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**PLACEMENT, PROGRAMMING, AND MANAGEMENT
OF A.I.D. PARTICIPANTS**

FINAL REPORT

CONTRACT NUMBER PDC-0030-C-00-2207-00

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I. SCOPE OF REPORT

Partners for International Education and Training (hereinafter "Partners" or "PIET") has completed its performance of services for placement, programming, and management of A.I.D. participants under contract PDC-0030-C-00-2207-00. The contract commenced September 28, 1982 and expired on February 28, 1986. The first two months were a phase-in, start-up period, including the hiring of staff and orientation by A.I.D.'s Office of International Training (S&T/IT). Actual programming assignments began approximately December 1, 1982 when a caseload of participants in training with other contractors began to be transferred by S&T/IT to Partners. Each transferred participant file was thoroughly reviewed and an individual budget prepared for approval by S&T/IT. Monitoring of participants began on January 1, 1983. The transfer of 436 participants in this fashion took place over approximately a 3-month period.

In 1985 Partners received another contract to continue (and somewhat expand) its participant training services to S&T/IT; this second contract (DHR-0071-C-00-6010-00) commenced on January 1, 1986. In light of this sequence of events, this report will cover the period December 1, 1982 to December 31, 1985 with respect to its statistical summaries. The report is, therefore, for statistical and narrative purposes to be considered a final report for the first contract ("2207").

Partners previously has submitted annual reports to S&T/IT covering program operations--the first one covering calendar year 1983 and the second one for calendar year 1984. This report, as well, will provide additional emphasis on the previous twelve months, i.e. calendar year 1985, along with its cumulative 3-year statistical analysis.

The purpose of this report is to provide the Director and senior staff in the Office of International Training with a brief summary--statistical and narrative--of Partners' activities under the contract. It will not restate comments, suggestions, questions, or recommendations which Partners conveyed to S&T/IT during 1985. It is not intended to examine operational policies and procedures; these specific concerns have been, and will continue to be, addressed by both S&T/IT and Partners in the context of normal communications based on the usual flow of business. Partners expects to have the opportunity in the near future to express itself to S&T/IT's outside contractor for the evaluation of Partners' contract management; recommendations for change of participant training policy and/or Handbook 10 will be considered at that time. Also, this report will not attempt to deal with several important S&T/IT-supported contractors, e.g. Trust Fund Administrators, Ask Mr. Foster, Washington International Center, American Language Institute of Georgetown University, or other bureaus with A.I.D. (e.g. M/FM); the scope of this report is more limited and intended for a different purpose, as explained above.

This report will also not include "success stories" related to particular training programs carried out in 1985. Partners regularly reported to S&T/IT on interesting training programs as well as on its administrative concerns and actions in each of Partners' semi-monthly activities reports.

It is anticipated that this report will be circulated within A.I.D. as deemed appropriate by S&T/IT. Partners will distribute the report to staff and associates of the four Partners' organizations that make up the joint venture.

II. OVERVIEW

Through the end of 1985, Partners had programmed 5,447 participants from 82 countries. Initial placement activities began on December 1, 1982, although monitoring of participants did not commence until January 1983. Based on the number of anticipated participants to be programmed stipulated in A.I.D.'s original RFP, Partners' workload for three years was originally estimated by A.I.D. to have been 4,100 trainees; therefore, the actual number of participants was 32% greater than the projected target. Statistical details are highlighted in the following pages in the "Participant Profile" section; more lengthy statistical tables are also appended (see Section IX.)

With its relatively large caseload, Partners provided S&T/IT with a great diversity of programming competence. PIET handled, for example, academic and technical training; degree and non-degree; long-term and short-term; all fields of study; single institution and multi-site programs; standard programs and tailored ones; training in educational institutions and in other types of facilities; formal training and on-the-job training; private sector and public sector; training in governmental agencies on the federal, state, and local level.

In addition to providing the full range of placement and monitoring services, Partners also carried out other participant related activities at S&T/IT's request: announcement of selected short course programs to Missions, research on training resources in the United States, preparation of a newsletter on participant training, evaluation of training programs utilized, and presentation of A.I.D. participant training policies and activities at several conferences and meetings.

In the management of participant training, Partners has given top priority to making timely financial disbursements to the participants; to reporting to Missions promptly and fully on the progress of long-term, academic participants; to keeping the Missions and S&T/IT fully informed about issues and problems arising out of individual training programs; and to maintaining close contact with participants and educational advisors to ensure that training programs coincide to the fullest extent possible with training objectives stated in the PIO/Ps.

Short Course Programs

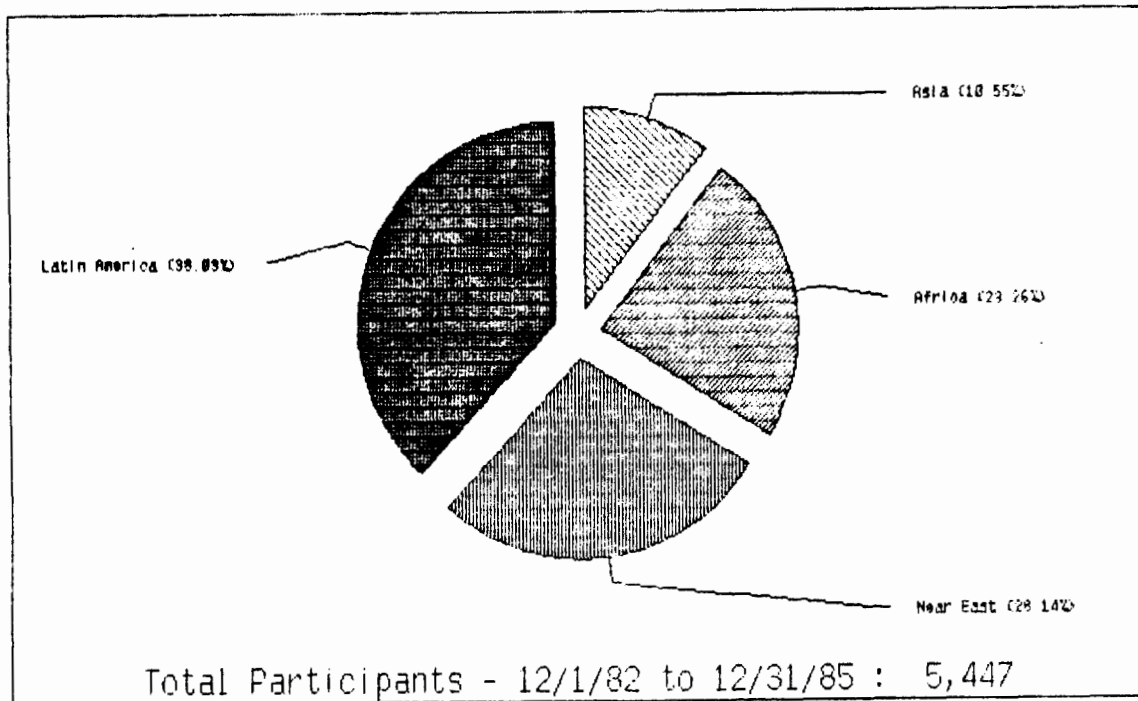
Through the end of 1985, fifty-five percent (3,043 of 5,447 participants) of Partners' trainees had enrolled in standard, short course programs offered by universities, mainly, or other educational institutions and agencies. These short courses averaged 6 weeks in length. They are generally announced to the Missions by PIET through cables and memoranda in order to stimulate awareness and utilization. For 1985 short course programs, Partners advised the Missions of 114 different programs offered at 42 educational facilities. Additional details about all announcements can be found in Appendix G. Overall in 1985 there were 707 participants who registered for 152 short course programs.

Because of the high concentration of PIO/Ps in this type of training, Partners continued in 1985 to focus its program evaluation effort in this area. Partners' evaluation instrument seeks to uncover participant satisfaction with an individual short course program in terms of several variables relating to program content, instruction, and support services. The evaluation process also seeks to determine if the A.I.D. training objectives as stated in the PIO/P were met by the training programs, and if other elements of the participant training program, e.g. English language proficiency, orientation before departure and upon arrival in the United States, were handled appropriately. Further information on the evaluation process follows in this report in a separate section, Training Program Evaluation, Section V.

