

**STRATEGIC TECHNICAL ASSISTANCE FOR  
RESULTS WITH TRAINING (START)  
TECHNICAL ASSISTANCE AND SUPPORT PROJECT (TASP)**

**QUARTERLY PERFORMANCE REPORT – FIRST QUARTER**

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*Submitted to:*



*Submitted by:*



*2300 Wilson Boulevard, Suite 300  
Arlington, Virginia 22201-3308*

**August 1 – September 30, 2005**

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# STRATEGIC TECHNICAL ASSISTANCE FOR RESULTS WITH TRAINING (START) TECHNICAL ASSISTANCE AND SUPPORT PROJECT (TASP)

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## Quarterly Performance Report First Quarter

Development Associates, Inc.  
Contract # EEE-I-00-01-00011-00  
Technical Assistance and Support Project (TASP)

Reporting Period: August 1, 2005 – September 30, 2005

### SECTION I: CONTRACTOR'S REPORT

#### 1. BACKGROUND

The Strategic Technical Assistance for Results with Training (START) indefinite quantity contract (IQC), awarded by USAID on August 28, 2001, provides for integrated training services and technical assistance up to a maximum total of \$450 million. All activities are to be carried out through task orders requested by USAID. No level of effort is included in the START IQC.

#### 2. EXPECTED RESULTS

Under the START IQC, Development Associates expects to provide a range of integrated services and technical assistance to USAID Missions worldwide. The Technical Assistance and Support Project (TASP), under START, is designed to assist USAID/India in providing short-term U.S. training to Indian nationals in the Mission's areas of strategic interests, including (but not limited to): disinvestment and public enterprise reform, agricultural sector reform, financial sector reform including pensions, banking; international arbitration and the role of regulators; fiscal policy management including treasury reform, tax administration, fiscal policy analysis, public budgeting; fiscal decentralization, infrastructure financing; small and medium enterprise development; information and communications technologies. This training will provide support India's economic reform agenda.

#### 3. TASP, USAID/INDIA

- a. Current core activities:* There are no core activities in the START IQC.
- b. Current buy-ins:* The Technical Assistance and Support Project (TASP) was awarded to Development Associates on July 11, 2005 with a total ceiling amount of \$1,330,464 and obligation of \$300,000. The completion date is August 27, 2007. The specific objectives of this task order are to: 1) identify U.S.-based short-term development training opportunities for Indian nationals, including Government of India (GOI) Officials from

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the central and state governments (up to a maximum of four weeks in duration) in USAID/India's areas of interest, and 2) arrange for the placement of Indian participants and manage their stay in the U.S.

**4. PERFORMANCE**

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**a. Placements**

During this reporting period, a total of 28 GOI officials were placed in U.S. off-the-shelf training courses ranging from one week to one month in duration. This was one fewer than the 29 candidates who were originally nominated.

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**b. Monitoring**

Development Associates Placement and Monitoring Specialists strived to communicate and/or meet with each participant. All participants enrolled in Washington, DC-based programs received an on-site orientation from Development Associates followed by telephone contact as needed. Participants in programs in other parts of the country received packages upon arrival at their training sites which contained their allowance checks, health insurance information and ID cards, tax forms and an evaluation form. The Placement and Monitoring Specialists called each group of participants shortly after their arrival to check on their well-being and to answer any questions about the materials in their packages or other concerns. In addition, all participants received telephone number(s) where they could reach their assigned Placement and Monitoring Specialist.

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¶ All participants were encouraged to complete an evaluation questionnaire about their training experience (see attached sample). Of the 28 participants who completed training during this quarter, 18 returned their evaluation forms. One of the 18 forms was incomplete and therefore not used in our evaluation. This section presents their responses, in some cases supplemented by anecdotal information provided by participants during monitoring calls or meetings. ¶  
¶ Responses to the open-ended questions on page 2 of the questionnaire (items 4 – 9) follow. ¶  
¶ Responses to the closed-ended questions on page 1 of the questionnaire (items 1 – 3) have been tabulated in a matrix (see separate Excel attachment) for all 18 participants who returned evaluations over the life of the project. (Note: An additional participant did not use the format provided by Development Associates so could not respond to Development Associates' closed-ended questions. His evaluation is therefore not included in the matrix). ¶  
¶ All completed evaluations are on file and copies are available upon request. ¶

**c. Training Programs during this Reporting Period**

▶ **Project Finance Management**, Management Development International (MDI), University of Illinois, Normal, Illinois, from August 29-September 23, 2005, with an observational/study tour to Washington, D.C., from September 25- 29, 2005.

