FINAL EVALUATION

UNITED STATES TELECOMMUNICATIONS TRAINING INSTITUTE IMPACT ASSESSMENT

July 8, 2011

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FINAL REPORT

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ACRONYMS

ADS	Automated Directives System
AED	Academy for Educational Development
ANRT	Agence Nationale de Réglementation des Télécommunications (Morocco)
AO	Agreement Officer
AOTR	Agreement Officer's Technical Representative
BoD	Board of Directors
CAGR	Compound Annual Growth Rate
CCN	Cooperating Country National
CIO	Chief Information Officer
CO	Contracting Officer
CONATEL	Comisión Nacional de Telecomunicaciones (Honduras)
COTR	Contract Officer's Technical Representative
CTO	Cognizant Technical Officer (former terminology, see current terminology at AOTR above)
CTU	Caribbean Telecommunications Unit
DoC	Department of Commerce
DoS	Department of State
dTS	Development & Training Services, Inc.
ES	Evaluation Services
EGAT	Bureau for Economic Growth, Agriculture and Trade within USAID
EGAT/ED	Office of Education, Bureau for Economic Growth, Agriculture and Trade within USAID
EU	European Union
FAR	Federal Acquisition Regulations
FCC	Federal Communications Commission
GDP	Gross Domestic Product
ICT	Information and Communications and Technologies
IDIQ	Indefinite Delivery, Indefinite Quantity
IP	Internet Protocol
IQC	Indefinite Quantity Contract
ITU	International Telecommunications Union
M&E	Monitoring and Evaluation
NTIA	National Telecommunications and Information Agency
NGO	Non-governmental Organizations
OP	Operational Plan
ODP	Office of Development Partners, USAID
PC	Personal Computer
PMP	Performance Monitoring Plans
POC	Point of Contact
PPP	Public-Private Partnership
PURC	Public Utilities Research Center
RFA	Request for Applications
RFP	Request for Proposal
SDB	Small Disadvantaged Business
SMS	Small Message System

SO	Strategic Objective
SOW	Scope of Work / Statement of Work
SPSS	Statistical Package for the Social Sciences
TCN	Third Country National
TDA	United States Trade and Development Agency
TVRO	Television Receive Only
TV	Television
UN	United Nations
US	United States
USIA	United States Information Agency
USAID	United States Agency for International Development
USAID/W	USAID/Washington
USG	United States Government
USTTI	United States Telecommunications Training Institute
VOIP	Voice Over Internet Protocol
VSAT	Very Small Aperture Satellite

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PROJECT SUMMARY

A. **Project Name**: USTTI Impact Assessment

   Objective: The objective of this Task Order is to determine the developmental impact of USTTI's 27-year ICT training program and provide a final program evaluation.

B. **Life of the Project**: September 20, 2010 – July 8, 2011

C. **Implementing Partners**: Development and Training Services, Inc. (dTS)

D. **Contract Number**: AID-RAN-I-00-09-00015

E. **Project Funding**: $170,000

GLOSSARY

Cyber-security: a branch of computer technology dealing with information security as applied to computers and networks. The objectives of cyber-security include protection of computer networks and the information they contain from theft, misuse, alteration, corruption or natural disaster, while allowing the information and property to remain accessible and productive to its intended users.

Distance Learning: a field of education that focuses on teaching methods and technology with the aim of delivering teaching, often on an individual basis, to students who are not physically present in a traditional educational setting such as a classroom.

e-Government: short for electronic government, is a general term characterizing digital interaction, typically Web-based, between government agencies, between government and the citizenry and between government and businesses.

Fixed Line Service: telecommunications service provided to a fixed location, as opposed to mobile service. The fixed line service may be provided via wire line facilities or other means of transmission, such as satellite or wireless local loop (WLL).

Global Positioning Systems (GPS): a space-based global navigation satellite system (GNSS) that provides location and time information in all weather, anywhere on or near the Earth, where there is an unobstructed line of sight to four or more GPS satellites. It is maintained by the United States Government and is freely accessible by anyone with a GPS receiver.

Internet Governance: the development and application by governments, the private sector and civil society, in their respective roles, of shared principles, norms, rules, decision-making procedures and programs that shape the evaluations and use of the internet (WGIG (2005), p.4. Available at: http://www.wgig.org/docs/WGIGREPORT.pdf).

Mobile Broadband: the name used to describe various types of wireless high-speed internet access through a portable device (laptop/notebook computer, mobile telephone, personal digital assistant or other device).

Network Planning, Design and Operations: an iterative process, encompassing topological design, network-synthesis and network-realization, and is aimed at ensuring that a new network or service meets the needs of the subscriber and operator. The process can be tailored according to each new network or service. (Penttinen A., *Chapter 10 – Network Planning and Dimensioning, Lecture Notes: S-38.145 - Introduction to Teletraffic Theory*, Helsinki University of Technology, Fall 1999; Farr R.E., *Telecommunications Traffic, Tariffs and Costs – An Introduction For Managers*, Peter Peregrinus Ltd, 1988.)

Public Private Partnership (PPP): a government service or private business venture which is funded and operated through a partnership of government and one or more private sector companies.

Public Switched Telephone Network (PSTN): the network of the world's public circuit-switched telephone networks. It consists of telephone lines, fiber optic cables, microwave transmission links, cellular networks, communications satellites, and undersea telephone cables inter-connected by switching centers, such that any telephone in the world can communicate with any other. Originally, a network of fixed-line analog telephone systems, the PSTN is now almost entirely digital in its core and includes mobile as well as fixed telephones.

Remote Sensing Applications: software applications that process remote sensing data. Remote sensing applications enable generating geographic information from satellite and airborne sensor data.

Satcom: short for satellite communication.

Spectrum Management and Monitoring: the process of regulating the use of radio frequencies to promote efficient use and gain a net social benefit. (Martin Cave, Chris Doyle, William Webb, *Modern Spectrum Management*, Cambridge University Press, 2007 ISBN 0-521-87669-8.)

Tele-health: the delivery of health-related services and information via telecommunications technologies.

Telecommunications Transmission System: a system that transmits a signal from one place to another. The signal can be an electrical, optical or radio signal.

EXECUTIVE SUMMARY

The purpose of this report is to provide an independent and objective assessment of the developmental impact of the 27-year United States Telecommunications Training Institute's (USTTI) ICT training program. Established in 1982 as a 501(c)(3) non-profit corporation, USTTI is a public-private partnership (PPP) between the United States Government (USG) and US-based telecommunications/ICT companies. It provides a wide range of specialized, tuition-free training to policy-makers, regulators and public- and private-sector executives and professionals from the developing world. The program has offered 1,600 individual training courses at a variety of locations in the US and graduated over 8,000 women and men representing 168 countries worldwide. From the outset, USTTI has received financial and technical support from a variety of corporate, academic and USG sources. Since 2005, USTTI has received $1 million annually from USAID, while the cumulative total from USAID since 1985 under a succession of grant agreements has amounted to $15,942,785. USAID has been the single largest source of funding support for USTTI.

The last grant agreement formally expired at the end of 2010. Accordingly, an Impact Assessment was commissioned by USAID EGAT/I&E/ICT to serve as a Final Report to the long-funded program. The assessment was conducted by a team of ICT and assessment experts from the firm of Development & Training Services, Inc. (dTS). Work on the Impact Assessment commenced in the week of September 20, 2010, with a planned completion date of December 10, 2010. Due to a variety of reasons beyond dTS' control and described in the report, the completion date was extended until July 8, 2011.

The Impact Assessment's findings and conclusions are based on: (1) a review of pertinent documentation; (2) interviews with USAID personnel, USTTI board members and staff, representatives of USG institutions and private corporations involved in the USTTI program, and instructors/presenters; (3) an electronic survey of training participants; (4) telephone follow-up interviews with a sample of respondents to the electronic survey; and (5) visits to 11 countries to interview USTTI participants and their supervisors and colleagues. It should be noted that, due to lack of information, it was not possible to contact USTTI participants who were trained prior to 1996. Of the training recipients since 1996, 37% responded to the electronic survey. An important purpose of the telephone and site visit data collection was to explore the extent of, and potentially correct for, any positive bias in the survey response.

MAJOR FINDINGS AND CONCLUSIONS

The USTTI training program has been delivering specialized telecommunications, ICT, and media training to developing country professionals for some 27 years. As with any such large-scale and long-running program, there are strengths and weaknesses in the USTTI approach to training. On balance, dTS finds that the USTTI program achieved its objective of delivering training in a highly professional, cost-effective manner, and that there have been positive developmental outcomes and impacts as a result of the training.

USTTI OPERATIONS EFFECTIVENESS

The USTTI program was effective in delivering specialized training to the participants at minimal cost to the sponsoring organizations. While the sponsoring companies and USG agencies provided the course design and the actual presentations, the USTTI staff handled the bulk of the process of identifying and selecting participants and assigning them into courses.

Based on the dTS interviews with USTTI personnel and a sampling of the Board of Directors, the basic corporate and administrative operations of USTTI appeared to be sound. dTS concludes that the fundamental organization and operation of the USTTI training program adequately evolved over time to meet changing requirements to provide up-to-date training in telecommunications, ICT and media.

PARTICIPANT QUALIFICATION AND SELECTION

Based on staff interviews and the feedback from the e-surveys, the stated USTTI participant qualifications criteria were judged to be reasonable, and they appear to have been followed in most cases. While the in-country interviews revealed occasional instances of mismatch between occupational position and training, such reports were rare.

An area that dTS found lacking was a clear link between USAID priorities and participant selection. dTS recognizes that this is not a simple undertaking, and would require the following: more clarity on the part of USAID with regard to its priorities; a USAID program manager with the skill set and interest to manage the relationship on a deeper basis than just financial and contract-administrative oversight; and opening up the USTTI relationship to include ICT technical officers and input from field staff.

RELEVANCE AND QUALITY OF THE USTTI TRAINING

94 %of the e-survey respondents indicated that the training they received was "very relevant" or "relevant" to their jobs, a clear testament to the effectiveness of the screening and selection process, as well as to the quality and relevance of the training itself.

A frequent comment recorded in the course of the in-country interviews with former participants was that the training in the US had provided them with the opportunity for "hands-on" experience in various technical fields. A typical observation was that the USTTI training allowed participants to actually see and touch the systems they had only previously known from books and lectures. Furthermore, numerous participants stated that the USTTI training gave them the confidence to speak to and advise higher authorities upon their return home.

PROGRAM OUTCOMES AND IMPACTS

Given that dTS examined primarily the data and feedback concerning USAID-funded participants, and for only a portion of the life of the program, this assessment is, by definition, limited to a sample, and a relatively recent one, of the total picture. Nevertheless, from the data available, it is clear that the training experience has left a distinct imprint upon the participants in the form of both a favorable impression of the US and a sincere appreciation for the value of the knowledge and skills acquired during the training. It is also clear that, while it is problematic to attribute significant developmental result solely and directly to the USTTI training, there is substantial evidence that positive development results did occur because of the training.

The responses to the e-surveys indicated that 83% of the respondents believed that they had initiated or contributed to a developmentally "impactful" activity, with the majority of such respondents then identifying the specific activity that they believed rose to that level of importance. Approximately 78% of the in-country interviewees described activities that were judged by the two dTS ICT experts as having a significant positive developmental impact in the respective countries. Thus, based on the sample studied, the general conclusion is that the USTTI training has been an important contributing factor to developmental progress in ICT in developing countries. In response to further probing to assess whether or not the activities or events characterized as significant impact items would have occurred without the USTTI training, a frequent comment was, "Yes – but the results would have occurred later, or in a different or less effective manner."

Of the 505 former participants who completed the e-survey, 67% indicated that they returned to their home country and trained colleagues and peers, sometimes in formal settings especially designed for that purpose and sometimes on a more informal basis. While the current assessment did not focus on the implications of such sharing of the knowledge gained, in the end, this "train-the-trainer" aspect may well be among the most valuable developmental contributions made by the USTTI training.

At a more strategic level for the US, in today's arena for innovation in ICT, the competition for leadership has essentially narrowed down to two countries – the US and China. From a strategic impact perspective, it was telling that numerous participants stated that the USTTI training was valued higher than the training they had received in other venues, including China-based or China-supplied training. In the evaluators' judgment, there are grounds for assuming that the presence of a sizeable, qualified, and relatively young cadre of participants as USTTI alumni around the world may offer a "platform," which the US can leverage to geopolitical advantage.

PARTICIPANT FOLLOW-UP ACTIVITIES

Very limited efforts have been directed toward maintaining contact with former USTTI training participants by either USTTI or USAID. Alumni reunions that USTTI has hosted at ITU Plenipotentiary meetings have apparently been well attended and popular, but these events do not constitute a formal, targeted participant follow-up program. While presenters and others directly involved in the training have cited specific instances of follow-up with participants, there is evidently no formal, regular follow-up program on the part of USTTI. dTS concludes that a long-term training initiative such as USTTI has been remiss in not implementing such a program. It is recognized, however, that designing, operating and maintaining such a program would add to the operational overheads of USTTI and that this issue would need to be addressed.

A systematically designed and implemented feedback loop would have been of value to USTTI and to USAID in evaluating outcomes and perceived needs for training. It would also have contributed to keeping the alumni roster and international network up-to-date. Sharing the participant rosters with sponsors would have facilitated follow-up and provided for additional impact opportunities by including participants in ongoing development work.

COST EFFECTIVENESS OF THE USTTI TRAINING

The USTTI training program is judged to have operated in a cost effective manner over its life. The overhead percentages remained relatively low and constant, and the available overall costs per participant (consisting largely of travel, accommodation and sustenance expenditures) appeared reasonable and proper. Other comparable training programs known to dTS invariably charge tuition. dTS is not aware of a similar training program where tuition is not charged to participants but is offset by in-kind contributions of the sponsoring organizations.

USAID MANAGEMENT AND IMPLEMENTATION

USAID's role in the management of the relationship and funds for USTTI evolved from one of active positive engagement to essentially no management at all other than the USAID AOTR's administration of the grant to USTTI (formerly known as CTO, see Annex 2 for reference). This was judged by dTS to involve the bare minimum required to maintain the purely administrative aspects of the USAID-USTTI relationship.

With regard to the implementation of the USTTI program in recent years, at least since 2005, dTS is not aware of any direct or substantive engagement by USAID in the program's operation, other than one course that USAID jointly organized and participated in with Intel. At the same time, it is not clear that USTTI created any impediments vis-à-vis USAID as far as such engagement (e.g., course development and delivery) was concerned.

I. INTRODUCTION

The United States Telecommunications Training Institute (USTTI) is a PPP between the United States Government (USG) and US-based telecommunications companies that provides a wide range of specialized, tuition-free training to ICT policy-makers, regulators and public- and private-sector executives and professionals from the developing world. Originally established in 1982, and formally constituted as a 501(c)(3) non-profit corporation, USTTI is governed by a Board of Directors composed of representatives of major US-based corporations and USG institutions, the latter including senior officials from the Departments of State (DoS) and Commerce (DoC) and the Federal Communications Commission (FCC). Financial and technical support for USTTI comes from a variety of corporate, academic and USG sources.

USTTI's training is conducted in the US, either at USTTI's premises in Washington, DC, or at training facilities provided by course sponsors (for example, courses sponsored by Intel are given at Intel's headquarters in Santa Clara, CA, while those sponsored by the FCC are generally held at a facility in Columbia, MD). Since its inception, USTTI has reportedly offered 1,600 individual training courses and graduated over 8,000 women and men representing 168 countries worldwide.

The most recent USTTI curriculum (first, second and third trimesters of 2010) lists 86 courses, primarily under the following rubrics:

- Cyber-security;
- Distance learning;
- e-Government;
- Emergency communications;
- ICT policy and regulation;
- Internet technology;
- Management;
- Mobile broadband and Internet governance;
- Radio and television broadcast technology;
- Radio broadcasting and programming;
- Satellite communications;
- Spectrum management and monitoring;
- Tele-health;
- Television broadcasting; and
- Wireless/mobile communications.

Additionally, the 2010 USTTI course catalog lists a Women's Leadership Summit, to be held in 2011.

USTTI also offers specialized senior-level seminars that are designed to promote enlightened international communications policy, by providing a forum for USG and developing country policymakers to discuss developments in these fields. An example from an earlier era is the ten-day Senior Level Policy Training Program for high-level policymakers from the developing world given in 1993. A more recent example is the recurring Caribbean Ministerial Strategic Seminar, a joint initiative of the Caribbean Telecommunications Union (CTU) and USTTI, with the objective of examining major business and policy issues shaping the region's ICT development agenda. The seventh and most recent of these seminars was held over a three-day period in March 2010. dTS did not learn whether or not any USAID Mission personnel were invited or attended.

Individual USTTI courses range from one or two days to as much as two weeks in length. Many, though not all USTTI training courses are organized into sequential groups, comprised of two to ten courses, arranged chronologically such that participants can take part or all of the sequence in a single block of time. To take a concrete example, the four courses making up the Emergency Communications Sequence for 2010 were organized as follows:

Disaster Communications Management	Oct. 18–22
Satellite Services and Disaster Response	Oct. 25
Remote Sensing Applications for Disaster Management	Oct. 26–27
Global Positioning Systems Applications for Disaster Management	Oct. 28

While the bulk of USTTI's funding consists of cash and in-kind contributions from its corporate and USG Board members, as well as its training sponsors, USAID has also been an important source of funding. Since 2005, USTTI has received $1 million annually from USAID, and the cumulative total since 1985, the first year of USAID's involvement with the training program, has amounted to $15,942,785.[1] Recently, USTTI reported that it had leveraged the $1 million of USAID support in FY 2009 with around $4.2 million in in-kind and cash contributions.[2]

The stated purpose of USAID assistance was to fund the travel and subsistence needs of participants without other means of support. A substantial proportion of USTTI participants were supported in this fashion. Thus, over the life of the grant, USAID-funded support was 32.6% of the total number of attendees (2,714 out of 8,318). The number of applicants far exceeded the available capacity of the program. According to USTTI, in 2009 nearly 12,600 course applications were submitted by 3,160 applicants, while the maximum number of available training slots was 1,238. In that same year, there were 347 actual graduates, of whom 167 were USAID-funded. Thus, it is evident that the task of evaluation and selection from the available pool of applicants was by no means a trivial one.

BACKGROUND TO THE IMPACT ASSESSMENT

USTTI's most recent grant agreement ran for five years (from 2001 to 2005), with a further five-year renewal. The principal substantive changes in the interim were annual incremental funding modifications. The grant formally expired on December 31, 2010. Prior to that date, USAID indicated that it intended to procure future training for ICT professionals on a competitive basis, and in October 2010, USAID (M/CIO) issued a

[1] See listing of USAID funding by year in Section II.

[2] Source: Source: Chairman's Report 2009, USTTI Annual Report and 2010 Course Catalog. As indicated in the Data Limitation listed in Section IV, dTS cannot attest to the validity of the total in-kind and cash contribution amounts.

Request for Applications for Information and Communication Technology Training for Developing Country Professionals (RFA-CIO-11-000001), with a closing date of November 8, 2010.

In a manner consistent with this change in approach, USAID also sought to obtain an assessment of the overall developmental impact of its support for the USTTI program and an evaluation of the USTTI/USAID partnership. The assessment report would also serve as a Final Report to the long-funded program. To that end, on August 6, 2010, USAID (EGAT/I&E/ICT) issued a Request for Task Order Proposals (RFTOP SOL-CIO-10-000006) through USAID's Evaluation Services Indefinite Quantity Contract (IQC) mechanism for a USTTI Impact Assessment. Development & Training Services, Inc. (dTS), an 8(a) SDB-certified woman-owned small business, was competitively selected to conduct the Impact Assessment, based on the proposal that it submitted on August 23, 2010. Work on the impact assessment commenced in the week of September 20, 2010; the anticipated duration was 12 weeks, with a planned completion date of December 10, 2010.

IMPLEMENTATION OF THE IMPACT ASSESSMENT

The impact assessment was to be carried out in the logical sequence proposed by dTS: first the documentation review, then the US-based interviews, and finally, drawing out the experiences and outcomes from the participants via surveys and interviews. However, a number of unanticipated factors complicated the process, resulting in substantial delays relative to the original timeline. dTS worked with the USAID evaluation Task Order COTR and CO to work around or overcome each challenge as efficaciously as possible to keep the assessment moving forward. The factors that caused delays or modifications in the assessment approach are detailed in "Limitations" in Section IV.

In light of the situation that existed at the beginning of November 2010, dTS and the USAID COTR and CO discussed options for moving forward and agreed to implement the assessment framework that was originally proposed, with the timeframe adjusted to reflect project completion by May 16, 2010 and based on the research information on hand at that time.

II. THE DEVELOPMENT PROBLEM AND USAID'S RESPONSE

PROBLEM STATEMENT

From a developmental perspective, there is an acute and ongoing need for transfer of advanced and specialized skills, knowledge and experience in the telecommunications/ICT sector from the developed to the developing world. Appropriately specialized and targeted, high quality, "vendor-neutral" training should impart skills and knowledge needed in a key cross-cutting field with demonstrably significant positive developmental impact.

The fundamental questions that the present Impact Assessment seeks to answer are the following:

1. To what extent has the USTTI program targeted and reached the appropriate audience?
2. To what extent has the USTTI program delivered the appropriate training to that audience?
3. To what extent has the USTTI program maintained currency and relevance in response to the rapid evolution of the field?
4. To what extent has the USTTI program aligned itself with strategic US geopolitical interests as outlined above?
5. To what extent has the USTTI training been effective in terms of demonstrable impact in the participants' home countries?

One measure of effectiveness is the extent to which the training has increased the pool of experienced and qualified specialists in any particular country. However, that measure merely counts the number of bodies trained, without demonstrating that the training and new skills learned effected change. Thus, a more significant measure of effectiveness is whether the training contributed to broader developmental impacts. These can be seen at the level of enhancing the capabilities of particular institutions (national telecom/ICT regulators, Ministries of Telecom/ICT, major broadcasting companies, etc.) or at a wider national level (creation of new legal/policy/regulatory frameworks, implementation of new or advanced telecom/ICT infrastructures, deployment of new or advanced services, etc.).

These questions will be addressed in the sections that follow, with a particular focus on the fifth and last question.

USAID'S INTERVENTION IN RESPONSE TO THE PROBLEM

Ambassador Michael Gardner, the US Representative to the International Telecommunications Union (ITU) during the 1980's founded USTTI in advance of the ITU Plenipotentiary Conference in Nairobi in 1982. At that time, he requested leaders of major US telecommunications companies to join with senior USG officials to provide tuition-free training for qualified professionals, regulators and entrepreneurs from the developing world.

By design, the USTTI program intended to bring people from developing countries to the US for, initially, advanced and specialized telecommunications training, and, as the program progressed and expanded, for training in a range of areas of the evolving the telecommunications, ICT and media sectors.

USAID's funding for the USTTI program commenced in 1985. The objective of USAID intervention was to support developing country personnel attending USTTI training in the US by funding their travel, lodging and meals. Annual grants provided a specific level of funding to support the USTTI program in this manner.

The PPP between USTTI and USAID allowed potentially competing private US firms to work together on a common cause without violating anti-trust laws. USTTI was chartered as a 501(c) (3) non-profit corporation, with Ambassador Michael Gardner as Chairman of the Board of Directors.

The operational model for the program was to bring participants from developing countries to the Washington, D.C. USTTI facility for initial orientation, followed by technical training at either that facility or, more commonly, elsewhere in the US. Course content and delivery were to be provided by members of the PPP (collectively, the Sponsors), who underwrote the cost of supplying instructors from among their own staffs. Membership in the PPP consisted of private US companies in the sector and interested USG agencies, including FCC and DoS. In addition to sponsorship or membership, entities desiring to join the USTTI Board of Directors (BoD) were reportedly obligated to pay a defined sum annually (currently $35,000 per company) to defray the USTTI training costs and overheads. Course development, delivery and materials provided by sponsors were considered as in-kind contributions to support the tuition-free commitment of USTTI. The funds to support the USTTI program were administered through a grant rather than as a cooperative agreement or contract.

Table 1. USAID funding for the USTTI program:[3]

1983	n/a	**1993**	$622,805	**2003**	$750,000
1984	n/a	**1994**	$400,000	**2004**	$990,000
1985	$699,980	**1995**	$380,000	**2005**	$1,000,000
1986	$300,000	**1996**	$400,000	**2006**	$1,000,000
1987	$300,000	**1997**	$500,000	**2007**	$1,000,000
1988	$300,000	**1998**	$500,000	**2008**	$1,000,000
1989	$300,000	**1999**	$500,000	**2009**	$1,000,000
1990	$300,000	**2000**	$500,000	**2010**	$1,000,000
1991	$500,000	**2001**	$500,000	**TOTAL**	**$15,942,785**
1992	$700,000	**2002**	$500,000		

For a considerable time after the creation of the USTTI program, USAID personnel were actively involved, including serving as course content designers and instructors. This approach by USAID extended from roughly 1985 until sometime in 2005, according to USAID personnel formerly directly involved that were interviewed by the dTS evaluation team. Even though the USAID funds supporting the USTTI program were administered in the form of a grant (as opposed to a cooperative agreement or contract), this did not, according to the people interviewed, preclude USAID's active participation in the program. Federal legislation

[3] Source: For 1985 through 2009: "History of USTTI Training Summary and Relationship with the United States Agency for International Development – 1983 – Present," provided to dTS by USAID. dTS is not aware of the author of this item.

was passed, which specifically authorized and encouraged USG agencies to support the program, including at the level of membership on the BoD.[4] From 2005 until sometime in 2008, USAID was represented on the USTTI Board of Directors by Mr. Juan Belt.

The only USAID involvement in the USTTI program operation from 2005 through December 2010 appears to have been the validation and processing of invoices by the AOTR, except for one course jointly administered by Intel and USAID.

Within USAID, the Bureau for Economic Growth, Agriculture and Trade (EGAT) has been responsible for administering the USTTI grant since the inception of the program. The EGAT Bureau houses the ICT Team, whose staff provides technical expertise and assistance to USAID Missions, host country governments and in-country organizations in ICT issues. At some point in 2010, the AOTR was detailed to the Chief Information Officer (CIO) unit, so that the organization responsible for the funding commitment annually was for a time no longer housing the administrator charged with ongoing administration of the grant. Upon the end of the detail, the AOTR was rotated back to EGAT.

To the extent that the dTS evaluation team has been able to ascertain, it appears that the USAID Missions overseas have not been substantively involved for the most part in the USTTI program, other than to assist participants in securing the necessary visas.

[4] See Annex 17.

III. PURPOSE OF THE ASSESSMENT

USAID's Statement of Work (SOW) for this assessment stated that the purpose was to provide an independent and objective assessment of the developmental impact of the 27-year USTTI ICT training program, including an assessment of the program's cost effectiveness. To fully accomplish this purpose, dTS would require provision by USAID and USTTI of previous reports, curricula, audits, documentation and other relevant materials. The assessment was expected to include a discussion of the level of program success observed, to report if objectives were met throughout the duration of the program and to identify key findings and recommendations, major successes and constraints, as well as any observed unanticipated effects. In addition, it was to offer recommendations and lessons learned to guide USAID in designing and implementing future ICT training programs.

Additional details can be found in Annex 1.

IV. RESEARCH DESIGN AND EVALUATION METHODOLOGY

The dTS approach to the research design and methodology for the assessment included four critical requirements:

1. dTS would have access to the full range of information about the program, the participants, and the costs and performance reports from inception to present time;
2. Such information would be available in "user friendly" format for processing, sampling and analysis;
3. USTTI would collaborate in contacting participants; and
4. The AOTR for the USTTI program would have performed program monitoring and maintained standard mandatory files that would include robust documentation related to USAID's engagement in the program.

dTS proposed that the assessment would be comprised of the following phases:

1. Document review and analysis;
2. Interviews of key US-based personnel; and
3. Surveys and interviews of former program participants:
   - a First – via an online survey;
   - b Second – telephone interviews of a sample of survey respondents; and
   - c Third – country visits for face-to-face interviews with a selected group of participants in a relatively small number of countries.
4. Analysis of the foregoing phases to determine:
   - a Evidence of significant positive developmental impact due to the training (via success stories);
   - b Answers to the five fundamental questions cited in Section II; and
   - c Findings, conclusions, lessons learned and recommendations for USAID's consideration in funding current and future training in ICT for developing country professionals.

As described in the section on Limitations, following, it was necessary to modify the proposed assessment approach with respect to:

1. Time period and participant universe to be studied; and
2. Completion date of the assessment, which was moved to May 16, 2011.[5]

A more detailed description of the research design and assessment methodology is located in Annex 5.

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[5] The project completion date was subsequently extended several times, and currently is July 8, 2011.

LIMITATIONS

While the findings and conclusions of this assessment are based on a diverse and rich set of data, there are inevitable limitations and weaknesses that must be recognized. The assessment plan submitted by dTS and approved by USAID presumed that there would be full cooperation by relevant USAID and USTTI personnel, and that ready and unrestricted access to information needed to conduct the assessment would be provided.

Subsequent to the start of the assessment work, several major obstacles arose which caused both significant delays in project completion and modification of the scope of the assessment. The obstacles were:

1. Less than full cooperation from the AOTR, including delayed and incomplete responses to data requests; and

2. Cessation of cooperation by USTTI. Initially, USTTI indicated that it would not cooperate until at least the date by which parties had to submit bids for a new training RFA from USAID. This resulted in the project work being delayed until February 2011. Subsequently, USTTI refused to endorse the e-survey that had been prepared for transmission to former participants.

The commencement briefing for the project was held on September 27, 2010. The AOTR was identified as the most important USAID person for the assessment team to interview. An interview with the AOTR was not obtained until October 14 2010, by which time three-fourths of the other US-based interviews had been completed.

During the interview, the AOTR stated that she had no knowledge of documentation prior to her assignment to the project in November 2004, and that any prior documentation, if it existed, would be in USAID's archives. The AOTR initially provided a limited number of responses to multiple requests for documentation, some of which were incomplete. On October 27, 2010, she provided an "AID Participant Report" and an "FSR Participant Tracking Report," but only after dTS learned from USTTI that this material had been provided by USTTI to USAID at her request a few months earlier. At the end of October 2010, the documentation in dTS' possession consisted of:

1. Nearly 30 completed interviews with USAID personnel, USTTI board members and staff, representatives of USG institutions and private corporations involved in the USTTI program and instructors/presenters;
2. The partial participant lists furnished by the AOTR; and
3. A miscellaneous collection of documentation that had been assembled by various USAID EGAT personnel, as described in detail in Section IV of this report, in a helpful attempt to fill in the gaps.

The available data concerning participants at USTTI training was particularly problematic, since it represented only a small portion of the participant body and was not necessarily representative of the countries over the life of the program.

At approximately the same time as the AOTR interview, dTS was informed by USTTI that, in view of the fact that USTTI intended to bid on the above-mentioned Request for Applications (RFA-CIO-11-000001), it intended to decline further cooperation with the evaluation team for the purposes of the impact assessment, at least until the November 8, 2010 deadline had passed. This was a serious setback to the dTS timetable for the project, because in previous meetings, USTTI had indicated a readiness to share with dTS critical information, such as BoD meeting notes and a full listing of all previous USTTI participants, together with relevant particulars and contact information, and had committed to furnishing such information by October 15, 2010.

The minimal cooperation by USTTI after mid-October 2010 limited the information available to dTS regarding the mechanisms of participant selection, "slotting" into courses and curriculum administration and development. dTS derived an understanding of the process largely from interviews with USTTI BoD members and current and former instructors, from current and former USAID personnel who were engaged in and were familiar with the program or certain aspects of it and from information gathered in the course of in-country interviews. As a result, dTS' understanding of the selection process is incomplete and anecdotal. For example, some instructors indicated that they occasionally wondered, "What is that person doing in this class?" The in-country interviews also yielded several reports that participants had been assigned to courses that they did not request or that they deemed a poor match relative to their needs. Without cooperation from USTTI, however, it was not possible to assess the degree to which this was a problem area.

dTS cannot attest to the financial status of USTTI, other than the various reports provided by USTTI to USAID, as it has not reviewed any of the external annual audits. During the initial interview with USTTI, dTS requested a copy of the latest annual audit and the bylaws, which USTTI agreed to provide. dTS never received these documents. USTTI advised dTS that the audit had already been given to the AOTR. The evaluators requested the audit from the AOTR. dTS never received the audit documents. The ability of dTS to evaluate the financial state of USTTI was limited to reviewing the various quarterly reports[6] provided to USAID by USTTI to determine if the claims tallied with the annual expenditures. No abnormalities were observed in this process, but such secondary analysis does not constitute a meaningful evaluation of the financial performance of USTTI.

A decision was made by USAID that the assessment would study only the USAID-funded participants, thought to comprise about one-third of the total trainees. Because dTS received information only on participants for the years 1996-2010, it was not possible to study the entire group of former participants who had received USAID funding. A significant number of the coordinates on the lists of USTTI participants between 1996 – 2010 were obsolete, further curtailing the size of the participant group that could be analyzed. Prior to 2000, significant numbers of participants did not provide e-mail addresses, and those that were supplied were not necessarily up-to-date.

As described above, it was not possible to contact any of USTTI's participants who received USAID-funded training prior to 1996. Thus, the assessment has no information collected directly from participants whose only training occurred between 1988 and 1995. It is possible that these participants contributed to substantial developmental impacts that this report does not recognize. Of the training recipients since 1996, 21% responded to the electronic survey. While this is a relatively high response rate given the circumstances[7], there is no information available on over half of the potential survey respondents. The survey data is also self-reported and while the extent of a positive bias in the responses is unknown, it is likely to be high. An important purpose of the telephone and site visit data collection was to explore the extent and potentially correct for the positive bias in the survey response.

[6] The financial reports received and reviewed by dTS were incomplete.

[7] Respondents had no incentive to participate in the survey other than their interest and good will. The survey window was only two weeks in duration meaning at least some potential respondents would not be at their office address and the survey was in English, which was the language of the USTTI training but not the native language of many of the survey recipients.

V. FINDINGS

GENERAL ASSESSMENT

USTTI MANAGEMENT AND IMPLEMENTATION

A program involving the delivery of a wide range of advanced training in telecommunications (or advanced training in virtually any discipline) to large numbers of participants coming from over 160 countries worldwide was obviously a complex undertaking. The process alone of selecting participants from among the large pool of applicants, and assigning those participants to courses requires a high level of effort and intricate matching skills.[8]

USTTI ORGANIZATION AND FACILITIES

Interviews conducted by dTS consistently indicated a high degree of engagement of BoD members, in particular in areas such as overall direction and strategy, recruitment of participants, curriculum planning and development and identification/ recruitment of new BoD members and sponsors. A brief review of the composition of the BoD over the past several years indicates considerable turnover of individuals, although the pool of public and private sector institutions represented is relatively stable. There is also evidence to suggest that changes in BoD membership are reflective of the evolution of the industry. The original founding members were comprised of a few communications "giants," such as AT&T, MCI and COMSAT, as well as the then US Information Agency (USIA). More recently, the make-up includes representatives of media, broadcasting, Internet and cyber security companies, as well as the public sector entities mentioned previously, (See Annex 17). For example, the President and CEO of the Internet Society was added to the BoD in 2008, while a Vice-President of VeriSign Inc. joined in 2007, evidently in response to the increasing prominence of Internet privacy and cyber-security concerns. Several BoD Members indicated that attempts are currently under way to engage companies such as Google, Facebook and BlackBerry as BoD members or sponsors.

According to USTTI's 2009 Annual Report, in that year members and sponsors collectively provided $4.2 million in cash and in-kind contributions to the organization.[9] In the same year, USTTI's reported operating budget was $879,660. Furthermore, USTTI reported that all revenues raised in excess of overhead costs were used to provide travel and subsistence support for participants. Based on those figures, it would appear that around 79% of funding was expended on participant support. This figure appears to have been maintained at a relatively constant level over the years. For example, in 2000, USTTI reported that 16% of the USAID funding at the time was used for overhead costs. In the course of interviews with BoD members and sponsors, a frequently heard comment was that the USTTI training facility in downtown Washington was cramped, equipped with an inadequate air-conditioning system and in need of upgrading and better equipment.[10]

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[8] According to USTTI, over 12,500 applications were received in 2009, for just a tenth of that number of available training "slots."

[9] As cited in Limitations, Section IV, preceding, dTS does not possess the information to validate the accuracy of the $4.2 million amount. However, presuming the accuracy of the number, dTS observes that a 477% return on the $879,660 funding "investment" clearly would be a significant level of contribution.

[10] Much of the training actually takes place on members and sponsors' premises; however, the USTTI facility is extensively used for the obligatory orientation sessions.

USTTI QUALIFICATION AND SELECTION CRITERIA

The "Who Should Apply" section of the 2010 USTTI course catalog provided the following guidelines to qualify for participation in the training program:

> "ICT (Information and Communication Technologies) officials; entrepreneurs; broadcasters; and satellite, wireless, tele-health, and emergency communications professionals who are proficient in English and employed in the public or private sector of a developing country are encouraged to apply for USTTI training. While substantial practical experience in a country's communications infrastructure is required for all training, a post-secondary education and/or university degree in telecommunications, broadcasting, management, engineering, or electronics is also beneficial. Educational background, professional experience, achievements, and current job responsibilities must be clearly described in the "Work Experience" section of USTTI's Application for Training. Additionally, candidates should focus on the experience and goals section of the application, as these sections are critically reviewed by our course sponsors."[11]

Furthermore, according to USTTI, the following policies, inter alia, apply to all USTTI participants, and cannot be waived without written authorization from a professional member of the USTTI staff:

- USTTI Scholars must attend orientation in Washington, DC, even if the participant is a former USTTI graduate.
- USTTI Scholars must stay in the hotels designated by the USTTI. There are no exceptions.
- Spouses and/or family members may not accompany USTTI Scholars during training.
- USTTI Scholars must be prepared to pay their hotel room charge in full at time of check-in. All incidental expenses, such as telephone calls, movies, or room service, are the sole responsibility of each individual USTTI Scholar.
- Since USTTI training is offered only in English, participants must have a functional proficiency in English.
- USTTI Scholars must attend all classes unless excused by the training staff for health or emergency reasons.
- To avoid any disruption to the USTTI admission process, applicants for USTTI training may not contact course sponsors regarding acceptance or funding decisions.

USTTI stated that failure to adhere to any of these requirements would result in a participant's immediate dismissal from training.

In addition, USTTI required that all USTTI graduates whose travel was subsidized by USTTI grants (i.e., including those supported by USAID) must return to their home countries in the days immediately following graduation.

Some indication that participants generally met the qualification guidelines was provided by the e-mail survey responses: over 90% of respondents indicated that they were employed in telecommunications/ ICT/media [Q2 of the survey]; while nearly 60% stated that they had worked in their respective areas for more than 10

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[11] dTS was advised by USTTI that the final selection choice of participants is made by the course sponsors, so that such information is of importance. dTS is not aware of whether or not the sponsors have made use of the participants' experience and goals for post training follow-up programs. Further, dTS did not determine whether or not USAID was considered to be a sponsor in this context.

years [Q3].[12] While an exact tally was not attempted, an inspection of the reported institutional affiliations of approximately 4,250 participants over the years 1996–2010 indicated that the great majority of these affiliations were identifiably related to telecommunications, broadcasting/media, or IT. From the mid-1990s onward, according to USTTI, the number of applicants greatly exceeded the number of available training slots by factors ranging from 7 to 12, so that USTTI could pick among a great many prospective candidates.[13]

USTTI claimed[14] that "the acceptance procedure is a collaborative effort between the USTTI and its training partners, with the final acceptance decisions made by the course partners."

Additionally, there were some anecdotal reports from instructors to the effect that they occasionally wondered, "What is that person doing in this class?" The in-country interviews also yielded several reports that participants had been assigned to courses that they did not request, or that they deemed a poor match relative to their needs. However, it was not possible to characterize the extent of this issue based on the available information.

Some further insight into the selection mechanism may be gained from the responses to the e-mail survey question in which respondents were asked to identify the mechanism by which they were selected [Q10]. Over half the respondents (53 %) indicated that they nominated themselves, while an additional 31.3% stated, "My management selected me to attend."[15] A further 13 % indicated that a recommendation from a USTTI member provided the mechanism, whereas only 6.2% and 6 % indicated that USAID Mission and Washington personnel had recommended them respectively.[16] This indicates a relatively low level of engagement of USAID in the identification/selection process.

PARTICIPANT TRAINING

As noted previously, USTTI reported that more than 8,000 participants representing more than 160 countries were trained since the program's inception in 1983. The responses to the e-mail survey permit some further insight into the participants' experience.

Some 31% of respondents reported that they took just one USTTI course. An equal number reported attending four or more. The mean number of courses taken was three, while the mean total number of days engaged in coursework was 29.[17] Nearly 89% of respondents indicated that their participation spanned more than one week. These figures suggest that, overall, the level and intensity of exposure to, and engagement with, the training process was substantial.

In response to the question, "Was the content of the course(s) relevant to your job at the time?" a total of 67% and 27% characterized it as "Very Relevant" and "Relevant" respectively. Only 0.2% (i.e., one respondent out of 476) indicated that the content was not relevant. These figures suggest that, overall, participants considered their training needs to be well matched to the course offerings, and by extension that,

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[12] It should be noted that these questions were directed at eliciting information on the respondents' current situation, not their situation at the time of training.

[13] Because of information limitations cited in Section IV, dTS was not able to pursue what efforts or programs, other than increasing sponsors and funding, USTTI undertook over the years to expand its ability to meet a higher percentage of the demand for training.

[14] 2010 Course Catalog, p. 5.

[15] Parenthetically, it may be noted that the fact of nominating oneself, or of being nominated by one's management, is indicative of pre-existing awareness of the USTTI program. That so high a proportion of participants responded in this manner suggests that the USTTI enjoys significant "name recognition" abroad.

[16] Multiple responses to the question were possible.

[17] Participants may have attended training in multiple years.

overall, USTTI had done a creditable job of assigning participants to courses.[18] See Annexes 10 and 12 for further details on participant responses.

EVOLUTION OF USTTI COURSE OFFERINGS

The original "core" suite of 13 courses offered in 1983–1984 had expanded to 73 course offerings by 2005, reached a peak of 88 courses in 2007, and stood at 77 in 2010. The 1983–1984 course listing consisted almost entirely of specialized technical training courses in areas reflective of the technologies and systems in use at the time, for example:

- Network Planning, Design and Operations;
- Telecommunications Transmission Systems and Technology;
- Broadcast Systems Management and Operations; and
- Satellite Communications Management, Applications and Technology.

In terms of evolution over time, on a general level one would expect a specialized telecommunications training program to be reflective of major worldwide developments in the sector, such as:

- The opening of the sector to competition, initially (besides the US) in Western Europe and certain other advanced economies, then progressively (with some exceptions) in Latin America, Eastern Europe and the former Soviet Union, Asia, the Middle East and North Africa and Sub-Saharan Africa;
- The widespread trend for governments to divest themselves of ownership of assets in the sector, and the role of privatization in divestment;
- The conversion of public switched telephone networks (PSTNs) from analog to digital technologies, and the related phenomenon of transition from circuit switched to packet switched (e.g., Internet Protocol) architectures;
- The enormous impact of wireless/mobile communications, and of the progressive transition from analog to second-, third- and now fourth-generation (2G–3G–4G) platforms;
- The worldwide transition from analog to digital over-the-air radio and television broadcasting, consistent with the ITU mandate that this transition be carried out worldwide by 2015;
- The revolution brought about by the Internet and all its manifestations, including applications such as tele-medicine and distance learning that were previously unfeasible or indeed inconceivable;
- Most recently, data privacy/protection and cyber-security issues, driven in large part, although not exclusively, by the near-ubiquitous presence of the Internet; and
- The need for increasingly sophisticated policy and regulatory frameworks to accommodate all of the above developments.

In the 2005 USTTI Course Catalog, there were individual courses and sequences of courses in all of the areas mentioned, for example:

- Regulatory and Privatization (4 courses, including 3 on competition policy and privatization);

[18] Issues related to participant satisfaction are dealt with in the next section.

- Wireless Broadband (3 courses);
- Wireless Communications (6 courses);
- Internet Technology (10 courses);
- Distance Learning (3 courses); and
- Tele-health (4 courses).

By 2010, courses in Cyber-security, Internet and Network Resilience and Analog to Digital Television Transition had been added, as well as a second Tele-health sequence. Two Mobile Broadband sequences were developed in addition to the ongoing Wireless Broadband sequence.

In addition, both the 2005 and 2010 offerings included “core” sequences in more traditional areas such as Spectrum Management, Satellite Communications, and Radio and Television Broadcasting.

From the available information, the USTTI course offerings appear to have evolved in a manner consistent with what could be anticipated based on general knowledge of worldwide developments and trends in the telecommunications (or, to use the more up-to-date term, ICT) sector.

EVOLUTION OF PARTICIPANTS’ COUNTRIES OF ORIGIN

A further indication that the USTTI training program maintained relevance to evolving needs could be provided by an examination of the changes in participants’ countries of origin, and of the numbers of participants coming from those countries. The hypothesis proposed is that the more developed a country, the less critical the need for the kind of training that USTTI provides; as a given country develops, it should gradually “outgrow” the need for training.[19] At the same time, extremely backward countries are unlikely to have the infrastructures or the legal/policy/regulatory frameworks to benefit significantly from such training, so a related hypothesis is that such countries should “grow into” the need for such training over time, as they pursue the path of development. Over the relatively long time span of the USTTI program, one would expect to see some evidence of both patterns, greater participation in earlier years for more developed countries for certain types of specialized training and greater participation in later years in other types of specialized training for less developed ones.

The table below indicates that the USTTI participant data do reveal trends along these lines, and lends empirical support to the hypothesis.

[19] As a rule, as a country becomes more developed, the number of qualified professionals increases, institutions of higher learning begin to deliver specialized training and confer advanced degrees, suitable policy/legal/regulatory frameworks are developed and US-based companies capable of imparting knowledge (at least with regard to their own products and services) establish a presence.

More Developed Countries		
	No. participants 1996–2001	No. participants 2006–2010
Cyprus	6	0
Czech Republic	24	0
Hungary	14	0
Romania	59	6
Russian Federation	65	7
Taiwan	7	0
Ukraine	13	1
Less Developed Countries		
Afghanistan	0	8
Albania	5	10
Azerbaijan	0	5
Bangladesh	6	25
Iraq	0	24
Paraguay	1	12
Tajikistan	0	11

Equally suggestive are the totals for all of Sub-Saharan Africa, excluding the relatively developed South Africa: 445 participants in 1996–2001 versus 693 participants in 2006–2010 showed a 55% increase over the timeframe. Notwithstanding, the region comprises a heterogeneous mixture of countries ranging from those with relatively progressive telecom/ICT sectors (Kenya, Tanzania) to countries where the sector is in a much more rudimentary state (Democratic Republic of Congo, Mali).

The evidence suggested that the set of countries from which USTTI participants came evolved over time in a manner that appears to be consistent with sector developmental trends worldwide.

LOGISTICAL ISSUES

Other than the cases where participants disappeared during or after training,[20] no significant problems were reported in terms of organizing and coordinating participants' logistics after arrival in the US, such as arranging accommodation and sustenance and travel between different course venues within the US. However, US-based interviewees, particularly those who had been USTTI program instructors, frequently cited difficulties in arranging US visas for participants as a significant source of logistical problems. These problems were exacerbated by the anti-terrorism measures put in place after the September 11

attacks.[21]

[20] During the period 2006 – 2010, EGAT/ED recorded nine (9) USTTI "non-returnees," with six (6) of the cases occurring in 2006. dTS is not aware how the number of USTTI non-returnees compares to other USAID-funded training programs over time.

[21] Visas are issued at the discretion of the Consular Section of the US Embassy in the participants' countries of origin, which has the final say in the matter, although USAID Washington and USAID Missions may facilitate the process. (continued on next page)

These interviewees noted that the resultant uncertainties regarding anticipated levels of attendance greatly complicated the process of deciding if it would be a viable proposition to teach a given course. Securing instructors, venue and fine-tuning curriculum to participants' anticipated needs had to be done well in advance. Occasional instances were cited of courses that were canceled or repurposed at the last minute. There were no clear indications, however, that large numbers of potential participants were prevented from attending because of failure to obtain visas in a timely fashion.

Several US-based interviewees commented that the AOTR had been effective in facilitating the visa process.

USTTI POST-GRADUATION FOLLOW-UP ACTIVITIES

Given data limitations, USTTI information about follow-up activities was derived chiefly from the electronic survey distributed by email, initial interviews with USTTI staff, the USTTI Web site and social networking pages. The AOTR told the dTS evaluators that there is no requirement in the grant agreement that USTTI follow-up with participants and that she believed the extent of follow-up was minimal. The overall impression gained is that USTTI conducted some follow-up with participants, but not in a systematic fashion. USTTI attached much importance to the "alumni reunions" organized at ITU Plenipotentiary events, such as the reunion in Guadalajara, Mexico in September 2010.[22] Anecdotal information suggests that these events have been generally well attended. Reportedly, the Guadalajara reunion attracted more than 200 participants from among the 1,000 or so persons attending the larger event.

In the electronic survey, two-thirds of respondents replied "Yes" to the question:

> [Q36] Have you received any follow-up contact from USTTI after your participation?

The most frequent response, from about 15% of respondents, indicated they had received some sort of course evaluation or request for information about the relevance of the training to their work. About seven percent indicated they received information from USTTI about other USTTI training participants.

In addition, the great majority of former participants (nearly 79%) responded "Yes" to the question:

> [Q38] Since attending the USTTI training course(s), have you been in contact with other USTTI participants on a networking basis?

E-mail and social networking sites provided the primary modes of contact (92.3% and 52.3% of those responding positively to the previous question).[23] It can be suggested that participation in USTTI training is attended by a general sense of camaraderie, a fact often alluded to in interviews with former participants, and that this may contribute to cohesiveness among USTTI alumni.

Additionally, the following on-line resources that were implemented by USTTI should also be briefly noted:

USTTI Web site: www.ustti.org

The Web site includes background information on USTTI, a course listing with links to course descriptions, information for prospective applicants (the same information available in USTTI's published course catalog) and an on-line application form. There is also a "Forums" page, which appeared to be little used, since the

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The USTTI 2010 Course Catalog recommends that applicants to the training program contact their local Consulate to obtain the necessary information, noting that it can take up to EGAT four months in some countries to secure a visa appointment.

[22] dTS is not aware of any invitation by USTTI to USAID to attend this event..

[23] Multiple responses were allowed.

most recent posting was in 2007. A "Discussions" page was moderated so that the results cannot be seen except by members of the discussion group.

USTTI Facebook page: http://www.facebook.com/home.php#!/pages/United-States-Telecommunications-Training-Institute-USTTI/122650054443219?sk=wall

The first posting by USTTI is dated June 25, 2010. The "wall" included announcements from USTTI (some recent examples: a "welcome video" from Chairman Gardner; a notice that some applications submitted via the Web site may have been lost due to technical problems); news items from various sources (some recent examples: a new Internet Society chapter in Rwanda launched by a recent USTTI graduate and his colleagues, a regional Internet Exchange being planned by the ASEAN countries); and requests for information from prospective participants and testimonials from past participants.