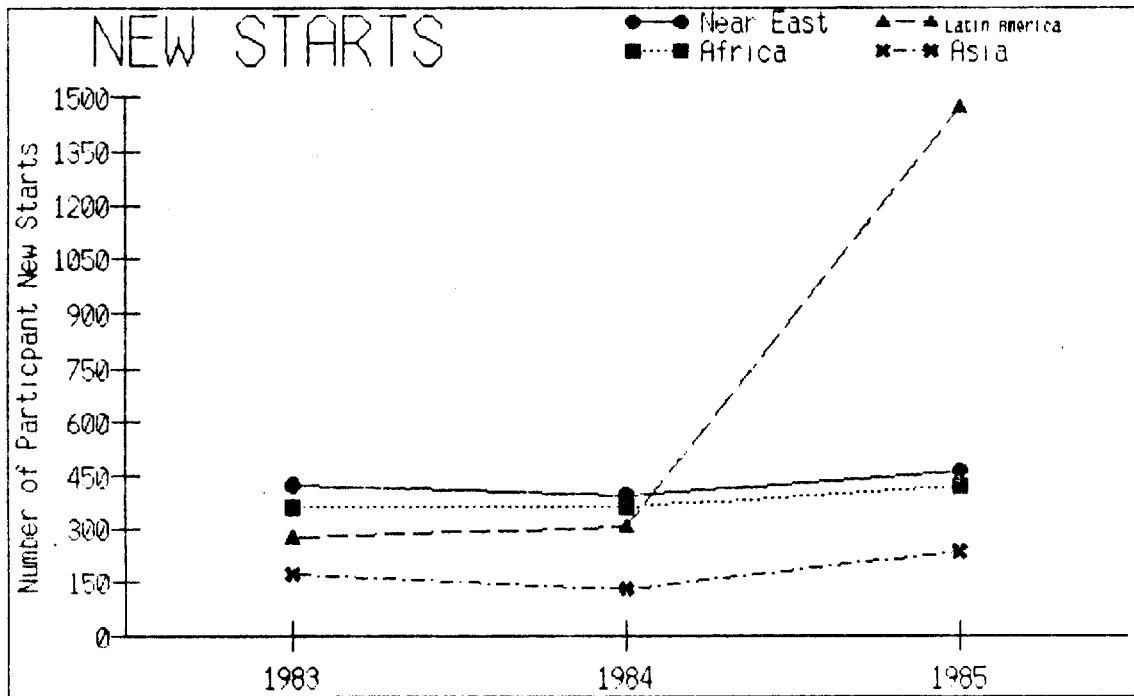
III. PARTICIPANT PROFILE

During the period December 1, 1982 to December 31, 1985 (37 placement programming months but only 36 monitoring months), Partners managed a total of 5,447 participants. (This figure includes both arrivals pending as of 12/31/85, and programs cancelled over the 3-year period after arrangements were made.) Of that total, 436 files were assumed from prior contractors and 5,011 were new program designs. On a 37-month basis, this represents a monthly placement rate of 135, well over the 100 per month rate stated in the original RFP upon which Partners based its administrative structure and budget.

Fully 47.5% or 2,584 of the participants began their training programs in the last 12 months of the contract, reflecting a sharp increase due to the new Central American Peace Scholarship Program. The Latin America/Caribbean region which had only 17% of the total participants at the end of 1983 in fact had managed 38% of the total by the end of 1985.



Even more dramatic was the 1985 new start picture, with LAC rising from 22.5%, or 278 participants, in 1983 to 56.9%, or 1,472, in 1985. While other region new starts dipped in 1984, they surpassed the 1983 new start total in 1985.



NEW STARTS BY REGION, 12/1/82 - 12/31/85

Country of Origin

Little change in country of origin distribution took place in 1985 in three of the four AID regions. In Africa, Mali continued to dominate with 98 trainees, followed by the Sudan with 70. Significant numbers came from Nigeria, Niger, Rwanda, Senegal, Kenya, Liberia, Somalia and Zaire. Generally, however, no one country dominates the region as in LAC and the Near East. Training requests from 29 Sub-Saharan African nations were received over the contract period.

Similarly, while Jordan replaced Morocco as the third largest sending country in the Near East, Egypt with 645 trainees, followed by Yemen with 375, continued to dominate. Egypt maintained its supremacy among all regions although challenged by Guatemala.

In Asia, Indonesia experienced a significant increase in training outstripping the second place Sri Lanka 216 to 96. India, the Phillipines and Bangladesh continued to grow steadily.

As earlier quoted figures would suggest, the increase in the LAC region, particularly in Central America, was most significant. First-ranked Guatemala went from 32 trainees at the end of 1984 to 618 at the end of 1985. Second-ranked El Salvador went from 13 to 335. These 1985 totals were followed in order by: Honduras, 144; Jamaica, 136; Costa Rica, 133; Ecuador, 126; and Haiti, 92. Other countries had significant but less dramatic increases. (See Appendix A for country-by-country listing.)

Type of Training

Technical training continued to occupy an even greater part of the Partners caseload in 1985. Eighty-one percent of all new starts were in this category, up from 78% in 1984 and 75% in 1983. This increase, however, was uneven by region as LAC and NE increases in technical training were partially offset by decreases in Africa and Asia. The bulk of technical training continued to be in short courses while non-degree and observation study tours declined slightly. Three-year totals reveal 73% in technical training, while 27% were programmed in academic areas (including 436 academic cases transferred to Partners from other contractors). See Appendix A for further details.

1985 academic new starts were 479 participants, or 19% of the total new starts. This represents a 4% decline from 1984 new academic starts and well below the 3-year total of 27%. As in the past, the Masters degree continues to be the dominant training objective, showing little change over 1984. Over 3 years, however, Bachelors degrees are down from 9% of total training to 6%, a proportionately high decline. The NE continued to have the greatest percentage in Bachelors and Doctoral training, and Asia the greatest percentage of academic trainees in Masters work. See the following tables (page 8) for further details.

Geographic Distribution

Through the end of 1985, 403 different training facilities in 46 states and the District of Columbia had been utilized for participant training under Partners. (NB: this total does not include participants on observation and study programs which involved training at several sites.) The District of Columbia and Florida ranked as the two top training states followed by Massachusetts, Pennsylvania, California and New York. (See Appendix B for a complete list by state.)

Fields of Training

Public Administration and Business/Management continued to dominate, accounting for 31% of the combined technical and academic population, and ranked first with 35% of technical participants pursuing training in these areas. However, for academic participants alone, Engineering and Computer Science are the dominant fields of study although third overall. Public Health and Population, while ranking second overall, ranks third behind Management for academics and second for technicals.

TRAINING BY REGION, CY 1985

	TOTAL		LAC		NE		AFR		ASIA	
	No.	%	No.	%	No.	%	No.	%	No.	%
<u>ACADEMIC TRAINING</u>										
Associates.....	6	*	4	*	0	0	2	1	0	0
Bachelors.....	96	4	60	4	27	6	9	2	0	0
Masters.....	327	13	151	10	52	11	68	16	56	24
Doctorate.....	50	2	7	1	34	8	7	2	2	1
SUB-TOTAL.....	479	19	222	15	113	25	86	21	58	25
<u>TECHNICAL TRAINING</u>										
Short Courses.....	1760	68	1148	78	204	44	295	70	113	48
Observation & Study Tour.....	174	7	90	6	64	14	17	4	3	1
Non-Degree.....	171	6	12	1	79	17	20	5	60	26
SUB-TOTAL.....	2105	81	1250	85	347	75	332	79	178	75
TOTAL.....	2584	100	1472	100	460	100	418	100	236	100

TRAINING BY A.I.D. REGION
December 1, 1982 - December 31, 1985
(Numbers & Percentages of Total)

TYPES OF TRAINING	TOTAL		LAC		NE		AFR		ASIA	
	No.	%	No.	%	No.	%	No.	%	No.	%
<u>ACADEMIC TRAINING</u>										
Associates.....	20	*	6	*	3	*	11	1	0	0
Bachelors.....	349	6	90	4	198	13	61	5	0	0
Masters.....	925	17	275	14	239	16	274	21	136	24
Doctorate.....	191	4	16	1	135	9	21	2	19	3
SUB-TOTAL.....	1485	27	388	19	575	38	367	29	155	27
<u>TECHNICAL TRAINING</u>										
Short Courses.....	3043	56	1441	69	555	36	795	62	252	44
Observation & Study Tour.....	362	7	160	8	159	10	33	3	10	2
Non-Degree.....	557	10	83	4	244	16	72	6	158	27
SUB-TOTAL.....	3962	73	1684	81	958	62	900	71	420	73
TOTAL.....	5447	100	2072	100	1533	100	1267	100	575	100

*less than 1%

The two areas of health and administration account for 58% of all technical training, with an even distribution in most of the remaining fields. The only major shift during 1985 was an increase in academic participants pursuing degrees in education which moved from sixth overall with 7% of participants to fourth with 11%. For further details see Appendix C.

Female Participants

By the end of 1985, female participants represented 27% of the participant population, up from 25% of the total at the end of 1984. This was principally a result of an almost 5% increase, from 30 to 34.7%, of female trainees from Latin America and the Caribbean. All other regions experienced a decline in the percentage of women trainees, particularly Asia. The most popular fields of training for women remain Population and Public Health, followed by the Administration areas, Social Sciences and Education. Statistical summaries are found in Appendix D (by field of study) and Appendix E (by A.I.D. region).

