77	1122
To my home country conditions	2.14	1121
To my personal career plans	1.74	1115

Item 63. Overall, how satisfied are you with your total academic program?

M=2.00 N=1139

Respondents felt that they did at least as well and often better than most of the other international students at their schools.

Item 64. How do you think you did in each of the following areas in comparison to other international students at your school?

<u>Area</u>	<u>Better Than Most</u>	<u>Same As Most</u>	<u>Worse Than Most</u>	<u>N</u>
Grades	47.8	51.4	.6	1092
Staying healthy	41.8	53.3	4.7	1113
Understanding American English	49.9	47.1	2.9	1114
Adjusting to U.S. culture	51.1	45.8	3.0	1121
Making friends	44.2	49.6	6.1	1114

5. Mid-winter Seminars

Fifty-one percent of the participants attended a mid-winter community seminar during the winter holiday vacation period. Eleven percent wanted more planned group activities and more discussion, while 17.9% felt that there were not enough visits with American families. Almost 80% felt that there were not enough U.S. students. In general, however, respondents were satisfied with these seminars.

Item 68. Please evaluate the mid-winter seminar programs you attended in each of the areas listed below:

<u>Areas</u>	<u>Very True for Me</u>	<u>Somewhat True for Me</u>	<u>Not True for Me</u>	<u>N</u>
a. Enough field trips	63.8	26.8	9.3	570
b. Enough discussion	61.1	30.4	8.4	571
c. Enough visits with American families	47.8	34.2	17.9	569
d. Variety of cultural backgrounds of group members adequate	67.0	26.3	6.6	570
e. Group neither too large nor too small	63.3	30.8	5.7	570
f. Enough planned group activities	59.5	29.4	11.0	568
g. Enough US students	8.9	11.4	79.6	559

69. How satisfied were you with the mid-winter seminar(s) which you attended?

M=2.35

N=572

6. Management Training Seminars

Only 16.2% of the respondents attended one of the management training seminars. At least 50% of those who attended found that the seminars were relevant to their country, the subject matter was at an appropriate level, the objectives were clear, participants worked well together, and the location was satisfactory. Twenty-three percent felt that more social and recreational activities were needed. Those who attended felt that the ideas from the seminar were helpful. Using a scale from 1 to 7, with 1 being "extremely helpful," and 7 being "not at all helpful," the ratings averaged 2.26.

F. SUPPORT SERVICES: ADVISORS, HOUSING, TRAVEL, AND MONEY ALLOWANCES

Ninety-seven and a half percent of the respondents knew how to contact the Partners' representative for their program while they were at the academic facility. Respondents were very satisfied with their communication with their representative (the average rating was 1.92). Respondents also were satisfied or very satisfied with other

Partners-provided support services, including: travel arrangements (M=1.74), allowance receipts (M=1.53), help with personal matters (M=2.27), help with program matters (M=2.08), response to emergencies (M=2.11), and help with immigration (M=1.81).

Eighty percent received help from staff at their academic facilities. Help provided was considered very useful (M=1.83). Respondents were satisfied with their housing during their stay in the United States (average satisfaction rating was 2.74).

Respondents were somewhat satisfied with their money allowances for rent, food, travel expenses, books and training materials, and equipment. The majority of the respondents found the allowances for rent, food, travel, and books to be either "adequate" or "very satisfactory." However, 54% felt that the equipment allowance was "not adequate."

Item 80. Please evaluate your money allowances in each of the areas listed below:

<u>Areas</u>	<u>Very Satisfactory</u>	<u>Adequate</u>	<u>Not Adequate</u>	<u>N</u>
Rent	18.0	55.1	26.8	1115
Food	17.6	58.0	24.2	1119
Travel expenses	18.2	49.3	32.4	1031
Books and training	19.2	43.9	36.8	1124
Equipment	10.1	35.8	54.0	980

Eighty percent of the respondents thought that PIET was the source of funds for tuition, fees, and money allowances. Only 17.4% knew that the U.S. government funded their program.

Of the 52.9% of the respondents who suffered an illness or injury requiring medical attention while participating in the academic program, 40.8% had difficulty using the Health & Accident Coverage Insurance.

G. SOCIAL, CULTURAL, AND RECREATIONAL ACTIVITIES AND SERVICES

During their visit to the United States, 54.7% of the respondents participated regularly in student or community clubs. A larger percentage (86.3%) visited U.S. families in their homes during the training programs, and 59.1% of those who did made six or more visits. Respondents found these visits to be very enjoyable (average rating was 1.73). Ninety-two percent discussed life in the United States with U.S. citizens. During the program, 74% made presentations about life or activities in their country to U.S. citizens.

Respondents participated in a wide range of social and recreational activities, including sports events, picnics, parties, dances, movies, concerts, plays, and sightseeing trips. Fifty-nine percent of them took part in these activities with mixed groups of U.S. citizens, people from their country, and other foreign nationals. Smaller percentages (17%, 8%, and 13% respectively) generally engaged in these activities only with other foreign nationals, other U.S. citizens, or people from their own country. Respondents generally found these informal activities to be very enjoyable; the average rating was 1.77. Respondents also felt that personal friendships were very important to their total experience in the United States. Using a scale of 1 to 7, the average rating was 2.03.

Thirty-five percent of the respondents felt that they had experienced some discrimination during their stay in the United States.

Respondents had varied experiences in adjusting to the United States and its culture. At least 50% of the respondents had "no problems" adjusting to American food and culture, and 66.3% had "no problems" being accepted by people in the United States. Although respondents experienced more problems with climate, homesickness, and loneliness, they generally felt welcome and accepted.

Item 100. During your visit to the United States, how were you personally affected by the experiences listed below?

<u>Experience</u>	<u>No Problems</u>	<u>Some Problems</u>	<u>Many Problems</u>	<u>N</u>
Adjusting to the climate	44.7	45.2	9.9	1135
Adjusting to the food	52.6	35.5	11.8	1135
Adjusting to American culture	55.3	38.1	6.5	1136

Item 100. Continued				
<u>Experience</u>	<u>No Problems</u>	<u>Some Problems</u>	<u>Many Problems</u>	<u>N</u>
Feeling homesick	32.4	51.8	15.7	1139
Feeling lonely	39.7	47.1	13.1	1136
Being accepted by Americans	66.3	29.1	4.4	1121

Item 102. Did you feel welcome and accepted in the United States?

M=2.28 N=1136

H. EXPECTED USE OF TRAINING

Of the 1133 respondents, 55% knew the job that they would have upon their return to the home country. Seventy-five percent of that total were returning to the same job that they had before coming to the United States. Seventy-seven percent felt that their job responsibilities would change as a result of their A.I.D. training, and 81.7% expected to be training others in specific work skills. In addition, 78% responded that their academic training would be a significant help in providing the teaching or training.

About half of the respondents felt that they would have some problems in using their training in their home country. Lack of money; lack of equipment, tools, or facilities; and resistance to change were seen as major deterrents.

Item 108. AID-sponsored participants have sometimes reported they expect to have problems in using their training. Listed below are some of these problems. To what extent do you think each of these may be true for you?				
<u>Difficulties</u>	<u>No Problems</u>	<u>Some Problems</u>	<u>Many Problems</u>	<u>N</u>
Lack of equipment, tools, or facilities	24.2	52.6	23.0	1100
Item 108. Continued				

<u>Difficulties</u>	<u>No Problems</u>	<u>Some Problems</u>	<u>Many Problems</u>	<u>N</u>
Lack of money	12.7	49.1	38.0	1103
Lack of qualified staff	29.0	54.8	16.1	1078
Lack of help from immediate supervisor	44.4	45.4	10.1	1069
Lack of support from higher officials	33.3	50.8	15.7	1064
Resistance by people to changing ways of doing things	20.4	51.9	27.5	1081
Other difficulties	--	--	--	0

Seventy-eight percent expect to call on the A.I.D. mission in their home countries to obtain help in using the training. More than 70% of those respondents felt that the A.I.D. mission would be helpful in providing professional magazines, journals, and other printed materials and in conducting seminars, meetings, and conferences.

I. OVERALL ASSESSMENT

In general, 73% of the respondents felt that training and social experiences were equally important to them, while 24% felt that the training was more important. Only 3% felt that the social, cultural, and personal experiences were more important.

Item 111. Of the two kinds of experiences (training and social, cultural and personal) that they had during their stay in the United States, which was relatively more important to the participants?

	<u>Social, Cultural, and Personal More Important</u>	<u>Training More Important</u>	<u>Both Kinds Equally Important</u>	<u>N</u>
TOTAL	3.3	23.7	72.8	1127
N	37	267	820	

Overall, respondents were very satisfied with their total experience (average satisfaction rating was 1.80). None of the 1153 participants who answered this question rated their total experience as "not at all satisfactory" ("7" rating). Ninety-seven percent would recommend the academic program to other people in their country with backgrounds like theirs.

Item 112. How satisfied were the participants with their total experience as A.I.D.- sponsored trainees?

	<u>Extremely Satisfied</u>						<u>M</u>	<u>N</u>
	(1)	(2)	(3)	(4)	(5)	(6)		
TOTAL	43.7	38.5	13.7	2.94	.62	.53	1.80	1124
N	491	433	154	33	7	6		

Item 113. Would the participants recommend their academic program to other people in their countries with similar backgrounds?

	<u>Yes</u>	<u>No</u>	<u>N</u>
TOTAL	96.5	3.4	
N	1062	37	1100

PART III

REGIONAL PROFILES OF ACADEMIC ASSOCIATES, 1986-1993

INTRODUCTION

Part III provides regional profiles of the participants' answers to many of the Academic questionnaire items. Associates are grouped into the four A.I.D.-designated geographic regions: Middle East/North Africa, Asia/Pacific, Latin America/Caribbean, and Subsaharan Africa (hereafter referred to as Africa). The majority of the CAII Associates were from the Latin American Region (51%), while the smallest number came from Subsaharan Africa (13%). This distribution is identical to the distribution in the entire group of PIET Academic Associates: Latin America (51%) and Subsaharan Africa (13%). There are somewhat larger discrepancies between the samples in the Asia/Pacific Region (19% of the CAII sample versus 11% of the PIET sample), due primarily to the larger number of Filipinos in the CAII sample; and in the Middle East/North Africa Region (CAII 17%, PIET 26%), due primarily to the larger number of Associates from Yemen in the PIET participant group.

The four geographic regions are cross-tabulated with most of the questions in the questionnaire to test for significant differences among the participants' responses by region. These regional data are presented comparatively in narrative and tabular form. Significant differences in responses by geographic region are noted at the beginning of each section. The sections include: (A) Biographical Data; (B) Selection and Meetings in Home Country; (C) Meetings and Orientations in the United States; (D) Language Information; (E) Academic Program; (F) Support Services; (G) Social Activities and Services; and (H) Expected Use of Training.

In choosing the level of statistical significance for these analyses CAII has taken a conservative approach, emphasizing only those relationships that had a probability of less than one in 100 of occurring by chance ($P < .01$) as statistically significant. That is, we have considered it likely that any differences in responses among regions that could have happened more than once in 100 times to be chance. The reader should keep in mind that the statistical tests are for all of the data in a table. In some cases there may be a few large differences in a table, but the overall pattern may not be statistically significant (at $P < .01$). Only those tables that contain highly statistically significant differences ($P < .01$) among regional responses are included in this section.

A. BIOGRAPHICAL DATA

Regional data on age, gender, marital status, relatives accompanying Associates, education, length of Academic program, training received outside the country, and previous visits to the United States are presented in tabular form on the following pages.

Generally, respondents from the Asia/Pacific and Africa Regions were older (average about 35 years) and the former had more advanced degrees. The Africa and Middle East/North Africa Regions had significantly higher percentages of male Associates (80+%). The Latin America/Caribbean Region had more unmarried Associates (65%).

Respondents from the Asia/Pacific Region made up 47% of the respondents in programs less than 18 months in length. Respondents from the Middle East/North Africa Region, on the other hand, were more likely to be enrolled in longer programs (average 34 months). The Africa Region had the highest percentage of respondents who had received previous training outside their country (61%). The Latin America/Caribbean Region had the highest percentage of respondents who had previously visited the United States (47%).

Over 90% of the respondents from the Africa and Asia/Pacific Regions had jobs in their countries, and about 75% of them listed the government as their primary employer. About 80% of the Middle East/North Africa Region had jobs and listed the government as their employer. Although almost half of the respondents from the Latin America/Caribbean Region had no jobs, one in seven worked for a private company at home.

Item 2. What are the participants' ages?

Percentages of Regional Respondents, by Age Group					
Age	AFR	AS/PAC	LAC	MENA	N
<25	2.07	.91	26.95	8.06	179
25-27	4.14	7.31	21.36	15.59	177
28-30	8.28	14.16	17.12	14.52	171
31-33	21.38	15.98	12.71	15.05	169
34-36	24.83	20.55	9.15	20.43	173
>37	39.31	41.10	12.71	26.34	271
N	145	219	590	186	1140
X	35.10	35.80	29.16	32.54	31.74

P<.0001

Item 3. What was the gender of the participants?

	Female	Male	TOTAL	N
AFR	19.86	80.14	100.00	146
AS/PAC	35.91	64.09	100.00	220
LAC	39.60	60.40	100.00	596
MENA	17.80	82.20	100.00	191
TOTAL	32.78	67.22	100.00	1153
N	378	775		

P<.0001

Item 4. What was the marital status of the participants?

	Married	Single	TOTAL	N
AFR	71.03	28.97	100.00	145
AS/PAC	68.35	31.65	100.00	218
LAC	34.74	65.26	100.00	593
MENA	55.61	44.39	100.00	187
TOTAL	49.17	50.83	100.00	1143
N	562	581		

P<.0001

Item 5. Who accompanied the participants during their visit to the United States?

	Wife	Husband	Children	Wife/Child	Husb/Child	No One	TOTAL	N
AFR	7.64	2.08	0.69	9.72	9.03	70.83	100.00	144
AS/PAC	8.29	3.69	3.23	7.83	6.45	70.51	100.00	217
LAC	7.20	3.09	3.60	6.17	3.26	76.67	100.00	583
MENA	11.05	2.76	1.66	6.08	15.47	62.98	100.00	181
TOTAL	8.09	3.02	2.84	6.93	6.58	72.53	100.00	1125
N	91	34	32	78	74	816		

P<.0001

Item 6. What was the highest level of education achieved by participants prior to beginning their A.I.D. training programs in the United States?

	N/A	HSD	C/L/A	BS	MA	Ph.D.	Other	TOTAL	N
AFR	2.05	6.85	16.44	46.58	21.23	6.16	0.68	100.00	146
AS/PAC	0.91	0.45	4.55	45.00	31.82	16.82	0.45	100.00	220
LAC	5.20	17.95	20.30	46.98	6.04	2.52	1.01	100.00	596
MENA	3.66	13.09	8.38	46.60	17.80	8.90	1.57	100.00	191
TOTAL	3.73	12.40	14.83	46.49	14.83	6.76	0.95	100.00	1153
N	43	143	171	536	171	78	11		

P<.0001

Item 7. What was the length of the U.S. academic program?

Percentages of Regional Respondents in Academic Programs, by Length of Sojourn					
MOS	AFR	AS/PAC	LAC	MENA	N
<18	13.10	46.76	17.83	9.52	243
19-24	22.07	21.76	26.49	28.57	289
25-30	28.97	17.59	27.67	29.63	299
31-36	17.93	7.41	12.73	2.65	122
>36	17.93	6.48	15.28	29.63	186
X	28.53	19.82	26.30	33.85	26.60
N	145	216	589	189	1139

P<.0001

Item 10. Did the participants have any other training outside their country?

	Yes	No	TOTAL	N
AFR	60.69	39.31	100.00	145
AS/PAC	33.33	66.67	100.00	216
LAC	25.08	74.92	100.00	590
MENA	36.22	63.78	100.00	185
TOTAL	33.01	66.99	100.00	1136
N	375	761		

P<.0001

Item 12. Have the participants visited the United States before this trip?

	Yes	No	TOTAL	N
AFR	35.86	64.14	100.00	145
AS/PAC	19.82	80.18	100.00	217
LAC	46.71	53.29	100.00	593
MENA	27.72	72.28	00.00	184
TOTAL	37.14	62.86	100.00	1139
N	423	716		

P<.0001

Item 15. Did the participants have a job in their country?

	Yes	No	TOTAL	N
AFR	90.91	9.09	100.00	143
AS/PAC	99.09	0.91	100.00	220
LAC	53.72	46.28	100.00	592
MENA	79.14	20.86	100.00	187
TOTAL	71.28	28.72	100.00	1142
N	814	328		

P<.0001

Item 17. What type of employer do the participants have in their countries?

	Government	University	Parastatal	Self-employed	Private Company	Other Type	TOTAL	N
AFR	73.85	4.62	11.54	0.77	6.92	2.31	100.00	130
AS/PAC	76.50	19.35	0.46	0.46	2.76	0.46	100.00	217
LAC	59.11	16.61	6.39	2.88	14.06	0.96	100.00	313
MENA	82.43	11.49	0.00	0.68	4.05	1.35	100.00	148
TOTAL	70.42	14.48	3.46	1.49	8.04	1.11	100.00	808
N	569	117	36	12	65	9		

P<.0001

B. SELECTION AND MEETINGS IN HOME COUNTRY

This set of questions asked about the respondents' selection to the U.S.A.I.D. Academic program and the orientations they received before leaving their home countries. Associates rated the importance of certain qualifications to their selection, their level of participation in the orientation meetings, time to prepare for departure, the amount of information provided in home country, and their satisfaction with the program planning.

Overall, most respondents considered professional and educational qualifications to be the most important consideration in their selection. Those from Africa rated this criteria most important (M=1.2), while respondents from the Asia/Pacific Region thought that the needs of their job were about as important to their selection. Associates from the Latin America/Caribbean Region gave lower average ratings to all the selection criteria, except personal abilities, than Associates from the other regions. Personal contacts were considered the least important criteria by Associates from all the regions.

The Latin America/Caribbean Region had a much higher percentage (84%) of respondents who attended home country meetings before departure than any other region. The Latin America/Caribbean Region also had the highest percentage of Associates who felt they had enough time to prepare for their programs in home country (71%). The Africa and Asia/Pacific Regions more often felt there was not enough time to prepare (50+%). The Africans also more often felt that they did not receive enough information about their programs before departure (70%) than did respondents from other regions. Those from the Asia/Pacific Region least often reported this difficulty (53%). At least 20% of the Associates from every region wanted more information about the goals of their program and the length of their sojourns. Over 30% wanted a description of their Academic location, while over 50% wanted to know more about the content of their programs. Overall, respondents from each region reported dissatisfaction with their home country program planning in which they did not feel they had enough participation.

Item 19a. How important were the participant's professional and educational qualifications to his/her selection for this training?

	Very Important (1)	(2)	(3)	(4)	(5)	(6)	Not At All Important (7)	M	TOTAL	N
AFR	85.92	9.86	2.82	0.00	1.41	0.00	0.00	1.21	100.00	142
AS/PAC	73.24	16.43	5.63	3.76	0.47	0.47	0.00	1.43	100.00	213
LAC	65.19	22.08	7.07	2.83	0.88	0.53	1.41	1.59	100.00	566
MENA	72.73	18.79	6.67	1.21	0.61	0.00	0.00	1.38	100.00	165
TOTAL	70.63	18.88	6.17	2.39	0.83	0.37	0.74	1.48	100.00	1086
N	767	205	67	26	9	4	8			

P<.005

Item 19b. How important were the participant's personal abilities to his/her selection for this training?

