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**ANNUAL REPORT**

**October 1, 1987-September 30, 1988**

**ANDEAN PEACE SCHOLARSHIP PROJECT**

**Submitted to:**

**AGENCY FOR INTERNATIONAL DEVELOPMENT  
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**Submitted by:**

**DEVELOPMENT ASSOCIATES, INC. and  
Institute of International Education  
Arlington, VA**

**October 31, 1988**

APSP ANNUAL REPORT

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## PREFACE

This is the first annual report of the Andean Peace Scholarship Project, funded by the US Agency for International Development. The Andean Peace Scholarship is designed to provide technical training to individuals from the nations of Bolivia, Colombia, Ecuador, and Peru. In the process it aims to strengthen the ties between the U.S. and these nations, and to assist in their national development. During the first year, the firm of Development Associates and its sub-contractor, the Institute of International Education, placed a total of 236 participants in long- and short-term training.

## THE YEAR IN REVIEW

The first year of the Andean Peace Scholarship Project has been an exciting time for everyone involved - the AID Missions, the prime contractors, the vendors, and of course the participants themselves. As with any new project of this size, a great deal has been learned in this first year which leaves everyone in a position to conduct an even better program in the future. Still, it is easy to look back on this year with pride in our accomplishments, and with the feeling that the first year objectives of the program have been met and that we are on course for the future.

In the first year of the program 13 short term groups with 215 total participants were trained at 10 different training sites in a variety of subjects including health promotion, agricultural leadership, journalism, community development, weaving, watershed management, and small business administration. All four countries sent short term groups with Peru sending five, Bolivia three, Colombia one, and Ecuador four. This total of 215 represents 78% of the original total of 275 projected by the RFP. Of this total, 124 or 58% were women. An additional 57 youth were projected by the RFP but by the end of the year no youth groups had been sent.

A total of 21 long-term participants began training at 13 different institutions in all parts of the United States. Twelve of these were studying in Masters level programs in Regional Planning, Agriculture, Public Policy, Journalism, Public Health, Computer Engineering, and Systems Analysis. The other nine were enrolled in non-degree programs in Substance Abuse, English as a Second Language, Resource Management, and Early Childhood Education. Only Peru and Ecuador sent long-term participants, with Peru sending 8 and Ecuador 13. The long-term participants were involved in programs ranging from 12 to 30 months with an average of 19.5 months. Of the total of 21 long-term participants, 10 or 47%, were women. These 21 participants represent 72% of the RFP target of 29.

In addition to the technical component of training, a crucial aspect of the Andean Project was Experience America, which added to technical skills an exposure to American social, political, and economic institutions, as well as the American lifestyle. This brought to life the principles taught in technical training by

allowing participants to experience these principles in the lives and institutions of Americans. This component was successful with most programs and included such things as homestays with American families, internships, counterpart relationships, conferences, participation in seminars, and activity with the political process. Every attempt was made throughout the course of training to make the technical component and Experience America as "seamless" as possible so that participants could directly apply the American experience to the situation in their native country.

Because the total number of participants trained was lower than the projected totals, the actual cost for the first year was considerably below budget. The total estimated budget for the APSP program is \$19,848,335 for the four years, of which \$3,327,222 was projected for the first year. The total for all participant costs and administration for the first year was \$1,806,375 — 54% of the annual budget, and 9.1% of the total budget.

Programming has already begun for the next year of training, with courses planned for the first two groups. These groups will be composed of 20 Early Childhood Specialists from Colombia, and 20 Mayors from Bolivia. In addition, all missions have expressed interest in significantly increasing the number of long term participants for FY 89, an adjustment for which Development Associates is currently making preparations.

While the statistical summary of the program delineates one side of its success, there is a side to this success that cannot be shown by mere numbers. The Andean Project goes far beyond the simple exchange of learning and experiences that occurs in the United States. It forms crucial linkages between the people who are decisively positioned to influence national development, helps bridge the different sectors of development, and creates strong ties between these individuals and groups and the United States.

In both budgetary and numerical goals, and in a broader subjective evaluation of the program, the first year of the Andean Project has been eminently successful. We look forward to the continuing success of the project in the future.

Rene F. Cardenas, EdD  
Project Director

## REPORT PURPOSE AND CONTENT

The purpose of this report is to present, in statistical and narrative form, the program highlights for the first year of the Andean Project. This will provide a concise overview of the project for purposes of program review and future planning. It will also summarize the lessons learned from the first year and help make projections and recommendations for the future.

The First Section provides a general background of the CIASP and APSP programs. The Second Section provides an overview of the Andean Project in FY88, and a country-by-country review. Section Three deals with budgetary concerns and Section Four with an area of particular interest - the Experience America component of training. In the Fifth Section the lessons learned from the first year are treated, and finally, Section Six deals with the plan for FY89.



COLOMBIA

ECUADOR

PERU

BOLIVIA

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## I. CLASP AND APSP BACKGROUND

The overall goal of the Andean Peace Scholarship Project is to strengthen the ties and understanding between the U.S. and the four Andean countries of Bolivia, Colombia, Ecuador, and Peru. To accomplish this goal more than 1,700 Bolivians, Colombians, Ecuadoreans, and Peruvians from special target groups are to receive training in the United States, then to apply that training in their home countries. The training itself has two purposes:

- o That participants understand and appreciate the U.S. and how its principles and systems can be used in their home country; and
- o That participants obtain knowledge and skills that can be employed to further their home country development.

The Andean Project is part of a new concept in U.S. development assistance which evolved throughout the 1970's and 1980's and involves three significant changes over previous strategies. First, it is very long term. Carlos Fuentes once complained that the U.S. only pays attention to Latin America during times of crisis -- such as earthquakes, revolutions, and drug trafficking -- and then only until the crisis subsides, when it returns to business as usual. The Andean project is meant to be a long-term, not crisis-oriented, response to the issues of national development and U.S.-Latin American relations whose effect will not be fully felt for many years into the future. It accepts a degree of patience that is unusual in development projects of this kind.

Second, the Andean Project is structured such that it directly targets the mid-level leaders who can most influence the direction of development in their countries, rather than hoping for assistance to trickle down. The Alliance for Progress was criticized for being set up in such a way that the assistance never reached the people who really needed it, but was mired down at the higher levels. The Andean Project is meant to target the most critical sectors of a country and provide training and assistance directly to those sectors, without dissipating through multiple echelons of bureaucracy.

Third, recognition is made of the importance of approaching development as a

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balanced and integrated process. Mario Vargas Llosa has written at length on the criticality of societal integration to national development -- that for real progress to be made, no sector of society may be left out or left behind, and that there must be a coordination between sectors. The Andean Project, by combining a mix of long and short term participants from all areas of a nation and from all development disciplines, provides a forum for this to occur.

The Agency's expectations with respect to the Andean Peace Scholarship Project are, of course, that each participant will emerge with enhanced skills or knowledge. That result, however, is only part of the program objective. Each participant is also to:

- Return to his or her homeland with a "clear and realistic" understanding of the United States;
- Understand and appreciate the values of an open and pluralistic society in which consensus-building is by democratic processes;
- Have formed lasting, significant relationships with individual Americans who have been part of their experience in the U.S., and -- to the fullest extent possible -- with U.S. groups and organizations; and
- Be committed to sharing the experience of being exposed to the American system and values with their relatives, friends, professional colleagues and others in their own countries.