IV. RESOURCE CENTER ACTIVITIES

Since the beginning of the project in 1982, the Resource Center has been a major provider of services and information on training programs for its staff, USAID Missions, S&T/IT and other government, private sector and higher education groups.

With early resource activities devoted to the identification and development of systems to facilitate the organization and dissemination of this information, activities in years two and three were spent on expanding and refining the collection as well as generating several new projects.

Major services identified and implemented in the first year and continued throughout the life of the project included program research in response to Mission and Partner's staff requests, announcement of training programs by field of study to Missions worldwide, information meetings between training program representatives and staff, acquisition and review of material for the collection, and the organization of the systems which housed the publications and other descriptive literature. In 1985 alone, representatives of 41 educational institutions met with Partners' placement staff in the Central Office. Transfer and exchange of information and ideas among staff were further facilitated by resource meetings, memos and posted announcements. While much of the initial collection was predetermined and ordered specifically for start-up of the project, a significant portion of it was received as unsolicited contributions from institutions of higher education, government, non-profit and private sector organizations. Periodic visits to other resource centers and institutions with similar program objectives enabled resource staff to collect valuable contributions for the information base.

In May 1983, the Resource Center was assigned the responsibility of coordinating a new training program evaluation effort. Activities included the investigation of evaluation resources and methodology, design of instruments, interviews with professionals in the field, development of evaluation procedures and guidelines, staff training in use of the instruments, program evaluation and the compilation and transmittal of evaluation packets to training institutions, AID Missions, Bureau representatives, and other interested parties. (See Section V for a complete description of the evaluation activity from 1983-1985.)

1984 and 1985 were devoted to the expansion of the Resource Center's information base, a refinement of all systems, and a significant increase in the number of programs announced to and requests for research from the Missions. The collection, which includes publications on colleges and universities, government, private sector, and other non-profit organization, was and continues to be expanded through

the identification of new training resources relevant to the needs of participants. The current collection includes general information on more than 2,900 universities/colleges (in microfiche and college catalog collections), as well as collected information classified and organized for more than 80 different fields of study. Program information is available on degree and non-degree programs as well as on private or public institutions with the potential to provide training expertise and assistance in designing tailor-made programs. A special sorter which organizes short-term technical course information by date and field of study for each month of the year permits staff quick access to these programs. More than 150 institutional directories and general guides complete the comprehensive collection of training program information.

Cable Announcements

One of the major functions of the Resource Center is to disseminate information on training programs to Missions worldwide. This is accomplished through the announcement of programs - selected for their relevance to specific and projected training requests - by cable or memo. Basic information such as program content, costs, location, start-dates, and language requirements is transmitted to approximately 65 Missions located throughout Latin America, Africa, Asia and Near East. Although the majority of programs announced are short-term, occasionally academic programs, when appropriate to development requests, are also transmitted. From 1983-85, 290 training programs were announced in the following program areas: Industry, Communication, Health (including Population), Management, Transportation, Business, Agriculture (including Natural Resources), and Education. In 1985 alone, 114 programs were announced worldwide to USAID, of which 53 were programs not previously announced by PIET. The 114 programs were offered by 42 different facilities.

Research Requests

Research is another major activity performed for the Missions in response to their requests for programming information. Requests can be for simple confirmation of start-dates to extensive background on program availability in various fields-of-study. In 1983, 23 Mission requests were filled; in 1984, the number was 44 and in 1985, the number was 62. These requests represent training areas already mentioned in the cable announcement description.

Approximately sixty percent of all resource center staff time is utilized in responding to research requests and compiling and transmitting cable announcements to Missions. As noted above, the total number of requests responded to during the entire first contract (1983-85) was 129. This is in addition to response to requests for information from S&T/IT and PIET Staff, which numbered 22 in 1985.

Responding to a policy statement by S&T/IT early in 1985 to increase the number of HBCUs in participant training, PIET began to investigate and accumulate training program information related to historically Black colleges and universities. (A substantial addition to the collection was made due to a visit to the Atlanta University complex by an S&T/IT staff person.) Since mid-March of 1985, the Resource Center has increased its information of HBCU capabilities with the addition of numerous profiles of individual colleges, as well as several comprehensive directories. Partners Placement Staff reviews HBCUs to provide specialized training for its participants in the following fields: Statistics/Finance, Foreign Languages, Food Technology/Industrial Management, Agronomy/Food Production, Languages/Nutrition, Psychology, Agriculture, Economics/Statistics, Education Psychology, Pharmacy, Accounting, Economics, Hospital Administration, Civil Engineering, Navigation, Transportation, and Home Economics.

In addition to the above-mentioned activities, Resource Center staff also represented PIET at a number of national conferences, organizing panels in the area of evaluation, program activities and orientation procedures. Several other projects involved collaboration with S&T/IT, USDA, and the S&T Office of Population.

V. TRAINING PROGRAM EVALUATION

Partners' training program evaluations are designed to determine the extent to which U.S.-based training programs met A.I.D. development goals in the context of specific host-country and individual participant objectives. They track the progress of participants and assess the appropriateness of the programs. The principal objectives of these evaluations are:

- * to report to A.I.D. on the progress of participant training programs;
- * to enable Partners' placement staff to select training programs relevant to the participants' educational and technical backgrounds;
- * to make suggestions to A.I.D. that might improve or clarify their policies and regulations;
- * to assist educational institutions in designing training programs relevant to home country development objectives and to be responsive to the professional and cultural needs of participants.

In order to meet the evaluation objectives described above, Partners developed a number of forms and techniques to evaluate both programs and participants. These instruments alone, or in combination, provide information on the following areas:

- * appropriateness of core program design and placement;
- * adequacy and appropriateness of enrichment programs;
- * adequacy and efficiency of support services;
- * participant adjustment;
- * timely completion of training;
- * administration and procedures;
- * program and administrative costs.

Some of the instruments are used jointly for academic and technical programs; others apply specifically to one or the other:

- A. Academic and Technical:
 - 1) Administrative Briefing
 - 2) Participant Evaluation Questionnaires
- B. Technical:
 - 1) Performance Assessment for Short-Term Technical Participants
 - 2) Institute Questionnaire
- C. Academic:
 - 1) Academic Enrollment Term Report (AETR)
(an AID/S&T/IT form)
 - 2) Campus Interview
 - 3) Campus Visit Report

While some of the evaluation forms and procedures were brought to the project by each of the consortium members, others were developed by Partners, beginning in May 1983. During the summer months of 1983, recommendations were solicited from the four Partners' organizations, professionals in evaluation and other A.I.D. contractors with established evaluation procedures. All contributions, including questionnaire samples, were analyzed during early Fall and a draft instrument readied for review by the in-house committee during Fall and Winter 1983. As a result of these meetings, the following evaluation **procedures** and **instruments** were devised, representing three categories of evaluation: Formal, Informal and Academic.

Instruments: The Participant Program Evaluation Questionnaire ("Q"):

- A. Technical Q. - used for both individual and group evaluations of all types of technical programs.
- B. Academic Q. - used to evaluate participants enrolled in degree programs. This questionnaire is administered on an individual basis and contains questions included in the technical form in addition to those pertaining specifically to the realities of academic programs.
- C. Institute Q. - used only when a group evaluation has been administered and is used in conjunction with the Participant Program Evaluation Questionnaire/Technical. Its purpose is to provide an administrator/trainer perspective on the program's effectiveness and of the participants' performance.

Procedures

Academic Evaluation: Participants in academic programs are evaluated on an individual basis with a questionnaire (B) similar to the one used for short-course evaluations but with additional questions related to academic programs.

Informal Evaluation: Constitutes the use of the Participant Questionnaire (A) accompanied by an on-site interview with a PIET staff person or completion of questionnaires by mail. The Institute Questionnaire is not used and the group evaluated is usually less than 8 participants (but more than one) in any given training program. No formal statistical report is done.

Formal Evaluation: Programs identified for **formal** evaluation are selected according to the following criteria:

- potential and/or current frequency of use by PIET;
- sufficient numbers of PIET participants enrolled.

For statistical validity, only programs with 8 or more PIET participants enrolled are candidates for **formal** evaluation. This evaluation constitutes the use of **Participant** and **Institute** Questionnaires, training program on-site evaluation which includes interviews with participants and program staff, consultant's statistical analysis and review of all evaluation reports by the Program Evaluation Committee.

Pre-testing of the **technical** form took place in March 1984. The instruments were revised to include pre-test recommendations and findings and were prepared for use in the first cycle of group evaluations beginning in May 1984, constituting the core of the Partners' group and individual evaluation efforts. Spanish and French versions were also prepared. As group evaluations were completed at the training program site, the questionnaires (Institute/Participant) and the evaluator's report were sent to Partners' consultant on evaluation for statistical analysis. Upon receipt of the consultant's report, the Program Evaluation Committee (composed of Partners staff, S&T/IT representatives and other appropriate A.I.D. officials) began the review of those programs. This in-house review process was conducted through Winter of 1984 and early Spring of 1985. Packets containing evaluation reports were sent to all Missions with participants in evaluated programs, S&T/IT, the institutions conducting the training programs, and Partners' four regional offices.