The "Discussions" page provided a partial listing of courses and invited discussion and commentary for each listing. A "Poll" page solicited input as to which of the various training sequences was considered "most important for your community." This page was either unused or the results were not posted. The "Notes" page contained the following message from Chairman Gardner, dated September 8, 2010, focused on USAID's historical support and the present USAID staff's lack of knowledge or understanding of the value of USTTI:

> Dear USTTI Alumni,
>
> As many of you know, since the USTTI's launching in Nairobi in 1982 the United States Agency for International Development (USAID) has been an active partner of the USTTI by providing travel and subsistence support for more than 2,500 of the USTTI's 8,213 graduates. For the past 28 years, USAID staffers in Washington and in AID Missions throughout the developing world have enthusiastically supported our efforts to ensure that the USTTI's tuition-free training is available on an equal basis for applicants from the most impoverished developing countries.
>
> During the past year, many of the AID officials in Washington who know first-hand about the USTTI's positive impact in helping developing countries deploy ICT for all their citizens have retired or been transferred. Unfortunately, we are now dealing with AID officials who generally have no knowledge of the USTTI and have come to question its value. In order to help AID officials in Washington better appreciate the short and long term value of and critical need for USTTI training, I would appreciate if you would email me at (chairmanustti@gmail.com) with your personal comments about the value of USTTI training. In particular, please explain how the USTTI has impacted you professionally and helped you do a better job for the citizens of your country. Please be sure to include:
>
> **Your Name:**
>
> **Current Title:**
>
> **Employer:**
>
> **Country:**
>
> **Year(s) of USTTI Training:**
>
> Also, please indicate with your comments whether you received funding support from USAID for any cost attendant your USTTI training experience.

I would like to receive your comments ASAP but no later than September 21 so that I can submit all of our alumni e-mails to appropriate AID officials. It is my hope that your feedback will help AID officials in Washington better understand why USAID should remain a robust partner with the hundreds of ICT experts from industry and government who each year volunteer their time to offer the USTTI's tuition-free training.

Thank you in advance for taking time to share your views with me.

Mickey Gardner
Ambassador/Chairman
USTTI

dTS has not been made aware of the response to this request, by either USTTI or the AOTR.

USTTI YouTube page: http://www.youtube.com/ustti82

The YouTube page appeared to be very little used as only one subscriber and two video clip uploads were currently listed on it.

With the possible exception of the testimonials from former participants that appeared on the Facebook page (and some of these may have been prompted by Ambassador Gardner's message of September 8, 2010), it does not appear that the on-line social networking tools have been effective in terms of follow-up activities and maintaining contact among USTTI graduates.

COST-EFFECTIVENESS OF USTTI TRAINING

It is self-evident that, other things (including the quality of instruction) being equal, tuition-free training will be more cost-effective than training for which a tuition fee is charged. This fact notwithstanding, dTS attempted to "benchmark" the overall cost of USTTI training against that of other comparable training programs.

No other program known to dTS matches the USTTI profile, with its exclusively international focus; combination of advanced technical and policy/regulatory training in the specific areas of telecommunications, ICT and broadcasting/media; and entirely "in-US in-classroom" mode of training. While other programs may be "comparable," they are not identical, and the exercise entails a certain amount of apples-to-oranges comparison. It also requires some simplifying assumptions, in particular that 1) the in-US in-classroom mode is the one to be benchmarked; 2) costs of round-trip transportation to/from the US are equal in any training setting and can therefore be disregarded. Accordingly, the relevant cost elements are 1) tuition, and 2) accommodation and sustenance and 3) course materials and any other identifiable obligatory fees and charges.

In the case of USTTI, according to the 2010 Course Catalog, participants were expected to budget about $130 per day for "housing [in USTTI-mandated accommodations], meals and miscellaneous expenses."[24] Additionally, there was a mandatory insurance/administrative fee of $150 for the first course and $75 for each additional course.[25] Assuming, as noted previously, that the mean number of courses taken was three and the mean course attendance was 29 days, then the USTTI participant would pay a fee of $300, which

[24] This figure has been revised upward over time. In 2005 the figure was $100, while in 1983-1984 the "suggested minimum subsistence rate" (evidently including both accommodation and sustenance) was $50/day.

[25] dTS is not aware if the administrative fees mentioned are included as part of the USAID-funded support to the participant, or if the participant must pay this fee directly to USTTI..

would be pro-rated at about $10 per day. The total average daily participant cost, therefore, was ($130 + $10) = $140.[26]

One recognized program dTS looked at is offered by the Public Utilities Research Center (PURC) at the University of Florida in Gainesville. It describes itself as "[…] an internationally recognized academic center dedicated to research and providing training in utility regulation and strategy, as well as the development of leadership in infrastructure policy." Its International Training Program on Utility Regulation has been in operation since 1997 and is supported by the World Bank. PURC claims to have trained 2,426 professionals representing 146 countries to date. The PURC program is oriented toward infrastructure in general (e.g., water, energy and electricity, as well as telecommunications) and not ICT specifically, and is primarily regulatory and policy related rather than technical in nature.

According to PURC, the cost of a 10-working-day training program in international utility regulation being offered in June 2011 is US$6,400 for regulators or US$7,600 for staff from private or public infrastructure companies. A four-day course called Measuring Telecom Provider Costs is priced at $2,900. Tuition, accommodation and sustenance are included in this fee, which calculates out at a figure of $700–725 per day.

The Institute of Public Utilities at Michigan State University, which claims to support "[…] informed, effective, and efficient regulation of utility network industries -- electricity, natural gas, water, and telecommunications," was also used for comparison, although its programs are geared less toward international attendees. The tuition for a 2 ½-day course in Demand Forecasting is listed at $395 for public sector participants or $545 for the private sector, inclusive of program materials, breakfast, coffee breaks, and reception (but not lunch and dinner). Three nights of accommodation at $132/night are required to attend this course held in a South Carolina hotel. Assuming, as an approximation, additional costs of $40 for lunch and dinner on the first two days and $10 for lunch on the last day, the total cost of participation would be $881 (for the public sector) or $1031 (for the private sector), corresponding to daily figures of $352 or $412 respectively. These figures are lower by around half than PURC's, but higher than USTTI's by a factor of 2.5 or 3. Thus, all other things being equal, the overall cost of USTTI training benchmarked against other institutions was significantly less expensive.

USAID MANAGEMENT AND IMPLEMENTATION

Broadly speaking, the results of the dTS interviews indicate that USAID engagement with the USTTI program is characterized by two phases:

1. A phase lasting from before 1999 (the earliest reliable "horizon" that could be established among interviewees with current or past affiliations with USAID who were directly involved with the USTTI program) through approximately the end of 2004; and

2. A final phase from that date to the end of 2010, the expiration date of the USAID grant to USTTI. In addition, during this phase, from 2005 through 2008, USAID had a representative on the USTTI BoD.

The first phase was characterized by the presence within USAID of senior personnel who by their own report were directly engaged and had substantive involvement with USTTI, as instructors, through liaison with other institutions and agencies such as the FCC, DoS and NTIA that supported the USTTI program, and, in one instance, as a member of the BoD. With some reservations and caveats, a generally shared view among this group of people was that the USTTI program was overall effective and beneficial:

[26] No mention is made of fees for course materials. According to interview data, however, the course materials are generally supplied, free of charge, by the instructors.

Interviewee 1:
"I didn't need to oversee the USTTI operation closely, because they did a good job. […] Of all the contractors, I got the biggest bang for buck out of USTTI. They trained, and they trained the way we wanted to, and with very low overhead."

Interviewee 2:
"I'm a big believer that the US Government should be providing training – it's the most powerful tool we have. USTTI always seemed cost-effective – some courses were unique, like the regulatory courses with the FCC, or spectrum management with NTIA. I saw a high degree of satisfaction; it was a powerful instrument for USAID; we were getting courses that it would be difficult for USAID to have gotten on its own."

Interviewee 3:
"TTI is a good example of a PPP; it provides both technical and regulatory training; it meets the aspirations of the participants."

Interviewee 4:
"Another USTTI mission was more aligned with the realm of the FCC and DoS, namely policy issues, dealing with the ITU and monopoly countries, the WTO, things like that. USTTI […] had a strong public diplomacy component. Overall I'd say that the USTTI program was 50% about development, 50% about diplomacy. The networking was useful for the FCC and DoS, and it got US companies connected. USAID's goals were well met, and so were the US Government's goals."

A more mixed, but minority, view was articulated as follows:

Interviewee 5:
"USTTI had its merits and its uses; graduates have gone on to bigger and better things. […] In some respects, USTTI has done a good job, but you shouldn't take for granted that it's still on target. They haven't really changed how they deliver instruction. […] The content could have been tailored better."

The most recent phase was characterized by a general absence within USAID of substantive engagement, evidently because of a combination of factors:

- Retirement or transfer of virtually the entire group of people described above;
- Restriction of the USAID-USTTI relationship to a "single point-of-contact," namely the AOTR, with the added complication that the AOTR was detailed to CIO for the period June through November 2010, and then returned to EGAT, her home bureau, toward the end of the grant period; and
- An AOTR who operated within a very circumscribed administrative framework and neither sought nor welcomed involvement or engagement of other EGAT ICT experts.

There appears to have been no substantive engagement on the part of the AOTR beyond the minimum necessary to administer the grant (specifically in the case of the USTTI program, facilitating where possible the procurement of visas for participants), or to gain a basic understanding of the program's scope and objectives. For example, when queried about matters such as engagement in the participant identification/selection process, the AOTR indicated that such matters were outside her scope of responsibility: "I'm not involved in selection. The instructors have the say; we don't."

Furthermore, when asked to describe either what the USTTI program had accomplished in general or in terms of impact on developing countries, or what results it had yielded for taxpayer dollars spent, the AOTR was unable to provide more than vague generalizations:

> "It's a collection of knowledge – it teaches disciplined thinking, it influences people to think a certain way. […] I think [the program] achieved the USTTI and DoS goal of giving an American perspective."

The single known exception to this level of minimal involvement was a joint venture effort with Intel for a single USTTI course. The involvement of CIO in management of a development training project, rather than internal IT support to USAID, did not contribute to improving the relationship between USTTI and USAID.

UNRESOLVED ISSUES

It was clear that a "communication gap" had developed between USAID and USTTI, between EGAT and CIO, and between EGAT technical staff providing service to Missions and in-country organizations and the AOTR – who managed a participant-based program from a contract administration standpoint only. These gaps led to an accumulation of unresolved issues and to observed levels of frustration in EGAT team members.

The unresolved issues include:

Lack of a clear vision as to what kind of telecommunications/ICT training should be sought. While there appears to be a consensus among USAID personnel regarding the value and utility of training in general, and of advanced telecommunications/ICT training in particular, there appears to be no clear vision of what kind of training would best promote specific USAID objectives. Current and former USAID personnel who have been substantively engaged in some capacity with USTTI not infrequently expressed the view that the training provided by USTTI is, or should be, one of a spectrum of possibilities, which would not necessarily be limited to USTTI's US-based, classroom approach.[27] USAID's attempt to recommend an alternative training model was rejected by USTTI. This situation seems to have led to a perception that USTTI was the "only game in town," so that the USTTI model and "package" had to be approached on a "take it or leave it" basis. This situation appears to be a principal source of the friction in the current USAID-USTTI relationship.

Lack of clarity as to which participants USAID was funding. There appears to have been an assumption, at least on the part of USTTI, that USAID funding was intended to support the most deserving participants who were least able to afford it. For example, the USTTI 2009 Annual Report and 2009 Annual Report and 2010 Course Listing refers to USAID funding being used to defray travel and sustenance expenses for 156 participants from the developing world, after noting that such funding supports "promising USTTI Scholars from many of the poorest developing countries." However, this reasonable proposition does not appear to have been reflected in any of the USAID documentation concerning the USTTI program.

Lack of engagement with participant identification and selection. The low level of involvement of USAID/W and Mission personnel in participant selection has already been noted. No evidence emerged from the interviews that USAID had any procedures in place to verify that the above guideline – assuming it applicable – was followed. There has been no indication that participant selection for USTTI training was aligned in any coordinated fashion with USAID's strategic priorities in terms of particular countries, professional profiles and gender of participants. Rather, the limited information gained from US-based

[27] The issue of training "modalities" is discussed subsequently in this report.

interviews suggests that the USTTI participant selection process was something of a "black box" whose exact inner workings were known only to USTTI.

Lack of clarity as to what framework governs the USAID/USTTI relationship. There was confusion and a lack of clarity on the part of some interviewees concerning which ADS guidelines and other governance guideposts applied to the USTTI project. From the assignment letter designating the AOTR as responsible for the USTTI program funding administration; it is clear that ADS 303 was applicable to the grant.[28] Since the USTTI program was an educational effort, ADS 253 also was applicable to the administration, thus requiring the involvement of EGAT/ED in the project. Some US-based interviewees noted to dTS that grants may not require as much active management as other funding agreements, but since the USAID-USTTI arrangement was a PPP, all of the partners had both a right and a responsibility to remain actively involved.

USAID POST-GRADUATION FOLLOW-UP ACTIVITIES

No evidence surfaced in the course of the interviews to suggest that USAID conducted any substantive post-graduation follow-up or assessment. Such follow-up as was done appears to have been confined to two activities on the part of the AOTR:

1. Verification that USAID-funded participants returned to their home countries promptly, as stipulated under USTTI rules;[29] and

2. An accounting of expenses incurred by selected USAID-funded participants over the period 2005–2010 that was requested from USTTI by the AOTR in June/July 2010.[30]

To summarize, in the most recent period under consideration, USAID had very limited involvement with participant identification. There was virtually no involvement with participant selection and minimal interaction while the participants were undergoing training. The AOTR was the sole USAID person liaising directly with USTTI participants in some capacity, and, by her own admission, such liaison was perfunctory. Finally, there was no substantive engagement with post-graduation monitoring, follow-up or assessment.

OTHER ISSUES

Besides the issues enumerated above, two other issues while not central to the present assessment of the USTTI program, are sufficiently salient to merit some consideration in this report.

In-US versus in-country training. USTTI consistently favored a training model in which training is conducted in the US, and in a classroom setting. Three principal reasons are cited in support of this model:

Many USTTI trainers are highly qualified and experienced professionals whose availability would be severely compromised or lost altogether if they were obliged to engage in extensive international travel;[31]

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[28] ADS 303 – Grants and Cooperative Agreements to Non-Governmental Organizations. It is dTS' understanding that updates to an ADS are automatically applicable to funding covered by a given ADS. Thus, recent additions to ADS 253 creating a role for EGAT/ED clearly applied to the USTTI program management.

[29] This is notwithstanding the nine (9) cases cited earlier in this report.

[30] According to USTTI, the subsequent review of this information by USAID revealed no irregularities whatever.

[31] Interviews with BoD Members and Sponsors from the private sector generally confirmed this concern.

The experience of exposure to USG and US corporate practices, and of utilizing the extensive laboratory and "hands-on" facilities offered by the US corporations providing the training would be absent in a venue outside the US; and

The atmosphere of camaraderie and team spirit created by participants from a wide variety of country backgrounds, while focusing on common problems, would be difficult to replicate in an environment limited to participants from a single (or a few neighboring) countries.

At the same time, outside of the USTTI environment – and indeed even among some USTTI stakeholders -- there is recognition of the fact that alternative approaches such as in-country and in-region training, peer-to-peer training and Web-based approaches would also provide great value in training toward achieving in-country results. This issue is discussed further in the Recommendations section.

It is unclear if Mission staff with ICT capabilities had or should have been involved with in-country training. No one interviewed at USAID had significant insight into this issue. The AOTR would be the logical person in this respect, but provided no useful information.

USTTI course attendance on the part of USAID EGAT and other personnel. Several current USAID personnel reported in interviews that USAID staff were discouraged or prevented from attending USTTI courses. There could be numerous reasons for USAID personnel to attend USTTI courses, including monitoring the program, engaging with participants to potentially enhance other USAID initiatives in a given country and to become aware of the latest thinking in ICT specialty areas.[32] This issue will be further addressed in the Recommendations section; for the moment, it should be noted that it raises certain issues:

- Formal impediments to doing so (ADS 253 guidelines suggest that, at a minimum, certain formalities would need to be observed.);
- On the other hand, lack of access to such training represents a potential missed opportunity for various USAID ICT personnel to engage in-country participants, and to see who the "bright lights" from various countries are; and
- The appropriateness of private-sector US companies providing tuition-free training to USG personnel, even in a PPP arrangement, particularly in view that other opportunities to gain the requisite knowledge and expertise exist.

FINDINGS ABOUT THE PROJECT'S ACHIEVEMENTS AND CONSEQUENCES

ASSESSMENT OF THE "TACTICAL" DIMENSION

The tactical dimension of the development problem can be thought of as the immediate and ongoing need for the types of specialized training offered by the USTTI program. As part of the impact assessment process, dTS developed two distinct, although related, sources of data regarding participants' assessments of outcomes:

[32] The USTTI AOTR Designation Letter of November 2004 appears to support the view that USAID staff should not attend USTTI courses for purposes of receiving training, since it explicitly states that "… the nature of the relationship [of USAID to USTTI] is that of supporting their public purpose, not obtaining the recipient's technical assistance or services for USAID." Conversely, dTS has been advised by EGAT personnel that monitoring funded training is a very common practice, i.e., that the AOTR letter does not prohibit such involvement and cooperation between USAID teammates.

3. E-mail survey responses; and
4. In-country interviews with former participants.

The survey responses provided useful quantitative measures of outcome and impact, while the interviews were oriented more toward the elucidation of specifics and to the identification and/or elaboration of particular "success stories."[33]

TACTICAL DIMENSION: E-MAIL SURVEY ASSESSMENT

Participants' responses to questions relating to the effectiveness of training, and to their satisfaction with the results, consistently indicate that participants derived significant benefit, at least on the personal/ individual professional level:

> **[Q15] Please indicate your overall satisfaction with the content of the course(s) you attended.**
>
> Overall satisfaction: Excellent 70.8%, Above Average 24.8%
>
> **[Q18] What was your impression of the overall design of the course(s)?**
>
> Design: Well Designed 87.6%
>
> **[Q21] How would you rate the expertise and presentation materials of the instructors/trainers?**
>
> Instructor(s) performance: Outstanding 59.2%, Above Average 35.7%
>
> **[Q22] How did your level of knowledge/expertise in the subject area change as a result of attending the course(s)?**
>
> Increase in knowledge: Significant 78.6%
>
> **[Q24] To what extent do you feel your understanding of the subject matter of the course(s) increased as a result of the training?**
>
> Increase in understanding: Very much 81.5%

The e-mail survey further probed for outcomes and impacts on a broader level than the personal/professional one, in particular:

> **[Q29] Have you been able to initiate or contribute to an activity in your field of expertise with significant positive developmental impact for your country?**
>
> Yes 82.6% (393 out of 476 respondents)

When further queried as to the nature of this broader impact, those responding "Yes" characterized it in the following terms:[34]

> **[Q31]**
>
> **Enabled me to formally train other colleagues in the course subject matter**: 67.2%

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[33] The telephone interviews with former participants were also useful in this respect; in practice, however, they served primarily to identify countries that were promising candidates for follow-up visits, as well as potential "success stories."

[34] Multiple responses were possible.

Enabled the deployment, expansion, or improvement of ICT/telecommunications infrastructure: 42.2%

Enabled the deployment of improved or advanced ICT/telecommunications services: 41.8%

Designed or implemented better ICT-enabled business practices: 27.3%

Designed or implemented a new national policy in ICT/telecommunications: 19.3%

Designed or implemented legal reform in ICT/telecommunications: 10.3%

Not involved in any of the above impacts: 9.5%

TACTICAL DIMENSION: IN-COUNTRY INTERVIEW ASSESSMENT

Some degree of positive bias or even self-aggrandizement can be considered to exist in the responses to the above questions, particularly in light of the fact that, at the time of completing the e-mail survey, former participants were unaware that they might be subsequently contacted by telephone and/or for a face-to-face interview. Indeed, subsequent telephone interviews with a sample of the e-mail survey respondents tended to indicate a lesser extent of broader impact than had initially been reported.[35] However, the subsequent in-country face-to-face interviews, which were conducted both with former participants who had been previously surveyed and/or telephone-interviewed and, "opportunistically," with former participants who had not been previously contacted or who had not provided a response, yielded a significantly higher degree of reported broader impact. From 84 such interviews, 65 yielded evidence of significant broader impact. Furthermore, the degree of verisimilitude of the in-country interview responses can be assumed high, since the interviewers were themselves telecom professionals and, in many cases, the interviewers were able to verify the reported impact with the interviewee's superior or other knowledgeable person. Specific examples of broader developmental impact attributed to the USTTI training include:

- In an Eastern European country, USTTI training in competition policy resulted in the development of new market entry rules and a general framework for competition in fixed-line services, both of which were reflected in the new Law on Electronic Communications. Before the new law there was essentially only one provider (the former state-owned monopoly), and now there are estimated to be some 30 viable competitors operating on either a national or regional level.
- In an Eastern European country, USTTI training in e-Government and ICT Development in Emerging Markets provided important input into a major policy document, *The New Information Society*, specifically for what market segments should be based on market principles and competition and in defining the role of Internet governance. The latter initiative has been an important factor in regularizing domain administration in the country.
- In a North African country, a USTTI course on Laboratory Techniques, taught by the FCC, led directly to the establishment of new type-approval standards (i.e., the standards on the basis of which telecommunications equipment is certified for purposes of importation into the country). These entirely superseded the obsolete earlier framework and remain in force today. In addition, a Type Approval Laboratory was established, modeled on the FCC's. The laboratory has been operating successfully for a

[35] It should be noted, however, that in contrast to the subsequent in-country interviews, the telephone interviews were not carried out by telecommunications professionals and that the ability of these interviewers to probe more deeply may have been limited.

number of years, with the result that importation procedures have been streamlined and simplified (Morocco manufactures no telecommunications equipment of its own).

- In a North African country, a USTTI course on Marketing Telecommunications Services, taught by representatives of a major US operator and from academia, provided the regulator with a basic structure for conducting quantitative market research and analysis. The regulator is now able to assess in a systematic and objective manner, progress in the sector, strengths and weaknesses of various sub-markets, the state of competition and Internet penetration and usage.

- In a Central American country, USTTI training in Broadcasting and Spectrum Management was instrumental in establishing the licensing framework for wireless operators and over-the-air broadcasters, specifying and systematizing the criteria and parameters to be considered in reviewing license applications. The process of issuing licenses has been simplified, speeded up and made more objective as a result.

- In a Central American country, a five-week USTTI course in Spectrum Management, taught by the FCC and Department of Commerce, enhanced the ability of the recently established regulatory authority to implement a flexible and investment-oriented approach which has been notably successful in enhancing competition in the mobile sector and in increasing the number of FM broadcasters. In particular, the number of FM broadcasters has increased from a handful to around 700, the majority of which are in rural areas and some of which broadcast in local languages in addition to Spanish.

- In an African country, after attending Satellite training, this participant returned to his country to design and implement a plan to deploy VSAT earth stations in rural areas – in one of the poorest countries in Africa. Because of the TVRO locations that he personally installed, people in the rural parts of the country were for the first time able to receive information from outside their immediate area. Given the minimal to zero telephone service in many of the rural areas, this technological advance was a significant step forward.

- In an Asian country, subsequent to the USTTI training, the participant explored various models and then selected the US public TV model as the optimum to establish a mechanism for funding public TV in her country. The government had created public TV, but had not addressed the funding components or requirements. She was the prime influencer who caused the US model to be implemented, which has been a major contributor to the survival of public TV operations in the country – thereby continuing to ensure availability of information sources beyond the government-owned TV. This participant also contributed planning and design to the educational campaign that was then taken to the rural areas to make people aware that there were alternative sources for receiving news information.

- In an African country, this participant planned and implemented a project to bring rural people into centers for no-cost computer training (Internet, email, project management, etc.). Four or five of the training centers are in rural areas, but the primary center is in the largest city. With the stakeholder management skills learned at the USTTI training, he was able to involve the government in the program, resulting in the government providing the physical training space and also assisting in advertising the program. The development impact of training rural people is to better enable them to obtain employment and establish businesses. Although the number of newly employed people and businesses created was not available, the 850 people who have been thus far trained are clearly in a better position to succeed than prior to the training.

- In an Asian country, he designed and managed the rollout of a plan which created a fiber backbone network between 100 mobile sites in the country, vastly increasing the quality of transmission and overall system capacity for cellular phones. Since mobile service is the primary means of two-way communications in the rural parts of the country, the addition of this modern backbone was a major enhancement.

- In an Asian country, this participant designed digital radio studios and personally trained community and commercial operators how to use the new studios at more than 50 stations throughout rural parts of the country, increasing the citizens' access to alternative courses of news. In this country, radio remains the primary news source today.

In addition, based on the in-country interviews the interviewers were able to identify in each of the countries visited, an illustrative example of a "success story" attributed to the USTTI training. These success stories are included as Annex 19.

ASSESSMENT OF THE "STRATEGIC" DIMENSION

The strategic dimension of the development problem refers to the alignment of the program with broad US geopolitical interests. Essentially, the case for the strategic dimension rests on the following:

- USTTI training was based on free-market principles, liberalization and openness of Internet content. The lessons learned by participants provided a strategic counterweight perspective to the increasing influence of countries like China and, to a lesser extent, Russia, in the ICT marketplace and provided a similar counterweight in international forums like the ITU, in which the US has only one vote; and

- Because of the exposure to the US during training and the acquaintances made with participants from other countries, the program created goodwill toward the US and extensive alumni networks. These networks are drawn upon to gain access and advance US interests in both the public and the private sectors.

A number of US-based interviewees elaborated at some length on these points. The following quotes are representative of a broader set that could be cited.

> **Interviewee 1**
> "Our top-level goal is to improve capacity and capabilities, mostly of government people in [other] countries. The major geopolitical goal is accrual of good will for the US and the companies involved with USTTI, i.e., the relationships and contacts which last as long as the students are around. We [the US] are in competition with other countries, especially China, and this competition is entirely purposeful and 'conscious'."
>
> **Interviewee 2**
> "The FCC's involvement in the USTTI program has assisted in supporting other US Government goals, such as in the standards area and other international issues." (The eight FCC staff members interviewed unanimously expressed the belief that the goals have been met and exceeded.)
>
> "The USTTI program serves vital US national interests. Take the Almaty forum [a US-sponsored regional regulatory/policy conference held in Almaty, Kazakhstan, in 2006] – the aims were to acquaint countries with a fiber-optic loop as an alternative to Russian bandwidth, and to bring those countries toward more advanced capabilities in areas such as e-commerce and e-government. This is important work.
>
> "Additionally, I should note that [the head] of the ITU has several initiatives which the US takes issue with: 1) a global cyber-security treaty which would lead to regulation of content; 2) a vision that

the ITU should become a regional [domain] registry; 3) a partnership with a Kuala Lumpur-based firm which is proposed to be an exclusive source of cyber-security training for developing countries (including equipment configuration). There's a disturbing trend to try to make the ITU more operational, and it's important for people to know that there's a different perspective. USTTI offers an alternative approach to capacity-building, with no quid pro quo, no strings attached.

"In terms of more specific outcomes, I believe that the permissions given by Uzbekistan and Kyrgyzstan in 2001 to let their countries be used as refueling stops were the result of USTTI capacity-building. Another example is Rwanda – they had the Chinese install a fiber-optic backbone, but were savvy enough to want someone other than the Chinese to operate the facility and train the people.

"In the cyber-security area, at the October 2010 meeting in Geneva we were able to introduce six vice-rapporteurs for Question 22 [relating to cyber-security]. They were from India, Tanzania, South America, and some of them had participated in the USTTI Women's Leadership Symposium in 2009. There was a woman from Oman [who had had USTTI training] who was a very effective counterweight to the delegate from Syria. You can't build relationships like these without a suitable forum."

Interviewee 3

"People in USTTI courses come together from all over the world – they realize that they are all in the same situation. The bridges it builds are huge. To take examples I'm familiar with, there's a guy from Ghana, [name given] whom I've helped over the past 10 years; he's now Deputy Minister. Or take [the] Guadalajara [Plenipotentiary meeting of the ITU in 2010] – I knew the four Iraqi commissioners who were there, plus some people from Liberia. USTTI is a 'homey environment,' there's a lot of really excellent technical expertise […]. There's extensive relationship building that goes on, the USTTI graduates are not afraid to meet or call or e-mail us, which is by no means always the case otherwise. (Some people see the CIA behind every bush.) USTTI is unique [...]."

Virtually every interviewee for whom the strategic dimension was salient cited similar examples. Also, a general impression gained was that, the more senior the person being interviewed, the more cogent the arguments made to support the contention that USTTI played a key role in advancing US strategic interests.

Some of the interviewees in this category could perhaps be susceptible to bias, or at least to a tendency to be favorably disposed toward USTTI because of ongoing involvement with the program. It should be noted that expressions of similar views could be found among interviewees who have since retired or have ceased to be actively involved with the program, and who had no discernible "stake in the outcome" of the present assessment.

Examples of the type cited above are persuasive, yet are essentially anecdotal. Many of the interviewees were cognizant of this limitation. A number of them expressed regret that no effort had previously been undertaken to provide a systematic assessment of the impact of USTTI training.

The next section enumerates the principal conclusions that can be drawn from the findings presented.

VI. CONCLUSIONS

GENERAL CONCLUSIONS

The USTTI training program has been delivering specialized telecommunications, ICT and media training to developing country professionals for some 27 years. As with any such large-scale and long-running program, there are strengths and weaknesses in the USTTI approach to training. On balance, dTS finds that the USTTI program achieved its objective of delivering training in a highly professional, cost-effective manner. Given that dTS examined primarily the data and feedback concerning USAID-funded participants, and furthermore, for only a portion of the life of the program, this assessment is by definition limited to a sample, and a relatively recent one, of the total picture. The training experience has left an indelible imprint upon the participants in the form of both a favorable impression of the US and a sincere appreciation for the enhanced knowledge and skills acquired during the training.

The RFTOP, contract SOW, and task order commencement briefing all made it clear to dTS that USAID wanted to determine concrete examples of significant positive developmental impacts on countries as a direct result of the training received. While the difficulty of identifying any significant result as being directly attributable solely to the USTTI training was discussed and agreed, dTS understood that USAID's objective in this regard was to advance the assessment beyond anecdotal accounts toward as much tangible evidence as could be ascertained. This perspective influenced the research undertaken by dTS, including the e-survey design, telephone interviews, and, most importantly, the in-country interviews with former participants.

The responses to the e-surveys indicated that 83% of the respondents believed that they had initiated or contributed to such an activity, with the majority of such respondents then identifying the specific activity, which they believed rose to that level of importance. Approximately 77% of the in-country participants interviewed related activities that were also judged by the two dTS ICT experts as having a significant positive developmental impact in the respective countries. Thus, based on the sample studied, the general conclusion is that the USTTI training has been a major contributing factor to developmental progress in developing countries. In response to further probing to assess whether or not the activities or events characterized as major impact items would have occurred without the USTTI training, a frequent comment was, "Yes – but the results would have occurred later, or in a different or less effective manner." As a further general statement, isolating such progress in terms of being solely attributable to the USTTI training presented the assessment problems that had been anticipated. At the same time, there were numerous cases in the in-country interviews where the respondent indicated that the reported progress would not have taken place because the requisite knowledge, skills or experience would not have existed.

Of the 476 former participants who completed the e-survey, 67% indicated that they returned to their home country and trained colleagues and peers, sometimes in formal settings especially designed for that purpose and sometimes on a more informal basis. While the current assessment did not focus on the implications of such sharing of the knowledge gained, in the end its impact may be the most valuable developmental contribution made by the USTTI training.

The USAID-funded participants, especially in more recent years, tended to be relatively young at the time training was received and not at upper levels in their agencies or organizations. Opportunities to use the knowledge gained from the training to create impact on their countries can be spread out over a long time.

In today's arena for innovation in ICT, the competition for leadership has essentially narrowed down to two countries – the US and China. While other countries are also contenders, such as South Korea and Japan in Asia, and Russia and Germany in Europe and the Middle East, it is clear that China and the US are the dominant players. Feedback during the in-country visits was that the US is still perceived as the leader in terms of innovation and new technologies, but with the Chinese rapidly catching up. From a strategic impact perspective, it was telling that numerous participants stated that the USTTI training was valued higher than the training they had received in other venues, including China-based or China-supplied training. In sum, there are grounds for assuming that having a relatively large, reasonably young cadre of participants as USTTI alumni around the world could offer a modicum of geopolitical advantage for the US.

SPECIFIC CONCLUSIONS

USTTI OPERATIONS EFFECTIVENESS

The implementation of the USTTI program through the PPP model was effective in delivering specialized training to the participants at minimal cost to the participating organizations. While the sponsoring companies and government agencies provided the course design and the actual presentations, the USTTI staff delivered a ready source of "recruits," who were then equipped with knowledge to aid in development once they returned to their home countries. US companies that trained them accrued benefits, including the "soft-sell" type exposure provided for a firm's products or services.

Due to information limitations detailed in Section IV, dTS cannot attest to the financial soundness or accuracy of the USTTI operation. Based on the dTS interviews with USTTI personnel and a sampling of the Board of Directors, however, the basic corporate and administrative operations of USTTI appeared to be sound. dTS concludes that the fundamental organization and operation of the USTTI training program adequately evolved over time to meet changing requirements to provide up-to-date training in telecommunications, ICT and media. Likewise, the composition of the Board of Directors and of the sponsoring organizations appears to have kept pace with the changing profile of the industry. Further, the USTTI overheads and staffing levels, if anything, tended to remain on the parsimonious side, as USTTI has demonstrably been a "low overhead" operation. A number of the industry and government representatives interviewed expressed their opinion that the success of the USTTI program was primarily due to the continued effort and dedication of Ambassador Gardner to keep the program up-to-date.

PARTICIPANT QUALIFICATION AND SELECTION

Although not able to closely examine the selection process at work in USTTI, based on staff interviews and the feedback from the e-surveys, dTS believes that the stated USTTI participant qualifications criteria were reasonable – and that they appeared to have been followed in most cases. While the in-country interviews revealed several instances of mismatch between occupational position and training, such reports were relatively rare. Ninety-four percent of the e-survey respondents indicated that the training they received was very relevant or relevant to their jobs, a clear testament to the effectiveness of the screening and selection process. While this conclusion is mostly limited to the USAID-funded participants who responded to the e-survey and/or were interviewed in-country, dTS has no reason to believe that the same results would not occur in the population as a whole. If a participant's country were paying for the cost of the travel, lodging and meals for a typical three-week training period, it is reasonable to conclude that some care would be exercised in ensuring an adequate fit with the person's job.

dTS has found at least anecdotal evidence that the selection process appeared to be efficient and well-targeted (notwithstanding the "black box" aspect noted in the Findings Section). However, there were some reported instances of students being accepted into classes where the match with job profile and responsibilities was poor. A clear and transparent criteria selection process made known to the sponsors should effectively resolve ambiguities and assist in soliciting helpful feedback in the process.

An area that dTS found lacking was a clear link between USAID priorities and participant selection. dTS recognizes that this is not a simple step, but one that would require:

- More clarity on the part of USAID with regard to its priorities;
- A USAID program manager with the skill set and interest to manage the relationship on a deeper basis than just financial and contract-administrative oversight;
- Opening up the USTTI relationship to include ICT technical officers and input from field staff; and
- Increased flexibility on the part of the USTTI staff.

PARTICIPANT TRAINING

In addition to the high ratings reflected in the e-surveys with regard to course content and quality of delivery, the in-country interviews revealed that in many cases, the timing of the training was "just right" in terms of needs of the person and country at that moment. A typical example would be a case where an engineer received USTTI training on the technical and market aspects of converting the public switched telephone network (PSTN) from analog to digital technology when his country of origin was about to start that conversion.

An aspect of the USTTI training that emerged from the in-country interviews was the frequent comment by participants that the training in the US had provided them with the opportunity for "hands on" experience in the various technical fields. One graduate level engineer stated that his engineering degree was all "theoretical," but that the USTTI training had allowed him to actually see and touch the systems he had only previously known from books and lectures. This participant and numerous others stated that the USTTI training gave them the confidence to speak to and advise higher authorities upon their return home.

COUNTRY SELECTION

As indicated in the preceding Findings section, the evolution of the specific countries included in the training at a given point in time appears to offer some match with worldwide development of the sector. However, an aspect that dTS was unable to assess was the apparent high number of USTTI trainees in some countries relative to the numbers from other countries in the same geographic region, or relative to other countries known to be at approximately the same developmental level. The pattern in this regard appears to be erratic; furthermore, dTS received minimal input from USAID with regard to priorities that would prompt the appearance of larger (or smaller) numbers of trainees from a given country. As mentioned earlier in this section, dTS believes that there needed to be a better link between the USG strategic objectives with regard to targeting countries and the selection of countries and students for training.

FOLLOW-UP PROGRAM

Although the alumni reunions that USTTI hosted at ITU Plenipotentiary meetings were apparently well attended and popular, these events do not constitute a formal, targeted participant follow-up program. While presenters and others directly involved in the training have cited specific instances of follow-up to participants, there is evidently no formal, regular follow-up program on the part of USTTI. dTS concludes that a long-term program such as USTTI has been remiss in not implementing such a program. As stated in the Findings section, a number of USG and other sponsors interviewed were cognizant of this limitation and expressed regret at the lack of a follow-up program. In addition, one sponsor is designing a program specifically because it was disappointed about lack of follow-up and demonstrated impact. This sponsor has been transparent with USAID and USTTI in this effort, and has requested both organizations to participate.[36]

It must be recognized that designing, operating and maintaining such a program would add to the operational overheads of USTTI. This consideration would need to be addressed by the BoD and the funding arrangements determined.

The primary feedback that USTTI received was apparently limited to the immediate course feedback report forms that participants were requested to complete at the end of each course. This form is probably of immediate value primarily in terms of course curriculum adjustments. It is also likely to have a positive bias, since participants are likely to be appreciative of the subsidized educational experience just received. Longer term, a systematically designed and implemented feedback loop would have been of value to USTTI and to USAID in addressing outcomes and perceived needs for training. It would also have contributed to keeping the alumni roster and international network up-to-date. Sharing the participant rosters with sponsors would have facilitated follow-up and provided for opportunities of impact by including participants in ongoing development work.

COST EFFECTIVENESS OF THE USTTI TRAINING

As stated in the General Conclusions and elsewhere in this section, dTS concludes that the USTTI training program operated in a cost effective manner over its life. The overhead percentages remained relatively constant, and the available overall costs per participant (consisting largely of travel, accommodation and sustenance expenditures) appeared reasonable and proper. dTS is not aware of another similar training program where tuition is not charged to participants but is offset by in-kind contributions of the sponsoring organizations.

USAID MANAGEMENT AND IMPLEMENTATION

dTS concludes that USAID's role in the management of the relationship with and funds for USTTI evolved from one of active positive engagement to essentially no management at all other than the AOTR's minimal administration of the grant, combined with informal but pervasive elements of resentment and criticism elsewhere due to being excluded from the program. dTS further concludes that there is a clear need for stating specific requirements and any constraints on the use of the funding up front.

With regard to the implementation of the USTTI program in recent years, at least since 2005, dTS is not aware of any direct involvement by USAID in the program's operation, other than one course that USAID jointly organized and participated in with Intel. At the same time, it is not clear that USTTI created any impediments vis-à-vis USAID as far as course development and delivery were concerned.

[36] Information provided to dTS by the USAID project COTR.

VII. RECOMMENDATIONS

RECOMMENDATIONS CONCERNING THE TRAINING PROGRAM AND ITS ADMINISTRATION

In light of the findings and conclusions, dTS offers the following recommendations for any current and future training programs in ICT. The findings suggest that the USTTI training program achieved the primary objective of delivering advanced training to participants from developing countries in a manner that was responsive, well targeted and cost-effective, while at the same time promoting certain US strategic policy goals. The recommendations that follow would apply in principle to any similar USAID training program:

Recommendation 1: Evidence suggests an ongoing need for advanced training in telecommunications, ICT and broadcasting for developing country professionals. USG-funded training benefits not only the participants and their home countries, but US companies and broader US geopolitical objectives as well. There is demonstrated value for USAID to continue its support for such training whether provided through USTTI or other qualified vehicles.

Recommendation 2: Any current or future USAID-funded mechanism should include a demonstrable link between its current country and area priorities and the training provided. This should be clearly articulated in the annual work plan with measurable indicators/results and inputs/outcomes at the activity level in line with the "USAID Forward Plan."

Recommendation 3: USAID should require regularly scheduled status review meetings with the training program implementer. The participants of these review meetings need to be at an appropriately senior management level in both organizations.

Recommendation 4: The training program should incorporate clearly defined and administered follow-up activities. This would include in particular feedback on the effectiveness and utility of the training and the specific results achieved at the level of the participants and their home-country organizations and institutions, as well as at a broader sectorial or national level. Such follow-up activities should provide a basis for subsequent decisions regarding the funding of the program.

Recommendation 5: USAID's influence should be roughly proportional to its level of support, or at a minimum be it should be actively involved in the line areas that it funds. Assuming that USAID continues to be the largest single source of funding for the training program in question, there should be high-level USAID participation in the management of the program, at the Board of Directors or equivalent level. See the highlighted portions of the federal legislation supporting USTTI in Annex 16.

Recommendation 6: Assuming that USAID continues to be the largest single source of funding, USAID should also play an active role in such key areas such as participant identification and selection, instruction, course and curriculum development (collaboratively with other senior management), review of participant experiences and outcomes and assessment of broader institutional and national impacts.

Recommendation 7: Assuming that the training program is organized as a PPP, the clear rules and guidelines provided by USAID's ODP office for PPP's should be understood and applied by all partners.

Recommendation 8: Any future funding for such training should be subject to clear guidelines and/or limitations in terms of how it is to be used and accounted for, and appropriate mechanisms and procedures should be instituted to ensure that such guidelines and/or limitations are appropriately and transparently observed.

Recommendation 9: USAID's goals and objectives for the training program should be aligned in a clearly articulated and disseminated "Mission Statement" or other suitable document, with broader USG goals and objectives as articulated by the various participating USG agencies such as DoS, NTIA and FCC. Corresponding requirements should be set forth for regular liaison, clear communication of such goals and objectives to senior management of the training program and annual reviews. The Mission Statement should be reviewed periodically and modified or updated as may be required.

Recommendation 10: The AOTR for the training program should be based within the USAID organizational unit responsible for funding of the training program. If based in a technical bureau, the AOTR needs to have the technical skills and an interest in active engagement, which would support the overall role of the unit.

Recommendation 11: Efforts should be undertaken to enhance the active involvement of qualified USAID/W and USAID Mission personnel in the training program, as instructors, facilitators or in some substantive capacity that brings such personnel into direct contact with the participants. Such efforts should be made regardless of the disposition of Issue 2 discussed below (potential participation of USAID personnel as participants/trainees).

Recommendation 12: The program implementer, USTTI in this case, needs to continually seek to expand its source of funding to avoid over-reliance on a single source.

ADDITIONAL ISSUES CONCERNING THE TRAINING PROGRAM

There are some additional issues which dTS believes merit serious consideration, but where it is more appropriate to enumerate the pros and cons without recommending an unequivocal resolution.

Issue 1: In-US versus in-country training. As noted previously, USTTI has consistently favored a training model in which training is conducted in the US, and in a classroom setting. Many USTTI trainers are highly qualified professionals who would not likely be available for extensive training outside of the US. The costs of providing the trainers are borne entirely by the sponsors. International travel could add significantly to their overheads. Having course participants from a wide variety of countries, but with common problems, creates camaraderie and team spirit that would be difficult to replicate where the training was limited to a single or few neighboring countries. Exposure to USG and US corporate practices and the "hands-on" facilities offered by US sponsors would be absent in a venue outside the US.

The in-US, in-classroom model also has certain drawbacks, in particular the following:

In the post-9/11 environment, substantial logistical difficulties and costs occur in travel to the US from many developing countries. USTTI Sponsors noted that uncertainties regarding visa issuance (which is handled by the US Embassies) and related travel arrangements pose a significant complication, and have on occasion resulted in cancellation or re-purposing of planned courses;

There are situations in which it may be more effective to provide targeted training in the context of a particular region (e.g., West Africa or the Caribbean), a particular country, or even a particular institution within a given country such as a Ministry or regulator. These contexts should be taken under consideration in any current or future training program. In such situations, it is possible that the requirement of English fluency could be relaxed by delivering the training in the local language or in English with simultaneous interpretation; and

The USTTI program has relied solely on the in-classroom training model. It does not effectively leverage current modern, two-way distance learning technologies and techniques (particularly Web-based ones), an irony for an ICT training program.

While dTS was not tasked specifically with examining this issue, dTS' observation is that USTTI appears firmly committed to the in-US, in-classroom model, and does not appear to desire relinquishing or modifying it. From the standpoint of USAID as a procurer of training, dTS suggests that the issue be considered on a situation-specific basis, and USAID should weigh the pros and cons of alternative training models in the context of the specific training requirements and the available options.

Issue 2: Participation of USAID personnel in USTTI Program (as resource persons and/or participants/trainees). This issue has been a source of contention between the AOTR and other EGAT ICT team members, as revealed during the interview process. It has resulted in a situation in which EGAT personnel effectively had no contact with the participants in the training program. These same personnel are the front line points of contact for Missions and local organizations for providing technical assistance in ICT. A review of the USTTI COTR and AOTR designation letters suggests that the AOTR may have been technically correct in discouraging attendance at USTTI courses by USAID personnel as participants/trainees. According to the Assessment COTR, the COTR and AOTR letter is a standard prescription for the technical direction of a project. It does not preclude sharing fully the intelligence emanating from the program or the involvement of other EGAT ICT technical experts as resources for the program. The results of restricting the program relationship to a single point-of-contact are missed opportunities to provide:

- Additional intellectual support to participants; and
- Point of contact information for USAID personnel via knowledge of people in-country who are trained and skilled in ICT.

dTS suggests that it would be useful for USAID to be more actively involved in the program, similarly to other sponsoring organizations. There may also be specific circumstances where it would be appropriate to have USAID personnel included in the program as trainees, but primarily on an exceptional basis. The funding unit management and leadership of the training institution should coordinate the guidelines for staff participation.

VIII. LESSONS LEARNED

The "Lessons Learned" from an activity or event ought to be taken from the sum of the experience, both positive and negative. Recognizing the positive can serve to reinforce and support further activities. Recognizing the negative lessons provide warnings of routes or methods not to repeat in the future.

DEMAND FOR TELECOMMUNICATIONS/ICT/MEDIA TRAINING

Given the important role of telecommunications/ICT/media in creating an "enabling environment," provision of advanced, specialized training in these fields has demonstrable beneficial developmental impacts. Such training appears to have the clearest such impact in cases where the country is neither too "backward" nor too "advanced". The high number of applications received versus accepted by USTTI demonstrated that a significant demand exists among developing countries for specialized training in the subjects that USTTI provided. Interviews with individuals from USG agencies other than USAID, as well as USTTI BoD members and former participants in the countries visited reinforced this need. If the US does not address the demand, it is believed that others in a position to provide both training and influence will fill the breech. If USAID continues to fund a training program in ICT, it must determine how available funds are directed, and, as Recommendation 2 in Section VII states, establish a clear link to geo-political priorities.

EXPANDING INFLUENCE OF OTHER COUNTRIES

Provision of advanced, specialized training in telecommunications/ICT/media is demonstrably aligned with certain US strategic interests, in particular:

1. Advancing the US agenda in important international forums, notably the ITU;
2. Promoting the adoption of US favored standards, for example in areas such as digital television and CDMA (a proprietary wireless communications standard developed by the US-based company Qualcomm); and
3. Offsetting the influence of other countries that compete for global business in the sector, notably China (which is also able to offer favorable financing terms and other inducements not available to US-based firms), and to a lesser extent, Russia.

MEASUREMENT CRITERIA

To the extent that USAID-funded activities are subject to measurement of the results produced, the criteria for such measurements must be established up front. Without results measurements, success or failure of the activity cannot be determined. In addition, results measurements should be more than the number of persons trained or the amount of dollars spent, but those that can be used to measure evidence-based impact. Any project or activity to be funded by EGAT must require that the measurements of success or failure be established prior to project approval, be clear and objective and be agreed to between the Bureau and the potential funding recipient.

A progressive relinquishment of active involvement, particularly in terms of input into participant identification and selection, coordination, evaluation and measurement of outcomes and impacts, has severely compromised USAID's ability to engage productively with the USTTI training program. As a result, USAID has lost a sense of direction and purpose regarding its support for the USTTI program, to the point where its role has been reduced to one of obligating funds and carrying out some basic, but not transparent, administrative functions. This situation has been exacerbated by a negative relationship between the USTTI AOTR and EGAT personnel.

Further, dTS believes that, in addition to the terms of the COTR/AOTR assignment letter, all measurement and performance requirements expected of the person need to be spelled out in writing at the time of assignment.

ANNEXES

ANNEX 1. STATEMENT OF WORK

1.0 BACKGROUND

The United States Telecommunications Training Institute (USTTI) is a public-private partnership between the Federal Government and United States (US) telecommunications companies. The partnership offers diverse, tuition-free communications training to Information and Communications Technologies (ICT) managers and regulators from the developing world. USAID first funded USTTI in 1983 and during this 27 year period, USAID provided USTTI with over $15 million in program funding under Grant No. HCD-G-00-00001-00. USTTI has trained 8,057 students with USAID providing funding for one-third of the total participants trained. Since 2005, USTTI has received $1 million annually from USAID. As a public-private partnership, USTTI indicated in a report they provided to USAID in February, 2010, that they had leveraged the $1 million USAID had provided to USTTI in FY 2009 with almost $5 million in in-kind and cash contributions. Participants from the developing world travel to USTTI's training facility in the US to receive telecommunications training. This affords them an opportunity to interact with ICT experts from other developing countries and exposes them to US expertise in this field. The participants represent both public and private sector senior managers and policy makers who influence the development of the telecommunication sector in their respective countries. This "tuition-free" telecommunications training is thought to help developing countries throughout the world construct modern communications infrastructures. USTTI has recently reported success stories from Nepal, Zambia, Trinidad & Tobago, Ghana, Romania, Ethiopia, Colombia, Barbados, Rwanda, and Kosovo. USTTI's current grant agreement extends through December 31, 2010. Subsequent to that date and consistent with Congressional and Agency guidance, USAID expects to procure future ICT training competitively. Therefore, the requested evaluation is designed to be both an impact assessment and final evaluation of the USTTI/USAID partnership.

2.0 OBJECTIVE

The objective of this Task Order is to determine the developmental impact of USTTI's 27-year ICT training program and provide a final program evaluation.

3.0 SCOPE

This Task Order will provide USAID with an independent and objective evaluation to assess the developmental impact of the USTTI ICT training program. This includes conducting an assessment of the program's cost effectiveness based on the developmental impact that resulted from this program and verification of the in-kind and cash contributions USTTI leveraged from other private sources that complemented USAID's contributions to this program.

