

**Preliminary Assessment of The Presidential
Training Initiative For The Island Caribbean**

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EXECUTIVE SUMMARY

As with other projects created under the Caribbean and Latin American Scholarships Program (CLASP), the Presidential Training Initiative for the Island Caribbean (PTIIC) project has this dual goal:

- to contribute to the formation of more effective manpower resources, thereby ensuring the leadership and technical skills needed for the progressive, balanced and pluralistic development of selected Caribbean Basin and South American countries and to strengthen mutual understanding between the United States and its Latin and Caribbean neighbors. (CLASP Project Paper, revised version, p. 21.)

It is beyond the scope of this report to evaluate in depth each Caribbean Mission's progress toward the above goal. We are limited to reviewing documents and interpreting data provided by the CLASP Information System (CIS), Trainee exit evaluations, and site visits. These data permit a limited assessment of the implementation status of the project overall and some observations concerning the performance of individual Missions. It is too early in the project for any more extensive assessment of project implementation. More than 80% of training completed prior to December 31, 1987 (the cutoff date for this report) was completed during the six-month period from July 1 to December 31, 1987. Consequently, follow-up surveys of returned Trainees have not yet been undertaken. When these surveys are conducted, they will be reported in separate in-depth evaluations of individual Missions. The preparation of at least one of these Mission reports will be undertaken during calendar year 1989.

In the present report we:

- Review each Mission's Country Training Plan and its updates (through fiscal year 1989) to identify areas that need clarification;
- Provide a project profile and describe PTIIC scholars by Mission;
- Compare Missions on various performance indicators and assess the extent to which targets are being met;
- Report observations concerning each Mission's recruitment and selection procedures and identify problems that need to be addressed;
- Review Trainee program evaluation data (exit evaluations) to identify strengths and weaknesses of various aspects of completed short-term training programs; and
- Provide summary data on project costs.

GENERAL CONCLUSIONS

Under the PTIIC project, the four Missions of the Caribbean Basin have jointly succeeded in meeting important performance standards set for CLASP projects. However, as these Missions complete the second full year of project implementation, individual Missions need to address specific procedural problems pointed out in this report and take steps to improve performance where indicated. Specific recommendations include:

- LAC/DR/EST should ensure that USAID/Jamaica makes its highest priority completing an acceptable Country Training Plan.
- LAC/DR/EST should require the USAID/Jamaica to specify how it will target a much larger proportion of socially and economically disadvantaged individuals.
- LAC/DR/EST should require of the USAIDs/Haiti and Jamaica confirmation that their CLASP Information Systems (CIS) have been updated to contain complete information on each Trainee's personal and family financial and educational background along with all other biodata and selection information that the CIS was designed to include. (If application forms do not solicit all required information, the forms should be modified accordingly.)
- LAC/DR/EST should remind all Missions that information entered into the CIS should be verifiable; that is, an applicant's file should contain supporting records. Missions should be requested to cable LAC/DR/EST confirming that systems are in place to verify that supporting documentation is on file.
- All Missions need to provide exact guidance to placement contractors ensuring that Experience America programming involves Trainees with democratic institutions and processes as well as with U.S. social life.
- LAC/DR/EST should enforce its mandate that Missions submit training requests to the contractor six months in advance of Trainee departure for Academic Trainees and three months for Technical Trainees.

SELECTION

Persons selected for PTIIC awards vary widely in age and educational level. Ages range from 16 to 71 years, and the average is 31. The typical PTIIC Trainee has had 14 years of schooling prior to selection, but persons having as few as 8 years or as many as 25 years of schooling have received awards.

POPULATIONS BEING SERVED

The two populations specifically targeted for CLASP (and therefore PTIIC) awards are being reached in expected proportions. The Caribbean Basin Missions have selected women (53%) and the economically disadvantaged (70%). Other targeted populations are also being reached but in lesser proportions: over one-third (36%) of Trainees have been rural and one-fourth (25%) have been youth--as defined by Missions. Missions other than the Dominican Republic appear not to be selecting Trainees on the basis of actual or potential leadership qualities although a majority (75%) of the 131 long-term Trainees and at least 27% of the 531 short-term Trainees have received training specifically designed to enhance leadership skills. The percentages are based on counts through December 31, 1987, when a total of 662 PTIIC Trainees had initiated programs in the U.S. Figure 1 shows the proportions selected on the basis of the various criteria. Table 1 summarizes counts and percentages of individual Missions for selected performance factors and provides updated figures through September 30, 1988.

