



Report on Results of U.S. Government Partnership Survey

Identification of Types of Partnerships

To explore the extent to which public-private partnerships exist among international exchanges and training programs, the IAWG distributed a survey to IAWG federal managers of these programs. The IAWG received 42 completed surveys, representing 46 federal programs from 17 federal departments and independent agencies (or approximately 25 percent of reporting programs). An analysis of each survey question follows.

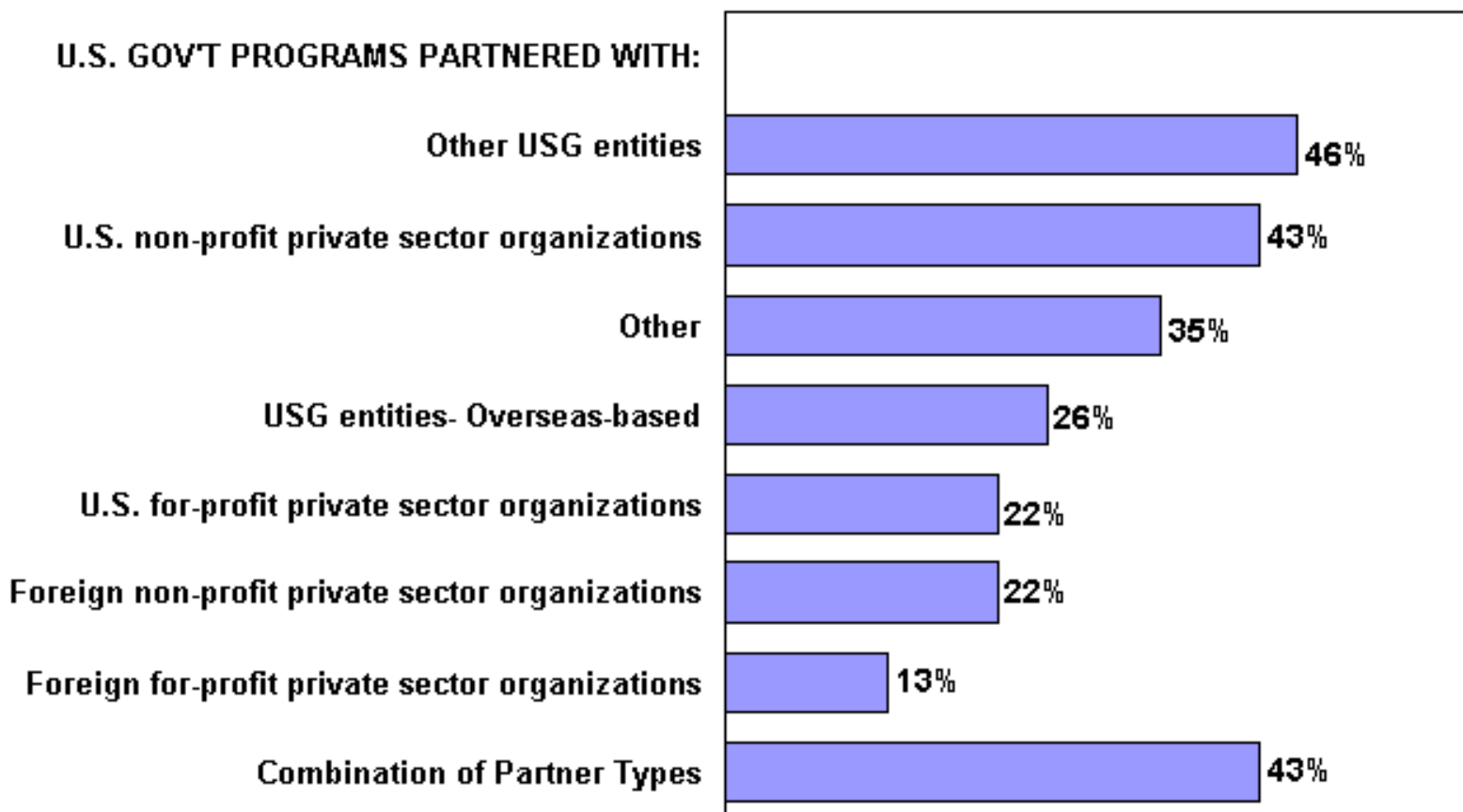
Survey Question 1: Please list and categorize your program's international training and exchange partners.