*Participants:* Arun Gaur, S.D. Xavier, S.D. Sharma, and Shrikant Baldi.

MDI program objectives are to provide state-of-the-art training geared to the special considerations of working professionals from public, nonprofit, and private organizations; to deliver knowledge on contemporary theory and the practice of management development; and to utilize practitioner experience to establish the application of theory to public, nonprofit, and private sector practice. The Project Finance Management presented various aspects of financial management such as Planning and Designing Development Projects; Financial and Economic Appraisal of Investment Projects Designing; and Financing Technology Transfers; Credit Analysis and Risk Asset Evaluation; Financing Small and Micro Enterprises; Project Monitoring, Supervision and Control; and Computer Applications for Project Finance.

The objective of the educational field visits was to give participants from India an opportunity to discuss relevant issues of project and financial management with their American counterparts and officials of international financial institutions. The educational field visits augmented the discussion of various concepts, procedures, and

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techniques in project finance, development of financial controls, accounting and budgeting, and other areas of development finance and organizational financial management.

In addition, the participants “experienced” America by meeting people and visiting different American cultural sites.

- ▶ **Accounting and Financial Control**, Management Development International (MDI), University of Illinois, Normal, Illinois, from August 29-September 23, 2005, with an observational/study tour to Washington, D.C., from September 25-29, 2005.

*Participants:* Manish Kumar, D.K. Tyagi, Suresh Yadav, and A. Lianzwala.

MDI offers several short-term professional training programs at the Illinois State campus in the U.S. and overseas. This particular course’s objectives were to establish and extend the application of accounting principles to the areas of financial analysis for Public Organizations, Fund Accounting for Government and Non-Profit Organizations, Managerial Accounting, Financial Auditing and Internal Control, International Finance and Performance Auditing and the Internet Applications in Public Finance.

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The objective of the educational field visits was to give participants from India an opportunity to discuss relevant issues of project and financial management with their American counterparts and officials of international financial institutions. The educational field visits augmented the discussion of various concepts, procedures, and techniques in project finance, development of financial controls, accounting and budgeting, and other areas of development finance and organizational financial management.

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In addition, the participants “experienced” America by meeting people and visiting different American cultural sites.

- ▶ **Implementation Management of Projects**, Management Development International (MDI), University of Illinois, Normal, Illinois, from August 29-September 23, 2005, with an observational/study tour to Washington, D.C., from September 25-29, 2005.

*Participants:* Renu Parmar, S.P. Sharma, Geeta Arora, and Sanjay Srivastava.

The efficient utilization of project inputs such as financial and human resources are important issues in project implementation. It is imperative that those involved in project implementation be equipped with knowledge and skills in monitoring and evaluating the progress of a project’s implementation. The *Implementation of Management of Projects* program was designed for officials in the public, private, and non-profit organizations who are involved in the monitoring and implementation of projects.

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The objective of the educational field visits was to give participants from India an opportunity to discuss relevant issues of project and financial management with their American counterparts and officials of international financial institutions. The educational field visits augmented the discussion of various concepts, procedures, and

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techniques in project finance, development of financial controls, accounting and budgeting, and other areas of development finance and organizational financial management.

In addition, the participants “experienced” America by meeting people and visiting different American cultural sites.

- ▶ **Financial Institutions for Private Enterprise Development (FIPED)**, John F. Kennedy School of Government, Harvard University, Cambridge, Massachusetts, September 4–16, 2005.

*Participants:* Ajanta Dayalan, Chanchal Kumar, Ashok K. Meena, and Ravi Katyal.

This two-week program is designed to aid participants in the sustainable provision of financial services for micro, small, and medium enterprises (MSMEs). FIPED presented participants with an opportunity to learn from the successful experiences of other countries. The course showed how to design appropriate financial instruments and to adopt market-oriented management approaches to serve the needs of MSMEs. FIPED’s goal was to offer financial institutions the management skills and operational tools needed to operate in a market economy. The program also taught participants how to introduce and implement strategies that will enable them to profitably finance the creation and growth of MSMEs. In addition, FIPED gave senior government officials an understanding of the macro policies needed to support sustainable MSME finance.

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- ▶ **Public-Private Partnership Strategies, Methods and Project Structuring Techniques**, Institute for Public-Private Partnerships, Inc. (IP3), Washington, D.C., September 12–23, 2005.

*Participants:* M. Rajamani, U.C. Pant, Bhanu Mehrotra, and Anuradha Prasad.