This element of the APSP is at once the most innovative, exciting and challenging. Its achievement is central to the success of the Andean Peace Scholarship Project.

## II. OVERVIEW OF FIRST YEAR

### A. Targets and Performance

During the first year of operation of the Andean Peace Scholarship Project, several start-up activities were performed in order to achieve the first year training targets of the program. These activities included:

- 1) an initial project meeting with the AID Project Officer and designated others;
- 2) start-up of the U.S. project office at Development Associates headquarters in Arlington, Virginia;
- 3) establishment of the Andean Regional Office in Quito, Ecuador; and
- 4) preliminary assessment of project status in the four USAIDs as well as initial designation of coordination and information flows for project implementation.

Once these tasks were carried out, the DA/IIE project team began to concentrate on the development of training program designs for the first year of the APSP.

The RFP Targets for the duration of the project includes a mix of youth programs, technical training, and long-term training (Exhibit A). As can be seen from a comparison of first year targets and participants trained, the emphasis during this year was on technical and long-term training (Exhibits B and C). No youth groups were trained in FY88.

The actual performance results of each of these target groups, along with a profile of the participants, and a general description of the training program for each group, are presented in the country reports which follow.

The target numbers which were in the RFP and which we addressed in our proposal last year listed a total of 361 persons, divided among several categories. Overall, Development Associates and the USAID missions attained 65.37% of the total targeted number. In fact, when an additional 40 short-term participants who arrived in FY 89 and one long-term participant scheduled to arrive in FY 89 - all of whose programs were designed and arranged in FY 88 - are added, the overall numbers were 277, or 76.73%. (Discounting youth numbers, of course, raises this number even higher to 91.11%).

EXHIBIT A  
 ANDEAN PEACE SCHOLARS BY MISSION AND TRAINING TYPE

MISSION	TRAINEEES	TRAINEEES	TRAINEEES	TRAINEEES	TRAINEEES
	YR 1	YR 2	YR 3	YR 4	TOTAL
	FY 88	FY 89	FY 90	FY 91	

BOLIVIA

Youth	19	25	20	0	64
Technical	70	80	80	70	300
AA	0	5	5	12	22
BA	9	15	15	5	44
MA	0	0	0	0	0
TOTAL	98	125	120	87	430

COLOMBIA

Youth	19	25	20	20	84
Technical	60	80	80	80	300
AA	0	5	5	5	15
BA	0	20	20	15	55
MA	0	0	0	0	0
TOTAL	79	130	125	120	454

ECUADOR

Youth	0	30	25	20	75
Technical	70	75	75	72	292
AA	0	0	0	0	0
BA	0	0	0	0	0
MA	20	30	15	0	65
TOTAL	90	135	115	92	432

PERU

Youth	19	20	20	0	59
Technical	75	80	75	73	303
AA	0	5	6	0	11
BA	0	15	8	8	31
MA	0	10	5	5	20
TOTAL	94	130	114	86	424

GRAND TOTAL	361	520	474	385	1740
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TOTAL YOUTH	282
TOTAL TECHNICAL	1195
TOTAL AA	48
TOTAL BA	130
TOTAL MA	85
GRAND TOTAL	1740

EXHIBIT B

TRAINING TARGETS AND PARTICIPANTS TRAINED BY COUNTRY\*

PARTICIPANT TYPE	BOLIVIA		COLOMBIA		ECUADOR		PERU		TOTAL	
	Target	Trained	Target	Trained	Target	Trained	Target	Trained	Target	Trained
Youth	19	0	19	0	0	0	19	0	57	0
Technical	70	77	60	20	70	42	75	76	275	215
AA	0	0	0	0	0	0	0	0	0	0
BA/Non-degree	9	0	0	0	0	9	0	0	9	9
MA	0	0	0	0	20	4	0	18	20	12
<b>TOTAL</b>	<u>98</u>	<u>77</u>	<u>79</u>	<u>20</u>	<u>90</u>	<u>55</u>	<u>94</u>	<u>84</u>	<u>361</u>	<u>236</u>

\*TRAINED OR IN TRAINING

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**EXHIBIT C**

**RFP TOTALS AND TOTAL TRAINED**

<u>Category</u>	<u>RFP/ Contract Totals</u>	<u>Actual FY 1988 Totals</u>	<u>Percent of Contract</u>
Youth	57	0	0.00%
Short-Term Technical	275	215	78.18%
Long-Term	<u>29</u>	<u>21</u>	<u>72.41%</u>
TOTALS	361	236	65.37%

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B. Country Reports, Year One

Over the course of the year 13 short-term groups with 215 participants came to the U.S. for training in a wide variety of subjects. Each country was represented by short-term trainees, with Peru sending five groups, Ecuador four, Bolivia three and Colombia one. A chronological listing of these groups is included as Exhibit D. By the end of the year Ecuador and Peru had also sent long term participants, 8 and 13 respectively, for a total of 21. These participants and their programs, are shown in Exhibits E and F.

Of the 215 short-term participants, 124, or 58% were women, in excess of the 40% desired under CLASP guidance. Over one-half of the participants were 35 years of age or under. Three were over 56 years of age, including one over 65.

Of the 21 long-term participants placed in FY88, 10, or 48% were women. Two of these participants were 20 years of age or younger, nine were between 21 and 25, and ten were 26 to 30 years of age.

Training took place in all parts of the U.S., with short-term participants training at twelve different institutions in nine states. Long-term participants were studying at thirteen different institutions in nine states. The diversity of APSP training sites is represented in Exhibit G and H.

1. Bolivia

Bolivia sent the first group to participate in the Andean Project, 34 journalists who arrived in February 1988. This four week course began in Washington, D.C. with 2 weeks of academic instruction, and then continued for three more weeks of internships with radio and television stations and newspaper offices throughout the U.S.

The second group from Bolivia consisted of 23 leaders of the Club de Madres organization who received training in Community Development and the special considerations which face women in this field. It included work with adult education, small business enterprises, and project management, as well as

EXHIBIT D  
SHORT-TERM GROUPS

COUNTRY	TITLE	NUMBER OF PARTICIPANTS	SITES	ARRIVAL	DEPARTURE	LENGTH IN WEEKS
Bolivia	Journalists	34	Wash.D.C./ Various	February 14	March 19	5
Peru	Microentrepreneurs	14	Various-Texas	April 30	June 19	7
Ecuador	Health Administrators	11	Santa Cruz, CA	June 25	September 3	10
Bolivia	Club de Madres	23	Amherst, MA/ Phoenix, AZ	July 12	August 17	5
Ecuador	Weavers	8	Las Vegas, NM	August 6	September 11	5
Ecuador	Watershed Directors	10	Ft. Collins, CO	August 6	September 18	6
Peru	Agricultural Leaders	13	Laramie, WY	August 6	October 2	8
Bolivia	Agricultural Producers	20	Chico, CA	August 20	September 28	6
Peru	Health Professionals	20	Tucson, AZ	August 20	October 9	7
Peru	Community Leaders	14	Baltimore, MD	September 3	October 30	8
Colombia	Health Promoters	20	Tucson, AZ	September 24	November 11	7
Ecuador	Women Leaders	13	Amherst, MA	September 24	October 29	5
Peru	Journalists	15	Tucson, AZ	September 24	November 12	7