Summary/1984

	<u>Formal</u>	<u>Informal</u>	<u>Total</u>
Training Programs Evaluated:	12	14	26
Participants Enrolled:	204	99	303
Questionnaires Returned:	182	70	252
Missions receiving Packets: 61			

Revision of instruments, supporting documents and procedures took place in Spring of 1984, in preparation for the second cycle of evaluation which began in May 1985.

Summary/1985

	<u>Formal</u>	<u>Informal</u>	<u>Total</u>
Training Programs Evaluated:	6	8	14
Participants Enrolled:	230	204	434
Questionnaires Returned:	143	119	262
Missions Receiving Packets: 50			

Totals for 1984 and 1985:

	<u>Formal</u>	<u>Informal</u>	<u>Total</u>
Training Programs Evaluated:	18	22	40
Participants Enrolled:	434	303	737
Questionnaires Returned:	325	189	514
Missions Receiving Packets: 111			

VI. FINANCIAL SUMMARY

Subject to revision and submission of the final financial report to M/FM/PAFD, overall expenditures since inception of the contract can be summarized as follows:

Participant costs:

1/1/83 - 12/31/83.....	\$ 9,871,117
1/1/84 - 12/31/84.....	12,582,605
1/1/85 - 12/31/85.....	<u>17,668,188</u>
Total, 36 months	<u>\$40,121,910</u>

Administrative costs:

10/1/82 - 12/32/82.....	411,564
1/1/83 - 12/31/83.....	2,356,924
1/1/84 - 12/31/84.....	2,672,000
1/1/85 - 12/31/85.....	<u>\$ 2,810,852</u>
Total, 39 months	<u>\$ 8,251,340</u>
Total Costs (39 months)	<u>\$48,373,250</u>

As can be gleaned from the above figures, Partners did not begin to make disbursements to participants until January 1983, although administrative (start-up) costs began on October 1, 1982.

Participant training costs vary, of course, depending on the type of training, the location, and the charges of the educational facilities offering the program. Because the variance is greatest with respect to technical training, Partners has written a computer program to determine the direct training program costs for all completed technical training programs. As of December 31, 1985, for 2,757 participants in short course programs the average dollars per participant month of training (excluding PIET administrative costs, HAC insurance premiums, and other amounts not paid directly by Partners) was \$3,397. Observation and study programs, however, averaged only \$2,888 per participant month for 308 participants. Non-degree technical training, other than short course or observation and study, ran even less; for 424 participants, the average was \$2,181 per participant month. For a complete listing of the technical training average monthly costs, including a breakdown by A.I.D. region, see Appendix F.

VII. PRIVATE SECTOR PROGRAMMING

Private sector participant programming includes individuals working in the private sector in their own countries selected to visit the United States for either academic or technical training; individuals working in either the private sector or the public sector in their own countries coming to the United States for short courses offered by American private sector corporations (excluding universities and other nonprofit organizations); individuals from either the public or private sector in their countries visiting the United States for observation and study programs that involve American private sector companies. In fact, Partners programmed all three kinds of these private sector categories.

In 1985 alone there were 488 participants whose Partners-managed training programs were provided either entirely or substantially by private sector organizations, of which 293 were from Latin America/Caribbean, 76 from the Near East, 75 from Africa, and 44 from Asia.

The largest single private sector firm utilized by Partners in 1985 was United Schools of America in Miami, Florida, which carried out short-term training for 156 trainees from El Salvador. Kurt Salmon and Associates (KSA) of Atlanta, Georgia implemented training for 73 additional El Salvadorans. These two private sector firms were very willing to accommodate the special requirements of the groups. For example, Kurt Salmon created a special training facility by renting apartments and transforming one room into a classroom. All rooms were decorated with photos of El Salvador which had been taken during KSA's fact finding trip to that country. They also hired an escort and van to be at the disposal of the groups at all times. When last minute substitutions of participants were made by the Mission, KSA advanced per diem to participants and billed Partners rather than make the participants wait for Partners to confirm the substitutions with the Mission, change the appropriate records with S&T/IT approval, and then prepare new checks.

By not being tied to a tight academic structure and schedule, private sector companies can be more flexible. Companies for whom a foreign visitor is the exception rather than the norm often view the project as a special opportunity and invest more of their time and enthusiasm. Other private sector firms, such as the World Trade Institute, are specifically geared toward short-term international visitors and are generally well-organized and efficient. They tend to work well with the participants and to be aware and responsive to Partners' requirements at the same time. Another example in this latter category would be Management Training and Development Institute which was popular with many of our participants who enrolled in the management communications seminars.

There were several private sector programs in 1985 that will give more insight into the opportunities possible:

- 1) Eduardo Remolina, General Manager of the Industrial Park of Bucaramanga in Colombia, visited several industrial parks, malls and planning groups during his program. The purpose of his training was to allow him to improve his industrial park, but he also intended to establish contacts and attract U.S. companies to Colombia.
- 2) Christian Hiller, an Industrial Engineer from Colombia, came to the U.S. to learn about techniques of building low-cost, pre-fabricated, wooden houses. Mr. Hiller has been in contact with his host since his return and indicates that he has begun making a special type of plywood. A two-week workshop, in Colombia, in pre-fab housing is being designed by Agro-Forest Products, which hosted Mr. Hiller. They plan to use Mr. Hiller as a trainer during this workshop.
- 3) Geoffrey Devaux, an entrepreneur from St. Lucia, came to the U.S. to study shrimp farming from Tom Costello and Associates. Mr. Devaux returned to St. Lucia in August to begin his own shrimp farm.
- 4) Jacques Adande of Benin was awarded his MPA degree at Harvard University on June 6, 1985 after spending the 1984-85 academic year in the Edward S. Mason Program in Public Policy and Management. In early July, Mr Adande began the first phase of his training program with Equator Holdings in Hartford, Connecticut. During his one month at Equator, he worked under the direction of Equator officers on a number of projects including the study of country risk reports on francophone African nations, the preparation of a detailed business plan for marketing financial, trade, and advisory services in Benin, and participation in a contract study for the World Bank of the largest sugar producer in Ivory Coast.

In August, Mr. Adande continued his training program with a three-week assignment at Continental Grain in New York City. He was involved in the day-to-day operations of several divisions, including rice, milling, and North American grain and barter trade. These operations were selected by his supervisors to give him an understanding of Continental's trading, grain origination, and transportation activities related to Africa.

Prior to his departure to Benin in early September, Mr. Adande spent several days meeting with officials from AID's Bureau for Private Enterprise, the Overseas Private Investment Corporation, Small Business Administration, World Bank, Commerce Department, International Monetary Fund, etc. His practical experience at both Equator and Continental Grain, as well as his contacts in the

government and in the private sector in Washington, D.C., have no doubt proven to be useful to Mr. Adande in his role as Director of the European Affairs desk at the Ministry of Foreign Affairs and International Cooperation in Benin.

VIII. MID-WINTER COMMUNITY SEMINARS

The National Council for International Visitors (NCIV) in collaboration with S&T/IT again organized programs offered by NCIV affiliates during the Christmas period in 1985. Partners invited 481 academic participants to attend a mid-winter community seminar of their choice; of this number, 258 actually traveled and participated in virtually all of the 33 programs offered across the United States. Mainly due to the increased number of academic training programs administered by Partners, the number invited was a significant increase over 1984 and 1983:

	Number Attending	Number Invited	Percent
1985	258	481	53%
1984	218	325	67%
1983	286	370	77%

Judging by the percentage decline over the past three years, it would seem that alternate activities are being found or chosen. Many participants from the Caribbean and Central American countries chose not to attend a seminar in order to visit members of their families elsewhere in the United States during the holiday period. In 1985 Partners invited 481 out of a total 518 academic trainees in the country, omitting invitations to those who are already opted for another type of training or whose budgets would not permit the expenditure.

Participant feedback was mainly positive. They benefited in particular from the chance to interact with people from other cultures as well as with Americans. They relished the idea of exchanging ideas about cultural values and customs; the homestays gave the participants an opportunity to observe and be a part of an American family. One participant wrote, "I had two seminars, one at the site and one with my homestay family." Another participant summarized his feelings:

"The seminar was enjoyable both in terms of the business and social learning experience. It provided me with an opportunity to look up and see what goes on in American business (small) and this I found interesting. The homestay was also a nice experience and I do not know if families are asked to be nice but they really were. I stayed with a couple with quite a large family -- 8 children -- that really felt like home..."