	Very Important (1)	(2)	(3)	(4)	(5)	(6)	Not At All Important (7)	M	TOTAL	N
AFR	66.43	24.29	5.71	0.71	0.71	0.71	1.43	1.53	100.00	140
AS/PAC	62.56	24.64	8.53	3.32	0.00	0.00	0.95	1.57	100.00	211
LAC	47.96	30.55	12.61	6.22	1.07	0.71	0.89	1.88	100.00	563
MENA	51.85	26.54	9.26	5.56	1.23	3.70	1.85	1.96	100.00	162
TOTAL	53.81	27.97	10.41	4.83	0.84	1.02	1.12	1.78	100.00	1076
N	579	301	112	52	9	11	12			

P<.0001

Item 19c. How important was the participant's language ability to his/her selection for this training?

	Very Important (1)	(2)	(3)	(4)	(5)	(6)	Not At All Important (7)	M	TOTAL	N
AFR	29.79	17.73	17.02	7.80	5.67	5.67	16.31	3.24	100.00	141
AS/PAC	48.80	23.44	15.31	7.18	1.91	0.96	2.39	2.02	100.00	209
LAC	18.78	15.92	13.42	16.10	6.08	5.90	23.79	3.88	100.00	559
MENA	39.26	29.45	11.66	10.43	3.07	1.23	4.91	2.32	100.00	163
TOTAL	29.20	19.68	13.99	12.41	4.76	4.20	15.76	3.20	100.00	1072
N	313	211	150	133	51	45	169			

P<.0001

Item 19d. How important were the needs of the participant's job to his/her selection for this training?

	Very Important (1)	(2)	(3)	(4)	(5)	(6)	Not At All Important (7)	M	TOTAL	N
AFR	65.47	14.39	8.63	5.76	1.44	0.72	3.60	1.80	100.00	139
AS/PAC	75.47	15.57	5.19	2.83	0.47	0.00	0.47	1.39	100.00	212
LAC	37.54	19.04	10.85	11.74	3.20	4.09	13.52	2.90	100.00	562
MENA	50.00	22.56	12.80	8.54	0.61	1.22	4.27	2.17	100.00	164
TOTAL	50.51	18.29	9.75	8.73	2.04	2.41	8.26	2.34	100.00	1077
N	544	197	105	94	22	26	89			

P<.0001

Item 19e. How important were the participant's personal contacts to his/her selection for this training?

	Very Important (1)	(2)	(3)	(4)	(5)	(6)	Not At All Important (7)	M	TOTAL	N
AFR	11.43	10.00	10.00	6.43	7.14	9.29	45.71	4.99	100.00	140
AS/PAC	18.66	9.57	11.48	11.00	6.22	6.22	36.84	4.43	100.00	209
LAC	7.51	5.90	7.33	10.02	7.51	11.09	50.63	5.40	100.00	559
MENA	21.47	10.43	6.13	13.50	6.13	9.20	33.13	4.33	100.00	163
TOTAL	12.32	7.84	8.31	10.27	7.00	9.62	44.63	4.99	100.00	1071
N	132	84	89	110	75	103	478			

P<.0001

A summary of mean rating scores, by region, for each of the reasons for selection is provided below.

Mean Rating Scores, by Region					
	Professional/ Educational Qualifications	Personal Abilities	Language Ability	Needs of Participant's Job	Participant's Personal Contacts
AFR	1.21	1.53	3.24	1.80	4.99
AS/PAC	1.43	1.57	2.02	1.39	4.43
LAC	1.59	1.88	3.88	2.90	5.40
MENA	1.38	1.96	2.32	2.17	4.33

Item 20. Did the participants attend any meetings before coming to the United States?

	Yes	No	TOTAL	N
AFR	59.15	40.85	100.00	142
AS/PAC	56.22	43.78	100.00	217
LAC	83.62	16.38	100.00	586
MENA	52.30	47.70	100.00	174
TOTAL	70.33	29.67	100.00	1119
N	787	332		

P<.001

Item 25. Was there enough time between the day you were notified and your departure date for you to get ready for the program?

	Yes	No	TOTAL	N
AFR	47.18	52.82	100.00	142
AS/PAC	49.30	50.70	100.00	215
LAC	70.53	29.47	100.00	570
MENA	60.23	39.77	100.00	171
TOTAL	61.75	38.25	100.00	1098
N	678	420		

P<.0001

Item 26. Did the participants receive enough information about their academic programs?

	Yes	No	TOTAL	N
AFR	29.58	70.42	100.00	142
AS/PAC	46.79	53.21	100.00	218
LAC	36.93	63.07	100.00	574
MENA	36.57	63.43	100.00	175
TOTAL	37.87	62.13	100.00	1109
N	420	689		

P<.008

Item 27. Which of the following topics did the participants want more information about?

	Goals of Academic Program	Content of Academic Program	Description of Academic Location	Overall Program Length	Other
AFR	27.40	65.75	41.78	32.88	12.33
AS/PAC	23.18	53.18	30.00	22.27	10.45
LAC	24.33	52.35	35.91	23.83	11.47
MENA	25.65	56.54	39.79	20.42	10.47
TOTAL	24.72	54.90	36.17	24.11	11.36
N	285	633	417	278	131

C. MEETINGS AND ORIENTATIONS IN THE UNITED STATES

Respondents were asked about orientation programs at the Washington International Center (WIC) (now known as the Meridian International Center), with representatives from one of five organizations, (PIET, the African American Institute, AMIDEAST, the Asia Foundation, or the Experiment in International Living (now known as World Learning Inc.)), and at their academic facilities. Forty-nine percent attended a WIC program, 58% attended a meeting with a PIET representative, and 64% attended an orientation or administrative meeting at their academic facility. More of the Associates from the Middle East/North Africa Region went to WIC programs (65%), while more of the African respondents met with PIET representatives (79%). Associates from the Latin America/Caribbean Region were least likely to meet with PIET representatives before their training programs (46%), while those from the Asia/Pacific Region less often reported attending WIC programs (35%).

The African Associates found the PIET meetings most useful ($M=1.9$), while those from the Latin America/Caribbean Region thought they were less useful ($M=2.8$). Tables of the responses on U.S. meetings and orientations follow.

Item 29. Did the participants go to an orientation program about the United States at the Washington International Center (WIC)?

	Yes	No	TOTAL	N
AFR	47.92	52.08	100.00	144
AS/PAC	34.86	65.14	100.00	218
LAC	49.23	50.77	100.00	585
MENA	65.17	34.83	100.00	178
TOTAL	48.80	51.20	100.00	1125
N	549	576		

P<.0001

Item 33. Did the participants have an arranged meeting with a representative of Partners for International Education and Training, the African American Institute, AMIDEAST, the Asia Foundation, or the Experiment in International Living?

	Yes	No	TOTAL	N
AFR	79.14	20.86	100.00	139
AS/PAC	67.30	32.70	100.00	211
LAC	45.99	54.01	100.00	574
MENA	69.66	30.34	100.00	178
TOTAL	58.08	41.92	100.00	1102
N	640	462		

P<.0001

Item 35. How useful was the orientation received from Partners for International Education and Training, the African-American Institute, AMIDEAST, the Asia Foundation, or the Experiment in International Living?

	Extremely Useful (1)	(2)	(3)	(4)	(5)	(6)	Not At All Useful (7)	M	TOTAL	N
AFR	34.82	25.00	26.79	8.93	2.68	0.89	0.89	2.26	100.00	112
AS/PAC	48.20	28.06	15.83	5.04	2.16	0.00	0.72	1.88	100.00	139
LAC	19.34	29.93	24.45	16.42	4.38	4.01	1.46	2.75	100.00	274
MENA	34.15	26.83	17.89	16.26	2.44	2.44	0.00	2.33	100.00	123
TOTAL	31.02	28.09	21.76	12.65	3.24	2.31	0.93	2.40	100.00	648
N	201	182	141	82	21	15	6			

P<.001

A summary of percentages of respondents that attended and mean usefulness ratings for each of the orientations is provided below.

Region	WIC Orientation		Arranged Meetings (PIET)		Academic Facility	
	Percent	M	Percent	M	Percent	M
AFR	47.92	2.42	79.14	2.26	68.79	3.17
AS/PAC	34.86	2.69	67.30	1.88	70.95	2.42
LAC	49.23	2.97	45.99	2.75	60.94	2.70
MENA	65.17	2.89	69.66	2.33	60.00	2.59
TOTAL	48.80	2.85	58.08	2.40	63.70	2.55

D. LANGUAGE INFORMATION

This section of the questionnaire requested information about the participants' knowledge and use of English. Associates rated their experiences in nine classroom scenarios and four situations outside the classroom. They were also asked whether they had had any English language instruction and, if so, whether it was useful.

The more problematic classroom scenarios were those in which regional differences were significant. Latin America/Caribbean Region Associates had more problems making themselves understood in class discussions (57%) than did Associates from other regions. The Asia/Pacific Associates had the fewest problems here (35%). Associates from the Latin America/Caribbean Region also had the most problems in writing papers and reports (44%), while African Associates had the fewest problems (25%). Associates from Africa had the most severe problems in understanding others' informal conversations (14%), while the Asia/Pacific Associates had the least problems in understanding (65%). The Asia/Pacific Associates also said they had the least problems making themselves understood during informal conversations (65%).

The African Associates had more problems than participants from other regions using English outside the classroom, including transportation (29%), shopping (31%), sightseeing (27%), and in restaurants (50%).

The Latin America/Caribbean Region had more Associates who took English language courses during their Academic programs (60%). Associates from the Middle East/North Africa Region most often had English instruction in preparation for their training programs (73%). Associates from the Asia/Pacific Region least often had formal English language instruction (42%).

39c. During the program, what were the participants' experiences with English as it related to understanding informal conversation?

	No Problems	Some Problems	Many Problems	TOTAL	N
AFR	53.15	32.87	13.99	100.00	143
AS/PAC	65.14	32.57	2.29	100.00	218
LAC	50.97	39.82	9.20	100.00	565
MENA	51.67	40.56	7.78	100.00	180
TOTAL	54.16	37.61	8.23	100.00	1106
N	599	416	91		

P<.0001

39e. During the program, what were the participants' experiences with English as it relates to making themselves understood during class discussions?

	No Problems	Some Problems	Many Problems	TOTAL	N
AFR	56.74	40.43	2.84	100.00	141
AS/PAC	64.49	35.51	0.00	100.00	214
LAC	43.19	47.61	9.20	100.00	565
MENA	58.10	39.11	2.79	100.00	179
TOTAL	51.50	42.95	5.55	100.00	1099
N	566	472	61		

P<.0001

Item 39f. During the program, what were the participants' experiences with English as it relates to making themselves understood during informal conversations?

	No Problems	Some Problems	Many Problems	TOTAL	N
AFR	54.93	37.32	7.75	100.00	142
AS/PAC	65.44	33.18	1.38	100.00	217
LAC	54.00	39.08	6.93	100.00	563
MENA	50.00	44.94	5.06	100.00	178
TOTAL	55.73	38.64	5.64	100.00	1100
N	613	425	62		

P<.005

Item 39g. What were the participants' experiences with English in writing papers or reports?

	No Problems	Some Problems	Many Problems	TOTAL	N
AFR	75.18	24.82	0.00	100.00	141
AS/PAC	62.33	32.56	5.12	100.00	215
LAC	55.56	35.45	8.99	100.00	567
MENA	62.01	35.20	2.79	100.00	179
TOTAL	60.44	33.48	6.08	100.00	1102
N	666	369	67		

P<.0001

Item 40a. During the visit to the United States, what were the participants' experiences using English in the area of transportation?

	No Problems	Some Problems	Many Problems	TOTAL	N
AFR	71.01	24.64	4.35	100.00	138
AS/PAC	90.32	9.22	0.46	100.00	217
LAC	81.24	16.35	2.41	100.00	581
MENA	87.08	11.80	1.12	100.00	178
TOTAL	82.68	15.26	2.06	100.00	1114
N	921	170	23		

P<.0001

Item 40b. During the visit to the United States, what were the participants' experiences using English while shopping?

	No Problems	Some Problems	Many Problems	TOTAL	N
AFR	68.57	30.71	0.71	100.00	140
AS/PAC	91.24	7.83	0.92	100.00	217
LAC	79.21	18.56	2.23	100.00	582
MENA	84.27	14.04	1.69	100.00	178
TOTAL	81.02	17.28	1.70	100.00	1117
N	905	193	19		

P<.0001

Item 40c. During the visit to the United States, what were the participants' experiences using English while sightseeing?

	No Problems	Some Problems	Many Problems	TOTAL	N
AFR	72.66	26.62	0.72	100.00	139
AS/PAC	93.06	6.48	0.46	100.00	216
LAC	82.84	15.59	1.58	100.00	571
MENA	82.95	16.48	0.57	100.00	176
TOTAL	83.58	15.34	1.09	100.00	1102
N	921	169	12		

P<.0001

Item 40d. During the visit to the United States, what were the participants' experiences in using English in restaurants?

	No Problems	Some Problems	Many Problems	TOTAL	N
AFR	49.64	44.60	5.76	100.00	139
AS/PAC	76.96	21.66	1.38	100.00	217
LAC	71.92	25.13	2.95	100.00	577
MENA	69.49	27.68	2.82	100.00	177
TOTAL	69.73	27.30	2.97	100.00	1110
N	774	303	33		

P<.0001

Item 41. Did the participants take any English language courses while enrolled in their academic programs?

	Yes	No	TOTAL	N
AFR	44.76	55.24	100.00	143
AS/PAC	38.99	61.01	100.00	218
LAC	60.10	39.90	100.00	579
MENA	41.57	58.43	100.00	178
TOTAL	51.07	48.93	100.00	1118
N	571	547		

P<.0001

Item 42. Did the participants receive any formal English instruction in their home country or in the United States for the special purpose of preparing them to take part in this program?

	Yes	No	TOTAL	N
AFR	65.96	34.04	100.00	141
AS/PAC	42.33	57.67	100.00	215
LAC	60.62	39.38	100.00	579
MENA	72.57	27.43	100.00	175
TOTAL	59.64	40.36	100.00	1110
N	662	448		

P<.0001

E. ACADEMIC PROGRAM

This section reports Associates' reasons for taking part in the training programs, their preparation for this training, their reactions to classroom and on-the-job training, and their participation in supplementary seminars.

Making professional contacts was more important to the Associates from the Asia/Pacific Region (M=2.6) as a reason for taking part in the programs than it was for Associates from other regions. These Associates (who already had the most education) less often cited obtaining an Academic degree as a reason for participating (M=2.1). Visiting the United States was a relatively more important reason for participating for these Associates (M=3.0) as well as for those from the Middle East/North Africa Region (M= 3.0). On the other hand, the Asia/Pacific Associates said that getting a new job was a relatively unimportant reason for taking part in the training programs (M=5.2).

The Latin America/Caribbean Associates were less often graduate students (55%) and more often undergraduates (41%). They most often earned an Associate or Bachelor's Degree (42%). The Asian/Pacific Associates were more often non-degree students (13%), and had the highest percentage earning Master's Degrees (88%). Most of the Associates had a faculty advisor. Help from this advisor was seen as most useful by the African (M=1.9) and Asia/Pacific Associates (M=2.0).

The African and Middle East/North African Associates more often felt that the instruments and equipment used in their programs were not appropriate for application in their home countries (20%). In evaluating classroom difficulties, Associates from the Middle East/North Africa Region more often reported problems with course difficulty, courses too advanced, and too many courses unrelated to their major field. Along with the Asia/Pacific Associates, they also had more problems with subject matter too abstract. Like the African Associates, they also had more difficulties with subject matter too specific, too much assigned reading, too many tests, grading system misunderstood, and too little lecturing. The African Associates also felt that they misunderstood testing procedures more than Associates from other regions. The Associates from Africa and the Asia/Pacific Regions found their courses to be the most relevant to the goals of their training programs (M=1.7).

The African (55%) and Asia/Pacific (53%) Associates more often had training outside the classroom. The Middle East/North Africa Associates least often got this type of training (30%). Associates from all regions wanted more of this type of training, with those from the Asia/Pacific Region most often saying they had about the right amount of non-classroom training (40%). The Latin America/Caribbean Associates least often attended mid-winter seminars sponsored by A.I.D. (27%). Associates from the Africa (37%) and Middle East/North Africa (26%) Regions were most like to attend the management training for development seminars.

The African (44%) and Asia/Pacific (38%) Associates were less likely to say that their grades were better than those of most other international students at their school. The Latin America/Caribbean (41%) and the Asia/Pacific (43%) Associates were less likely to say that they made friends more easily than most other international students at their school.

The African (M=1.6) and Asia/Pacific (M=1.5) Associates found their Academic programs to be the most applicable to their training and experience. Asia/Pacific Associates also found their Academic programs to be the most applicable to their home country conditions (M=1.8). Overall, the Latin America/Caribbean Associates were least satisfied with their total Academic programs (M=2.2).

Item 45b. How important was making professional contacts in the United States to participants' participation in the training program?

	Extremely Important (1)	(2)	(3)	(4)	(5)	(6)	Not At All Important (7)	M	TOTAL	N
AFR	26.72	17.56	13.74	17.56	8.40	4.58	11.45	3.22	100.00	131
AS/PAC	32.86	23.33	20.00	10.00	6.67	2.86	4.29	2.60	100.00	210
LAC	19.35	15.23	18.10	19.18	12.01	7.53	8.60	3.46	100.00	558
MENA	28.85	18.59	17.95	14.10	8.33	3.21	8.97	3.00	100.00	156
TOTAL	24.36	17.63	17.91	16.40	9.95	5.59	8.15	3.19	100.00	1055
N	257	186	189	173	105	59	86			

P<.0001

Item 45c. How important was obtaining an academic degree to the participants' participation in the training program?

	Extremely Important (1)	(2)	(3)	(4)	(5)	(6)	Not At All Important (7)	M	TOTAL	N
AFR	59.12	23.36	7.30	5.11	1.46	2.19	1.46	1.79	100.00	137
AS/PAC	56.44	16.83	13.86	2.97	1.49	0.99	7.43	2.09	100.00	202
LAC	70.66	14.41	6.94	4.69	1.22	1.04	1.04	1.59	100.00	576
MENA	67.27	16.36	4.85	6.06	2.42	1.21	1.82	1.70	100.00	165
TOTAL	66.02	16.30	7.96	4.63	1.48	1.20	2.41	1.72	100.00	1080
N	713	176	86	50	16	13	26			

P<.0001

Item 45e. How important was visiting the United States to the participants' participation in the training program?

	Extremely Important (1)	(2)	(3)	(4)	(5)	(6)	Not At All Important (7)	M	TOTAL	N
AFR	11.19	17.16	14.93	16.42	9.70	11.19	19.40	4.07	100.00	134
AS/PAC	28.04	20.09	15.89	13.08	11.21	4.21	7.48	3.02	100.00	214
LAC	13.25	14.13	17.84	19.61	9.19	9.19	16.78	3.92	100.00	566
MENA	30.13	12.18	21.79	16.03	8.33	3.85	7.69	3.03	100.00	156
TOTAL	18.41	15.42	17.66	17.38	9.53	7.66	13.93	3.63	100.00	1070
N	197	165	189	186	102	82	149			

P<.0001

Item 45f. How important was getting a new or different job in their home country to the participants' participation in the training program?