Public-Private Partnerships Department and Program Representation		
Partner Organizations Identified by the U.S. Government	Identified by Federal Departments & Agencies	Identified by Specific Programs
Other U.S. Government entities	10	21
U.S. Government entities - Overseas-based	8	12
U.S. nonprofit private sector organizations	11	20
U.S. for-profit private sector organizations	7	10
Foreign nonprofit private sector organizations	6	10

Foreign for-profit private sector organizations	4	6
Other (foreign ministries, international organizations)	9	16
Combination of partner types	10	20

The U.S. Agency for International Development (USAID) presented an anomaly in collating the survey results. Each of its approximately 300 independent Strategic Objective Teams has the authority to enter into contracts, grants, and cooperative agreements in pursuit of its development objectives. Because of the extensive number of partner organizations with which it works, USAID completed only one survey for all of its programs and indicated that all partner types were represented within the agency.

Frequency of Public-Private Partnership Types



Partner Organization Involvement in Program Design and Implementation

Survey Question 2: To what extent are your partner organizations involved in the design and implementation of your international exchanges and training program?

Overall, it seems that program offices involved their partner organizations to some degree both in the design and implementation of the international exchanges and training programs.

Twenty-four (57 percent) of the 42 surveys indicated that partner organizations assisted with some aspect of program planning and execution. Participation of partner organizations varied, ranging from providing input on program design and coordinating logistics to establishing guidelines, offering technical expertise, and administering and reporting on programs.

Five survey respondents (12 percent) stated that their partner organizations held complete responsibility for the design and implementation of their programs.

Only three survey respondents (7 percent) noted that partner organizations did not participate in the design and implementation of international training and exchange programs.

Obstacles to Participation

Survey Question 3: Does your department/agency/program have any obstacles to full participation in partnership with other organizations?

Issues regarding the funding of programs emerged most frequently (39 percent of responses). If funding issues are categorized, those relating to restraints on funding and/or fundraising appeared in 62 percent of the responses. Issues concerning fund transfers [see *FY 1998 Annual Report, Chapter 2, Building Efficiencies in Program Administration, Section 1: Budget Transfers*] appeared in 14 percent of the funding responses. Obstacles resulting from restrictions of funds (including Congressional restrictions on aid and program funding) appeared in 14 percent of the responses. Issues regarding a general lack of funding appeared in 10 percent of the responses.

Other obstacles included lack of formal agreements with partners, understaffing and personnel changes at partner organizations, restrictions on training and technical assistance, and lack of guidance and accounting mechanisms when seeking or accepting contributions.

U.S. Department of State (DOS)/Bureau of Educational and Cultural Affairs (ECA)/Office of Citizen Exchanges: "We require significant cost sharing for some categories of programs. Restricted funding makes it impossible to deal with unsolicited requests for support."

U.S. Department of Commerce/U.S. Patent and Trademark Office/Office of Legislative and International Affairs: "Obstacles may include the transfer of funds between USG agencies or between international governmental organizations and USG agencies."

Challenges to Partnership

Survey Question 4: What are the challenges your department/agency/program faces in its partnership with other U.S. and foreign governmental and nongovernmental organizations?

Again, the most frequently acknowledged answer centered on issues tied to funding (24 percent). Respondents identified financial procurement, funding restraints, fund transfer difficulties, decreased funding, and pinpointing funding sources as examples of significant hurdles confronting their organizations.

Fourteen percent of the responses cited the program offices' working relationships with partner federal organizations and/or private sector organizations, Congress, or host countries and the various political agendas of host countries or of other federal agencies as challenges.

Six percent raised questions related to programming, which included administration, program topic coverage, identifying a program sponsor, and gauging program effectiveness.

Other challenges included constraints on technology, training, and technical assistance, as well as understaffing, heavy workloads, and high staff turnover.

U.S. Department of Education (USED)/International Education and Graduate Programs Service: "The major challenges faced by USED and the education community are to (a) develop the nation's capacity to meet national needs for foreign language, area and international studies; (b) secure sufficient resources for the development of that capacity; and (c) gauge programmatic effectiveness...to meet those needs."

USAID/Global Bureau/Center for Human Capacity Development: "A major pair of challenges relate to agency or federal regulations on financial management and procurement. First, is the partner organization capable of administering U.S. public funds at a level of accountability and effectiveness that meets agency requirements (not always the case in developing-country NGOs and semipublic entities)? Second, was the partner organization selected with due attention to federal and agency competitive procurement regulations, or was noncompetitive selection justified under existing regulations?"