4.0 CONSTRAINTS AND ASSUMPTIONS

The following constraints and assumptions are applicable to this Task Order:

- Previous reports, curriculums, and other relevant materials will be available for review.
- All logistical support will be provided by the contractor, including travel, transportation, secretarial and office support, interpretation, report printing and communication, as appropriate.
- While in the field, the contractor will not have access to USAID office space, secretarial/translator support, faxes or computer equipment, and related office supplies or USAID motor pool services.
- The contractor shall be responsible for ensuring that the participants interviewed as part of the evaluation process reflect a representative sample of the trainees, both in terms of geographic location, position held

when trained (senior manager vs. technical person), and relevance of their current position to the kinds of training they received from USTTI.

5.0 PERFORMANCE REQUIREMENTS

5.1 Evaluation Plan

Prior to initiating the evaluation, the contractor shall provide USAID with a detailed evaluation plan for discussion and agreement. At a minimum, the plan shall include an Annex of interview questions and a list of relevant materials the contractor determines is necessary to review for background information. Based on USAID feedback, the contractor shall finalize the evaluation plan.

5.2 Evaluation

At a minimum, the contractor shall:

4. Perform a preparatory desktop study of reports, curriculums, AOTR files, and
5. other relevant materials provided by USAID and USTTI
6. Organize a list of persons to interview and review/validate the list with USAID
7. Interview the following participants:
   a USAID-funded participants trained under the USTTI program

   b USAID/Washington and Mission staff involved in selecting and/or processing participants, development of course content or presentations, or involved in presenter selection

   c USAID staff responsible for grant management, accountability, and monitoring for program effectiveness and impact according to the goals and objectives of the grant agreement

   d USAID staff managers

   e Presenters of course content

   f USTTI staff responsible for course design and course selection, participant selection, presenter selection, and grants management and accountability

   g USTTI senior managers responsible for program effectiveness and impact, including USTTI Board members

5.3 Evaluation Report

The contractor shall create an impact assessment and final evaluation report. The evaluation report shall discuss the level of program success observed and report if program objectives were met throughout the duration of the program. The report shall include key findings and recommendations, major successes and constraints, unanticipated effects, and an assessment of the cost effectiveness of a US-based Information and Communications Technologies (ICT) training program for development professionals. In addition, the evaluation shall offer recommendations and lessons learned to guide USAID in designing and implementing future ICT training programs. At a minimum, the contractor shall ensure the following specific items are addressed in the evaluation report:

8. Categorized list of all individual's interviewed and all documents referenced in the course of conducting the evaluation.

9. List of all of the USTTI training events and the participants of these training activities since the inception of the program in 1983.
10. Discussion of strengths and weaknesses of how USTTI implemented the program, including selection of participants, identification of training course topics, development of course content, selection of presenters and relevance to country development needs.
11. Assessment of the USAID management of the program, including selection of participants, and identification of training course topics relevant to USAID country programs.
12. Impacts (intended or unintended; positive or negative) that can be credibly attributed to the USTTI training program, including: specific policy, legal and institutional reforms; better business practices; securing of modern communications infrastructure; and resulting financial means to design, implement, manage, and maintain state-of-the-art telecommunications systems.
13. Assessment of USTTI follow-up actions with participants after they received USTTI training.
14. Assessment of participant selection to determine the relevance of the USTTI training to their job, and the effective level of learning transfer to implementation on the job post-training.
15. Calculation of the total cost of training per participant and assessment of the cost effectiveness of USTTI's approach to training.
16. Success stories from the program, at least one illustrative example for each region of persons trained.
17. Description of USTTI effectiveness trends over the grant period (include discussion of efficiency, number of persons trained, and cost per participant trained, by year and averaged over the life of the program).
18. Assessment of counterparts' perception of the utility or effectiveness of the USTTI training.
19. Assessment of counterparts' perception of USAID level of participation in the USTTI training.
20. Explanation of obstacles to program implementation and success and assessment of how well USTTI responded to these challenges.
21. Evaluation of level of non-monetary value-added to the training program by USAID's partnership with USTTI.
22. Recommendations on what structure, programmatic or management changes would make the provision of services more efficient and their impacts more effective.

5.4 Executive Findings and Recommendations

The contractor shall make presentations to USAID staff, USTTI staff, and interested Congressional members and their staff. Presentations shall be provided in hard copy and electronic format to USAID, USTTI and other interested parties in coordination with USAID.

6.0 PERIOD OF PERFORMANCE

9/20/2010 – 12/13/2010

7.0 PLACE OF PERFORMANCE

The primary place of performance for this Task Order will be outside of U.S. Government space; however, some task activities could involve visits to U.S. Government and contractor domestic and international facilities.

8.0 DELIVERABLES

The Government will provide comments to the Contractor within 7 business days upon receipt of draft documents. The Contractor shall provide a final document within 7 business days after receipt of Government comments. The Contractor shall submit one (1) electronic copy and (1) paper copy of each deliverable to the COTR.

CLIN Deliverables Task	Reference Due Date
0001 Evaluation Plan 5.1	10/04/2010
0002 Evaluation Report 5.3	11/08/2010
0003 Executive Presentation 5.4	11/08/2010 – 12/13/2010

ANNEX 2. AOTR(FORMERLY CALLED CTO) AND COTR DESIGNATION LETTERS

AOTR (FORMERLY CALLED CTO) DESIGNATION LETTER FOR THE USTTI PROGRAM

Cognizant Technical Officer (CTO) Designation – Grant Administration

TO: [redacted] EGAT/EIT/IT

FROM: Joseph Schmidt, M/OAA/EGAT, Agreement Officer (AO)

SUBJECT: Grant Administration Authorities

DATE: November 23, 2004

REF: Grant Number HCD-G-00-00-00001-00 with United States Telecommunications Training Institute.

You have been nominated to be the designated representative to provide technical and administrative oversight of the referenced assistance award. In this letter, I formally accept this nomination and designate you the cognizant technical officer (CTO) for the award. As the CTO, you are required to **work as part of a team with me** (or my successor agreement officer) to ensure that USAID exercises prudent management over its assistance funds. This letter and the relevant sections of Automated Directives System (ADS) Chapter 303 ("Grants and Cooperative Agreements to Non-Governmental Organizations") state the specific duties, authorities, and limitations that accompany this designation. Your familiarity with ADS 303, 22 CFR 226 entitled "Administration of Assistance Awards to U.S. Non-Governmental Organizations", and Contract Information Bulletins (CIBs) or Acquisition and Assistance Policy Directives (AAPDs) issued periodically that affect your duties as CTO is critical to your carrying out your responsibilities successfully. You are to maintain frequent liaison and direct communications with the recipient, but you must understand that the nature of the relationship is that of supporting their public purpose, not obtaining the recipient's technical assistance or services for USAID.

Properly discharging your duties and responsibilities as a CTO minimizes your risk of facing disciplinary action. The areas in which you must be particularly cautious involve contracting authority and financial management, when your improper actions could indicate gross negligence.

- In Grant Administration, this involves exceeding your authority as a CTO and taking actions that are beyond your authority as delegated in this letter. If you have any questions in this area, contact the AO for advice BEFORE you take any action.

- In Financial Management, your risk increases when you act in a manner that is other than what would be expected of a reasonable individual. At a minimum, a reasonable individual would be expected to –

- take reasonable steps to assure that the recipient has submitted all required program and financial reports;

- make logical decisions from the information they have available (even if it isn't totally complete); and

- document and provide justification for the action. (The documentation need not be formal or extensive, but it should be easily understood by an auditor or other third party individual reviewing it.)

I. RESPONSIBILITIES

As CTO, your first responsibility is to read the entire grant and thoroughly acquaint yourself with its purpose, terms, conditions, and the respective roles and responsibilities of the recipient, the agreement officer (AO) and the CTO in ensuring the grant accomplishes its purpose. You should also periodically review the grant to maintain your familiarity with its terms and conditions.

The following summarizes your CTO responsibilities:

A. Monitoring. You are responsible for monitoring the recipient's progress in achieving the objectives of the Program Description in the subject award and for verifying that the recipient's activities being funded by USAID under the referenced award conform to the terms and conditions of that award. If this award is for $300,000 or more to a non-U.S. organization, this includes the requirement that the recipient obtain an annual audit.

B. Grant Revisions. You are responsible for making a written recommendation to the AO when any changes to the Program Description, technical provisions, and/or any other term or condition of the award are necessary, along with a justification for the proposed action.

C. Financial Management. Although the responsibility for making payments and accounting for funds and balances rests in the Office of Financial Management (M/FM) or overseas Controller, you must administer financial management responsibilities by

- Ensuring that all funding actions comply with USAID's forward funding guidelines (ADS 602, Forward Funding of Program Funds).

- Reviewing the recipient's request for payments or financial reports and providing or denying your administrative approval if required by the procedures in ADS Chapter 630, Payables Management.

- Monitoring the financial status of the award on a regular basis to ensure that the level of funding is the minimum necessary.

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- Developing accrued expenditures on a quarterly basis in accordance with ADS 631, Accrued Expenditures, and instructions from M/FM or the mission controller. Please note that you are to do this using information on hand and must not interpret this requirement as authority for requesting any additional financial reports from the recipient.

- Reviewing financial status reports for U.S. organizations with letters of credit to monitor financial progress, contacting the recipient for further explanation if questions arise regarding the appropriateness of expenditures, and contacting the agreement officer if not satisfied with the recipient's explanation.

- Initiating a request to the agreement officer to deobligate funds if at any point it is apparent that the amount of available funds is more than will be necessary to complete the grant activities (see ADS 621 Obligations and Internal Mandatory Reference "Deobligation Guidebook").

- Monitoring recipient compliance with the requirement for them to obtain any host country tax exemptions for which they are eligible; and

- Upon completion of the work under the award, reviewing any unliquidated obligation balance in the award and working with the agreement officer to deobligate excess funds before beginning close-out actions (see ADS 621 Obligations and Internal Mandatory Reference "Deobligation Guidebook").

D. Security. You must coordinate with the Office of Security (or its designee) to obtain necessary security clearances and appropriate identification for the recipient and designated personnel if the grant is classified in accordance with ADS Chapter 567 ("Classified Contracts, Grants, Cooperative Agreements, and Contractor/Recipient Personnel Security"). If this grant is unclassified but requires recipient employees to have building passes to enter either the USAID Headquarters building or a Mission or Embassy overseas, you are responsible for coordinating with your Bureau or Office Administrative Management Officer, Mission Executive Officer, or other individual responsible for requesting passes (see ADS 567). You are also responsible for notifying the Office of Security whenever any recipient personnel no longer need a building pass.

II. ADMINISTRATION

A. Communications. ADS sections 303.5.13 and E303.5.13 contain the policies and procedures for our joint administration of grants and cooperative agreements. Agreement officers are the mandatory control point of record for all official communication that would constitute an amendment to the award; therefore, please ensure that you provide me, within two business days after you transmit it to the recipient, a copy of any communications between you and the recipient that may lead to an amendment to the award or that may affect the recipient's rights or responsibilities under this grant.

You are responsible for reviewing all performance and financial reports for adequacy and responsiveness and for requesting that I take the necessary action when these reports are not submitted, are inadequate, or indicate a problem.

B. CTO Files. As the CTO, you have an important responsibility for establishing and maintaining adequate CTO files. These files are your primary tools for carrying out your duties and responsibilities as the CTO for this grant and must document actions you take as CTO. Inadequate files will impede your or your successor CTO's ability to manage the grant and therefore may jeopardize the program for which it was awarded. These files will also help successor CTOs to understand your actions as CTO and the reasons behind such actions, as well as to have adequate files for audit purposes. You are responsible for ensuring that the files contain the following, at a minimum:

- A copy of this CTO designation letter;
- A copy of the grant and all of its amendments;
- A copy of all correspondence between the CTO and the recipient;
- The names of technical and administrative personnel assisting the CTO;
- A copy of records of CTO approvals, invoices and other financial documents, and other administrative paperwork and correspondence;
- The basis for the CTO's accrual estimates (see ADS 631 Accruals, section 631.3.1 and Additional Help – Accrual Documentation);
- A copy of financial documentation to support their activities in the financial management area such as the SF-269 (ADS 630.3.3.4); and
- Budget pipeline analysis documentation.

III. LIMITATIONS

A. Scope of Authority/Avoiding Unauthorized Commitments. Your authority does not include making any changes in the Program Description, the terms and conditions of the award, or the total estimated budget. I must caution you that actions you take or directions you give beyond the authorities provided in this memorandum or in ADS 303 may create unauthorized commitments under the award. Any such unauthorized actions can lead to serious disputes and legal action that unnecessarily tie up Agency personnel and resources. In the worst case, you may be subject to disciplinary action if it is determined that the unauthorized commitment is a violation of the Anti-Deficiency Act, 31 U.S.C. secs. 1341-1351, which also provides for criminal penalties.

B. Redelegation. You may not redelegate the authorities or responsibilities contained in this memorandum to any other person. As you carry out your CTO duties, you may ask others to assist you, but such assistance has limits. For example, you may ask others to conduct fact-finding or make recommendations to you regarding actions you may take as CTO. However, anyone assisting you must not take any action that directly affects the recipient's rights or ability to carry out the program for which the grant was awarded. The ultimate responsibility for any actions taken, by you or others assisting you, remains with you.

Exception: In your absence, and only in your absence, (*See AAPD 04-10, Section 3. GUIDANCE, subsection (e) "Naming an alternate CTO"*), ____________________ is hereby authorized to act on your behalf. If this individual is not available to carry out your CTO responsibilities during your absence, notify the AO as soon as possible and recommend a substitute who can be designated as CTO for the duration of your absence. To ensure minimal disruptions, please notify the recipient and the AO as soon as possible when you will be unavailable to discharge your CTO responsibilities for a period of more than two weeks.

C. Duration of CTO Designation. This designation will remain in effect for the life of the award unless the AO rescinds it in writing or you resign this position. If you cannot fulfill your responsibilities as CTO for any reason (e.g., transfer to another post), please notify the AO as soon as possible in order to ensure the timely designation of a successor.

IV. TRAINING

USAID has a CTO Certification Program with formal classroom courses. You must make reasonable efforts to obtain training and become a certified CTO as soon as practicable and in compliance with USAID regulations or policy as specified by the Bureau for Management, Office of Human Resources (M/HR). If you have not had any of these courses, you must successfully complete one within six months of the date of this designation letter or I reserve the right to rescind my designation of you as the CTO for this award. The Training and Education Team in M/HR has an internal website that lists courses, schedules, how to register, and other important certification information, at http://inside.usaid.gov/M/HR/lsd/ctocert.html/.

V. STANDARDS OF CONDUCT AND CONFLICTS OF INTEREST

As an employee of the Federal Government, you must respect and adhere to the principles of ethical conduct set forth in Title 5 of the Code of Federal Regulations, Part 2635—Standards of Ethical Conduct for Employees of the Executive Branch. (see 22 CFR 2635 at http://ecfr.gpoaccess.gov/cgi/t/text/text-idx?c=ecfr&sid=acec741015459e60f9d8678e5864e34c&rgn=div5&view=text&node=5:3.0.10.9.9&idno=5#5:3.0.10.9.9.1.43.1). You must notify the AO immediately of any suspected fraud, bribery, conflict of interest, or improper conduct on the part of the recipient or any member of its staff.

As a CTO, you are responsible for protecting the U.S. Government's interests, while supporting its reputation for fair and equal dealings with all partners, including grant recipients. Therefore, if you have any direct or indirect financial interests in violation of 18 U.S.C. 208 and/or 5 CFR 2635.401 and 5 CFR 2635.501 that may place you in a position where there is a conflict between your private interests and the public interest of the United States, you must immediately inform your supervisor, the agreement officer, and the Assistant General Counsel for Ethics Administration (GC/EA, see http://inside.usaid.gov/A/GC/EA/ for more information) of this conflict so that appropriate action may be taken. As CTO, you must avoid the appearance of such conflict in order to preserve public confidence in the U.S. Government employee's conduct of business. Furthermore, you agree to be aware of the post-employment restrictions on former USG employees, including Personal Service Contractors, found in 18 U.S.C. 207 to detect possible violations.

ACKNOWLEDGEMENT

Your signature below confirms that you

(1) Accept this appointment, and

(2) Agree to comply with all duties, responsibilities, and limitations outlined in this letter, particularly those pertaining to conflicts of interest by agreeing to conduct business dealings to avoid conflicts of interest and in a completely impartial manner.

After signing below, either return this original memorandum (and retain a copy) or return a copy (and retain the original) to me within ___ days. I will send a copy to the recipient as well as to the others indicated below.

Gwendolyn Ruffin for Joseph Schmidt 11/23/04

AGREEMENT OFFICER SIGNATURE DATE

RECEIPT OF THIS APPOINTMENT IS HEREBY ACKNOWLEDGED:

Laura P. Somotsky 12/01/04

COGNIZANT TECHNICAL OFFICER SIGNATURE DATE

cc: _______________, Alternate CTO
_______________, Paying office or Mission Controller
Recipient

6

COTR DESIGNATION LETTER FOR THE EVALUATION TASK ORDER

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Contracting Officer's Technical Representative (COTR) Designation – Contract/Task Order Administration

TO:	[redacted], EGAT/I&E/ICT, COTR
FROM:	Mike Clark, M/CIO/CMS, Contracting Officer
SUBJECT:	Contract Administration Authorities
DATE:	09/20/2010
REF:	Development and Training Services, Inc. dTS # AID-CIO-TO-10-00001 USTTI

As the Contracting Officer (CO) for the subject contract, the Federal Acquisition Regulation (FAR, 48 CFR Chapter 1) holds me responsible for ensuring compliance with the terms of the contract and for safeguarding the interests of the United States in its contractual relationships. To assist in fulfilling these responsibilities, I must designate a Contracting Officer's Technical Representative (COTR). This individual will be in a unique position to monitor how well the contractor is progressing towards achieving the contract's purpose and will be responsible for providing technical liaison between the contractor and the contracting officer, which is critical to ensuring good contract performance.

Your requiring office has nominated you to be the COTR for administration of the referenced contract or task order. I accept this nomination and hereby designate you to be the COTR. As COTR, your first responsibility is to read the entire contract and thoroughly acquaint yourself with the requirements it places on the contractor, the CO, and the COTR. You should also periodically review the contract to maintain your familiarity with its terms and conditions.

Your additional COTR responsibilities are to:

- Monitor the contractor's performance and verify that it conforms to the technical requirements and quality standards agreed to in the terms and conditions of the contract. Accordingly, your approval of implementation plans, work plans, or monitoring or evaluation plans must be consistent with the terms and conditions of the contract. You must document any material deficiencies in the contractor's performance and bring them to the immediate attention of the CO (me or my successor).

Participate in the periodic evaluation of the contractor's performance and preparation of the Contractor Performance Report (CPR), with particular attention to addressing

- The quality of the products and/or service

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- The effectiveness of cost control efforts
- The timeliness of performance
- Business relations
- End-user satisfaction, and
- Compliance with the small business subcontracting plan

- Prepare the CPR in accordance with the performance evaluation requirements in USAID Acquisition Regulation (AIDAR, 48 CFR Chapter 7) subpart 742.15 ("Contractor Performance Information") and the Automated Directives System (ADS) Chapter 302 ("USAID Direct Contracting"), in the section entitled "Evaluation of Contractor Performance."
- Recommend in writing (with justification for the proposed action) to the CO any changes needed in the scope of the contract, including any changes to technical provisions of the contract that affect the timing of the deliverables/services or the overall cost-price of the contract (see 1.A below).

Properly discharging your duties and responsibilities as a COTR minimizes your risk of facing disciplinary action. The areas in which you must be particularly cautious involve contracting authority and financial management, when your improper actions could indicate gross negligence.

- In Contracting, this involves exceeding your authority as a COTR and taking actions that are beyond your authority as delegated in this letter. If you have any questions in this area, contact the CO for advice BEFORE you take any action.
- In Financial Management, your risk increases when you act in a manner that is other than what would be expected of a reasonable individual. At a minimum, a reasonable individual would be expected to –
- take positive action to obtain information necessary to carry out their responsibilities;
- make logical decisions from the information they have available (even if it isn't totally complete); and
- document and provide justification for the action. (The documentation need not be formal or extensive, but it should be easily understood by an auditor or other third party individual reviewing it.)

I. DELEGATION

I hereby delegate to you, as COTR, the following authorities that are otherwise the responsibility of the CO:

A. Technical Directions/Guidance. You may issue technical directions or guidance in accordance with the terms of the contract. "Technical guidance" under a performance-based contract may be very limited; if this contract is performance-based, consult the CO for guidance. "Technical directions" are interpretations of the technical requirements of the contract and you must give them to the contractor, in writing, when questions or discrepancies arise. They may be directives to the contractor that

- Approve work plans, approaches, solutions, designs, or refinements;

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- Fill in details or otherwise complete the general description of work or documentation items;
- Shift emphasis among work areas or tasks; or
- Otherwise, furnish instruction of a similar nature to the contractor.
- Technical directions shall not include any instruction that affect the cost/price or duration of the contract, or that interferes with the contractor's rights to perform the terms and conditions of the contract. In any and all cases, technical directions must be within the scope of the Statement of Work and comply with the requirements for Technical Directions/Relationship with USAID in Section G of the contract.

B. Receipt and Inspection. You may receive and inspect completed services or supplies upon delivery, and verify that they meet the acceptance standards, including time of delivery, specified in the contract. If the contractor's services or supplies do not meet the acceptance standards in the contract, you are responsible for directing the contractor in writing to take appropriate action to correct the deficiencies. Should the contractor fail to correct deficiencies, you must advise the CO so he/she can take appropriate action.

C. Security. You must coordinate with the Office of Security (or its designee) to obtain necessary security clearances and appropriate identification for the contractor and designated personnel if the contract is classified in accordance with Automated Directives System (ADS) Chapter 567 and FAR 4.4. For a classified contract, your duties also include monitoring the contractors' compliance with the security specifications included in their contracts and notifying the CO and SEC of any problems or suspected non-compliance with these contract requirements. If this contract is unclassified but requires contractor employees to have building passes to enter either the USAID Headquarters or a Mission or Embassy overseas, you are responsible for coordinating with your Bureau or Office Administrative Management Officer, Mission Executive Officer, or other individual responsible for requesting passes (see ADS 562 & 565). You are also responsible for notifying the Office of Security whenever any contractor personnel no longer need a building pass.

D. Government-furnished Property. You are responsible for ensuring that Government-furnished property is available to the contractor in a timely manner, if this property is required by the terms of the contract. You are also responsible for monitoring the contractor's management of and annual reporting on this property and any property acquired by the contractor for use in the contract and titled to either USAID or a cooperating country. Finally, you are responsible for verifying the return or disposition of Government-furnished property.

E. Financial Management. Although the responsibility for making payments and accounting for funds and balances rests in the Office of the Chief Financial Officer (M/CFO) or overseas Controller, you must administer financial management responsibilities by

- Reviewing the contractor's request for payments (usually the contractor's vouchers or invoices) and providing or denying your administrative approval, in accordance with the stipulations of the contract administration plan and the procedures in ADS Chapter 630,

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Payables Management. This chapter states that your administrative approval constitutes the written evidence that the goods and/or services specified on the invoice were received and conform to the requirements or performance milestones in the contract--effectively the acceptance of these goods and/or services.

- Recommending disallowance of costs to the CO, in accordance with ADS Chapter 630.
- Ensuring that all funding actions comply with the Agency's forward funding guidelines (ADS Chapter 602 Forward Funding of Program Funds and ADS Chapter 603 Forward Funding, Non-Program Funds).
- Monitoring the financial status of the contract on a regular basis to ensure that the level of funding is the minimum necessary.
- Developing an estimate of accrued expenditures on a quarterly basis in accordance with ADS Chapter 631, Accrued Expenditures, and instructions from CFO or the Mission Controller.
- Initiating a request to the CO to deobligate funds at any point that funding in the contract is considered excessive (see ADS Chapter 621 Obligations and Internal Mandatory Reference "Deobligation Guidebook").
- Reviewing any unliquidated obligation balance in the contract, and working with the CO to deobligate excess funds before beginning to closeout actions (see ADS Chapter 621 Obligations and the Internal Mandatory Reference "Deobligation Guidebook").

F. Other specific functions/authorities, as provided herein:
[insert additional responsibilities as appropriate, or delete this subsection if unnecessary]

II. ADMINISTRATION

A. Communications. Please provide the CO with a copy of the following written communications, in either electronic or paper copy format, within two (2) working days after you transmit it to the contractor:

- Technical directions/guidance per #I.A. above,
- All formal communications between you and the contractor that relate to the contractor's alleged failure to comply with delivery terms or acceptance standards or both, per #I.B. above, and
- Any other written communication of a similar nature that may have an impact on the contractor's rights or responsibilities for performing under this contract.

B. COTR Files. As the COTR, you have an important responsibility for establishing and maintaining adequate COTR files. These files are your primary tools for carrying out your duties and responsibilities as the COTR for this contract and must document actions you take as COTR. Inadequate files will impede your or your successor COTR's ability to manage the contract and therefore may jeopardize the program for which it was awarded. These files will also help successor COTRs to understand your actions as COTR and the reasons behind such actions, as well as to have adequate documentation for audit

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purposes. You are responsible for ensuring that the files contain the following, at a minimum:

- A copy of this COTR designation letter;
- A copy of the contract and all of its modifications;
- A copy of all correspondence between the COTR and the contractor, including property reports;
- Names of technical and administrative personnel assisting the COTR;
- A copy of records of COTR inspections and receiving/acceptance documents, invoices, and other administrative paperwork and correspondence;
- A copy of other performance records as specified in the contract;
- Documents justifying and supporting Accrual estimates (see ADS 631 Accruals, section 631.3.1 and Additional Help—Accrual Documentation);
- A copy of financial documentation to support their activities in the financial management area such as the invoice and Administrative Approval Form and Checklist (ADS 630.3.3. and Internal Mandatory Reference—Administrative Approval Form and Checklist) for all invoices; and Budget pipeline analysis documentation.

III. LIMITATIONS

A. Scope of Authority/Avoiding Unauthorized Commitments. Your authority does not include directing the contractor, either in writing or verbally, to make changes to the contract statement of work, the terms and conditions of the contract, or the total estimated cost or price of the contract. Only a CO has the authority to take such actions, which include but are not limited to making changes that affect the:

- Delivery schedule or period of performance,
- Quantity or quality of the work,
- Terms and conditions of the contract,
- Monetary (dollar or foreign currency) limit of the contract or the authorization of work beyond the monetary limit,
- Qualifications of key personnel, or
- Composition of the contract team members, if the contract places specific limits on either qualifications or the mix of specialists.

If you take actions that only the CO has the authority to take, you may be making an unauthorized commitment (AIDAR 750.71), which can lead to serious contractual disputes and legal action that unnecessarily tie up Agency personnel and resources. In the worst case, such unauthorized actions may result in disciplinary action, particularly if the action is determined to be a violation of the Anti-Deficiency Act, 31 U.S. C. Sections 1341-1351, which also provides for criminal penalties. Actions you take or directions you give must be within the authorities provided in this designation.

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B. Re-delegation. You may not re-delegate the authorities provided in this memorandum to approve/disapprove vouchers, provide written interpretations of technical requirements, or to certify acceptance of goods or services, to any other person.

C. Designation of the Alternate COTR. In your absence, and only in your absence, [Joe Duncan] is hereby authorized to act on your behalf. If this individual is not available to carry out your COTR responsibilities during your absence, notify the CO as soon as possible to discuss alternatives. To ensure minimal disruptions, please notify the contractor and the CO as soon as possible when you will be unavailable to discharge your COTR responsibilities for a period of more than two weeks. If the alternate is not available in your absence, direct the contractor to receive any guidance from the CO.

D. Assistance with COTR Duties. As you carry out your COTR duties, you may ask others to assist you, but such assistance has limits. For example, you may ask others to conduct fact-finding, provide you with analyses or interpretations of technical requirements, or make recommendations to you regarding actions you may take as COTR. However, anyone assisting you, such as an activity manager, must not take any action that directly affects the contractor's rights or ability to perform under the terms of the contract, including (but not limited to) providing interpretations of technical requirements to the contractor. The ultimate responsibility for any actions taken, by you or others assisting you, remains with you.

E. Duration of COTR Designation. This designation is effective for the life of the contract or order referenced on the first page of this designation letter, unless the CO rescinds it in writing, you resign this position, or you transfer to a new position in which you no longer have technical cognizance for this activity. If you cannot fulfill your responsibilities as COTR for any reason (e.g., transfer to another post), please notify the CO as soon as possible in order to ensure the timely designation of a successor.

IV. TRAINING

USAID has a COTR/AOTR Certification Program with formal classroom courses that complies with USAID internal policy and FAC - COTR requirements. ADS Chapter 458 establishes the Agency's policy and required procedures for COTR certification. I have verified that you have completed the COTR/AOTR Certification Program, but please be advised that you are still required to complete at least 40 hours of Continuous Learning Points (CLPs) every two years in order to maintain your certification.

V. STANDARDS OF CONDUCT AND CONFLICTS OF INTEREST

As an employee of the Federal Government, you must respect and adhere to the principles of ethical conduct set forth in Title 5 of the Code of Federal Regulations, Part 2635—Standards of Ethical Conduct for Employees of the Executive. (see 22 CFR 2635 at **http://www.gpoaccess.gov/cfr/index.html**.) As a COTR, you are responsible for protecting the U.S. Government's interests, while supporting its reputation for fair and equal dealings with all partners, including contractors. Therefore, if you have any direct or indirect financial interests in violation of 18 U.S.C. 208 and/or 5 CFR 2635.401 and 5 CFR 2635.501

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that may place you in a position where there is a conflict between your private interests and the public interest of the United States, you must immediately inform your supervisor, the CO, and the Assistant General Counsel for Ethics Administration (GC/EA, see http://inside.usaid.gov/A/GC/EA/ for more information) **[Note: This information is only available on the intranet and is for internal use only.]** of this conflict so that appropriate action may be taken. As COTR, you must avoid the appearance of such conflict in order to preserve public confidence in the U.S. Government employee's conduct of business. Furthermore, you agree to be aware of the post-employment restrictions on former USG employees, including Personal Service Contractors, found in 18 U.S.C. 207 and 41 U.S.C. 423, to detect possible violations.

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ACKNOWLEDGEMENT

Your signature below confirms that you

(1) Accept this appointment, and

(2) Agree to comply with all duties, responsibilities, and limitations outlined in this letter, particularly those pertaining to conflicts of interest, by agreeing to conduct business dealings to avoid conflicts of interest and in an impartial manner.

(3) Have completed the COTR/AOTR certification program which includes the web-based Phoenix Accruals on-line course, completion of A&A 102: Acquisition Management for COTRs, and completion of A&A 103: Assistance Management for COTRs.

(4) Meet all the eligibility requirements in ADS 302.3.7.1 (a).

I HEREBY ACCEPT THIS APPOINTMENT AND ACKNOWLEDGE MY DUTIES AND RESPONSIBILITIES AS COTR:

CONTRACTING OFFICER'S TECHNICAL REPRESENTATIVE

September 20, 2010
DATE

After signing, return this original memorandum (and retain a copy) to me within five business days. I will acknowledge your acceptance of this designation by signing below and send a copy to you and the others indicated below.

CONTRACTING OFFICER

9/20/2010
DATE

cc:
Alternate COTR
M/CFO/CMP - Paying Office
dTS - Vendor
COTR's Supervisor

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ANNEX 3. BACKGROUND – EVOLUTION OF TELECOMMUNICATIONS/ICT/MEDIA ENVIRONMENT AND THE NEED FOR SPECIALIZED TRAINING

The significance of the role of telecommunications and ICT in human development is so apparent that it scarcely needs to be emphasized. Perhaps half the world's population is directly engaged in some form of telecommunications-related activity on a daily basis, and a compelling case can be made for the developmental benefits that will accrue to those who are not so engaged.

As the word "telecommunications" itself implies, the fundamental role of telecommunications over the past 150 years has been to enable real-time communication over a distance. Over the past quarter-century technological developments have revolutionized the capabilities for effecting such communications. Today most countries in the world are seamlessly interconnected in a manner that enables the delivery of a wide range of basic and advanced services and applications, with increasingly profound impacts in terms of the daily lives and social awareness of their citizens, and of the manner in which business, commerce and government is conducted. Telecommunications is increasingly making it possible to deliver specialized knowledge and expertise when and where it is needed, notably in such areas as health and education. Finally, telecommunications plays an ever more critical role in the dissemination of news, media and entertainment services.

The economic impact of the global telecommunications and ICT industry is also difficult to overstate. By some estimates, the global market at the end of the past decade was valued at more than $3 trillion, with a compound annual growth rate (CAGR) of around 6%. Perhaps even more significant is the role of telecommunications and ICT as a driver of economic growth. In the first place, in many countries, and particularly in the developing world, the telecommunications/ICT sector is the second largest in terms of turnover, after banking and financial services, and typically accounts for between 4% and 8% of GDP. Correspondingly, the sector is a major source of employment; in the developing world it is not uncommon for telecommunications/ICT to account for the largest proportion of private-sector jobs. Second, according to the ITU, the World Bank and a number of independent studies, every dollar that is invested in the telecommunications sector indirectly generates between 3 and 6 times its value in revenues in other sectors.

It is also hard to overemphasize the impact of the Internet and of the enormous capabilities which its availability has created over the past 15 or so years. To take but a few examples, a small business in a developing country is now able to make its products and services known to a national, regional or worldwide audience, and also to use the Internet as a tool to research potential markets, sales opportunities and competitors' offerings. At the same time, and on a very different scale, Internet-enabled applications have become a major source of alternative information and a vehicle for social mobilization which authoritarian and repressive governments have found increasingly difficult to control – or, as was recently the case in Egypt, have found that an excessively heavy price is exacted on commerce, government and the social fabric when such control is exerted.

A final point that should be made is that, whether one looks to the experience of the US from the mid-1980s onward, or to that of the European Union (EU) from the early 1990s, or to the countries of Central/Eastern Europe and former Soviet Union over from the mid-1990s, or to more recent regional developments (e.g., in Sub-Saharan Africa and Latin America), a number of common underlying factors emerge, which can be enumerated as follows.

23. The notion of telecommunications as a simple utility representing a "natural monopoly" is untenable; correspondingly it is essential for governments to divest themselves of an ownership role in the sector and to allow private enterprise to participate to the maximum extent possible

24. The appropriate role of government is to set policies and priorities for sector development, and to establish a sector regulatory body that is institutionally, administratively and financially independent and free from political influence, and has sufficient authority to ensure that those policies and priorities are implemented in a manner that balances the interests of government, operators and service providers, and end-users

25. To ensure orderly and coordinated development of the sector, it is necessary to put in place and enforce a robust policy and regulatory framework that ensures, among other things,

    a A general "level playing field" for all market participants

    b Effective supervision of operators with a dominant market position (operators with "Significant Market Power," in EU parlance) to prevent anticompetitive or abusive practices

    c A licensing/authorization regime that enables market entry by new players while making efficient and judicious use of scarce resources such as spectrum and numbering

    d Competition-enabling measures such as number portability and interconnection regulations that promote efficient, seamless and cost-effective interworking of disparate networks and platforms

    e Universal Service mandates to ensure ubiquitous provision of accessible and affordable basic services

    f Protection of the rights of consumers and end-users.

Many developing countries have discovered that it is very much in their self-interest to implement the above framework. Orderly and coordinated development translates into more rapid growth and greater sector turnover, and hence to increases in government revenues.

It is implicit in the above description that sovereign states can, or should, exercise a great deal of jurisdiction and oversight in determining the course of development of their telecommunications/ICT sectors. However, this jurisdiction is not absolute; some supra-national and international matters are handled by the ITU, a Geneva-based specialized agency of the United Nations (UN) that includes 192 Member States. Within its specialized domain, the organization and functioning of the ITU is much like that of the UN; as in the case of the latter, the President of the US appoints an ambassador to the organization, and the US has just one vote in the organization and in any of its committees and subsidiary bodies.

Among other activities, the ITU coordinates the shared global use of the radio spectrum, establishes a wide range of worldwide standards, promotes international cooperation in assigning satellite orbits, and works to improve telecommunication infrastructure in the developing world. The ITU is also active in areas such as broadband Internet, latest-generation wireless technologies, aeronautical and maritime navigation, radio astronomy, satellite-based meteorology, fixed-mobile convergence, Internet access, data, voice, TV broadcasting, so-called Next Generation Networks and cyber security.

The ITU is not a rule-making and enforcement body like the FCC or its counterpart regulatory bodies in other countries. Nonetheless, certain ITU regulations and mandates, once ratified by Member States, have the legal force of treaties. For instance, many of the Radio Regulations, such as the Table of Frequency

Allocations, and certain mandates, such as the mandate that the transition from analog to digital broadcasting must be accomplished worldwide by 2015, fall into this category.

Another factor that is implicit in the above description is that an enormous amount of specialized expertise – in particular, technical, legal, economic and managerial expertise – is required to effectively oversee and implement the continuing development of the telecommunications/ICT sector. While such expertise exists in many advanced developed countries – notably the US and Western Europe – in the developing world, and even in some relatively developed countries, it is generally in short supply. In this connection, it is worth noting the difficulties encountered in the process of attempting to apply the EU regulatory framework – probably the world's most sophisticated regulatory construct in terms of sheer volume and complexity – in many of the smaller countries which have recently acceded to the EU or are in the process of so doing, notably Malta, Cyprus, Montenegro and Macedonia. A major obstacle which such countries confront is that, relatively high levels of general education notwithstanding, the countries as a whole simply do not have enough qualified specialists to properly staff a regulatory agency. In such cases, specialized training becomes an essential prerequisite.

A somewhat different picture, but one which again highlights the critical need for training, presents itself in countries which transitioned rapidly from a monopolistic to a liberalized and competitive regulatory regime. This was the case, for example, in many of the countries of Central/Eastern Europe and former Soviet Union, and is also true of some countries in sub-Saharan Africa today.

Finally, the extraordinarily rapid pace of technological evolution must also be taken into account. New technologies, platforms and applications are constantly emerging, and their deployment in the commercial marketplace demands the corresponding technical know-how to understand how they work; the legal and regulatory skills to accommodate them within existing frameworks; the economic expertise to gauge their impact on operators, consumers and government revenues; and, finally, the administrative and managerial skills to deal with the ever-increasing complexity and number of players in the market. So-called "disruptive" technologies, such as Voice over Internet Protocol (VoIP) or webcasting/podcasting, which can profoundly affect the customer base, revenue streams and marketing strategies of established providers (traditional telephone companies in the former case, media/entertainment services in the latter), present particularly complex challenges from a regulatory standpoint. Finally, the ever-increasing array of totally new applications and features – from Internet gambling to Facebook-type privacy issues to BlackBerry's proprietary encryption system – often pose difficult issues of whether to regulate, and if so, how. Here again, the availability of training that is both specialized and "vendor-neutral," to keep abreast of these developments, is of critical importance.

The need for advanced, specialized training in telecommunications can be conceptualized in terms of two dimensions, namely "tactical" (the acute and ongoing need for transfer of the corresponding skills, knowledge and experience from the developed to the developing world) and "strategic" (alignment with broad US geopolitical interests). That being the case, it seems appropriate also to assess the impact of USTTI training with reference to these two dimensions. At the same time, while these two dimensions may provide a useful overall framework, it should be evident that what constitutes "impact" of such training is highly country-, time- and situation-specific, and there is unlikely to be a clear, one-to-one, cause-and-effect relationship between the fact of a participant having taken one or more USTTI courses (say, for the sake of example, a course on Internet regulatory policy) and specific home-country outcomes on an institutional or national level (to continue the example, the development of an improved Internet regulatory framework leading, or tending to lead, to an overall increase in Internet penetration).

While stressing the importance of such training, at the same time it is important to point out that the principal beneficiaries of such training are professionals in the telecommunications, ICT, and more recently, the media industries, specifically, the policy-makers and regulators; personnel of operators and service providers; and end-user institutions and organizations that are telecommunications-intensive and/or large enough to employ staff dedicated to telecommunications functions. Given the fact that the "enabling capability" of telecommunications and ICT has steadily increased over time, this general observation is less true today than 10 or 15 years ago. Prior to 2000, it would have been pointless to offer specialized training in e-government, telemedicine, or distance learning in many developing countries because the infrastructure to support such applications was largely nonexistent. It would be questionable to provide specialized telecommunications training to professionals in fields such as agriculture, because agricultural enterprises presently are not sufficiently telecommunications-intensive, or sufficiently engaged in the telecommunications and ICT sectors that such training would be of any practical benefit.[37]

Specialized telecommunications training should remain current and relevant to present-day circumstances. For example, in the mid-1980s, when the USTTI program was first created, the US was virtually the only country in the world which had (partially) liberalized its telecommunications sector, while the ITU was dominated by monopolistic European operators (France Télécom, Deutsche Telekom, etc.) which had a strong vested interest in maintaining the status quo. That situation no longer applies today, and many regulatory specialists would even assert that today's EU regulatory framework is superior in a number of respects to the US model. Other regional groupings, such as the CITEL member countries in Latin America, have developed sophisticated regulatory mechanisms in areas such as Universal Service. Another example concerns the large group of countries that gained independence, or greater independence, after the fall of the Berlin Wall and the collapse of the Soviet Union. These countries inherited limited and antiquated infrastructures that did not conform to world standards, and were operating under rudimentary legal/policy/regulatory regimes. A responsive telecommunications training program would target the particular challenges and needs of these countries. Further examples that can be cited include such obvious phenomena as the Internet and everything that it has brought in its wake, from social networking to cyber-security. Again, given the enormous significance and profound transformative effects of these developments, it is to be expected that a telecommunications training program would be attuned to the need for imparting the skills and knowledge required to keep abreast of them.

A further general observation that can be made, now from a US policy perspective, is that there is a less immediately apparent, but at least equally important, need for telecommunications training that is aligned with US geopolitical strategic interests. This can be termed the "strategic" dimension of such training, in contrast to the "tactical" dimension discussed above. As noted previously, in the telecommunications arena international bodies such as the ITU play a role that is akin to that of the UN, and in such bodies, as well as their subcommittees and working groups, the US commands only one vote. As with the UN, the US often finds itself in a minority position, particularly in areas such as standardization, spectrum allocation and (increasingly) cyber security. Accordingly, it is in the geopolitical self-interest, so to speak, of the US to have a vehicle for persuasively "making its case" and for disseminating objective information about the US's stance on these important issues. Properly focused and targeted training can achieve this end, and the USTTI

[37] This does not imply that there is no scope for telecommunications applications in agriculture; for example, large agricultural enterprises are making increasing use of satellite-based imaging and positioning systems, weather radar data, to increase crop yields, optimize harvesting strategies, etc. As of the present, however, such sophisticated applications are largely confined to the developed world, and – as was true of telemedicine or distance learning in the recent past – the highly automated and mechanized infrastructure required to support them is largely absent in the developing world.

program is widely described as being the most powerful tool at the disposal of the US for achieving this purpose.

The persons best positioned to assess the "tactical" dimension were the participants themselves, while those best able to judge the "strategic" aspects were US-based interviewees, particularly highly placed individuals in institutions such as the DoS and DoC, FCC, NTIA and, to some extent, representatives of selected US corporations concerned with matters of international and public policy.

ANNEX 4. PURPOSE OF THE ASSESSMENT – ADDITIONAL DETAILS

According to the USAID SOW for this evaluation, its purpose is to provide an independent and objective assessment of the developmental impact of the 27-year USTTI ICT training program. This includes an assessment of the program's cost effectiveness based on the program's developmental impact and verification of the in-kind and cash contributions USTTI leveraged from other private sources to complement USAID's contributions. As explicitly stated in the SOW, it was recognized from the start that fully accomplishing this purpose would be constrained by the availability from USAID and USTTI of previous reports, curricula, and other relevant materials. Thus, to the extent such information was available, the evaluation was expected to include a discussion of the level of program success observed, and report if objectives were met throughout the duration of the program; identify key findings and recommendations, major successes and constraints, unanticipated effects, and an assessment of the cost effectiveness of a US-based ICT training program for development professionals. In addition, it was to offer recommendations and lessons learned to guide USAID in designing and implementing future ICT training programs. More specifically, the report was to contain:

- Discussion of strengths and weaknesses of how USTTI implemented the program, including selection of participants, identification of training course topics, development of course content, selection of presenters and relevance to country development needs.
- Assessment of USAID's management of the program, including selection of participants, and identification of training course topics relevant to USAID country programs.
- Impacts (intended or unintended; positive or negative) that can be credibly attributed to the USTTI training program, including: specific policy, legal and institutional reforms; better business practices; securing of modern communications infrastructure; and resulting financial means to design, implement, manage, and maintain state-of-the-art telecommunications systems.
- Assessment of USTTI follow-up actions with participants after they received USTTI training.
- Assessment of participant selection to determine the relevance of the USTTI training to their job, and the effective level of learning transfer to implementation on the job post-training.
- Calculation of the total cost of training per participant and assessment of the cost effectiveness of USTTI's approach to training.
- Success stories from the program, at least one illustrative example for each region of persons trained.
- Description of USTTI effectiveness trends over the grant period, including a discussion of efficiency, number of persons trained, and cost per participant trained, by year and averaged over the life of the program.
- Assessment of counterparts' perception of the utility or effectiveness of the USTTI training.
- Assessment of counterparts' perception of USAID level of participation in the USTTI training.
- Explanation of obstacles to program implementation and success and assessment of how well USTTI responded to these challenges.
- Evaluation of level of non-monetary value-added to the training program by USAID's partnership with USTTI.

- Recommendations on what structure, programmatic or management changes would make the provision of services more efficient and their impacts more effective.

ANNEX 5. RESEARCH DESIGN AND EVALUATION METHODOLOGY – DETAILS

There are a variety of challenges associated with assessing the complex developmental impact of a 27-year long program. These previously identified challenges include accounting for time horizons, attributing impacts to USTTI, and engaging past participants who have not had contact with USTTI for several years. Participants who received training within the past few years can reasonably be expected to provide evidence of use of their training in their home country roles, but are less likely to be able to provide examples of substantial resultant development impacts. On the other hand, impacts that may plausibly be associated with training received many years ago are also much more subject to multiple causes and difficult or impossible to attribute solely to such training. Following is a brief description of the original evaluation design and the design as it evolved and was implemented in response to the conditions that were encountered after the assessment began. A discussion of study limitations to the data on which the evaluation findings and conclusions are based may be found in Section IV of the main report.

INITIALLY PLANNED DESIGN

The originally proposed evaluation design included five components: (i) reviewing project documents available from USAID and USTTI; (ii) conducting key informant interviews with USAID, USTTI, former trainers, and representatives of counterpart organizations;(iii) an electronic survey of a stratified, random sample of former USTTI participants; (iv) follow-up telephone interviews with a purposive sample of respondents to the electronic survey; and (v) interviews in their home countries with a sample of the participants interviewed by telephone and their colleagues in a position to validate claims of program impacts. The evaluation as designed was to take place during the period of mid-September through mid-December 2010.

The originally proposed design had a number of critical assumptions, including: (1) dTS would have access, through USAID and/or USTTI, to a full range of information regarding the program, its participants, and costs and performance reports from inception to the present; (2) this information would be available in reasonably "user-friendly" format that would be relatively easily processed for sampling and analysis; (3) dTS would have the cooperation of USTTI in eventually contacting participants; (4) through the AOTR for USTTI, dTS would have access to USAID documentation related to USAID's evaluation and monitoring of the program. As corollaries, dTS did not anticipate, nor did it budget for, activities of "discovery" (as would have been required to track down material in the USAID archives related to the program prior to 2004) or of data conversion (e.g., from paper to electronic format) and reconciliation (e.g., discrepant participant-related information in different sources).

As the evaluation was implemented these four basic assumptions were not sustained. Documentation on the program or its participants was not available from USAID for the period prior to the start of the tenure of the current AOTR. Eventually, approximately one month after work on the evaluation began,[38] the AOTR did furnish the following:

1. A paper-based "AID Participant Report," which appeared to be an itemization of expenses for USAID-funded participants from January 2005 through September 2009, comprising the names of the participants and the expenses incurred by each (but no other information);

38 October 27, 2010

2. A paper-based "FSR Participant Tracking Report," comprising a listing of participants from April 2005 through June 2010, together with their titles, institutional affiliations, addresses and contact information, including e-mail addresses (but without an indication of the courses taken). It was not explicitly indicated that the participants listed therein were USAID-funded, and efforts to clarify this point were unsuccessful.

Also in late October, dTS was informed by USTTI that, in view of the fact that USTTI intended to respond to RFA-CIO-11-000001, USTTI intended to decline further cooperation with the Impact Assessment, at least until the November 8, 2010 submission deadline had passed. This was a serious setback to the dTS timetable for the project, as well as a surprise. In previous meetings USTTI had indicated a readiness to share with dTS a full listing of all previous USTTI participants, together with relevant particulars and contact information. USTTI had committed to furnishing such a listing by October 15, 2010.

Without access to USTTI's files, and with no further information forthcoming from the AOTR, the totality of the information regarding the USTTI training program that was in dTS' possession at the end of October 2010 consisted of: (1) nearly 30 completed interviews with USAID personnel, USTTI board members and staff, representatives of USG institutions and private corporations involved in the USTTI program, and instructors/presenters, (2) the participant lists furnished by the AOTR; and (3) a miscellaneous collection of documentation that had been assembled by USAID EGAT/ICT personnel, comprising, in particular, the following:

1. A Grant Agreement between USAID and USTTI, effective May 1, 2000, with a five-year term, and with a budget of $2.5 million, of which $500,000 was obligated for the first year;
2. A series of portions of grant modifications, extending over the years 2000-2010, which deal almost exclusively with incremental funding for the USTTI program;
3. A letter dated November 23, 2004, designating the USAID officer as the CTO (current terminology, AOTR) for the USTTI grant;
4. A one-page summary, evidently supplied by USTTI, of USTTI's activities from 1983 through 2009, listing numbers of courses, training slots, applications, graduates, USAID-funded graduates, countries represented, and dollar amount of USAID grant for each year;
5. A (paper-based) participant list covering the years 2005 through 2010, indicating, for each year, the participants' names, countries of origin, and courses taken;
6. A set of partial Financial Status Reports submitted by USTTI to USAID, and covering the period 2000-2010;
7. Excerpts from Public Law 99-399 of August 27, 1986, enacted during the 98th Congress, 2nd session, and in particular Section 1307, which authorizes DOS, USAID, and USIA to participate in support of any activities of USTTI;
8. USTTI Annual Reports for the years 2004-2009;
9. A memorandum from Ambassador Michael Gardner of USTTI to David Pales of USAID, with copies to various USAID staff, dated February 26, 2010, entitled "Preliminary Report on the Economic Impact of USTTI's Training in the Developing World"; and
10. Miscellaneous documentation (e.g., a "USTTI Fact Sheet," copies of various e-mail correspondences).

In particular, the available data concerning participants in the USTTI training was problematic, for a number of reasons. On a general level, the various datasets were evidently assembled for differing purposes, with no view to their mutual consistency. More specifically, the available information concerned only participants over the period from January 2005 to around mid-2010, which represented less than one-quarter of the total USTTI time frame, and an estimated 10% of the total number of participants (perhaps one-third of the total number of non-USAID-funded participants were excluded). Aside from the obvious problems thus created, there were additional uncertainties regarding the representativeness of the set of countries reflected in the datasets, in terms of either the total universe of 168 home countries of participants or the subset of home countries of USAID-funded participants (given likely evolutions over time); and, furthermore, regarding the representativeness of the participants themselves (for example, selection criteria may have changed over time). Finally, the available data exacerbated a methodological issue that dTS had already noted, namely that "impactful" outcomes were likely to materialize over periods measured in several years or more, and thus more recent USTTI graduates (say, from 2008 through the present) were less likely to give evidence of such outcomes.