NUMBER OF PROGRAMS:	Peru	5	TOTAL NUMBER OF PARTICIPANTS:	215
	Bolivia	3	AVERAGE NUMBER OF PARTICIPANTS:	16
	Ecuador	4	COMPOSITE PROGRAM LENGTH:	85.5 Weeks
	Colombia	1	AVERAGE LENGTH OF PROGRAM:	6 Weeks

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EXHIBIT E

LONG-TERM PARTICIPANTS - ECUADOR

<u>Name</u>	<u>Location of Training</u>	<u>Degree Sought</u>	<u>Duration of Training*</u>
1. Omar Aguirre	University of Kansas	MA/Computer Engineering	24 months
2. Maria T. Inazunta	University of Northern Iowa	Non-degree/English as a Second Language	12 months
3. Miguel Malo	University of California, Los Angeles	Masters of Public Health	15 months
4. Enma Perugachi	Pima Community College	Non-degree/Substance Abuse/Rehabilitation	18 months
5. Roberto Reece	University of Arizona	Non-degree/Resource Management/Ecology	30 months
6. Francisco Vallejo	University of California at Los Angeles	Masters of Public Health	18 months
7. Juan Vasconez	University of California at Los Angeles	Masters of Public Health	18 months
8. Carmita Diaz	Marian College	Non-degree Early Childhood/Elementary Educ.	12 months
9. Elsa Larco	Marian College	Non-degree Early Childhood/Elementary Educ.	12 months
10. Silvia Maldonado	Marian College	Non-degree Early Childhood/Elementary Educ.	12 months
11. Miriam Otalima	Marian College	Non-degree Early Childhood/Elementary Educ.	12 months
12. Lily Pullas	Marian College	Non-degree Early Childhood/Elementary Educ.	12 months
13. Sonia Rosero	Marian College	Non-degree Early Childhood/Elementary Educ.	12 months

\*Including English Language Training

EXHIBIT F

LONG-TERM PARTICIPANTS - PERU

<u>Name</u>	<u>Location of Training</u>	<u>Degree Sought</u>	<u>Duration of Training*</u>
1. Jose Escaffi	University of Texas at Austin	MS/Regional Planning and Development	28 months
2. Elsa Galarza	Iowa State University	MS/Agricultural Economics	28 months
3. Franco Giuffra	University of Chicago	MA/Public Policy Studies	21 months
4. Carlos Lozada	University of California/Davis	MS/Animal Science	24 months
5. Jorge Pena	Iowa State University	MA/Agricultural Engineering and Irrigation	26 months
6. Jose Salazar	University of Missouri Columbia	MA/Mass Media Communication- Journalism	28 months
7. Rosario Sheen	California State University-Northridge	MA/Mass Communication	26 months
8. Jose M. Valdivia	University of Minnesota	MS/Agricultural and Applied Economics	26 months

\*Including English Language Training

**EXHIBIT G**

**APSP TRAINING SITES**

Fort Collins, Colorado

Santa Cruz, California

Tucson, Arizona

Washington, DC

El Paso/San Antonio/Houston, Texas

Austin, Texas

Amherst, Massachusetts

Phoenix, Arizona

Las Vegas, New Mexico

Laramie, Wyoming

Chico, California

Baltimore, Maryland

Grand Junction, Colorado

Indianapolis, Indiana

Los Angeles, California

Columbia, Missouri

Lawrence, Kansas

Ames, Iowa

Cedar Falls, Iowa

Chicago, Illinois

Davis, California

Minneapolis, Minnesota

Northridge, California

the general concepts of community development programs. This course was undertaken by the Institute for Training and Development in Amherst, Massachusetts, and was realized jointly at Amherst and Phoenix, Arizona, in July and August.

A final group from Bolivia was 20 Agricultural Producers who participated in a six week course on rural cooperatives and agricultural leadership at California State University in Chico in August and September. This included considerable field work and internships in the productive California agricultural area surrounding this institution.

During this fiscal year Bolivia did not send any long term participants.

## 2. Colombia

This year brought one group from Colombia — twenty health promoters who began a course at the Arizona-Mexico Border Health Foundation in Tucson in September, 1988. These participants are a mix of rural and urban health workers who are actively involved in the promotion of health in their communities. This course included a mix of classroom and field work with an internship program in the border areas of Nogales and Yuma.

Colombia had not begun to send long-term participants by the close of this year.

## 3. Ecuador

The first Ecuadorean group was 11 health administrators who were trained between June and August in a program conducted by the Institute for Health Policy Studies of the University of California — San Francisco at Santa Cruz and San Francisco. This program included instruction on the management of health programs, various technical aspects of health care, and health education as well as various other subjects. It also included visits to U.S. clinics and hospitals and solid exposure to the U.S. health care system.

A unique group from Ecuador was eight weavers who arrived in August for a five week course covering new techniques of production, management, and

commercialization of weavings. This course was managed by New Mexico Highlands University which combined the techniques of marketing, small business management, and the technical side of weaving in a very productive course. The course also offered the singular experience of mixing with the Navajo Indians who are an important part of the American experience, as well as being very successful at marketing weavings.

Another unusual group from Ecuador consisted of 10 environmentalists and engineers who received training in watershed development and management from the Colorado State University at Fort Collins in August and September. This course was conducted in a setting which offered ideal field work for the required training, having many of the same problems in watershed management that were found in Ecuador. It combined technical and managerial classroom work and field visits to various government offices and private companies involved in watershed management.

The final group from Ecuador was 13 women community leaders who received training in Community Development at the Institute for Training and Development at Amherst, Massachusetts in September and October 1988. This five week course covered the full range of community development issues in such fields as health, education, leadership, and the development of community projects. This group, like most others, had a profound experience in the local community as well, including the sharing of their culture with Amherst, and involvement with various local community groups.

Ecuador had the most active and diversified long term program of the four countries, sending a total of 13 long term participants in the first year. (Exhibit E) Three of these were medical doctors who were working on a Masters of Public Health, and one was working on a Masters of Computer Engineering. Six teachers began work on a twelve month non-degree program at Marian College (Indiana) in English language studies, Early Childhood, and Elementary Education. Three others were working on non-degree programs in English as a Second Language, Substance Abuse, and Resource Management.

#### 4. Peru

The first group from Peru consisted of 14 women micro-entrepreneurs who arrived in late April for a seven week course. They represented a variety of small businesses including school cafeterias, bakeries, and child care centers. These women received classroom training at El Paso Community College and then went on to San Antonio where they participated in internships. Their final week was spent in Houston with meetings at the Small Business Administration, Chamber of Commerce, and University of Houston Small Business Development Center.

A second group from Peru was formed by 13 Agricultural Leaders who received training at the University of Wyoming for two months in September and October 1988. This was a diversified course in cooperative management, agricultural extension, and various technical matters of animal husbandry and farm finances. Their training included two weeks living on American ranches and farms to experience first hand how American farms are managed.

From August to September, a group of 20 health workers trained at the Arizona-Mexico Border Health Foundation in an original concept which brought a mix of nurses, midwife/obstetricians, and social workers. These women were formed into teams of three, with one representative of each discipline in each team. They received training on the issues of community health and various technical questions which they would be facing on their return. The integration of these three critical areas of maternal and child care was a concept which will stay with the participants on their return and be duplicated in their work.

Also from Peru was a group of 14 Community Development Leaders who spent eight weeks at Essex Community College in Baltimore from September to November 1988. This course covered the principles of community development, techniques of project management, and such specialized topics as how to train trainers, and how to reach non-integrated sectors of society. The course also included internships in areas such as education, social work, and health care.