To assist public and private sector players plan, structure and implement viable PPP projects more effectively, IP3 designed a specialized training program titled Public-Private Partnership (PPP) Strategies, Methods and Project Structuring Techniques. The course addressed a number of critical issues to creating and managing effective PPP programs.

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- ▶ **Crisis Management: Preparation, Performance, Leadership**, John F. Kennedy School of Government, Harvard University, Cambridge, Massachusetts, September 25–30, 2005.

*Participants:* Sumita Misra, Surjit Singh, and Sushil Kumar.

*Crisis Management: Preparation, Performance, Leadership* was designed to help senior executives respond with confidence in times of such crisis. In a rigorous, stimulating, and highly interactive classroom, participants explored a broad range of issues that arise in dealing with a crisis, such as: 1-How do you get resources mobilized quickly enough to minimize human and financial losses? 2-How do you remain strong, open and assured when facts are unclear and circumstances are changing by the second? 3-How do you

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communicate effectively with stakeholders inside and outside of your organization under the pressure of intense events?

- ▶ **The Practice of Trade Policy: Economics, Negotiations, and Rules**, John F. Kennedy School of Government, Harvard University, Cambridge, Massachusetts, September 25–October 7, 2005.

*Participants:* Jayant Dasgupta, M. Nagaraju, Vijay Singh Chauhan, Shakuntla Gamlin, and Preeti Madan.

- ▶ **The Practice of Trade Policy: Economics, Negotiations, and Rules** combined exposure to advanced concepts in international trade economics and institutional analysis with state-of-the-art training in economics, politics, law, and negotiation of trade agreements.

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## 5. SUMMARY ANALYSIS OF PARTICIPANT EVALUATIONS

### Introduction

All participants in the training programs offered in the first quarter of the project were provided with end-of-training evaluation forms. We sent a total of 28 forms to participants in seven courses offered by four organizations. Seventeen participants returned their completed evaluation forms to Development Associates<sup>1</sup>. These forms were designed to gather information on participants' satisfaction with and views on overall rating of the course, administration and logistics, course content, usefulness and relevance of the course as well as learning and applying new skills.

### Overall Rating of Training Courses

Participants' feedback indicates that they were satisfied with their experience at the training courses. The majority of participants would recommend these courses their colleagues.

*"Well organized, excellent people, friendly environment, scope to learn." commented a participant in the Accounting and Financial Control course.*

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Section III: CONTRACT OFFICE'S COMMENTS ¶

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### Overall rating of training

The vast majority of the participants (29 of 30) gave the training courses positive ratings. On a four-point scale (excellent, good, fair and poor), about 70 percent (12 of 17) participants rated their programs excellent and three rated the course as good. Only two respondents rated their courses as fair. A participant at the *Implementation Management of Projects, Illinois State University* wrote "*The training program was very educative, informative and knowledgeable.*"

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### Recommend training to other colleagues

The vast majority of participants (88 percent-- 15 of 17) reported that they would recommend these training courses to other colleagues. A participant in the *Accounting and Financial*

<sup>1</sup> Eighteen returned their evaluations; however, one form was incomplete.

Control course offered by Illinois State University commented on the use of the skills acquired during this training course: “My horizon of knowledge have enlarged. I could be very specific after knowing about various tools and methodology to improve the appraisal and output of the work.”

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**Training met professional goals**

All participants reported that the training met their professional goals. Over half the participants (10 of 17) reported that their goals were met to a great extent and the remaining participants reported that it was to some extent. “It provides different dimensional skills in the area of project management. One gets exposed to a new culture and new environment.” wrote a participant in the Project Finance Management course.

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**Usefulness of Program**

Participants were asked to provide feedback on the usefulness of their training programs in general but also on specific aspects such as the information they received, the materials they were provided with, and their usefulness and relevance to their jobs when they returned to their home countries. In general, participants expressed high levels of satisfaction with the usefulness and relevance of the information they received. The majority indicated that they will use the course material as reference upon returning to their respective jobs.

**Usefulness of training experience**

On a five point scale, all respondents reported that they found this training experience to be useful. Over half of the participants (9 of 17) found this training to be extremely useful. Another five respondents found this training to be very useful and only three respondents reported that it was somewhat useful.

*“The program helps the participant to update their knowledge and skills, and new tools of implementation. It also teaches the participants the importance of motivation skills.”* wrote a participant in the Implementation Management of Projects course.