There were a very few comments, however, which were critical. One participant complained about being over-programmed and treated like a child; he also felt that two and one-half days was too long for a homestay. However, as previously stated, the overwhelming majority of participants found the experience to be thoroughly enjoyable and positive. Delano Viechweg, a participant from Grenada, expressed his feelings and impressions by composing the following poem:

NEWS RELEASE

This poem is dedicated to all the people of Baton Rouge. Especially, to the Baton Rouge Links, Inc. It was written during the Mid-Winter Seminar held at Baton Rouge, Louisiana, December 1985

Streams of Harmony
by: Delano Viechweg

We had heard great news of your historic state.
And about your united city we had known but little
But we packed our bags and came forward with hearts wide-opened
Here we were greeted with inviting smiles and kindly words
And like good mothers "The Baton Rouge Links" and their collaborators
Shattered our uncertainties away
And enhanced our eventful stay.

From place to place, from activity to activity
We saw evidence of your elaborate and professional planning
It is clear that you people demonstrated
That the population of this city
Is like one big extended family
And amidst this harmony
You showered us with a rare experience of southern hospitality
These are reasons why we shall remember you always.

You people of this blessed city
We love you now and we shall love you forever
Homestay was fantastic
Your sumptuous dishes increased our appetites
The sight of the famous Mississippi was like a dream made true
And the competent caring LINKS together with a charming
staff always thrilled our hearts.

We long to go back to our respective homes
But we are hurt to leave you this group of sincere loving people
"If time or occasion" permits us to return
Someday, we may see you again.



COMMITTEE FOR INTERNATIONAL VISITORS

The Baton Rouge Links, Incorporated

1111 NOTTINGHAM

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TYPES OF TRAINING SUMMARY

APPENDIX A

12/01/82 TO 12/31/85

COUNTRY OF ORIGIN	A	C	A	D	E	M	I	C	T	E	C	H	N	I	C	A	L	TOTAL
	ASSOC	BACHELORS	MASTERS	DOCTORAL	SUB	SHORT	OBSERVATION	OTHER	SUR	TOTAL	TOTAL							
BENIN					1				2								2	3
BOTSWANA	6	11			2				4							3	7	26
BURKINA FASO					7		1		24							5	29	37
BURUNDI		1			3				14								14	18
CAMEROON					6		2		32							2	34	42
CAPE VERDE		8			1				3		4						7	16
CENTRAL AFRICAN REPUBLIC									7								7	7
CHAD					1				9								9	10
CONGO, REPUBLIC OF THE									27								27	27
DJIBOUTI									24								24	24
ETHIOPIA									4								4	4
GAMBIA		2			5				17		1					2	20	27
GHANA		1			4				20								20	25
GUINEA					1				8		1						9	10
GUINEA-BISSAU	1	4							5								1	6
IVORY COAST							3		10								10	13
KENYA		2			16		3		21		13					4	47	68
LESOTHO		2			1				3							1	7	10
LIBERIA		2			25				41							1	42	69
MADAGASCAR									10		1					1	12	12
MALAWI		6			18		1		13							2	15	40
MALI		1			63		5		28							1	29	98
MAURITANIA		3			6				9							3	17	26
MAURITIUS									6		2					2	10	10
NIGER	1	5			10				16							2	46	62
NIGERIA					1				64							1	65	66
RWANDA		1			5				56		1					5	62	68
SENEGAL		1			9				10		4					2	54	64
SEYCHELLES									3								3	3
SIERRA LEONE									36							1	37	37
SOMALI REPUBLIC					14		2		29		1					9	39	55
SUDAN					13				13		5					5	57	70
SWAZILAND		9			5				14							1	8	22
TANZANIA	3				12		1		16							9	21	37
TOGO					3				3								27	30
UGANDA									35							4	39	39
ZAIRE					27				29							3	32	59
ZAMBIA		2			15		3		20							3	5	25
ZIMBABWE									2								2	2
AID REGIONAL TOTAL	11	61			274		21		367		35					72	900	1,267
EGYPT					63		13		76								309	645
JORDAN					35		6		41								131	229
LEBANON									12								4	16
MOROCCO		1			59		32		92							31	102	194
PORTUGAL					2				2							8	14	16
SYRIA					2		34		36								1	37
TUNISIA					6				6								9	19

TYPES OF TRAINING SUMMARY

APPENDIX A

12/01/82 TO 12/31/85

COUNTRY OF ORIGIN	ACADEMIC				SUB TOTAL	TECHNICAL			TOTAL	
	ASSOC	BACHELORS	MASTERS	DOCTORAL		SHORT COURSES	OBSERVATION STUDY	OTHER		
TURKEY						2			2	2
YEMEN ARAB REPUBLIC	3	197	72	50	322	27	16	10	53	375
AID REGIONAL TOTAL	3	198	239	135	575	555	159	244	958	1,533
BANGLADESH			9	1	10	19		11	30	40
BURMA			7		7	6	1	7	14	21
INDIA						52	1	6	59	59
INDONESIA			66	11	77	67	2	70	139	216
NEPAL			22		22	6	1	4	11	33
PAKISTAN			4	1	5	13		5	18	23
PAPUA NEW GUINEA						1			1	1
PHILIPPINES			12	4	16	25		10	35	51
SRI LANKA			6		6	58		32	90	96
THAILAND			10	2	12	5	5	13	23	35
AID REGIONAL TOTAL			136	19	155	252	10	158	420	575
ANTIGUA						8	3	6	17	17
BARBADOS	1	1	1		3	19	1	4	24	27
BELIZE		4			4	19	3	6	28	32
BOLIVIA			9		9	5		1	6	15
BRAZIL						4	1		5	5
COLOMBIA			2	1	3	25	11	3	39	42
COSTA RICA		11	13	1	25	60	46	2	108	133
DOMINICA			1		1	9	2	5	16	17
DOMINICAN REPUBLIC			24	2	26	35	3	7	45	71
ECUADOR		2	4	1	7	68	48	3	119	126
EL SALVADOR			75		75	256	1	3	260	335
GRENADA	2	22	3		27	3		1	4	31
GUATEMALA		2	32	3	37	573	6	2	581	618
GUYANA		1			1	17	1	2	20	21
HAITI			4	1	5	77		10	87	92
HONDURAS	1	13	41		55	78	7	4	89	144
JAMAICA	1	13	35	2	51	69	5	11	85	136
MEXICO						8		1	9	9
MONTSERAT						3			3	3
NICARAGUA				1	1					1
OTHER WEST INDIES			3		3	19	13	2	34	37
PANAMA		21	6		27	27		1	28	55
PARAGUAY			1		1		2	1	3	4
PERU			21	4	25	29			29	54
ST. CHRISTOPHER, NEVIS, ANGUILLA						4	5	3	12	12
ST. LUCIA						11	1	1	13	13
ST. VINCENT	1		1		2	8	1	4	13	15
TRINIDAD AND TOBAGO						5			5	5
URUGUAY						2			2	2
AID REGIONAL TOTAL	6	90	276	16	388	1,441	160	83	1,684	2,072
TOTAL	20	349	925	191	1,485	3,043	362	557	3,962	5,447
PERCENT	37	6.41	16.98	3.51	27.26	55.87	6.65	10.23	72.74	100.00

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PARTNERS FOR INTERNATIONAL EDUCATION & TRAINING
 GEOGRAPHIC DISTRIBUTION -- 12/1/82 TO 12/31/85

LOCATION	NUMBER OF FACILITIES**	ACADEMIC TRAINEES**	TECHNICAL TRAINEES**	TOTAL TRAINEES**
ALABAMA	7	33	5	38
ARIZONA	7	17	6	23
ARKANSAS	6	19	2	21
CALIFORNIA	33	90	256	346
COLORADO	11	57	39	96
CONNECTICUT	9	17	153	170
DELAWARE	2	12	1	13
DISTRICT OF COLUMBIA	37	214	476	690
FLORIDA	14	48	625	673
GEORGIA	12	22	87	109
HAWAII	3	25	33	58
IDAHO	1	5	0	5
ILLINOIS	16	26	79	105
INDIANA	4	20	9	29
IOWA	2	11	0	11
KANSAS	7	31	4	35
KENTUCKY	5	8	1	9
LOUISIANA	6	79	42	121
MAINE	2	3	4	7
MARYLAND	11	38	39	77
MASSACHUSETTS	22	133	298	431
MICHIGAN	11	68	37	105
MINNESOTA	4	3	10	13
MISSISSIPPI	5	5	2	7
MISSOURI	5	13	9	22
NEBRASKA	1	1	0	1
NEVADA	1	0	1	1
NEW HAMPSHIRE	1	0	1	1
NEW JERSEY	7	7	10	17
NEW MEXICO	5	86	83	169
NEW YORK	31	92	251	343
NORTH CAROLINA	9	19	98	117
OHIO	20	54	8	62
OKLAHOMA	4	8	0	8
OREGON	8	21	1	22
PENNSYLVANIA	13	75	302	377
RHODE ISLAND	2	6	0	6
SOUTH CAROLINA	4	10	23	33
SOUTH DAKOTA	3	1	7	8
TENNESSEE	9	25	0	26
TEXAS	15	19	11	30
UTAH	1	2	36	38
VERMONT	2	1	20	21
VIRGINIA	17	18	94	112
WASHINGTON	4	5	1	4
WISCONSIN	4	22	4	26
TOTAL - 46 STATES	403	1,468	3,168	4,636