USTTI did not immediately resume cooperation with dTS after the November 8, 2010 deadline had passed, with the result that work on the evaluation project was effectively suspended for a period of several weeks. In early February 2011, dTS received via USAID an electronic listing of all USTTI participants over the period 1996-2010, including year of attendance, funding status (USAID/non-USAID), country of origin, organizational affiliation and position at the time of attendance, and contact information (phone and fax numbers, and e-mail addresses to the extent available).[39] At that time, work on the assessment was restarted with the modifications described below to the project plan.

DESIGN AS IMPLEMENTED

Reduced to essentials, the dTS approach involved the following elements:

1. **Documentation review and analysis.** The purposes of this element were to provide a descriptive record of the USAID/USTTI partnership and to provide the basis for the impact evaluation. As described more fully above, the dTS team obtained and reviewed the available grant agreements and modifications between USAID and USTTI, annual reports and other documents USTTI had made available to USAID, and public documents regarding the USTTI program.

2. **Structured interviews with key US-based actors.** The key actors targeted for face-to-face interviews included USTTI staff, notably the chairman; current and former USAID staff engaged in, or with knowledge of, the program, including in particular the current AOTR and various EGAT/I&E/ICT staff members; public and private sector members of the USTTI BoD (including, e.g., the FCC, DoS, NTIA; AT&T, Cisco, Intel, Verizon), many of whom, as it turned out, had designed and/or taught courses under the auspices of USTTI; current and former instructors; and, finally, a few representatives of organizations engaged in similar training activities. A list of the persons interviewed in included as Annex 6.

3. **Surveys and interviews of former participants.** Given that the participants were in effect the agents by which the impact of USTTI training could be assessed – whether on the level of the participants' individual professional development or on that of the participants' contribution to broader sectorial and social developmental outcomes – it was clearly essential to survey former participants directly. In order to

[39] In 1996, approximately 40% of participants provided e-mail addresses; by 2000, the proportion had risen to around 82%.

increase the likelihood of capturing significant impacts (or lack of them), dTS conducted the surveys in question using a structured "multi-tiered" approach.

4. **Electronic Survey.** An electronic survey was designed and sent to all former USAID-funded USTTI participants for whom an e-mail address was available. The survey sought to elicit basic information about the participants' current occupation and position; their views on the quality, suitability and productiveness of the training received; and, finally, their opinions regarding the impact of training, "impact" being approached from a number of different perspectives. As described above, contact information on USTTI training participants was difficult to obtain and eventually the evaluation team received four lists that were compiled into a complete roster of former USTTI participants for the period from 1996 to 2010. These are:

   a **Electronic Participant List– USTTI Participants from 1996-2010**, provided to the dTS Evaluation Team from USAID evaluation COTR on December 10, 2010;

   b **Electronic Participant List- USAID-funded USTTI Participants from 1996-2010**, provided to the dTS evaluation team from a Curriculum Development Specialist, USTTI on December 21, 2010

   c **Paper-based List – AID Participant Report for 2005-2010**, provided to dTS by AOTR, which appeared to be an itemization of expenses for USAID-funded participants from January 2005 through September 2009, containing the names of the participants and the expenses incurred by each (but no other information);

   d **Paper-based List - FSR Participant Tracking Report for 2005-2010**, provided to dTS by the AOTR containing a listing of participants from April 2005 through June 2010, together with their titles, institutional affiliations, addresses and contact information, including e-mail addresses (but without an indication of the courses taken); the list did not explicitly indicate whether the participants listed therein were USAID-funded, and efforts to clarify this point were unsuccessful.

   dTS used these four lists to construct as complete a roster as possible of USAID-funded USTTI training participants from 1996 to 2010 for whom there was an email address.

   Concurrently, dTS designed an electronic survey questionnaire. Draft versions of the questionnaire were reviewed by USAID and modifications made as a result. The survey sought an assessment of the participant's USTTI experience, brief descriptions of the impacts of the training on their work upon returning to their home country, and their identification of any significant positive or negative impacts of USTTI training on specific policies, legal or institutional reforms, business practices, communications infrastructure, or financial support for the telecommunications systems. A copy of the survey instrument is included as Annex 9.

   A step in preparing the survey was to seek the endorsement of USTTI to request that USTTI either directly contact their former participants and request that they respond to the survey, or allow dTS to send such a message on their behalf. However, USTTI declined to endorse the survey in any way or to encourage former participants to respond. Consequently, an endorsement letter was sent from the evaluation COTR that explained the motivation behind the survey to all participants.[40]

[40] Endorsement email was sent on March 15, 2011.

On March 17, 2011, the electronic survey was sent to all USAID-funded USTTI participants with email addresses who participated between 1996 and 2010. 1,445 survey emails were sent. A second email with a reminder to respond to the electronic survey followed one week later[41]. Out of the 1,445 emails that were sent, 522 were undeliverable; the address for 300 of the email addressees no longer existed. The remaining 222 survey emails were rejected for a variety of other technical reasons. After extensive follow-up work that corrected many of the incorrect addresses and other problems, survey emails were received by a total of 1,289 USAID-funded USTTI participants.

The electronic survey remained open until March 31, 2011, allowing participants two weeks to complete the survey. dTS received 505 completed surveys from the 1,289 recipients, representing a 39% return rate. Following cleaning and analyses of the e-survey data file, using Excel and SPSS software, one case was eliminated because the participant reported being from the U.S. and 28 were eliminated because of large blocks of missing data, including all of the data for the impact related questions. The analyses in this report are based on the responses of 476 USAID–funded USTTI participants (37% of total number of USAID-funded participants) from 1996 to 2010.

5. **Telephone Survey**. The plan was to conduct follow-up interviews with a small and purposively selected sample of approximately 50 participants who received USTTI training. The purpose of the interview was to confirm and expand upon data from the e-survey, including the participants' career paths since receiving training, their assessment of the value of the USTTI training received, and what they consider to be important developmental impacts, if any, that resulted from the training. Based on the results of these interviews, the team would select 5 to 10 countries in which there were one or more reported impacts that would be investigated further during an on-site visit.

   A telephone interview guide and selection protocol were developed and reviewed by USAID. A final version of the interview guide is included as Annex 13.

   The participants selected for the phone interviews had indicated on the electronic survey response that because of their training they had contributed to making a positive developmental impact in their country. They were selected such that they represented each of USAID's five geographic regions, a mix of public sector and private sector trainees, and a proportionately representative number of women and men. More specifically, to select the participants for the telephone survey dTS:

   a Carried out an initial screen to ensure that a phone number was provided and the participant had responded positively to the questions related to training on the completed surveys.

   b Reviewed the responses to Questions 25, 26, and 27 on the e-survey.

   c Reviewed the open-ended responses to two of the questions related to training impact (Questions 28 and 30 of the electronic survey), and identified those participants who provided a plausible response to one or both of these questions.

   d Grouped respondents into three employer categories: public sector, private sector, and participants working for NGOs.

[41] Reminder email sent March 23, 2011.

e Divided the participants' countries into two categories based on a population index that reflected the ratio of numbers of USAID-funded USTTI participants to the country's total population to control for population size. The two categories were countries with a coefficient of 1 or more and less than 1.

The result was that dTS selected 70 respondents claiming a significant developmental impact and such that: (1) Each of the five USAID regions were represented by at least two countries per region; (2) Using the ITU World Telecom/ICT Indicators, the general progress in the country appeared to match the reported activity; (3) At least 15 private sector/NGO representatives were included; (4) At least 15 were included from the countries with relatively low ratios of USAID funded participants to total population; and (5) The respondents were from countries where it would be practical to make a visit, given the evaluation's time and financial constraints.

These former participants were contacted by email to arrange the call, and interviewed using Skype or commercial phone systems. Several attempts were made to contact each of the 70 selected participants and ultimately a total of 51 interviews were completed.

6. **Country Site Visit Face-to-Face Interviews**. The purpose of the country visits was to interview former participants and other knowledgeable individuals to explore in greater depth the claims that the USTTI training led to a developmental impact, including verifying, where possible, these claims through interviews with independent observers (e.g., the participants' supervisors, colleagues or others involved in the process of bringing the impact about). The original plan was to interview participants identified through the telephone surveys, but the reality of the in-country interview process was such that interviews were also completed with quite a few USTTI participants who had not responded to the e-mail survey or the telephone interview, or both. It was also decided that a visit would be made to one country as a counter example, i.e., a country where the team did not expect to find a significant developmental impact attributable to USSTI, in order to explore possible obstacles that returning participants encountered.

   The process for selecting the countries to visit included a review of the participant's survey responses, notes taken during the telephone interview, and the knowledge and experience of the dTS Team pertaining to the countries under review. The cases were analyzed and categorized based on the dTS Team's expert judgment in terms of plausibility and importance to the development of ICT in the country. The selected cases were then assessed using information from external sources (such as the ITU World Indicators Database results) and the evaluation team's knowledge of the countries involved. dTS ensured that there was a diversity of types or areas of anticipated impact (e.g. policies/regulations; technical advances; management improvements; service coverage) and that at least one country from each USAID region was represented. dTS also took into consideration the logistical feasibility of completing the visits, given the time and resources available. After reviewing all the potential countries, dTS recommended a set of 11 countries for final selection. Two countries (Honduras and Morocco) that had a relatively large number of USTTI trainees were included even though they had very few responses to the e-survey and no responses to the telephone interviews[42]. In these two cases it was decided to arrange an initial set of interviews through the personal contacts within the ICT sector of one of the evaluation team members. The 11 recommended countries also included one, Ethiopia, from which there was a sizeable number of USTTI participants but no developmental impact identifiable from the e-survey and telephone survey data. The recommended final list of countries was reviewed and approved by the USAID COTR.

[42] In both cases it was subsequently learned that the URL for the government agency that employed most of the trainees had recently been changed and the e-survey had not been received.

Concurrently, country visit interview protocols were developed by dTS and approved by USAID. These protocols are provided in Annex 13.

The country visits were made over a two-week period at the end of April and start of May 2011. Each of the 11 countries was visited by one of the ICT experts on the evaluation team, and a total of 84 interviews completed. The countries visited and the number of persons interviewed in each country are presented in the table below:

Table 2. Site Visit Countries and Number of Completed Interviews

USAID Region	Country	Completed Interviews
Asia	Mongolia	10
	Nepal	26
	Philippines	8
Europe and Eurasia	Bulgaria	4
Latin America	Ecuador	2
	Honduras	5
Middle East	Palestinian Territories	3
	Morocco	7
Sub-Saharan Africa	Ethiopia	6
	South Africa	5
	Zambia	8
Total	11 countries	84

DATA ANALYSIS

Identifying and attributing program impacts was complex and done using a combination of methods and techniques. The two ICT experts on the evaluation team assessed the data obtained through the document reviews and US-based key informant interviews. The electronic survey data was processed and analyzed by two senior survey statisticians using Excel and SPSS software. Summaries of the telephone interviews were prepared by dTS research assistants and analyzed by the two senior ICT experts. The ICT experts conducted the field visits, prepared summaries of the interviews conducted and shared them with the team. The two senior ICT experts also led the final analyses and the formulation of conclusions and recommendations.

ANNEX 6. LIST OF US-BASED KEY PERSONNEL INTERVIEWED FOR USTTI EVALUATION

Name	Department	Position Title	Date of Interview	Referred by
US Telecommunications Training Institute				
Jim O'Connor	USTTI	Senior Curriculum Coordinator	5-Oct-2010	Patricia Flanagan
Ambassador Michael Gardner	USTTI	Chairman	8-Oct-2010	Patricia Flanagan
Brian McCloskey	former-USTTI	Former Curriculum Director	15-Oct-2010	Patricia Flanagan
US Telecommunications Training Institute - Board of Directors				
Eric Loeb	AT & T	Vice President	13-Oct-2010	Martin Morell
Peter Pitsch	INTEL	Associate General Counsel	13-Oct-2010	Martin Morell
Ambassador Philip Verveer	US Dept. of State	US Coordinator, International Communication and Information Policy	14-Oct-2010	Alan Gibbs
Jacqueline Ruff	Verizon	Vice President	19-Oct-2010	Alan Gibbs
Robert Pepper	Cisco Systems	Vice President, Global Technology Policy	10-Feb-2011	Martin Morell
US Telecommunications Training Institute - Instructors				
Freddy Blunt	CIO	Instructor in USTTI module	8-Oct-2010	Patricia Flanagan
Mark Jamison	University of Florida	Leadership in Infrastructure Policy Center	13-Oct-2010	Martin Morrell
T.K. Tien	Intel	Instructor in USTTI module	14-Oct-2010	Noreen Janus
Jon Metzger	AED	President of Information Technology Applications Center	18-Oct-2010	Edward Malloy
Marilyn Cade	Independent Consultant	Instructor for USTTI	18-Oct-2010	Eric Loeb
Anthony Meyer	Independent Consultant	Former EGAT ICT Team Leader	20-Oct-2010	Patricia Flanagan
US Agency for International Development				
Alexandria Panehal	EGAT Bureau	I&E Office Director, EGAT Bureau	5-Oct-2010	Patricia Flanagan
Joe Duncan	EGAT Bureau	EGAT Bureau, Acting ICT Team Leader	5-Oct-2010	Patricia Flanagan
Micah Globerson	EGAT Bureau	Regulatory Specialist, ICT Team	5-Oct-2010	Patricia Flanagan
Edward Malloy	Former-USAID	Former USTTI AOTR & ICT Team Staff	5-Oct-2010	Patricia Flanagan

Noreen Janus	EGAT Bureau	Technical Advisor, ICT Team	6-Oct-2010	Patricia Flanagan
Patricia Flanagan	EGAT Bureau	ICT Advisor - Youth, Education, Health, ICT Team	6-Oct-2010	Patricia Flanagan
Jessica Tulodo	EGAT Bureau	Former Acting I&E Office Director	6-Oct-2010	Patricia Flanagan
Laura Samotshozo	EGAT Bureau	USTTI AOTR and IT Specialist , ICT Team	14-Oct-2010	Patricia Flanagan
Darrell Owen	Former-USAID	EGAT Bureau, ICT Specialist, ICT Team	15-Oct-2010	Patricia Flanagan
Rob Schneider	Office of Development Partners	Adviser	15-Oct-2010	Patricia Flanagan
Judy Payne	EGAT Bureau	E-Commerce/ E-Business Advisor	15-0ct-2010	Patricia Flanagan
Juan Belt	Former-USAID	Former I&E Office Director	21-Oct-2010	Jessica Tulodo
Bernie Mazer	Former-USAID	Former EGAT ICT Team Leader	22-Oct-2010	Patricia Flanagan
Priority Contacts with USAID with whom dTS made contact but no confirmed interest/availability				
Mike Yates	EGAT Bureau	Acting Assistant Administrator		Alexandria Panehal
Shenoa Simpson	US Embassy/Pakistan	Economic and Commercial Officer		Patricia Flanagan
Jerry Horton	Office of CIO	Chief Information Officer		Patricia Flanagan
Ken Lanza	Administrator's Office	Senior Advisor		Alexandria Panehal
David Ferguson	Science and Technology Office	Director, Global Development Commons		Jessica Tulodo
Gwendolyn Ruffin	OAA Procurement	Former AO for USTTI Grant		Patricia Flanagan
Other Government Agencies				
Alan Gibbs	US Department of State	Adviser to the International Communication and International Policy Bureau	7-Oct-2010	Kent Edwards
Daniel Hurley	Department of Commerce	Director, Critical Infrastructure Program, National Telecommunications and Infrastructure Association	14-Oct-2010	Martin Morell
James Bird	Federal Communications Commission	Senior Counsel, Office of General Counsel	10-Feb-2011	Kent Edwards
David Furth	Federal Communications Commission	Deputy Chief, Public Safety and Homeland Security Bureau	10-Feb-2011	Kent Edwards
John Giusti	Federal Communications Commission	Chief of Staff, Office of Commissioner Copps	10-Feb-2011	Kent Edwards

Julius P. Knapp	Federal Communications Commission	Chief, Office of Engineering and Technology	10-Feb-2011	Kent Edwards
Roderick Porter	Federal Communications Commission	Deputy Chief, International Bureau	10-Feb-2011	Kent Edwards
Thomas Sullivan	Federal Communications Commission	Chief of Staff, International Bureau	10-Feb-2011	Kent Edwards
Suzanne Tetreault	Federal Communications Commission	Deputy Chief, Enforcement Bureau	10-Feb-2011	Kent Edwards
Barbara B. Cutts	Federal Communications Commission	United States Representative for ITU Fellowships/ Director, FCC-Sponsored USTTI Programs, International Bureau	10-Feb-2011	Kent Edwards

ANNEX 7. US-BASED PERSONNEL INTERVIEW GUIDELINES

USTTI INTERVIEW GUIDE AND INFORMATION REQUEST

1. What is your specific role at USTTI? Please describe your responsibilities. How long have you been in this specific role? Please describe any prior different roles that you have played in the USTTI program.

2. Please describe the relationship between USAID and the USTTI program. Please indicate the positions and persons between whom any interactions transpire.

   a Please elaborate on any relationships, if any, between USTTI and the larger pool of technical experts on the USAID ICT Team to support the USAID field people in the Missions.

   b Also, please elaborate on any relationships, if any, between USTTI and the Office of Development Partners (ODP), which is responsible for Public, Private Partnerships (PPP's) for the U.S. Government.

   c What has been the relationship between USTTI and the USAID Field and Mission experts?

3. What is your understanding of the goals and objectives of the USAID grant for the USTTI program?

   a What is your understanding of the goals and objectives of the USAID/EGAT Bureau?

   b What is your understanding of the Strategic Objectives (SOs) and Indicators of the USAID Office and Team funding the USTTI grant? Which of these does the USTTI Program assist USAID in meeting?

4. What is your understanding of USAID's responsibilities and accountabilities with regard to the administration, management and effectiveness of the USTTI program?

   a What is your understanding of USTTI's responsibilities and accountabilities with regard to the administration, management and effectiveness of the USTTI grant program?

5. Please explain how the USTTI program has changed over the years since its start with regard to:

   a Curriculum. Specifically, how has USTTI kept abreast of changing trends in ICT in the developing countries?

   b What is USTTI's "Change Program," that is, what mechanisms are built in to the management of the USTTI Program to modify the program as a direct result of changes or events in a given country? For example, if four students from a country were scheduled to attend a class or classes at USTTI, and there was a political coup in the country just prior to the class(s) start, what would be USTTI's course of action with regard to these students? Please explain the rationale.

   c Scheduling

   d Student selection

   e Student vetting

   f Logistics of actual training, such as location(s) and frequency of a given course

   g Measuring results or impact of the training on:

   h Students

i Developing countries

6. What aspects of the relationship between USTTI and USAID would you change? Why?

   a Why have any such changes not been put into effect?

7. What relationship exists or has existed in the past between the USTTI program and U.S. Government agencies other than USAID? Please indicate the agency or agencies, and describe any role that a given agency played in the program.

   a Please describe USTTI's engagement and collaboration with the U.S. State Department's TLP (The Leadership Program) and DFI (Digital Freedom Initiative).

8. How is the USTTI curriculum developed each year?

   a What is the approval process for the curriculum with regard to specific courses and their content?

   b What is the process used for selection of the instructors/presenters of content at USTTI courses/seminars?

9. How is the decision made as to who and when to utilize USAID funds to support a specific potential student? Who makes the recommendation for funding? Who approves such decision? What record(s) are maintained by USTTI to support such decisions?

10. Please describe the actual role(s) played by the USTTI Board of Directors (BOD) in USTTI's annual program.

11. Please describe the actual role(s) of sponsoring companies or organizations not on the BOD in USTTI's annual program.

12. What specific follow-up is conducted by USTTI on students after a given training course has been attended and completed? Is such follow-up, if any, done on a one-time basis, or on a recurring basis? If the latter, please describe how it works, and provide example of actual cases.

13. How does USTTI measure the effectiveness of its annual program each year? How has such measurement changed over time, if such is the case?

    a Presuming that USTTI's effective measurement system has been modified over the years, how do any of those changes or modifications get incorporated into the following year's curriculum and participant selection?

14. What reporting does USTTI provide to USAID, and in what form and frequency? Has such reporting been modified over the life of the grant(s) program? If so, please describe the changes. Please provide copies of any and all reporting that USTTI has provided to USAID.

15. How are students selected to attend USTTI training or seminars? Who makes the initial recommendation? Who makes the final decision on a given student's participation?

    a Please elaborate on any relationships or engagement between USTTI and the larger pool of technical experts on the USAID ICT Team in the participant selection process and decisions.

    b Also, please elaborate on any relationships or engagement between USTTI and the Office of Development Partners (ODP) in the participant selection process and decisions.

c What has been the relationship and engagement between USTTI and the USAID Field and Mission experts in the participant selection process and decisions?

16. What, in USTTI's opinion, has been the role of the USAID Missions and/or Regional Centers in the USTTI program? What has been their role in student selection and follow-up?

17. Given that the number of applications for training each year appears to exceed USTTI's capacity for training, how is the list of applicants screened and culled to match USTTI's ability to deliver training in a given year?

    a Who makes such decisions?

    b What records are maintained?

    c Please provide such records for a reasonable sample of years.

18. Please provide for each year, starting with 1985 and continuing through the present time, the following information:

    a Advertised annual training program list of courses, locations, dates and duration of each course.

    b Actual training conducted during the year, including name of courses, locations, dates and duration of each course.

    c For each course:

        i Name and organization of instructor (with current coordinates)

        ii Listing of students attending and graduating, including:

        - Student's full name
        - Country of residency
        - Position and/or occupation at time of training
        - Amount of USAID funds spent on student and type of expenditure, i.e., travel, lodging, etc.
        - Current coordinates (if available)
        - U.S. sponsoring person/organization (with current coordinates)
        - Any follow-up contact records with the student(s).

    d Recorded minutes of each BOD meeting.

19. Does USAID ADS (Automated Directives System) 253 apply to the USTTI grant?

20. Please identify any other individuals who the evaluation/assessment team should interview with regard to input on the impact and effectiveness of the USTTI Program in the developing countries. Please include the person's full name, position, current coordinates, and your reasoning as to why an interview with the individual would add value to the assessment.

AGREEMENT OFFICER (AO) INTERVIEW GUIDE AND INFORMATION REQUEST

1. What is the Agreement Officer's assessment of the performance and impact on developing countries of the USTTI program; historically and currently? Do you have evidence materials to base this assessment on that we may review?

2. Please specifically identify the Agreement Officers and Cognizant Technical Officers (CTO or AOTR) responsible for this program from its inception through the present time. Please provide pertinent dates and current contact coordinates for each such individual.

3. Do the standard participant training reporting requirements of ADS 253 apply to this program grant? If the answer is no, please provide a record of such decision, including the rationale. If so, what has been the role of USAID EGAT/ED in the program design, monitoring, and reporting of USTTI activities? What is the relationship between USAID EGAT and the USAID Missions with respect to USTTI training, student selection, and follow-up on student training?

4. Does a USAID sponsoring unit Participant Training Plan exist for the USTTI program (as recommended by ADS 253.3.1.3)? If not, please elaborate on the rationale for not having such plan. If so, please provide copies of each year's plan and identify the USAID personnel involved in the development and modifications of such plan(s).

5. What U.S. Government rules, laws, regulations and/or other directives are applicable to USAID's responsibilities for this program?

6. Other than the AOTR and Agreement Officer, what other USAID personnel and/or units or organizations have been involved in the USTTI program? Please specify how such individuals or units have participated in the design, management or evaluation of the program, and identify the personnel by name, position, unit, current coordinates, and role in the USAID USTTI program.

7. This is a Public-Private Partnership agreement. What are the role and responsibilities of the AOTR in this partnership model with USTTI?

8. How often during the life of the grant(s) have the Agreement Officer and AOTR jointly made site visits to USTTI? Please provide copies of the written reports of any such site visits.

9. What is the role and responsibility of the AOTR with regard to student selection for training at USTTI and follow up? What is the role and responsibility of USAID Missions and/or Regional Bureaus with regard to student selection for training at USTTI and follow up?

10. What formal program evaluations and/or status reports have been received by the AO? What is the frequency or schedule (if any) of any required reporting? Please provide copies.

11. Please identify any USAID, other U.S. Government agency, or non-government persons who should be consulted with regard to this assessment activity. Please include name, position, current coordinates, and your understanding of the individual's role with regard to the USTTI program, or the reason why such individual should be contacted.

AOTR INTERVIEW GUIDE AND INFORMATION REQUEST

1. Please describe in specific terms your duties and responsibilities as AOTR for the USAID USTTI grant program. Have these duties or responsibilities changed over time, and, if so, please describe the specific changes and how such changes came about.

2. What were the terms of the original and any interim grants?

3. What are the terms of the current grant? Have any of the terms been modified? If so, what were the specifics of any modifications? What were the programmatic justifications of each modification? Please provide materials supporting these.

4. If there have been no modifications since 2000, please elaborate as to why there have been no modifications.

5. What are the AOTR's responsibilities with regard to measuring and documenting the degree to which USTTI's annual results have met the stated goal(s) and objectives?

   a How often was this done, and on what scheduled basis?

   b Between 1985 and 04/30/2000.

   c Between 05/01/2000 and 09/30/2010?

6. What is the AOTR's assessment of the value of the partnership to EGAT/I&E/ICT's broad goals and objectives (i.e. in expanding access to telecomm and ICT applications)? To EGAT/I&E/ICT's measurable program elements, sub-elements and indicators. Please be specific. What is the AOTR's assessment of the performance and impact on the ICT sector on developing countries of the USTTI program; historically and currently? Please provide data evidence materials to support this assessment.

7. How have USTTI results been documented at USAID?

   a Identify each document by name, purpose and time period reported therein.

   b What documentation is retained on file by USAID? Please name and describe each instance of such documentation.

   c Please provide copies of any and all such results documents.

8. What formal results or performance assessments have been provided to USAID management on this/these program(s)? What has been provided to any other U.S. Government entity, and please identify such entities.

   a Please provide copies of such assessments, reports or advices.

9. Is the public annual USTTI Chairman's Report the only reporting by USTTI provides to USAID? Have any progress reports been developed for USAID specifically as a result of the Grant? Please provide copies of each annual report received by USAID since the program's initial establishment. What records of USTTI's proposed annual program plans and subsequent actual results and activities have been received by USAID?

   a At what frequency?

   b Please provide copies of each such record

10. Does USAID receive any reports from USTTI on individual trainees (i.e., how the training has impacted their job)? If so, please provide copies of such reports (a reasonable sample).

11. Do the standard participant training reporting requirements of ADS 253 apply to this program grant? If the answer is no, please provide a record of such decision, including the rationale.

12. Other than the AOTR and Agreement Officer, what other USAID personnel and/or units or organizations have been involved in the USTTI program? Please specify how such individuals or units have participated in the design, management or evaluation of the program, and identify the personnel by name, position, unit, current coordinates, and role in the USAID USTTI program.

13. How has each of these requirements been satisfied?

14. What documentation is on file to support that the requirements have been satisfied by USAID? Please provide, by annual bundles for each year from 1985 through 2010. Particular interest is in the last 10 years. What internal USAID program history files or reports have been prepared during the life of this program? Please provide each such file or report.

15. Please identify the USAID personnel, title, location in organization, and contact info for those with responsibility for this program:

    a For the original grant (1985),

    b For any and all subsequent grants and/or modifications prior to 04/30/2000,

    c For the 27 April 2000 grant,

    d And, for any and all subsequent grants and/or modifications from 05/01/2000 through 09/30/2010.

16. Please specifically identify the Agreement Officers and Cognizant Technical Officers (CTO or AOTR) responsible for this program from its inception through the present time.

    Please provide pertinent dates and current contact coordinates for each such individual.

17. What is the relationship between USAID EGAT and the USAID Missions with respect to USTTI training, student selection, and follow-up on student training?

18. What has been the frequency and substance of contacts between the AOTR and USTTI?

19. How often during the life of the grant(s) have the Agreement Officer and AOTR jointly made site visits to USTTI? Please provide copies of the written reports of any such site visits.

20. How often during the life of the grant(s) has the AOTR made site visits to USTTI or any of its training locations (where such training was provided at a sponsoring organization's site)? Please provide copies of the written reports of any such site visits.

21. Have all USTTI performance and financial reports been deemed adequate and satisfactory? If so, in what fashion has the AOTR informed the Agreement Officer of such results? If not, please provide copies of any findings and the subsequent resolution or disposition of such findings. Please provide copies of any reports and communications thus submitted by the AOTR to the AO.

22. How is USTTI funding determined every year? Was a review of data evidence of the results and achievements of the previous year part of the funding determination process? Did earmarked years versus

non-earmarked years alter the AOTR's role of monitoring and reviewing performance and progress? Who determines and authorizes any changes with regard to the above series of questions?

23. Does ADS 253 apply to the USTTI grant? If so, what has been the role of USAID EGAT/ED in the program design, monitoring, and reporting of USTTI activities? What has been the relationship between USAID EGAT/ED and the AOTR?

24. Does a USAID sponsoring unit Participant Training Plan exist for the USTTI program (as recommended by ADS 253.3.1.3)? If not, please elaborate on the rationale for not having such plan. If so, please provide copies of each year's plan and identify the USAID personnel involved in the development and modifications of such plan(s).

25. What is the role and responsibility of the AOTR with regard to student selection for training at USTTI and follow up?

26. What is the role and responsibility of the USAID Missions and/or Regional Bureaus with regard to student selection for training at USTTI and follow up?

27. Explain the decision-making process of participant selection. How is participant selection correlated to supporting the priorities of the USAID Mission programs?

28. Please identify by name, position, and coordinates all USAID personnel and units that have been involved in the USTTI grant program, and please elaborate on the specific role that such individuals and/or units have played in the design, management and/or evaluation of the effectiveness of the program.

29. How does the USTTI Program engage and collaborate with other relevant USAID-funded programs in the ICT sector? With the past two Department of State run Technology Leadership Program (TLP) and Digital Freedom Initiative (DFI) USAID-supported programs? How does the USTTI Program engage in other USAID-supported programs with the USTTI members (i.e., Cisco, Intel, Microsoft, etc.)?

30. What is the level of interaction between USAID, the USAID AOTR and the Board of Directors (BOD) of USTTI? Other than reports by the USTTI Chairman, have any meetings or contacts with BOD members occurred, and if so, what has been the relative frequency of such? Please identify the BOD member(s) involved.

31. What is your understanding of the role of the USTTI Board of Directors, beyond providing financial support and training personnel and facilities?

32. Please identify any USAID, other U.S. Government agency, or non-government persons who should be consulted with regard to this assessment activity. Please include name, position, current coordinates, and your understanding of the individual's role with regard to the USTTI program, or the reason why such individual should be contacted.

USTTI BOARD OF DIRECTORS -INTERVIEW GUIDE AND INFORMATION REQUEST

1. Please describe your role as a USTTI Board of Directors member.
   a Please indicate the time frames during which you have served in this capacity.
   b Please elaborate on your understanding of the specific duties and responsibilities of a USTTI Board of Directors member.
   c Have you been directly involved with USTTI, other than as a general board member?
2. What are the time frames during which your company or U.S. Government agency has been a sponsor?
3. What are the benefits to your company or agency of being associated with USTTI?
4. What is your understanding of the objectives and goals of the USTTI Program?
5. What is your understanding of the Strategic Objectives (SOs) and Indicators of USAID with regard to the USTTI Program grant?
6. In your assessment, how well have the goals and objectives been reached and satisfied by the USTTI program?
   a With regard to USTTI goals and objectives?
   b With regard to USAID's Strategic Objectives and Indicators?
   c With regard to your company or agency objectives and goals?
7. What do you see as the strongest points of the USTTI Program?
8. What are the areas of the USTTI Program that you believe could be improved? What are the reasons that such improvements have not already been implemented?
9. What issues have you experienced or are you aware of with the USTTI Program?
10. Has your company, agency, or you been involved with USAID's support of the USTTI program? If so, please elaborate on the specifics of such involvement.
11. What do you see as the areas where improvement is needed with regard to the partnership aspects of the program, i.e., between the funding U.S. Government agency (USAID), the USTTI management, the USTTI Board of Directors, and the other sponsoring companies or U.S. Government agencies? Please be as specific as possible, and include any efforts that have been made to implement the improvement cited.
12. Has your company or agency been involved with any of the USAID Missions or Regional Centers with regard to the USTTI Program or other training programs relating to ICT? If so, please elaborate on the specifics of such involvement.
13. Are you aware of any other U.S. Government or specific sponsor goals and objectives which the USTTI Program has assisted in meeting?
14. Please identify the U.S. Government laws, rules, regulations and/or other directives that you understand as a board member to be applicable to the USTTI Public/Private Partnership.

15. What is the your assessment of the USTTI Program's actual impact on the ICT Sectors in the developing countries from which USTTI Trainees have been selected?

    a Please identify any specific policy, legal and/or institutional reforms in individual countries that can be reasonably attributed to the USTTI Program's effect.

    b Please identify any specific reformed business practices or ICT infrastructure procurement practices attributable to the USTTI Program.

    c Please identify any cases of reformed or improved ability in the developing countries in the ability to implement, manage and maintain state-of-the-art ICT systems, where the changes in institutional capacity were attributable to the USTTI Program.

16. What is your assessment of USTTI's follow-up activities on participants in the training program? What have been the USTTI activities or programs over the years to determine the effectiveness of the various training courses and the actual impact on the ICT sector in the developing countries?

17. How has the participant selection process, in your opinion, been directly relevant to the participants' actual job responsibilities? Please provide any specific examples you can to demonstrate the assessment of relevance.

18. What have been the strengths and weaknesses of the USTTI Program, in your view? What actions or activities were taken to address any perceived weaknesses?

19. Has the USTTI Program engaged and/or collaborated with the Technology Leadership Program (TLP) and the Digital Freedom Initiative (DFI)?

20. Is there anything else that you wish to comment on with regard to the USTTI Program and/or USAID's funding support for this program? If so, please elaborate.

21. Please identify any other person in your company, agency, or another sponsoring organization who should be consulted with regard to this assessment activity. If possible, please include the person's full name, position, current coordinates, and your reasoning as to why this person should be included in the assessment interviews.

OTHER U.S. GOVERNMENT AGENCY INTERVIEW GUIDE

1. Please describe your Agency's role and/or responsibilities in the USTTI program and the time period(s) of involvement.
2. With regard to your personal involvement in the program, please indicate the time period during which you have been involved and the specific role that you have played.
3. In your assessment, what has been the impact on developing countries of the USTTI training programs? Please provide any specifics possible that support your assessment.
4. Have you taught any of the sessions/courses at USTTI? If so, please indicate the name of the course and time period(s) when it was delivered.
5. Have you visited or observed at any of the USTTI training courses? If so, please indicate when, where, and what specific courses you observed.
6. In your assessment, has the USTTI program been cost effective? Please elaborate on why you believe this to be the case.
7. What do you see as the strongest points of the USTTI program?
8. What do you see as areas that might be improved with regard to the USTTI program?
9. Please identify any other U.S. Government agency or employee persons who should be contacted about this assessment of the USTTI program. If possible, please include the person's full name, position, current coordinates, and your reasoning as to why an interview would add value to the assessment.

OTHER USAID PERSONNEL INTERVIEW GUIDE AND INFORMATION REQUEST

1. Please describe your role, involvement and/or responsibilities for the USAID USTTI grant program?
2. Please indicate the time period during which you have been involved in the program.
3. What is your understanding of USAID's objectives and goals in supporting the USTTI program?
4. In your assessment, how well have USAID's goals and objectives been satisfied by the USTTI program?
5. What issues, if any, have you experienced with the USTTI program?
6. Please describe your understanding of the roles and responsibilities of the various USAID EGAT units in administering/managing the USTTI program.
7. What actions or modifications to USAID's administration or management of the USTTI program do you believe would improve overall results of:
   a The USTTI program, and/or
   b EGAT, with regard to developing country impact
8. What U.S. Government rules, laws, regulations and/or other directives do you believe are applicable to the USTTI program grant?
9. What is the relationship between USAID EGAT and the USAID Missions with respect to the USTTI program?
10. Are there any other aspects of either USAID's administration/management of the program or USTTI's activities that you believe should be identified and analyzed with regard to this evaluation of the program's overall effectiveness and impact on developing countries?
11. Please identify any other USAID, other U.S. Government agency, or non-government persons who should be consulted with regard to this assessment activity. If possible, please include the person's full name, position, current coordinates, and your reasoning as to why this person should be included in the assessment interviews.

ANNEX 8. TOTAL USTTI PARTICIPANTS & USAID-FUNDED PARTICIPANTS BY COUNTRY AND YEAR (1996-2010)

TOTAL USTTI PARTICIPANTS ORGANIZED BY COUNTRY AND YEAR

	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	Total Participants
Afghanistan	0	0	0	0	0	0	4	2	2	3	5	0	2	0	1	19
Albania	1	0	2	1	1	1	1	2	1	6	3	2	2	2	1	26
Algeria	0	0	0	0	0	0	0	0	0	0	1	2	4	1	0	8
Antigua and Barbuda	0	0	0	0	0	0	0	0	0	1	4	2	1	1	0	9
Argentina	0	1	1	1	2	0	0	1	0	1	1	1	1	2	2	14
Armenia	1	0	1	1	2	2	1	0	0	0	2	1	1	0	0	12
Aruba	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	2
Azerbaijan	0	0	0	0	0	0	0	0	0	0	3	2	0	0	0	5
Bahamas	8	14	5	2	0	5	0	0	3	2	0	1	0	0	0	40
Bahrain	1	1	1	0	2	1	0	1	2	2	0	2	0	0	2	15
Bangladesh	2	1	1	2	0	0	2	3	1	3	1	4	7	7	15	49
Barbados	5	2	4	1	2	0	3	4	3	5	3	6	4	1	1	44
Belarus	6	1	2	0	1	0	0	0	1	0	0	0	0	0	0	11
Belize	0	2	1	0	0	0	0	2	0	1	2	2	1	1	1	13
Benin	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	2
Bermuda	0	0	0	0	0	0	0	0	0	0	1	0	0	1	2	4
Bhutan	0	0	1	1	0	0	0	2	2	2	1	1	1	2	0	13
Bolivia	1	2	2	1	3	1	0	3	1	0	0	2	0	0	1	17
Bosnia and Herzegovina	0	0	0	0	0	0	0	2	1	1	0	0	1	2	1	8
Botswana	0	0	8	5	0	0	1	2	2	1	1	1	1	1	0	23
Brazil	4	3	6	6	4	2	6	0	1	2	2	3	2	2	11	54

	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	Total Participants
British Virgin Islands	0	1	0	0	0	0	0	1	3	1	1	0	1	1	1	10
Brunei	1	3	1	0	0	0	0	0	1	0	0	0	0	0	0	6
Bulgaria	5	11	12	2	9	2	1	3	2	4	3	3	3	1	0	61
Burkina Faso	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	5
Burundi	0	0	0	0	0	0	0	0	1	0	1	1	1	0	0	4
Cambodia	3	0	1	0	0	0	0	0	0	0	0	1	0	0	1	6
Cameroon	0	1	0	0	0	3	1	1	2	4	0	2	4	3	2	23
Cape Verde	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Central African Republic	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	2
Chad	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	2
Chile	1	0	0	0	0	0	0	0	0	0	1	2	2	2	3	11
Colombia	10	5	6	5	4	1	3	1	1	4	1	2	1	2	2	48
Comoros	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Congo	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Costa Rica	0	3	0	1	1	3	1	1	1	1	3	0	2	4	3	24
Cote d'Ivoire	2	0	1	1	0	0	0	1	0	0	0	0	1	0	0	6
Cyprus	0	2	1	2	1	1	1	1	0	0	0	0	0	0	0	9
Czech Republic	6	7	8	2	1	0	0	0	0	0	0	0	0	0	0	24
Democratic Republic of Congo	0	1	0	0	0	0	0	1	1	3	1	0	0	2	0	9
Djibouti	0	0	0	1	0	0	0	0	1	1	0	0	1	0	0	4
Dominica	0	1	1	1	3	2	1	3	1	1	0	2	1	1	2	20
Dominican Republic	2	2	3	1	1	0	1	1	3	5	3	1	2	0	1	26
Ecuador	0	2	3	2	1	1	2	1	6	4	3	2	1	1	7	36

	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	Total Participants
Egypt	11	0	0	1	0	6	0	0	1	6	4	0	6	4	1	40
El Salvador	0	1	0	0	1	0	4	3	4	0	1	2	0	1	2	19
Eritrea	2	2	0	1	1	0	0	0	1	0	0	1	0	0	0	8
Estonia	0	1	0	4	0	1	0	0	0	0	0	0	0	0	0	6
Ethiopia	1	5	4	3	4	6	6	4	6	10	4	4	2	4	2	65
Federated States of Micronesia	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Fiji	1	0	0	1	0	0	1	1	0	1	1	2	2	1	0	11
Gabon	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Gambia	0	7	2	3	2	0	0	1	1	2	0	2	2	3	0	25
Georgia	2	0	0	0	1	1	0	0	1	1	1	1	0	2	0	10
Ghana	13	8	13	14	14	18	17	21	14	6	5	16	21	25	21	226
Grenada	0	0	0	0	1	1	0	0	0	3	1	0	1	1	2	10
Guatemala	0	1	3	2	2	0	2	0	0	1	4	1	0	0	0	16
Guinea	0	0	1	2	1	1	1	1	3	5	1	4	2	2	1	25
Guinea-Bissau	0	1	0	0	0	0	1	1	0	1	1	1	0	0	0	6
Guyana	9	24	31	5	3	4	0	2	0	1	0	0	0	0	3	82
Haiti	17	8	7	5	3	6	2	0	1	11	2	3	3	3	9	80
Honduras	7	15	6	4	2	4	2	4	2	7	9	5	1	2	3	73
Hong Kong	3	3	3	6	2	2	2	1	1	0	0	0	0	0	0	23
Hungary	9	0	2	2	1	0	0	0	0	0	0	0	0	0	0	14
India	4	3	5	6	2	3	5	8	4	11	1	0	2	6	5	65
Indonesia	2	2	2	1	4	2	2	2	1	4	1	2	0	1	0	26
Iraq	0	0	0	0	0	0	0	8	0	0	15	4	0	0	5	32
Israel	1	1	1	0	2	0	1	0	0	0	0	0	0	0	0	6
Jamaica	1	6	6	3	2	1	2	3	7	7	8	2	5	5	3	61

	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	Total Participants
Jordan	2	4	2	0	3	4	0	1	1	1	7	9	5	3	2	44
Kazakhstan	2	1	4	0	0	0	0	6	1	1	0	1	0	0	1	17
Kenya	7	4	6	3	6	9	10	10	13	16	13	21	10	17	14	159
Kiribati	0	0	0	0	1	0	0	0	1	0	1	0	2	0	0	5
Kosovo	0	0	0	0	0	0	0	0	3	1	1	1	1	0	0	7
Kuwait	14	15	14	1	1	0	0	1	0	0	0	0	1	0	0	47
Kyrgyzstan	3	0	1	2	1	2	1	2	3	0	1	2	1	0	0	19
Laos	0	0	0	3	3	0	2	0	3	1	2	1	1	1	0	17
Latvia	4	1	1	2	1	0	0	0	0	0	1	0	0	0	0	10
Lebanon	0	0	0	0	0	0	4	1	0	0	1	4	6	5	1	22
Lesotho	0	0	1	3	0	5	2	0	3	4	1	0	1	2	7	29
Liberia	1	2	6	2	1	0	0	0	3	0	0	7	0	2	6	30
Lithuania	5	3	2	1	1	2	2	1	1	1	0	1	0	0	0	20
Macedonia	2	0	1	3	0	1	6	0	2	3	2	0	0	1	2	23
Madagascar	0	3	1	0	1	0	0	0	0	0	5	0	1	0	0	11
Malawi	1	1	1	2	1	4	3	4	3	5	5	6	4	4	4	48
Malaysia	3	4	0	0	0	0	1	0	0	3	1	0	0	1	0	13
Maldives	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	2
Mali	1	0	0	0	1	0	1	0	0	0	0	0	0	4	0	7
Marshall Islands	0	0	0	0	0	0	0	2	0	0	0	1	0	0	0	3
Mauritania	0	0	0	0	2	0	0	0	0	0	0	0	0	1	0	3
Mauritius	0	0	0	1	0	13	5	7	0	0	0	0	0	1	0	27
Mexico	1	1	2	2	0	0	0	0	1	1	2	1	0	1	0	12
Micronesia	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Moldova	5	1	1	3	1	2	2	2	4	0	1	1	1	1	2	27

	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	Total Participants
Mongolia	2	4	4	4	3	5	6	5	3	4	5	10	8	10	5	78
Morocco	0	0	0	4	13	25	8	4	3	12	0	2	1	2	0	74
Mozambique	0	1	0	3	0	2	0	0	0	0	1	0	1	0	0	8
Namibia	1	0	1	0	0	0	1	1	1	1	0	0	1	0	0	7
Nepal	2	1	2	1	2	2	5	9	7	11	10	13	18	26	45	154
Netherlands Antilles	0	1	0	1	0	0	0	0	1	1	0	0	1	1	1	7
Nicaragua	0	0	0	0	0	0	0	0	0	0	1	2	1	1	0	5
Niger	0	0	0	0	0	0	0	0	1	0	1	0	0	1	0	3
Nigeria	2	1	3	2	3	10	9	18	15	21	14	21	31	29	56	235
Oman	0	1	1	0	0	2	0	0	2	0	3	1	0	0	0	10
Pakistan	0	0	0	1	6	0	1	2	3	4	2	1	3	1	3	27
Palau	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Palestinian Authority	1	1	1	1	2	0	0	0	11	0	0	0	1	0	0	18
Panama	0	1	1	0	0	0	12	9	1	1	1	3	1	2	0	32
Papua New Guinea	2	2	1	1	4	0	2	0	4	2	2	1	1	2	1	25
Paraguay	0	0	0	0	1	0	1	1	2	4	3	2	0	2	8	24
People's Republic of China	0	3	1	5	0	0	0	1	0	1	0	0	0	0	0	11
Peru	2	5	6	4	7	8	2	3	6	5	7	4	8	4	5	76
Philippines	15	13	11	6	7	5	8	4	10	17	16	11	8	10	12	153
Poland	11	4	4	4	0	1	0	0	0	0	0	0	1	0	0	25
Qatar	0	3	2	2	0	2	0	0	0	1	0	0	1	1	0	12
Romania	23	12	7	7	10	6	4	4	2	4	4	1	0	1	0	85
Russia	9	30	20	4	2	0	1	0	1	4	5	1	1	0	0	78

	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	Total Participants
Rwanda	0	3	0	0	1	2	0	1	3	4	3	3	6	5	16	47
Samoa	0	0	0	0	0	0	0	0	1	3	1	2	5	0	0	12
Sao Tome and Principe	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	2
Saudi Arabia	15	11	15	29	24	16	0	0	7	0	3	5	2	5	1	133
Senegal	2	2	2	2	2	2	0	4	2	7	8	1	5	1	10	50
Serbia	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Seychelles	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	3
Sierra Leone	3	2	1	0	0	0	0	0	1	0	0	0	2	3	16	28
Singapore	1	5	0	2	1	0	0	0	0	0	0	0	0	0	0	9
Slovakia	5	1	1	2	0	0	0	0	0	0	1	0	1	0	0	11
Slovenia	1	2	0	1	0	0	0	0	0	0	0	0	0	0	0	4
Solomon Islands	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Somalia	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1
South Africa	8	5	50	10	21	12	14	4	3	4	3	0	5	4	6	149
South Korea	5	2	2	6	6	5	7	4	2	1	1	1	1	2	0	45
Sri Lanka	0	0	4	2	6	3	4	2	2	5	4	8	5	6	5	56
St. Kitts and Nevis	6	0	0	1	0	0	0	0	0	0	0	1	1	1	1	11
St. Lucia	1	0	1	1	0	2	2	0	2	1	1	0	2	2	3	18
St. Vincent and Grenadines	0	0	0	0	1	2	0	0	1	3	2	3	1	0	4	17
Sudan	0	0	1	0	0	0	0	0	0	0	0	1	0	1	1	4
Suriname	12	12	1	0	5	3	0	3	1	6	12	1	5	13	6	80
Swaziland	0	0	0	2	0	0	0	0	0	0	0	0	1	0	0	3
Syria	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	2
Taiwan	1	1	1	3	1	0	0	0	0	1	0	0	0	0	0	8

	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	Total Participants
Tajikistan	0	0	0	0	0	0	1	3	1	3	3	2	3	1	2	19
Tanzania	20	16	25	20	16	19	16	12	8	4	5	6	12	18	11	208
Thailand	10	0	1	3	1	1	6	0	2	14	3	2	3	1	9	56
Togo	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Tonga	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	3
Trinidad and Tobago	6	8	4	4	6	11	3	2	2	6	3	1	1	1	9	67
Tunisia	0	0	0	0	0	0	0	0	1	0	1	1	1	0	0	4
Turkey	2	1	0	1	1	1	0	0	0	1	0	1	0	0	0	8
Tuvalu	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Uganda	8	11	10	12	9	9	14	9	15	13	16	15	16	20	39	216
Ukraine	5	1	3	4	0	2	2	0	1	0	1	0	0	0	0	19
United Arab Emirates	0	0	0	0	1	0	0	0	1	0	2	1	0	0	2	7
Uruguay	2	0	0	1	1	1	1	1	0	0	0	1	1	0	2	11
Uzbekistan	0	1	0	0	0	0	0	1	5	2	0	3	2	1	0	15
Venezuela	0	1	0	1	2	0	0	0	0	0	0	1	0	1	0	6
Vietnam	5	1	1	0	0	2	2	0	0	7	1	4	2	4	6	35
Yemen	0	0	1	1	0	0	0	0	2	0	0	0	0	0	0	4
Zambia	9	9	11	8	17	11	11	13	20	17	10	3	17	16	22	194
Zimbabwe	11	5	4	1	1	1	0	0	1	1	2	0	0	1	0	28
TOTALS	**401**	**379**	**407**	**298**	**296**	**298**	**263**	**256**	**290**	**370**	**317**	**298**	**319**	**349**	**465**	**5006**