A final group from Peru began their work in the U.S. just before the end of the fiscal year. These 15 journalists were realizing a seven week course at Tucson from the University of Arizona's Department of Journalism. They received an introductory period of instruction on American journalism and some of the techniques of American journalism for the professional, and then participated in internships with a number of newspapers and journals in various parts of Arizona. Their experiences on these internships during the '88 Election campaign gave them a good exposure to the U.S. political system as well.

During the course of the year, eight long-term participants from Peru began their training, arriving in the U.S. over the course of the Summer and Fall. Most began with four to six months of English instruction before beginning their academic program, although some were proficient enough in English to immediately begin their academic work. All eight were enrolled in Masters level programs in a variety of subjects (Exhibit F).

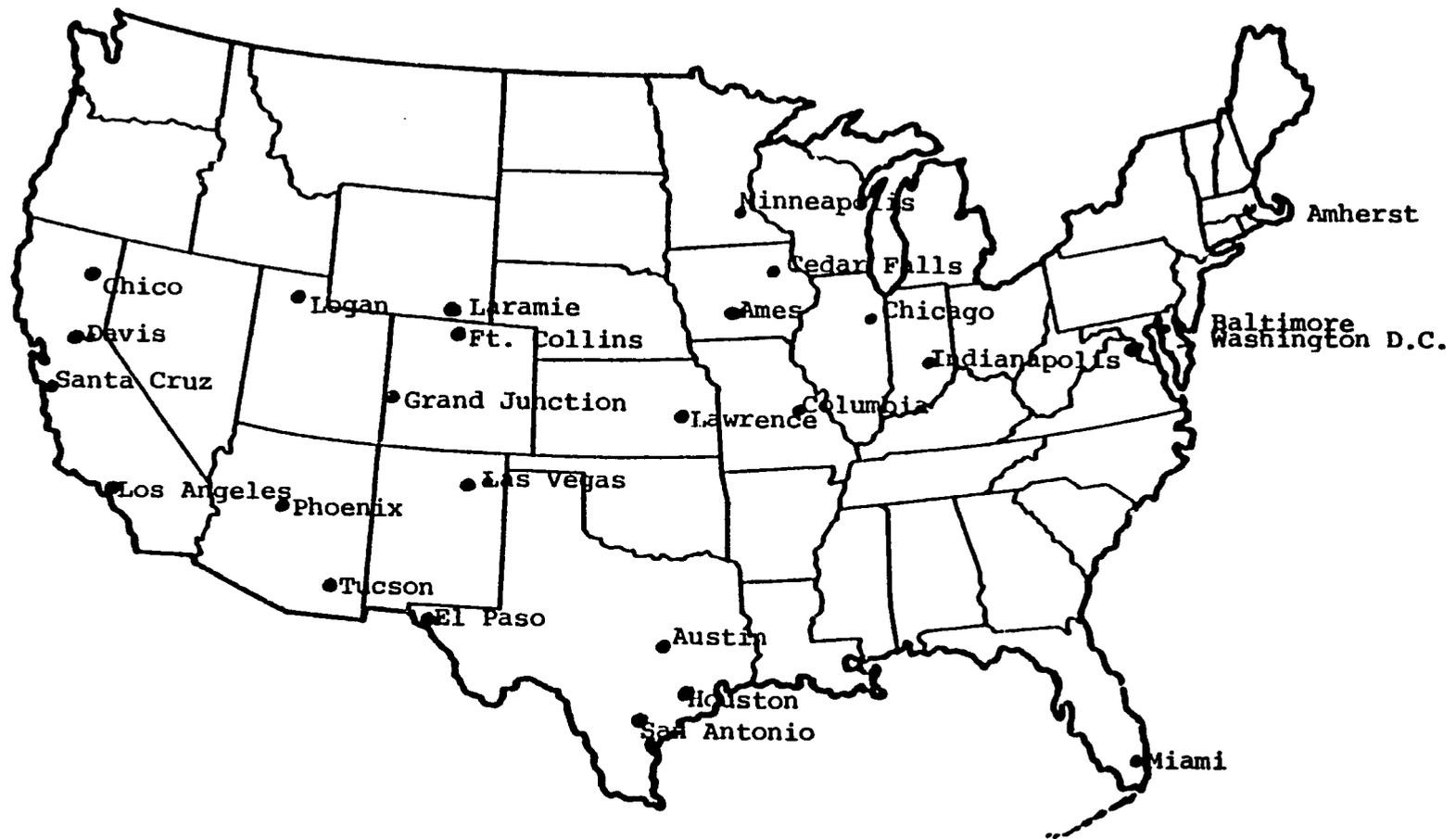


EXHIBIT B

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### III. PROJECT COST ANALYSES

The following section addresses questions of budget and cost containment. The first year brought sufficient short-term groups and long-term participants to the U.S. to allow for some analysis of budgetary considerations, but there are also some aspects of this which remain incomplete. For example, most long-term participants have only begun English language training, not their academic program, so the costs of academic programs has not as yet been tested. From the thirteen short-term groups which have completed training, a number of important lessons have been learned about cost containment and budgeting, but the sample is not large enough to derive absolute trends. Also, the costs incurred as a result of project start-up were expended in the first year, which serves to alter the administrative to participant ratio in terms of costs.

Nevertheless, this section presents a statistical analysis of the first year costs of the Andean project. The First Section is an analysis of how the actual costs compared with the budgeted costs with a brief discussion of the reasons for differences. This includes a discussion of the amount of funds to be carried over to the second year of the program and a comparison between the percentage of budgeted expenses with the percentage of participants who attended. Following this is an evaluation of the administrative costs with the division of these costs among the countries. Finally, there is a discussion of the participant costs divided between short- and long-term training. This includes issues in cost containment for both short- and long-term participants.

#### A. Budget vs. Actual Costs

The Andean Project was budgeted for a total of \$19,848,335, which included all administrative, participant, and sub-contract fees. The first year of the program was budgeted at \$3,327,222, of which \$1,806,373 was spent (Table 1). As is shown in this chart, the total administrative costs were close to that which was budgeted, while participant costs were considerably lower than budgeted. As expected, relatively higher administrative costs were involved with the start-up of the project due to typical expenditures necessary in the opening phases of a project. Conversely, the low participant costs were driven

by the fact that only 215 out of 361 originally targeted participants came to the U.S. in the first year. Of note is the fact that administrative costs would have risen only slightly to accommodate a significantly higher number of groups. Thus in the future we expect the ratio between the administrative costs and participant costs to close as more participants arrive for training, and administrative procedures become standardized.

#### B. Administrative Costs

As agreed with LAC/DA/EST administrative costs have been divided evenly among the four countries, even though there were differing numbers of participants from each country (Table 2). Because of the costs associated with project start-up, it was considered impossible to divide administrative costs among missions depending on the number of participants they sent. Since some missions did not begin sending participants until late in the fiscal year, those missions which did send participants early would have incurred the brunt of the start-up expenditures charged to the project, while missions which started late would have only been charged for the less costly operational costs. There were also months when some countries had long-term participants but not short-term groups, while other countries had the reverse. To attempt to pro-rate this for participants would have been extremely difficult and unfair, so it was decided to charge all mission the same amounts during all months of the program, whether there were participants in those months or not.