	Extremely Important (1)	(2)	(3)	(4)	(5)	(6)	Not At All Important (7)	M	TOTAL	N
AFR	20.90	21.64	11.94	10.45	5.22	11.19	18.66	3.66	100.00	134
AS/PAC	7.25	6.28	12.08	12.08	5.80	8.21	48.31	5.21	100.00	207
LAC	30.85	16.67	12.06	13.48	6.21	5.32	15.43	3.25	100.00	564
MENA	35.03	15.92	10.19	10.19	6.37	2.55	19.75	3.24	100.00	157
TOTAL	25.61	15.16	11.77	12.34	6.03	6.21	22.88	3.68	100.00	1062
N	272	161	125	131	64	66	243			

P<.0001

Item 46. What was the level of education of the participants?

	Graduate Student	Undergraduate Student	Non-degree Student	TOTAL	N
AFR	87.41	11.89	0.70	100.00	143
AS/PAC	85.19	1.85	12.96	100.00	216
LAC	54.95	40.78	4.27	100.00	586
MENA	79.66	20.34	0.00	100.00	177
TOTAL	68.81	26.38	4.81	100.00	1122
N	772	296	54		

P<.0001

Item 48. What degree did participants earn in the United States?

	Associate	Bachelor's	Master's	None	TOTAL	N
AFR	1.91	12.10	72.61	13.38	100.00	157
AS/PAC	1.16	2.91	87.79	8.14	100.00	172
LAC	6.83	34.71	53.42	5.04	100.00	556
MENA	0.54	18.28	69.35	11.83	100.00	186
TOTAL	4.11	23.44	64.52	7.94	100.00	1071
N	44	251	691	85		

P<.0001

Item 50. How useful was the help that the Faculty Advisor provided?

	Extremely Useful (1)	(2)	(3)	(4)	(5)	(6)	Not At All Useful (7)	M	TOTAL	N
AFR	54.35	19.57	17.39	1.45	3.62	2.90	0.72	1.92	100.00	138
AS/PAC	52.22	22.17	13.30	5.91	1.97	1.97	2.46	1.99	100.00	203
LAC	36.58	23.96	14.05	10.09	6.67	5.41	3.24	2.56	100.00	555
MENA	42.07	19.51	18.90	8.54	3.05	1.83	6.10	2.41	100.00	164
TOTAL	42.74	22.36	15.09	7.92	4.81	3.87	3.21	2.34	100.00	1060
N	453	237	160	84	51	41	34			

P<.0001

Item 52. Were most of the instruments and equipment used at the institution where the participants received most of their academic training appropriate for application in their home countries?

	Yes	No	TOTAL	N
AFR	80.67	19.33	100.00	119
AS/PAC	89.03	10.97	100.00	155
LAC	88.84	11.16	100.00	439
MENA	79.84	20.16	100.00	124
TOTAL	86.38	13.62	100.00	837
N	723	114		

P<.012

Item 53a. To what extent was course difficulty a problem for participants at the institution where they had most of their academic training?

	Not True	Somewhat True	Very True	TOTAL	N
AFR	73.72	26.28	0.00	100.00	137
AS/PAC	76.33	20.77	2.90	100.00	207
LAC	67.77	28.05	4.18	100.00	574
MENA	61.80	34.83	3.37	100.00	178
TOTAL	69.16	27.55	3.28	100.00	1096
N	758	302	36		

P<.011

Item 53b. To what extent was "courses too advanced" a problem for participants at the institution where they had most of their academic training?

	Not True	Somewhat True	Very True	TOTAL	N
AFR	76.47	19.85	3.68	100.00	136
AS/PAC	64.22	30.39	5.39	100.00	204
LAC	70.37	26.28	3.35	100.00	567
MENA	54.19	38.55	7.26	100.00	179
TOTAL	67.31	28.27	4.42	100.00	1086
N	731	307	48		

P<.001

Item 53c. To what extent was "subject matter too abstract" a problem for participants at the institution where they had most of their academic training?

	Not True	Somewhat True	Very True	TOTAL	N
AFR	73.77	24.59	1.64	100.00	122
AS/PAC	59.80	34.31	5.88	100.00	204
LAC	71.98	23.82	4.20	100.00	571
MENA	63.01	34.68	2.31	100.00	173
TOTAL	68.41	27.66	3.93	100.00	1070
N	732	296	42		

P<.004

Item 53d. To what extent was "subject matter too specific" a problem for participants at the institution where they had most of their academic training?

	Not True	Somewhat True	Very True	TOTAL	N
AFR	52.52	36.69	10.79	100.00	139
AS/PAC	64.85	28.22	6.93	100.00	202
LAC	71.00	21.89	7.12	100.00	562
MENA	49.14	40.57	10.29	100.00	175
TOTAL	63.91	28.01	8.07	100.00	1078
N	689	302	87		

P<.0001

Item 53e. To what extent was "too little lecturing" a problem for participants at the institution where they had most of their academic training?

	Not True	Somewhat True	Very True	TOTAL	N
AFR	72.00	24.00	4.00	100.00	125
AS/PAC	80.39	14.22	5.39	100.00	204
LAC	85.66	12.06	2.27	100.00	572
MENA	73.30	20.45	6.25	100.00	176
TOTAL	81.06	15.23	3.71	100.00	1077
N	873	164	40		

P<.0001

Item 53g. To what extent was "too much assigned reading" a problem for participants at the institution where they had most of their academic training?

	Not True	Somewhat True	Very True	TOTAL	N
AFR	27.86	37.14	35.00	100.00	140
AS/PAC	37.75	44.12	18.14	100.00	204
LAC	47.55	33.39	19.06	100.00	572
MENA	21.11	51.67	27.22	100.00	180
TOTAL	38.87	38.87	22.26	100.00	1096
N	426	426	244		

P<.0001

Item 53h. To what extent was "too many quizzes, tests, and papers" a problem for participants at the institution where they had most of their academic training?

	Not True	Somewhat True	Very True	TOTAL	N
AFR	39.13	41.30	19.57	100.00	138
AS/PAC	65.00	26.00	9.00	100.00	200
LAC	56.47	32.52	11.01	100.00	572
MENA	32.04	43.65	24.31	100.00	181
TOTAL	51.79	34.28	13.93	100.00	1091
N	565	374	152		

P<.0001

Item 53i. To what extent was "testing procedures misunderstood" a problem for participants at the institution where they had most of their academic training?

	Not True	Somewhat True	Very True	TOTAL	N
AFR	65.94	23.91	10.14	100.00	138
AS/PAC	81.50	16.50	2.00	100.00	200
LAC	72.11	21.58	6.32	100.00	570
MENA	70.95	23.46	5.59	100.00	179
TOTAL	72.86	21.25	5.89	100.00	1087
N	792	231	64		

P<.015

Item 53j. To what extent was "grading system misunderstood" a problem for participants at the institution where they had most of their academic training?

	Not True	Somewhat True	Very True	TOTAL	N
AFR	66.42	24.09	9.49	100.00	137
AS/PAC	76.38	21.11	2.51	100.00	199
LAC	78.03	19.51	2.46	100.00	569
MENA	70.79	23.03	6.18	100.00	178
TOTAL	75.07	20.96	3.97	100.00	1083
N	813	227	43		

P<.002

Item 53k. To what extent was "too many courses unrelated to major field" a problem for participants at the institution where they had most of their academic training?

	Not True	Somewhat True	Very True	TOTAL	N
AFR	79.86	16.55	3.60	100.00	139
AS/PAC	85.22	12.81	1.97	100.00	203
LAC	74.65	18.71	6.64	100.00	572
MENA	67.42	20.22	12.36	100.00	178
TOTAL	76.10	17.58	6.32	100.00	1092
N	831	192	69		

P<.0001

Item 54. How relevant to the goals of the academic program were the courses at the institution where participants received most of their academic training?

	Extremely Relevant (1)	(2)	(3)	(4)	(5)	(6)	Not At All Relevant (7)	M	TOTAL	N
AFR	47.83	36.96	11.59	1.45	1.45	0.00	0.72	1.75	100.00	138
AS/PAC	47.20	36.45	12.62	3.27	0.00	0.47	0.00	1.74	100.00	214
LAC	34.26	36.17	20.17	6.43	2.09	0.52	0.35	2.09	100.00	575
MENA	40.66	28.57	23.63	5.49	1.10	0.00	0.55	2.00	100.00	182
TOTAL	39.50	35.08	18.21	5.05	1.44	0.36	0.36	1.96	100.00	1109
N	438	389	202	56	16	4	4			

P<.003

Item 55. Did the participants' academic program include any training outside the classroom?

	Yes	No	TOTAL	N
AFR	54.55	45.45	100.00	143
AS/PAC	52.53	47.47	100.00	217
LAC	41.45	58.55	100.00	579
MENA	29.73	70.27	100.00	185
TOTAL	43.33	56.67	100.00	1124
N	487	637		

P<.0001

Item 59b. How did the participants feel about the amount of time allocated to training outside the classroom?

	About Right Amount	Should Be Less	Should Be More	TOTAL	N
AFR	22.32	1.79	75.89	100.00	112
AS/PAC	40.12	2.33	57.56	100.00	172
LAC	26.54	1.97	71.49	100.00	456
MENA	21.26	0.79	77.95	100.00	127
TOTAL	27.91	1.85	70.24	100.00	867
N	242	16	609		

P<.004

Item 62a. How applicable were the participants' academic programs to their training and experiences?

	Extremely Applicable (1)	(2)	(3)	(4)	(5)	(6)	Not At All Applicable (7)	M	TOTAL	N
AFR	54.48	35.86	6.90	1.38	1.38	0.00	0.00	1.59	100.00	145
AS/PAC	63.08	26.64	6.54	2.80	0.00	0.47	0.47	1.53	100.00	214
LAC	44.37	33.10	13.86	6.24	1.04	0.87	0.52	1.91	100.00	577
MENA	53.11	31.07	11.30	2.82	1.13	0.56	0.00	1.70	100.00	177
TOTAL	50.67	31.90	11.14	4.40	0.90	0.63	0.36	1.76	100.00	1113
N	564	355	124	49	10	7	4			

P<.002

Item 62b. How applicable were the participants' academic programs to their home country conditions?

	Extremely Applicable (1)	(2)	(3)	(4)	(5)	(6)	Not At All Applicable (7)	M	TOTAL	N
AFR	39.86	32.87	14.69	7.69	3.50	1.40	0.00	2.06	100.00	143
AS/PAC	48.84	31.63	12.56	4.65	0.47	0.93	0.93	1.83	100.00	215
LAC	31.89	30.85	21.49	8.32	4.51	1.73	1.21	2.32	100.00	577
MENA	46.89	24.86	18.08	6.78	2.26	0.00	1.13	1.97	100.00	177
TOTAL	38.58	30.31	18.35	7.28	3.24	1.26	0.99	2.14	100.00	1112
N	429	337	204	81	36	14	11			

P<.001

Item 63. Overall, how satisfied were the participants with their total academic program?

	Extremely Satisfied (1)	(2)	(3)	(4)	(5)	(6)	Not At All Satisfied (7)	M	TOTAL	N
AFR	44.83	40.69	11.03	1.38	1.38	0.69	0.00	1.76	100.00	145
AS/PAC	44.70	36.41	15.21	1.84	0.46	0.92	0.46	1.82	100.00	217
LAC	30.09	40.17	19.66	5.47	2.39	1.71	0.51	2.17	100.00	585
MENA	46.45	34.43	13.11	3.83	1.64	0.00	0.55	1.82	100.00	183
TOTAL	37.43	38.58	16.64	3.98	1.77	1.15	0.44	1.99	100.00	1130
N	423	436	188	45	20	13	5			

P<.001

Item 64a. How did the participants' grades compare with those of other international students in their school?

	Better Than Most	Same As Most	Worse Than Most	TOTAL	N
AFR	43.80	56.20	0.00	100.00	137
AS/PAC	37.19	60.80	2.01	100.00	199
LAC	50.35	49.11	0.53	100.00	564
MENA	56.28	43.72	0.00	100.00	183
TOTAL	48.11	51.25	0.65	100.00	1083
N	521	555	7		

P<.001

Item 64e. How did the participants' ability to make friends compare with that of other international students at their academic institutions?

	Better Than Most	Same As Most	Worse Than Most	TOTAL	N
	50.00	42.25	7.75	100.00	142
AFR	42.99	54.21	2.80	100.00	214
AS/PAC	40.56	52.20	7.23	100.00	567
LAC	52.75	42.31	4.95	100.00	182
MENA	44.25	49.68	6.06	100.00	1105
TOTAL	489	549	67		
N					

P<.009

5. Mid-winter Seminars

Item 66. Did the participants attend a mid-winter seminar sponsored by A.I.D. that included discussions about local community affairs in the United States, sightseeing, group social activities, and visits with American families?

	Yes	No	TOTAL	N
AFR	75.00	25.00	100.00	144
AS/PAC	76.53	23.47	100.00	213
LAC	27.42	72.58	100.00	569
MENA	79.35	20.65	100.00	184
TOTAL	51.62	48.38	100.00	1110
N	573	537		

P<.0001

Item 70. Did the participants attend a seminar in management training for development?

	Yes	No	TOTAL	N
AFR	37.14	62.86	100.00	140
AS/PAC	14.02	85.98	100.00	214
LAC	9.12	90.88	100.00	559
MENA	25.57	74.43	100.00	176
TOTAL	16.35	83.65	100.00	1089
N	178	911		

P<.0001

F. SUPPORT SERVICES: ADVISORS AND HOUSING

The Associates from the Latin America/Caribbean Region (4%) and the Africa Region (3%) were less likely to know how to contact the Partners' representative responsible for their program than Associates from the other two regions. The Associates from the Latin America/Caribbean Region were least satisfied with the communication between themselves and their Partners' representative (M=2.3); those from the Asia/Pacific were most satisfied (M=1.4). The same pattern across regions held for all of the services provided by the Partners' representatives: the Asia/Pacific Associates were most satisfied with travel arrangements (M=1.5), receipt of allowances (M=1.3), help with personal matters (M=1.7), help with program matters (M=1.7), and response to emergencies (M= 1.5); while the Latin America/Caribbean Associates were least satisfied (travel - M=2.0, allowances - M=1.6, personal - M=2.5, program - M=2.4, and emergencies - M=2.4).

Associates from the Middle East/North Africa were least likely to get help from staff members at their schools (62%). The Latin America/Caribbean Associates rated the assistance of such staff members least useful (M= 2.0).

The African Associates were least satisfied with their housing in the United States (M=3.2), while the Asia/Pacific Associates were most satisfied (M=2.4). The Associates from the Middle East/North Africa Region most often found their money allowances for rent (39%) and food (36%) "not adequate." The Associates from the Africa Region most often found their allowances for books and training materials (56%) and equipment (71%) "not adequate." Less than 20% of the Academic Associates from any region accurately identified the U.S. Government as the source of funds for their programs. Asia/Pacific Associates often misidentified their home country governments as the source (11%). Associates from the Middle East/North Africa Region most often said PIET was the source of funds (87%) - the most popular misidentification.

Tables showing these responses follow.

Item 74. Did the participants know how to contact the Partners representative responsible for their program while they were at their academic facilities?

	Yes	No	TOTAL	N
AFR	96.55	3.45	100.00	145
AS/PAC	100.00	0.00	100.00	220
LAC	96.21	3.79	100.00	580
MENA	99.45	0.55	100.00	183
TOTAL	97.52	2.48	100.00	1128
N	1100	28		

P<.004

Item 75. How satisfied were the participants with the communication between them and their Partners representative?

	Extremely Satisfied (1)	(2)	(3)	(4)	(5)	(6)	Not At All Satisfied (7)	M	TOTAL	N
AFR	64.08	20.42	6.34	3.52	3.52	1.41	0.70	1.69	100.00	142
AS/PAC	70.45	21.82	4.55	2.73	0.45	0.00	0.00	1.41	100.00	220
LAC	42.81	26.67	11.93	8.25	3.68	4.04	2.63	2.26	100.00	570
MENA	66.67	16.67	9.14	6.45	1.08	0.00	0.00	1.59	100.00	186
TOTAL	54.92	23.26	9.30	6.26	2.59	2.24	1.43	1.91	100.00	1118
N	614	260	104	70	29	25	16			

P<.0001

Item 76a. How satisfied were the participants with the travel arrangement services provided by their Partners representative?

	Extremely Satisfied (1)	(2)	(3)	(4)	(5)	(6)	Not At All Satisfied (7)	M	TOTAL	N
AFR	65.69	21.17	4.38	3.65	0.00	3.65	1.46	1.68	100.00	137
AS/PAC	71.36	19.25	5.63	1.41	0.47	0.94	0.94	1.47	100.00	213
LAC	53.79	24.14	8.51	5.98	2.99	2.76	1.84	1.96	100.00	435
MENA	75.14	12.72	6.36	2.31	0.58	1.16	1.73	1.51	100.00	173
TOTAL	63.26	20.56	6.89	3.97	1.57	2.19	1.57	1.73	100.00	958
N	606	197	66	38	15	21	15			

P<.0001

Item 76b. How satisfied were the participants with the receipt of allowances services provided by their Partners representative?

	Extremely Satisfied (1)	(2)	(3)	(4)	(5)	(6)	Not At All Satisfied (7)	M	TOTAL	N
AFR	73.94	14.08	7.04	1.41	0.70	1.41	1.41	1.51	100.00	142
AS/PAC	76.82	16.36	3.64	2.27	0.91	0.00	0.00	1.34	100.00	220
LAC	63.14	25.04	6.17	2.29	1.94	0.35	1.06	1.60	100.00	567
MENA	69.19	15.14	10.81	2.70	0.54	0.54	1.08	1.56	100.00	185
TOTAL	68.22	20.29	6.55	2.24	1.35	0.45	0.90	1.53	100.00	1114
N	760	226	73	25	15	5	10			

P<.005

Item 76c. How satisfied were the participants with help with personal matters provided by their Partners representative?

	Extremely Satisfied (1)	(2)	(3)	(4)	(5)	(6)	Not At All Satisfied (7)	M	TOTAL	N
AFR	49.54	22.02	12.84	6.42	0.92	1.83	6.42	2.18	100.00	109
AS/PAC	60.48	19.16	11.38	5.99	2.40	0.00	0.60	1.73	100.00	167
LAC	38.20	22.47	13.93	11.46	5.62	3.37	4.94	2.54	100.00	445
MENA	58.16	14.18	11.35	6.38	4.26	0.71	4.96	2.06	100.00	141
TOTAL	47.22	20.42	12.88	8.93	4.18	2.09	4.29	2.26	100.00	862
N	407	176	111	77	36	18	37			

P<.0001

Item 76d. How satisfied were the participants with help with program matters provided by their Partners representative?

	Extremely Satisfied (1)	(2)	(3)	(4)	(5)	(6)	Not At All Satisfied (7)	M	TOTAL	N
AFR	56.67	22.50	10.83	2.50	3.33	1.67	2.50	1.88	100.00	120
AS/PAC	62.31	20.10	10.55	4.02	1.51	0.50	1.01	1.68	100.00	199
LAC	42.54	23.11	11.25	11.86	4.70	3.89	2.66	2.35	100.00	489
MENA	57.32	22.29	12.10	1.91	3.18	1.27	1.91	1.83	100.00	157
TOTAL	50.78	22.28	11.19	7.46	3.63	2.49	2.18	2.07	100.00	965
N	490	215	108	72	35	24	21			

P<.0001

Item 76e. How satisfied were the participants with the response to emergency services provided by their Partners representative?