** EXCLUDES OBSERVATION AND STUDY PROGRAMS WHICH CONSIST OF VISITS TO MANY SITES

PARTNERS FOR INTERNATIONAL EDUCATION AND TRAINING

APPENDIX C

FIELDS OF STUDY SUMMARY

12/01/82 TO 12/31/85

FIELDS OF STUDY	ACADEMIC		TECHNICAL		TOTAL	
	NO.	PERCENT	NO.	PERCENT	NO.	PERCENT
BUSINESS,PUBLIC ADMINISTRATION,MANAGEMENT	331	22.29	1,376	34.73	1,707	31.34
POPULATION, PUBLIC HEALTH	198	13.33	920	23.22	1,118	20.53
ENGINEERING, COMPUTER SCIENCE	351	23.64	225	5.68	576	10.57
ECONOMICS	136	9.16	248	6.26	384	7.05
SOCIAL SCIENCES	111	7.47	271	6.84	382	7.01
EDUCATION	156	10.51	220	5.55	376	6.90
VOCATIONAL TRAINING	23	1.55	215	5.43	238	4.37
PHYSICAL AND NATURAL SCIENCES	87	5.86	77	1.94	164	3.01
RURAL DEVELOPMENT,NATURAL RESOURCES,AGRICULTURE	46	3.23	194	4.90	242	4.44
MEDICAL SCIENCES	17	1.14	164	4.14	181	3.32
TRANSPORT, TELECOMMUNICATIONS	17	1.14	29	.73	46	.84
LINGUISTICS,LANGUAGES,HUMANITIES	10	.67	23	.58	33	.61
TOTAL	1,485	100.00	3,962	100.00	5,447	100.00

FIELDS OF STUDY BY SEX

12/01/82 TO 12/31/85

FIELDS OF STUDY	MALES		FEMALES		TOTAL NO./ 100 PERCENT
	NO.	PERCENT	NO.	PERCENT	
BUSINESS.PUBLIC ADMINISTRATION.MANAGEMENT	1,331	77.97	376	22.03	1,707
POPULATION. PUBLIC HEALTH	621	55.55	497	44.45	1,118
ENGINEERING. COMPUTER SCIENCE	507	88.02	69	11.98	576
ECONOMICS	329	85.68	55	14.32	384
SOCIAL SCIENCES	245	64.14	137	35.86	382
VOCATIONAL TRAINING	186	78.15	52	21.85	238
PHYSICAL AND NATURAL SCIENCES	127	77.44	37	22.56	164
EDUCATION	249	66.22	127	33.78	376
MEDICAL SCIENCES	100	55.25	81	44.75	181
RURAL DEVELOPMENT.NATURAL RESOURCES.AGRICULTURE	220	90.91	22	9.09	242
TRANSPORT. TELECOMMUNICATIONS	44	95.65	2	4.35	46
LINGUISTICS.LANGUAGES.HUMANITIES	17	51.52	16	48.48	33
TOTAL	3,976	72.99	1,471	27.01	5,447

PARTNERS FOR INTERNATIONAL EDUCATION AND TRAINING
 A I D R E G I O N A L S U M M A R Y B Y S E X
 12/01/82 TO 12/31/85

A I D R E G I O N S	M A L E S		F E M A L E S		T O T A L NO./ 100 PERCENT
	NO.	PERCENT	NO.	PERCENT	
AFRICA	961	75.85	306	24.15	1,267
NEAR EAST	1,199	78.21	334	21.79	1,533
ASIA	463	80.52	112	19.48	575
LATIN AMERICA AND THE CARIBBEAN	1,353	65.30	719	34.70	2,072
T O T A L	3,976	72.99	1,471	27.01	5,447

LENGTH AND COST OF TECHNICAL TRAINING PROGRAMS

PROGRAMS COMPLETED AS OF 12/31/85

A I D R E G I O N	SHORT COURSES	OBSERVATION-STUDY	OTHER	TOTAL
AFRICA REGION				
NUMBER OF PARTICIPANTS	748	30	54	832
TOTAL PARTICIPANT MONTHS	1,294.967	30.573	273.387	1,598.927
AVERAGE PARTICIPANT MONTHS	1.731	1.019	5.063	1.922
AVERAGE DOLLARS PER MONTH EXCLUDING ADMIN. COSTS	\$3,351	\$2,460	\$1,892	\$3,084
NEAR EAST REGION				
NUMBER OF PARTICIPANTS	454	137	186	777
TOTAL PARTICIPANT MONTHS	668.485	146.655	392.799	1,207.939
AVERAGE PARTICIPANT MONTHS	1.472	1.070	2.112	1.555
AVERAGE DOLLARS PER MONTH EXCLUDING ADMIN. COSTS	\$3,671	\$3,379	\$2,551	\$3,270
ASIA REGION				
NUMBER OF PARTICIPANTS	213	8	131	352
TOTAL PARTICIPANT MONTHS	328.539	9.784	349.143	687.466
AVERAGE PARTICIPANT MONTHS	1.542	1.223	2.665	1.953
AVERAGE DOLLARS PER MONTH EXCLUDING ADMIN. COSTS	\$3,411	\$3,049	\$2,331	\$2,857
LATIN AMERICA AND CARIBBEAN REGION				
NUMBER OF PARTICIPANTS	1,342	133	53	1,528
TOTAL PARTICIPANT MONTHS	1,404.234	137.663	248.018	1,789.915
AVERAGE PARTICIPANT MONTHS	1.046	1.035	4.680	1.171
AVERAGE DOLLARS PER MONTH EXCLUDING ADMIN. COSTS	\$3,311	\$2,448	\$1,703	\$3,021
T O T A L				
NUMBER OF PARTICIPANTS	2,757	308	424	3,489
TOTAL PARTICIPANT MONTHS	3,696.225	324.675	1,263.347	5,284.247
AVERAGE PARTICIPANT MONTHS	1.341	1.054	2.980	1.515
AVERAGE DOLLARS PER MONTH EXCLUDING ADMIN. COSTS	\$3,397	\$2,888	\$2,181	\$3,075

**TECHNICAL TRAINING
SHORT COURSE PROGRAMS**

The following short course programs were announced by cable or memorandum to the Missions. The total number of trainees enrolled in each educational facility is indicated.

- a = PIET announced only
- e = Trainees enrolled only
- b = Both PIET announced/Trainees enrolled

	<u>ACTIVITY</u>	<u>ENROLLMENT</u>
ARTHUR D. LITTLE MANAGEMENT EDUCATION INSTITUTE, INC.		13
<u>Strategic Planning and Management for Agribusiness</u> May 16 - June 28, 1985	b	
<u>Project Analysis and Project Management</u> May 30 - August 9, 1985	b	
<u>Human Resources Development</u> July 11 - August 23, 1985	b	
<u>Petroleum Management Program</u> August 15 - November 22, 1985	a	
<u>M.S. in Management</u> August 26, 1985 - July 31, 1986	a	
AUBURN UNIVERSITY		2
<u>Aquaculture Training Program</u> March 28 - July 18, 1985	b	
BOSTON UNIVERSITY		5
<u>Health Care in Developing Countries</u> May 15, - August 9, 1985	b	
CALIFORNIA, UNIVERSITY OF, SAN FRANCISCO/SANTA CRUZ		74
<u>Family Planning Program Management</u> April 1 - May 24, 1985 (FRENCH) June 24 - August 16, 1985 (SPANISH) September 9 - November 11, 1985 October 21 - December 13, 1985 (FRENCH)	e	
<u>Workshop in Information Education and Communication</u> June 24 - July 19, 1985 August 5 - 30, 1985	e	

	<u>ACTIVITY</u>	<u>ENROLLMENT</u>
CENTRE FOR DEVELOPMENT AND POPULATION ACTIVITIES (CEDPA)		41
<u>Women in Management</u>		
March 18 - April 19, 1985 (ARABIC)	b	
May 6 - June 7, 1985	e	
September 23 - October 25, 1985 (FRENCH)	e	
<u>Supervision and Evaluation as Management Tools</u>	e	
August 5 - September 6, 1985		
CONSORTIUM FOR INTERNATIONAL FISHERIES AND AQUACULTURE DEVELOPMENT		0
<u>Water Quality and Aquatic Ecology</u>	a	
June 10 - August 2, 1985		
<u>Marine Economics</u>	a	
June 24 - August 2, 1985		
<u>Coastal Resources Management and Development</u>	a	
July 28 - September 6, 1985		
CENTERS FOR DISEASE CONTROL		1
<u>Epidemiology and Public Health Administration in Disease Control</u>	e	
June 10 - 28, 1985		
CONNECTICUT, UNIVERSITY OF		28
<u>Financial Management</u>	e	
January 2 - April 12, 1985		
<u>Fundamentals of Management</u>	b	
June 5 - July 19, 1985		
<u>Performance Auditing</u>	b	
June 5 - August 2, 1985		
<u>Project Management for Local Development</u>	b	
June 5 - August 16, 1985		
<u>Training Educators for National Development</u>	e	
June 5 - August 16, 1985		
<u>Computers in Management and Development</u>	b	
June 7 - August 2, 1985		