#### C. Participant Costs

Participant costs varied by country according to the number and type of participants. By the end of FY88, (Table 3) Peru had the largest number of short-term and long-term participants either in training or in academic study in the U.S., and correspondingly, had expended and/or obligated\* the largest amount of funds --\$914,730. Conversely, Colombia with the smallest number of participants had obligated \$105,558. It is significant to note that while the budget allowed \$2,558,621 for participants from all four countries, in fact, only \$2,060,005 was spent, leaving a balance of \$498,616 for use in the

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\* Obligated because a few groups continued on to FY 89.

TABLE 1

FIRST YEAR APSP BUDGET VS. ACTUAL COST

<u>Item</u>	<u>First Year Budget</u>	<u>First Year Expenditures</u>	<u>Remaining Budget</u>	<u>% of Budget Remaining</u>
Participant Costs	\$2,558,684	\$1,132,871	\$1,425,813	56%
Administrative Costs*	<u>768,538</u>	<u>673,502</u>	<u>95,036</u>	<u>13%</u>
TOTAL	\$3,327,222	\$1,806,373	\$1,520,847	46%

\* Including Fees

TABLE 2

APSP ADMINISTRATIVE COSTS BY COUNTRY

FIRST YEAR

	<u>Budget Costs</u>	<u>Actual Costs</u>	<u>Balance</u>
Bolivia	\$192,135	\$168,376	\$23,759
Colombia	\$192,135	\$168,376	\$23,759
Ecuador	\$192,135	\$168,376	\$23,759
Peru	\$192,135	\$168,376	\$23,759
TOTAL	\$768,538	\$673,504	\$95,036

TABLE 3

## APSP PARTICIPANT COSTS BY COUNTRY

COUNTRY	FIRST YEAR			SECOND YEAR		
	Budgeted Costs	Actual + Est. Costs *	Balance	Budgeted Costs	Carryover from Yr. 1	Budget Year 2
BOLIVIA	\$726,367	\$343,910	\$382,457	\$1,192,163	\$382,457	\$1,574,620
COLOMBIA	\$406,568	\$105,558	\$301,010	\$1,351,506	\$301,010	\$1,652,516
ECUADOR	\$953,100	\$695,807	\$257,293	\$1,488,573	\$257,293	\$1,745,866
PERU	\$472,586	\$914,730	(\$442,144)	\$1,583,709	(\$442,144)	\$1,141,565
<b>TOTAL</b>	<b>\$2,558,621</b>	<b>\$2,060,005</b>	<b>\$498,616</b>	<b>\$5,615,951</b>	<b>\$498,616</b>	<b>\$6,114,567</b>

\* For academic participants, includes actual and obligated costs (i.e., estimated costs for the full length of each participant's program) for FY 1988. For technical groups, includes actual and estimated costs for groups that began their training programs in FY 1988. For Colombia, excludes \$17,200 in actual expenses incurred for the Early Childhood Development group. This group did not start its training program until Fiscal Year 1989.

second year. When this amount is added to the established budget for the second year, the total amount available for participant training in the second year becomes \$6,114,567.

The thirteen short-term training programs which were conducted in FY88 ranged in total price from a low of \$42,850 for the Ecuadorean Weavers to a high of \$123,734 for the Bolivian Journalists when considering all costs incurred during the course of the program. The simple average cost of short-term training was \$85,959.54. The cost per participant week ranged from \$653.89 for the Bolivian Journalists course to \$1,012.52 for the Ecuadorean Weavers, overall an average of \$813.39. Table 4 shows the thirteen programs rank-ordered from low to high by cost per participant week, as well as other significant data. Several significant issues in cost containment become apparent when reviewing this chart, and from the experience Development Associates has had during the first year of the program.

While the length of the program and the number of participants were significant to cost containment --larger and longer programs in general being lower cost per participant week (see Table 5), there were other factors which are more important.

First, by taking advantage of dormitories or other low-cost housing arrangements, the cost of the program can be significantly reduced.

A second and related factor is the lead time Development Associates has to choose and negotiate with a vendor. Short lead time for programs often eliminates good low cost vendors who don't have time to put together a proposal, and increases the cost of other vendors who justify higher costs associated with crisis managed programs. Short lead time also reduce Development Associate's leverage on negotiating with vendors because of rapidly approaching deadlines for arrival of participants.

A third factor is last minute changes to the dates of a program or the number of participants. Good packages on housing or housing deposits can be lost because of changes. Adjustments in the number of participants can cause housing and instructional arrangements to be rapidly changed, allowing for a precipitous rise in cost of the program.

TABLE 4

RANK ORDER OF COST PER PARTICIPANT WEEK  
SHORT-TERM GROUPS FY 88 \*

COUNTRY	DESCRIPTION	VENDOR	TRAINING WEEKS	GROUP SIZE	PARTICIPANT TRNG. WKS.	TOTAL COST	COST PER PART. WEEK
1. PERU	Microentrepreneurs	El Paso Comm. College. Texas	7.29	14.00	102.06	\$66,736.00	\$653.49
2. PERU	Agricultural Leaders	U. of Wyoming Laramie	8.29	13.00	107.77	\$71,769.00	\$665.95
3. PERU	Health Professionals	Az-Mex Border Hlth Po. Tucson	8.43	20.00	168.60	\$113,363.00	\$672.38
4. PERU	Journalists	U. of Arizona Tucson	7.00	15.00	105.00	\$71,689.00	\$682.75
5. BOLIVIA	Journalists	Various	4.86	34.00	165.24	\$123,734.00	\$748.91
6. PERU	Community Leaders	Essex Comm. Co. Baltimore	8.14	14.00	113.96	\$87,205.00	\$765.23
7. COLOMBIA	Health Promoters	Az-Mex Border Hlth Po. Tucson	6.86	20.00	137.20	\$105,558.00	\$769.37
8. ECUADOR	Health Administrators	U. of California San Francisco	10.29	11.00	113.19	\$91,496.00	\$808.34
9. BOLIVIA	Agricultural Producers	Calif. State U. Chico	6.71	20.00	134.20	\$103,462.00	\$905.97
10. BOLIVIA	Club de Madres	ITD-Amherst Phoenix, AZ	6.29	23.00	121.67	\$115,727.00	\$951.15
11. ECUADOR	Women Leaders	Inst. for Trng. & Dev., Amherst	6.00	13.00	65.00	\$62,011.00	\$954.02
12. ECUADOR	Watershed Directors	Colorado St. U. Ft. Collins	6.29	10.00	62.90	\$61,873.00	\$983.67
13. ECUADOR	Teachers	UN Highlands U. Las Vegas, NV	5.29	8.00	42.32	\$42,850.00	\$1,012.52
TOTALS			88.74	215.00	1419.11	\$1,117,474.00	
FRAGES			6.83	16.54		\$65,959.54	\$813.39

\* Excludes International Airfare for Peruvian groups

TABLE 5

**RELATIONSHIP BETWEEN LENGTH/SIZE OF PROGRAM  
AND COST PER PARTICIPANT MONTH**

I.	LOW COST PER PARTICIPANT MONTH	(\$2,800 - \$3,400)
A.	AVERAGE LENGTH OF PROGRAM	1.71 MONTHS
B.	AVERAGE NUMBER OF PARTICIPANTS	18.3
II.	HIGH COST PER PARTICIPANT MONTH	(\$3,401 - \$4,400)
A.	AVERAGE LENGTH OF PROGRAM	1.47 MONTHS
B.	AVERAGE NUMBER OF PARTICIPANTS	15.0

Fourth is the level of sophistication of the instruction. Factors of importance in this area include the amount of time spent on low-cost internships, highly technical instruction vs. common training, use of volunteer agencies in training, and the uniqueness of training.