	Extremely Satisfied (1)	(2)	(3)	(4)	(5)	(6)	Not At All Satisfied (7)	M	TOTAL	N
AFR	51.72	22.99	11.49	3.45	4.60	0.00	5.75	2.09	100.00	87
AS/PAC	66.92	23.08	6.15	1.54	2.31	0.00	0.00	1.49	100.00	130
LAC	40.41	28.32	8.55	9.14	2.65	6.78	4.13	2.42	100.00	339
MENA	58.97	19.66	8.55	5.13	4.27	0.85	2.56	1.89	100.00	117
TOTAL	50.22	25.11	8.47	6.24	3.12	3.57	3.27	2.11	100.00	673
N	338	169	57	42	21	24	22			

P<.0001

Item 77. Did the participants get help from members of the staff at their academic facilities?

	Yes	No	TOTAL	N
AFR	87.14	12.86	100.00	140
AS/PAC	81.57	18.43	100.00	217
LAC	83.16	16.84	100.00	564
MENA	62.43	37.57	100.00	181
TOTAL	79.95	20.05	100.00	1102
N	881	221		

P<.0001

Item 78. How useful was any help provided by the staff at the training site?

	Extremely Useful (1)	(2)	(3)	(4)	(5)	(6)	Not At All Useful (7)	M	TOTAL	N
AFR	63.11	23.77	9.84	2.46	0.82	0.00	0.00	1.54	100.00	122
AS/PAC	58.24	29.67	6.04	5.49	0.00	0.00	0.55	1.62	100.00	182
LAC	40.67	31.87	17.19	7.55	1.68	0.63	0.42	2.01	100.00	477
MENA	53.33	28.33	10.83	7.50	0.00	0.00	0.00	1.73	100.00	120
TOTAL	48.95	29.86	13.10	6.44	1.00	0.33	0.33	1.83	100.00	901
N	441	269	118	58	9	3	3			

P<.0001

Item 79. How satisfied were the participants with their housing during their stay in the United States?

	Extremely Satisfied (1)	(2)	(3)	(4)	(5)	(6)	Not At All Satisfied (7)	M	TOTAL	N
AFR	18.75	20.83	22.92	14.58	10.42	6.25	6.25	3.21	100.00	144
AS/PAC	28.44	31.65	23.39	9.63	2.75	3.21	0.92	2.40	100.00	218
LAC	21.91	30.09	24.35	11.83	5.91	3.83	2.09	2.70	100.00	575
MENA	22.46	26.74	21.93	16.04	4.28	2.67	5.88	2.85	100.00	187
TOTAL	22.86	28.65	23.58	12.46	5.60	3.83	3.02	2.73	100.00	1124
N	257	322	265	140	63	43	34			

P<.002

Item 80a. How did participants evaluate their money allowances for rent?

	Very Satisfactory	Adequate	Not Adequate	TOTAL	N
AFR	15.28	56.25	28.47	100.00	144
AS/PAC	16.51	60.55	22.94	100.00	218
LAC	22.44	53.50	24.06	100.00	557
MENA	9.09	51.87	39.04	100.00	187
TOTAL	18.08	54.97	26.94	100.00	1106
N	200	608	298		

P<.0001

Item 80b. How did participants evaluate their money allowances for food?

	Very Satisfactory	Adequate	Not Adequate	TOTAL	N
AFR	15.17	55.86	28.97	100.00	145
AS/PAC	15.14	63.76	21.10	100.00	218
LAC	21.25	58.39	20.36	100.00	560
MENA	12.30	51.87	35.83	100.00	187
TOTAL	17.75	58.02	24.23	100.00	1110
N	197	644	269		

P<.0001

Item 80d. How did participants evaluate their allowances for books and training materials?

	Very Satisfactory	Adequate	Not Adequate	TOTAL	N
AFR	10.49	33.57	55.94	100.00	143
AS/PAC	10.05	39.73	50.23	100.00	219
LAC	24.34	46.56	29.10	100.00	567
MENA	20.97	48.39	30.65	100.00	186
TOTAL	19.19	43.86	36.95	100.00	1115
N	214	489	412		

P<.0001

Item 80e. How did participants evaluate their allowances for equipment?

	Very Satisfactory	Adequate	Not Adequate	TOTAL	N
AFR	5.84	23.36	70.80	100.00	137
AS/PAC	8.47	36.51	55.03	100.00	189
LAC	12.63	39.96	47.41	100.00	483
MENA	8.64	33.33	58.02	100.00	162
TOTAL	10.20	35.84	53.96	100.00	971
N	99	348	524		

P<.0001

Item 81a-d. Whom did the participants believe to be the source of funds for tuition, fees, and money allowances for the academic program?

	PIET	Academic Institution	Home Country Government	U.S. Government	TOTAL	N
AFR	78.06	1.94	3.23	16.77	100.00	155
AS/PAC	68.18	1.65	11.16	19.01	100.00	242
LAC	74.75	1.69	5.59	17.97	100.00	590
MENA	87.10	0.54	3.23	9.14	100.00	186
TOTAL	75.79	1.53	6.05	16.62		1173
N	889	18	71	195		

P<.001

G. SOCIAL, CULTURAL, AND RECREATIONAL ACTIVITIES AND SERVICES

Tables in this section include responses about the non-training aspects of the Associates' programs.

Associates from the Africa Region were most likely to report participating regularly in student or community clubs (65%). Asia/Pacific Associates were least likely to report such activities (40%) and least likely to take part in informal activities with U.S. citizens (9%) only. They were more likely to attend such activities with people from their own (Asia/Pacific) countries (15%). Associates from the Africa Region were least likely to attend informal activities with people from their own countries (1%) and most likely to go with mixed groups (63%). The African Associates were also most likely to have made a presentation about life in their countries to U.S. citizens (83%).

Associates from the Latin America/Caribbean (41%) and Africa (39%) Regions were most likely to say they experienced discrimination while in the United States. The Latin America/Caribbean (40%) and the Asia/Pacific (44%) Associates least often had problems adjusting to the U.S. climate. The African Associates were most often homesick (79%) and lonely (68%) in the United States.

Item 84. During the participants' visits to the United States, did they regularly participate in any student or community clubs?

	Yes	No	TOTAL	N
AFR	65.25	34.75	100.00	141
AS/PAC	40.09	59.91	100.00	217
LAC	57.62	42.38	100.00	571
MENA	53.80	46.20	100.00	184
TOTAL	54.54	45.46	100.00	1113
N	607	506		

P<.0001

Item 91. When participants attended informal activities, with whom did they most often attend?

	Mixed Groups	Foreign Nationals	People from Their Country	U.S. Citizens	Alone	TOTAL	N
AFR	62.86	17.86	1.43	16.43	1.43	100.00	140
AS/PAC	57.08	16.98	14.62	8.96	2.36	100.00	212
LAC	58.67	16.81	7.71	14.01	2.80	100.00	571
MENA	58.52	17.61	7.95	14.77	1.14	100.00	176
TOTAL	58.87	17.11	8.28	13.47	2.27	100.00	1099
N	647	188	91	148	25		

P<.012

Item 95. Did the participants make any presentations about life or activities in their countries to U.S. citizens?

	Yes	No	TOTAL	N
AFR	83.10	16.90	100.00	142
AS/PAC	71.83	28.17	100.00	213
LAC	70.56	29.44	100.00	574
MENA	77.05	22.95	100.00	183
TOTAL	73.47	26.53	100.00	1112
N	817	295		

P<.013

Item 98. Did the participants experience discrimination while in the United States?

	Yes	No	TOTAL	N
AFR	38.97	61.03	100.00	136
AS/PAC	23.47	76.53	100.00	213
LAC	40.78	59.22	100.00	564
MENA	25.68	74.32	100.00	183
TOTAL	34.67	65.33	100.00	1096
N	380	716		

P<.0001

Item 100a. During their visit to the United States, what problems did participants have adjusting to the climate?

	No Problems	Some Problems	Many Problems	TOTAL	N
AFR	50.35	37.59	12.06	100.00	141
AS/PAC	43.84	47.03	9.13	100.00	219
LAC	40.03	48.87	11.09	100.00	577
MENA	56.45	38.17	5.38	100.00	186
TOTAL	44.79	45.33	9.88	100.00	1123
N	503	509	111		

P<.002

Item 100d. During their visit to the United States, what problems did the participants have with homesickness?

	No Problems	Some Problems	Many Problems	TOTAL	N
AFR	20.57	54.61	24.82	100.00	141
AS/PAC	32.27	47.73	20.00	100.00	220
LAC	35.17	52.93	11.90	100.00	580
MENA	33.87	51.08	15.05	100.00	186
TOTAL	32.56	51.82	15.62	100.00	1127
N	367	582	176		

P<.0001

Item 100e. During their visit to the United States, what problems did the participants have with loneliness?

	No Problems	Some Problems	Many Problems	TOTAL	N
AFR	31.69	45.77	22.54	100.00	142
AS/PAC	39.17	49.31	11.52	100.00	217
LAC	38.34	48.88	12.78	100.00	579
MENA	51.08	40.32	8.60	100.00	186
TOTAL	39.77	47.15	13.08	100.00	1124
N	447	530	147		

P<.0001

H. EXPECTED USE OF TRAINING

Questions in this section concern the Associates' expectations about their job situations and their potential for using their A.I.D. training upon return to their home countries.

The Latin America/Caribbean Associates were much less likely (47%) and the Asia/Pacific much more likely (81%) than Associates from the other regions to know what jobs they would have on their return. The Latin America/Caribbean Associates most often did not have jobs in their home countries when they left (see section A). The Middle East/North Africa Associates were most likely to think that their job responsibilities would be changed as a result of their training (88%), while the Asia/Pacific Associates were least likely to think this (69%). Associates from these two regions did not expect to train others (77%) as much as did Associates from the African or Latin America/Caribbean Regions.

The African Associates most often anticipated problems in using their training upon return to their home countries. Ninety three percent expected to have problems due to a lack of money, 84% due to a lack of qualified staff, 79% due to a lack of help from immediate supervisors, and 86% due to resistance to change. The kind of help that the Associates would like to receive from the U.S.A.I.D. Missions in their countries appear in Item 110 a-f.

Item 103. Did the participants know the jobs that they would have when they returned to their home countries?

	Yes	No	TOTAL	N
AFR	50.35	49.65	100.00	143
AS/PAC	80.91	19.09	100.00	220
LAC	46.89	53.11	100.00	578
MENA	51.91	48.09	100.00	183
TOTAL	54.80	45.20	100.00	1124
N	616	508		

P<.0001

Item 105. Would the participants' job responsibilities be changed as a result of their A.I.D. training?

	Yes	No	TOTAL	N
AFR	78.38	21.62	100.00	74
AS/PAC	68.79	31.21	100.00	173
LAC	78.02	21.98	100.00	273
MENA	88.24	11.76	100.00	102
TOTAL	77.17	22.83	100.00	622
N	480	142		

P<.003

Item 106. Did the participants expect to train others in specific work skills or teach students?

	Yes	No	TOTAL	N
AFR	88.49	11.51	100.00	139
AS/PAC	77.88	22.12	100.00	217
LAC	83.19	16.81	100.00	565
MENA	76.16	23.84	100.00	172
TOTAL	81.70	18.30	100.00	1093
N	893	200		

P<.013

Item 108b. To what extent did respondents expect to have problems when they return home due to a lack of money?

	No Problems	Some Problems	Many Problems	TOTAL	N
AFR	8.57	37.14	54.29	100.00	140
AS/PAC	15.09	49.53	35.38	100.00	212
LAC	13.30	50.89	35.82	100.00	564
MENA	12.29	51.96	35.75	100.00	179
TOTAL	12.88	49.04	38.08	100.00	1095
N	141	537	417		

P<.005

Item 108c. To what extent did respondents expect to have problems when they return home due to the lack of qualified staff?

	No Problems	Some Problems	Many Problems	TOTAL	N
AFR	16.18	62.50	21.32	100.00	136
AS/PAC	29.38	51.66	18.96	100.00	211
LAC	33.15	53.26	13.59	100.00	552
MENA	26.90	56.73	16.37	100.00	171
TOTAL	29.25	54.67	16.07	100.00	1070
N	313	585	172		

P<.004

Item 108d. To what extent will participants experience problems when they return home due to a lack of help from their immediate supervisors?

	No Problems	Some Problems	Many Problems	TOTAL	N
AFR	28.68	58.09	13.24	100.00	136
AS/PAC	49.29	40.28	10.43	100.00	211
LAC	48.71	44.65	6.64	100.00	542
MENA	38.37	44.19	17.44	100.00	172
TOTAL	44.58	45.43	9.99	100.00	1061
N	473	482	106		

P<.001

Item 108e. To what extent will participants have problems when they return home due to a lack of support from higher officials?

	No Problems	Some Problems	Many Problems	TOTAL	N
AFR	21.17	59.12	19.71	100.00	137
AS/PAC	41.15	45.45	13.40	100.00	209
LAC	35.00	50.93	14.07	100.00	540
MENA	29.24	50.29	20.47	100.00	171
TOTAL	33.49	50.80	15.70	100.00	1057
N	354	537	166		

P<.003

Item 108f. To what extent will participants have problems when they return home due to resistance by people to changing ways of doing things?

	No Problems	Some Problems	Many Problems	TOTAL	N
AFR	13.57	50.00	36.43	100.00	140
AS/PAC	25.24	54.29	20.48	100.00	210
LAC	20.29	53.62	26.09	100.00	552
MENA	20.93	45.35	33.72	100.00	172
TOTAL	20.48	51.96	27.56	100.00	1074
N	220	558	296		

P<.006

Item 110a-f. In what ways did participants feel that the A.I.D. Mission could help them make best use of the training that they received in the United States?

	AFR N=146		AS/PAC N=220		LAC N=586		MENA N=191		TOTAL N=1143	
	N	%	N	%	N	%	N	%	N	%
a. Provide technical advisors	55	37.7	69	31.4	199	34.0	84	44.0	407	35.6
b. Provide equipment, tools, and facilities	95	65.1	111	50.5	248	42.3	79	41.4	533	46.6
c. Provide professional magazines, journals, and other printed materials	108	74.0	146	66.4	327	55.8	126	66.0	707	61.9
d. Conduct seminars, meetings, and conferences	102	69.9	126	57.3	287	49.0	113	59.2	628	54.9
e. Provide U.S. training to fellow workers	87	59.6	123	55.9	233	39.8	97	50.8	540	47.2
f. Help A.I.D. - sponsored students keep in touch with each other	85	58.2	96	43.6	281	48.0	93	48.7	555	48.6
Average Percent		60.8		50.9		44.8		51.7		49.1

PART IV

**EVALUATIONS OF TECHNICAL TRAINING PROGRAMS AT FOUR
SELECTED INSTITUTIONS**

INTRODUCTION

There has been an interest in combining evaluations from those training institutions more often used over the course of the four-year CAII assessment program. The purpose of such summary reporting is to see how larger numbers of Associates felt about these training institutions and their programs. Such summary reports have been difficult to produce, however, since the 122 groups of Associates who took part in technical training programs from October 1989 to September 1993, attended about 100 different training institutions. CAII and PIET agreed that at least three groups containing 50 Associates would have to attend a training institution to make a summary report feasible.

CAII found four training institutions that had four or more groups including at least 50 technical trainees in the data bases. These were all Level 3 groups, and most of their programs were Francophone. These programs were: (1) the Francophone Development Management Seminars (FDMS) at the University of Pittsburgh, 359 Associates; (2) the North African programs provided by the Atlanta Management Institute (AMI), 93 Associates; (3) the Francophone programs provided by Clark Atlanta University, 54 Associates; and (4) the programs provided by the Intradoss/International Management Group (IMG) in Washington, D.C., 64 Associates. This section of the report will discuss aggregate data from six groups that trained at the University of Pittsburgh, nine groups that went to AMI, five groups that attended Clark Atlanta University, and four groups that had programs at IMG.

THE ANNUAL FRANCOPHONE DEVELOPMENT MANAGEMENT SEMINARS

The University of Pittsburgh has been providing programs to trainees from Francophone countries primarily in Africa since 1979. In the course of our assessments of technical training programs, CAII has gathered data from the Associates at the 8th (1986), 9th (1987), 11th (1989), 12th (1990), 13th (1991), and 14th (1992) Annual Francophone Development Management Seminars (FDMS). The size of these Level 3 groups of trainees ranged from 32 Associates from 9 countries at the 14th Seminar to 83 Associates from 18 countries at the 8th Seminar. In general, the number of Associates assessed each year by CAII has decreased since 1986, with a large drop between 1990 and 1991.

Most of these trainees were men (74% to 87%) employed by their governments (75% to 90%). Their average age was about 37 years. Their programs were conducted in French and usually ran from mid-June until early August. The first three evaluations were not held under ideal conditions. In 1986, the questionnaires were filled out on the bus ride from Pittsburgh to Washington, D.C. In 1987, the assessment took place at the Watergate Hotel in Washington, D.C., and in 1989, the University of Pittsburgh allowed the PIET administrators only one hour to complete their assessment. The three assessments that took place during the second CAII/PIET contract (1990-1992) were conducted under better conditions and with ample time, although an evaluation by the FDMS program on the same day in 1990 and an unusual group approach to discussion in 1992 hampered these assessments to some extent.

Table IV-1 presents the percentage of Associates who assessed the level of their course work, the length of their training programs, and the size of their training group (Items 41-43 in the Level 3 questionnaire). These items and the ones that appear in the other table in each section of this part of the report were selected to represent general participant reactions to important aspects of the training programs. Combined with recommendations from the Administrators' Summaries, they should provide answers to the question, "Has this training institution satisfied the goals of the contract?"

Table IV-1

Feelings about the Level of Courses, Length of Program, and Size of Groups

	<u>Just Right</u>	<u>Too Easy, Long, or Large</u>	<u>Too Hard, Short, or Small</u>
Course Level:	59%	40%	1%
Program Length:	45%	40%	15%
Group Size:	59%	39%	2%
Number of Ps	(212) (162) (160)	(143) (144) (107)	(2) (55) (6)

Very few of the Associates attending the FDMS programs felt that the level of the course work was too hard or their group was too small. About 40% felt that the courses were too easy, their program too long, and their group too large, however. Since the FDMS program sometimes had over 120 Associates, it is not surprising that 39% of the PIET trainees felt the group size was too large. Also, an intensive eight-week course can seem long, especially to those who are away from families for the first time. Some of the Associates who felt the course was too easy (40%) may be represented by the comments in the 1990 report to the effect that because the group was too diverse in experience, the more advanced Associates had to sit through familiar material (which would also make the program seem too long). These Associates suggested that the class be divided into two levels, with one program for mid-level and another for advanced trainees.