USAID-FUNDED USTTI PARTICIPANTS

	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	Total Participants
Afghanistan	0	0	0	0	0	0	2	1	2	0	5	0	1	0	0	11
Albania	1	0	1	1	1	0	0	2	0	3	3	3	1	1	0	17
Algeria	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Antigua and Barbuda	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Argentina	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Armenia	1	0	1	1	1	1	0	0	0	0	0	0	0	0	0	5
Aruba	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Azerbaijan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bahamas	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Bahrain	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Bangladesh	0	0	1	1	0	0	1	3	1	2	1	2	3	6	15	36
Barbados	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	2
Belarus	3	1	1	0	1	0	0	0	0	0	0	0	0	0	0	6
Belize	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Benin	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	2
Bermuda	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bhutan	0	0	1	0	0	0	0	0	0	0	1	0	0	1	0	3
Bolivia	1	0	1	0	0	1	0	1	0	0	0	0	0	0	0	4
Bosnia and Herzegovina	0	0	0	0	0	0	0	2	0	0	0	0	1	1	1	5
Botswana	0	0	7	0	0	0	0	1	0	1	1	1	1	1	0	13
Brazil	0	0	0	0	0	0	0	0	0	2	1	2	2	0	5	12
British Virgin Islands	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Brunei	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	Total Participants
Bulgaria	5	8	11	0	4	2	1	3	1	4	3	4	3	0	0	49
Burkina Faso	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Burundi	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Cambodia	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
Cameroon	0	1	0	0	0	0	0	0	0	1	0	1	0	0	0	3
Cape Verde	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Central African Republic	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chad	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chile	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Colombia	0	3	3	1	1	0	2	0	2	2	0	2	0	0	0	16
Comoros	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Congo	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Costa Rica	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Cote d'Ivoire	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	2
Cyprus	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Czech Republic	0	7	8	1	0	0	0	0	0	0	0	0	0	0	0	16
Democratic Republic of Congo	0	1	0	0	0	0	0	1	0	1	0	1	0	0	0	4
Djibouti	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dominica	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Dominican Republic	2	1	3	0	1	0	0	0	0	1	1	1	0	0	0	10
Ecuador	0	1	3	2	1	1	2	1	2	3	2	3	0	0	2	23
Egypt	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
El Salvador	0	0	0	0	0	0	3	3	3	0	0	0	0	0	0	9

	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	Total Participants
Eritrea	2	2	0	1	1	0	0	0	0	0	0	0	0	0	0	6
Estonia	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ethiopia	0	3	3	3	1	1	5	0	5	5	4	5	0	0	0	35
Federated States of Micronesia	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Fiji	1	0	0	0	0	0	0	0	0	0	1	0	1	0	0	3
Gabon	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gambia	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	2
Georgia	2	0	0	0	1	1	0	0	0	1	1	1	0	1	0	8
Ghana	6	4	11	12	11	12	15	16	15	4	3	4	9	14	10	146
Grenada	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Guatemala	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0	3
Guinea	0	0	0	2	1	1	0	1	0	4	1	4	0	1	0	15
Guinea-Bissau	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Guyana	1	2	2	0	0	1	0	2	0	1	0	1	0	0	0	10
Haiti	2	1	1	1	0	0	0	0	0	1	2	1	1	3	6	19
Honduras	6	10	4	3	2	4	1	4	1	6	7	6	1	1	3	59
Hong Kong	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hungary	6	0	1	0	0	0	0	0	0	0	0	0	0	0	0	7
India	4	0	2	0	0	0	0	0	0	1	0	1	0	0	0	8
Indonesia	0	0	2	0	0	0	0	0	0	2	1	2	0	0	0	7
Iraq	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Israel	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	3
Jamaica	1	2	2	0	0	0	0	0	0	0	0	0	0	0	0	5
Jordan	1	3	2	0	0	0	0	0	0	1	0	1	0	1	1	10
Kazakhstan	1	1	1	0	0	0	0	6	0	1	0	1	0	0	0	11

	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	Total Participants
Kenya	7	3	5	1	4	4	9	10	9	16	8	16	5	9	9	115
Kiribati	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Kosovo	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kuwait	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Kyrgyzstan	3	0	1	2	1	2	1	2	1	0	1	0	0	0	0	14
Laos	0	0	0	3	2	0	2	0	2	0	1	0	0	0	0	10
Latvia	2	1	0	1	0	0	0	0	0	0	0	0	0	0	0	4
Lebanon	0	0	0	0	0	0	1	0	1	0	0	0	3	3	1	9
Lesotho	0	0	1	0	0	0	0	0	0	3	1	3	1	2	6	17
Liberia	0	1	1	0	0	0	0	0	0	0	0	0	0	0	4	6
Lithuania	5	2	1	1	1	1	1	0	1	0	0	0	0	0	0	13
Macedonia	2	0	1	0	0	0	0	0	0	2	1	2	0	0	0	8
Madagascar	0	1	0	0	0	0	0	0	0	0	5	0	0	0	0	6
Malawi	1	1	1	0	1	2	3	4	3	4	5	4	2	4	3	38
Malaysia	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Maldives	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mali	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Marshall Islands	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mauritania	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mauritius	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Mexico	0	1	1	0	0	0	0	0	0	1	1	1	0	0	0	5
Micronesia	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Moldova	5	1	1	2	0	1	2	2	2	0	1	0	0	0	0	17
Mongolia	2	4	3	2	3	3	6	5	6	3	4	3	3	7	4	58
Morocco	0	0	0	1	3	25	8	3	8	12	0	12	0	1	0	73

	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	Total Participants
Mozambique	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	2
Namibia	0	0	1	0	0	0	1	0	1	1	0	1	0	0	0	5
Nepal	2	1	2	1	2	2	5	7	5	7	10	7	18	26	42	137
Netherlands Antilles	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Nicaragua	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Niger	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Nigeria	0	0	1	0	0	0	0	1	0	8	10	8	11	15	28	82
Oman	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pakistan	0	0	0	0	0	0	0	0	0	2	1	2	1	0	1	7
Palau	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Palestinian Authority	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	3
Panama	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Papua New Guinea	1	1	0	0	0	0	0	0	0	0	1	0	1	0	0	4
Paraguay	0	0	0	0	0	0	0	0	0	3	2	3	0	0	5	13
People's Republic of China	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Peru	1	4	5	2	3	5	2	3	2	5	6	5	6	2	2	53
Philippines	3	3	7	4	4	2	8	3	8	15	16	15	7	10	11	116
Poland	10	2	1	0	0	0	0	0	0	0	0	0	0	0	0	13
Qatar	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Romania	21	7	5	5	5	4	1	4	1	2	1	2	0	1	0	59
Russian Federation	1	7	4	0	1	0	0	0	0	4	5	4	0	0	0	26
Rwanda	0	3	0	0	0	0	0	0	0	3	2	3	6	3	9	29

	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	Total Participants
Samoa	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sao Tome and Principe	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Saudi Arabia	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Senegal	2	1	2	2	0	2	0	4	0	7	7	7	3	1	7	45
Serbia	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	2
Seychelles	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sierra Leone	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Singapore	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Slovakia	4	1	1	1	0	0	0	0	0	0	0	0	0	0	0	7
Slovenia	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Solomon Islands	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Somalia	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
South Africa	6	5	47	0	1	2	2	3	2	2	2	2	0	3	3	80
South Korea	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sri Lanka	0	0	1	0	0	0	1	1	1	3	3	3	1	3	4	21
St. Kitts and Nevis	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
St. Lucia	0	0	1	0	0	0	1	0	1	0	0	0	0	0	0	3
St. Vincent and Grenadines	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sudan	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Suriname	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	3
Swaziland	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Syria	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Taiwan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tajikistan	0	0	0	0	0	0	1	2	1	2	3	2	1	1	0	13

	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	Total Participants
Tanzania	16	13	23	14	11	17	16	12	16	2	3	2	9	13	6	173
Thailand	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	2
Togo	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tonga	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Trinidad and Tobago	1	3	0	0	0	0	0	0	0	0	0	0	0	1	0	5
Tunisia	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Turkey	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tuvalu	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Uganda	8	11	9	9	5	7	9	6	9	10	15	10	13	18	27	166
Ukraine	4	1	3	3	0	1	0	0	0	0	0	0	0	0	0	12
United Arab Emirates	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Uruguay	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	2
Uzbekistan	0	1	0	0	0	0	0	1	0	2	0	2	0	0	0	6
Venezuela	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Vietnam	2	1	1	0	0	0	0	0	0	0	0	0	0	1	0	5
Yemen	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Zambia	8	7	8	8	17	9	10	12	10	16	9	16	15	15	21	181
Zimbabwe	11	4	4	0	0	0	0	0	0	0	0	0	0	0	0	19
TOTALS	**185**	**157**	**227**	**93**	**91**	**114**	**123**	**135**	**123**	**182**	**164**	**182**	**131**	**172**	**236**	**2315**

ANNEX 9. ELECTRONIC PARTICIPANT SURVEY

USAID
FROM THE AMERICAN PEOPLE

March 15, 2010

Dear Telecommunications and ICT Training Participant:

The United States Agency for International Development (USAID) has been a financial supporter of the United States Telecommunications Training Institute (USTTI) training program since 1983, providing funding for participants' travel to and from the United States and lodging and meal expenses while in training. You are receiving this letter as a former participant in the USTTI training program and a recipient of USAID funding support.

USAID is committed to examining the effectiveness of its funded programs in order to learn their strengths and weaknesses and make ongoing improvements. So that we can continue to advance and make adjustments in future training in support of your country's efforts in telecomm and information communications technologies (ICT) development, we need your help in assessing the tangible development impacts and outcomes based on your participation in the USTTI training program.

In adherence with USAID Policy of carrying out independent, unbiased evaluations, the Agency contracts with expert firms outside of USAID or the program partner. The expert firm Development & Training Services (dTS) has been contracted to lead the evaluation of the USTTI training program. ***Please make sure to watch for an electronic survey sent by dTS to your email address within a day or two after you receive this message***.

We anticipate the findings of the evaluation will help us better identify areas where USAID-funded training programs are more capable of achieving results in the ICT and telecomm sector, and areas where we have less success and therefore need to improve. A cornerstone in the evaluation is the forthcoming confidential survey. Surveys collect the direct data of the individual voices of training participants. These are critical feedback loops that provide transparent learning and enable us to be accountable to program participants. ***We are interested in your honest feedback!***

U.S. Agency for International Development
1300 Pennsylvania Avenue, NW
Washington, DC 20523
www.usaid.gov

USAID/Washington's ICT Team feels very privileged to be a part of the Agency's commitment to learn from the past in order to better programs going forward. ***On behalf of the Team, we thank you in advance for joining us in this endeavor to strengthen ICT training by candidly responding to the survey coming to your in-box soon.***

Sincerely,

Patricia Flanagan
ICT Advisor
USAID/Washington

Note: Please be assured that the information you provide when taking the survey will be held in strict confidence. Your name will not appear in the report of the survey results or in the final evaluation report. Your response will not be used for any purpose other than as stated in the letter above. We estimate 15-20 minutes time to complete the survey.

USTTI Participant Survey

1. Greetings!

Greetings!

Thank you for participating in our electronic survey, which should only take 10 to 15 minutes of your time. Your responses to the survey will be valuable in helping us assess the impact and effectiveness of the United States Telecommunications Training Institute (USTTI) Program. We will use this information to help align future training programs to meet evolving needs.

Please note that all questions require a response.

USTTI Participant Survey

2. USTTI Participant Profile

1. Please provide the following information.

Name:

Current Organization/Employer:

Organization/Employer and Position at Time of Training:

Current Work Address:

City/Town:

State/Province:

Country:

Email Address:

Phone Number:

2. Do you work in telecommunications/ICT/media?

- Yes
- No

3. If you answered "yes" to Question 2, above, how many years have you worked in this sector?

- Less than 5 years
- 5-10 years
- More than 10 years

4. If you answered "no" to Question 2, above, please indicate the sector in which you work.

- Agriculture
- Economic/Business Development
- Education
- Environment
- Health
- Humanitarian Assistance/Disaster Response

Other (please specify)

5. What type of organization do you work for?

- Public Sector
- Private Sector
- Non-governmental organization (NGO)

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USTTI Participant Survey

6. If you work for the public sector, which specific type of organization do you work for?

- ◯ Government Ministry
- ◯ Government Owned Telecom
- ◯ Regulatory Authority
- ◯ Other Government Agency
- ◯ Government Media Company (Radio and/or Television)
- ◯ Other (please specify)

7. If you work for the private sector, which specific type of organization do you work for?

- ◯ Internet Service Provider (ISP)
- ◯ Private Telecom Company
- ◯ Private Cellular Company
- ◯ Privately Owned Media Company
- ◯ Private Other Type of ICT Company
- ◯ Other Internet Based Company (Web Design, Social Media, Mobile Applications)
- ◯ Software (Development, Sales, Management)

Other (please specify)

8. What is your current position?

Page 3

USTTI Participant Survey

9. What is your primary area(s) of responsibility? Check all that apply.

- [ ] Policy Development
- [ ] Policy Implementation
- [ ] Regulatory Implementation
- [ ] Legal
- [ ] Management
- [ ] Marketing/Sales
- [ ] Finance/Accounting
- [ ] Operations
- [ ] Security
- [ ] Technician/Technical Support
- [ ] Training
- [ ] Software
- [ ] Universal Service
- [ ] Other (please specify)

10. How were you selected to attend the USTTI course(s)? Check all that apply.

- [ ] I nominated myself
- [ ] My management selected me to attend
- [ ] My government recommended me
- [ ] USAID mission personnel recommended me
- [ ] USAID/Washington personnel recommended me
- [ ] USTTI member recommended me
- [ ] Not sure
- [ ] Other (please specify)

11. How was your participation in the USTTI training funded? If multiple funding sources, check all that apply.

- [ ] By myself
- [ ] By my government
- [ ] By USTTI
- [ ] By USAID
- [ ] By other US Government Agency
- [ ] I'm not sure

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USTTI Participant Survey

3. Content, Quality, Delivery of USTTI Course(s)

12. How many USTTI courses have you attended? Please specify the number.

13. Please indicate the type of course(s) you attended. If you have attended more than one USTTI course, please select all that apply.

- ☐ Regulatory and Policy
- ☐ Management
- ☐ Cyber-security
- ☐ Telemedicine
- ☐ Internet-Related
- ☐ Rural Connectivity
- ☐ Broadcasting and Television
- ☐ Spectrum Management
- ☐ Radio and Wireless
- ☐ Satellite
- ☐ Fiber Optics
- ☐ Disaster Communications
- ☐ E-Government

Other (please specify)

14. Please indicate the combined total number of days of training you received.

- ○ 1 Day
- ○ 2 Days
- ○ 3 Days
- ○ 4 Days
- ○ 1 Week
- ○ 2 Weeks
- ○ More than 2 Weeks

If more than 2 weeks, please specify the length of training

15. Please indicate your overall satisfaction with the content of the course(s) you attended.

	Poor	Below Average	Average	Above Average	Excellent
Overall Satisfaction	○	○	○	○	○

16. Prior to the course(s), what was your level of knowledge or expertise in the course subject matter?

	No Knowledge	Minimal Knowledge	Working Knowledge	Above Average	Expert Level
Knowledge	○	○	○	○	○

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USTTI Participant Survey

17. Was the content of the course(s) relevant to your job at the time?

	Not Relevant	Somewhat Relevant	Relevant	Very Relevant
Relevance	○	○	○	○

18. What was your impression of the overall design of the course(s)?

	Poorly Designed	Typical or Average Design	Well Designed
Design	○	○	○

19. If there is anything else about the content, format, etc. of the course(s) you would like to comment on, please explain.

20. Were you satisfied with the organization and support provided to you by USTTI at the course(s)?

	Not at all	Average Level of Satisfaction	Above Average Level of Satisfaction	Extremely Satisfied
Satisfaction with Organization/Support	○	○	○	○

21. How would you rate the expertise and presentation materials of the instructors/trainers?

	Poor	Average	Above Average	Outstanding
Trainer's Performance	○	○	○	○

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USTTI Participant Survey

4. Training Impact

22. How did your level of knowledge/expertise in the subject area change as a result of attending the course(s)?

	Minimal	Average	Significant Increase
Increase in Knowledge	○	○	○

23. Please explain how you believe your knowledge/expertise changed as a result of attending the course(s).

24. To what extent do you feel your understanding of the subject matter of the course(s) increased as a result of the training?

	Very Little	Some	Very Much
Understanding of Subject Matter	○	○	○

25. To what extent were you able to put the knowledge you gained in the course(s) into practice in your job?

	Very Little	Some	Very Much
Relevance to Job	○	○	○

26. As a result of your participation in the training, to what extent do you feel that your on-the-job performance improved after you returned to the job?

	Very Little	Some	Very Much
Job Performance Improvement	○	○	○

27. After you returned home from the training, did you find opportunities to apply the actual knowlege you gained in the course to a real problem or situation in your country?

○ Yes

○ No

28. If you answered "yes" to Question 27, above, please briefly describe the circumstances.

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USTTI Participant Survey

29. As a result of the training that you received at USTTI, have you been able to initiate or contribute to an activity or activities in your field of expertise with significant positive developmental impact for your country?

- ○ Yes
- ○ No

30. If you answered "yes" to Question 29, above, please describe the activity or activities.

31. Specifically, with reference to your USTTI training, can you attribute any of the following impacts to that training? Please check boxes only if you were involved AND it was due to the USTTI training.

- ☐ Designed or implemented a new national policy in ICT/telecommunications
- ☐ Designed or implemented legal reform in ICT/telecommunications
- ☐ Designed or implemented better ICT-enabled business practices
- ☐ Enabled the deployment, expansion, or improvement of ICT/telecommunications infrastructure
- ☐ Enabled the deployment of improved or advanced ICT/telecommunications services
- ☐ Enabled me to formally train other colleagues in the course subject matter
- ☐ Not involved in any of the above impacts

32. If you have changed jobs since your participation in the USTTI training, did the USTTI training contribute to this change?

- ○ Yes
- ○ No

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USTTI Participant Survey

5. Gender-Related

33. What is your gender?

- Male
- Female

34. If you are female, were the design, content, and delivery of the course(s) responsive to any needs and expectations specific to female professionals?

- Yes
- No

35. If you chose "no", in Question 34, above, please explain.

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USTTI Participant Survey

6. Follow-Up Communication and Post-Training Networking

36. Have you received any follow-up contact from USTTI after your participation?

- ○ Yes
- ○ No

37. If you answered yes to Question 36, above, what was the nature of the follow-on contact?

38. Since attending the USTTI training course(s), have you been in contact with other USTTI participants on a networking basis?

- ○ Yes
- ○ No

39. If you answered "yes" to Question 38, above, please indicate the relative frequency of your contacts with other USTTI participants.

	Once yearly	Semi-Annually	Monthly	Weekly
Frequency of Contact	○	○	○	○

40. If you have been in contact with other USTTI participants on a networking basis, please indicate the method or nature of your networking contacts with other USTTI participants. Check all that apply.

- ☐ Telephone Calls
- ☐ Email
- ☐ Face-to-Face Meetings
- ☐ Social Networking Sites (Facebook, LinkedIn, etc.)
- ☐ At Conferences
- ☐ USTTI Alumni Reunions at ITU Plenipotentiary Meetings
- ☐ Self-initiated contact
- ☐ Facilitated through network channels initiated by USTTI
- ☐ Facilitated through network channels initiated by course instructor/trainer

Other (please specify)

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USTTI Participant Survey

7. Additional Comments

41. If there is anything else you would like to add about your participation in the USTTI training course(s), please specify below.

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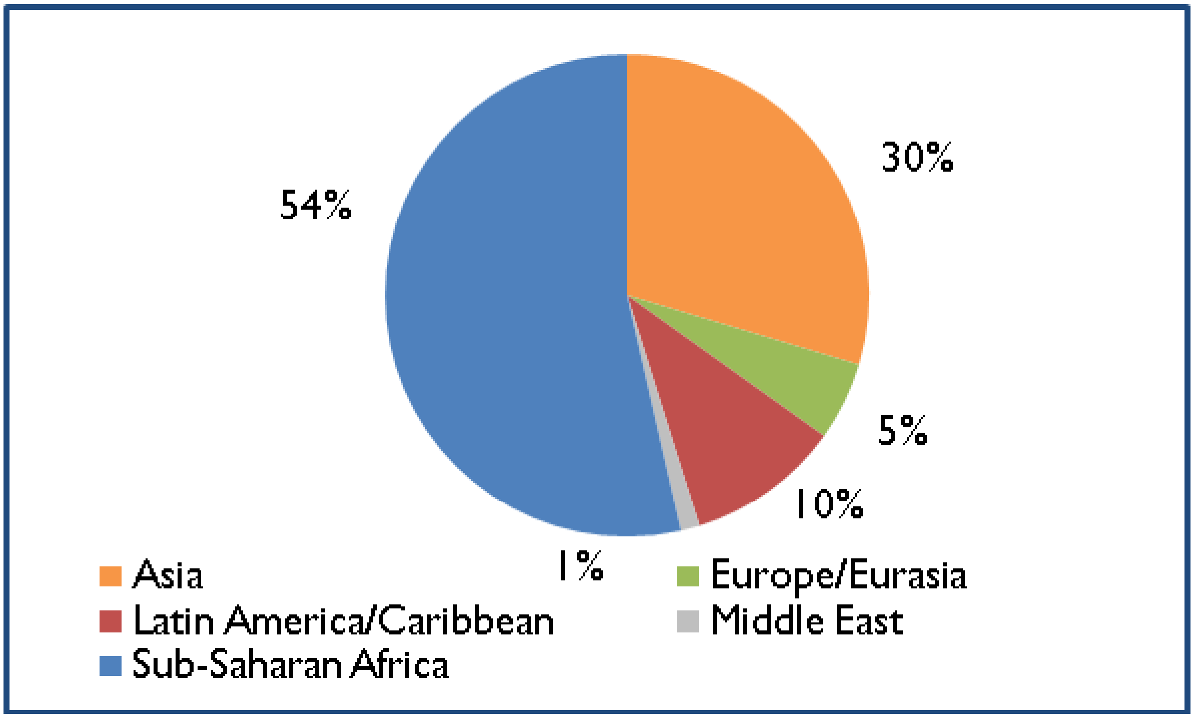
USTTI Participant Survey

8. Thank You!

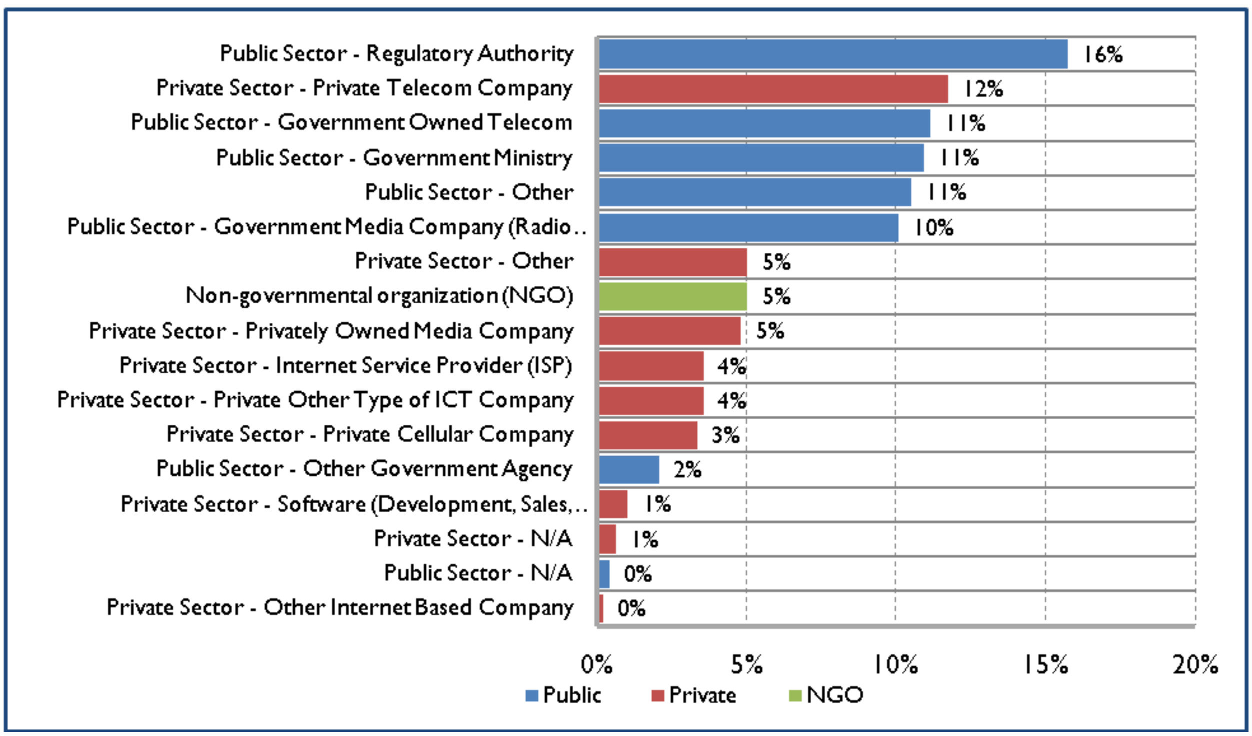
Thank you for completing the USTTI Evaluation Survey. Your time and cooperation are sincerely appreciated. Your feedback will be most helpful in developing future training programs in ICT and telecommunications.

ANNEX 10. SELECTED RESULTS FROM ELECTRONIC PARTICIPANT SURVEY

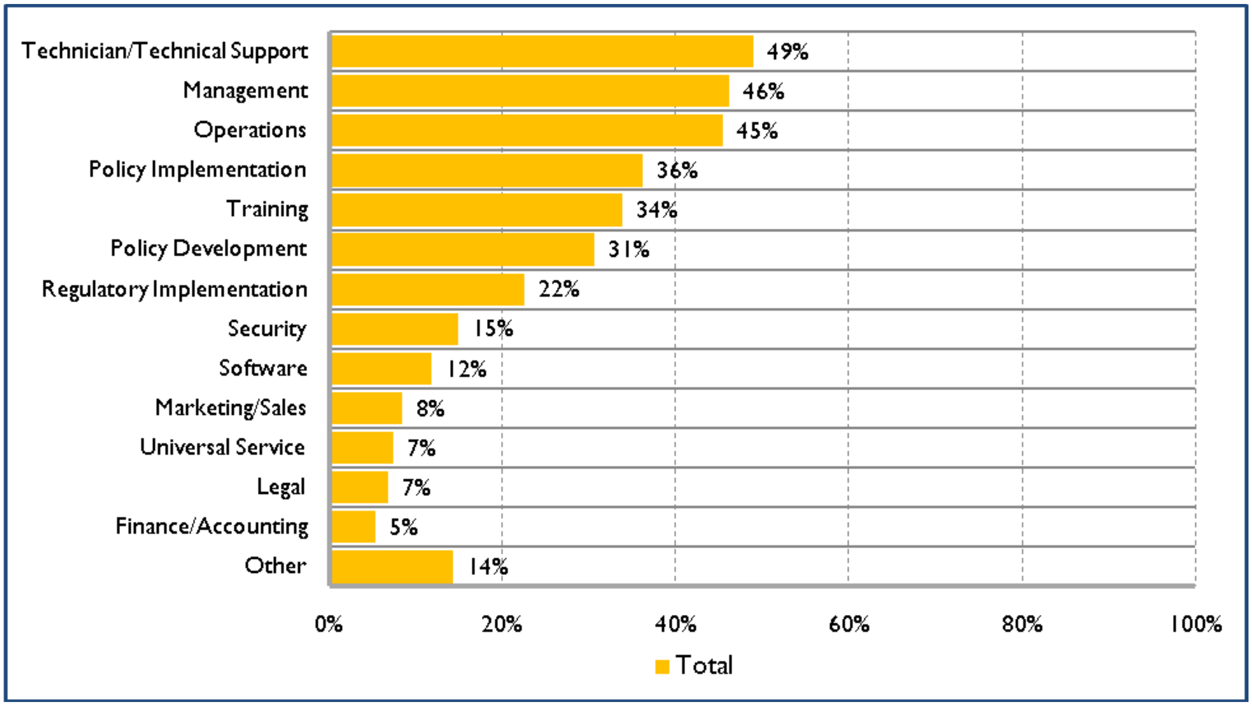
Participants by Region



Participants by Sector

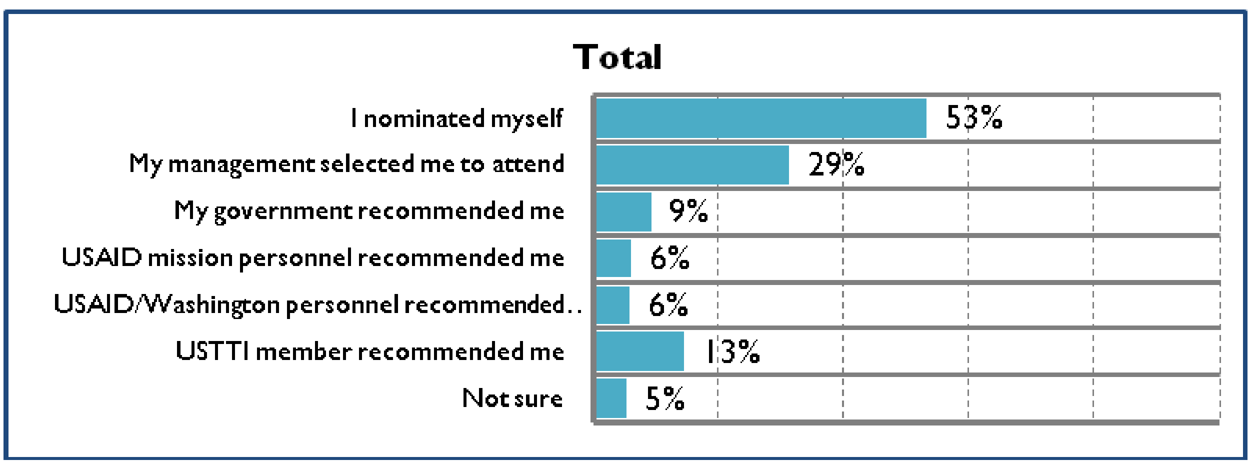


Primary Area of Responsibility



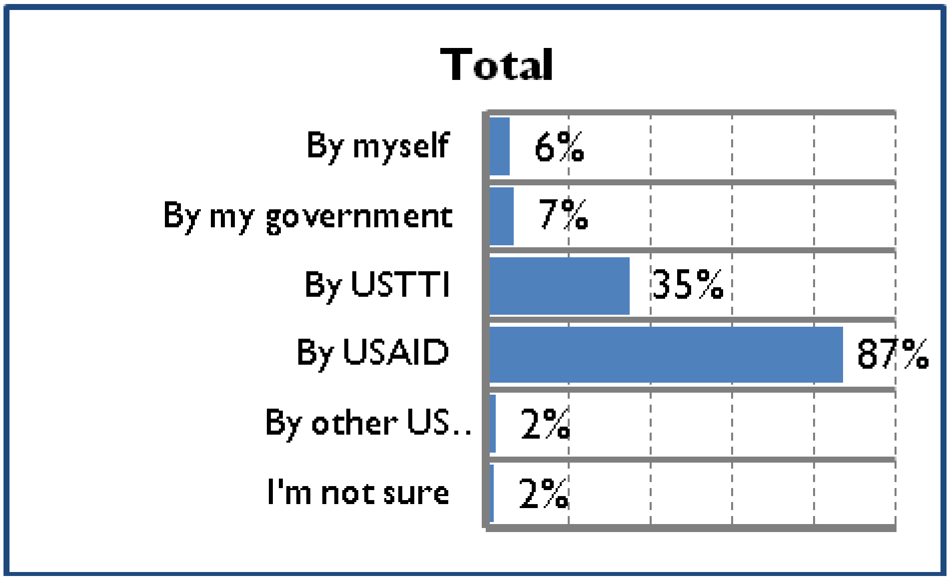
*Note: Participants were asked to select all that apply

Selection for USTTI Training



*Note: Participants were asked to select all that apply

Funding Source for Training (multiple sources possible)



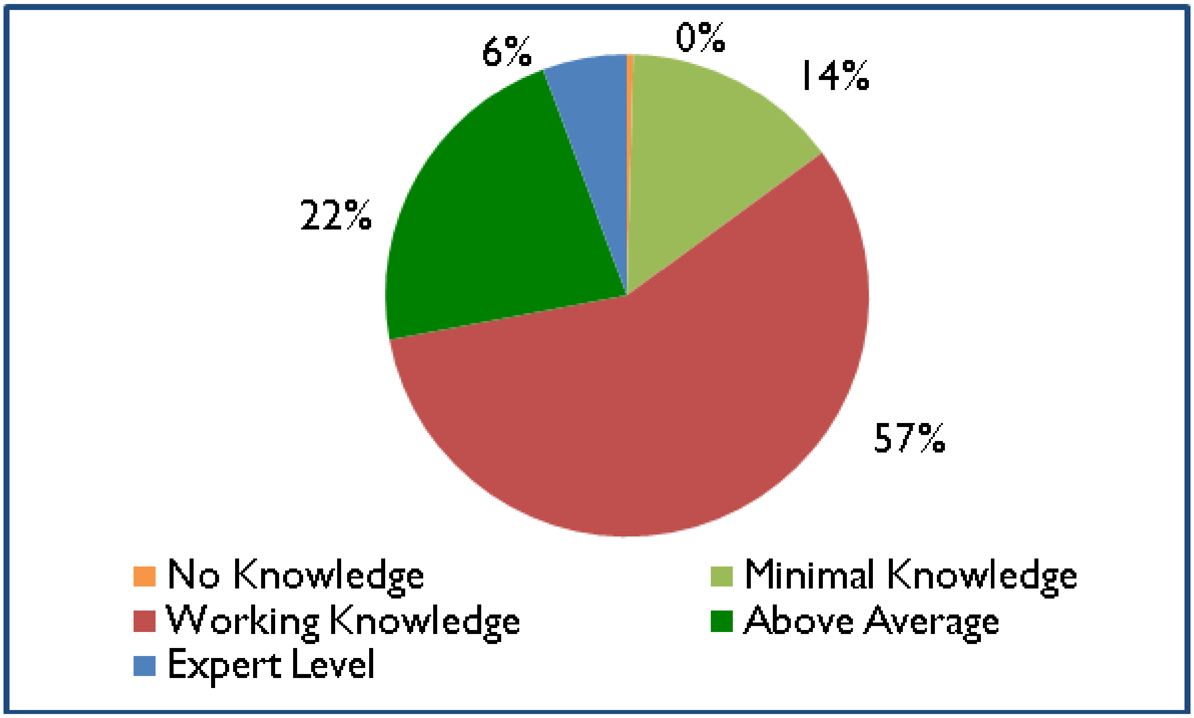
*Note: Participants were asked to select all that apply

Length of Attendance at Training

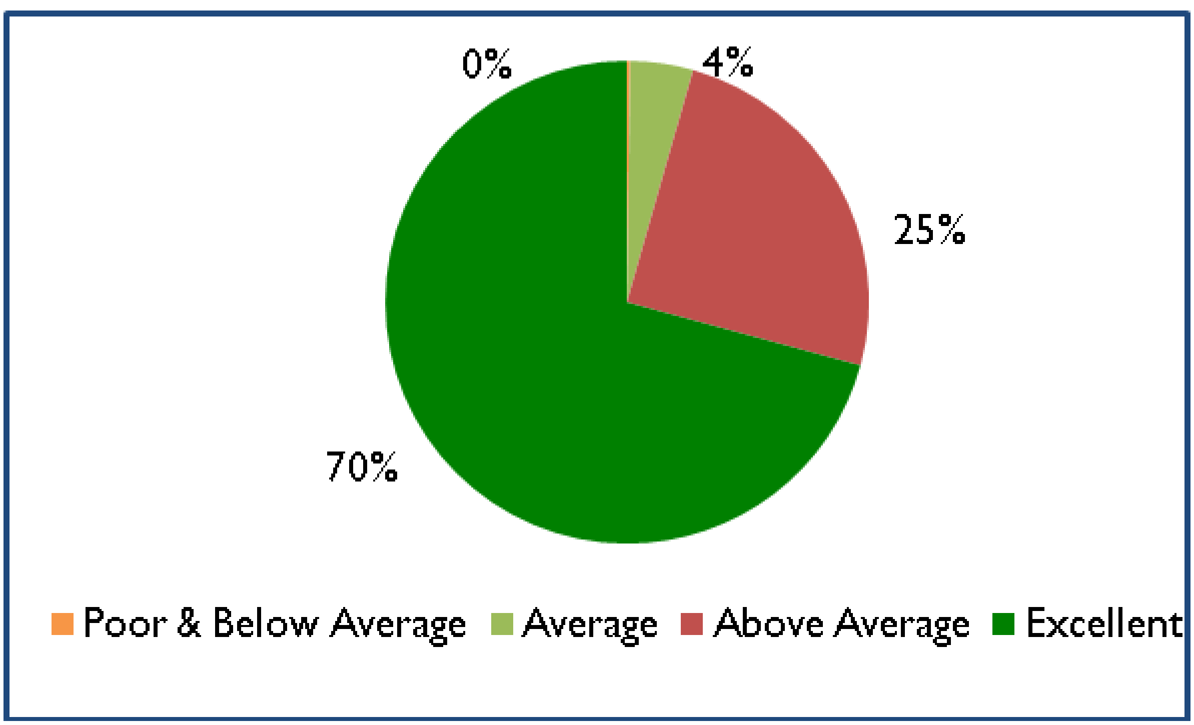
31% attended only 1 course; 69% attended more than 1 course

One week or less 11%
Up to two weeks 32%
Between two and three weeks 18%
Longer than three weeks 39%

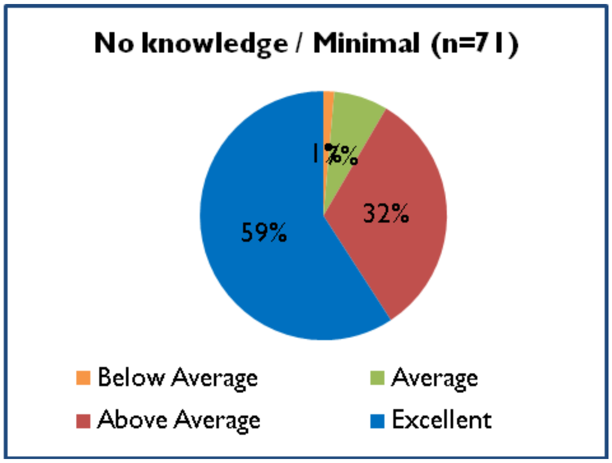
Expertise in Course Subject Matter Prior to USTTI Training

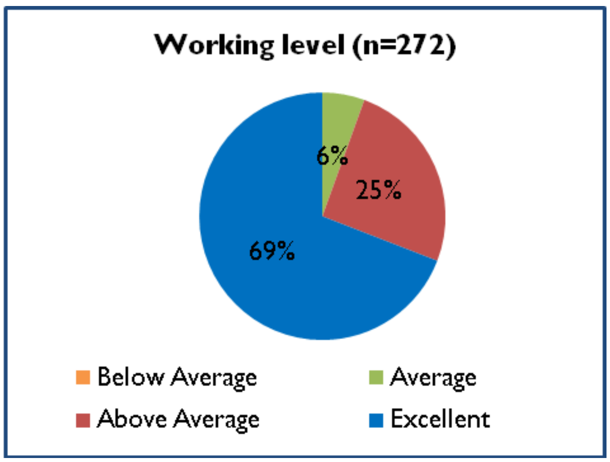


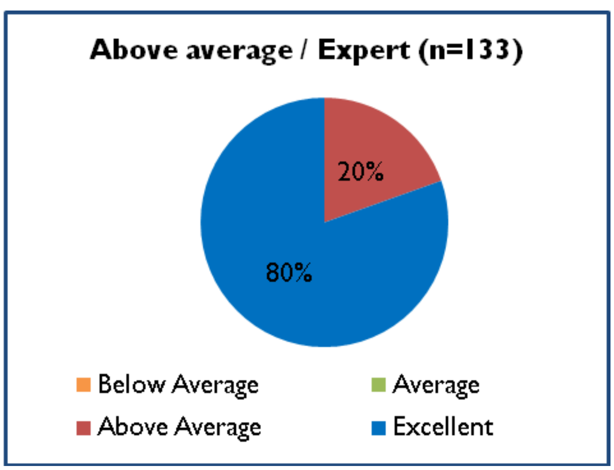
Overall Satisfaction with the Content of the Course(s) Attended



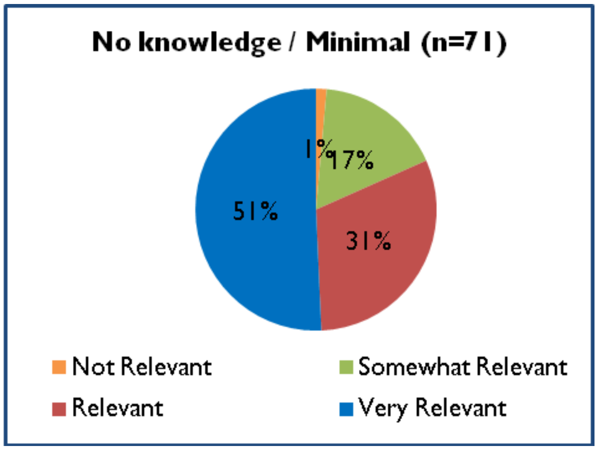
Overall Satisfaction with Content of Course

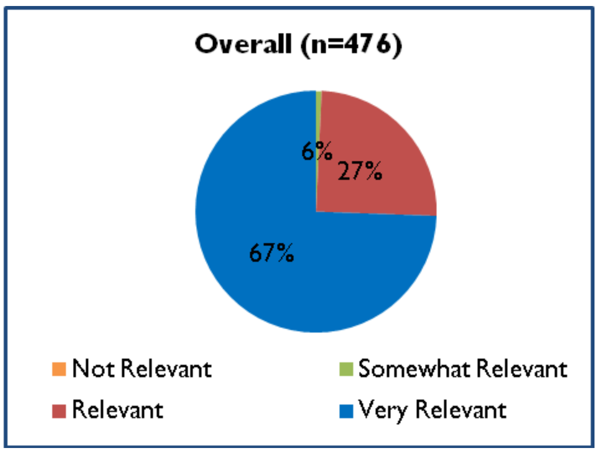


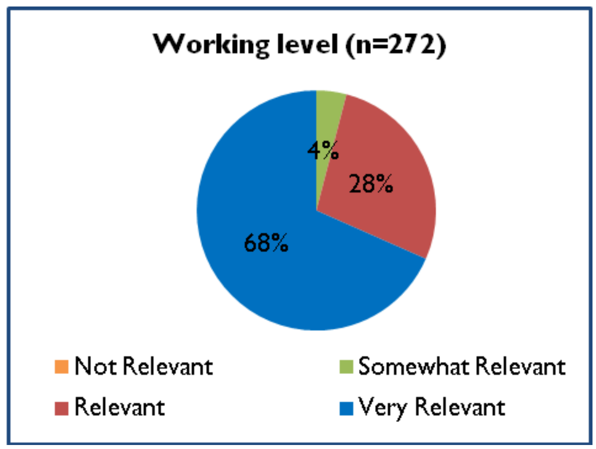


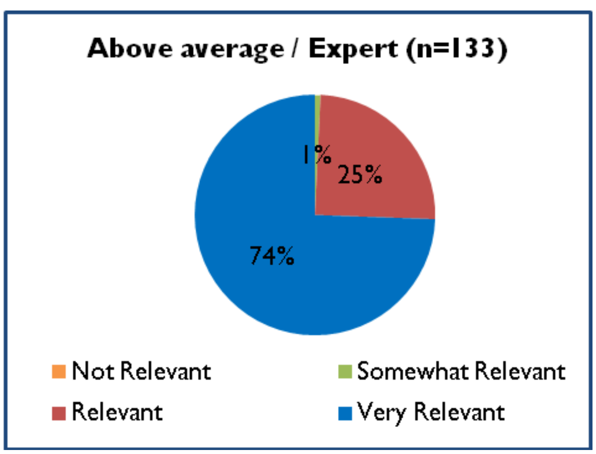


Relevance of the Course to the Job at the time of Training

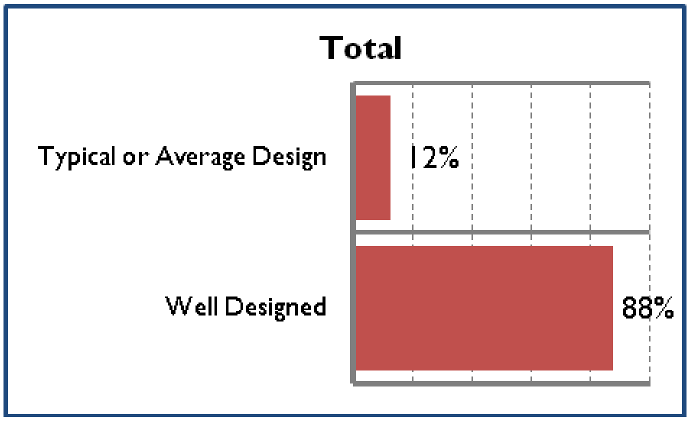




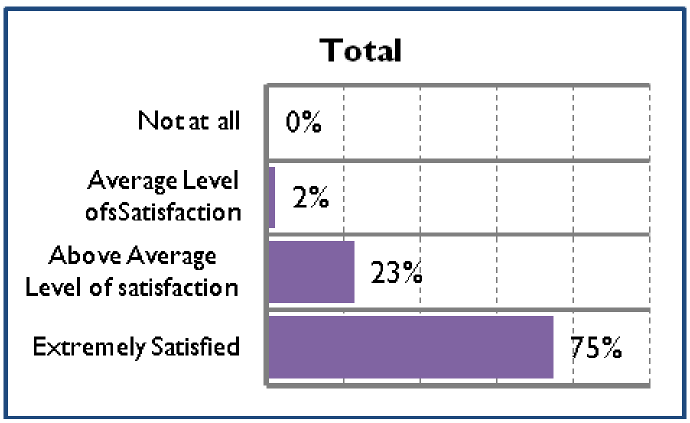




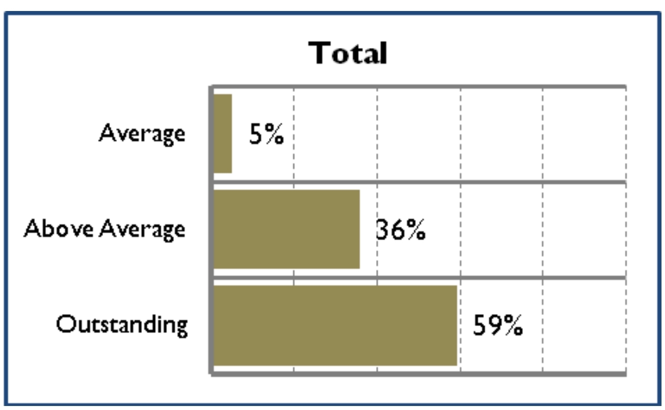
Impression with overall Course Design



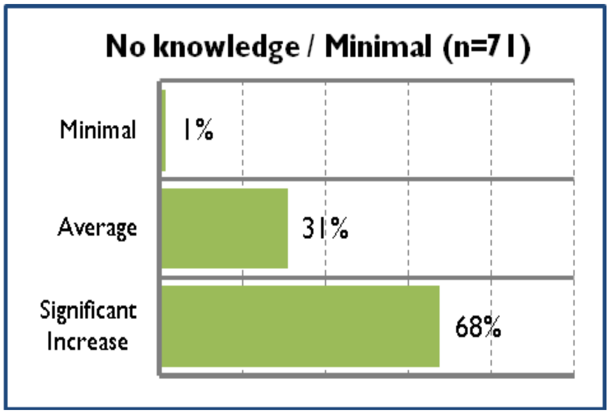
Satisfaction with the organization and support provided

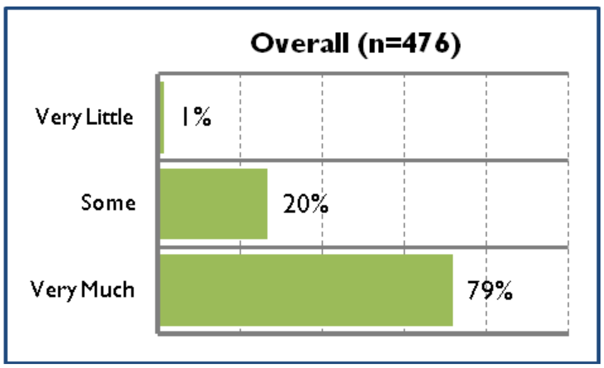


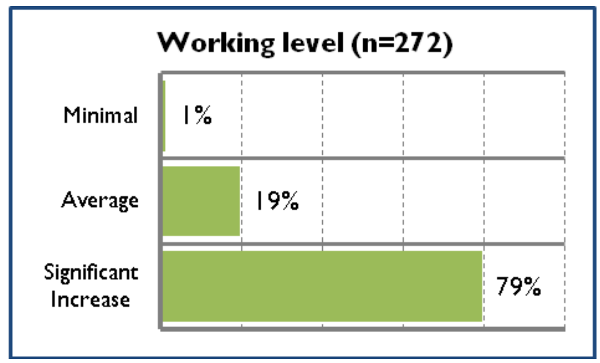
Rating of expertise and presentation materials

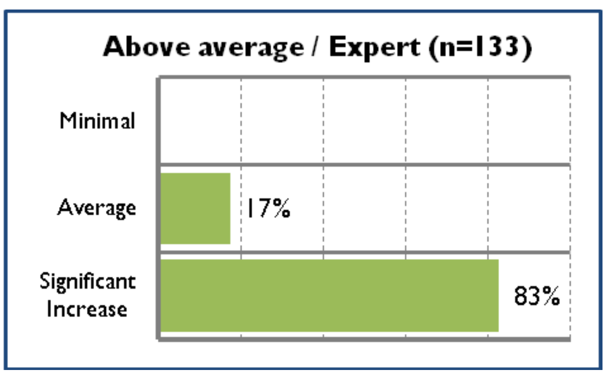


Change in Level of Knowledge in Subject Area after the Course (overall and organized by those who reported no prior knowledge, working level prior knowledge, and expert-level prior knowledge)

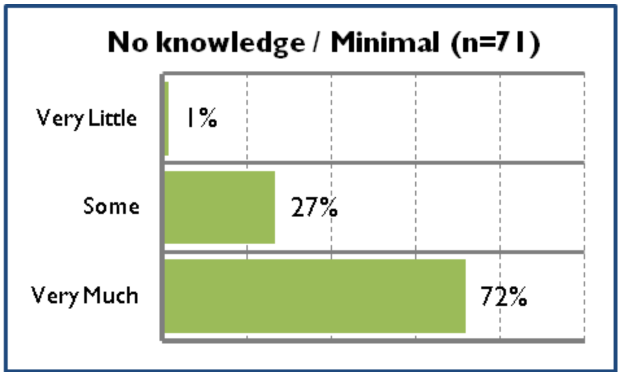


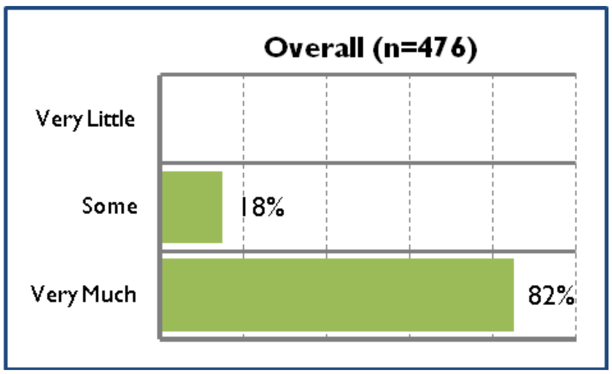


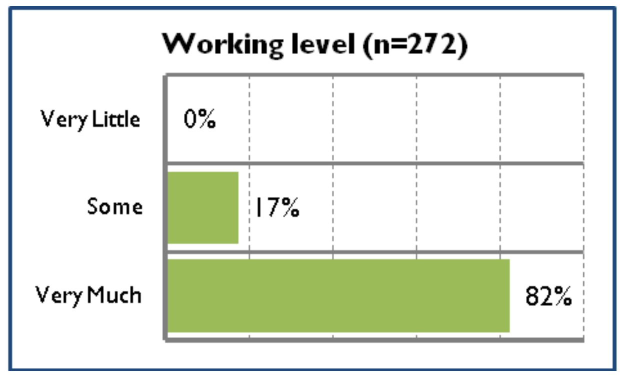


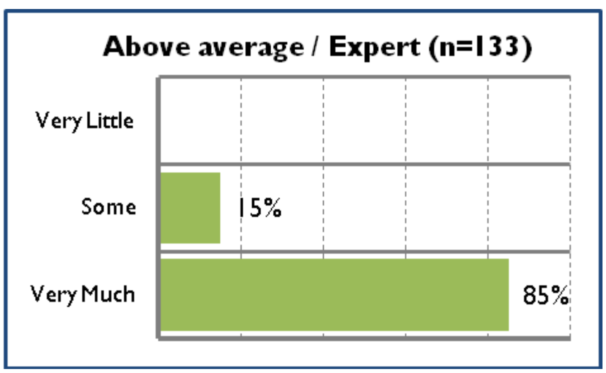


Increase in Subject Matter Understanding (overall and organized by those who reported no prior knowledge, working level prior knowledge, and expert-level prior knowledge)