A final factor is the volume of programs or elements of programs which can be run directly by Development Associates or the Institute of International Education. If some programs can be run in-house by one of our offices, the cost of training can be reduced considerably, with quality guaranteed.

It is difficult to evaluate the costs for long-term participants at present because of the early stage of this component. Of the 21 participants who are in training, only eight have begun their academic program, the remainder being in English language training. Additionally, the first long-term participants did not arrive until June 1988, eight months into the program. Thus any evaluation of the program is based on only four months of participation, the majority of which is English language training.

The cost breakdown of academic programs is presented in Table 6. As is shown in this chart, very little of the overall budgeted funds have been expended, with the two most active areas being travel and supplemental activities. The former is associated with the arrival of most of the participants, and the latter includes the cost of English language training. Over the course of the next year a good portion of the expended funds will shift into the educational/training costs and allowances.

The primary factor associated with cost containment for long-term participants is the institution chosen for training. This has to do naturally with the tuition, program costs, and cost of living. Of issue here, just as in the short-term programs, is the lead time available to choose institutions, and the number of changes which occur in the program. Use of the better public universities rather than expensive private schools can help keep this cost down. While the primary issue is always the quality of education and the program objectives, there are a good number of lower cost institutions which can provide a high quality program at a significantly reduced cost over the major, private schools.

TABLE 6

## LONG TERM PARTICIPANT TRAINING COSTS

ITEM	PROGRAM BUDGET	EXPENDED TO DATE	PROGRAM BALANCE	% BUDGET SPENT
A. EDUCATION/TRAINING COSTS	\$ 2,364,808	\$ 14,113	\$ 2,350,695	0.60%
B. ALLOWANCES	\$ 5,486,420	\$ 49,405	\$ 5,437,015	0.90%
C. TRAVEL	\$ 148,022	\$ 8,067	\$ 139,956	5.45%
D. HAC	\$ 335,867	\$ 2,686	\$ 333,181	0.80%
E. SUPPLEMENTAL ACTIVITIES (INCLUDES ESL)	\$ 307,669	\$ 25,012	\$ 282,657	8.13%
<b>TOTAL</b>	<b>\$ 8,642,786</b>	<b>\$ 99,283</b>	<b>\$ 8,543,504</b>	<b>1.15%</b>

## IV. EXPERIENCE AMERICA

### A. Overview

#### Summary Statement

A principal objective of the Andean Peace Scholarship Project (APSP) is expressed through the term Experience America. The following section of this report provides an extended definition of the Experience America concept and examples of APSP activities which illustrate the implementation and suggest some successful short-term results. It concludes with a discussion of difficulties and problems of implementation and a perspective for year two.

#### Definition

Experience America is the term used to cover specific knowledge and attitudes that participants formulate about the United States during their term of training. It is a complex and evolving concept that invites various interpretations depending on the background and special needs of the training group or individual.

Because understanding the United States is the second major goal of the Andean Peace Scholarship Project, Development Associates has a responsibility to assure that training institutions interpret the Experience America concept correctly, creatively, and through meaningful activities.

Andean participants should leave their programs not only with new skills and knowledge in their training fields but also with a clear understanding of U.S. life--its institutions, traditions, and political and social principles. An additional outcome of Experience America is that participants develop lasting relationships with individuals or groups in the States and that they fully share their knowledge and love of their own culture with their American contacts.

## B. Implementation

Development Associates, in assuring the fullest possible understanding of American values and traditions, has taken the "whole cloth" approach to technical training program design. Thus, rather than relegating Experience America activities to a leisure time or after-hours slot only, we direct the training institutions to integrate relevant activities into the training program in such a way that field trips, cultural or site visits, and social activities also fulfill the technical training goals.

In keeping with AID's approach that values and attitudes are learned best when the participants interact with Americans, tours and observational visits are de-emphasized and participatory activities are emphasized. Thus, participation in a town council meeting, attendance at PTA or Alcoholics Anonymous meetings is preferred to a bus tour or a visit to the Empire State Building.

In order to assure that Experience America activities cover every aspect of American life, Development Associates has identified two basic categories of activities: Experience America as a concrete illustration of a training concept, and Experience America as a social/cultural activity which would most often occur during a weekend. Our instructions to vendors are that the daily programmed Experience America activities should not appear to be a separate, unrelated component of the program. We feel that if the activity should illustrate one of the training objectives and further unify the training design. It should also provide a real-life example of how the training principle works in the United States.

To that end, the Development Associates' Request for Proposal always includes an explanation of the integrated approach along with suggested activities that would complement a training program. For this reason farm management or agricultural cooperative trainees as part of their coursework might visit a wholesale market, develop a financial package under the guidance of a local banker, or participate in the local cooperative chapter meeting. Health workers or nurses would almost certainly visit local clinics and community counseling groups such as rape crisis center, drug rehabilitation groups, community health outreach services, etc.

Whenever possible practical training experiences are encouraged either through the short hands-on practicum, the counterpart workday, or internships. This practical training has the advantage of allowing participants to work with Americans in a natural and open setting.

Involvement in the community is likewise encouraged through home hospitality, Andean country "cultural nights," press interviews, participation in local government and volunteer meetings.

### C. Examples of Community Interaction

Individual, personal interaction with community groups and U.S. citizens has been a part of every short-term program design. Peruvian micro-entrepreneurs were assigned to week-long internships with counterparts in San Antonio. These women, who ranged in age from early 20's to late 40's, joined an aerobics class at the YMCA. Though the instructor spoke no Spanish, she managed to communicate with the women through gestures and sign language.

Bolivian women (Clubes de Madres) organized a night of Bolivian music, dances and food for guests from the Amherst, Massachusetts community. Many of the women from this training group attended Evangelical, Baptist and Catholic Sunday services during their training. One group who were "adopted" by the neighboring Catholic parish bid the parishioners good-bye by singing the Bolivian national anthem during their final week.

Colombian Health Promoters formed a food cooperative with the assistance of their trainers. This required them to shop at the neighborhood supermarket, budget the group food money, make change, plan menus. The same group learned to use the laundromat.

Visiting local areas of interest is not ignored in the program either. For those groups which have home stays, sightseeing is a common ice-breaking activity.

Periods of sightseeing are frequently incorporated in a training program as part of orientation, as a respite from intense technical training, and to provide a historical and cultural perspective of the area.

Participants are regularly exposed to the ethnic and geographic diversity of the United States through visits to reconstructed historic villages, Boston's Freedom Trail, San Francisco's Fisherman's Wharf, border towns in Texas and Arizona, The Grand Canyon, Native American reservations, the Colorado Rocky Mountains, state capitols, and occasionally, Washington, D.C.

Participants have been exposed to our two-party system, and to campaigning and election results reporting. During a visit to the Indiana State Fair six Ecuadorean school teachers were introduced to representatives of State legislators' offices as well as representatives from the two major political parties.

The program handbook which Development Associates prepares for each participant provides cultural information and maps not only for orientation purposes but as an introduction to the diversity and size of the United States.