Table IV-2

Relevance of Classes and OJT; Overall Satisfaction with Training

	<u>Class Relevance</u>	<u>OJT Relevance</u>	<u>Overall Satisfaction</u>
Mean Rating	2.06	2.75	2.23
Number of Ps	(359)	(253)	(357)

On three seven-point scales that had the end points labelled (1) extremely relevant or satisfied, could not have been better and (7) not at all relevant or satisfied, could not have been worse, the average ratings of the FDMS trainees of their classes, on-the-job training, and overall training all fell between 2 and 3. These are typical ratings of relevance and satisfaction for Level 3 technical training assessments. The somewhat lower ratings of on-the-job training are also typical in that non-classroom training is usually seen as somewhat less relevant to training goals than classroom training by most Level 3 Associates. The FDMS Associates wanted more non-classroom or practical training tailored to their own specialities and job situations. They often found the training tours too general and unfocused. Of course, it is not easy to provide specialized training to over 100 trainees.

Overall, it appears that the FDMS programs are satisfying the goals of the PIET contracts, especially as the number of trainees in each program is becoming smaller, allowing for more specialized programming.

THE ATLANTA MANAGEMENT INSTITUTE PROGRAMS

The Atlanta Management Institute (AMI) provided nine training programs for French-speaking PIET Associates from North African countries between February 1990 and October 1992. Seven of the groups had eight or nine Associates from one to five different countries. One all-male group of 11 Associates from five countries worked for a variety of different employers. Their program was named Techniques of Strategic Management. The largest group had 24 Associates from four countries studying Project Management: Health.

One group of eight women completed the program, Women and Development: Managerial Capacity for Women. An all-male group of eight was studying the Management of Public Finance. The other groups were predominantly male, government employees studying various aspects of strategic management. Their average age was about 38 years and their programs ran from 12 to 72 days, with most being about a month in length.

Table IV-3

Feelings about the Level of Courses, Length of Program, and Size of Groups at AMI

	<u>Just Right</u>	<u>Too Easy, Long, or Large</u>	<u>Too Hard, Short, or Small</u>
Course Level:	57%	40%	2%
Program Length:	53%	25%	22%
Group Size:	56%	36%	7%
Number of Ps	(51) (50) (53)	(36) (24) (34)	(2) (21) (7)

The AMI trainees gave the same responses as the FDMS trainees did about the level of their courses. Almost none thought they were too hard, and 40% found them too easy. In the AMI case, however, the length of the program was more often found to be too short, suggesting that the material presented rather than the diversity of the Associates led two out of five trainees to feel unchallenged by the course. About a third of the AMI trainees said their training group was too large, even though the average size was about eight trainees. Several Associates mentioned wanting more individual attention from the instructors, especially in their computer and English studies. There were also some complaints about African instructors at AMI who did not have a good understanding of U.S. management systems.

Table IV-4

Relevance of Classes and OJT; Overall Satisfaction with Training at AMI

	<u>Class Relevance</u>	<u>OJT Relevance</u>	<u>Overall Satisfaction</u>
Mean Rating	3.3	4.08	3.55
Number of Ps	(93)	(75)	(93)

All of the average (mean) ratings given by the AMI trainees are low, indicating dissatisfaction with the relevance of the classroom, non-classroom, and overall training provided by the Institute. The comments that often appeared in the Administrators' Summaries indicated that the Associates sometimes felt misled by the AMI brochure and did not expect to do a project during the program that called for important materials they did not bring. They also commented that the classroom training was too general and academic, and the non-classroom training was not practical. They often suggested more professional visits to specialized work sites, preceded by a thorough briefing on the site before the visit and followed by a discussion of what they learned after the visit. Although this suggestion was made several times by the Associates (81% recommended more time for non-classroom training) and by some of the PIET program managers, AMI did not appear to have improved the non-classroom training over the 32-month period covered by our assessments.

The AMI programs were reviewed in 1991 at a special meeting at A.I.D./O.I.T. Many of the findings mentioned above were presented to the Agency by CAII and PIET. In spite of some improvements that were made after this meeting, it is our opinion that the AMI programs have not satisfied the major goals of the PIET contracts.

THE CLARK ATLANTA UNIVERSITY PROGRAMS

Clark Atlanta University provided five training programs for French-speaking PIET Associates from Africa between May 5, 1991 and August 21, 1992. The 23- to 68-day programs included Environmental Management, Management and Enterprise Development for Women, Private Sector, Development Management, and Democratization. The largest group (14) was all women from six countries. The smallest group (8) was half women and half men from four countries. The majority of the Associates worked for their countries' government. The average age of the 28 men and 26 women was about 38 years.

Table IV-5

Feelings about the Level of Courses, Length of Program, and Size of Groups at Atlanta University

	<u>Just Right</u>	<u>Too Easy, Long, or Large</u>	<u>Too Hard, Short, or Small</u>
Course Level:	63%	37%	0%
Program Length:	41%	22%	37%
Group Size:	67%	31%	2%
Number of Ps	(34) (22) (36)	(20) (12) (17)	(0) (20) (1)

The trainees at Clark Atlanta were slightly more satisfied with the level of their course work and the size of their training groups than were the FDMS and AMI trainees. They were slightly less pleased with the length of their programs, more often finding them too short than the FDMS and AMI trainees did. The Clark Atlanta programs were shorter on average than the FDMS programs, but were about the same length as the AMI programs. Since most of the Administrators' Summaries commented favorably on the course content, it appears that the program length was indeed too limited for about a third of the trainees. Some were frustrated that they could not spend enough time on their specialties, while others mentioned that interesting discussions were curtailed when the bus came to take them back to their apartments.

Table IV-6

Relevance of Classes and OJT; Overall Satisfaction with Training at Atlanta University

	<u>Class Relevance</u>	<u>OJT Relevance</u>	<u>Overall Satisfaction</u>
Mean Rating	2.16	1.90	2.15
Number of Ps	(54)	(48)	(54)

The relevance of courses to training goals, ratings, and the overall satisfaction with the training program ratings are very comparable to the ratings given by the FDMS trainees--ratings that we indicated are typical for Level 3 technical training assessments. However, there is a difference in the ratings given to the relevance of out-of-class training given by the 48 Associates who had such experiences. Their 1.9 average rating of relevance is higher than usual for such programs. The Administrators' Summaries suggest that these higher ratings are the result of the planning and support provided by Clark Atlanta staff members before, during, and after the field trips. Overall, it appears that the programs provided by Clark Atlanta University satisfied the training goals of the PIET contracts.

THE INTRADOS/INTERNATIONAL MANAGEMENT GROUP PROGRAMS

The International Management Group (IMG) in Washington, D.C. provided four training programs for PIET Associates between October 1989 and February 1993. These programs were titled as follows: Strategies and Techniques of Privatization in Development; Privatization Strategies and Techniques for Development; Building Effective Financial Markets; and Bank Restructuring Through the Regulation of Supervision. One group of 17 trainees came from seven Francophone African countries. The other three programs were conducted in English for Associates from a variety of countries. The 64 trainees came from 22 different countries. Six of them were women, and the average age of these trainees was about 44 years. In two of the groups, most of the trainees worked for their governments. In the other two, the types of employers were more varied. All of the programs were 12 days long, and three of them were held during the month of October.

Table IV-7

Feelings about the Level of Courses, Length of Program, and Size of Groups at IMG

	<u>Just Right</u>	<u>Too Easy, Long, or Large</u>	<u>Too Hard, Short, or Small</u>
Course Level:	72%	25%	3%
Program Length:	65%	18%	17%
Group Size:	64%	31%	5%
Number of Ps	(46) (42) (41)	(16) (12) (20)	(2) (11) (3)

The IMG trainees were more likely to report that the level of their courses and the length of their program were "just right" than the trainees from the other three training institutions reviewed in this report. Their feelings about the size of their training group were very much like those of the trainees in the Clark Atlanta University programs. This is not reflected by the actual average size of the training groups, which was 16 for the IMG groups and 11 for the Clark Atlanta groups. The generally positive reactions to group size at both training institutions reflects the fact (from the Administrators' Summaries) that a majority of the trainees found the diversity of nationalities in their programs beneficial to the dynamics of the training and to its implementation on return home. About one third of the IMG Associates would have preferred smaller groups (classes).

Table IV-8

Relevance of Classes and OJT; Overall Satisfaction with Training at IMG

	<u>Class Relevance</u>	<u>OJT Relevance</u>	<u>Overall Satisfaction</u>
Mean Rating	2.13	2.18	1.80
Number of Ps	(64)	(11)	(60)

The average ratings of class relevance to training goals for the IMG trainees was about the same as that of the Clark Atlanta University trainees and the FDMS trainees. This is a typical level of satisfaction with classroom relevance for technical training programs. IMG trainees' ratings of the relevance of non-classroom training and overall satisfaction with their training programs are higher than usual for technical trainees, however. Their only criticism of the non-classroom training was the lack thereof. Just 11 of the 64 IMG trainees felt they had received on-the-job types of training (see Table IV-8). In two of the four groups, none of the trainees responded to questionnaire items that asked about such training. A lack of field trips and job site visits did not affect their high ratings of satisfaction with the overall training, however.

Generally, it appears that the programs provided by Intrados/IMG are satisfying the training goals of the PIET contracts. There is one caution to this recommendation, however. Over time, the average ratings in Table IV-8 have gotten lower for each of the four groups of IMG trainees (less relevance and satisfaction). PIET should monitor future IMG programs to see if this trend portends a deterioration in their training.

APPENDIX A

Agenda for PIET Training Session

August 7, 1992

**AGENDA FOR PIET TRAINING SESSION
AUGUST 7, 1992**

- I. Purposes of the Exit Interview
 - A. Debriefing the associates
 - B. Improving future training programs
 - C. Gathering data for reports

- II. The Need for Standardized Instruments and Procedures
 - A. Coverage of all significant events
 - B. Systematic data collection
 - C. Cumulation of data over time

- III. Doing a Quality Administration
 - A. Put the respondents at ease
 - B. Obtain reliable and valid information
 - C. Make sure that everyone involved has a good experience

- IV. Administering the Questionnaires
 - A. Advanced preparations
 - B. Preparations on site
 - C. Introductions
 - D. Answering questions during administration
 - E. Reviewing completed questionnaires

- V. Training With the Level III and Level II Questionnaires
 - A. Introductions for both questionnaires
 - 1. Demonstration (Dr. Kimmel)
 - 2. Practice in pairs (experienced and inexperienced administrators)
 - B. Questions on the Level III questionnaire
 - 1. Demonstration (Selection and Meetings, Training Program, Social Activities)
 - 2. Practice for new administrators (Biographical, Support Services, Overall)
 - 3. Reviewing questionnaires (completeness and consistency)
 - C. Questions on the Level II questionnaire
 - 1. Demonstration (Home Country & U.S. Orientations, Language Training, Support Services, Overall Evaluation)
 - 2. Practice for new administrators (Background, Training Program, Social & Free Time Activities)
 - D. Administrator and Training Provider External Ratings

Tips to an Effective Evaluation

Pre-evaluation Planning

- Schedule evaluation when training is planned
 - Allow sufficient time (about 2 hours)
 - Reserve room
- Obtain evaluation forms
 - Select appropriate level
 - Select appropriate language
- Prepare/locate visual aids
- Confirm date, time, and place with training site contact (prior to evaluation)

On-site Preparation

- Meet participants in advance, if possible
- Meet with training advisor(s)
- Visit room before evaluation

On-site Administration

- Put participants at ease
 - Be prepared
 - Be comfortable
 - Present the evaluation as a positive experience
 - Be familiar with the Introductory Statement (try not to read it word for word)
 - Communicate warmly, verbally and nonverbally
- Answer questions without leading
- Check completed questionnaires

Post-Evaluation Activities

- Review notes for understanding
- Complete external rating form

APPENDIX B

**Administration Guidelines
Levels 1, 2 and 3
Program Evaluations**

February, 1991

AS

ADMINISTRATION GUIDELINES

**For Level I, II and III
Program Evaluations**

Prepared by
Pamela A. McCloud, PIET
February, 1991

GUIDELINES FOR ADMINISTRATION OF PROGRAM EVALUATIONS

I. Preparation, Scheduling and Arrival

A. Notify institution as early as possible that an evaluation may take place.

1. Explain the purpose of the evaluation.

a. they will be provided copies.

b. we are evaluating the whole training experience not just the training program itself.

c. we are interested in the participants' point of view on all aspects of their program in the U.S. This evaluation will give them an opportunity to discuss their positive and negative experiences with a sympathetic listener. It will also provide information that can be used to improve future programs by accentuating the positive and eliminating the negative situations.

2. Confirm this date when enrollment figures are known.

3. Ask that a specific uninterrupted time be set aside for the evaluation.

a. 2-3 hours is a realistic time for discussion and administration of the questionnaire.

b. avoid times before major events such as closing ceremonies, parties or other evaluations, or after a long day of classes since it is difficult to hold participants' attention.

c. ask for a comfortable and private room with writing implements and desks if necessary.

4. Reserve time to speak with the program directors and trainers after you meet with participants.

a. send a copy of the External Ratings/Training Provider form before you arrive, ask that it be completed for this interview and don't leave without it.

B. Make sure that you have checked with all the ETAs monitoring the group so that you are aware of any difficulties.

C. Review PIO/P documents, course brochure and/or training institution's proposal so that you understand the training objectives.

1. This information can later be used to stimulate discussion during the evaluation.

D. Prepare sufficient copies of the evaluation form and/or answer sheets to take with you.

1. Master copies are kept in Deputy Director's office

2. Be sure you have the most current versions of all instruments and instructions. Please discard all former forms as these will not go into CAI data bases. Contact the Deputy Director if you are unsure.

E. If possible, plan to arrive either the night before or early in the morning if an afternoon session is scheduled.

1. Request that it be arranged for your to share some informal social time with the participants i.e. meal or a party.

a. use this time to establish your relationship with the participants.

F. Try not to be involved in other PIET business with the participants such as return tickets or per diem issues.

1. Explain the difference in your purpose as an evaluator and the role of their ETAs.

II. Administration

A. LEVEL I

1. Introduce yourself and the purpose of the evaluation.

a. give them an idea of how long it will take and what will be expected of them.

b. explain who gets the results and what is done with them.

c. explain that their responses will remain anonymous and that they should be as frank as possible.

2. Conduct a discussion prior to the administration of the questionnaire.

a. questions should parallel the instrument to get participants thinking about what they will be answering later on.

b. probe any specific problems of which you are aware.

c. try to get every one to participate.

(1) be aware of dominators and try to short circuit them.

(2) ask uninvolved participants direct questions.

d. if the group is accompanied by an escort and/or interpreter, request that they not be present during the administration unless they are needed for translation.

(1) you may wish to schedule a separate meeting with the escort to gain that perspective.

e. the evaluation process provides a catharsis for the participants. This should be encouraged, but not permitted to overwhelm the discussion.

f. try to be the sympathetic outsider who listens carefully and notes responses but doesn't get into explanations or defenses.

(1) you are there to hear what they have to say.

3. Introduce the form after you have distributed it by reading the Creative Associates International (CAI) introduction (on form.)

a. ask them to fill in their age.

b. explain the different types of questions they will have to answer with:

(1) yes/no

(2) too much/too little/just right

(3) seven point scales (use visual aids)

(4) oral questions

- c. remind them to complete all applicable questions and to let you know if they have any problems.
- d. make sure that everyone has completed their answers before moving on to the next question.
- 4. As you ask questions, walk around the room to check if they are following directions and to help them with any problems.
- 5. When they hand in the form, check it for completeness and ask them to correct any errors or omissions.
- 6. Collect all forms and immediately complete the Evaluation Ratings/Administrator form.
- 7. Meet with the institution's training staff (this may be before or after you administer the evaluation depending upon scheduling restraints.)
 - a. collect the External Ratings Form you have previously sent.
 - b. ask them for their views on the training:
 - (1) problems
 - (2) successes
 - (3) recommendations
 - (4) working with PIET
 - (5) anything particular raised by the participants
 - c. thank them for their assistance and assure them you will send a copy of the final report.
 - d. be detached - gather information, don't make judgments.

B.LEVEL II

- 1. Introduce yourself and the purpose of the evaluation.
 - a. give them an idea of how long it will take and what will be expected of them.
 - b. explain who gets the results and what is done with them.
 - c. explain that their responses will remain anonymous and that they should be as frank as possible.
- 2. Conduct a discussion prior to the administration of the questionnaire.
 - a. questions should parallel the instrument to get participants thinking about what they will be answering later on.
 - b. probe any specific problems of which you are aware.
 - c. try to get every one to participate.
 - (1) be aware of dominators and try to short circuit them.
 - (2) ask uninvolved participants direct questions.
 - d. the evaluation process provides a catharsis for the participants. This should be encouraged, but not permitted to overwhelm the discussion.
 - e. try to be the sympathetic outsider who listens carefully and notes responses but doesn't get into explanations or defenses.

- (1) you are there to hear what they have to say.
3. Introduce the form after you have distributed it by reading the Creative Associates International (CAI) introduction (attached).
- a. explain the different types of questions they will have to answer with:
 - (1) yes/no questions which may ask them to skip ahead
 - (2) very useful/useful/not useful
 - (3) written answers
 - c. remind them to complete all applicable questions and to let you know if they have any problems.
 - d. make sure that everyone has completed their answers before moving on to the next question.
4. As you ask questions, walk around the room to check if they are following directions and to help them with any problems.
5. Watch the time and encourage those who are lagging.
6. When they hand in the form, check it for completeness and ask them to correct any errors or omissions.
7. Collect all forms and immediately complete the Evaluation Ratings/Administrator form.
8. Meet with the institution's training staff (this may be before or after you administer the evaluation depending upon scheduling restraints).
- a. collect the External Ratings Form you have previously sent.
 - b. ask them for their views on the training:
 - (1) problems
 - (2) successes
 - (3) recommendations
 - (4) working with PIET
 - (5) anything particular raised by the participants
 - c. thank them for their assistance and assure them you will send a copy of the final report
 - f. be detached - gather information, don't make judgments.

C. LEVEL III

1. Introduce yourself and the purpose of the evaluation.
- a. make sure everyone is a PIET participant and dismiss any who are not.
 - b. give them an idea of how long it will take and what will be expected of them.
 - c. explain who gets the results and what is done with them.
 - d. explain that answers are anonymous and they should be as frank as possible.
2. Conduct a brief discussion prior to the administration of the questionnaire.
- a. questions should parallel the instrument to get participants thinking about what they will be answering later on.
 - (1) you may wish to use a blackboard for writing

- down comments.
- b. probe any specific problems of which you may be aware.
- c. try to get everyone to participate.
 - (1) be aware of dominators and try to short circuit them.
 - (2) ask uninvolved participants direct questions.
- d. the evaluation process provides a catharsis for the participants. This should be encouraged, but not permitted to overwhelm the discussion.
- e. try to be the sympathetic outsider who listens carefully, notes responses but don't get into explanations or defenses.
 - (1) you are there to hear what they have to say.
- 3. Introduce the form after you have distributed it by reading the CAI introduction (attached).
 - a. ask them to fill in their names if they wish.
 - b. explain the different types of questions they will have to answer with examples:
 - (1) fill in information
 - (2) check the box
 - (3) seven point scale (use visual aids)
 - (4) three point scale
 - (5) No/Yes questions that may ask them to skip forward
 - (6) questions with multiple parts
 - c. walk around the room to be sure they are following directions.
- 4. When they hand in the form, check it for completeness and have them correct any errors or omissions.
- 5. Watch the time and encourage those who are lagging.
- 6. Collect all forms and immediately complete the External Ratings/Administrator form.
- 7. Meet with the institution's training staff
 - a. collect the External Ratings form you have previously sent.
 - b. ask them for their views on the training:
 - (1) problems
 - (2) successes
 - (3) recommendations
 - (4) working with PIET
 - (5) anything particular raised by the participants
 - c. thank them for their assistance and assure them you will send a copy of the final report.
 - d. be detached - gather information, don't make judgments.