Woodrow Wilson International Center for Scholars/Kennan Institute/Latin America Program: "...As with most partnership relationships, balancing the administrative burden among partners can be a challenge."

U.S. Department of Agriculture/Foreign Agricultural Service/International Cooperation and Development/Research and Scientific Exchanges Division: "Decreasing funding levels from such organizations as the U.S. Congress, USAID, Food and Agriculture Organization, and the World Bank is our biggest challenge."

Benefits of Partnership

Survey Question 5: What are the benefits of partnership for your program?

Though funding restrictions and constraints may be obstacles for organizations, partnership linkages appear to decrease costs for program offices. Fully 25 percent of the benefits reported in the surveys state that partner linkages resulted in cost savings, a decrease in staff time, or resource flexibility.

Thirteen percent of the responses in this category indicated that sharing knowledge, skills, and experiences with a partner provides benefits to the program office.

Seven percent of responses described the transfer of technological information and technical assistance from the partner organization to the federal entity as a valuable outcome.

Other benefits included increased networking opportunities for program offices, joint venture/business opportunities, the ability to better understand the perspectives of the private and nonprofit sectors, increased issue awareness by both the program offices and the partner organizations, and improved U.S. foreign relations.

DOS/ECA/Academic Exchanges Division: "Partnership provides our academic exchanges with close connections to the academic communities in the United States and 140 other countries; additional program funding through leveraging of U.S. Government appropriated monies and from foreign government and private sector contributions; and critical program management expertise and assistance."

U.S. Department of Justice/National Institute of Justice: "Each of the partners will benefit/have benefited from the other's investments in unique technologies or the application of technologies."

DOC/National Oceanic and Atmospheric Administration/National Environmental Satellite, Data, and Information Service/Regional and Mesoscale Meteorology: "Our partner agencies benefit from the advanced technology and information that we have to offer. We in turn benefit from their experience and learn from their ability to do more with less."

Identification of Best Practices in Partnership

Survey Question 6: Is this program a best practice from which other federal departments/agencies can learn? Identify other partnership best practices in your organization or elsewhere in government.

Eighteen organizations (50 percent of those represented) strongly believed that some aspect of their programs featured a best practice from which other USG departments and agencies could benefit. Federal agencies gave candid comments that also provide insight into program concerns and challenges.

U.S. Department of Commerce/International Trade Administration/Special American Business Internship Training (SABIT) program: The SABIT program supports the restructuring of economies in the New Independent States (NIS) of the former Soviet Union. The SABIT program places NIS scientists and executives in U.S. firms for three- to six-month internships to give them a better understanding of the U.S. market economy. The U.S.-based individual training programs show NIS participants examples of American innovation and management skills, as well as demonstrate the tools for benchmarking their companies against U.S. corporate business practices. Ultimately, NIS entrepreneurs will modify what they have learned in the United States for use in their own specific business environment in the NIS.

Comments from SABIT: "SABIT encourages its participants to network with

representatives from a broad spectrum of American companies across the United States. Firsthand interaction with these U.S. companies often leads to spontaneous and innovative business contacts between the participants and the U.S. host companies. In each state, SABIT participants also meet with multiplier organizations, such as world trade centers, export assistance centers, trade associations, and other business entities. Companies expressing an interest in wanting to do more as 'corporate citizens' have used the SABIT program as a vehicle with which to contribute to the international community, as well as to create a market overseas for U.S. products and services."

Japan-U.S. Friendship Commission: This independent agency promotes increased international understanding and cooperation between the United States and Japan by providing federal grants for the pursuit of scholarly, cultural, and public affairs activities between the two countries. The principal activities of the Commission cover three areas: research, education and training, and cultural affairs.

Comments from the Japan-U.S. Friendship Commission: "The original purpose of the Commission was to seek partners to carry out its own priorities. The Commission has become masterful at establishing and maintaining partnerships with a huge range of organizations. It is through these partnerships that the Commission has been able to extend its outreach and expand its resources, both human and financial. It is the Commission's *modus operandi* to engage in partnerships; it is therefore by definition a best practice."