	<u>ACTIVITY</u>	<u>ENROLLMENT</u>
<u>Public Management Development Program</u> <u>September 20, 1985 - April 11, 1986</u>	b	
<u>Personnel Management</u> <u>June 5 - August 2, 1985</u>	a	
<u>Promoting Private Investment for</u> <u>National Development</u> <u>September 20 - November 29, 1985</u>	a	
<u>Systematic Design and Management of</u> <u>Training</u> <u>June 5 - August 16, 1985</u>	a	
COOPERATIVE HOUSING FOUNDATION		2
<u>Innovative Approaches to Improving</u> <u>Human Settlements Through Cooperative Systems</u> <u>June 10 - 21, 1985</u>	e	
COVERDALE		0
<u>Applied Development Management</u> <u>August 12 - 23, 1985</u>	a	
DENVER RESEARCH INSTITUTE		0
<u>R&D Management</u> <u>April 1 - 26, 1985</u>	a	
<u>R&D Institute Management</u> <u>April 29 - May 24, 1985</u>	a	
<u>Science, Technology, & Innovation</u> <u>Management</u> <u>June 10 - 21, 1985</u>	a	
<u>Project and Program Planning</u> <u>September 2 - 27, 1985</u>	a	
<u>Workshop in Project and Program Planning</u> <u>November 12 - December 7, 1985</u>	a	

	<u>ACTIVITY</u>	<u>ENROLLMENT</u>
<u>Small Scale Hydropower Resource Development Management and Engineering May 27 - September 6, 1985</u>	a	
<u>Project and Program Evaluation September 30 - October 25, 1985</u>	a	
EDUCATIONAL TESTING SERVICE		6
<u>Educational Testing I July 7 - August 2, 1985</u>	e	
<u>Educational Testing II August 5 - August 30, 1985</u>	e	
FRANKLIN UNIVERSITY		0
<u>International Course on Legal Metrology September 16 - October 11, 1985</u>	a	
GENERAL ACCOUNTING OFFICE (GAO)		6
<u>7th International Auditors' Fellowship Program July 17 - November 1, 1985</u>	e	
GEORGE MASON UNIVERSITY		3
<u>Nursing in Primary Health Care Practice October 21 - November 8, 1985</u>	e	
GEORGETOWN UNIVERSITY		1
<u>Linguistics and Language in Context June 24 - August 2, 1985</u>	e	
GEORGIA STATE UNIVERSITY		2
<u>Community Health Nursing April 15 - July 3, 1985</u>	b	

	<u>ACTIVITY</u>	<u>ENROLLMENT</u>
HARVARD UNIVERSITY		15
<u>Program on Investment Appraisal and Management</u> June 24 - August 17, 1985	b	
July 1 - August 24, 1985	e	
<u>Policy for Public Enterprise in Developing Countries</u> July 1 - August 9, 1985	b	
<u>Edward S. Mason Program: Public Policy</u> <u>and Management in Developing Countries</u> July 1 - June 30, 1986	e	
<u>International Tax Program</u> Late August 1985 - Early June 1986	a	
<u>Workshop on Banking and Monetary Policy</u> <u>in Developing Countries</u> June 24 - August 2, 1985	a	
HAWAII, UNIVERSITY OF, AT MANOA THE MEDEX GROUP		14
<u>Program In Management Support for Primary Health</u> <u>Care</u> February 4 - 15, 1985	b	
<u>Strengthening Primary Health Care at the Health Center</u> <u>and Community Level</u> May 6 - 31, 1985	b	
<u>Strengthening Supervisory Systems in Primary</u> <u>Health Care</u> October 1 - 30, 1985	e	
INDIANA UNIVERSITY		0
<u>Program for Advanced Study in International</u> <u>Analysis and Development</u> Late August 1985 - Mid-May 1986	a	
INTERNAL REVENUE SERVICE, INTERNATIONAL TAX ADMINISTRATION TRAINING		33
<u>Middle Management Development in Tax Administration</u> April 1 - May 10, 1985	b	

	<u>ACTIVITY</u>	<u>ENROLLMENT</u>
<u>Collection Training Program</u> <u>April 7 - May 10, 1985</u>	e	
<u>Intax 2</u> <u>April 8 - May 17, 1985</u>	e	
<u>Intax</u> <u>September 30 - November 8, 1985</u>	b	
INTERNATIONAL CENTER FOR TRAINING IN POPULATION & FAMILY HEALTH		9
<u>Adolescent Fertility Management Workshop</u> <u>June 3 - 28, 1985</u> <u>September 3 - 22, 1985</u>	a b	
INTERNATIONAL LAW INSTITUTE AT GEORGETOWN		41
<u>Loan Negotiation and Renegotiation</u> <u>January 28 - February 22, 1985</u> <u>May 15 - June 12, 1985</u> <u>October 2 - 30, 1985</u>	b b b	
<u>Project Procurement and Contract Negotiation</u> <u>March 4 - 29, 1985</u> <u>August 5 - 30, 1985</u> <u>November 12 - December 11, 1985</u>	e e e	
<u>Petroleum Negotiation Seminar</u> <u>April 8 - 26, 1985</u>	e	
<u>International Arbitration</u> <u>April 29 - May 10, 1985</u>	e	
<u>Computers and Policy for Development</u> <u>June 23 - August 2, 1985</u>	b	
<u>Investment Negotiation</u> <u>June 24 - August 6, 1985</u> <u>November 12 - December 11, 1985</u>	e	
<u>Technology Management and Acquisition Management</u> <u>September 9 - 27, 1985</u>	e	
<u>International Trade and Export Negotiation</u> <u>October 17 - November 8, 1985</u>	e	

	<u>ACTIVITY</u>	<u>ENROLLMENT</u>
INTERNATIONAL MARKETING INSTITUTE		9
<u>Marketing Management (Multinational)</u> June 17 - July 26, 1985	a	
<u>Marketing Management for Smaller Enterprise</u> July 8 to 26, 1986	a	
<u>Strategic Marketing for Senior Executives</u> July 29 - August 9, 1985	a	
<u>Field Study Tours</u> July 27 - August 10, 1985 August 10 - 23, 1985 July 27 - August 23, 1985	a	
INTERIOR, DEPARTMENT OF THE		0
<u>Safety Evaluation of Existing Dams</u> April 22 - May 1, 1985	a	
JOHNS HOPKINS		3
<u>Promoting Reproductive Health: Infertile Couple and Disease Control</u> March 11 - 22, 1985	e	
<u>Comprehensive Health Planning</u> April 1 - May 24, 1985	e	
LA LECHE LEAGUE INTERNATIONAL		9
<u>XIII Annual Seminar on Breastfeeding: Breastfeeding: Sharing the Commitment</u> July 23 - 25, 1985	e	
LAYTON & ASSOCIATES		0
<u>Surface and Ground Water Systems Management</u> June 21 - July 19, 1985	a	
<u>Wastewater Management</u> September 13 - October 11, 1985	a	

	<u>ACTIVITY</u>	<u>ENROLLMENT</u>
LESLEY COLLEGE		
		0
<u>Basic Management Skills and Computer Competency</u> June 17 - 28, 1985	a	
MANAGEMENT COMMUNICATIONS ASSOCIATES		
		0
<u>Management Communication for Development</u> December 26, 1984 - January 6, 1985 January 1 - 12, 1985 May 19 - 30, 1985 June 9 - 20, 1985 August 11 - 22, 1985 September 1 - 12, 1985 December 26, 1985 - January 6, 1986	a	
MANAGEMENT SCIENCES FOR HEALTH		
		17
<u>Managing Drug Supply for Primary Health</u> April 8 - 26, 1985	a	
<u>Management Issues in International Health</u> August 5 - 30, 1985	b	
<u>Microcomputers for Health Management</u> September 9 - 27, 1985	b	
MANAGEMENT SCIENCES FOR HEALTH/EXPERIMENT IN INTERNATIONAL LIVING		
		14
<u>Managing Effective Training Organization</u> May 13 - June 21, 1985	b	
MARGARET SANGER CENTER		
		7
<u>Family Planning Nurse Practitioner</u> February 11 - April 19, 1985 March 4 - May 10, 1985 September 4 - November 15, 1985	e e e	