III. Post-Administration

- A. Upon return to the office immediately write the Administrator's Summary (see attached samples.)
 - 1. Include information gathered from participant's discussion, talks with training advisors, talks with

ETAs, etc.

a.this is our opportunity to synthesize all the information about the trainees and the program that we have gathered from all sources.

(1)do not go over the participants questionnaires and summarize them. This is done by CAI.

2.Be objective as possible.

3.Remember who your audiences are:

a.Missions

b.Bureaux

c.OIT

d.training providers

e.PIET staff

f.other AID staff or contractors

4.Make recommendations or draw conclusions when this is appropriate.

5.Be accurate, fair and sensitive in your reporting.

a.remember that a participant view is only one view, albeit an important one.

b.be careful how you paraphrase or characterize participant comments.

(1)use quotes if necessary

6.Provide a balanced view in your report.

a.for example, while housing may have been a particular problem, do not spend several paragraphs writing about it even though participants may have spent a lot of time discussing it.

(1)summarize and note their preoccupation with such issues.

7.If there are particularly sensitive concerns either regarding the Missions, training providers or PIET, consider putting them in a separate memo for internal use only.

8.Include the following information on the cover of your Administrator's Summary:

a.name of course or training program

b.dates of training

c.name and location of training provider/institution

(1)list all training institutions that are part of the program

d.number of trainees

e.language of instruction

f.date of evaluation

g.name of evaluation administrator

B.Within 10 days of return from evaluation trip, turn in questionnaires, both External Ratings forms, and the Administrator's Summary to the Deputy Director.

1.Provide the enrollment list complete with PIO/P numbers for all short courses.

IV.Report Processing

A.The report will be logged-in and forwarded to CAI:

1.It will normally be returned in two weeks.

B.When returned the Administrative Assistant will return it to

the administrator for a final review.

1. Carefully check for both content and accuracy.
2. If there are any errors, return the report through the AA to CAI for correction.
3. With Deputy Director decide if a committee review is necessary.

a. if so, this will be arranged by the DD.

4. Prepare your letter to the training provider.
 - a. base it on the results of the committee review if held.
 - b. if no review is held, be sure to emphasize both the successes as well as the deficiencies of the program. Ask for further consultation on specific issues if necessary.
 - c. be sure to thank them for their cooperation.
 - d. give copy of your letter to the DD for review before sending.
 - e. once approved give copy of letter to Administrative Assistant and send with evaluation to training provider.

5. The AA is responsible for sending all multi-country, short course evaluations to the Missions, Bureaux and OIT and a copy to all regions in the CO and to the ROs.

6. All single-country, tailored programs are sent to that Mission by the program coordinator.

C. All evaluation files are kept in DDs office by country or course name.

1. When removing copies of evaluations, questionnaires and other forms make sure that the last copy is not taken.

V. Training and Upgrading Sessions

A. Periodically there will be meetings at PIET with representative of CAI for the purposes of reviewing instruments and reports.

1. Some of these sessions are for particular regions or programs and require only the attendance of those involved with those programs. These are usually to discuss the recommendations and ideas pertaining to specific program. They may include representative from AID.

2. Other sessions are for new or out of practice administrators who need training in the specifics of conducting an evaluation.

3. Other sessions to work out changes or improvements in our procedures necessitated by changes in the program and participants handled by PIET. All administrators should attend such meetings.

B. Do not hesitate to request any of these meetings of the DD when you think one would be beneficial.

Appendix C

Summary Data from Academic Associates

ADMINISTRATIVE AND TRAINING ACTIVITIES

BIOGRAPHICAL DATA

1. Of which country are you a citizen?

Name of country: (See attachment for list)

2. What is your age?

Average age: 31.7

N= 1140

3. Are you: Male: 67.1 % Female: 32.5 % N= 1144

4. Are you: Single: 50.8 % Married: 49.1 % N= 1141

5. Are you accompanied to the U.S. by your:

Wife: 15.0 % Husband: 9.6 % Children: 16.3 % No one: 72.4 % N= 1123

6. Highest level of degree, certificate, or diploma earned before this trip: (See attachment for list)

7. Dates of U.S. academic program: (See attachment for list)

8. Name of the U.S. College/University where you received your degree or had most of your academic program: (See attachment for list)

9. Field of Study: (See attachment for list)

10. Before this trip, have you had any other training outside your country?

No: 66.9 % Yes: 33.0 % N= 1136

Go to 12

11. Please list overseas training programs, country, and year of completion you have attended: (See attachment for list)

12. Before this trip, have you ever visited the United States?

No: 62.9 % Yes: 37.0 % N= 1141

13. How long (total) were you in the U.S. before this trip?

Less than 1 month:	32.3 %	
1-3 months:	34.2 %	
4-6 months:	7.7 %	N= 426
7-12 months:	5.8 %	
More than 12 months:	19.7 %	

14. What was the major reason for your longest visit to the United States before this trip?

Academic education:	32.5 %	
Technical education:	12.3 %	
Employment:	1.4 %	N= 421
Business:	5.7 %	
Visiting:	47.9 %	

15. Do you have a job in your country?

No: 28.6 % Yes: 71.3 % N= 1145

Go to 18

16. What is your job titles(s): (See attachment for list)

17. What type of employer do you work for in your country?

Government:	70.4 %	University:	4.5 %	Parastatal:	7.9 %
Self-employed:	14.4 %	Prvt. comp:	1.4 %	Other:	1.1 %

N= 815

SELECTION AND MEETINGS IN HOME COUNTRY

The following questions ask about your selection for this USAID academic program and meetings you may have had before you left for the United States.

18. Give the name of the agency or the job title of the individual who actually selected you for this academic training program.

Name of Agency: (See attached for list)

Job Title of Individual: (See attached for list)

19. How important was each of the following considerations in the decision to send you to this academic training program?

a. Your professional and educational qualifications:

Average: 1.48
N= 1102

b. Your personal abilities:

Average: 1.78
N= 1092

c. Your language ability:

Average: 3.18
N= 1088

d. The needs of your job:

Average: 2.33
N= 1092

e. Your personal contacts:

Average: 4.99
N= 1087

20. Did you attend any meetings about your program before coming to the United States?

No: 29.7 %	Yes: 70.2 %	N= 1131
Go to 23		



21. Who else attended the meetings?

- a. USAID representatives: 89.6 %
- b. Former USAID participants from my country: 44.2 % N= 785
- c. Other USAID participants going to the United States: 63.5 %
- d. Others: 15.0 %

22. What information did you receive at the meetings?

- a. Goals of my country's USAID development program: 60.7 %
- b. Goals of my academic program: 55.5 %
- c. Relationship of my academic program to the development program in my country: 51.2 % N= 782
- d. USAID administrative policies and regulations for all participants: 78.1 %
- e. Information about the United States: 77.6 %
- f. Other subjects: 9.9 %

23. Did you want to participate more in the planning of your academic program than you did?
No: 24.3 % Yes: 75.6 % N= 1099

24. How many days was it from when you were notified of your departure date to the day you left your country?

Average: 37

N= 1061

25. Was this enough time for you to get ready as you wanted?
No: 38.5 % Yes: 61.4 % N= 1106

26. Did you receive enough information about your academic program before you left your country?

Yes: 37.5 % No: 62.4 % N= 1118

Go to
28

27. Which of the following did you want more information about?

- | | |
|--|--------|
| a. Goals of my academic program: | 35.5 % |
| b. Content of my academic program: | 81.7 % |
| c. Description of my academic location(s): | 53.3 % |
| d. Overall length of program: | 35.9 % |
| e. Other aspects: | .0 % |

N= 766

28. How satisfied are you with the planning of your program that was done in your country?

Average: 3.31

N= 1105

MEETINGS AND ORIENTATIONS IN THE UNITED STATES

The following questions ask about meetings you may have had in the U.S. when you arrived.

29. Did you go to an orientation program about the U.S. at the Washington International Center?

No: 51.2 %

Yes: 48.7 %

N= 1135

Go to

33

30. Please evaluate the adequacy of each of the aspects of the Washington International Center's orientation program listed below:

<u>Aspect</u>	<u>Very Adequate</u>	<u>Somewhat Adequate</u>	<u>Not Adequate</u>	
a. Information given about the U.S.:	51.3 %	44.7 %	3.8 %	N= 545
b. Discussions:	39.8 %	51.7 %	8.3 %	N= 539
c. Language used by the lecturers:	70.3 %	26.9 %	2.7 %	N= 542
d. Program level:	46.5 %	44.3 %	9.1 %	N= 537
e. Amount of individual attention:	40.7 %	47.5 %	11.7 %	N= 538
f. Visits with U.S. families:	27.6 %	33.6 %	38.6 %	N= 484
g. Tours in Washington:	49.9 %	34.7 %	15.3 %	N= 529

31. How useful was the orientation you received at the Washington International Center (WIC)?

Average: 2.82

N= 545

32. How does the impression you formed of the United States while attending the Washington International Center orientation compare with the impression you now have of the United States?

More favorable: 29.0 % Same: 54.7 % Less favorable: 16.2 %

N= 541

114

33. Before your training program began, did you have an arranged meeting with a representative of Partners for International Education and Training, the African-American Institute, AMIDEAST, the Asia Foundation, or the Experiment in International Living?

No: 41.8 %

Yes: 58.1 % N= 1110

Go to
36

34. What aspects of your program were discussed at this meeting(s)?

- a. Goals of training: 51.7 %
- b. Academic facility(ies): 45.8 %
- c. General content of program: 55.7 %
- d. Overall length of program: 60.7 %
- e. Time allotted to each part of program: 36.9 %
- f. Your living allowance: 87.0 %
- g. Your book and training materials allowance: 81.5 %
- h. Travel arrangements to training locations: 78.6 %
- i. Personnel to contact at training facility: 75.8 %
- j. U.S. visa information: 66.0 %
- k. Reimbursement and reporting procedures: 71.2 %

N= 657

35. How useful was the orientation you received from Partners for International Education and Training, the African American Institute, AMIDEAST, the Asia Foundation or the Experiment in International Living?

Average: 2.40

N= 658

36. Did you attend an orientation program or administrative meeting at your academic facility?

No: 36.1 %

Yes: 63.8 %

N= 1117

37. How useful was the orientation you received at your academic facility?

Average: 2.55

N= 718

38. Please give us any other comments you may have about your orientation meetings:
(See attachment for list).

LANGUAGE INFORMATION

The following questions ask about your knowledge and use of the English language.

39. During your program, what were your experiences with language in each of the academic areas listed below?

	<u>Area</u>	<u>No Problems</u>	<u>Some Problems</u>	<u>Many Problems</u>	<u>N</u>
a.	Understanding lectures:	68.9 %	28.2 %	2.7 %	1122
b.	Understanding class discussion:	67.1 %	29.3 %	3.4 %	1116
c.	Understanding informal conversation:	53.9 %	37.9 %	8.1 %	1120
d.	Understanding reading assignments:	81.2 %	17.4 %	1.2 %	1116
e.	Making myself understood in class discussions:	51.6 %	42.9 %	5.4 %	1114
f.	Making myself understood in informal conversations:	55.7 %	38.6 %	5.6 %	1115
g.	Writing papers or reports:	60.3 %	33.5 %	6.0 %	1118
h.	Taking notes in class:	66.9 %	28.4 %	4.6 %	1115
i.	Using technical vocabulary:	63.2 %	32.7 %	3.9 %	1117

40. During your visit to the United States, what were your experiences using English in each of the areas listed below?

	<u>Area</u>	<u>No Problems</u>	<u>Some Problems</u>	<u>Many Problems</u>	<u>N</u>
a.	Transportation:	82.5 %	15.4 %	2.0 %	1130
b.	Visiting stores:	81.0 %	17.3 %	1.6 %	1133
c.	Sightseeing:	83.5 %	15.3 %	1.0 %	1118
d.	Restaurants:	69.6 %	27.4 %	2.9 %	1126
e.	Other:				74

41. Did you take any English language courses while you were enrolled in your academic program?
No: 49.1 % Yes: 50.8 % N= 1135

42. Were you given any formal English language instruction in your home country or in the United States for the special purpose of preparing you to take part in this USAID program?

No: 40.3 % Yes: 59.6 % N= 1127

Go to
45

43. Where was this English language instruction given?

a. My country only: 23.9 %

b. In the United States only: 18.7 %

c. Both in my country and in
the United States: 57.3 %

N= 694

44. How useful was this instruction in preparing you for your experiences in the U.S.? (If you have checked the last answer in item 43, circle a number on both scales.)

a. In-country training:

b. United States training:

Average: 2.32

Average: 2.21

N= 558

N= 521

ACADEMIC PROGRAM

The following questions ask your reasons for taking part in a training program in the United States and about your preparation for this training.

45. There are some general questions followed by questions about your specific training in the classroom and any changes that were made in your academic program. There are also some questions about Mid-Winter and Management Training Seminars.

a. Increasing your general knowledge in your field:

Average: 1.22

N= 1127

b. Making professional contacts in the United States:

Average: 3.20

N= 1072

c. Obtaining an academic degree:

Average: 1.73

N= 1098

d. Contributing to the development of your country:

Average: 1.29

N= 1134

e. Visiting the United States:

Average: 3.63

N= 1087

f. Getting a new job or different job in your country:

Average: 3.69

N= 1079

46. What type of student were you?

a. Graduate student: 69 %

b. Undergraduate student: 26 % N = 1140

c. Non-degree student: 4 %

47. Did you earn an academic degree in the United States?

No: 11.3 % Yes: 88.6 % N= 1110

Go to
49

48. What degree(s) did you earn?

a. Associate:	4.5 %	N= 968
b. Bachelor's:	25.9 %	
c. Master's:	71.4 %	
d. Other degrees, certificates, or diploma:	.0 %	

49. Did you have a Faculty Advisor who helped you in arranging your course schedule at the institution where you had most of your academic training?

No: 5.0 % Yes: 94.9 % N= 1133

Go to
51

50. How useful was the help he/she provided?

Average: 2.34

N= 1076

I. Classroom Training

This type of training includes seminars, briefings, courses, workshops, and similar presentations.

51. Did you have courses in which instruments and equipment were used at the institution where you had most of your academic training?

No: 25.7 % Yes: 74.2 % N= 1130

52. Were most of these instruments and equipment appropriate for application in your home country?

No: 13.5 % Yes: 86.4 % N= 843

53. AID-sponsored participants have sometimes reported difficulties with their classroom training. Listed below are some of these difficulties. To what extent was each of these difficulties true for you at the institution where you had most of your academic program?

<u>Difficulties</u>	<u>Not True</u>	<u>Somewhat True</u>	<u>Very True</u>	<u>N</u>
a. Courses too simple:	68.9 %	27.7 %	3.2 %	1105
b. Courses too advanced:	67.4 %	28.1 %	4.3 %	1095
c. Subject matter too abstract:	68.4 %	27.6 %	3.8 %	1079
d. Subject matter too specific:	64.0 %	27.9 %	8.0 %	1087
e. Too little lecturing:	81.1 %	15.1 %	3.7 %	1086
f. Too little discussion:	69.7 %	25.3 %	4.9 %	1098
g. Too much assigned reading:	38.9 %	39.0 %	22.0 %	1105
h. Too many quizzes, tests, and papers:	52.0 %	34.1 %	13.8 %	1100
i. Testing procedures misunderstood:	72.9 %	21.2 %	5.8 %	1096
j. Grading system misunderstood:	75.0 %	20.9 %	3.9 %	1092
k. Too many courses unrelated to major field:	76.0 %	17.5 %	6.4 %	1101
l. Too much duplication of subject matter in different courses:	68.8 %	25.3 %	5.7 %	1091
m. Other difficulties:	94.0 %	3.9 %	1.9 %	151

54. How relevant to the goals of your academic program were your courses at the institution where you had most of your academic training?

Average: 1.97

N= 1118

II. Training Outside the Classroom

Training outside the classroom includes opportunities to observe work activities, actual work experiences and visits to offices, businesses, factories, government agencies, or other organizations (usually in several different places) to observe activities related to your training experience.

55. Did your academic program include any training outside the classroom, as defined above?

No: 56.8 %

Go to
59

Yes: 43.1 %

N= 1133

56. How many weeks did you participate in training outside the classroom?

Average: 11.8

N= 434

57. Please evaluate your training experiences outside the classroom in each of the areas listed below:

<u>Area</u>	<u>Very True</u>	<u>Somewhat True</u>	<u>Not True</u>	<u>N</u>
a. Training relevant to my interests:	79.4 %	18.5 %	2.0 %	481
b. Enough time allowed for training:	47.6 %	33.1 %	19.2 %	479
c. Enough variety in activities observed:	56.0 %	32.8 %	11.0 %	478
d. Adequate preparation by people at training facilities:	61.6 %	31.1 %	7.2 %	472
e. Members of my training group were compatible:	62.2 %	30.8 %	6.9 %	463
f. Training at my level of skill:	65.1 %	28.8 %	5.9 %	471
g. Adequate supervision:	60.0 %	30.5 %	9.3 %	471

58. How relevant to the goals of your academic program was the training you received outside the classroom?

Average: 1.98

N= 489

59. Please evaluate how well your total training time was divided among the following kinds of training listed below.

<u>Kind of training</u>	<u>Right amount</u>	<u>Should be less</u>	<u>Should be more</u>	<u>N</u>
a. Classroom training:	80.6 %	12.8 %	6.5 %	1028
b. Training outside the classroom:	27.7 %	1.8 %	70.4 %	875

III. Changes in Academic Program

60. After you reached your first academic facility, which of the following changes were considered or made in your academic program?

<u>Change</u>	<u>Not Considered</u>	<u>Considered But Not Done</u>	<u>Change Made</u>	<u>N</u>
a. Transfer to another school:	77.3 %	13.3 %	9.2 %	1001
b. Lowered degree objective:	96.5 %	1.8 %	1.5 %	968
c. Raised degree objective:	80.1 %	13.7 %	6.1 %	965
d. Switched major field:	81.9 %	7.6 %	10.4 %	985
e. Shortened program:	88.0 %	3.8 %	8.0 %	963
f. Lengthened program:	62.8 %	14.0 %	23.1 %	993
g. Added English language training:	79.2 %	7.6 %	13.1 %	981
h. Added remedial courses:	85.5 %	6.6 %	7.7 %	942
i. Other changes:	90.3 %	5.3 %	4.3 %	93

61. If any changes were made, how satisfied now are you with them?

Average: 2.19

N= 548

62. How applicable was your academic program to each of the following:

a. To my training
and experience:

b. To my home country
conditions:

c. To my personal
career plans:

Average: 1.77

Average: 2.14

Average: 1.74

N= 1122

N= 1121

N= 1115

63. Overall, how satisfied are you with your total academic program?

Average: 2.00

N= 1139

64. How do you think you did in each of the following areas in comparison to other international students at your school?