U.S. Department of Justice/Antitrust Division: With funding from the U.S. Agency for International Development and in conjunction with the Federal Trade Commission (FTC), the Antitrust Division conducts international training activities to transfer U.S. knowledge and experience in competition policy and law enforcement, to facilitate the development of sound competition policy and antitrust law enforcement in selected countries, and to promote the application of free market principles in transition economies.

Comments from the Antitrust Division: "We believe the DOJ/FTC coordination is a best practice that can be used as an example for other USG agencies where the USG agencies' own domestic missions are similar, and therefore providing assistance is naturally better leveraged by including both agencies' views, personnel, and administrative strengths."

U.S. Securities and Exchange Commission/Office of International Affairs: The

SEC administers federal securities laws that seek to provide protection for investors; to ensure that securities markets are fair and honest; and, when necessary, to provide the means to enforce securities laws through sanctions. The Office of International Affairs plays a key role in the development and implementation of the SEC's international enforcement and regulatory initiatives.

International Institute for Securities Market Development: The two-week, executive level Institute represents the cornerstone of the SEC's international technical assistance program. The Institute features panels and workshops conducted by SEC staff and officials from the securities industry, and representatives of international development organizations.

Comments from the Office of International Affairs: "Several government and nongovernment organizations have learned from our training program format and training materials, especially our International Institute for Securities Market Development."

U.S. Department of Agriculture/Foreign Agricultural Service (FAS): FAS oversees USDA's programs abroad, which include market development, international trade agreements and negotiations, and the collection of market information. It also facilitates the food aid programs, helps increase food availability in developing nations, and promotes U.S. agricultural competitiveness.

Scientific Cooperation Program: The program promotes international cooperation in agriculture and forestry to attain mutual benefit through short-term visits of U.S. and foreign scientists and provides financial support for international cooperation in research efforts. It also funds scientific exchanges and longer-term collaborative research between U.S. and foreign scientists.

Cochran Middle Income Fellowship Training Program: The program provides short-term training in the United States for agriculturalists from 47 middle-income countries throughout the world. The Cochran Program provides exposure to U.S. economic policies, agricultural business practices and products, and the benefits of the U.S. market-oriented system. It serves as an entree to U.S. agribusinesses and public sector agencies.

Food and Agriculture Organization (FAO) Fellowship Program: The

program arranges academic and training programs for participants in a wide range of agricultural subjects. In addition, it includes study tours for senior- and mid-level foreign government officials to familiarize them with developments in agriculture and enable them to exchange views with U.S. counterparts.

Comments from International Cooperation and Development/Research and Scientific Exchange Division: "The benefits of partnering with the U.S. private sector include: cost savings to the program, relevance of training to increased trade linkages, networking opportunities for fellows, and networking opportunities for U.S. agribusinesses.... The opportunity to work with U.S. agribusiness pays dividends to U.S. agriculture and foreign organizations for years to come."

U.S. Department of Education/Office of Educational Research and Improvement/National Institute of Student Achievement, Curriculum, and Assessment: The purpose of the Institute is to achieve a coordinated, comprehensive program of research and development. It provides research-based leadership to the states and localities in America that strive to improve student achievement in core content areas and work to incorporate these areas to enhance student learning.

Comments from the National Institute of Student Achievement, Curriculum, and Assessment: "This program uses 'exemplary' curricula in economics and trains foreign teachers, students, educators, and policy makers in eligible countries. The program uses the 'Training of the Trainers' model which can be used in other departments and agencies. The program provides strong leadership and support through the partnerships...established with states, private sector organizations, professional associations, unions, government agencies, local schools, and political leaders."

U.S. Department of Education/International Education and Graduate Programs Service (IEGPS): The IEGPS performs planning, policy development, and grant administration functions for international education programs. The IEGPS administers 14 programs, and works to expand the international dimension of American education and to increase U.S. capabilities in the less commonly taught foreign languages and related area studies. IEGPS' mission includes the funding of foreign language and area training, curriculum development, research, and a wide range of international education activities.

Comments from IEGPS: "I believe that what we do, we do well in terms of addressing national needs, cooperation with our constituencies and 'Foreign Service' partners,

efficiency, cost effectiveness, and fiscal accountability. IEGPS has 25 employees administering 17 programs with budgets totaling \$98,536,000.... Support from our partners is crucial to effective program administration through all of its phases."