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**Usefulness of information**

All participants reported that they could apply the information they gained during their experience upon returning to their jobs. Only two participants reported that between 26-50 percent of the information learned would be usable in her or his work. On the other hand, over half of the participants (10 of 17) indicated that they thought they could use 51-75 percent of the information they learned. Another five participants (30 percent) reported that over 75 percent of the information they learned at the training course would be useful in their work.

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**Provide relevant information**

All the participants agreed that the information provided during the training courses was relevant to their work upon their return to their respective countries. One of the participants in The Practice of Trade Policy: Economics, Negotiations, and Rules course commented “It gives a comprehensive idea of the whole gamut of trade policy negotiations. The coverage is wide and the depth appreciable.”

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**Usefulness of course material**

Most of the participants (94 percent) indicated that they will use the training material as reference on their jobs. Only one participant somewhat disagreed that he or she will use the material as a reference.

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**Usefulness of subject to work**

On a four-point scale (excellent, good, fair and poor), all participants gave positive ratings to the usefulness of the subjects covered in the training courses. Eleven of the 17 participants gave a rating of excellent and the remaining six gave rated the usefulness of the subject to their work as good. A participant in the *Project Finance Management* at Illinois State University reported that the subjects covered in this course were “useful for anyone involved in project development work.”

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**Skill Development**

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Building on existing skills and developing new ones are critical components of any training program. Participants were asked to comment on their experience on this issue during their stay at the different institutions. Another key component is whether participants have the opportunity to develop practical approaches to implementing the new skill or knowledge when they return to their jobs. The feedback of the participants indicates that the courses offered were successful in achieving all three targets: building on existing skills, building new skills and helping participants develop plans to use these skills when they return to their jobs. The vast majority of respondents were able to identify specific components of the actions plans they developed during their courses. This indicates that they spent time to review, distill and identify those aspects of the material and methods they were exposed to that were most relevant to their jobs.

*“The training program was useful in developing skills related to implementation the projects/ programs and achieving the targets.”* wrote a participant in the *Implementation Management of Projects* course.

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**Build on existing skills**

All the participants thought that the training programs built on their existing skills. The difference among participants was the extent to which they perceived this to be the case. Ten participants indicated that the training program built, to a great extent, on their existing skills while seven indicated that it did so to some extent.

**Learning new skills**

The vast majority of participants reported that they learned new skills during their training programs. Fourteen participants (82 percent) strongly and somewhat agreed with the statement that they have learned new skills. Only one participant disagreed with that statement. However, they were able to identify the most important thing they learned in their training program. A participant in the *Public-Private Partnership, Strategies, Methods and Project Structuring Techniques* course reported that he learned more about output-based aid during this training program.

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All 17 participants were able to list at least one new skill that they had acquired during their training program. Ninety-four percent of the participants (16) were able to list two important skills learned during the training program. About 83 percent (14 participants) were able to list three new important skills that they think they have learned during the course. Almost 71 percent of the participants (12) were able to list four important skills they learned during their participation in the various courses. A participant in the *Implementation Management of Projects* reported that he “learned how to develop management implementation of projects. Other subjects for which I never had the idea were also taught which are very, very useful.” Another participant in the same course wrote “The program helps the participant to update their knowledge and skills, and new tools of implementation. It also teaches the participants the importance of motivation skills.”

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**Develop plan to apply new skills**

The majority of respondents (94 percent) reported that they had developed a plan to apply the new skills upon their return to their respective jobs.

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Seventy-seven percent of participants (13 of 17) were able to list at least one element of their work plan to implement the skills they had learned when they return to their respective jobs. Also, 77 percent of the participants were able to list two elements of the work plan. Participants could identify multiple elements of this plan as evidenced the 76 percent (13 of 17) who were able to list three elements of the work plan. Almost two-thirds of the participants (11 of 17) were able to list four elements of the work plan they developed to implement the new skills they had learned during their participation in the various courses.

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**Course Content and Methodology**

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Participants provided feedback on the curricula and approach used in the courses they attended. Most participants highly rated the curricula, content, organization and methods used in their courses.

“It gives a comprehensive idea of the whole gamut of trade policy negotiations. The coverage is wide and depth appreciable. The participation of executives representing different countries, governments, private sector, NGOS helped in analyzing trade ideas from different standpoints.” reported a participant in the Practice of Trading Policy course.

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**Training methodology:**

On a four-point scale (excellent, good, fair and poor), 16 of 17 participants (94 percent) gave positive ratings to the methods used in the training courses. Thirteen participants rated these methods as excellent; three rated them as good and only one gave a fair rating.