<u>Area</u>	Better Than <u>Most</u>	Same As <u>Most</u>	Worse Than <u>Most</u>	<u>N</u>
a. Grades:	47.8 %	51.4 %	.6 %	1092
b. Staying healthy:	41.8 %	53.3 %	4.7 %	1113
c. Understanding American English:	49.9 %	47.1 %	2.9 %	1114
d. Adjusting to U.S. culture:	51.1 %	45.8 %	3.0 %	1121
e. Making friends:	44.2 %	49.6 %	6.1 %	1114

65. Print below the one or more new idea(s) you got from your academic program that will be most important for use in your home country. (See attachment for list).

IV. Mid-Winter Seminars.

During the winter holiday vacation period, you may have attended a Mid-Winter Seminar sponsored by A.I.D. These include discussions about local community affairs in the U.S., sight-seeing, group social activities, and visits with American families.

The following questions ask about such programs.

66. Did you attend an A.I.D.-sponsored Mid-Winter Seminar program?

No: 48.6 %	Yes: 51.3 %	N= 1119
Go to 70		

67. Print the name of the city(ies) or town(s) and the year(s) in which the Mid-Winter Seminar(s) you attended took place.

(See attachment for list)

68. Please evaluate the Mid-Winter Seminar programs you attended in each of the areas listed below:

<u>Areas</u>	<u>Very True For Me</u>	<u>Somewhat True For Me</u>	<u>Not True For Me</u>	<u>N</u>
a. Enough field trips:	63.8 %	26.8 %	9.3 %	570
b. Enough discussions:	61.1 %	30.4 %	8.4 %	571
c. Enough visits with American families:	47.8 %	34.2 %	17.9 %	569
d. Variety of cultural backgrounds of group members adequate:	67.0 %	26.3 %	6.6 %	570
e. Group neither too large nor too small:	63.3 %	30.8 %	5.7 %	570
f. Enough planned group activities:	59.5 %	29.4 %	11.0 %	568
g. Enough U.S. students:	8.9 %	11.4 %	79.6 %	559

69. How satisfied were you with the Mid-Winter Seminar(s) which you attended?

Average: 2.35

N= 572

V. Management Training Seminars

You may have attended a one or two week seminar in management training for development. At these seminars you learn and practice techniques for applying your training in your home country.

70. Did you attend a seminar in management training for development?

No: 83.7 %

Yes: 16.2 %

N= 1098

Go to
74

71. Print the name of city or town and the month and year in which the seminar in management training for development took place.

(See attachment for list)

72. A.I.D. sponsored students have had different opinions of the seminar in management training for development. Listed below are some of these opinions. To what extent do you agree with these opinions?

<u>Opinions</u>	<u>Agree Completely</u>	<u>Agree Somewhat</u>	<u>Disagree</u>	<u>N</u>
a. Seminar relevant to my country:	57.4 %	36.4 %	6.0 %	181
b. Subject matter at my level:	57.1 %	35.1 %	7.6 %	182
c. Seminar objectives clear:	62.7 %	31.1 %	6.1 %	180
d. Participants worked well together:	65.9 %	30.7 %	3.3 %	179
e. Enough social and recreational activities:	33.8 %	42.7 %	23.3 %	180
f. Seminar location satisfactory:	77.7 %	16.6 %	5.5 %	180

73. How much do you think the ideas you got from the seminar in management training for development will help you use your training when you return home?

Average: 2.26

N= 183

**SUPPORT SERVICES:
ADVISORS, HOUSING, TRAVEL, AND MONEY ALLOWANCES**

74. Did you know how to contact the Partners' representative responsible for your program while you were at your academic facility(ies)?

No: 2.4 %

Go to
76

Yes: 97.5 %

N= 1137

75. In general, how satisfied were you with the communication between you and this Partners' representative?

Average: 1.92

N= 1127

76. How satisfied were you with the support services provided by your Partners' representative? Circle a number on the scale under each service listed below which was provided. Do not circle a number under services you did not have occasion to use.

a. Travel arrangements

Average: 1.74

N= 967

b. Receipt of allowances

Average: 1.53

N= 1122

c. Help with personal matters

Average: 2.27

N= 866

d. Help with program matters

Average: 2.08

N= 971

e. Response to emergencies

Average: 2.11

N= 679

f. Help with immigration

Average: 1.81

N= 820

77. Did you ever get help from members of the staff at your academic facility?

No: 20.0 % Yes: 79.9 % N= 1111

Go to
79

78. How useful was any help they provided?

Average: 1.83

N= 908

79. How satisfied have you been with your housing during your stay in the United States?

Average: 2.74

N= 1133

80. Please evaluate your money allowances in each of the areas listed below:

<u>Areas</u>	<u>Very Satisfactory</u>	<u>Adequate</u>	<u>Not Adequate</u>	<u>N</u>
a. Rent:	18.0 %	55.1 %	26.8 %	1115
b. Food:	17.6 %	58.0 %	24.2 %	1119
c. Travel expenses:	18.2 %	49.3 %	32.4 %	1031
d. Books and training materials:	19.2 %	43.9 %	36.8 %	1124
e. Equipment:	10.1 %	35.8 %	54.0 %	980

81. What is the source of the funds which paid the tuition, fees, and money allowances for your academic program?

a. Partners for International Education and Training: 80.2 %

b. Your academic institution: 1.6 %

c. Your home country government: 6.4 %

d. The U.S. government: 17.4 %

e. Other: 8.5 %

N= 1118

82. Did you suffer an illness or injury that required medical attention?

No: 47.0 % Yes: 52.9 % N= 1129

Go to
84

83. Did you have difficulty using your Health & Accident Coverage (HAC) insurance?

No: 59.1 % Yes: 40.8 % N= 668

SOCIAL, CULTURAL AND RECREATIONAL ACTIVITIES AND SERVICES

84. During this visit to the United States, did you regularly participate in any student or community club?

No: 45.2 % Yes: 54.7 % N= 1124

85. Did you visit any U.S. families in their homes during your training programs?

No: 13.6 % Yes: 86.3 % N= 1129

Go to
88

86. Approximately how many visits to U.S. homes did you make?

- a. 1 visit: 4.6 %
- b. 2 visits: 10.4 % N= 987
- c. 3 to 5 visits: 25.7 %
- d. 6 or more visits: 59.1 %

87. How enjoyable were these visits to U.S. families?

Average: 1.73

N= 987

88. Please give us any comments you may have about visiting U.S. citizens in their homes:

(See attachment for list)

89. Did you ever discuss life in the United States with U.S. citizens?

No: 7.7 % Yes: 92.3 % N= 1117

90. Listed below are informal activities that some A.I.D. sponsored students have taken part in in the United States. Which of these social and recreational activities have you taken part in?

- a. Going to sports events: 69.5 %
 - b. Taking part in sports: 47.8 %
 - c. Going to picnics, parties, or dances: 87.6 %
 - d. Going to movies: 80.9 %
 - e. Going to concerts or plays: 72.8 %
 - f. Going sightseeing: 84.7 %
 - g. Going to community activities: 60.7 %
 - h. Other activities: 17.2 %
- N= 1107

91. With whom did you most often go to these informal activities? (Check one)

- a. Most often went with mixed groups (U.S. citizens, some people from my country, and some other foreign nationals): 58.6 %
 - b. Most often went with other foreign nationals: 17.2 %
 - c. Most often went with people from my own country: 8.3 %
 - d. Most often went with U.S. citizens: 13.4 %
 - e. No one, most often went alone: 2.2 %
- N= 1111

92. How enjoyable were these informal activities?

Average: 1.77

N= 1108

93. Were there any other social, cultural, or recreational activities you wanted to participate in in the U.S but were not able to?

No: 66.4 % | Yes: 33.5 % N= 1046
Go to 95

94. What were these activities?
(See attachment for list)

95. Did you make any presentations about life or activities in your country to U.S. citizens?

Yes: 73.6 % | No: 26.3 % N= 1124
Go to 97

96. Did you want to make any kind of presentation about life or activities in your country to U.S. citizens?

No: 22.2 % Yes: 77.7 % N= 467

97. How important to your total experience in the United States were any personal friendships you had with Americans?

Average: 2.03
N= 1126

98. Did you experience any discrimination against you during your stay in the United States?

No: 65.1 % | Yes: 34.8 % N= 1107
Go to 100

99. Briefly give one example that illustrates the discrimination you experienced.

(See attachment for list)

100. During your visit to the United States, how were you personally affected by the experiences listed below?

<u>Experience</u>	<u>No Problems</u>	<u>Some Problems</u>	<u>Many Problems</u>	<u>N</u>
a. Adjusting to the climate:	44.7 %	45.2 %	9.9 %	1135
b. Adjusting to the food:	52.6 %	35.5 %	11.8 %	1135
c. Adjusting to American culture:	55.3 %	38.1 %	6.5 %	1136
d. Feeling homesick:	32.4 %	51.8 %	15.7 %	1139
e. Feeling lonely:	39.7 %	47.1 %	13.1 %	1136
f. Being accepted by people in the United States:	66.3 %	29.1 %	4.4 %	1121

101. Please print below the new ideas you learned about life and people in the U.S. that are most important to you. (See attachment for list).

102. Did you feel welcome and accepted in the United States?

Average: 2.28

N= 1127

EXPECTED USE OF TRAINING

The following questions ask about any ideas you may have about using your training after you return to your home country.

103. Do you know the job you will have when you return to your home country?

No: 45.2 % Yes: 54.8 % N= 1124

Go to 106

104. Is this the same job you had before you came to the United States?

No: 24.4 % Yes: 75.5 % N= 621

105. Will your job responsibilities be changed as a result of your A.I.D. training?

No: 22.8 % Yes: 77.1 % N= 622

106. Do you expect to train others in specific work skills or to teach students?

No: 18.3 % Yes: 81.7 % N= 1093
Go to 108

107. How much will your academic training help you in training or teaching?

a. A little: 2.1 %
b. Some: 19.7 % N= 918
c. A great amount: 78.1 %

108. A.I.D.-sponsored participants have sometimes reported they expect to have problems in using their training. Listed below are some of these problems. To what extent do you think each of these may be true for you?

<u>Difficulties</u>	<u>No Problems</u>	<u>Some Problems</u>	<u>Many Problems</u>	<u>N</u>
a. Lack of equipment, tools, or facilities:	24.1 %	52.6 %	23.2 %	1093
b. Lack of money:	12.8 %	49.0 %	38.0 %	1095
c. Lack of qualified staff:	29.2 %	54.6 %	16.0 %	1070
d. Lack of help from my immediate supervisor:	44.5 %	45.4 %	9.9 %	1061
e. Lack of support from higher officials:	33.4 %	50.8 %	15.7 %	1057
f. Resistance by people to changing ways of doing things:	20.4 %	51.9 %	27.5 %	1074
g. Other difficulties:				0

109. Do you expect to call on the A.I.D. Mission in your home country to help you use your training in any way after you return to your home country?

No: 21.9 %
Go to
111

Yes: 78.1 %

N= 1082

110. In which of the following ways can the A.I.D. Mission help you in making best use of the training you have received in the United States?

- | | | |
|---|--------|--------|
| a. Provide technical advisors: | 46.8 % | |
| b. Provide equipment, tools, facilities: | 61.3 % | |
| c. Provide professional magazines, journals, and other printed materials: | 81.3 % | |
| d. Conduct seminars, meetings, and conferences: | 72.2 % | N= 869 |
| e. Provide U.S. training for my fellow workers: | 62.1 % | |
| f. Help A.I.D. sponsored students keep in touch with each other: | 63.8 % | |
| g. Other types of help: | .0 % | |

OVERALL ASSESSMENT

111. You have had two kinds of experiences during your stay in the United States: (a) your social, cultural and personal experiences, not directly a part of your training, and (b) your training. Which of these two kinds of experiences was relatively more important to you?

- | | | |
|---|--------|---------|
| a. Social, cultural and personal experiences more important to me than training: | 3.3 % | |
| b. Training more important to me than social, cultural, and personal experiences: | 23.7 % | N= 1127 |
| c. Both kinds of experiences equally important to me: | 72.8 % | |

135

112. Taking everything into consideration, your personal and social experiences as well as your training, how satisfied are you with your total experience as an A.I.D.- sponsored participant?

Average: 1.80

N= 1124

113. Would you recommend your academic program to other people in your country with backgrounds like yours?

No: 3.4 % Yes: 96.5 % N= 1100

DATE:

Appendix D

List of Countries

LIST OF COUNTRIES

<u>Code</u>	<u>Name of Country</u>	<u>N</u>
388	BANGLADESH	8
534	BARBADOS	3
505	BELIZE	38
511	BOLIVIA	30
633	BOTSWANA	1
686	BURKINA FASO	4
695	BURUNDI	7
631	CAMEROON	2
655	CAPE VERDE	7
514	COLUMBIA	3
893	COOK ISLANDS	1
515	COSTA RICA	182
517	DOMINICAN REPUBLIC	84
518	ECUADOR	6
263	EGYPT	15
519	EL SALVADOR	42
543	GRENADA	6
520	GUATEMALA	34
675	GUINEA	2
657	GUINEA-BISSAU	3
521	HAITI	41
522	HONDURAS	14
386	INDIA	13
497	INDONESIA	65
532	JAMAICA	68
278	JORDAN	17
615	KENYA	4
873	KIRIBATI	2
669	LIBERIA	1
612	MALAWI	2
688	MALI	22
682	MAURITANIA	6
642	MAURITIUS	1
608	MOROCCO	78
367	NEPAL	10
683	NIGER	10
0	NO COUNTRY GIVEN	6
272	OMAN	3
525	PANAMA	19
889	PAPUA NEW GUINEA	1
527	PERU	16
492	PHILIPPINES	67
679	REPUBLIC OF CONGO	6
275	REPUBLIC OF YEMEN	13
696	RWANDA	6
685	SENEGAL	14
662	SEYCHELLES	1

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LIST OF COUNTRIES

<u>Code</u>	<u>Name of Country</u>	<u>N</u>
870	SOLOMON ISLANDS	3
649	SOMALIA	1
383	SRI LANKA	10
545	ST. CHRISTOPHER AND NEVIS	1
546	ST. LUCIA	3
547	ST. VINCENT	1
650	SUDAN	2
484	TAIWAN	1
621	TANZANIA	9
493	THAILAND	36
635	THE GAMBIA	7
693	TOGO	1
664	TUNISIA	1
617	UGANDA	1
528	URUGUAY	3
491	WESTERN SAMOA	1
279	YEMEN ARAB REPUBLIC	59
660	ZAIRE	16
611	ZAMBIA	7
613	ZIMBABWE	1

Total: 1148

Appendix E

List of Colleges and Universities

LIST OF COLLEGES AND UNIVERSITIES

<u>Code</u>	<u>Name of School</u>	<u>N</u>
8	Adelphi University	1
3	Adrian College	8
6	Alabama A & M University	8
7	Alabama, University of (at Birmingham)	7
9	Albion College	1
1	Alma College	1
19	Amarillo College	1
2	American International College	1
4	American School of International Management	4
10	American University	22
5	Andrews	1
1010	Angelo State University	1
20	Arizona State University	2
21	Arizona, University of	5
26	Arthur D. Little Management Education Institute	4
23	Ashland University/Ashland College	3
29	Atlanta Management Institute	1
30	Atlanta University	2
55	Ball State University	13
56	Barry University	1
1005	Baruch College - Cuny	1
963	Benedict College	2
58	Berk Trade School	1
1012	Binghamton University	1
59	Boston College	4
60	Boston University	26
63	Bowling Green State University	1
64	Bridgeport, University of	6
76	California Maritime Academy	2
75	California State University (at Sacramento)	10
79	California, University of (at Berkeley)	2
77	California, University of (at Davis)	3
78	California, University of (at Los Angeles)	5
80	California, University of (at Riverside)	4
82	Carnegie Melon University	9
83	Case Western Reserve University	1
81	Catholic University	5
1007	Central Arkansas, University of	2
996	Central Connecticut State University	1
363	Central Florida, University of	2
693	Central Michigan University	3
994	Central Washington University	4
85	Chapman College	1
100	Cincinnati, University of	1
74	City College of New York	1
2001	Claremont Graduate School	1
84	Clarion University of Pennsylvania	3

LIST OF COLLEGES AND UNIVERSITIES

<u>Code</u>	<u>Name of School</u>	<u>N</u>
2000	Clarkson University	1
86	Clemson University	1
105	Cleveland State University	1
111	Colorado State University	13
112	Colorado, University of	3
113	Colorado, University of (at Boulder)	5
114	Colorado, University of (at Denver)	2
109	Columbia University	6
115	Connecticut, University of	1
116	Cornell University	11
1002	Creighton University	1
150	Dade County Medical Examiner's Office	1
130	Dayton, University of	1
131	Delaware, University of	3
135	Detroit, University of	1
136	Duke University	1
286	Eastern Illinois University	1
285	Emory University School of Medicine	3
118	Empire State College	1
120	Emporia State University	1
121	Essex Community College	1
1011	Fairleigh Dickinson University	1
351	Ferris State University	29
357	Fisk University	1
360	Florida A & M University	1
362	Florida Institute of Technology	1
361	Florida State University	9
973	Foothill, DEANZA and West Valley	1
1013	Franklin Pierce Law Center	2
401	George Washington University	9
400	Georgetown University	7
430	Georgia Institute of Technology	3
431	Georgia Southern University	3
440	Golden Gate University	1
441	Goldey Beacom College	1
444	Great Lakes Maritime Academy	1
442	Hampton University	2
443	Harding University	5
451	Hartford, University of	2
446	Harvard University	37
445	Harvard, Business School	1
448	Hawaii, University of (at Honolulu)	2
447	Hawaii, University of (at Manoa)	5
462	Howard University	13
467	Humboldt State University	1
2004	Idaho, University of	3
500	Illinois Institute of Technology	4

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LIST OF COLLEGES AND UNIVERSITIES

<u>Code</u>	<u>Name of School</u>	<u>N</u>
504	Illinois, University of	39
509	Indiana State University	10
510	Indiana University	7
511	Indiana, University of (at Bloomington)	2
449	Industrial Engineering College of Chicago	1
450	Institute of Culture and Communication	2
516	Iowa State University	7
514	Iowa, University of	10
521	Jackson State University	3
672	John Brown University	8
903	John Jay College	2
525	Johns Hopkins University	3
526	Johnson and Wales University	1
673	Kansas State University	5
671	Kent State University	4
677	Kentucky State University	3
676	Kentucky, University of	3
679	Kirkwood Community College	3
681	Knox College	1
680	Layola College in Maryland	1
678	Loma Linda University	2
906	Louisiana State University	2
2008	Louisville, University of	1
706	Lowell, University of	2
90	Loyola University, Chicago	1
630	Madison University	2
663	Maine Maritime University	4
665	Maine, University of	4
2005	Marylhust College	1
664	Massachusetts Institute of Technology	4
674	Massachusetts Maritime Academy	4
675	Massachusetts, University of	5
997	Mercy University	1
666	Mesa State University	2
668	Miami, University of	6
690	Michigan State University	6
692	Michigan Technological University	1
691	Michigan, University of	5
694	Mines and Technology, School of	1
695	Minnesota, University of	4
697	Mississippi State University	5
696	Missouri, University of	21
700	Monmouth College	4
707	Monterey Institute of International Studies	2
698	Morgan State University	7
699	Mt. Hood Community College	2
704	National University	3

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LIST OF COLLEGES AND UNIVERSITIES