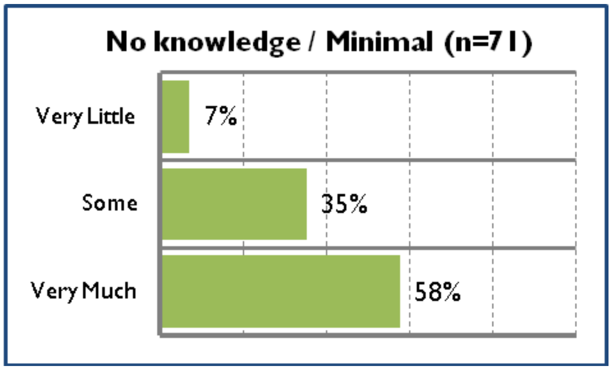


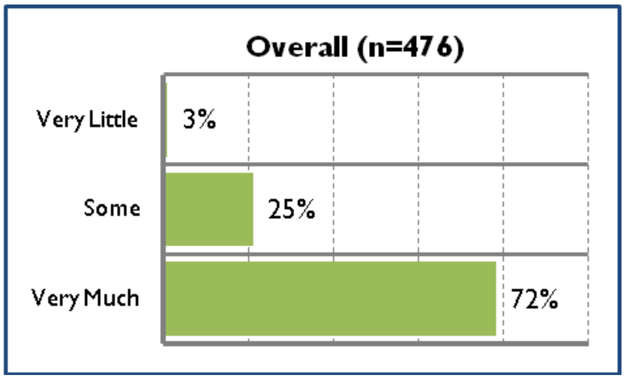


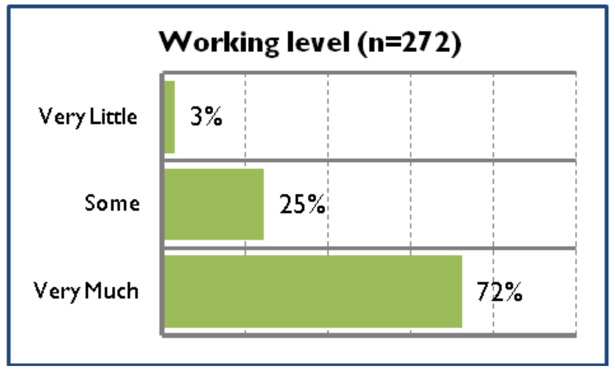


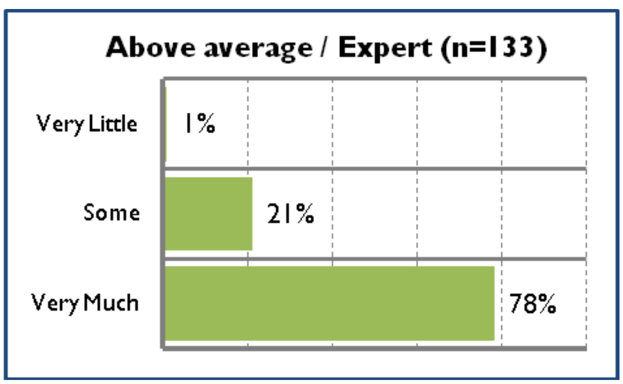


Ability to put the course gained knowledge into practice (overall and organized by those who reported no prior knowledge, working level prior knowledge, and expert-level prior knowledge)

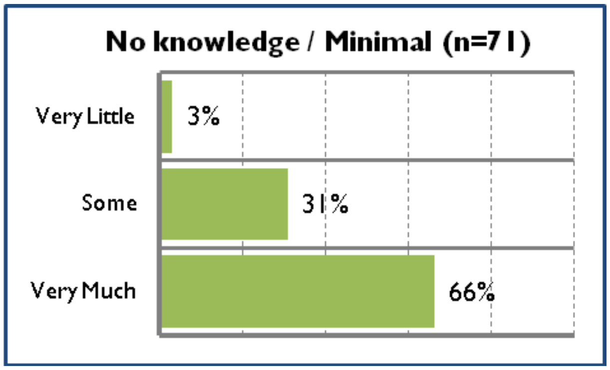


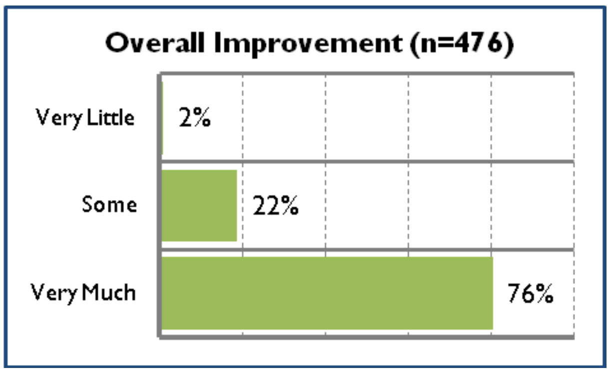


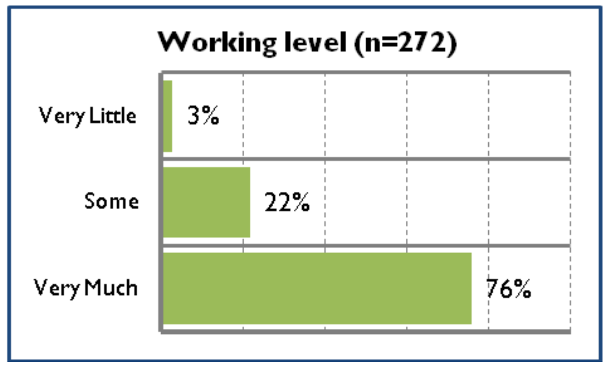


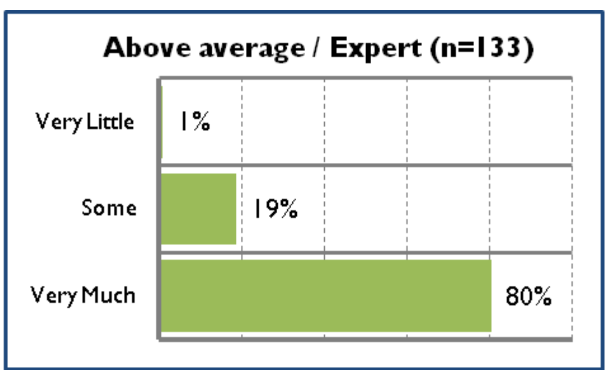


Extent of on-the-job improvement (overall and organized by those who reported no prior knowledge, working level prior knowledge, and expert-level prior knowledge)

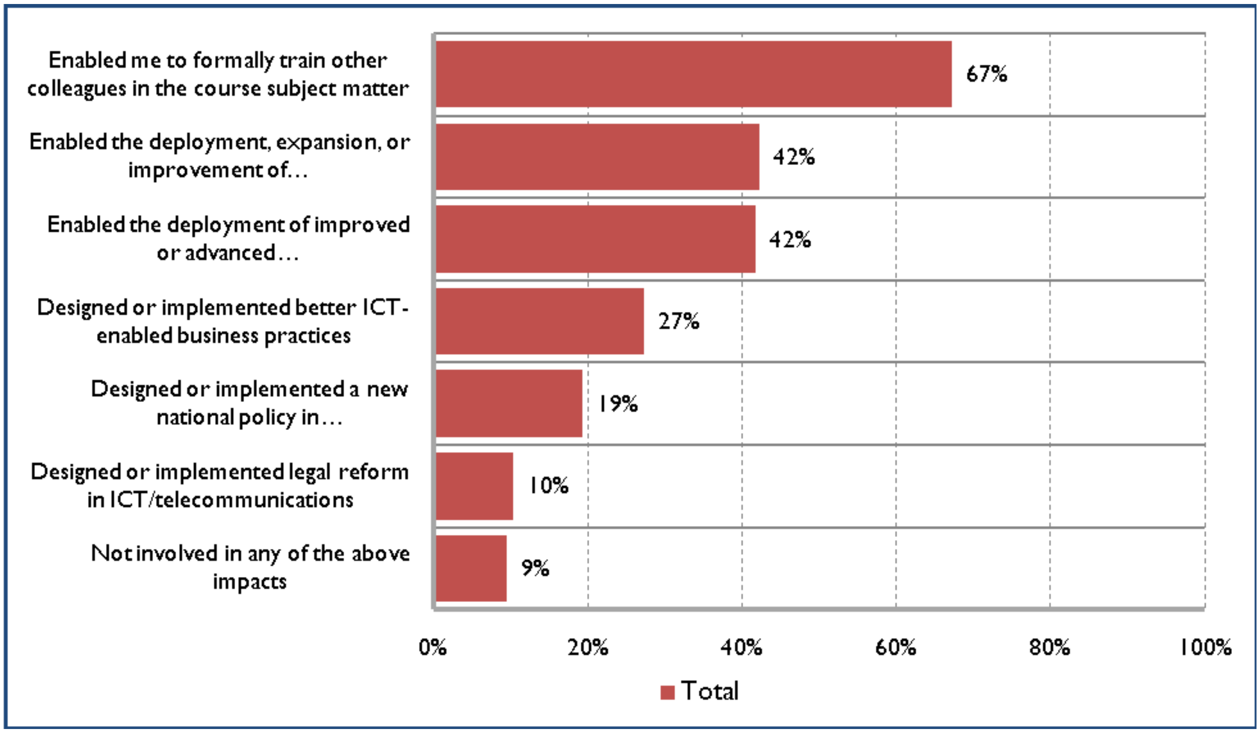








Areas of Training Impact



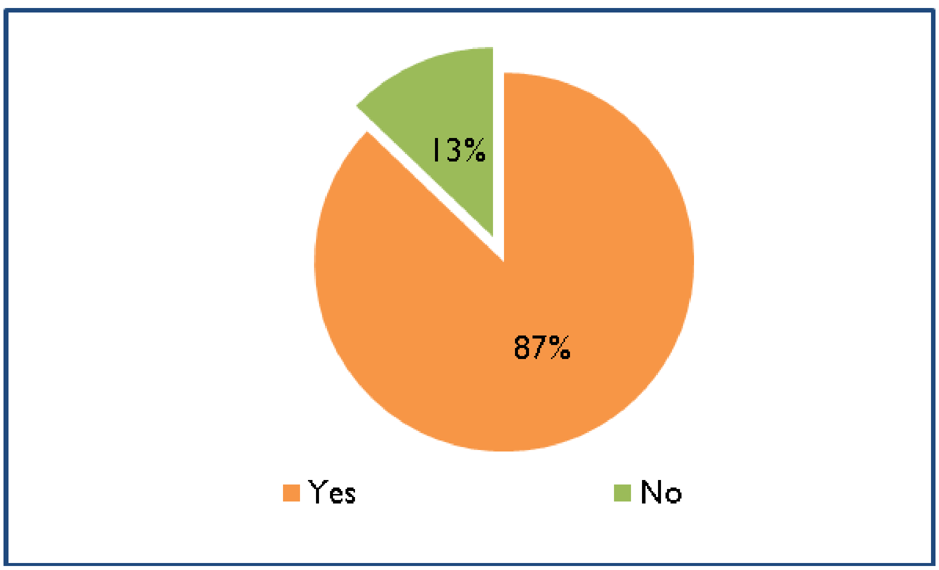
*Note: Participants were asked to select all that apply

USTTI U.S. Participant Totals by FY Start Date
May 1, 2000 – May 27, 2011

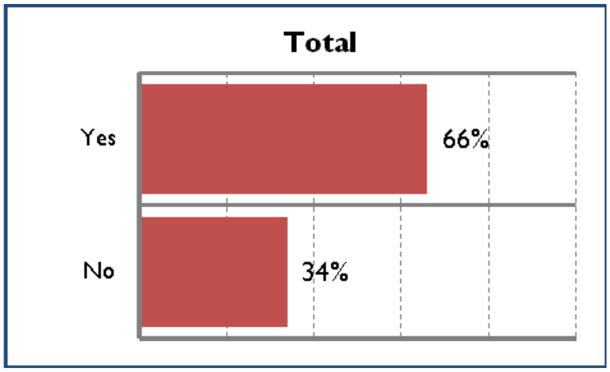
FY	Female	Male	Total
FY00	56	81	137
FY01	42	156	198
FY02	111	190	301
FY03	42	111	153
FY04	38	104	142
FY05	49	127	176
FY06	42	76	118
FY07	30	74	104
FY08	26	105	131
FY09	49	98	147
FY10	21	83	104
FY11	10	57	67
Total:	**515**	**1255**	**1770**

Source: Information provided to the USAID Project COTR by EGAT/ED

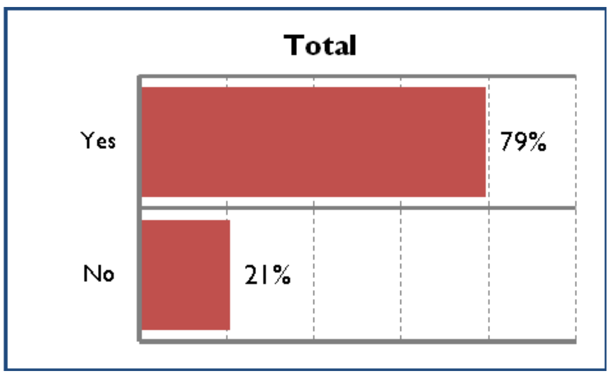
Perception of responsiveness to needs specific to female professionals



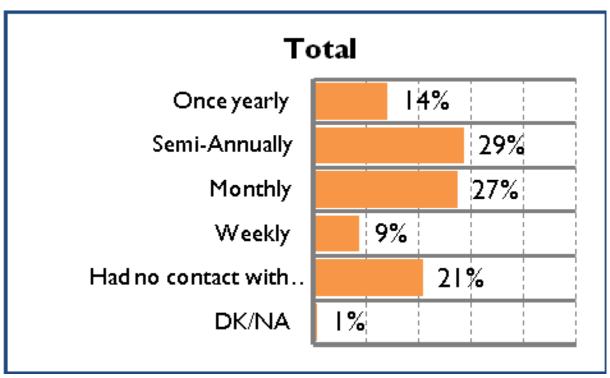
Follow Up Contact from USTTI



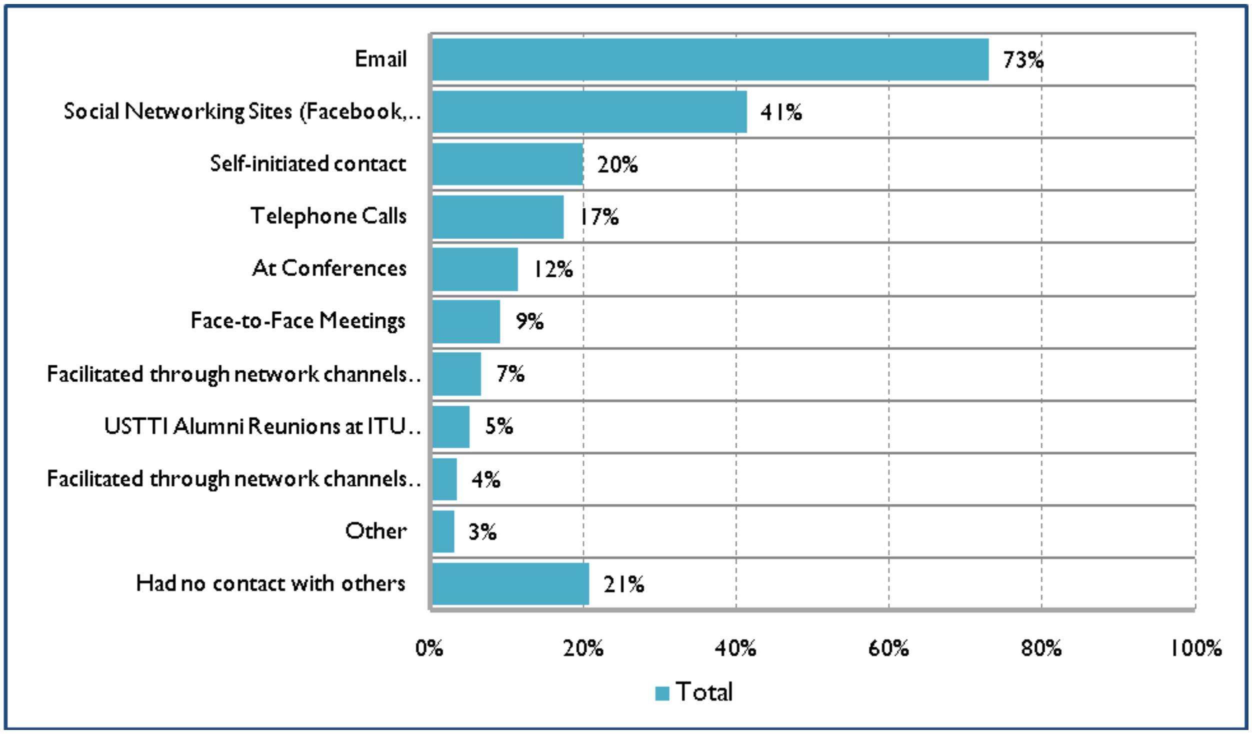
Follow up contact with other USTTI Participants on Networking Basis



Frequency of contact with other USTTI Participants



Method or Nature of Networking Contact



ANNEX 11. STATISTICAL RESULTS FROM PARTICIPANT SURVEY

Country	All Participants	Region #				
	Total #	**Asia**	**Europe/Eurasia**	**Latin America/ Caribbean**	**Middle East**	**Sub-Saharan Africa**
Albania	**3**		3			
Bahrain	**1**				1	
Bangladesh	**13**	13				
Bhutan	**1**	1				
Bosnia And Herzegovina	**3**		3			
Botswana	**2**					2
Brazil	**8**			8		
Bulgaria	**6**		6			
Colombia	**2**			2		
Czech Republic	**1**		1			
Dominican Republic	**1**			1		
Ecuador	**6**			6		
El Salvador	**1**			1		
Eritrea	**1**					1
Ethiopia	**4**					4
Gambia	**1**					1
Georgia	**1**		1			
Ghana	**40**					40
Guinea	**5**					5
Haiti	**3**			3		
Honduras	**5**			5		
Hungary	**1**		1			
Indonesia	**3**	3				

Country	All Participants	Region #				
	Total #	Asia	Europe/Eurasia	Latin America/ Caribbean	Middle East	Sub-Saharan Africa
Japan	**1**	1				
Jordan	**1**				1	
Kenya	**17**					17
Kyrgyzstan	**5**	5				
Laos	**1**	1				
Lebanon	**2**				2	
Lesotho	**4**					4
Liberia	**1**					1
Lithuania	**2**		2			
Malawi	**12**					12
Mexico	**1**			1		
Moldova	**1**		1			
Mongolia	**13**	13				
Morocco	**1**				1	
Namibia	**1**					1
Nepal	**58**	58				
Nigeria	**31**					31
Pakistan	**3**	3				
Palestine	**1**				1	
Papua New Guinea	**2**	2				
Paraguay	**5**			5		
Peru	**14**			14		
Philippines	**30**	30				
Poland	**1**		1			

Country	All Participants	Region #				
	Total #	Asia	Europe/Eurasia	Latin America/ Caribbean	Middle East	Sub-Saharan Africa
Romania	**4**		4			
Russia	**2**		2			
Rwanda	**9**					9
Senegal	**7**					7
South Africa	**10**					10
Sri Lanka	**5**	5				
Suriname	**2**			2		
Tajikistan	**2**	2				
Tanzania	**30**					30
Uganda	**41**					41
Uruguay	**1**			1		
Uzbekistan	**3**	3				
Vietnam	**1**	1				
Zambia	**39**					39
Count	**476**	**141**	**25**	**49**	**6**	**255**

REGION

	All Participants	Region %				
	Total %	Asia	Europe/Eurasia	Latin America/ Caribbean	Middle East	Sub-Saharan Africa
Asia	**29.6**	100.0*				
Europe/Eurasia	**5.3**		100.0*			
Latin America/Caribbean	**10.3**			100.0*		
Middle East	**1.3**				100.0*	
Sub-Saharan Africa	**53.6**					100.0*
Count	**476**	**141**	**25**	**49**	**6**	**255**

* Figures denote statistical significance at 95% level

OCCUPATION

	All Participants Total %	Region % Asia	Europe/Eurasia	Latin America/ Caribbean	Middle East	Sub-Saharan Africa
Telecommunications/ICT/media	**90.8**	90.1	96.0	93.9	100.0	89.8
Economic/Business Development	**1.1**	0.7	4.0			1.2
Education	**2.3**	3.5				2.4
Environment	**0.6**	0.7				0.8
Health	**1.5**	0.7				2.4
Humanitarian Assistance/Disaster Response	**1.1**	2.1				0.8
Other	**0.8**	1.4				0.8
Production	**0.6**			4.1		0.4
Government	**1.1**	0.7		2.0		1.2
Finance	**0.2**					0.4
Count	**476**	**141**	**25**	**49**	**6**	**255**

SECTOR

	All Participants Total %	Region % Asia	Europe/Eurasia	Latin America/ Caribbean	Middle East	Sub-Saharan Africa
Public Sector - Government Ministry	**10.9**	9.9	16.0	10.2	16.7	11.0
Public Sector - Government Owned Telecom	**11.1**	19.9	8.0	10.2	16.7	6.7
Public Sector - Regulatory Authority	**15.8**	14.2	28.0	20.4	33.3	14.1
Public Sector - Other Government Agency	**2.1**	2.1	12.0			1.6
Public Sector - Government Media Company (Radio and/or Television)	**10.1**	5.7	12.0			14.5
Public Sector - Other	**10.5**	10.6	8.0	16.3		9.8
Public Sector - N/A	**0.4**	1.4				
Priv Sec.- Internet Service Provider (ISP)	**3.6**	4.3		8.2		2.7
Priv Sec.- Private Telecom Company	**11.8**	7.8	8.0	14.3		14.1
Priv Sec.- Private Cellular Company	**3.4**	4.3	4.0	8.2		2.0
Priv Sec.- Privately Owned Media Company	**4.8**	5.7		2.0		5.5
Priv Sec.- Private Other Type of ICT Company	**3.6**	3.5			16.7	4.3
Priv Sec.- Other Internet Based Company (Web Design, Social Media, Mobile Applications)	**0.2**					0.4
Priv Sec.- Software (Development, Sales, Management)	**1.1**	1.4	4.0			0.8
Priv Sec.- Other	**5.0**	5.0		8.2	16.7	4.7
Priv Sec.- N/A	**0.6**	0.7				0.8
Non-governmental organization (NGO)	**5.0**	3.5		2.0		7.1
Count	**476**	**141**	**25**	**49**	**6**	**255**

ANNEX 12. TOP LINE REPORT

OVERVIEW

As a component of the USTTI evaluation research, dTS conducted an on-line survey with all USAID-funded USTTI participants with email addresses who participated between1996-2010 (1,445). An endorsement letter was sent from COTR, Patricia Flanagan that explained the motivation behind the survey to all participants. A second email with an invitation to respond to the electronic survey followed the COTR's endorsement. Out of the 1,445 emails that were sent, 522 were undeliverable. 300 of the emails addressees were deemed no longer existent. The remaining 222 were rejected for an array of other technical reasons. The dTS Evaluation Team sent the request again to these 222 requests. From this effort and a second round of data clean up, dTS was able to send the survey to an additional 128 participants. This resulted in a total of 1,289 USAID-funded USTTI participants who received the survey.

The electronic survey remained open until March 31, 2011, allowing participants two weeks to complete the survey. dTS received 505 completed surveys from the 1,289 recipients, representing a 39% return rate. Following cleaning and analyses of the e-survey data file, using Excel and SPSS software, one case was eliminated because the participant reported being from the U.S. and 28 were eliminated because of large blocks of missing data, including all of the data for the impact related questions. The analyses in this report are based on the responses of 476 USAID–funded USTTI participants (37% of total number of USAID-funded participants) from 1996 to 2010.

USTTI PARTICIPANT PROFILE

dTS received responses from 61 countries, across the five regions USAID is active in, and completing questionnaires with USTTI participants in:

- **Asia** (30%, 141) including Bangladesh, Bhutan, Indonesian, Japan, Kyrgyzstan, Laos, Mongolia, Nepal, Pakistan, Papua New Guinea, Philippines, Sri Lanka, Tajikistan, Uzbekistan, and Vietnam.
- **Europe/Eurasia** (5%, 25) including Albania, Bosnia Herzegovina, Bulgaria, Czech Republic, Georgia, Hungary, Lithuania, Moldova, Poland, Romania, and Russia.
- **Latin America and the Caribbean** (10%, 40) including Brazil, Columbia, Dominican Republic, Ecuador, El Salvador, Haiti, Honduras, Mexico, Paraguay, Peru, Suriname, and Uruguay.
- **Middle East** (1%, 6) including Jordan, Lebanon, Morocco, Palestine, and Bahrain.
- **Sub-Saharan Africa** (54%, 255) including Eritrea, Gambia, Liberia, Namibia, Botswana, Ethiopia, Lesotho, Guinea, Senegal, Rwanda, South Africa, Malawi, Kenya, Tanzania, Nigeria, Zambia, Ghana, and Uganda.

In total, 77% of the respondents are men, and 23% women.

Ninety-one percent of all participants work in the ICT or media industry. Few respondents work in other industries including health, education, government, finance, economic and business development, and environment.

The top five sectors represented in this survey include:

- Public Sector - Regulatory Authority 16%
- Private Sector - Private Telecom Company 12%
- Public Sector - Government Owned Telecom 11%

- Public Sector - Government Ministry 11%
- Public Sector - Other 10%
- Public Sector - Government Media Company 10%

These sectors include 70% of all participants. NGOs, private media companies, other private non-IT companies each cover 5% of participants, with the remaining spread across eight other sectors.

In total, 61% work in the public sector, compared to 34% in the private sector, and 5% working in NGOs.

Of the 162 in the private sector, participants work in:

- 35% (56) a telecom company
- 15% (24) privately owned media companies
- 11% (17) ISP
- 10% (17) other ICT company
- 10% (16) work in a private cellular company.

Participants hold multiple areas of responsibility, including technical positions (49%), management (46%), operations (45%), and policy implementation (36%). One third are in training (34%) and policy development (31%). Others are in regulatory implementation (22%) and security (15%).

A significant percentage has changed their jobs at some point after the training (43%). However, the majority has not (57%).

Most respondents nominated themselves for the USTTI training, many completing out the application on-line (46%). Nearly one-third was nominated by the management of their organizations (29%). Others were nominated by a USTTI member (13%) or were nominated by their government (9%).

Nearly all participants replied that USAID funded their training (87%) all or in part, while others noted that USTTI provided funds (35%). Participants could mention several sources of funding, and a few responded that they personally contributed to the costs (6%) or that their government did (7%).

CONTENT, QUALITY, DELIVERY OF USTTI COURSE(S)

Participants attended three courses on average, in training that averaged 29 days in length. The number of courses ranged from those who attended only one training (31%), to those who attended 15 (<1%). Length of attendance ranged from:

- One week or less 11%
- Up to two weeks 32%
- Between two – three weeks 18%
- Longer than three weeks 39%.

Men and women differ little regarding the number of courses attended or length of training.

Course offering covered:

- Internet-Related 27%

- Broadcasting and Television 25%
- Regulatory and Policy 22%
- Radio and Wireless 18%
- Satellite 16%
- Management 16%
- Other 15%
- Spectrum Management 14%
- Disaster Communications 11%
- Cyber-security 9%
- Rural Connectivity 9%
- E-Government 6%
- Telemedicine 6%.

Overall satisfaction with course content is very high and increases among participants with higher levels of prior knowledge.

dTS asked participants: Please indicate your overall satisfaction with the content of the course(s) you attended.

Overall, 71% rated the content '*excellent*' and another 25% '*above average'*. On a scale of 1 (poor) to 5 (excellent), the mean score given to overall satisfaction is 4.7 (Std .6)

The majority of participants rate their level of knowledge prior to training as having a working knowledge of the subject (57%). Another 22% rated themselves as '*above average'* and 6% rated themselves at '*expert level*.' Only 15% rated themselves as '*minimal knowledge'* or less (of these, less than 1%).

Evaluations of overall content rise among participants with higher level of knowledge prior to the training:

- Among participants who rated their level of knowledge as '*minimal*' or less prior to training, 59% evaluation overall content as '*excellent*.'
- Of those self-rated as having a working knowledge of the content, 69% report the overall content to be '*excellent*.'
- For participants self-rated as '*above average'* or 'expert level.' 80% report the overall content to be '*excellent*' and 20% report content was '*above average*.'

Trainings are perceived to be relevant to the participants' job at the time of training.

dTS asked: Was the content of the course(s) relevant to your job at the time?

The trainings were '*very relevant*' according to 67%. Another 27% report it to be '*relevant*.' Among those who consider themselves '*above average'* or 'expert level' prior to training, 74% state the trainings were '*very relevant,*' compared to 68% of those with a working level of knowledge. Of participants with lower prior levels of knowledge, 51% still claim coursework to be relevant.

Courses were well designed, well organized, and the expertise of trainers and presenters rated highly.

Nearly all participants state that the courses were well designed (88%) and 75% '*extremely satisfied'* with the organization of the courses.

The expertise of presenters and trainers was '*outstanding*' according to 59%. Another 36% state expertise to be '*above average*.' Relatively few believe trainers and presenters were only '*average*.'

TRAINING IMPACT

The next series of questions assessed impact achieved from course participation in the opinions of the participants. dTS asked: *How did your level of knowledge/expertise in the subject area change as a result of attending the course(s)?*

Overall, 79% state a '*significant increase*' in their level of knowledge or expertise. This perception of impact rises among those with higher levels of prior knowledge:

- 68% of participants with '*minimal level'* or lower report a significant increase, compared to
- 79% of those with a '*working level*,' and
- 83% of participants with '*above average'* or '*expert levels'* of knowledge prior to the training.

To what extent do you feel your understanding of the subject matter of the course(s) increased as a result of the training?

- 'very little' <1%
- 'some' 18%
- 'very much' 82%

Among those with above average or expert levels of prior knowledge, 85% report '*very much*.' The percentage declines slightly as level of prior knowledge decreases.

Participants were then asked: *To what extent were you able to put the knowledge you gained in the course(s) into practice in your job?*

- very little' 3%
- 'some' 25%
- 'very much' 72%

The same pattern is observed among those with higher levels of prior knowledge:

- Minimal level or lower '*very much'* 58%
- Working level '*very much'* 72%
- Above average or expert level '*very much'* 78%

Two other closed-ended questions indirectly assessed impact of course training:

After you returned home from the training, did you find opportunities to apply the actual knowledge you gained in the course to a real problem or situation in your country?

- 86% '*yes.*'

Have you been able to initiate or contribute to an activity in your field of expertise with significant positive developmental impact for your country?

- 83% '*yes.*'

Reactions to all three were positive among all groups, increasing with level of prior knowledge. Participants who report they contributed to an activity with significant developmental impact were asked to describe what this activity was. Participants report that the USTTI training:

- Enabled me to formally train other colleagues in the course subject matter 67%
- Enabled the deployment, expansion, or improvement of ICT/telecommunications infrastructure 42%
- Enabled the deployment of improved or advanced ICT/telecommunications services 42%
- Designed or implemented better ICT-enabled business practices 27%
- Designed or implemented a new national policy in ICT/telecommunications 19%
- Designed or implemented legal reform in ICT/telecommunications 10%
- Not involved in any of the above impacts 10%

GENDER RELATED

DTS COMPLETED QUESTIONNAIRES WITH 109 FEMALE PARTICIPANTS. THE WOMEN WERE ASKED: WERE THE DESIGN, CONTENT, AND DELIVERY OF THE COURSE(S) RESPONSIVE TO ANY NEEDS AND EXPECTATIONS SPECIFIC TO FEMALE PROFESSIONALS?

- 87% state that '*yes*' they were.

The preliminary analyses indicate that few differences are observed between males and females in this research.

FOLLOW-UP COMMUNICATION AND POST-TRAINING NETWORKING

The research indicates that participants developed professional relationships they have maintained after the training. USTTI followed up with communications afterwards according to 66%. Contacts are maintained with other course members:

Since attending the USTTI training course(s), have you been in contact with other USTTI participants on a networking basis?

- 79% '*yes.*'

Most of those who do follow up with former participants do so twice a year or monthly:

- Semi-Annually 36%
- Monthly 34%
- Once yearly 18%
- Weekly 11%
- Don't know/no answer <1%.

Not surprisingly, they use ICT to do so:

Please indicate the method or nature of your networking contacts with other USTTI participants (multiple responses possible).

• Email	92%
• Social Networking Sites (Facebook, LinkedIn, etc.)	52%
• Self-initiated contact	25%
• Telephone Calls	22%
• At Conferences	15%
• Face-to-Face Meetings	12%
• Facilitated through network channels initiated by USTTI	8%
• USTTI Alumni Reunions at ITU Plenipotentiary Meetings	7%
• Facilitated through network channels initiated by course instructor/trainer	4%
• Other	4%

ANNEX 13. USTTI TELEPHONE SURVEY PROTOCOL AND COUNTRY SITE VISIT PROTOCOLS

PURPOSE OF THE CALL

There are two types of calls.

Type 1 (Positive Impact): These calls are being made to a sample of USTTI participants who have indicated that they have contributed to a significant impact in their country as a result of USTTI training. The purposes of the calls are to (1) verify that an impact was made, (2) learn more about it; and (3) determine if it would be worthwhile to visit the interviewee to verify further the impact and understand how the USTTI training contributed to it.

Type 2 (No Impact): These are calls made to a sample of USTTI participants who indicated there has been only some or no significant impact in their country as a result of their USTTI training. The purpose of these calls is to identify reasons for the lack of greater impact.

INTERVIEW PROCESS

The respondents will be identified on the basis of their responses to the electronic survey. Once identified, they will be sent an email indicating that dTS would like to speak with them – by SKYPE or telephone; suggesting several possible times we might call; and asking them to respond indicating the most convenient time and mechanism.

ILLUSTRATIVE EMAIL MESSAGE TO BE SENT IN ADVANCE:

FOR THE PARTICIPANT WHO HAS HAD IMPACT:

Dear ______________________________,

You recently completed an online survey about your USTTI training and the effect that it has had on your work in your home country. In reviewing the many responses to the survey, we noted that yours stood out. You mentioned that you have been involved in activities that have had a significant impact in your country. We would like the opportunity to learn more about this impact area, and would like to call you to discuss in more detail. We suggest trying to connect at XXXXX, your time, on DD/MM, or at XXXXX on DD/MM. Please let us know by return email which of these times and dates would be best for you, or if a different time and date would be better, please let us know.

We appreciate your feedback on the survey, and look forward to learning more about your experiences.

Sincerely,

dTS USTTI Evaluation Team

FOR THE PARTICIPANT WHO HAS NOT HAD IMPACT

Dear ______________________________

You recently completed an online survey about your USTTI training and the effect that it has had on your work back home in (COUNTRY)____________________________. In reviewing the many responses to the survey, we noted that you mentioned that you have not been involved in activities that have had a significant impact in your country. We would like the opportunity to learn more about the reasons for this, and would like to call you to discuss the issue in more detail. We suggest trying to connect at XXXXX, your time, on DD/MM, or at XXXXX on DD/MM. Please let us know by return email which of these times and dates would be best for you, or if a different time and date would be better, please let us know.

We appreciate your feedback on the survey, and look forward to learning more about your experiences.

Sincerely,

dTS USTTI Evaluation Team

TELEPHONE INTERVIEW GUIDE – TYPE 1 (POSITIVE IMPACT)

ID Information

1. Name: ________________________________
2. Country: ________________________________
3. Position: ________________________________

Date of the call: ________________________________

Interviewer name: ________________________________

Courses Taken:

Responses Given Regarding Impactful Activities:

Introduction

Introduction This is _____ a member of the team conducting the evaluation of USTTI. First, I want to thank you for responding to our electronic survey. Your answers were very helpful. I am calling in order to follow up on some of your answers.

4. On your survey, you said that as a result of the training you received at USTTI you were able to initiate or contribute to one or more activities that had a significant positive impact for your country. Please tell me a bit more about this? Specifically:

5. What was the activity and how were you involved?

Respondent provided a credible example **Yes** **No**

6. What agency or organizations were involved?

7. What was the result?

Result was important **Yes** **No** **Why?**

8. How did the USTTI training help bring this about?

USTTI's role was significant
Yes
No

9. Do you think this would have happened without your having gone to the USTTI training? Why or why not?

If the answers to the 3-yes/no items in the boxes above are YES, then ask Questions 6 - 9 below. If not, thank the respondent for their time and help.

10. Have you ever attended any other type of ICT/media training in your country or abroad?
11. If yes, what were they and were they helpful to you?
12. We plan on visiting some of the countries where the USTTI training directly contributed to a person's opportunity to have an impact. If (name of country) is selected, may we pay you a visit, could you refer us to other people we should talk with about the activities you have just described?

    Yes No

13. We are trying to reach out to a number of other former USTTI participants for which we do not have their contact information? May we follow up with you via email to see if you have contact information for these individuals?

    Yes No

14. If yes, please identify some of the people we should be certain to see.
15. If we were to come, are there any times in the next month we should avoid?

Thank you for your time and help.

TELEPHONE INTERVIEW GUIDE – TYPE 2 (NO IMPACT)

ID Information

1. Name: ______________________________
2. Country: ______________________________
3. Position: ______________________________

Date of the call: _______________________

Introduction This is _____ a member of the team conducting the evaluation of USTTI. First, I want to thank you for responding to our electronic survey. Your answers were very helpful. I am calling in order to follow up on some of your answers.

4. In what ways did you benefit? Please tell me as many different kinds of ways as you can. Probes:
   a Subject matter?
   b Professional contacts?
   c On the job skills?
   d Led to a better job or promotion?
5. Were you able to apply your training to you job or work situation, and if so how?
6. On your electronic survey you said that you have not been able to initiate or contribute to any activities in your field that has a significant positive developmental impact for your country. Please tell me if there were any obstacles or other factors that prevented the USTTI training having a greater impact on your country's development. Please identify as many obstacles or barriers as you can. Probes:
7. His/her role did not put her/him in a position to do so
8. Lack of support from superiors
9. Lack of broader political or institutional support
10. Lack of technology
11. Lack of resources (financial, human, …)
12. Other factors

Able to apply training to work? **Yes** **No**

<u>Circle Reasons</u>: **Role/position** **Bureaucratic support** **Political support** **Technology** **Financial resources** **Human resources** **Others**

Thank you for your time and help.

USTTI COUNTRY SITE VISIT PROTOCOL

PURPOSE OF THE VISIT

The visit is to obtain additional information on reported cases of developmental impact by USTTI participants. Specifically, it is to document (a) details of the impact and how the USTTI training was a significant contributing factor, and (b) verification of the impact and its connection to the USTTI training from one or more knowledgeable informants.

Persons contacted during the visit

1) The initial point of contact will be with the USTTI participant reporting a positive development impact. If there is more than one such participant in a country, an effort will be made to contact at least two former participants. Appointments will have been made with the participants prior to the evaluator's departure from the US.

2) In addition to the USTTI participant, the evaluator will interview a key informant in a position to verify or refute the claim that the USTTI training contributed to the impact. Such persons may be the USTTI participant's current of former supervisor, a colleague or other knowledgeable observer. As part of the process of making an appointment to interview the USTTI participant(s), each participant will be asked to provide the name and contact information of one or more persons also familiar with how the impact in question came about. Prior to the evaluator's arrival in the participant's country dTS will have made arrangements for the evaluator to contact – preferably in person but in some cases by telephone – the individual(s) identified by the USTTI participant.

ILLUSTRATIVE EMAIL MESSAGE TO BE SENT IN ADVANCE:

FOR THE PARTICIPANT WHO HAS HAD IMPACT:

Dear _____________________________,

You recently completed a telephone interview about your USTTI training and the effect that it has had on your work in your home country. In reviewing the many responses to the interviews, we noted that yours stood out. You mentioned that you have been involved in activities that have had a significant impact in your country, and that you would be willing to discuss this more with us in person if we paid you a visit. We would like the opportunity to learn more about this impact area. We would also like to meet or contact by telephone one or two other persons who were involved and know how the impact you mentioned came about. We suggest paying you a visit on _________.

Please let us know by return email when on that date we could meet with you and where it would be convenient for us to meet. Also, please let us know who else we should try and contact and how we can contact them.

Thank you for all the help you have been thus far and we look forward to meeting with you in person to learn more about your experiences.

Sincerely,

dTS USTTI Evaluation Team

SITE VISIT PARTICIPANT INTERVIEW GUIDE – TYPE 1 (POSITIVE IMPACT)

ID Information

1. Name: ________________________________
2. Country: ________________________________
3. Position: ________________________________

Date of the visit: ________________________

Interviewer name: ________________________

Introduction

Thank you for taking time to meet with me. On your email survey and later during your telephone interview, you indicated that as a result of the training you received at USTTI you benefitted from the training. Specifically, you said that [***briefly describe the impact***].

I am visiting you now in order to learn more about the impact you described and how your training by USTTI helped it to come about.

1. Please tell me a bit more about the impact we are discussing.
2. What were the conditions before the impact or change was made and what difference have it made?
3. How were you involved? What was your role?

Respondent provided a credible example
Yes
No

4. What organizations or people were involved?

5. How did the USTTI training help bring this about?

USTTI's role was significant
Yes
No

6. Do you think this would have happened without your having gone to the USTTI training? Why or why not?

7. Have you been able to apply your training in other ways to you job or work situation, and if so how

8. Now thinking more broadly, have there been any obstacles to your applying the USTTI training since you returned? And if so, what have they been?

Thank you for taking your time to discuss the USTTI training you received. Your time and cooperation are sincerely appreciated. Your feedback will be most helpful in developing future training programs in ICT and telecommunications.

SITE VISIT INTERVIEW GUIDE – TYPE 2 (LITTLE TO NO IMPACT - VERIFICATION SOURCE)

ID Information

1. Name: ______________________________
2. Country: ______________________________
3. Position: ______________________________
4. Relationship to the USTTI participant: ______________________________
5. Contact by in-person or by telephone: ______________________________

Date of the contact: ______________________

Interviewer name: ______________________

Introduction

I am contacting you at the suggestion of [name of USTTI participant). My organization has been employed by USAID to evaluate the training [name of USTTI participant] received several years ago in the United States provided by USTTI. [Name of USTTI participant] has told us that because of the training he/she was able to contribute to [briefly characterize the developmental impact] and that you also were familiar with it. I would appreciate your giving me a few minutes to talk with me about it and [name of USTTI participant's] role.

1. Please tell me how the [developmental impact] came about and what difference it has made to [name of country].

2. What was your role in making it come about?

3. What was the role of [name of USTTI participant]?

4. Are you familiar with the training [name of USTTI participant] received from USTTI?

5. If yes, do you think it made a contribution to bring about the [developmental impact]?

6. If yes, what contribution did it make?

7. Please describe any other contributions the USTTI training [name of USTTI participant] received made in his work or in his workplace or co-workers

Thank you for your time and helping us with this evaluation. Your feedback will be most helpful to USAID in developing future training programs in ICT and telecommunications.

ANNEX 14. ITINERARY FOR IN-COUNTRY INTERVIEWS: KENT EDWARDS/MARTIN MORELL

Table 3. Kent Edwards Interview Schedule

City	Country	Arrival	Departure
Ulaanbaatar	Mongolia	23-April-2011	26-April-2011
Manila	Philippines	26-April-2011	28-April-2011
Kathmandu	Nepal	28-April-2011	30-April-2011
Johannesburg	South Africa	1-May-2011	3-May-2011
Lusaka	Zambia	3-May-2011	5-May-2011
Addis Ababa	Ethiopia	5-May-2011	8-May-2011

Table 4. Martin Morell Interview Schedule

City	Country	Arrival	Departure
Jerusalem	Israel (West Bank)	23-April-2011	26-April-2011
Sofia	Bulgaria	26-April-2011	28-April-2011
Casablanca	Morocco	28-April-2011	30-April-2011
Tegucigalpa	Honduras	2-May-2011	4-May-2011
Quito	Ecuador	4-May-2011	6-May-2011

ANNEX 15. IN-COUNTRY INTERVIEWS - DESCRIPTION

Completed In-Country Interviews

MARTIN MORELL

West Bank	# of Persons Interviewed
Ministry of Telecommunications and Information Technology	2
Telecom Regulatory Administration, Ministry of Telecommunications and Information Technology	1
Bulgaria	**# of Persons Interviewed**
Communications Directorate, Ministry of Telecommunications and Information Technology	1
Ministry Of Telecommunications and Information Technology	2
NURTS (State Broadcasting Agency)	1
Morocco	**# of Persons Interviewed**
ANRT	7
Honduras	**# of Persons Interviewed**
CONATEL	5
Ecuador	
Imaginar	1
National Polytechnic University	1

W. KENT EDWARDS

Mongolia	# of Persons Interviewed
Mongolia National Broadcasting	1
Skytel	1
ICT & Post Authority (ICTPA) (Formerly at CRC)	4
Mongolian National Broadcaster	2
Mongolian Radio & Television Broadcasting Network	1
Edutainment TV	1
Philippines	**# of Persons Interviewed**
CICT	3
NTC R3	1
Capitol Medical Center	1
Nepal	**# of Persons Interviewed**
College of Biomedical Engineering and Applied Sciences	1

Nepal Telecom Company (NTC)	14
Nepal Telecommunications Authority (NTA)	2
Cyber Sanchar	1
Nepal Television Corporation	1
Ministry Of Finance	1
Supreme Audit Institution, Department of AG	1
Association Of Community Broadcasters Of Nepal	1
Radio Nepal	1
Department For Irrigation	1
Kantipur FM - National Radio & TV	1
Private Company	1
Zambia	**# of Persons Interviewed**
Huawei (Formerly ZAMTEL)	1
Center For Infectious Diseases	1
University of Zambia	1
MTN	1
Zambia National Assembly	2
UNICEF	1
ZAMTEL	1
Ethiopia	**# of Persons Interviewed**
Ethiopia Telecom (Formerly ETC)	4
Derba Group (Former Deputy COO Of ETC)	1
UN Economics Commission For Africa (UNECA)	1
South Africa	**# of Persons Interviewed**
SABC1 Television (Public TV)	1
Safet & Net 2g Technologies	1
Pygma Consulting (Formerly at SATRA)	1
Cell C (Formerly SATRA)	1
Telkom SA	1

ANNEX 16. LEGISLATION IN SUPPORT OF USTTI

UNITED STATES STATUTES AT LARGE

CONTAINING THE

LAWS AND CONCURRENT RESOLUTIONS
ENACTED DURING THE SECOND SESSION OF THE
NINETY-EIGHTH CONGRESS
OF THE UNITED STATES OF AMERICA

1984

AND

PROCLAMATIONS

VOLUME 98

IN THREE PARTS

PART 3

PUBLIC LAWS 98-516 THROUGH 98-623
PRIVATE LAWS,
CONCURRENT RESOLUTIONS AND PROCLAMATIONS

UNITED STATES
GOVERNMENT PRINTING OFFICE
WASHINGTON : 1986

TECHNICAL AND CONFORMING AMENDMENTS

47 USC 601-610

SEC. 6. (a) Title VI of the Communications Act of 1934 (as in effect before the enactment of this Act) is redesignated as title VII, and sections 601 through 610 are redesignated as sections 701 through 710, respectively.

47 USC 309

(b)(1) Section 309(h) of the Communications Act of 1934 is amended by striking out "section 606" and inserting in lieu thereof "section 706".

(2) Section 2511 of title 18, United States Code, is amended—

(A) in subsection (2)(e), by striking out "section 605 or 606" and inserting in lieu thereof "section 705 or 706"; and

(B) in subsection (2)(f), by striking out "section 605" and inserting in lieu thereof "section 705".

(3) Section 105(f)(2)(C) of the Foreign Intelligence Surveillance Act of 1978 (50 U.S.C. 1805(f)(2)(C)) is amended by striking out "section 605" and inserting in lieu thereof "section 705".

SUPPORT OF ACTIVITIES OF THE UNITED STATES TELECOMMUNICATIONS TRAINING INSTITUTE

SEC. 7. Nothing in this Act, the Communications Act of 1934, or any other Act, shall be construed to preclude the Federal Communications Commission or the National Telecommunications and Information Administration within the Department of Commerce from participation (including use of staff and other appropriate resources) in support of any activities of the United States Telecommunications Training Institute.

TELECOMMUNICATIONS POLICY STUDY COMMISSION

SEC. 8. Title VII of the Communications Act of 1934 (as redesignated by section 6 of this Act) is amended by adding at the end thereof the following new section:

"TELECOMMUNICATIONS POLICY STUDY COMMISSION

Establishment.
47 USC 611.

"SEC. 711. (a) There is hereby established the Telecommunications Policy Study Commission (hereinafter in this section referred to as the 'Commission') which shall—

"(1) compare various domestic telecommunications policies of the United States and other nations, including the impact of all such policies on the regulation of interstate and foreign commerce, and

Report.

"(2) prepare and transmit a written report thereon to the Congress, the President, and the Federal Communications Commission.

"(b)(1) Such Commission shall be composed of the chairman and ranking minority members of the Committee on Commerce, Science, and Transportation and the Communications Subcommittee of the Senate and the Committee on Energy and Commerce and the Telecommunications, Consumer Protection and Finance Subcommittee of the House of Representatives (or delegates of such chairmen or members appointed by them from among members of such committees).

"(2) The chairmen of such committees (or their delegates) shall be co-chairmen of the Commission.