#### D. Homestays

Home hospitality is a vital component of Experience America. Though not the only way to get to know Americans, a home visit usually provides a more intimate, more relaxed and more personal view of American home and family life than any other forum. While it is clear that overnight or prolonged home stays are not appropriate for all training groups, every training institution is asked as a minimum to assure frequent meetings with Americans on a social level. Overnight homestays have sometimes been resisted; they have occasionally been dull but they have provoked enthusiastic reaction as well.

The homestay component of training is always carefully planned with guidance and monitoring by a Development Associates country officer. In all cases, if the proper orientation and follow-up debriefing is handled skillfully, valuable insights can be gained. In no case is a participant required to remain in a home situation that has not provided adequate privacy or otherwise offends the participant.

Attachment # A, in the Appendix, has been used as a homestay orientation for many participants.

E. Concerns for Future Experience America Implementation

Probably the most difficult element of the Andean Project is Experience America. Although some of the difficulty can be founded in the misunderstanding which some individuals bring to the program once they arrive in the U.S., this alone does not explain why there continue to be problems with homestays.

The homestays area is still very much in flux with respect to APSP policy and missions themselves seem divided as to whether these are to be a strong component of the program, and if so, whether the participants have any say in the matter. There are problems of logistics and assuring that participants are not subjected to less than comfortable and secure situations during a homestay. While these and other concerns can be addressed through more thorough organization, including verifying living conditions, careful screening of participating families, providing families and participants with clear expectations of behavior, there are issues which have yet to be resolved.

One issue has to do with the amount of risk inherent in such a program. If participants are to come to the U.S. and participate in the daily lives of American families and communities, a risk that discomfort and embarrassing moments are going to occur has to be taken into account. To disallow all elements of risk during the training of a group would mean to fall back on passive programming which exposes groups to cultural and social events, tourist visits and tours, and little else. A case in point, for example, are internships which often require that participants spend considerable amounts of time working alongside American colleagues, and which require massive amounts of tolerance, understanding, and risk-taking.

Missions should also reflect that learning about the U.S. implies that this open society contains and tolerates, even supports, controversial groups and positions on almost all issues of interest to a public or a community. Exposing training groups to wide or differing schools of opinion can have the deleterious effect of revealing a society which has significant problems, and of promoting a perspective on disaffection which individuals then carry back to their countries.

Finally, missions are highly sensitive to the notion that all trainees return with as high a level of satisfaction as possible. This is promoted by feelings that returnees can neigh-say their experience and verbalize negative instances which occurred during their stay in the U.S. to the detriment of the missions programming decisions and the contractor's monitoring. The situation thus underscores a tendency to 'safe' training designs, that is, to the design of programs which do not take chances, which do not force the participants either into heavy duty learning nor into uncomfortable or unfamiliar social scenerios. While this may seem like the best course to take, it also assumes a patently paternalistic air toward participants, and suggests that such individuals are far less capable than they probably are.

Dramatic and obvious training program improvements aside, the challenge in the years to come is to program Experience America activities which provide opportunities for participants to exert themselves in ways they had never conceived, but well within the boundaries of common sense and personal consideration.

## V. LESSONS LEARNED

In this section we discuss the lessons learned, from both the short-term groups and the long-term individuals.

### A. Short-Term Participants and Lessons Learned

#### a. Selection

1. HEALTH OF PARTICIPANTS - The health condition of participants, while not a major problem, has been an issue in several cases. Among the conditions thus far are a heart condition, pregnancies, and dental problems. Better screening of the health of participants would alleviate some of these problems.
2. MIX OF MEN AND WOMEN - While the objectives of many programs may in fact rule out an even number of men and women, nevertheless this issue should be considered. Any situation with an odd number of participants of either sex, such as seven men and seven women, will necessitate an additional room throughout the course of training and will be a small logistical burden. A larger issue emerged with a group where the mix was 19 men and one woman. In addition to the logistical issue, it was a lonely eight weeks for the woman.
3. POLITICAL NOMINEES - It was contended by several participants in one agricultural program that three of the participants were not agriculturalists at all but had been given the scholarship as something of a political reward. This perception was shared by the instructors, who saw a lack of agricultural knowledge on their part. While the U.S. was not blamed for this (it was felt by the other participants that the host country government had somehow falsified their background) it caused a slight morale problem for the participants.

4. LITERACY - Some minimal literacy requirement should be established and adhered to. While participants do not need to have an abundance of formal education, any program will require academic work which necessitates reading and writing. This, of course, must be balanced with the program objectives and selection criteria of participants.
5. COMMONALITY OF PROFESSION - Groups with too much diversity in terms of profession can be difficult to train. In one such group participants complained that the topics were more geared toward technicians interests, leaving other members of the group behind. In some groups engineers and non-technicians felt frustrated at different parts of the curriculum. In another group, participants complained that not all participants selected were artisans, that a couple were merchants and were interested in selling their wares, not in learning new techniques.

A related area is the education level of participants. While often this cannot be avoided because of the objectives of certain programs, it should be clear that it is very difficult to have a smooth functioning course with people of widely divergent educational backgrounds and professional interests. In one recent course there were several University graduates mixed in with some participants who had not completed high school. It was a constant challenge for the instructors to present material which was appropriate for both groups.

b. Planning

1. SCHEDULE CHANGES - Last minute changes to a schedule can have a detrimental effect on the quality and cost of the program. Professional staff and instructors who are planned for in advance may become frustrated or not be available after changes are made. Housing arrangements that are made with deposits cause a rise in the cost of the program when they are cancelled. Various aspects of the program such as professional meetings can become completely unfeasible with the advent of late changes.

2. LEAD TIME - A related issue is that of lead time for the programs. The quality of each program depends in large measure on the number of vendors available for selection. In some cases as few as two of ten vendors solicited have responded to RFP's, others stating that they simply could not put on a quality program in so short a period of time. Longer lead time for programs would cause a significant qualitative upgrade to the program.

Process time for participants (visas, country clearance, etc.) seems to be one of the main factors causing delays in programs. If this could be started earlier and planned for well in advance, it would alleviate much of the problem.

3. INFORMATION TO VENDORS - Three areas of information would be helpful to vendors planning training courses:

- a. Targeted Sector: A five or ten page primer on the sector at issue in the country would be helpful to the vendor to know where their emphasis should go in the course. This could include information on the problems traditionally experienced in this sector, what development efforts are being made in the area, and the specifics of components of the U.S. and host government work in the sector. As it is, some information comes out of the needs assessment, but by this time it is often too late to make all but superficial changes in the course.
- b. Commitments of Participants: The commitments participants have made to their institutions in order to obtain their leave of absence would be helpful in some instances. The members of one group, for example, had made a commitment to continue working with their employers for periods of three to five years, and to replicate their training back home. This latter obligation means that they needed to learn training skills as well as the programmed subjects. This wasn't made clear to the vendor until the needs assessment.

c. Participants Data: While often very complete, at times key aspects of information on the participants was left out. In one case of obstetricians, the translation was made that they were midwives, without any background information on what this meant in their country. It was a constant source of tension to these participants to be called midwives when they had completed five years of college to be trained for their professions. Prior knowledge of this could have alleviated much of the problem.