U.S. Department of State/Bureau of Political-Military Affairs: The Bureau provides policy direction in the areas of international security, military coordination and peace operations, and arms trade. Its responsibilities include regional security policy, security assistance, arms transfers (both government-to-government and commercial), humanitarian de-mining programs, critical infrastructure protection, burden-sharing, and complex contingency operations and planning. The Bureau works with Congress to define the International Military Education and Training Program (IMET) and, with the Department of Defense, to ensure that it is administered appropriately.

IMET: Implemented by the Defense Security Assistance Agency of the Department of Defense, IMET provides U.S. training to students from allied and friendly foreign countries. It exposes students to the U.S. professional military establishment and the American way of life. IMET facilitates the development of important professional and personal relationships that have provided U.S. access and influence in a sector of society that often plays a pivotal role in the transition to democracy.

Comments from the Bureau: "IMET [International Military Education and Training Program] is one of the best administered international training programs. It has been examined by other agencies as a template to providing training overseas...."

U.S. Department of State/Bureau of Educational and Cultural Affairs/International Visitors (IV) Program: This program brings current and emerging foreign leaders to the United States to meet and confer with their professional counterparts and to experience America firsthand -- its people, politics, and culture. The IV program also provides Americans with opportunities to network and develop contacts with professional counterparts overseas.

Comments from the International Visitors Program: "[The IV program is a best practice] although it is dependent on a consistent level of Congressionally-funded International Visitors participants to sustain a U.S. network of program expertise and community-based, volunteer organizations capable of leveraging local professional resources, advancing U.S. policy interests and introducing potential international economic opportunities in the private sector."

U.S. Department of State/Bureau of Educational and Cultural Affairs/Office of Citizen Exchanges: The Office of Citizen Exchanges manages professional, youth, and cultural programs through grants to nonprofit American institutions. It strives to increase understanding and acceptance of U.S. strategic goals by foreign decision makers, opinion leaders, and publics by utilizing foreign leaders and publics who have been exposed to American values, traditions, ideas, and opinions. Ultimately these foreign leaders can provide reliable and authoritative information to target audiences in their respective countries.

Comments from the Office of Citizen Exchanges: "The fast turn-around time from program idea to grant issuing may well be a best practice in terms of meeting Government policy needs. Our Community Connections program -- which provides internship/shadowing experiences for businesspeople, local lenders, and legal authorities -- requires intensive grant management, but is a best practice model for its cost-effectiveness."

U.S. Department of State/Bureau of Educational and Cultural Affairs/Office of Academic Exchange Programs: The Fulbright Program provides grants for graduate students, scholars, professionals, teachers, and administrators from the United States and other countries. Participants may be characterized as emerging and current leaders in their fields. The Fulbright Program is a primary means of U.S. intellectual engagement with the rest of the world.

Comments from the Office of Academic Exchange Programs: "With respect to the funding leveraging and cost sharing that result from partnerships in the administration of the Fulbright Student Program, our arrangements with IIE [Institute of International Education], AMIDEAST [America-Mideast Educational and Training Services, Inc.], and LASPAU [Academic and Professional Programs for the Americas] could be viewed as best practices."

U.S. Department of State/Educational and Cultural Affairs/Educational Information and Resources Branch: The Educational Information and Resources Branch promotes the international exchange of students and scholars by providing support for a network of educational advising centers located in nearly every country of the world. The Branch works to strengthen the administration of international educational exchange between the United States and other countries, and facilitates cooperation between educational advisers overseas and their counterparts at U.S. academic institutions. Educational advisers are not all USG employees -- some are Fulbright Commission employees, advisers on contract to the Embassies, advisers

affiliated with ECA NGO partners, or representatives of Embassy partners.

Advising Recycling Program: The Advising Recycling Program permits educational advisers to charge for their services. They may then 'recycle' these funds for use at Missions overseas. Ninety percent of the funds are placed in Embassy accounts, and 10 percent of funds are given to the Office of Advising and Student Services. Modeled after an English Teaching Recycling Program, the Advising Recycling Program allows Embassies to defray a portion of their expenses and continue providing advising services in times when funds might be delayed or diminished.

\$8,000 Challenge Grant from the University of Denver: The Challenge Grant supports the marketing and production of a brochure series for use in advising centers (both domestic and overseas), entitled *If You Want to Study in the U.S.*

Establishment of Regional Listservs (headed by Regional Education Advising Coordinators): The Branch has linked all its eight coordinators through listservs, which provide networking opportunities, promote professional development, and encourage the sharing of information among approximately 400 educational adviser-subscribers.