TAB 9.b

U.S. Public Laws
Federal Agencies and Commissions' Authority to Participate In Support of USTTI Activities Including the Board

(FCC, NTIA, DOC, DOS, USAID)

Pub L. 99-399 Stat. 899

<u>Omnibus Diplomatic Security and Antiterrorism Act of 1986</u>

Section 1307 - Expression of Support for USTTI

August 27, 1986

UNITED STATES

STATUTES AT LARGE

CONTAINING THE

LAWS AND CONCURRENT RESOLUTIONS
ENACTED DURING THE SECOND SESSION OF THE
NINETY-NINTH CONGRESS
OF THE UNITED STATES OF AMERICA

1986

AND

PROCLAMATIONS

VOLUME 100

IN FIVE PARTS

PART 1

PUBLIC LAWS 99-241 THROUGH 99-452

UNITED STATES
GOVERNMENT PRINTING OFFICE
WASHINGTON : 1989

Public Law 99-399
99th Congress

An Act

To provide enhanced diplomatic security and combat international terrorism, and for other purposes.

Aug. 27, 1986
[H.R. 4151]

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

Omnibus Diplomatic Security and Antiterrorism Act of 1986.
22 USC 4801 note.

SECTION 1. SHORT TITLE.

This Act may be cited as the "Omnibus Diplomatic Security and Antiterrorism Act of 1986".

SEC. 2. TABLE OF CONTENTS.

The table of contents of this Act is as follows:

TITLE I—DIPLOMATIC SECURITY

Diplomatic Security Act.
22 USC 4801 note.

SEC. 101. SHORT TITLE.

Titles I through IV of this Act may be cited as the "Diplomatic Security Act".

SEC. 102. FINDINGS AND PURPOSES.

22 USC 4801.

(a) FINDINGS.—The Congress finds and declares that—

(1) the United States has a crucial stake in the presence of United States Government personnel representing United States interests abroad;

(2) conditions confronting United States Government personnel and missions abroad are fraught with security concerns which will continue for the foreseeable future; and

(3) the resources now available to counter acts of terrorism and protect and secure United States Government personnel and missions abroad, as well as foreign officials and missions in the United States, are inadequate to meet the mounting threat to such personnel and facilities.

(b) PURPOSES.—The purposes of titles I through IV are—

(1) to set forth the responsibility of the Secretary of State with respect to the security of diplomatic operations in the United States and abroad;

(2) to provide for an Assistant Secretary of State to head the Bureau of Diplomatic Security of the Department of State, and to set forth certain provisions relating to the Diplomatic Security Service of the Department of State;

(3) to maximize coordination by the Department of State with Federal, State, and local agencies and agencies of foreign governments in order to enhance security programs;

(4) to promote strengthened security measures and to provide for the accountability of United States Government personnel with security-related responsibilities; and

(5) to provide authorization of appropriations for the Department of State to carry out its responsibilities in the area of security and counterterrorism, and in particular to finance the acquisition and improvements of United States Government missions abroad, including real property, buildings, facilities, and communications, information, and security systems.

"(B) any of the person's property used, or intended to be used, in any manner or part, to commit, or to facilitate the commission of, such violation.

"(2) The court, in imposing sentence on a defendant for a conviction of a violation of this section, shall order that the defendant forfeit to the United States all property described in paragraph (1) of this subsection.

"(3) The provisions of subsections (b), (c) and (e) through (o) of section 413 of the Comprehensive Drug Abuse Prevention and Control Act of 1970 (21 U.S.C. 853(b), (c), and (e)-(o)) shall apply to—

"(A) property subject to forfeiture under this subsection;

"(B) any seizure or disposition of such property; and

"(C) any administrative or judicial proceeding in relation to such property,

if not inconsistent with this subsection.

"(4) Notwithstanding section 524(c) of title 28, there shall be deposited in the Crime Victims Fund in the Treasury all amount from the forfeiture of property under this subsection remaining after the payment of expenses for forfeiture and sale authorized by law.".

(c) ORDER OF SPECIAL FORFEITURE.—Subsection (a) of section 3671 of title 18, United States Code, is amended by inserting after "conviction of a defendant for" the following: "an offense under section 794 of this title or for". *Ante*, p. 898.

SEC. 1307. EXPRESSION OF SUPPORT OF ACTIVITIES OF THE UNITED STATES TELECOMMUNICATIONS TRAINING INSTITUTE.

Nothing in this Act, the Communications Act of 1934, or any other Act, shall be construed to preclude the Department of State, the United States Agency for International Development, or the United States Information Agency from participation in support of any activities of the United States Telecommunications Training Institute (including use of staff, other appropriate resources and service on the board of the Institute). 47 USC 609.

SEC. 1308. POLICY TOWARD AFGHANISTAN.

Union of Soviet Socialist Republics.
Human rights.

(a) FINDINGS.—The Congress finds that—

(1) the Soviet Union invaded the sovereign territory of Afghanistan on December 27, 1979, and continues to occupy and attempt to subjugate that nation through the use of force, relying upon a puppet regime and an occupying army of an estimated 120,000 Soviet troops;

(2) the outrageous and barbaric treatment of the people of Afghanistan by the Soviet Union is repugnant to all freedom-loving peoples as reflected in seven United Nations resolutions of condemnation, violates all standards of conduct befitting a responsible nation, and contravenes all recognized principles of international law;

(3) the Special Rapporteur of the United Nations Commission on Human Rights, in his November 5, 1985, report to the General Assembly, concludes that "whole groups of persons and tribes are endangered in their existence and in their lives because their living conditions are fundamentally affected by the kind of warfare being waged" and that the "Government of Afghanistan, with heavy support from foreign [Soviet] troops, acts with great severity against opponents or suspected opponents of the regime without any respect for human rights

ANNEX 17. USTTI BOARD OF DIRECTORS AND SPONSORS AS OF 2010

BOARD OF DIRECTORS - USTTI

Ambassador Michael R. Gardner	Chairman, USTTI, The Law Offices of Michael R. Gardner, P.C.
Ghassan Abdo	Worldwide Segment Executive, Communication Service Providers, The Hewlett-Packard Company
Mark Cleverly	Director, Strategy, IBM Global Government Industry
Diane Cornell	Vice President, Government Affairs, Inmarsat, Inc.
Honorable Julius Genachowski	Chairman, Federal Communications Commission (FCC)
Praveen Goyal	Senior Director, Corporate and Government Relations, Research in Motion (RIM) BlackBerry
Kalpak S. Gude	Vice President and Deputy General Counsel, Intelsat
Paul Kenefick	Vice President, Public Affairs, Americas Region, Alcatel-Lucent
Eric Loeb	Vice President, International External and Regulatory Affairs, AT&T
Sean Murphy	Vice President & Counsel, International Government Affairs, QUALCOMM Incorporated
Robert Pepper, Ph.D	Vice President, Global Technology Policy, Cisco Systems, Inc.
Gary L. Pinkham	Vice President of Corporate Affairs & Communications, Ericsson
Peter Pitsch	Executive Director, Communications Policy Associate General Counsel, Intel Corporation
Michael Regan	Executive Vice President, Government Relations, News Corporation
Jacquelynn Ruff	Vice President, International Public Policy and Regulatory Affairs, Verizon Communications
Honorable Harrison H. Schmitt, Ph.D	Aerospace Consultant and Director, Former Chair, NASA Advisory Council, Former United States Senator and Astronaut
Lynn St. Amour	President and CEO, The Internet Society (ISOC)
Lawrence E. Strickling	Assistant Secretary for Communications and Information and Administrator of NTIA, U.S. Department of Commerce, NTIA

Shane Tews	Vice President, Global Public Policy and Government Relations, VeriSign, Inc.
Ambassador Philip L. Verveer	Deputy Assistant Secretary of State and U.S. Coordinator for International Communications and Information Policy, U.S. Department of State
Frank C. Weaver	Director, Telecommunications Policy, The Boeing Company

SPONSORS – USTTI

- Agilent Technologies
- Alcatel-Lucent *
- American Radio Relay League (ARRL)
- AT&T *
- Black Entertainment Television (BET)
- The Boeing Company *
- Broadcasting Board of Governors
- Cisco Systems, Inc. *
- CITEL
- Comsearch
- Ericsson *
- Federal Communications Commission (FCC) *
- Fortiusone
- Harris Broadcast Communications Division
- Hedlund Global Consulting
- The Hewlett-Packard Company (HP) *
- Howard University
  - Louis Stokes Health Sciences Library
- IBM Institute for Electronic Government *
- ICANN
- IEEE Broadcast Technology Society
- Inmarsat *
- Intel Corporation *

- Intelsat *
- International Telecommunication Union (ITU)
- Internet Society (ISOC) *
- Latham & Watkins, LLP
- National Aeronautics and Space Administration
- National Public Radio (NPR)
- National Oceanic and Atmospheric Administration (NOAA)
- NBC 4 (WRC-TV Channel 4) Washington, DC
- News Corporation *
- Office for the Advancement of Telehealth (OAT)
- Health Resource Services Administration (HRSA) of the U.S. Dept. of Health and Human Services
- Packet Clearing House
- Pan American Health Organization (PAHO)
- Public Utility Research Center (PURC)
- QUALCOMM Incorporated *
- Research In Motion (RIM) *
- SCOLA (Foreign Language TV/Web Provider)
- Silicon Flatirons
- Summitek Instruments
- Tektronix, Inc.
- TCI International, Inc. (an SPX Company)
- United Kingdom Telecommunications Academy (UKTA)
- U.S. Agency for International Development (USAID)
- U.S. Department of Commerce, National Telecom and Information Administration (NTIA) *
- U.S. Department of Justice
- U.S. Department of State *
- U.S. Trade and Development Agency (TDA)
- University of Arkansas for Medical Sciences (UAMS)
- University of Virginia, Office of Telemedicine

- VeriSign Inc. *
- Verizon *
- Voice of America
- WAMU 88.5 FM
- WHUT-TV, Howard University Television,
- WXII-TV, Winston-Salem, NC
- ZeelTV and Comcast Studio 25

*** also a member of the USTTI Board of Directors**

ANNEX 18. FINANCIAL REPORTS

FINANCIAL STATUS REPORT	1. FEDERAL AGENCY TO WHICH REPORT IS SUBMITTED: USAID	2. FEDERAL GRANT OR OTHER ID NUMBER HCD-G-00-00-0001-00		OMB form 0412-0543 AID-1558-1 (exp: 09/30/2004)
3. RECIPIENT ORGANIZATION (name and complete address including ZIP code) United States Telecommunications Training Institute 1150 Connecticut Avenue, N.W., Suite 702 Washington, D.C. 20036	4. EMPLOYER ID NUMBER 52-1294659	6. PROJECT/GRANT PERIOD from 05/01/2000 to 04/30/2006	8. FINAL REPORT (circle one) YES	NO
	5. RECIPIENT ACCOUNT or ID No.	7. PERIOD COVERED from 1/1/2005 to 3/31/05	9. CASH BASIS	

PROGRAMS / FUNCTIONS / ACTIVITIES	(A) AID	(B) Morocco	(C) Website	(D)	(E)	(F)	TOTALS
a. Net outlays previously reported	3,213,007	164,200	165,900				3,543,107
b. Total outlays this reporting period	44,905	0	0				44,905
c. Program income credits (pro-rated from form 269.S)							0
d. Net outlays this period	44,905	0	0				44,905
e. Net outlays to date	3,257,912	164,200	165,900				3,588,012
f. Non-federal share of outlays							0
g. Total federal share of outlays	3,257,912	164,200	165,900				3,588,012
h. Total unliquidated obligations	982,088	0	0				982,088
i. Non-federal share of unliquidated obligations	0	0	0				0
j. Total federal share of unliquidated obligations	982,088	0	0				982,088
k. Total federal share of outlays and unliquidated obligations	4,240,000	164,200	165,900				4,570,100
l. Total cumulative amount of federal funds authorized	4,740,000	164,200	165,900				5,070,100
m. Unobligated balance of federal funds	500,000	0	0				500,000

Administrative Approval (USAID

I have reviewed this voucher. Based on its documentation and my personal knowledge of the project, the voucher is administratively approved by this office and subject to the financial review of the paying officer.

(signed) (date)

11. CERTIFICATION

I certify, to the best of my knowledge and belief, that this report is correct and that all outlays and unliquidated obligations are for the purpose set forth in the award documents.

(signature of authorized certifying official for the Grantee)

QPR No.__ 5/4/2005 (date submitted) 202/785-7373 (telephone)

Kelly O'Keefe, Senior Curriculum Coordinator (typed or printed name and title)

	1. FEDERAL AGENCY TO WHICH REPORT IS SUBMITTED: **USAID**	2. FEDERAL GRANT OR OTHER ID NUMBER **HCD-G-00-00-0001-00**	OMB form 0412-0543 AID-1558-1 (exp: 08/30/2004)
3. RECIPIENT ORGANIZATION (name and complete address including ZIP code) **United States Telecommunications Training Institute** **1150 Connecticut Avenue, N.W., Suite 702 Washington, D.C. 20036**	4. EMPLOYER ID NUMBER **52-1294659**	6. PROJECT/GRANT PERIOD from **05/01/2000** to **04/30/2006**	8. FINAL REPORT (circle one) YES NO
	5. RECIPIENT ACCOUNT or ID No.	7. PERIOD COVERED from **4/1/2005 to 6/30/05**	9. CASH BASIS

PROGRAMS / FUNCTIONS / ACTIVITIES	(A) AID	(B) Morocco	(C) Website	(D)	(E)	(F)	
a. Net outlays previously reported	3,257,912	164,200	165,900				3,588,012
b. Total outlays this reporting period	337,216	0	0				337,216
c. Program income credits (pro-rated from form 269.S)							0
d. Net outlays this period	337,216	0	0				337,216
e. Net outlays to date	3,595,128	164,200	165,900				3,925,228
f. Non-federal share of outlays							0
g. Total federal share of outlays	3,595,128	164,200	165,900				3,925,228
h. Total unliquidated obligations	644,872	0	0				644,872
i. Non-federal share of unliquidated obligations	0	0	0				0
j. Total federal share of unliquidated obligations	644,872	0	0				644,872
k. Total federal share of outlays and unliquidated obligations	4,240,000	164,200	165,900				4,570,100
l. Total cumulative amount of federal funds authorized	4,740,000	164,200	165,900				5,070,100
m. Unobligated balance of federal funds	500,000	0	0				500,000

Administrative Approval (USAID

I have reviewed this voucher. Based on its documentation and my personal knowledge of the project, the voucher is administratively approved by this office and subject to the financial review of the paying officer.

(signed) (date)

11. CERTIFICATION

I certify, to the best of my knowledge and belief, that this report is correct and that all outlays and unliquidated obligations are for the purpose set forth in the award documents.

(signature of authorized certifying official for the Grantee)

QPR No.___ 7/29/2005 (date submitted) 202/785-7373 (telephone)

Kelly O'Keefe, Senior Curriculum Coordinator (typed or printed name and title)

	1. FEDERAL AGENCY TO WHICH REPORT IS SUBMITTED: ***USAID***	**2.** FEDERAL GRANT OR OTHER ID NUMBER ***HCD-G-00-00-0001-00***	OMB form 0412-0543 AID-1558-1 (exp: 09/30/2004)
3. RECIPIENT ORGANIZATION (name and complete address including ZIP code) ***United States Telecommunications Training Institute*** ***1150 Connecticut Avenue, N.W., Suite 702*** ***Washington, D.C. 20036***	**4.** EMPLOYER ID NUMBER ***52-1294659*** **5.** RECIPIENT ACCOUNT or ID No.	**6.** PROJECT/GRANT PERIOD from ***05/01/2000*** to ***04/30/2006*** **7.** PERIOD COVERED from ***7/1/2005*** to ***9/30/05***	**8.** FINAL REPORT (circle one) YES NO **9.** CASH BASIS

PROGRAMS / FUNCTIONS / ACTIVITIES	(A) AID	(B) Morocco	(C) Website	(D)	(E)	(F)	TOTALS
a. Net outlays previously reported	3,595,128	164,200	165,900				3,925,228
b. Total outlays this reporting period	427,220	0	0				427,220
c. Program income credits (pro-rated from form 269.S)							0
d. Net outlays this period	427,220	0	0				427,220
e. Net outlays to date	4,022,348	164,200	165,900				4,352,448
f. Non-federal share of outlays							0
g. Total federal share of outlays	4,022,348	164,200	165,900				4,352,448
h. Total unliquidated obligations	217,652	0	0				217,652
i. Non-federal share of unliquidated obligations	0	0	0				0
j. Total federal share of unliquidated obligations	217,652	0	0				217,652
k. Total federal share of outlays and unliquidated obligations	4,240,000	164,200	165,900				4,570,100
l. Total cumulative amount of federal funds authorized	4,740,000	164,200	165,900				5,070,100
m. Unobligated balance of federal funds	500,000	0	0				500,000

Administrative Approval (USAID)

I have reviewed this voucher. Based on its documentation and my personal knowledge of the project, the voucher is administratively approved by this office and subject to the financial review of the paying officer.

(signed) (date)

11. CERTIFICATION

I certify, to the best of my knowledge and belief, that this report is correct and that all outlays and unliquidated obligations are for the purpose set forth in the award documents.

(signature of authorized certifying official for the Grantee)

QPR No.__ 10/13/2005 (date submitted) 202/785-7373 (telephone)

Kelly O'Keefe, Senior Curriculum Coordinator (typed or printed name and title)

	1. FEDERAL AGENCY TO WHICH REPORT IS SUBMITTED: USAID	2. FEDERAL GRANT OR OTHER ID NUMBER HCD-G-00-00-0001-00		OMB form 0412-0543 AID-1558-1 (exp: 09/30/2004)
3. RECIPIENT ORGANIZATION (name and complete address including ZIP code) ***United States Telecommunications Training Institute*** ***1150 Connecticut Avenue, N.W., Suite 702 Washington, D.C. 20036***	4. EMPLOYER ID NUMBER **52-1294659**	6. PROJECT/GRANT PERIOD from ***05/01/2000*** to ***04/30/2006***	8. FINAL REPORT (circle one) YES	NO
	5. RECIPIENT ACCOUNT or ID No.	7. PERIOD COVERED from ***10/1/2005 to 12/31/05***	9. CASH BASIS	

PROGRAMS / FUNCTIONS / ACTIVITIES	(A) AID	(B) Morocco	(C) Website	(D)	(E)	(F)	
a. Net outlays previously reported	4,022,348	164,200	165,900				4,352,448
b. Total outlays this reporting period	200,471	0	0				200,471
c. Program income credits (pro-rated from form 269.S)							0
d. Net outlays this period	200,471	0	0				200,471
e. Net outlays to date	4,222,819	164,200	165,900				4,552,919
f. Non-federal share of outlays							0
g. Total federal share of outlays	4,222,819	164,200	165,900				4,552,919
h. Total unliquidated obligations	17,181	0	0				17,181
i. Non-federal share of unliquidated obligations	0	0	0				0
j. Total federal share of unliquidated obligations	17,181	0	0				17,181
k. Total federal share of outlays and unliquidated obligations	4,240,000	164,200	165,900				4,570,100
l. Total cumulative amount of federal funds authorized	4,740,000	164,200	165,900				5,070,100
m. Unobligated balance of federal funds	500,000	0	0				500,000

Administrative Approval (USAID)

I have reviewed this voucher. Based on its documentation and my personal knowledge of the project, the voucher is administratively approved by this office and subject to the financial review of the paying officer.

(signed) (date)

11. CERTIFICATION

I certify, to the best of my knowledge and belief, that this report is correct and that all outlays and unliquidated obligations are for the purpose set forth in the award documents.

(signature of authorized certifying official for the Grantee)

QPR No.__ *1/23/2006* *202/785-7373*

(date submitted) (telephone)

Francesca Tripodi, Curriculum Coordinator

(typed or printed name and title)

	1. FEDERAL AGENCY TO WHICH REPORT IS SUBMITTED: USAID	2. FEDERAL GRANT OR OTHER ID NUMBER HCD-G-00-00-0001-00		OMB form 0412-0543 AID-1558-1 (exp: 09/30/2004)
3. RECIPIENT ORGANIZATION (name and complete address including ZIP code) **United States Telecommunications Training Institute** **1150 Connecticut Avenue, N.W., Suite 702 Washington, D.C. 20036**	4. EMPLOYER ID NUMBER 52-1294659	6. PROJECT/GRANT PERIOD from 05/01/2000 to 04/30/2006	8. FINAL REPORT (circle one) YES	NO
	5. RECIPIENT ACCOUNT or ID No.	7. PERIOD COVERED from 01/01/2006 to 03/31/06	9. CASH BASIS	

PROGRAMS / FUNCTIONS / ACTIVITIES	(A) AID	(B) Morocco	(C) Website	(D)	(E)	(F)	TOTALS
a. Net outlays previously reported	4,222,819	164,200	165,900				4,552,919
b. Total outlays this reporting period	41,922	0	0				41,922
c. Program income credits (pro-rated from form 269.S)							0
d. Net outlays this period	41,922	0	0				41,922
e. Net outlays to date	4,264,741	164,200	165,900				4,594,841
f. Non-federal share of outlays							0
g. Total federal share of outlays	4,264,741	164,200	165,900				4,594,841
h. Total unliquidated obligations	475,259	0	0				475,259
i. Non-federal share of unliquidated obligations	0	0	0				0
j. Total federal share of unliquidated obligations	475,259	0	0				475,259
k. Total federal share of outlays and unliquidated obligations	4,740,000	164,200	165,900				5,070,100
l. Total cumulative amount of federal funds authorized	5,240,000	164,200	165,900				5,570,100
m. Unobligated balance of federal funds	500,000	0	0				500,000

Administrative Approval (USAID)

I have reviewed this voucher. Based on its documentation and my personal knowledge of the project, the voucher is administratively approved by this office and subject to the financial review of the paying officer.

(signed) (date)

11. CERTIFICATION

I certify, to the best of my knowledge and belief, that this report is correct and that all outlays and unliquidated obligations are for the purpose set forth in the award documents.

(signature of authorized certifying official for the Grantee)

QPR No.__ 5/8/2006 (date submitted) 202/785-7373 (telephone)

Francesca Tripodi, Curriculum Coordinator
(typed or printed name and title)

	1. FF USAID	2. FEDERAL GRANT OR OTHER ID HCD-G-00-00-0001-00	OMB form 0412-0543 AID-1558-1 (exp: 09/30/2004)
3. (name and complete address including ZIP code) United States Telecommunications Training Institute 1150 Connecticut Avenue, N.W., Suite 702 Washington, D.C. 20036	4. EMPLOYER ID NUMBER 52-1294659 5. RECIPIENT ACCOUNT or ID No.	6. PROJECT/GRANT PERIOD from 05/01/2000 to 7. PERIOD from 04/01/2006 to 06/30/06	8. FINAL REPORT (circle one) YES NO 9. CASH BASIS

PROGRAMS / FUNCTIONS / ACTIVITIES	(A) AID	(B) Morocco	(C) Website	(D)	(E)	(F)	
a. Net outlays previously reported	4,264,741	164,200	165,900				4,594,841
b. Total outlays this reporting period	371,257	0	0				371,257
c. Program income credits (pro-rated from form 269 C)							0
d. Net outlays this period	371,257	0	0				371,257
e. Net outlays to date	4,635,998	164,200	165,900				4,966,098
f. Non-federal share of outlays							0
g. Total federal share of outlays	4,635,998	164,200	165,900				4,966,098
h. Total unliquidated obligations	604,002	0	0				604,002
i. Non-federal share of unliquidated obligations	0	0	0				0
j. Total federal share of unliquidated obligations	604,002	0	0				604,002
k. Total federal share of outlays and unliquidated obligations	5,240,000	164,200	165,900				5,570,100
l. Total cumulative amount of federal funds authorized	7,240,000	164,200	165,900				7,570,100
m. Unobligated balance of federal funds	2,000,000	0	0				2,000,000

Administrative Approval (USAID)

I have reviewed this voucher. Based on its documentation and my personal knowledge of the project, the voucher is administratively approved by this office and subject to the financial review of the paying officer.

(signed) (date)

11. CERTIFICATION

I certify, to the best of my knowledge and belief, that this report is correct and that all outlays and unliquidated obligations are for the purpose set forth in the award documents.

(signature of authorized certifying official for the Grantee)

QPR No.__ 7/28/2006 202/785-7373

(date submitted) (telephone)

Francesca Tripodi, Curriculum Coordinator

(typed or printed name and title)

	1. FEDERAL AGENCY TO WHICH REPORT IS SUBMITTED: USAID	2. FEDERAL GRANT OR OTHER ID NUMBER HCD-G-00-00-0001-00	OMB form 0412-0543 AID-1558-1 (exp: 09/30/2004)
3. RECIPIENT ORGANIZATION *United StateTelecommunications Training Institute* *1150 Connecticut Avenue N.W., Suite 702 Washington, D.C. 20036*	4. EMPLOYER ID NUMBER *52-1294659*	6. PROJECT/GRANT PERIOD from *05/01/2000* to *04/30/2008*	8. FINAL REPORT (circle one) YES NO
	5. RECIPIENT ACCOUNT or ID No.	7. PERIOD COVERED from *07/01/2006* to *09/30/2006*	9. CASH BASIS

10. STATUS OF FEDERAL FUNDS

PROGRAMS / FUNCTIONS / ACTIVITIES	(A) AID	(B) Morocco	(C) Website	(D)	(E)	(F)	TOTALS
a. Net outlays previously reported	4,635,998	164,200	165,900				4,966,098
b. Total outlays this reporting period	331,245						331,245
c. Program income credits (pro-rated from form 269.S)							
d. Net outlays this period	331,245						331,245
e. Net outlays to date	4,967,243	164,200	165,900				5,297,343
f. Non-federal share of outlays							
g. Total federal share of outlays	4,967,243	164,200	165,900				5,297,343
h. Total unliquidated obligations	272,757						272,757
i. Non-federal share of unliquidated obligations							
j. Total federal share of unliquidated obligations	272,757						272,757
k. Total federal share of outlays and unliquidated obligations	5,240,000	164,200	165,900				5,570,100
l. Total cumulative amount of federal funds authorized	7,240,000	164,200	165,900				7,570,100
m. Unobligated balance of federal funds	2,000,000						2,000,000

Administrative Approval (USAID)	11. CERTIFICATION
I have reviewed this voucher. Based on its documentation and my personal knowledge of the project, the voucher is administratively approved by this office and subject to the financial review of the paying officer.	I certify, to the best of my knowledge and belief, that this report is correct and that all outlays and unliquidated obligations are for the purpose set forth in the award documents. (signature of authorized certifying official for the Grantee)
(signed) (date)	QPR No.__ 10/12/2006 (date submitted) 202/785-7373 (telephone) *Brian McCloskey, Curriculum Director* (typed or printed name and title)

FINANCIAL STATUS REPORT	1. FEDERAL AGENCY TO WHICH REPORT IS SUBMITTED: USAID	2. FEDERAL GRANT OR OTHER ID NUMBER HCD-G-00-00-00001-00	OMB form 0412-0543 AID-1558-1 (exp: 09/30/2004)
3. RECIPIENT ORGANIZATION **United StateTelecommunications Training Institute** **1150 Connecticut Avenue N.W., Suite 702 Washington, D.C. 20036**	4. EMPLOYER ID NUMBER **52-1294659**	6. PROJECT/GRANT PERIOD from **05/01/2000** to **04/30/2008**	8. FINAL REPORT (circle one) YES NO
	5. RECIPIENT ACCOUNT or ID No.	7. PERIOD COVERED from **10/01/2006** to **12/31/2006**	9. CASH BASIS

10. STATUS OF FEDERAL FUNDS

PROGRAMS / FUNCTIONS / ACTIVITIES	(A) AID	(B) Morocco	(C) Website	(D)	(E)	(F)	TOTALS
a. Net outlays previously reported	4,967,243	164,200	165,900				5,297,343
b. Total outlays this reporting period	275,828						275,828
c. Program income credits (pro-rated from form 269.S)							
d. Net outlays this period	275,828						275,828
e. Net outlays to date	5,243,071	164,200	165,900				5,573,171
f. Non-federal share of outlays	3,071						3,071
g. Total federal share of outlays	5,240,000	164,200	165,900				5,570,100
h. Total unliquidated obligations							
i. Non-federal share of unliquidated obligations							
j. Total federal share of unliquidated obligations							
k. Total federal share of outlays and unliquidated obligations	5,240,000	164,200	165,900				5,570,100
l. Total cumulative amount of federal funds authorized	7,240,000	164,200	165,900				7,570,100
m. Unobligated balance of federal funds	2,000,000						2,000,000

Administrative Approval (USAID)

I have reviewed this voucher. Based on its documentation and my personal knowledge of the project, the voucher is administratively approved by this office and subject to the financial review of the paying officer.

(signed) (date)

11. CERTIFICATION

I certify, to the best of my knowledge and belief, that this report is correct and that all outlays and unliquidated obligations are for the purpose set forth in the award documents.

QPR No.__ 2/15/2007 (date submitted) 202/785-7373 (telephone)

(signature of authorized certifying official for the Grantee)

Brian McCloskey, Curriculum Director
(typed or printed name and title)

FINANCIAL STATUS REPO

1. FEDERAL AGENCY TO WHICH REPORT IS SUBMITTED: **USAID**	**2.** FEDERAL GRANT OR OTHER ID NUMBER **HCD-G-00-00-00001-00**		OMB form 0412-0543 AID-1558-1 (exp: 09/30/2004)
3. RECIPIENT ORGANIZATION **United StateTelecommunications Training Institute** **1150 Connecticut Avenue N.W., Suite 702 Washington, D.C. 20036**	**4.** EMPLOYER ID NUMBER **52-1294659**	**6.** PROJECT/GRANT PERIOD from **05/01/2000** to **04/30/2008**	**8.** FINAL REPORT (circle one) YES NO
	5. RECIPIENT ACCOUNT or ID No.	**7.** PERIOD COVERED from **01/01/2007** to **3/31/2007**	**9.** CASH BASIS

10. STATUS OF FEDERAL FUNDS

PROGRAMS / FUNCTIONS / ACTIVITIES	(A) AID	(B) Morocco	(C) Website	(D)	(E)	(F)	TOTALS
a. Net outlays previously reported	5,243,071	164,200	165,900				5,573,171
b. Total outlays this reporting period	12,339						12,339
c. Program income credits (pro-rated from form 269.S)							
d. Net outlays this period	12,339						12,339
e. Net outlays to date	5,255,410	164,200	165,900				5,585,510
f. Non-federal share of outlays	3,071						3,071
g. Total federal share of outlays	5,252,339	164,200	165,900				5,582,439
h. Total unliquidated obligations							
i. Non-federal share of unliquidated obligations							
j. Total federal share of unliquidated obligations							
k. Total federal share of outlays and unliquidated obligations	5,240,000	164,200	165,900				5,570,100
l. Total cumulative amount of federal funds authorized	7,240,000	164,200	165,900				7,570,100
m. Unobligated balance of federal funds	2,000,000						2,000,000

Administrative Approval (USAID)

I have reviewed this voucher. Based on its documentation and my personal knowledge of the project, the voucher is administratively approved by this office and subject to the financial review of the paying officer.

(signed) (date)

11. CERTIFICATION

I certify, to the best of my knowledge and belief, that this report is correct and that all outlays and unliquidated obligations are for the purpose set forth in the award documents.

(signature of authorized certifying official for the Grantee)

QPR No.__ 4/26/2007 (date submitted) 202/785-7373 (telephone)

Brian McCloskey, Curriculum Director (typed or printed name and title)

EXCEPTION TO STANDARD FORM

	1. FEDERAL AGENCY TO WHICH REPORT IS SUBMITTED:	**2.** FEDERAL GRANT OR OTHER ID NUMBER	OMB form 0412-0543 AID-1558-1 (exp: 09/30/2004)
	USAID	HCD-G-00-00-00001-00	

3. RECIPIENT ORGANIZATION	**4.** EMPLOYER ID NUMBER	**6.** PROJECT/GRANT PERIOD	**8.** FINAL REPORT (circle one)
United StateTelecommunications Training Institute	52-1294659	from 05/01/2000 to 04/30/2008	YES NO
1150 Connecticut Avenue N.W., Suite 702 Washington, D.C. 20036	**5.** RECIPIENT ACCOUNT or ID No.	**7.** PERIOD COVERED from 04/01/2007 to 6/30/2007	**9.** CASH BASIS

10. STATUS OF FEDERAL FUNDS

PROGRAMS / FUNCTIONS / ACTIVITIES	(A) AID	(B) Morocco	(C) Website	(D)	(E)	(F)	
a. Net outlays previously reported	5,255,410	164,200	165,900				5,585,510
b. Total outlays this reporting period	176,580						176,580
c. Program income credits (pro-rated from form 269.S)							
d. Net outlays this period	176,580						176,580
e. Net outlays to date	5,431,990	164,200	165,900				5,762,090
f. Non-federal share of outlays	3,071						3,071
g. Total federal share of outlays	5,428,919	164,200	165,900				5,759,019
h. Total unliquidated obligations							
i. Non-federal share of unliquidated obligations							
j. Total federal share of unliquidated obligations							
k. Total federal share of outlays and unliquidated obligations	6,240,000	164,200	165,900				6,570,100
l. Total cumulative amount of federal funds authorized	7,240,000	164,200	165,900				7,570,100
m. Unobligated balance of federal funds	1,000,000						1,000,000

Administrative Approval (USAID)

I have reviewed this voucher. Based on its documentation and my personal knowledge of the project, the voucher is administratively approved by this office and subject to the financial review of the paying officer.

(signed) (date)

11. CERTIFICATION

I certify, to the best of my knowledge and belief, that this report is correct and that all outlays and unliquidated obligations are for the purpose set forth in the award documents.

(signature of authorized certifying official for the Grantee)

QPR No.__ 7/6/2007 (date submitted) 202/785-7373 (telephone)

Brian McCloskey, Curriculum Director (typed or printed name and title)

	1. FEDERAL AGENCY TO WHICH REPORT IS SUBMITTED:	2. FEDERAL GRANT OR OTHER ID NUMBER	OMB form 0412-0543 AID-1558-1 (exp: 09/30/2004)
	USAID	HCD-G-00-00-00001-00	

3. RECIPIENT ORGANIZATION	4. EMPLOYER ID NUMBER	6. PROJECT/GRANT PERIOD	8. FINAL REPORT (circle one)
United StateTelecommunications Training Institute	52-1294659	from 05/01/2000 to 04/30/2008	YES NO
1150 Connecticut Avenue N.W., Suite 702 Washington, D.C. 20036	5. RECIPIENT ACCOUNT or ID No.	7. PERIOD COVERED from 07/01/2007 to 9/30/2007	9. CASH BASIS

10. STATUS OF FEDERAL FUNDS

PROGRAMS / FUNCTIONS / ACTIVITIES	(A) AID	(B) Morocco	(C) Website	(D)	(E)	(F)	
a. Net outlays previously reported	5,431,990	164,200	165,900				5,762,090
b. Total outlays this reporting period	273,707						273,707
c. Program income credits (pro-rated from form 269.S)							
d. Net outlays this period	273,707						273,707
e. Net outlays to date	5,705,697	164,200	165,900				6,035,797
f. Non-federal share of outlays	3,071						3,071
g. Total federal share of outlays	5,702,626	164,200	165,900				6,032,726
h. Total unliquidated obligations							
i. Non-federal share of unliquidated obligations							
j. Total federal share of unliquidated obligations							
k. Total federal share of outlays and unliquidated obligations	6,240,000	164,200	165,900				6,570,100
l. Total cumulative amount of federal funds authorized	7,240,000	164,200	165,900				7,570,100
m. Unobligated balance of federal funds	1,000,000						1,000,000

Administrative Approval (USAID)

I have reviewed this voucher. Based on its documentation and my personal knowledge of the project, the voucher is administratively approved by this office and subject to the financial review of the paying officer.

(signed) (date)

11. CERTIFICATION

I certify, to the best of my knowledge and belief, that this report is correct and that all outlays and unliquidated obligations are for the purpose set forth in the award documents.

(signature of authorized certifying official for the Grantee)

QPR No.__ 10/16/2007 (date submitted) 202/785-7373 (telephone)

Brian McCloskey, Curriculum Director (typed or printed name and title)

	1. FEDERAL AGENCY TO WHICH REPORT IS SUBMITTED:	2. FEDERAL GRANT OR OTHER ID NUMBER	OMB form 0412-0543 AID-1558-1 (exp: 09/30/2004)
	USAID	HCD-G-00-00-00001-00	
3. RECIPIENT ORGANIZATION United StateTelecommunications Training Institute 1150 Connecticut Avenue N.W., Suite 702 Washington, D.C. 20036	4. EMPLOYER ID NUMBER 52-1294659	6. PROJECT/GRANT PERIOD from 05/01/2000 to 04/30/2008	8. FINAL REPORT (circle one) YES NO
	5. RECIPIENT ACCOUNT or ID No.	7. PERIOD COVERED from 10/01/2007 to 12/31/2007	9. CASH BASIS

10. STATUS OF FEDERAL FUNDS

PROGRAMS / FUNCTIONS / ACTIVITIES	(A) AID	(B) Morocco	(C) Website	(D)	(E)	(F)	
a. Net outlays previously reported	5,705,697	164,200	165,900				6,035,797
b. Total outlays this reporting period	296,658						296,658
c. Program income credits (pro-rated from form 269.S)							
d. Net outlays this period	296,658						296,658
e. Net outlays to date	6,002,355	164,200	165,900				6,332,455
f. Non-federal share of outlays	3,071						3,071
g. Total federal share of outlays	5,999,284	164,200	165,900				6,329,384
h. Total unliquidated obligations							
i. Non-federal share of unliquidated obligations							
j. Total federal share of unliquidated obligations							
k. Total federal share of outlays and unliquidated obligations	6,240,000	164,200	165,900				6,570,100
l. Total cumulative amount of federal funds authorized	7,240,000	164,200	165,900				7,570,100
m. Unobligated balance of federal funds	1,000,000						1,000,000

Administrative Approval (USAID)	11. CERTIFICATION
I have reviewed this voucher. Based on its documentation and my personal knowledge of the project, the voucher is administratively approved by this office and subject to the financial review of the paying officer.	I certify, to the best of my knowledge and belief, that this report is correct and that all outlays and unliquidated obligations are for the purpose set forth in the award documents.
.... (signed) (date)	QPR No.__ 3/11/2008 (date submitted) 202/785-7373 (telephone) (signature of authorized certifying official for the Grantee) Brian McCloskey, Curriculum Director (typed or printed name and title)

	1. FEDERAL AGENCY TO WHICH REPORT IS SUBMITTED: *USAID*	**2.** FEDERAL GRANT OR OTHER ID NUMBER *HCD-G-00-00-00001-00*	OMB form 0412-0543 AID-1558-1 (exp: 09/30/2004)
3. RECIPIENT ORGANIZATION *United StateTelecommunications Training Institute* *1150 Connecticut Avenue N.W., Suite 702 Washington, D.C. 20036*	**4.** EMPLOYER ID NUMBER *52-1294659*	**6.** PROJECT/GRANT PERIOD from *05/01/2000* to *04/30/2008*	**8.** FINAL REPORT (circle one) YES NO
	5. RECIPIENT ACCOUNT or ID No.	**7.** PERIOD COVERED from *01/01/2008* to *3/31/2008*	**9.** CASH BASIS

10. STATUS OF FEDERAL FUNDS

PROGRAMS / FUNCTIONS / ACTIVITIES	(A) AID	(B) Morocco	(C) Website	(D)	(E)	(F)	[illegible]
a. Net outlays previously reported	6,002,355	164,200	165,900				6,332,455
b. Total outlays this reporting period	12,371						12,371
c. Program income credits (pro-rated from form 269.S)							
d. Net outlays this period	12,371						12,371
e. Net outlays to date	6,014,726	164,200	165,900				6,344,826
f. Non-federal share of outlays	3,071						3,071
g. Total federal share of outlays	6,011,655	164,200	165,900				6,341,755
h. Total unliquidated obligations							
i. Non-federal share of unliquidated obligations							
j. Total federal share of unliquidated obligations							
k. Total federal share of outlays and unliquidated obligations	6,240,000	164,200	165,900				6,570,100
l. Total cumulative amount of federal funds authorized	7,240,000	164,200	165,900				7,570,100
m. Unobligated balance of federal funds	1,000,000						1,000,000

Administrative Approval (USAID)

I have reviewed this voucher. Based on its documentation and my personal knowledge of the project, the voucher is administratively approved by this office and subject to the financial review of the paying officer.

(signed) (date)

11. CERTIFICATION

I certify, to the best of my knowledge and belief, that this report is correct and that all outlays and unliquidated obligations are for the purpose set forth in the award documents.

(signature of authorized certifying official for the Grantee)

QPR No.__ 4/14/2008 (date submitted) 202/785-7373 (telephone)

Brian McCloskey, Curriculum Director
(typed or printed name and title)

	1. FEDERAL AGENCY TO WHICH REPORT IS SUBMITTED: *USAID*	**2.** FEDERAL GRANT OR OTHER ID NUMBER *HCD-G-00-00-00001-00* — OMB form 0412-0543 AID-1558-1 (exp: 09/30/2004)
3. RECIPIENT ORGANIZATION *United StateTelecommunications Training Institute* *1150 Connecticut Avenue N.W., Suite 702 Washington, D.C. 20036*	**4.** EMPLOYER ID NUMBER *52-1294659*	**6.** PROJECT/GRANT PERIOD from *05/01/2000* to *12/31/2008* — **8.** FINAL REPORT (circle one) YES NO
	5. RECIPIENT ACCOUNT or ID No.	**7.** PERIOD COVERED from *04/01/2008* to *6/30/2008* — **9.** CASH BASIS

10. STATUS OF FEDERAL FUNDS

PROGRAMS / FUNCTIONS / ACTIVITIES	(A) AID	(B) Morocco	(C) Website	(D)	(E)	(F)	
a. Net outlays previously reported	6,011,655	164,200	165,900				6,341,755
b. Total outlays this reporting period	473,835						473,835
c. Program income credits (pro-rated from form 269.S)							
d. Net outlays this period	473,835						473,835
e. Net outlays to date	6,485,490	164,200	165,900				6,815,590
f. Non-federal share of outlays	3,071						3,071
g. Total federal share of outlays	6,482,419	164,200	165,900				6,812,519
h. Total unliquidated obligations							
i. Non-federal share of unliquidated obligations							
j. Total federal share of unliquidated obligations	(242,419)						(242,419)
k. Total federal share of outlays and unliquidated obligations	6,240,000	164,200	165,900				6,570,100
l. Total cumulative amount of federal funds authorized	7,240,000	164,200	165,900				7,570,100
m. Unobligated balance of federal funds	(1,000,000)						(1,000,000)

Administrative Approval (USAID)

I have reviewed this voucher. Based on its documentation and my personal knowledge of the project, the voucher is administratively approved by this office and subject to the financial review of the paying officer.

(signed) (date)

11. CERTIFICATION

I certify, to the best of my knowledge and belief, that this report is correct and that all outlays and unliquidated obligations are for the purpose set forth in the award documents.

(signature of authorized certifying official for the Grantee)

QPR No.__ 7/21/2008 (date submitted) 202/785-7373 (telephone)

Brian McCloskey, Curriculum Director (typed or printed name and title)

FINANCIAL STATUS REPORT	1. FEDERAL AGENCY TO WHICH REPORT IS SUBMITTED: USAID	2. FEDERAL GRANT OR OTHER ID NUMBER HCD-G-00-00-00001-00		OMB form 0412-0543 AID-1558-1 (exp: 09/30/2004)
3. RECIPIENT ORGANIZATION **United StateTelecommunications Training Institute** **1150 Connecticut Avenue N.W., Suite 702 Washington, D.C. 20036**	4. EMPLOYER ID NUMBER **52-1294659**	6. PROJECT/GRANT PERIOD from **05/01/2000** to **12/31/2008**	8. FINAL REPORT (circle one) YES NO	
	5. RECIPIENT ACCOUNT or ID No.	7. PERIOD COVERED from **07/01/2008** to **9/30/2008**	9. CASH BASIS	

10. STATUS OF FEDERAL FUNDS

PROGRAMS / FUNCTIONS / ACTIVITIES	(A) AID	(B) Morocco	(C) Website	(D)	(E)	(F)	TOTAL
a. Net outlays previously reported	6,482,419	164,200	165,900				
b. Total outlays this reporting period	368,077						6,812,519
c. Program income credits (pro-rated from form 269.S)							368,077
d. Net outlays this period	368,077						
e. Net outlays to date	6,850,496	164,200	165,900				368,077
f. Non-federal share of outlays	3,071						7,180,596
g. Total federal share of outlays	6,847,425	164,200	165,900				3,071
h. Total unliquidated obligations	389,504						7,177,525
i. Non-federal share of unliquidated obligations							389,504
j. Total federal share of unliquidated obligations	389,504						
k. Total federal share of outlays and unliquidated obligations	7,240,000	164,200	165,900				389,504
l. Total cumulative amount of federal funds authorized	7,240,000	164,200	165,900				7,570,100
m. Unobligated balance of federal funds							7,570,100

Administrative Approval (USAID)

I have reviewed this voucher. Based on its documentation and my personal knowledge of the project, the voucher is administratively approved by this office and subject to the financial review of the paying officer.

(signed) (date)

11. CERTIFICATION

I certify, to the best of my knowledge and belief, that this report is correct and that all outlays and unliquidated obligations are for the purpose set forth in the award documents.

QPR No.___ 10/28/2008 (date submitted) 202/785-7373 (telephone)

(signature of authorized certifying official for the Grantee)

Brian McCloskey, Curriculum Director
(typed or printed name and title)

1. FEDERAL AGENCY TO WHICH REPORT IS SUBMITTED:	2. FEDERAL GRANT OR OTHER ID NUMBER	OMB form 0412-0543 AID-1558-1 (exp: 09/30/2004)
USAID	HCD-G-00-00-00001-00	

3. RECIPIENT ORGANIZATION	4. EMPLOYER ID NUMBER	6. PROJECT/GRANT PERIOD	8. FINAL REPORT (circle one)
United StateTelecommunications Training Institute	52-1294659	from 05/01/2000 to 06/30/2009	YES NO
1150 Connecticut Avenue N.W., Suite 702 Washington, D.C. 20036	5. RECIPIENT ACCOUNT or ID No.	7. PERIOD COVERED from 10/01/2008 to 12/31/2008	9. CASH BASIS

10. STATUS OF FEDERAL FUNDS

PROGRAMS / FUNCTIONS / ACTIVITIES	(A) AID	(B) Morocco	(C) Website	(D)	(E)	(F)	
a. Net outlays previously reported	6,850,496	164,200	165,900				7,180,596
b. Total outlays this reporting period	193,569						193,569
c. Program income credits (pro-rated from form 269.S)							
d. Net outlays this period	193,569						193,569
e. Net outlays to date	7,044,065	164,200	165,900				7,374,165
f. Non-federal share of outlays	3,071						3,071
g. Total federal share of outlays	7,040,994	164,200	165,900				7,371,094
h. Total unliquidated obligations	199,006						199,006
i. Non-federal share of unliquidated obligations							
j. Total federal share of unliquidated obligations	199,006						199,006
k. Total federal share of outlays and unliquidated obligations	7,240,000	164,200	165,900				7,570,100
l. Total cumulative amount of federal funds authorized	7,240,000	164,200	165,900				7,570,100
m. Unobligated balance of federal funds	0						0

Administrative Approval (USAID)

I have reviewed this voucher. Based on its documentation and my personal knowledge of the project, the voucher is administratively approved by this office and subject to the financial review of the paying officer.

(signed) (date)

11. CERTIFICATION

I certify, to the best of my knowledge and belief, that this report is correct and that all outlays and unliquidated obligations are for the purpose set forth in the award documents.

(signature of authorized certifying official for the Grantee)

QPR No.__ 1/23/2009 (date submitted) 202/785-7373 (telephone)

Brian McCloskey, Curriculum Director
(typed or printed name and title)

FINANCIAL STATUS REPORT

	1. FEDERAL AGENCY TO WHICH REPORT IS SUBMITTED: *USAID*	**2.** FEDERAL GRANT OR OTHER ID NUMBER *HCD-G-00-00-00001-00*	OMB form 0412-0543 AID-1558-1 (exp: 09/30/2004)
3. RECIPIENT ORGANIZATION *United StateTelecommunications Training Institute* *1150 Connecticut Avenue N.W., Suite 702 Washington, D.C. 20036*	**4.** EMPLOYER ID NUMBER *52-1294659*	**6.** PROJECT/GRANT PERIOD from *05/01/2000* to *06/30/2009*	**8.** FINAL REPORT (circle one) YES NO
	5. RECIPIENT ACCOUNT or ID No.	**7.** PERIOD COVERED from *01/01/2009* to *03/31/2009*	**9.** CASH BASIS

10. STATUS OF FEDERAL FUNDS

PROGRAMS / FUNCTIONS / ACTIVITIES	(A) AID	(B) Morocco	(C) Website	(D)	(E)	(F)	
a. Net outlays previously reported	7,086,697	164,200	165,900				7,416,797
b. Total outlays this reporting period	65,277						65,277
c. Program Income credits (pro-rated from form 269.S)							
d. Net outlays this period	65,277						65,277
e. Net outlays to date	7,151,974	164,200	165,900				7,482,074
f. Non-federal share of outlays	3,071						3,071
g. Total federal share of outlays	7,148,903	164,200	165,900				7,479,003
h. Total unliquidated obligations	91,097						
i. Non-federal share of unliquidated obligations							
j. Total federal share of unliquidated obligations	91,097						91,097
k. Total federal share of outlays and unliquidated obligations	7,240,000	164,200	165,900				7,570,100
l. Total cumulative amount of federal funds authorized	7,240,000	164,200	165,900				7,570,100
m. Unobligated balance of federal funds							

Administrative Approval (USAID)

I have reviewed this voucher. Based on its documentation and my personal knowledge of the project, the voucher is administratively approved by this office and subject to the financial review of the paying officer.

(signed) (date)

11. CERTIFICATION

I certify, to the best of my knowledge and belief, that this report is correct and that all outlays and unliquidated obligations are for the purpose set forth in the award documents.