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**Organization of training program:**

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On a four-point scale (excellent, good, fair and poor), 13 of 17 participants (77 percent) gave a rating of excellent to organization of the training courses. A participant in the *The Practice of Trade Policy: Economics, Negotiations, and Rules* course wrote “This course is very well organized and covers wide issues of trade policy issues.”

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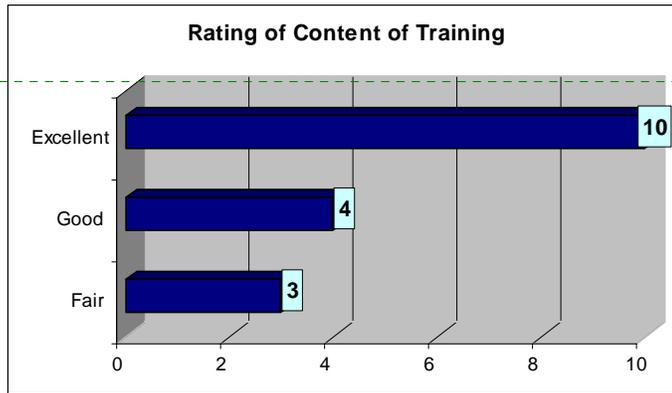
**Organization of the content of training material**

On a five-point scale, all the participants (except one) strongly agreed (70 percent) and somewhat agreed (30 percent) that the content of the training courses was well organized.

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**Rate curricula of training courses**

On a four-point scale (excellent, good, fair and poor), 14 of 17 participants gave positive ratings to the curricula designed for their training courses. Two participants rated these curricula as fair and only one participant rated them as poor. A participant in the *Accounting and Finance and Accounting Control* course at Illinois State University reported *“The curriculum was well developed and focused to the job requirements of finance/accounting personnel. The concepts regarding cost, project appraisal is extremely useful for the work.”*



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**Rate content of training**

On a four-point scale (excellent, good, fair and poor), 14 of 17 participants gave positive ratings on the content of the training courses. Only three respondents rated the content of the training programs as fair.

*Training Institution*

Participants in all courses offered from July 2005 to September 2005 were satisfied with the quality of the staff at their respective training institutions, their availability as well as their knowledge of the content areas.

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**Responsiveness of staff at training institution**

All of the participants expressed their satisfaction with the availability of the staff at the various training institutions. On a five-point scale, participants reported that they were very satisfied (15 of 17 participants) and the remaining two were somewhat satisfied with the responsiveness of the staff at the training institution.

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**Availability of staff at training institution**

All of the participants expressed their satisfaction with the responsiveness of the staff at the various training institutions. On a five-point scale, participants reported that they were very satisfied (15 of 17 participants – 88 percent) and somewhat satisfied (2 of 17 participants - 12 percent) with the availability of the staff at the training institution.

**Rating knowledge of trainers**

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On a four-point scale (excellent, good, fair and poor), the majority of participants (14 of 17) gave positive ratings in regards to the knowledge of their trainers. The majority of these participants (10) rated their trainers as excellent and five rated the knowledge of their trainers of their respective fields as good.

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**Administration and Logistics**

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All participants expressed their satisfaction with the preparation and material they received prior to their arrival in the United States. While most participants reported that duration of the courses was appropriate, a minority of respondents expressed their concern that longer courses could provide them with more opportunity to cover the material incorporated in each course.

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**Pre-program preparation**

The vast majority of the participants reported that they were satisfied with the pre-arrival information as well as the arrival orientation they received from Development Associates. Fourteen of 17 participants indicated that they were very satisfied, two were somewhat satisfied with the pre-program letter sent by Development Associates. On a five-point scale where very satisfied was the highest and very dissatisfied was the lowest score, only one participant reported that he or she was very dissatisfied. Approximately 94 percent of the participants (16 of 17) were satisfied with the arrival orientation conducted by Development Associates.

**Accommodations and meals**

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All participants were very satisfied with the accommodations. Approximately 88 percent of all participants reported that they were very satisfied with the availability of places to eat.

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**Length of training program**

The participants' opinion on the length of the training program was almost evenly divided. Three somewhat disagreed with the statement that the training program was too long. Three participants neither agreed nor disagreed with this statement. Another three participants somewhat agreed that the duration of the training program was too long. However, eight participants strongly disagreed that the program was too long. There was no relation between the participants' views and the length of their training programs.

**6. TASK ORDER MODIFICATIONS**

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There were no task order modifications during this reporting period.