	<u>ACTIVITY</u>	<u>ENROLLMENT</u>
MANAGEMENT TRAINING AND DEVELOPMENT INSTITUTE		0
<u>Entrepreneurship Training for Development</u> <u>November 15 - 26, 1985</u>	a	
<u>Management Communication for Development</u> <u>December 26, 1985 to January 5, 1986</u>	a	
MASSACHUSETTS INSTITUTE OF TECHNOLOGY (MIT)		16
<u>Special Program for Urban Regional</u> <u>Studies</u> <u>June 17 - 28, 1985</u>	e	
MASSACHUSETTS, UNIVERSITY OF		1
<u>Epidemiology Summer Program</u> <u>July 28 - August 16, 1985</u>	b	
MICHIGAN, UNIVERSITY OF		2
<u>19th International Seminar on National Parks and</u> <u>Equivalent Reserves in Canada & U.S.</u> <u>August 5 - September 3, 1985</u>	e	
<u>Training Program in Population and</u> <u>Development</u> <u>September 1 - December 31, 1985</u>	a	
MINNESOTA, UNIVERSITY OF		2
<u>Project Evaluation Seminar</u> <u>September 16 - 27, 1985</u>	e	
MISSOURI-COLUMBIA, UNIVERSITY OF		0
<u>International Community and Rural Development</u> <u>Seminar</u> <u>May 19 - June 1, 1985</u>	a	
NATIONAL TRAINING LABORATORY (NTL)		1
<u>Facilitating and Managing Complex Systems Change</u> <u>July 15 - 21, 1985</u>	e	

	<u>ACTIVITY</u>	<u>ENROLLMENT</u>
<u>Organizing Diagnosis</u> <u>July 29 - August 8, 1985</u>	e	
<u>Tavistock Workshop For Open Systems</u> <u>August 5 - 11, 1985</u>	e	
<u>Leadership for Development</u> <u>August 5 - 18, 1985</u>	b	
NEW MEXICO, UNIVERSITY OF		74
<u>Remote Sensing for Natural Resource</u> <u>Development in Latin America (SPANISH)</u> <u>August 5 - 30, 1985</u>	b	
NEW ORLEANS, UNIVERSITY OF		9
<u>International Program for Port Planning and</u> <u>Management</u> <u>January 17 - February 9, 1985</u>	b	
NEW YORK INSTITUTE OF FINANCE		0
<u>U.S. Money & Capital Markets Seminars</u> <u>October 7 - November 1, 1985</u>	a	
NORTH CAROLINA, UNIVERSITY OF, CHAPEL HILL		25
<u>Microcomputer Applications for Health Management</u> <u>June 10 - 28, 1985</u>	b	
<u>Workshop 85: Planning Management Systems for</u> <u>Program Coordinator and Control</u> <u>June 30 - July 20, 1985</u>	b	
<u>Community Health and Development: Program Plan</u> <u>and Design</u> <u>July 8 - August 3, 1985</u>	b	
PENNSYLVANIA, UNIVERSITY OF		0
<u>M.S. in Socially Appropriate Technology</u> <u>September - December 1985</u>	a	

	<u>ACTIVITY</u>	<u>ENROLLMENT</u>
<u>M.S. in Energy Management for Development</u> <u>September - December 1985</u>	a	
<u>M.S. in Energy Management & Policy</u> <u>September - December 1985</u>	a	
<u>PITTSBURGH, UNIVERSITY OF</u>		101
<u>Project Planning and Evaluation</u> <u>February 11 - April 5, 1985</u>	b	
<u>Government Budgeting and Financial Management</u> <u>March 18 - May 10, 1985</u>	b	
<u>Wage, Salary, and Pension Administration</u> <u>April 1 - May 10, 1985</u>	a	
<u>Information Storage and Records Management</u> <u>April 1 - May 24, 1985</u>	b	
<u>Energy Management</u> <u>April 1 - May 24, 1985</u>	a	
<u>Advanced Development Management Seminar</u> <u>April 22 - June 7, 1985</u>	b	
<u>Train The Trainer</u> <u>April 30 - June 22, 1985</u>	b	
<u>Administration Management</u> <u>May 6 - July 12, 1985</u>	a	
<u>Applied Diploma in Administrative Management</u> <u>May 6 - November 1, 1985</u>	a	
<u>Train the Trainers in Health Management Systems</u> <u>June 17 - August 8, 1985</u>	a	
<u>Francophone Development Management Seminar</u> <u>June 17 - August 15, 1985</u>	b	
<u>Advanced Program on Project Evaluation</u> <u>July 8 - August 2, 1985</u>	b	
<u>Computers for Administrators</u> <u>July 29 - September 6, 1985</u>	b	
<u>Advanced Management Program</u> <u>August 5 - September 6, 1985</u>	b	

	<u>ACTIVITY</u>	<u>ENROLLMENT</u>
<u>Management Consulting Skills</u> September 9 - November 15, 1985	a	
<u>Human Resource Development</u> September 30 - December 6, 1985	a	
<u>Leadership and Organizational Innovation</u> September 30 - October 25, 1985	b	
<u>Personnel Management</u> October 14 - December 6, 1985	a	
SOUTH CAROLINA, UNIVERSITY OF		8
<u>Comprehensive Vector Control</u> February 25 - April 5, 1985	b	
SOUTHERN CALIFORNIA, UNIVERSITY OF		12
<u>Customs and Excise Tax Administration</u> January 7 - June 7, 1985	a	
<u>Executive Management Program</u> May 3 - June 28, 1985	a	
<u>Tax Treaty</u> May 6 - June 7, 1985	b	
<u>Development of Tax Administration</u> June 10 - November 8, 1985	b	
<u>Sales and Excise Tax Administration</u> June 14 - July 19, 1985	a	
<u>Income Tax Administration</u> June 14 - July 19, 1985	b	
<u>Tax Fraud Administration</u> July 19 - August 23, 1985	b	
<u>Computer in Tax and Customs Administration</u> July 19 - August 23, 1985	a	
<u>Property Tax Administration</u> September 5 - October 4, 1985	a	

	<u>ACTIVITY</u>	<u>ENROLLMENT</u>
STANFORD UNIVERSITY		7
<u>Microcomputers in Development</u> <u>August 5 - 30, 1985</u>	e	
STATE UNIVERSITY OF NEW YORK, BUFFALO		0
<u>Pre-MBA Managers Program</u> <u>July 1 - August 16, 1985</u>	a	
<u>Practicing Managers Program</u> <u>June 24 - August 16, 1985</u>	a	
STATE UNIVERSITY OF NEW YORK, STONY BROOK		4
<u>Advanced Energy Management Training</u> <u>March 17 - April 29, 1985</u>	e	
TULANE UNIVERSITY		30
<u>Population Communication and Research</u> <u>Workshop (SPANISH)</u> <u>May 6 - 31, 1985</u>	b	
USGS		13
<u>Geological and Hydrologic Hazards</u> <u>Training Program</u> <u>May 1 - 22, 1985</u>	a	
<u>Techniques of Hydrologic Investigations</u> <u>June 11 - August 9, 1985</u>	a	
<u>International Remote Sensing</u> <u>September 3 - October 4, 1985</u>	b	
UTAH STATE UNIVERSITY		24
<u>Flooding and Salinity Control (SPANISH)</u> <u>March 24 - May 4, 1985</u>	b	
<u>Planning and Policy Strategies for</u> <u>Improving Irrigated Agriculture</u> <u>July 7 - 20, 1985</u>	b	

	<u>ACTIVITY</u>	<u>ENROLLMENT</u>
<u>On Farm Irrigation Design, Evaluation and Scheduling (SPANISH)</u> May 12 - June 29, 1985	b	
<u>Management, Experimentation & Transfer of Irrigation technology</u> July 28 - August 31, 1985	b	
<u>Soil & Water Conservation & Management</u> September 8 - October 12, 1985	a	
<u>Operation and Maintenance of Irrigation Districts</u> October 16 - November 16, 1985	b	
<u>Pumping for Irrigation & Drainage</u> October 20 - November 16, 1985	a	
VERMONT, UNIVERSITY OF/THE EXPERIMENT IN INTERNATIONAL LIVING		0
<u>Management Training for Rural & Community Development</u> July 1 - August 9, 1985	a	
WISCONSIN, UNIVERSITY OF		2
<u>Cooperative Education and Management</u> August 26 - December 12, 1985	b	
WORLD TRADE INSTITUTE (WTI)		21
<u>Export Market Entry Strategies</u> February 25 - March 8, 1985 June 2 - 14, 1985 September 10 - 21, 1985	b	
<u>International Purchasing, Procurement and Stores Management</u> February 25 - March 15, 1985 April 29 - May 17, 1985 October 21 - November 8, 1985	a	

	<u>ACTIVITY</u>	<u>ENROLLMENT</u>
<u>Port Administration and Operation</u> March 25 - April 12, 1985	b	
<u>Management Skills Development</u> May 6 - 17, 1985	b	
September 30 - October 11, 1985	a	
<u>Airport Administration and Operation</u> March 25 - April 19, 1985	b	