(signature of authorized certifying official for the Grantee)

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*QPR No.*__ *4/22/2009* *202/785-7373*
(date submitted) (telephone)

Brian McCloskey, Curriculum Director
(typed or printed name and title)

	1. FEDERAL AGENCY TO WHICH REPORT IS SUBMITTED: *USAID*	**2.** FEDERAL GRANT OR OTHER ID NUMBER *HCD-G-00-00-00001-00*	OMB form 0412-0543 AID-1556-1 (exp: 09/30/2004)
3. RECIPIENT ORGANIZATION *United StateTelecommunications Training Institute* *1150 Connecticut Avenue N.W., Suite 702 Washington, D.C. 20036*	**4.** EMPLOYER ID NUMBER *52-1294659*	**6.** PROJECT/GRANT PERIOD from *05/01/2000 to 04/30/2010*	**8.** FINAL REPORT (circle one) YES NO
	5. RECIPIENT ACCOUNT or ID No.	**7.** PERIOD COVERED from *04/01/2009 to 06/30/2009*	**9.** CASH BASIS

10. STATUS OF FEDERAL FUNDS

PROGRAMS / FUNCTIONS / ACTIVITIES	(A) AID	(B) Morocco	(C) Website	(D)	(E)	(F)	
a. Net outlays previously reported	7,151,974	164,200	165,900				7,482,074
b. Total outlays this reporting period	365,097						365,097
c. Program income credits (pro-rated from form 269.S)							
d. Net outlays this period	365,097						365,097
e. Net outlays to date	7,517,071	164,200	165,900				7,847,171
f. Non-federal share of outlays	3,071						3,071
g. Total federal share of outlays	7,514,000	164,200	165,900				7,844,100
h. Total unliquidated obligations	726,000						
i. Non-federal share of unliquidated obligations							
j. Total federal share of unliquidated obligations	726,000						726,000
k. Total federal share of outlays and unliquidated obligations	8,240,000	164,200	165,900				8,570,100
l. Total cumulative amount of federal funds authorized	8,240,000	164,200	165,900				8,570,100
m. Unobligated balance of federal funds							

Administrative Approval (USAID) I have reviewed this voucher. Based on its documentation and my personal knowledge of the project, the voucher is administratively approved by this office and subject to the financial review of the paying officer. ---------------- (signed) (date)	**11. CERTIFICATION** I certify, to the best of my knowledge and belief, that this report is correct and that all outlays and unliquidated obligations are for the purpose set forth in the award documents. **QPR No.__** 7/22/2009 (date submitted) 202/785-7373 (telephone)	(signature of authorized certifying official for the Grantee) ---------------- Brian McCloskey, Curriculum Director (typed or printed name and title)

FINANCIAL STATUS REPORT

(see instruction on back)

1. FEDERAL AGENCY TO WHICH REPORT IS SUBMITTED: ***USAID***

2. FEDERAL GRANT OR OTHER ID NUMBER: ***HCD-G-00-00-00001-00***

OMB form 0412-0543 AID-1558-1 (exp: 09/30/2004)

3. RECIPIENT ORGANIZATION

United StateTelecommunications Training Institute

1150 Connecticut Avenue N.W., Suite 702 Washington, D.C. 20036

4. EMPLOYER ID NUMBER: ***52-1294659***

5. RECIPIENT ACCOUNT or ID No.

6. PROJECT/GRANT PERIOD: from ***05/01/2000 to 04/30/2010***

7. PERIOD COVERED: from ***01/01/2010 to 03/31/2010***

8. FINAL REPORT (circle one) YES NO

9. CASH BASIS

10. STATUS OF FEDERAL FUNDS

PROGRAMS / FUNCTIONS / ACTIVITIES	(A) AID	(B) Morocco	(C) Website	(D)	(E)	(F)	TOTALS
a. Net outlays previously reported	8,206,035	164,200	165,900				8,536,135
b. Total outlays this reporting period	18,675						18,675
c. Program income credits (pro-rated from form 269.S)							
d. Net outlays this period	18,675						18,675
e. Net outlays to date	8,224,710	164,200	165,900				8,554,810
f. Non-federal share of outlays	3,071						3,071
g. Total federal share of outlays	8,221,639	164,200	165,900				8,551,739
h. Total unliquidated obligations	18,361						
i. Non-federal share of unliquidated obligations							
j. Total federal share of unliquidated obligations	18,361						18,361
k. Total federal share of outlays and unliquidated obligations	8,240,000	164,200	165,900				8,570,100
l. Total cumulative amount of federal funds authorized	8,240,000	164,200	165,900				8,570,100
m. Unobligated balance of federal funds							

Administrative Approval (USAID)

I have reviewed this voucher. Based on its documentation and my personal knowledge of the project, the voucher is administratively approved by this office and subject to the financial review of the paying officer.

(signed) (date)

11. CERTIFICATION

I certify, to the best of my knowledge and belief, that this report is correct and that all outlays and unliquidated obligations are for the purpose set forth in the award documents.

(signature of authorized certifying official for the Grantee)

QPR No.__ 4/22/2010 (date submitted) 202/785-7373 (telephone)

Brian McCloskey, Curriculum Director (typed or printed name and title)

EXCEPTION TO STANDARD FORM SF-269

FINANCIAL STATUS REPORT

(see instruction on back)

1. FEDERAL AGENCY TO WHICH REPORT IS SUBMITTED: ***USAID***

2. FEDERAL GRANT OR OTHER ID NUMBER: ***HCD-G-00-00-00001-00***

OMB form 0412-0543 AID-1558-1 (exp: 09/30/2004)

3. RECIPIENT ORGANIZATION

United StateTelecommunications Training Institute

1150 Connecticut Avenue N.W., Suite 702 Washington, D.C. 20036

4. EMPLOYER ID NUMBER: ***52-1294659***

5. RECIPIENT ACCOUNT or ID No.

6. PROJECT/GRANT PERIOD: from ***04/01/2010*** to ***12/31/2010***

7. PERIOD COVERED: from ***04/01/2010*** to ***06/30/2010***

8. FINAL REPORT (circle one) YES NO

9. CASH BASIS

10. STATUS OF FEDERAL FUNDS

PROGRAMS / FUNCTIONS / ACTIVITIES	(A) AID	(B) Morocco	(C) Website	(D)	(E)	(F)	TOTALS
a. Net outlays previously reported	8,224,710	164,200	165,900				8,554,810
b. Total outlays this reporting period	168,971						168,971
c. Program income credits (pro-rated from form 269.S)							
d. Net outlays this period	168,971						168,971
e. Net outlays to date	8,393,681	164,200	165,900				8,723,781
f. Non-federal share of outlays	3,071						3,071
g. Total federal share of outlays	8,390,610	164,200	165,900				8,720,710
h. Total unliquidated obligations	499,390						
i. Non-federal share of unliquidated obligations							
j. Total federal share of unliquidated obligations	499,390						499,390
k. Total federal share of outlays and unliquidated obligations	8,890,000	164,200	165,900				9,220,100
l. Total cumulative amount of federal funds authorized	9,090,000	164,200	165,900				9,420,100
m. Unobligated balance of federal funds	200,000						200,000

Administrative Approval (USAID)

I have reviewed this voucher. Based on its documentation and my personal knowledge of the project, the voucher is administratively approved by this office and subject to the financial review of the paying officer.

(signed) (date)

11. CERTIFICATION

I certify, to the best of my knowledge and belief, that this report is correct and that all outlays and unliquidated obligations are for the purpose set forth in the award documents.

(signature of authorized certifying official for the Grantee)

QPR No.__ 7/30/2010 (date submitted) 202/785-7373 (telephone)

Brian McCloskey, Curriculum Director (typed or printed name and title)

EXCEPTION TO STANDARD FORM **SF-269**

FINANCIAL STATUS REPORT (see instruction on back)	1. FEDERAL AGENCY TO WHICH REPORT IS SUBMITTED: USAID	2. FEDERAL GRANT OR OTHER ID NUMBER HCD-G-00-00-00001-00		OMB form 0412-0543 AID-1558-1 (exp: 09/30/2004)
3. RECIPIENT ORGANIZATION ***United State Telecommunications Training Institute*** ***1150 Connecticut Avenue N.W., Suite 702 Washington, D.C. 20036***	4. EMPLOYER ID NUMBER ***52-1294659***	6. PROJECT/GRANT PERIOD from ***04/01/2000 to 12/31/2010***		8. FINAL REPORT (circle one) YES NO
	5. RECIPIENT ACCOUNT or ID No.	7. PERIOD COVERED from ***07/01/2010 to 09/30/2010***		9. CASH BASIS

10. STATUS OF FEDERAL FUNDS

PROGRAMS / FUNCTIONS / ACTIVITIES	(A) AID	(B) Morocco	(C) Website	(D)	(E)	(F)	TOTALS
a. Net outlays previously reported	8,393,681	164,200	165,900				8,723,781
b. Total outlays this reporting period	381,395						381,395
c. Program income credits (pro-rated from form 269.S)							
d. Net outlays this period	381,395						381,395
e. Net outlays to date	8,775,076	164,200	165,900				9,105,176
f. Non-federal share of outlays	3,071						3,071
g. Total federal share of outlays	8,772,005	164,200	165,900				9,102,105
h. Total unliquidated obligations	467,995						
i. Non-federal share of unliquidated obligations							
j. Total federal share of unliquidated obligations	467,995						467,995
k. Total federal share of outlays and unliquidated obligations	9,240,000	164,200	165,900				9,570,100
l. Total cumulative amount of federal funds authorized	9,240,000	164,200	165,900				9,570,100
m. Unobligated balance of federal funds	0						0

Administrative Approval (USAID)

I have reviewed this voucher. Based on its documentation and my personal knowledge of the project, the voucher is administratively approved by this office and subject to the financial review of the paying officer.

[signature] 11/25/2010
(signed) (date)

11. CERTIFICATION

I certify, to the best of my knowledge and belief, that this report is correct and that all outlays and unliquidated obligations are for the purpose set forth in the award documents

(signature of authorized certifying official for the Grantee)

QPR No.__ 10/29/2010 (date submitted) 202/785-7373 (telephone)

James O'Connor, Curriculum Director
(typed or printed name and title)

EXCEPTION TO STANDARD FORM SF-269

	1. FEDERAL AGENCY TO WHICH REPORT IS SUBMITTED:	2. FEDERAL GRANT OR OTHER ID NUMBER	OMB form 0412-0543 AID-1558-1 (exp: 09/30/2004)
	USAID	HCD-G-00-00-00001-00	

3. RECIPIENT ORGANIZATION	4. EMPLOYER ID NUMBER	6. PROJECT/GRANT PERIOD	8. FINAL REPORT (circle one)
United State Telecommunications Training Institute	52-1294659	from 04/01/2000 to 12/31/2010	YES NO
1150 Connecticut Avenue N.W., Suite 702 Washington, D.C. 20036	5. RECIPIENT ACCOUNT or ID No.	7. PERIOD COVERED from 10/01/2010 to 12/31/2010	9. CASH BASIS

10. STATUS OF FEDERAL FUNDS

PROGRAMS / FUNCTIONS / ACTIVITIES	(A) AID	(B) Morocco	(C) Website	(D)	(E)	(F)	
a. Net outlays previously reported	8,775,076	164,200	165,900				9,105,176
b. Total outlays this reporting period	480,562						480,562
c. Program income credits (pro-rated from form 269 S)							
d. Net outlays this period	480,562						480,562
e. Net outlays to date	9,255,638	164,200	165,900				9,585,738
f. Non-federal share of outlays	15,638						15,638
g. Total federal share of outlays	9,240,000	164,200	165,900				9,570,100
h. Total unliquidated obligations							
i. Non-federal share of unliquidated obligations							
j. Total federal share of unliquidated obligations	0						0
k. Total federal share of outlays and unliquidated obligations	9,240,000	164,200	165,900				9,570,100
l. Total cumulative amount of federal funds authorized	9,240,000	164,200	165,900				9,570,100
m. Unobligated balance of federal funds	0						0

Administrative Approval (USAID)

I have reviewed this voucher Based on its documentation and my personal knowledge of the project, the voucher is administratively approved by this office and subject to the financial review of the paying officer

01/11/2011

(signed) (date)

11. CERTIFICATION

I certify, to the best of my knowledge and belief, that this report is correct and that all outlays and unliquidated obligations are for the purpose set forth in the award documents.

QPR No.__ 2/4/2011 202/785-7373

(date submitted) (telephone)

(signature of authorized certifying official for the Grantee)

James O'Connor, Curriculum Director

(typed or printed name and title)

FINANCIAL STATUS REPORT
(see instruction on back)

1. FEDERAL AGENCY TO WHICH REPORT IS SUBMITTED: *USAID*

2. FEDERAL GRANT OR OTHER ID NUMBER: *HCD-G-00-00-00001-00*

OMB form 0412-0543 AID-1558-1 (exp: 09/30/2004)

3. RECIPIENT ORGANIZATION:
United StateTelecommunications Training Institute
1150 Connecticut Avenue N.W., Suite 702 Washington, D.C. 20036

4. EMPLOYER ID NUMBER: *52-1294659*

5. RECIPIENT ACCOUNT or ID No.

6. PROJECT/GRANT PERIOD: from *05/01/2000* to *04/30/2010*

7. PERIOD COVERED: from *07/01/2009* to *09/30/2009*

8. FINAL REPORT (circle one) YES NO

9. CASH BASIS

10. STATUS OF FEDERAL FUNDS

PROGRAMS / FUNCTIONS / ACTIVITIES	(A) AID	(B) Morocco	(C) Website	(D)	(E)	(F)	TOTALS
a. Net outlays previously reported	7,514,000	164,200	165,900				7,844,100
b. Total outlays this reporting period	437,608						437,608
c. Program income credits (pro-rated from form 269.S)							
d. Net outlays this period	437,608						437,608
e. Net outlays to date	7,951,608	164,200	165,900				8,281,708
f. Non-federal share of outlays	3,071						3,071
g. Total federal share of outlays	7,948,537	164,200	165,900				8,278,637
h. Total unliquidated obligations	291,463						
i. Non-federal share of unliquidated obligations							
j. Total federal share of unliquidated obligations	291,463						291,463
k. Total federal share of outlays and unliquidated obligations	8,240,000	164,200	165,900				8,570,100
l. Total cumulative amount of federal funds authorized	8,240,000	164,200	165,900				8,570,100
m. Unobligated balance of federal funds							

Administrative Approval (USAID)

I have reviewed this voucher. Based on its documentation and my personal knowledge of the project, the voucher is administratively approved by this office and subject to the financial review of the paying officer.

(signed) (date)

11. CERTIFICATION

I certify, to the best of my knowledge and belief, that this report is correct and that all outlays and unliquidated obligations are for the purpose set forth in the award documents.

(signature of authorized certifying official for the Grantee)

QPR No.__ 10/21/2009 (date submitted) 202/785-7373 (telephone)

Brian McCloskey, Curriculum Director
(typed or printed name and title)

EXCEPTION TO STANDARD FORM SF-269

FINANCIAL STATUS REPORT

(see instruction on back)

1. FEDERAL AGENCY TO WHICH REPORT IS SUBMITTED:	*USAID*
2. FEDERAL GRANT OR OTHER ID NUMBER	*HCD-G-00-00-00001-00*
OMB form 0412-0543 AID-1558-1 (exp: 09/30/2004)	
3. RECIPIENT ORGANIZATION	*United StateTelecommunications Training Institute* *1150 Connecticut Avenue N.W., Suite 702 Washington, D.C. 20036*
4. EMPLOYER ID NUMBER	*52-1294659*
5. RECIPIENT ACCOUNT or ID No.	
6. PROJECT/GRANT PERIOD	from *05/01/2000 to 04/30/2010*
7. PERIOD COVERED	from *10/01/2009 to 12/31/2009*
8. FINAL REPORT (circle one)	YES NO
9. CASH BASIS	

10. STATUS OF FEDERAL FUNDS

PROGRAMS / FUNCTIONS / ACTIVITIES	(A) AID	(B) Morocco	(C) Website	(D)	(E)	(F)	
a. Net outlays previously reported	7,951,908	164,200	165,900				8,282,008
b. Total outlays this reporting period	254,127						254,127
c. Program income credits (pro-rated from form 269.S)							
d. Net outlays this period	254,127						254,127
e. Net outlays to date	8,206,035	164,200	165,900				8,536,135
f. Non-federal share of outlays	3,071						3,071
g. Total federal share of outlays	8,202,964	164,200	165,900				8,533,064
h. Total unliquidated obligations	37,036						
i. Non-federal share of unliquidated obligations							
j. Total federal share of unliquidated obligations	37,036						37,036
k. Total federal share of outlays and unliquidated obligations	8,240,000	164,200	165,900				8,570,100
l. Total cumulative amount of federal funds authorized	8,240,000	164,200	165,900				8,570,100
m. Unobligated balance of federal funds							

Administrative Approval (USAID)

I have reviewed this voucher. Based on its documentation and my personal knowledge of the project, the voucher is administratively approved by this office and subject to the financial review of the paying officer.

(signed) (date)

11. CERTIFICATION

I certify, to the best of my knowledge and belief, that this report is correct and that all outlays and unliquidated obligations are for the purpose set forth in the award documents.

(signature of authorized certifying official for the Grantee)

QPR No.__ *2/16/2010* (date submitted) *202/785-7373* (telephone)

Brian McCloskey, Curriculum Director (typed or printed name and title)

EXCEPTION TO STANDARD FORM **SF-269**

ANNEX 19. SUCCESS STORIES

USTTI SUCCESS STORY NO. 1

Country: Bulgaria

Time period: 2004

Impact: Promotion of competition in the fixed-line subsector and revision of the telecommunications legal/regulatory framework

In 2004, Bulgaria had just initiated the introduction of competition in the fixed-line sub-sector. (The mobile, Internet and CATV markets were already open to competition.) The fixed-line sub-sector was dominated by the former monopolist, Bulgarian Telecommunications Company (BTC), whose comportment in the marketplace indicated that a robust legal and regulatory regime would be required if competition was to flourish. In addition, as a country in the process of accession to the European Union (EU), Bulgaria was obliged to align its policy, legal and regulatory frameworks with prevailing EU norms and standards.

The former participant, currently Director of the Directorate of Communications of the Ministry of Transport, Information Technology and Communications, reporting to a Deputy Minister, attended a USTTI course in competition policy. One particular focus of the course concerned policies and regulations for managing competition between large established operators and smaller new market entrants – precisely the situation that Bulgaria was experiencing at the time. The course also examined market entry conditions and the prospective impact of, and implications for, convergence in telecommunications/ICT infrastructure and services. The participant also noted that the course also provided valuable insights concerning social-policy aspects.

The former participant was directly involved in the drafting of new regulation and policy in the area of competition. Subsequently, when the *Law on Electronic Communications* was revised in 2007 to conform to EU accession requirements, the new framework was reflected in the revised version.

USTTI SUCCESS STORY NO. 2

Country: Morocco

Time period: 2000 or 2001

Impact: Creation of a framework for Type Approval and establishment of a Type Approval laboratory modeled on that of the FCC

Prior to the period in question, there were no systematic procedures in place for Type Approval (i.e., the process of certification that telecommunications equipment is compatible with national norms and standards and is allowed to be imported into the country). Such procedures that did exist were many years out of date, and had been devised by the Ministry with a view to restricting the equipment allowed to be imported. Furthermore, there was no laboratory for Type Approval in Morocco, so that the regulatory agency (ANRT) was obliged to rely on manufacturers' self-reports or certifications established by other countries.

A senior member of ANRT's staff, who is now the Technical Director (reporting directly to the head of the agency), attended a course on Type Approval of Radio Equipment that was taught by the FCC. Reportedly, the FCC course stressed practice as well as theory, and involved extensive "hands-on" work in the FCC's own Type Approval laboratory.

The FCC training led directly to the establishment of new type-approval standards, which entirely superseded the obsolete earlier procedures and remain in force today. In addition, a Type Approval Laboratory, modeled on the FCC's, was established a few years thereafter, once the necessary funding had been secured. Since Morocco does not manufacture any telecommunications equipment, the laboratory plays an important role in facilitating the importation of needed equipment and systems.

USTTI SUCCESS STORY NO. 3

Country: Honduras

Time period: 1997

Impact: Enhancement of competition in the mobile sub-sector, and increase in the number of FM and over-the-air TV broadcasters

The Honduran regulatory agency, CONATEL, was founded in 1996 and had been in existence for some 18 months at the time. Knowledge of spectrum regulation was very limited. The regulatory framework in place was restrictive and difficult for prospective licensees to understand or comply with. Furthermore, CONATEL had no framework in place for establishing signal quality standards for promoting compliance with electromagnetic compatibility parameters (i.e., measurements of the potential for interference) among broadcasters.

Two CONATEL staff members attended a five-week USTTI course in Spectrum Management, taught by the FCC and Department of Commerce. These staff members are currently the Director of the Spectrum Management Department and Chief of the Planning and Development Unit at CONATEL.

The training enhanced the ability of the regulatory authority to implement a more flexible regulatory framework and investment-oriented approach to Spectrum Management which has been notably successful in enhancing competition in the mobile sector and in increasing the number of broadcasters. It was noted that Honduras currently has some 700 FM stations, many of them in rural localities and some offering programs in native languages (Lenca, Misquito) in addition to Spanish. Furthermore, the investment-oriented approach eventually led to significant expansion of the cable-TV sub-sector; it was reported that there are currently some 600 CATV operators in the country, all of whom offer a minimum of 60–70 channels.

USTTI SUCCESS STORY NO. 4

Country: Ecuador

Time period: 1999–2000

Impact: Development of the basic framework for Telemedicine

There was no framework, or even a basic concept, of Telemedicine prior to the time period in question. The only available information on the subject came from the International Telecommunications Union (ITU), but was on a fairly abstract level and gave no clear indications as to how Telemedicine applications might be implemented. Furthermore, at the time the capabilities of the Ecuadorean national ICT infrastructure were quite limited – there were only some 1000 miles of fiber-optic backbone in the entire country – and, moreover, Internet penetration was very low (around 1% versus 30% today).

In 1999 the participant, currently Director of an organization engaged in Information-Society-related research, attended a course on Developing Telemedicine Networks offered by the University of Arkansas, while in the following year he attended a course in Telemedicine and Teletechniques given in Michigan. In both cases, orientation was provided by the FCC. The two courses involved exposure to pilot projects in Telemedicine, as well as field visits to gain "hands-on" knowledge and experience.

After returning to Ecuador, the former participant facilitated the introduction of the basic framework for Telemedicine in Ecuador. The basic framework was initially presented at a national conference of engineers, and was subsequently published and widely distributed. Sometime thereafter, it was incorporated into the *National Plan for the Information Society* and submitted to the government for approval. The former participant reported that, although there have been delays stemming from both resource constraints and from a political situation that has resulted in rapid turnover at senior levels of government, important aspects of the *National Plan* relating to Telemedicine are currently being implemented.

USTTI SUCCESS STORY NO. 5

Country: Palestinian Territories (West Bank)

Time period: 2003

Impact: Progress toward establishment of a policy/legal framework and independent regulator for the Telecommunications/I CT sectors

The Palestinian *Telecommunications Law* of 1996 provided an inadequate framework for did not make provision for an independent regulator.

The former participant, currently Director of the Telecommunications Regulatory Administration within the Ministry of Telecommunications and Information Technology, attended an official course for a selected Palestinian delegation, to examine the U.S. experience in regulation. In addition to lectures, meetings were arranged with representatives from government, academia, industry (Silicon Valley in particular), the FCC, Department of State, members of Congress and other key persons. In addition to exposure to a wide range of sources of information and experience, the participant reported that the visit helped to lessen differences among members of the Palestinian delegation, and particularly between those representing the public and the private sectors.

The former participant was a member of the Steering Committee and a key person involved in the drafting of the new *Telecommunications Law* that was approved in 2004, although the difficult political situation has resulted in delays in its implementation. According to the participant, the principles embodies in the law were strongly conditioned by the USTTI experience.

USTTI SUCCESS STORY NO. 6

Country: Nepal

Time Period: 2008 until present time

Impact: Direct support of rollout of community and commercial radio stations across Nepal.

Since 2007, some 300 plus community and commercial radio stations have gone into operation in Nepal, giving people in rural areas another perspective on events beyond just the government's account. The government's TV and radio stations have historically been the only nationwide media available, so that the introduction of more localized, independent news sources is an important developmental impact, esp. radio, since it remains the prime source for most rural people.

The former participant in an independent contractor who has redesigned radio studios to eliminate the echo problem, and also designed new radio studios for emerging stations. He has personally trained the operators and designed the studios for 50 plus of the new radio stations. He noted that the USTTI training gave him the confidence to resolve problems that were previously confusing to him because all of his training had been theoretical. The USTTI training also gave him "hands on" experience with the subject. He further noted that he would not have been able to adequately design radio studios and provide training without the USTTI training experience. He established the consulting company after attending the training.

USTTI SUCCESS STORY NO. 7

Country: South Africa

Time Period: 1998

Impact: Development of a Frequency Spectrum Management Plan and a Frequency Migration Plan for the new national telecommunications regulatory body in South Africa.

Prior to the creation of the new regulatory body for telecommunications, the radio frequency spectrum had been managed by the incumbent national telephone company. Upon privatization of the telephone company and passage of the telecommunications reform legislation (which created the regulatory body), the responsibility for frequency management resided with the regulator, where not a single person had any experience in frequency management.

The former participant was head of the spectrum management group created to address the issues involved in managing the radio spectrum for the country. Subsequent to the USTTI training for him and other members of SATRA, he was able to design a Frequency Spectrum Management Plan for the country, which involved stakeholder management of diverse interest such as: Vodacom, MTN, Telkom SA, ESKOM, Transnet, and various other government agencies. Subsequent to the implementation of the frequency management plan, he was able to design and implement, with significant resistance from various incumbents, a Frequency Migration Plan – something that was critical in order to move the country forward in terms of new technology compatibility.

He noted that the USTTI training came just at the right time for SATRA to be able to step up to the plate and effective manage the frequency spectrum.

USTTI SUCCESS STORY NO. 8

Country: Zambia

Time Period: 2007 until present time

Impact: Design and implementation of information system for audit and security for the Zambia Internal Audit organization of the government. Expanded efforts to include ICT system linking all of the Zambian government financial systems together.

Prior to 2007, the various government agency financial systems were independent from each other, and were not adequately addressing security concerns. The Zambia government financial systems had been designed and implemented prior to the emergence of the Internet, with all of its E-Governance implications.

This former participant started with his own organization, the Internal Audit group of the Revenue Authority, where he designed an improved ICT system that makes better use of the IT capabilities and enhanced the security components, including a risk module. He personally was able to design the systems, created the HR component, and then trained 10 auditors on use of the system. Subsequently, as word got around the government concerning his efforts, he was made chairman of the Ministry of Finance effort to create an ICT system that links together all of the Zambia government's financial systems. While this effort is still underway, significant progress has been made. Further, he was able to convince the Permanent Secretary of the Finance Ministry to increase the functionality of the ministry's websites, as they were strictly one-way informational outlets at that time. Now these websites contain two-way interactive capabilities for various items, such as downloading forms.

He commented that the successes he has had in improving the security and operations of the government's financial systems would not have happened with his having gone to the USTTI training.

USTTI SUCCESS STORY NO. 9

Country: Ethiopia

Time Period: 1999

Impact: Upgrade and deployment of VSAT system to provide service to the rural areas of Ethiopia

In 1999, there was minimal technical knowledge of VSAT in Ethiopia. A significant amount of the design and installation work for the earth stations had been done by outside vendors, although the telephone company had responsibility for operating and maintaining the system. As one of the poorest countries in Africa, the large rural areas of the country were poorly served.

This participant gained the knowledge at the USTTI training that allowed him to upgrade the earth station where he worked, and, then, to deploy the VSAT technology throughout rural areas of the country. He made the plans and implemented the national earth station design and installed TVRO locations so that rural areas could at least receive information. While the country's rural areas were still not adequately covered by service, the implementation of the VSAT locations was a significant step forward for many areas of the country.

USTTI SUCCESS STORY NO.10

Country: Philippines

Time Period: 2007 (Estimated)

Impact: Development of early warning system for the National Defense Disaster Program.

Prior to his development of the early warning system, the Philippines essentially had no viable early warning system for national disaster situations such as tsunamis, earthquakes, etc. (Although it is believed that there was some form of rudimentary system in place).

This participant designed a new system which utilizes SMS and mobile devices to trigger alerts for various disaster events. The system provides emergency response managers the critical information needed to prepare for reacting to the event. He designed, obtained funding, and implemented the system, based on what he had seen in the U.S. (the U.S. National Alert Warning System), although he modified the U.S. approach so that the simple SMS component could be used in the Philippines. The system he designed is still in use in the Philippines.

USTTI SUCCESS STORY NO. 11

Country: Mongolia

Time Period: 2009 until present time

Impact: Design of plans for National Data Warehouse, National Broadband Universal Service, and Internet Exchange Points.

Prior to his involvement in these three projects, Mongolia had set up working groups to address the issues in each, but none of the initiatives had gone beyond the embryonic stages. Each ministry handled its own data storage and maintenance requirements, the Universal Service plan was just being formulated, and there were no policies or rules governing Internet Exchange Points in the country.

This participant acquired knowledge of the CISCO architecture and systems at the USTTI training and, upon return to Mongolia, was appointed Deputy Director at the policy arm of the regulatory body. In that capacity, he assumed leadership in the three initiatives. He drafted the technical specifications for the National Data Warehouse and served as the technical lead on the RFP development. He revised the draft plan for the National Broadband Network to increase the capacity to 20 Mbps, and developed policy rules requiring all Internet Exchange Points to be provided on an unlimited basis, a significant component in any competitive IP environment.

ANNEX 20. BIBLIOGRAPHY

Referenced Sources

Cave, Martin; Doyle, Chris; and Webb, William, *Modern Spectrum Management,* Cambridge University Press, 2007.

De Bossey, Chateau, *Report of the Working Group on Internet Governance,* June 2005. http://www.wgig.org/docs/WGIGREPORT.pdf

Farr, R.E., *Telecommunications Traffic, Tariffs, and Costs – An Introduction for Managers,* Peter Peregrinus Ltd., 1988.

Penttinen, A. *Chapter 10 – Network Planning and Dimensioning, Lecture Notes: S-38.145,* Introduction to Teletraffic Theory, Helsinki University of Technology, Fall 1999.

International Telecommunications Union, World Telecommunications Indicators, 2010.

USTTI Documentation

Official USTTI Website, www.ustti.org

USTTI 2010 Course Catalogue

USTTI Electronic Participant Lists by Year (1996-2010), Furnished by Jim O'Connor, December 21, 2010.

USTTI Facebook Page, http://www.facebook.com/pages/United-States-Telecommunications-Training-Institute-USTTI/122650054443219?v=info

Summary of Electronic Mail Communication

First Request for Interview with AOTR, Laura Samotshozo, October 4, 2010.

Request for Interview with AOTR, Laura Samotshozo requested by COTR, Patricia Flanagan, October 5, 2010

Confirmation of Initial Interview with USTTI Chairman, Michael Gardner with Executive Assistant, Esther Gabriel, October 2010

Memorandum Summarizing Project Issues to Date, Sent from dTS Evaluation Team to COTR, Patricia Flanagan, Sent on October 29, 2011

Memorandum Concerning Project Issues, Sent from dTS Evaluation Team to COTR, Patricia Flanagan, Sent on January 6, 2011

Internal Memorandum Concerning Project Issues to Date, Sent from Martin Morell to dTS Evaluation Team, Sent on February 28, 2011

Refusal from Chairman Michael Gardner to meet with dTS USTTI Impact Assessment Evaluation Team, Sent by Executive Assistant, Esther Gabriel, March 8, 2011

Background Documentation

Materials provided by AOTR Laura Samotshozo to be included in USTTI Impact Assessment Background Documentation Binder for dTS Evaluation Team for Project Start-up Meeting, September 27, 2010

> United Stated Telecommunications Training Institute AID Participation Report, January 2005 through September 2009
>
> United Stated Telecommunications Training Institute AID Participation Report, October 2009 through June 2010
>
> Paper Copies of USTTI Participant List for the Following Quarters: (July-September 2005; October – December 2005; January – March 2006; April – June 2006; July – September 2006; October – December 2006; January – March 2007; April – June 2007; July – September 2007; October – December 2007; January – March 2008; April – June 2008; July – September 2008; October – December 2008; January – March 2009; April – June 2009; July – September 2009; October – December 2009; January – March 2010; April – June 2010.

United States Telecommunications Training Institute Request for Proposal, RFTOP SOL-CIO-10-000006, August 2010.

ANNEX 21. USTTI RESPONSE TO THE EVALUATION REPORT

As part of a series of recent reforms known as *USAID Forward*, USAID is recommitting itself as a learning organization, with a renewed emphasis on evaluations as a key tool to learn about what works and does not in development, and how we can improve the lives of those we serve. Evaluations can be designed for various purposes: to measure the impact of our development programs, to determine whether or not planned results were achieved and why, and to learn more about how to improve our programs.

The new Evaluation Policy is an initial step to strengthen USAID's evaluation practice as part of the broader reform efforts. The Policy calls for evaluations to be unbiased, requiring that evaluation teams be led by outside experts and no implementing partner be solely responsible for evaluating its own activities.

This report was prepared based on the information the dTS Evaluation Team received during the period of the evaluation. Annex 21 provides space for USTTI, the implementer of the program evaluated in this report, to offer comments on the report. USAID and dTS do not warrant or make any representations regarding the validity, completeness or reliability of any claims, statements or information in Annex 21, nor accepts responsibility for the adequacy or accuracy of it. The publishing of this Annex is not intended to signify that USAID Agency nor dTS endorses its content.

From: MRGPC
Sent: Monday, July 18, 2011 11:52 AM
To: Postel, Eric (EGAT/AA)
Cc: Verveer, Philip L; Clark, Michael A (M/CIO/CMS); Gibbs, Alan K; joconnor@ustti.org

Subject: USTTI Rebuttal to dTS Report

Eric:

As discussed, I would like the attached factual record (the USTTI Rebuttal) to be included in the Annex of the final dTS report. I feel the attached document accurately reflects the true record, which, as you will see, is not fully presented in the dTS report.

Upon close reading of the 197-page dTS report, there are several serious factual misrepresentations pertaining to the relationship between USTTI and USAID. I am particularly concerned as these false statements could only have come from EGAT officials who worked closely with dTS officials in the production of dTS evaluation of the USTTI.

It is important that the attached statement of clarification be prominently included in the final dTS report, so that those who read the report have a correct and comprehensive understanding of the USTTI.

Please confirm receipt and let me know if you have any questions.

Thank you.

mickey gardner
cc: Ambassador Verveer; Mike Clark; Alan Gibbs; Jim O'Connor

USTTI Rebuttals to False Statements or Misrepresentations in dTS Impact Assessment

Page xiii

- Assertion
  - "There is evidently no formal, regular follow-up program on the part of USTTI. dTS concludes that a long-term training initiative such as USTTI is remiss in not implementing such a program."
- USTTI Rebuttal
  - Previous grant agreements between USTTI and USAID's EGAT bureau did not require any formal participant follow-up program. While the USTTI does regularly conduct various forms of outreach to its graduates (web blasts, Facebook, alumni receptions, etc.) a formal, regular follow-up program could be a part of any future agreement between USTTI and USAID.

- Assertion
  - "With regard to the implementation of the USTTI program in recent years, at least since 2005, dTS is not aware of any direct or substantive engagement by USAID in the program's operation, other than one course that USAID jointly organized and participated in with Intel."
- USTTI Rebuttal
  - This statement is factually incorrect in several important respects.
    1. Juan Belt, Director, Office of Energy and Information Technology (EIT), Bureau for Economic Growth, Agriculture, & Trade (EGAT) served actively on the USTTI Board of Directors for a four year period from January 2005-February 2009. Mr. Belt, as a full voting member of the USTTI Board, was directly involved in all matters before the Board except for Congressional follow-up regarding USTTI funding.
    2. While dTS appropriately acknowledges the fact that the USTTI has offered the Seminars on Rural Connectivity in conjunction with Intel and USAID, the dTS report fails to acknowledge that USTTI and USAID co-sponsored the five annual seminars on e-Government for Development: Strategies and Policies. These seminars were conducted in close conjunction with active input from USTTI's USAID AOTR since 2005. Additionally, Juan Belt, Director, Office of Energy and Information Technology (EIT), Bureau for Economic Growth, Agriculture, & Trade (EGAT), Jackie Schaffer, Assistant Administrator for the Bureau for Economic Growth, Agriculture and Trade and Noreen Janice of USAID all participated and made presentations during the e-Government seminar. USAID played a central role in organizing speakers, prioritizing participant countries and facilitating participant selection. In fact, USAID AOTR's involvement in the e-Government seminar

was so pivotal to the program's success, that USTTI Chairman, Ambassador Michael Gardner, presented the USAID USTTI's AOTR Laura Samotshozo with the 2007 USTTI Chairman's Award, which is presented annually to the sponsor who provides outstanding service in advancing the USTTI's global development efforts. USAID's Assistant Administrator for the Bureau for Economic Growth, Agriculture and Trade, Jackie Schaeffer, was also in attendance to present this award **<u>(see photo attachment 1)</u>**. Since 2005, 85 (eighty-five) women and men from 69 (sixty-nine) developing countries have attended the seminar on e-Government for Development: Strategies and Policies.

  - The USTTI has also advanced USAID's gender goals by giving priority acceptance to female applicants, as well as expanded disaster relief and tele-health training – two additional USAID priorities.

Page 5

- Assertion
  - "For a considerable time after the creation of the USTTI program, USAID personnel were actively involved, including serving as course content designers and instructors. This approach by USAID extended from roughly 1985 until sometime in 2005."
- USTTI Rebuttal
  - This statement is false. At no point did USAID personnel ever serve as USTTI instructors. Moreover, between 1985 and 2005, USAID personnel were not involved in any USTTI course development. The only time when USAID personnel were actively involved in USTTI course development was in conjunction with the seminars on e-Government for Development: Strategies and Policies and Rural Connectivity, which were not held during the timeframe stated in the report (1985-2005).

Page 6

- Assertion
  - "The only USAID involvement in the USTTI program operation from 2005 through December 2010 appears to have been the validation and processing of invoices by the USAID-USTTI AOTR, except for one course jointly administered by Intel and USAID."
- USTTI Rebuttal
  - As noted above, this statement is false and ignores the 46 months when Juan Belt served as USAID's very active representative on the USTTI Board of Directors from 2005 through February 2009. This statement also fails to recognize specialized training that USTTI and USAID jointly provided for the Chairman of the Telecommunications Regulatory Authority (TRA) of Lebanon in 2007. Again, this statement fails to account for USAID's considerable involvement in the seminar on e-Government for Development: Strategies and Policies.

- Assertion
    - "At some point in 2010, the USTTI AOTR was detailed to the Chief Information Officer (CIO) unit, so that the organization responsible for the funding commitment annually was for a time no longer housing the administrator charged with ongoing administration of the grant."
- USTTI Rebuttal
    - This statement is inaccurate. On July 23, 2010, the entire function for USAID oversight of the USTTI program was formally transferred from EGAT to CIO, not simply the USAID AOTR. This transfer was complete upon signature by USAID and the USTTI of a formal transfer document, form modification #17, and is shown in attachment 2 dated July 23, 2010. Unfortunately, later in 2010, EGAT unilaterally revoked the USTTI's transfer to CIO and reassumed control of the USTTI program. USTTI never consented to this transfer back to EGAT and never signed the required transfer document to authorize this transfer, which had been previously required when the oversight function was transferred to CIO earlier in the year. The transfer was the result of a meeting that took place on April 7, 2010 between Ambassador Michael Gardner, Ambassador Phil Verveer and USAID COO Alonzo Fulgham.

Page 10

- Assertion
    - "dTS cannot attest to the financial status of the USTTI, other than the various reports provided by USTTI to USAID, as it has not reviewed any of the external annual audits."
- USTTI Rebuttal
    - Audited annual financial reports on the USTTI were provided to Juan Belt, Director, Office of Energy and Information Technology (EIT), Bureau for Economic Growth, Agriculture, & Trade (EGAT) during his four years of service on the USTTI Board.
    - In addition, as Annex 2 (pages 44-49 of the dTS report) clearly shows, USTTI has never been required to present its external annual audits to USAID. Therefore, dTS' claim in footnote 6 of page 10 that, "The financial reports received and reviewed by dTS were incomplete," is not accurate. dTS had access to all financial documentation that has been required by USAID from the USTTI and which has consistently been presented by USTTI in a complete manner for the life of the grant agreement.

Page 11

- Assertion
    - "Several USTTI BoD members indicated that attempts are currently under way to engage companies such as Google, Facebook and BlackBerry as BoD members or sponsors."

- USTTI Rebuttal
  - This assertion fails to correctly note the fact that since December 2010, Research in Motion (RIM), the company that manufactures BlackBerry devices, has been a full member of the USTTI Board of Directors.

Page 12, Footnote 11

- Assertion
  - "dTS was advised by USTTI that the final selection choice of participants is made by the course sponsors… Further, dTS did not determine whether or not USAID was considered to be a sponsor in this context."
- USTTI Rebuttal
  - As each USTTI annual catalog notes, USAID is not considered a course sponsor. Rather, USAID provides financial support for the travel and subsistence needs of individual participants who have already been selected by the course sponsors. These government and industry experts are far better qualified to determine which participants are best suited for their individual programs; accordingly, after a preliminary review by USTTI staff, the USTTI generally leaves the selection process to the ICT expert volunteers from industry and government who conduct USTTI's tuition-free training. The only courses for which USAID is considered a course sponsor are the seminars on e-Government for Development: Strategies and Policies and Rural Connectivity. In these two instances, USAID assisted with participant selection.

Page 13

- Assertion
  - "The in-country interviews also yielded several reports that participants had been assigned to courses that they did not request, or that they deemed a poor match relative to their needs."
- USTTI Rebuttal
  - This statement fails to recognize USAID's explicit requirement that once a USAID-sponsored scholar begins training in the United States, he or she is not permitted to have breaks in training – i.e. week days on which they do not have planned USTTI activity. In order to comply with this requirement and maintain continuity in training, it is sometimes appropriate for the USTTI to accept individuals to a course they may not have applied for but are still generally relevant to the USTTI's scholars professional activity. Moreover, this assertion fails to take into account USTTI's policy of placing courses in a sequence to maximize the amount of uninterrupted training in their respective field for each USAID-sponsored scholar. Accordingly, the USTTI occasionally invites an individual who applied to non-consecutive courses to attend the whole sequence of training. It does not make sense for USAID to sponsor a woman or man for one course, have them return home for a few days, and then return to training a week later.

Page 20, Footnote 25

- Assertion
  - "dTS is not aware if the administrative fees mentioned are included as part of the USAID-funded support to the participant or if the participant must pay this fee directly to the USTTI."
- USTTI Rebuttal
  - It is clearly established in the grant agreement between USTTI and USAID (presumably available to dTS) that the administrative fees for USAID-sponsored participants are taken out of the total grant amount. USAID-sponsored scholars do not pay this fee directly to the USTTI.

Page 21

- Assertion
  - Describing the period of 2005 – 2010, the dTS report states, "Restriction of the USAID-USTTI relationship to a "single-point-of-contact," namely the AOTR, with the added complication that the AOTR was detailed to CIO for the period of June through November 2010, and then returned to EGAT, her home bureau, toward the end of the grant period;"
- USTTI Rebuttal
  - As stated earlier, this assertion incorrectly characterizes the nature of the USTTI's transfer to CIO. The transfer did not only affect the AOTR, but authorized that the entire oversight function for the USTTI to be transferred to CIO. Again, this transfer required consent and signatures by both USTTI and USAID, on July 23, 2010, and was later informally rescinded despite a lack of USTTI consent or signature.

Page 22

- Assertion
  - "USAID's attempt to recommend an alternative training model was rejected by USTTI."
- USTTI Rebuttal
  - This statement is incorrect. Despite EGAT statements that USTTI rejected all recommendations for alternative models, USTTI has experimented with other training models, including out-of-country training. On at least two occasions involving training in the Caribbean Basin and India, these training initiatives were determined to be inferior to USTTI course standards, due in part to the inability of local hosts to provide adequate services and support.

Page 23

- Assertion

- "There has been no indication that participant selection for USTTI training was aligned in any coordinated fashion with USAID's strategic priorities in terms of particular countries, professional profiles and gender of participants."

- USTTI Rebuttal
  - USTTI-USAID grant agreements never required that USAID priority countries drive the USTTI's selection of participants. Nevertheless, USTTI routinely trains officials from USAID priority countries. If USAID wants to have greater input into the selection process, this needs to be spelled out explicitly in any future agreements.

- Assertion
  - "Some US-based interviewees noted to dTS that grants may not require as much active management as other funding agreements, but since the USAID-USTTI arrangement was a PPP, all of the partners had both a right and a responsibility to remain actively involved."
- USTTI Rebuttal
  - This assertion confuses a public-private partnership (PPP), an informal relationship, with a formal arrangement, such as a grant or cooperative agreement. A PPP may very well create a responsibility for partners to remain active in the program, but this is different than requiring a specific type of involvement, such as participant selection or course development, as might be found in a formal arrangement like a cooperative agreement.

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- Assertion
  - "Several current USAID personnel reported in interviews that USAID staff were discouraged or prevented from attending USTTI courses."
- USTTI Rebuttal
  - This claim is entirely unfounded. USTTI has never rejected any request by an active partner to visit USTTI training. Officials from the FCC, NTIA of the Commerce Department, State Department and USTDA routinely monitor and/or participate in USTTI training. The USTTI's open door policy for U.S. officials has never restricted USAID officials from visiting the USTTI. Moreover, USTTI is not aware of any requests by USAID to visit USTTI; importantly, no documentation has been provided to support assertions by USAID staff.

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- Assertion
  - "In an Eastern European country, USTTI training in e-Government and ICT Development in Emerging Markets provided important input into a major policy document, *The New Information Society*, specifically for what market segments should be based on market principles and competition and in defining the role of Internet Governance."

- USTTI Rebuttal
    - This statement either reflects sloppy research on the part of dTS, or deliberate misinformation on the part of USAID officials. dTS explicitly mentions the USTTI-USAID e-Government seminar in this section but repeatedly fails to mention these courses throughout the remainder of the dTS report. This is particularly troubling since dTS claims USAID has little to no active involvement, despite the fact that USAID played a critical role in designing the course content and selecting participants for the e-Government seminars.

Page 33

- Assertion
    - "Sharing the participant rosters with sponsors would have facilitated follow-up and provided opportunities of impact by including participants in ongoing development work."
- USTTI Rebuttal
    - USTTI Curriculum Coordinators provide a roster to course sponsors with full participant contact information prior to each training program. Moreover, whenever a sponsor requests additional information on participants, USTTI Curriculum Coordinators readily provide this information. In addition, all USTTI Board members, including USAID's representative from 2005 through February 2009 (Juan Belt), are provided a complete listing of current graduates, with contact information, at the USTTI's end-of-year December Board meeting.

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- USTTI finds it puzzling that dTS chose in some cases to interview individuals who have had no long-term involvement with the USTTI. For example, USTTI questions the reasoning behind interviewing EGAT regulatory specialist Micah Globerson, who had absolutely no involvement with the USTTI until after the USTTI-USAID grant agreement had expired. USTTI feels that such interview decisions call into question the objectivity of dTS, particularly since the USTTI staff was not offered the opportunity by dTS to rebut the numerous incorrect and misleading assertions noted above by EGAT staff – staff who hired dTS to conduct the impact evaluation of the USTTI.

MODIFICATION OF ASSISTANCE

Page 1 of 2

1. MODIFICATION NUMBER:	2. EFFECTIVE DATE OF MODIFICATION:	3. AWARD MODIFICATION:	4. EFFECTIVE DATE OF AWARD:
17	See Block 15	HCD-G-00-00-00001-00	05-01-2000

5. GRANTEE:

U.S. Telecommunications Training Institute (USTTI)
1150 Connecticut Ave., NW
Suite 702
Washington DC 20036-4131

DUNS NO.: 198493082
TIN NO.: 52-1294659 LOC NO.: 1651

6. ADMINISTERED BY:

US Agency for International Development
Office of Acquisition and Assistance
1300 Pennsylvania Avenue, NW
Room 7.9-125B, RRB
Washington, DC 20523

7. FISCAL DATA: Amount Obligated: $350,000.00

Budget Fiscal Year:	2009	2010
Committed Amount:	150,000 00	200,000 00
Operating Unit:	ME/OMEP	EGAT/IE
Strategic Objective:	A27	A17
Team/Division:	N/A	N/A
Benefiting Geo Area:	997	997
Object Class:	4100201	4100201

8. TECHNICAL OFFICE:
M/CIO

9. PAYMENT OFFICE:
US Agency for International Development
Office of Financial Management, 7th Floor
1300 Pennsylvania Avenue, NW
Washington, DC 20523

10. FUNDING SUMMARY:

	Obligated Amount	Total Est. Amt.
Amount Prior to this Modification:	$ 9,220,100 00	$ 9,420,100 00
Change Made by this Modification:	$ 350,00 0 00	$ 150,000.00
New/Current Total:	$ 9,570,100.00	$ 9,570,100.00

11. DESCRIPTION OF MODIFICATION:

The purpose of this modification is to correct typographical errors on modification No. 16, fund this agreement in the amount of $350,000.00; and increase the total estimated cost by $150,000.00 from $9,420,100.00 TO $9.570,100.00

On the cover page of modification No. 16:

Block 2. EFFECTIVE DATE OF MODIFICATION: delete "See Block 15" and insert "05-01-2010"

Block 5. EFFECTIVE DATE OF AWARD: delete "05-01-2010" and insert "05-01-2000"

Block 10. FUNDING SUMMARY: delete the second occurrence of "Change Made by this Modification" and insert "New/Current Total", change Obligated Amount from "$9,220,000.00" to $9,220,100.00" and Total Estimated Amount from "$9,420,000.00" to "$9,420,100.00".

On page 2 of modification No. 16 "$9,420,000.00" to "$9,420,100.00"

(GLAAS Nos. REQM-EGAT-10-000108 & REQ-CIO-10-000110)

12. THIS MODIFICATION IS ENTERED INTO PURSUANT TO THE AUTHORITY OF FAA of 1961, as amended AS AMENDED. EXCEPT AS SPECIFICALLY HEREIN AMENDED, ALL TERMS AND CONDITIONS OF THE GRANT REFERENCED IN BLOCK #3 ABOVE, AS IT MAY HAVE HERETOFORE BEEN AMENDED, REMAIN UNCHANGED AND IN FULL FORCE AND EFFECT

13. RECIPIENT: [ ] IS [X] IS NOT REQUIRED TO SIGN THIS DOCUMENT TO RECONFIRM ITS AGREEMENT WITH THE CHANGES EFFECTED HEREIN

14. GRANTEE:

BY: Brian T. McCloskey

Brian T. McCloskey
(Name Typed or Printed)

TITLE: Curriculum Director

DATE: July 23, 2010

15. THE UNITED STATES OF AMERICA
U.S. AGENCY FOR INTERNATIONAL DEVELOPMENT

BY: Michael A. Clark

Michael A. Clark
(Name Typed or Printed)

TITLE: Agreement Officer, M/CIO/CMS

DATE: JUL 23 2010

MODIFICATION OF ASSISTANCE
CONTINUATION PAGE

PAGE NO.
PAGE 2 OF 2

ASSISTANCENO.	MODIFICATION NO.		
HCD-G-00-00-00001-00	17		

11 DESCRIPTION OF MODIFICATION (CONTINUED)

On the cover page of the award:

- Change the Obligated Amount from "$9,220,100.00" to $9,570,100.00"
- Change the Total Estimated Amount from "$9,420,000.00" to "$9,570,100.00"

THE PERIOD OF PERFORMANCE OF THIS GRANT IS 05/01/2000 THROUGH 12/31/2010
AND IS FULLY FUNDED
ALL OTHER TERMS AND PROVISIONS REMAIN UNCHANGED

ANNEX 22. DTS NOTE TO USTTI RESPONSE

dTS is pleased to be assisting the Agency in the implementation of its new evaluation policy by providing neutral, third party evaluations of the impact of programs implemented by USAID's partners. We also appreciated receiving positive feedback from PPL/LER on this particular impact assessment report. While dTS values USTTI's feedback about our evaluation of the USTTI program, we see no grounds nor basis for Chairman Gardner's allegations about the lack of integrity and quality of the work conducted by dTS and our evaluation team. Our evaluation team provided services in a highly professional and technically competent manner throughout the process and conducted an independent and unbiased evaluation.