**7. COST-SAVINGS**

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In an effort to more efficiently spend project funds and achieve significant cost savings, the Development Associates project staff consulted with the IP3 training course administrators regarding the laptop computers which are provided to each participant in their training programs. These laptops, with relevant software installed, are necessary for participation in the daily

training exercises required of each participant. Of the total individual tuition payment, \$1,100 pays for the laptop. We determined that an equivalent laptop could be rented for \$150. We consulted with the USAID/India CTO, who agreed that this was an appropriate cost-savings stratagem. This \$950 per participant savings meant an overall savings of \$3,800 in this quarter alone.

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## ANNEXES

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Annex A	Copies of Individual Participant Program Evaluations.....	A-1
Annex B	Technical Assistance and Support Project End of Training Evaluation Form.....	B-1

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**ANNEX A**  
**COPIES OF INDIVIDUAL PARTICIPANT PROGRAM EVALUATIONS**

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In a separate pdf file.

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## ANNEX B

# TECHNICAL ASSISTANCE AND SUPPORT PROJECT END OF TRAINING EVALUATION FORM

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Please complete the following questionnaire at the end of your training experience and return to Development Associates at the following address:

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Mr. Neil McConnell  
Development Associates  
1730 North Lynn Street  
Arlington VA 22209

*Your feedback is important. This information will be used to evaluate and improve the India Technical Assistance and Support Project (TASP).*

*Feel free to use an additional sheet for comments if necessary.*

Please complete the following:

Name of training program: \_\_\_\_\_

Dates of training program: \_\_\_\_\_

Location of training program: \_\_\_\_\_

**1. To what extent were you satisfied or dissatisfied with the following:**

[MARK ONLY ONE ANSWER]

		Very Satisfied	Somewhat Satisfied	Neither	Somewhat Dissatisfied	Very Dissatisfied
a.	Preprogram letter received from Development Associates	1	2	3	4	5
b.	Arrival orientation provided by Development Associates (Washington, DC programs only)	1	2	3	4	5
c.	Housing accommodations	1	2	3	4	5
d.	Availability of place to have my meals	1	2	3	4	5
e.	Availability of local staff	1	2	3	4	5
f.	Responsiveness of local staff	1	2	3	4	5

**2. To what extent did the training program build on your existing skills?**

- 1) Great extent
- 2) Some extent
- 3) Not at all

**3. How you rate each of the following:**

[MARK ONLY ONE ANSWER]

		POOR	FAIR	GOOD	EXCELLENT
a.	Content of the training	1	2	3	4
b.	Knowledge of trainers	1	2	3	4
c.	Curriculum	1	2	3	4
d.	Training methodology	1	2	3	4
e.	Organization of training program	1	2	3	4
f.	Usefulness of the subject matter to your work	1	2	3	4

**4. To what extent do you agree or disagreement with the following statements?**

[MARK ONLY ONE ANSWER]

		Strongly Agree	Somewhat Agree	Neither	Somewhat Disagree	Strongly Disagree
a.	The training program provided information relevant to my work	1	2	3	4	5
b.	The training program will not be of immediate use to me.	1	2	3	4	5
c.	The content of the program was well organized	1	2	3	4	5
d.	I will use the training material as reference on my job.	1	2	3	4	5
e.	The length of the training program was too long.	1	2	3	4	5
f.	I have learned new skills during this training program.	1	2	3	4	5

**5. Of the information you learned how much is usable in your work?**

- 1) 0-25 percent
- 2) 26-50 percent
- 3) 51-75 percent
- 4) Over 75 percent

**6. To what extent do you think you can apply the information you gained during your training experience to your work?**

- 1) Great extent
- 2) Some extent
- 3) Not at all

**7. To what extent did you find this training experience useful?**

- 1) Not at all useful
- 2) Somewhat useful
- 3) Very useful
- 4) Extremely useful

**8. To what extent did this training experience meet your professional goals?**

- 1) Great extent
- 2) Some extent
- 3) Not at all

**9. Overall, how would you rate this training experience?**

- 1) Excellent
- 2) Good
- 3) Fair
- 4) Poor

**10. List the four most important skills you have acquired during this training program.**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

**11. Did you develop a work plan to apply these skills when you return to your job?**

- 1) Yes
- 2) No

**12. What are the four key elements of this work plan?**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

**13. Would you recommend this training program to other colleagues?**

- 1) Yes
- 2) No

**14. Can you tell us why?**

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**15. What was the most important thing you learned in this training program?**

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**16. What are your suggestions to improve this program?**

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**Thank you for your cooperation.**