<u>Code</u>	<u>Name of School</u>	<u>N</u>
705	Nebraska, University of	3
2006	Nevada, University of (at Las Vegas)	2
701	New Mexico State University	3
702	New Mexico, University of	40
703	New York Institute of Technology	4
950	New York, University of	2
1004	Norfolk State University	1
719	North Carolina State University	10
720	North Carolina, University of	15
995	North Florida, University of	8
730	Northeastern University	3
741	Northern Arizona State University	1
731	Northern Illinois University	1
515	Northern Iowa, University of	8
733	Northern Ohio University	2
725	Northrop University	1
740	Notre Dame College of Maryland	4
1008	Notre Dame, University of	1
810	Oakwood College	5
800	Ohio Dominican College	1
801	Ohio State University	9
802	Ohio University	11
808	Oklahoma State University	5
809	Oklahoma, University of	2
807	Okland University	1
812	Old Dominion University	2
815	Oregon State University	6
816	Oregon, University of	2
820	Pace University	1
817	Pennsylvania State University	6
818	Pennsylvania, University of	11
821	Pittsburgh, University of	36
822	Polytechnic University (at New York)	2
823	Portland State University	3
828	Prairie View University	2
829	Pratt University	1
825	Prince George's Community College	1
1000	Puerto Rico, University of	1
827	Purdue University	4
863	Rensselaer Polytechnic Institute	1
865	Rhode Island, University of	1
868	Rochester, University of	3
864	Rockford University	3
869	Rockland Community College	1
870	Roosevelt University	1
871	Rutgers University	2
907	SUNY Albany	2

LIST OF COLLEGES AND UNIVERSITIES

<u>Code</u>	<u>Name of School</u>	<u>N</u>
867	Saint Thomas University	2
875	San Francisco State University	1
876	San Francisco, University of	1
900	San Joseph's University	1
881	Sangamon State University	1
882	Santa Clara University	1
872	Simmons College	1
879	South Alabama, University of	12
878	South Carolina, University of	10
877	South Dakota School of Mines and Technology	2
874	South Dakota State University	1
998	South Florida, University of	1
880	Southern California, University of	12
901	Southern Illinois University	10
910	Southwestern, University of	2
830	Spokane Community College	1
826	Springfield College	3
1009	St. John's University	1
905	State University of New York	4
911	Syracuse University	9
1001	Tampa College	1
920	Teachers College	1
934	Tennessee Tech University	6
931	Texas A & I University	6
902	Texas Southern University	1
930	Texas Technological University	2
932	Texas, University of	6
933	Texas, University of(at Houston)	2
805	The Ozarks, University of	3
935	Tufts University	3
938	Tulane University	55
939	Tuskegee University	7
951	US Merchant Marine Academy	3
952	United States Sports Academy	1
1003	Utah State University	3
955	Vanderbilt University	7
962	Vincennes University	2
961	Virginia Tech	8
992	Virginia, University of	2
967	Washington State University	2
968	Washington, University of	2
965	Wayne State University	2
972	Weber State College	1
953	Webster University	3
971	West Florida, University of	1
969	West Virginia Institute of Technology	4
975	Western Carolina University	6

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LIST OF COLLEGES AND UNIVERSITIES

<u>Code</u>	<u>Name of School</u>	<u>N</u>
970	Western Illinois University	15
974	Western Michigan University	12
977	Williams College	17
980	Wisconsin, University of	20
990	Yuba (Community) College	2
	Total:	1127

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Appendix F

Respondent Fields of Study

LIST OF FIELDS OF STUDY

<u>Code</u>	<u>Name of Field of Study</u>	<u>N</u>
1000	Agriculture, unspecified	2
1001	Agriculture, general	8
1002	Agronomy, field crops	1
1003	Agriculture business	11
1004	Animal science	5
1014	Fish & game, or wildlife management	1
1016	Food science	7
1021	Forestry, range management	3
1028	Soil science	6
1037	Agriculture, field of study not identified	6
1400	Architecture	5
1704	Biology, general	11
1721	Biochemistry	5
1737	Nutrition	8
1754	Plant physiology	4
1757	Biological sciences, field of study not listed	6
2000	Business & commerce	8
2001	Business & commerce, general	17
2002	Accounting	25
2003	Finance, banking	44
2004	Hotel & restaurant administration	6
2010	Management, business	94
2056	Business and commerce, field of study not identified	6
2100	Computer science and systems analysis	8
2105	Data processing	1
2110	Computer science	28
2198	Computer science and systems analysis, field not listed	8
2199	Computer science and systems analysis, field not identified	3
2300	Education	16
2301	Physical education, separate curriculum	5
2304	Health education, separate curriculum	9
2322	Art education	2
2325	Business education, commercial education	4
2336	Music education	4
2339	Trade & industrial education, vocational	2
2342	Specialized teaching fields, field of study not listed	4
2353	Early childhood education	1
2356	Elementary education	4
2359	Secondary education	1
2365	Adult education	5
2368	General teaching fields, field of study not listed	2
2371	Educational administration, supervision, or finance	33
2375	Curriculum and instruction	2
2376	Education, general	5
2377	Educational psychology	1
2382	Other education fields, field of study not listed	5
2399	Education, field of study not identified	4

LIST OF FIELDS OF STUDY

<u>Code</u>	<u>Name of Field of Study</u>	<u>N</u>
2400	School administration	3
2600	Engineering	7
2602	Aerospace engr., aeronautical engr., astronautical engr.	1
2607	Agricultural engineering	3
2614	Chemical engr., petroleum refining engr.	7
2621	Civil engr., construction, transportation engineering	20
2625	Public health engineering	3
2632	Electrical engineering, electronics	30
2645	Engineering sciences, engr. mechanics, engr. physics	2
2646	Environmental health and sanitary engineering	4
2647	General engineering and other non-specialized engineering	1
2653	Industrial and management engineering	23
2654	Transportation logistics	2
2660	Mechanical engineering	4
2674	Naval architecture and marine engineering	2
2678	Petroleum engineering	3
2697	Engineering, field of study not listed	7
2699	Engineering, field of study not identified	2
2901	English & literature	4
2904	Journalism	1
3201	Art, general	2
3204	Music, including sacred music	1
3214	Mass communications	5
3501	Linguistics	4
3515	English as a foreign language	6
3560	Arabic	1
4100	Geography	3
4410	Hospital administration	1
4413	Medical technology	8
4419	Nursing and/or public health nursing	1
4431	Pharmacy	3
4434	Physical therapy, physiotherapy	1
4437	Public health	56
4449	Clinical medical sciences	5
4455	Health professions, field of study not listed	15
4499	Health professions, field of study not identified	3
4799	Home economics, field of study not identified	2
5000	LAW (LL.B., J.D., or higher degrees)	8
5001	Law (non-degree)	3
5100	Tax systems	6
5300	Library science	4
5601	Mathematics	7
5607	Statistics	8
5900	Merchant marine	2
6807	Chemistry	11
6813	Meteorology	6
6816	Physics	1

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LIST OF FIELDS OF STUDY

<u>Code</u>	<u>Name of Field of Study</u>	<u>N</u>
6819	Geology	4
6822	Geophysics	1
6828	Earth sciences, field of study not listed	1
7100	Psychology	9
7101	General psychology	1
7102	Clinical psychology	1
7110	Psychology, field of study not listed	2
7199	Psychology, field of study not identified	1
7413	Religion, field of study not listed	1
7701	Social sciences, general	2
7707	Anthropology	4
7713	Economics	118
7719	International relations	11
7722	Political science or government	4
7725	Sociology	2
7728	Basic social sciences, field of study not listed	1
7731	Agricultural economics	4
7733	Community development	5
7738	Public relations	2
7740	Public administration	72
7743	Social work, social administration, social welfare	4
7746	Applied social sciences, other fields of study not listed	1
8000	Trade & industrial training	1
8100	Air traffic control	1
8200	Audio-visual	1
8301	Arts, general program	3
8304	Sciences, natural sciences, general program	1
8305	Natural sciences, general	1
8309	Applied sciences or science fields	4
8310	Teaching of English as a foreign language	7
8313	Inter-area and inter-field of study	4
8314	Field of study not listed	109
8399	Field of study not identified	17
Total:		1148

Appendix G

Previous Overseas Participant Training

PREVIOUS OVERSEAS PARTICIPANT TRAINING

<u>ID</u>	<u>Name Training Program</u>	<u>Year</u>
5	Proj. Appraisal Management & Evaluation	83
7	Demography	84
9	Seminar(PHC)	85
10	Family Planning	77
12	Short Course	85
13	Agricultural Economics/Russia	81
14	Professor Degree/France	84
15	Bachelor's Degree/Yugoslavia	82
16	Early Childhood/USSR	81
17	Project Implementation Course	83
18	Languages	79
19	Agriculture	78
20	IADEP	80
21	Business Management	78
22	CNUCED	82
26	Exchange	80
31	Programming Training	82
32	CEPIA	83
34	I.N.S.E.E.	82
36	Bachelor Degree Start	79
37	Gymnastics Coaches	83
38	T.E.F.L. Program	82
42	Training in MIS	87
47	Undergraduate Studies	82
48	Port Management	85
49	D.E.A.	78
53	Management	85
56	Bachelor of Arts	83
60	English Course	76
61	MSC	84
64	Technical Training	78
67	Franco Management	84
68	Public Administration	82
69	E.I.B.	87
73	Small Holder Project	83
74	Project Identification	87
76	Geophysics	87
77	Ministry of Agriculture	87
78	Forecasting	82
85	Primary Health Care and Child Survival	85
86	Media in France	82
88	French/Foreign Language	81
92	Marketing in USA	86
95	Exchange Program	63
96	Master in English/USA	72
100	Language Teaching	88
106	Bachelor's Degree	79
108	Post graduate Study	82
109	Master of Arts	80
110	Public Finance	87
111	Land Reform	85
114	Tax Administration	79
120	M.Sc MSc	75
125	Colombo Plan, Australia	79
129	Laboratory Analysis	74
133	Health Management, USA	81
139	Masters in Public Administration	81
141	Primary Health	83
142	AM Council of Learned Societies	79
143	British Council	86
144	Radio Production	81

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PREVIOUS OVERSEAS PARTICIPANT TRAINING

<u>ID</u>	<u>Name Training Program</u>	<u>Year</u>
145	Regional Planning	84
149	Training on Proposal Family	84
162	Urban Development	87
163	On-the-Job Training in Public Finance	87
165	Bachelor of Science	83
166	Tropical Agriculture	80
168	Intern'l Workshop on Public Entrepr.	81
169	Master in Economics	79
170	Training	82
171	Land and Property Appraisal	87
175	Masters in Public Health	82
185	Course in English	83
186	Credit Hours System	85
189	Short Training	87
190	Economics of Energy	83
191	Epidemiology	84
202	USAID	82
203	Planning of Education	88
205	PIDE Project	81
207	Bachelor's Degree	75
213	Training for Trainers	85
216	Master of Arts (Sociology of Lit.)	80
217	Inglen	90
220	USAID Collective Bargaining	85
234	Management Trainee	85
235	Techniques on Organization	77
237	Training	85
243	Computer Programming	85
244	Project Management	83
245	Training Program for Rural Education	77
251	Acupuncture	82
255	Bachelor's Degree	83
257	Master's Degree in Education	83
266	Construction	86
268	Bachelor's Degree	64
273	OES	89
276	Canada World Youth	77
278	Curriculum	82
279	Internship	85
280	Cultural Projects Administrator	82
294	Town Planning Studies	86
295	Treasury Management Seminar	86
296	Stock Exchange	85
299	Bachelor's Degree	84
303	Short Seminar	85
304	Capital Markets	86
309	French	66
321	Bachelor's Degree	86
327	Trade Union	83
344	Debt Management	85
345	Field Trip	81
348	English	79
355	College Degree	80
375	Bank of America	78
376	AFS International Intercultural	84
377	AID	85
392	Bachelor's Degree	80
393	International Marketing	85
405	Tax Management	88
408	International Forestry	86
422	Commonwealth Fellowship	76

PREVIOUS OVERSEAS PARTICIPANT TRAINING

<u>ID</u>	<u>Name Training Program</u>	<u>Year</u>
426	Food and Beverage	85
432	School of Medicine	86
444	T.V.A. Energy Conservation	88
449	English	87
457	English	80
458	Exchange Visitor	87
471	Doctor Engineer	82
477	Teaching English as a Second Language	77
480	Agricultural Account	83
487	Investment Planning	82
490	Rural Development	79
491	Basic Earth Science	78
492	Health Planning	83
493	PGDELT	79
499	Telecommunication	70
500	Bachelor of Science	73
502	Bachelor of Science, Economics	76
503	Advanced Trainer Development	0
504	Textbook Production	67
505	MIT - Spurs	80
509	Development Planning Techniques	82
512	Agrarian Reform	85
520	Commonwealth Fellowship	83
521	Highway Study Tour	80
522	Telecommunication	72
528	Statistical Training	85
529	Small-Scale Industry	0
531	Leadership	82
535	Project Management	84
536	Cooperatives	75
540	Pasca	83
541	Peace Corps Training	69
544	Construction Studies	79
548	Associate Degree in Computer Science	75
549	Graduate School of Savings & Loan	84
552	M.I.S.	85
553	CEMLA	80
554	National Accounts	82
555	Information Systems	76
557	Operational Planning	73
564	Business	75
574	First Degree in Medicine	72
582	Agronomy	81
589	Deaf Education	75
591	Visiting Nutr. Pgms.	76
593	Eurodollars Training	85
596	Social Medicine	83
599	CEPAL	84
605	Basketball Training	75
612	Bachelor's Degree	77
615	Engineering	73
616	Futures Commodity	81
617	Economics	82
618	General Electric Bayley Training	85
619	Supply System	82
620	Technology	73
623	Training Adult Education	84
625	Music Performance	77
632	Diploma	86
636	Seminar	85
637	Management Program	86

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PREVIOUS OVERSEAS PARTICIPANT TRAINING

<u>ID</u>	<u>Name Training Program</u>	<u>Year</u>
638	Medical Studies	86
641	Development Management	81
642	Bachelor in Sociology	84
647	Canadian Crossroad International	82
650	U.S.A.I.D.	0
659	Mexico, Economics & Culture	86
660	Rural Principals	88
663	Field Trip in Urban Areas	82
666	Seminar on Taxation	84
667	Cross - Cultural	88
668	Junior High School	82
676	Pediatrics	84
678	Course of English Language	83
679	Seminar	86
680	Training	75
687	Central Banking	85
688	Project Management	85
689	Seminar	87
692	Tax	79
697	Interchange	84
699	International Loan Negotiation	88
717	Intensive Course in Demographic Analysis	88
725	Master of Public Health	82
738	I.M.F. Balance of Payments	84
740	Bank Supervision	87
743	I.M.F.	88
746	Bachelor of Arts (Honours)	86
748	MSCE	91
750	Masters	79
760	Short Course	82
764	Seminar for Labor Union	87
771	Elementary Seismic Training	76
778	Open Door Exchange	85
779	Short Course	82
780	OAS/International Law	86
782	Mechanical Electrical Engineering	82
783	Master's Degree in Business-Statistics	79
787	Demography	83
789	Master of Arts, Counseling	81
790	Master of Arts	78
791	Belize Government	84
794	Postgraduate Diploma	78
797	Health Care Financing	86
803	Integrated Population and Development	86
805	Agriculture	86
813	Senior Project	81
819	CRADAT	81
820	Information Education Communication	87
821	Sanitary Engineering	86
822	Master in Sociology	80
823	USAID	82
828	Medicine	73
831	Privatization Program	87
833	FINNIDA	84
834	U.S. Legal System	84
838	EDF	79
844	Economic Planning	88
846	Certified Accountant	0
849	Medical School	0
852	Bachelor's Degree	76
853	Radio Technician	76

PREVIOUS OVERSEAS PARTICIPANT TRAINING

<u>ID</u>	<u>Name Training Program</u>	<u>Year</u>
856	B.T.S. (Hotel)	86
861	Bachelor of Arts, Economics	83
862	Marketing	84
864	CEFEB	83
865	Clinic Management	87
867	University	82
868	Federal Reserve	87
880	AT & T Job Training	88
882	Port and Industrial Estate Management	85
887	LAPF	88
890	Technical Education	81
891	Pediatrics	88
892	Public Health/Nutrition	79
893	Diplomacy	90
896	BSC ED	67
903	Financial Management	87
904	Electrical Engineering	80
907	Service Training	88
915	Bachelor of Arts	83
920	Accounting Training	86
921	Japanese Language	85
922	Seminar in Banking	90
923	International Development/Industrial	89
926	E.I.S.	89
928	Teaching English	82
931	Investment Appraisal	89
933	Nutrition and Dietetics	74
934	Appraisal and Management	90
940	Bachelor's Degree	77
941	Biology Training	81
942	BDBSc. Mechanical Engineering	87
948	CAPS	92
952	Diplomatic Training	85
956	Masters in Public Health	80
957	Bachelor of Science, Computer Science	87
959	Study Tour	88
960	Pan Implementation and Development	86
961	Master's Degree	79
962	BSBA	89
963	Primary Health Care	89
965	Master's Degree	85
973	OOMMPP	85
977	Planification and Development	86
978	Certified Midwife	70
983	Bachelor of Science, Civil Engineering	84
984	Bachelor's Degree	76
988	Master's Program in Economics	84
989	Short Run Training	82
991	Bachelor of Science	80
992	Management	85
994	Drug Prevention	86
999	Bachelor of Science	89
1000	Master's Degree in Food and Nutrition	82
1004	Textile Technology	79
1005	Master's Degree	85
1008	Financial Restructuring	83
1009	Project Study Seminar	85
1014	Seminar	90
1015	Public Health	76
1017	Family Planning	84
1018	Statistics	81

PREVIOUS OVERSEAS PARTICIPANT TRAINING

<u>ID</u>	<u>Name Training Program</u>	<u>Year</u>
1019	Public Health	84
1020	Certificate in Statistics	88
1022	British Council	86
1024	Agronomy	86
1028	Undergraduate Study	93
1033	Bachelor of Science	84
1035	Master of Science	81
1038	Human Resources Management	80
1041	Training/Development	83
1043	Electrical Engineering	87
1044	Bachelor of Science, Louisiana Tech Univ	89
1051	FMI Institute	90
1053	Internship at Commission OFEC	88
1054	Summer Training	83
1060	Internship in N.T.I.D.	90
1061	Second Grade	78
1062	Bachelor's Degree	83
1064	Business Administration	90
1066	Bachelor of Science	84
1075	Bachelor of Science	88
1076	University of Malaya	86
1080	AGR. Mechan.	88
1081	Master in Economics	84
1082	Local Government	77
1086	Program Finance	87
1087	Master of Arts/Public Administration	86
1088	Urban Housing	91
1089	Bachelor of Science	79
1090	Bachelor of Science	82
1092	COD Management	86
1094	Developing System	86
1097	Master of Science	81
1103	International Monetary Fund	76
1104	Bachelor of Arts	86
1105	Agric. Extension	88
1110	Park Management	87
1112	Master's Degree in Economics	88
1116	Public Administration	79
1117	PAD Financial Mat	84
1119	Clerical Course	82
1120	Central Banking	86
1121	Demography	82
1128	USAID	92
1138	Health Care Planning	75
1144	Law	83
1145	Master's Degree	75
1150	Physical Planning	89
1151	Postgraduate Course	87

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