4. INFORMATION ON GROUP - Some feeling for how to handle the group would be helpful. How much assistance do they require in terms of travel, etc. Also of importance is knowledge of any participants that could cause problems or have special needs.
5. GROUP SIZE - Optimal size considering cost and training effectiveness is 14-20. Below that cost per participant goes up, above that quality may go down. With sensitive groups such as journalists, 8-12 is optimal.
6. OPTIMUM LENGTH - Five weeks is considered to be too short to accomplish a normal set of objectives, taking into account amount of time it takes to settle into training, inclusion of meaningful Experience America components, and close-out. Anything over eight to ten weeks would run the risk of discouraging potentially good participants who could not stay away that long. Six to eight weeks seems to be optimal, considering cost and training objectives.
7. INITIAL NEEDS ASSESSMENT In addressing the mismatching of training objectives to participant needs/interests, participants suggested getting the participants together for a couple of days two to three months before the training is scheduled to begin to do a training needs assessment. This would allow the participants to confer with AID personnel to agree on training objectives.

c. Orientation

1. CLARIFICATION OF TRAINING PURPOSE AND SCOPE - Many participants come to the U.S. with the idea of attaining training on something different than what the course is designed to provide. One group of agricultural leaders, for example, hoped to gain technical training with soils or crops, rather than training in farm management or cooperative development. Clarification of what the courses will constitute during pre-departure orientation will help the vendor to deliver the objectives, and the participants to feel good about what they are learning.
2. MISSION OBJECTIVES - It is arguable that in many cases the missions simply establish too many objectives, especially in shorter programs. A few objectives thoroughly realized will be more productive than a series of superficially treated ones.
3. WEEKEND POLICY - Guidance from the mission as to whether the participants should have every weekend structured or whether they should have some free weekends would help alleviate the problems associated with participants having too much or too little free time. This policy should also be made clear in orientation, as should the policy regarding domestic travel to visit relatives.
4. MIAMI - Most participants want to spend some time in Miami, especially if they are going through Miami on the way out. Missions should make it clear to us whether we should attempt to schedule a stop in Miami with time to shop and sightsee, or not.
5. RIGIDITY OF PROGRAM - It should be made clear to participants in the orientation that the various program components are not optional. Clarifying this at the outset will make it easier for program directors to deal with participants on this issue.

d. Followup

1. FOLLOWUP TRAINING - Without exception the issue of follow up was raised during the closure activities. Participants are very interested in capitalizing on the training received to maintain contact with their colleagues, continue to share information and ideas, participate in more training courses or seminars, and tie into other development projects.

Wherever possible follow-up should be mentioned during the closure of the orientation training programs.

2. Long Term Participant Issues and Lessons Learned

- a. TRUST IN INSTITUTION - Every attempt is made to establish a good rapport with the institutions selected to receive participants, and to ensure they have good advisors working with the participants. We have not encountered bad advice in dealing with institutions and generally, we are guided by the counsel provided to participants by the institution.
- b. PROGRAM CHANGES - While every attempt is made to place participants in the right program at the right school, changes will inevitably occur. Most of these will be between departments at the same school but some may even be program changes to another University. We will keep mission informed of such changes but need to be trusted to make the right decision in this regard.
- c. PLANNING - The lead time in most programs is crucial. Many programs only accept new students in the Fall which means the ideal time for students to begin English courses is the summer. The more lead time Development Associates has to choose programs, the wider the selection will be and the better the program ultimately will turn out.

- d. **ROLE OF DEVELOPMENT ASSOCIATES/IIIE** - The key role of DA/IIIE as the primary point of contact here in the U.S. with the responsibility for all aspects of the participants temporal and academic welfare, cannot be established too early, and cannot be overemphasized. Our accessibility and our ability to immediately solve problems should be stressed. DA/IIIE will be most effective when established as the primary point of contact for the program in the U.S.
  
- e. **STATEMENT OF OBJECTIVES** - It would be helpful, whenever possible, to have the participants write their statement of objectives in English. It is not impressive to send a participant's packet to a competitive school, and try to convince them that this person could begin work in a matter of months, but hasn't the facility in English to write a simple statement of purpose. The current method of sending the statement with a translation will sometimes work, but having it in English from the start would be far superior.
  
- f. **DOCUMENTS** - Complete original copies of all documents should be sent to DA/IIIE as soon as they are available. This includes transcripts, diplomas, letters of recommendation, and any other supporting documents complete with translation when necessary. The sooner these documents become available, the better.
  
- g. **GRE & TOEFL** - As many schools require the GRE and TOEFL, the sooner participants can take these tests the better. The fear is often that they will not do well, and should wait until they have begun their English program. But this often cause missed deadlines for applications, and a missed opportunity to practice the tests. If a participant doesn't feel he/she will do well, they can take the test and have the scores sent only to Development Associates. This will at least give us one score on record, and if the participant has done well, will give us a score we could use. If necessary the test can be retaken at a later time to try to improve the scores.

h. SELECTION OF SCHOOLS - Participants often have very narrow ideas of which schools in the U.S. are the best. They select prestigious private schools without realistically considering other options, or being realistic about their own abilities and facility with English. They should be assured that we will help place them in an excellent program in their discipline that they can compete and do well in.

## VI. PLAN FOR FY 1989

Plans for the second year of APSP, FY89, call for a higher number of participants to be trained in short-term technical training in the United States. At this time, we estimate that around 535 participants will be trained from all four missions. In addition, we estimate that all four countries will send approximately 175 long-term academic or technical participants.

In anticipation of modifications with the TCA report format, Development Associates will continue to refine its bookkeeping programs on its program computers and to improve on its capability for creating reports on numbers and characteristics of participants, and participant training costs. Related to this are plans to increase the number of home office staff assigned to the project in both program and administrative areas.

We are also planning more substantive involvement in the area of technical assistance at the mission level, most of this through the Development Associates Regional Coordinator stationed in Quito.

Development Associates also hopes to be more aggressive in locating appropriate training seminars and cost-effective institutions, and to pass this information on to the missions. Related to this is the search for youth program capabilities with such organizations as the AFS, Youth for Understanding, 4-H, etc.

Home Hospitality

Definition

Home hospitality (homestay) is defined as a personal visit with an American family. The visit can vary in duration from a day's outing to a week or more of hospitality. Most commonly, the homestay is for a weekend.

Qualities Characteristics

- The foreign visitor is invited to join a family for a brief period to participate in the ordinary routine of family life as well as the special occasions which the family observes.
- The visitor will always have a separate bed in a room apart from the common living area.
- On rare occasions the visitor may have to share a room with another relative or child of the family. The visitor will never have to share a bed, however.
- The guests may sometimes sleep in a room such as a recreation room in the lower level of a house (a "rec" room) that is not normally used as a bedroom. No discourtesy is intended in placing foreign visitors in such a room. Americans commonly adapt sleeping arrangements to accommodate extra guests.

Nevertheless, visitors will always have privacy in their home hospitality.

- American families will vary in size and lifestyles. In the 1980's we have a large number of women who are heads of household. A family may have one or two children or none living at home.
- Americans invite foreign visitors into their home for a variety of reasons:
  - They may have had an enjoyable experience living abroad.
  - They may wish to provide an educational or cultural experience for their children.
  - They may simply wish to extend American hospitality to others.

### Monitoring Homestays

- Most families who open their homes to foreign visitors are well known to the agencies or institutions that arrange the visits. Thus, the local coordinator will be well aware of the suitability of the accommodations.
- The training coordinator (either at Development Associates or the local training institution) will know the address and telephone number of the host family so that the foreign guest is never out of reach.
- Normally the coordinator will NOT telephone the foreign visitor while at the host family as this may be considered an interruption of the family plans.
- The participant will always be able to reach the program coordinators, however, through established telephone numbers.

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