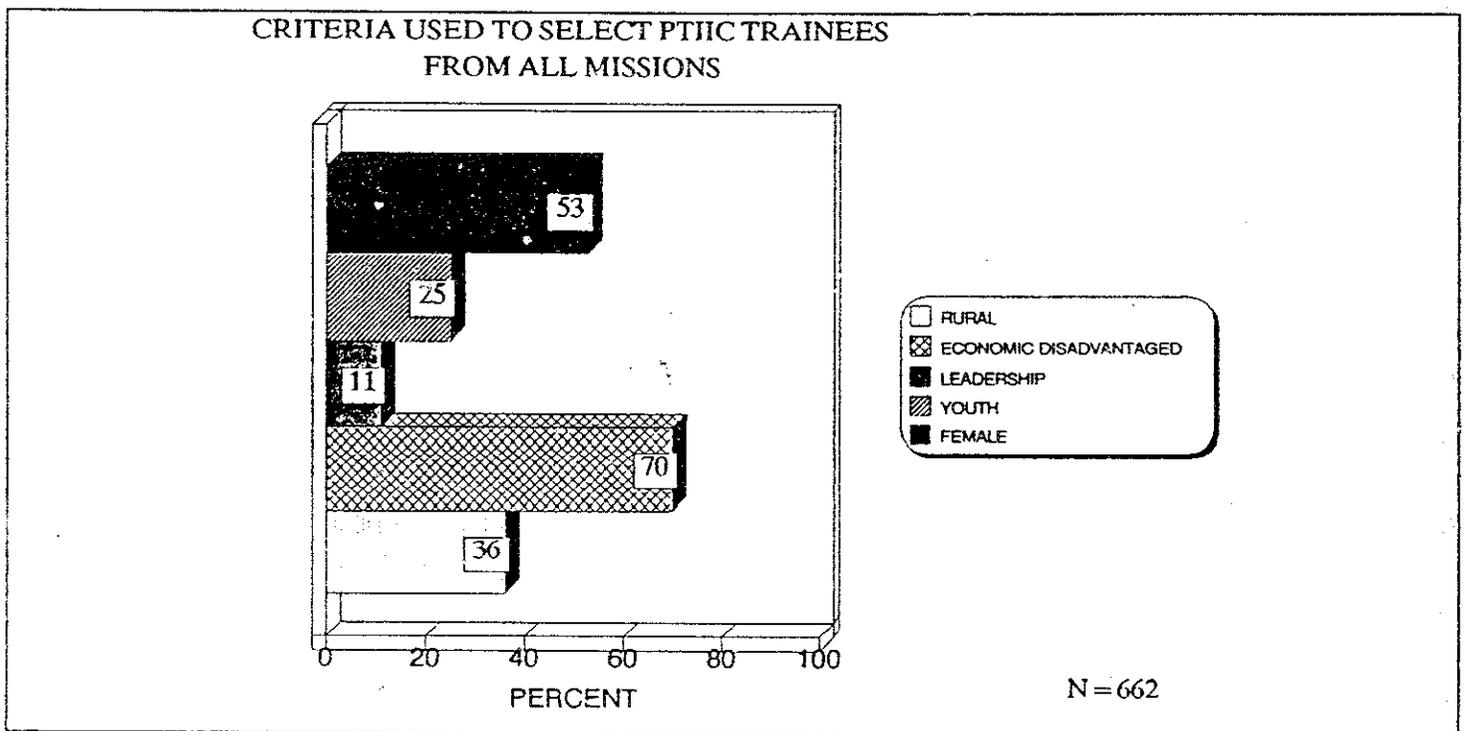


Figure 1

TABLE 1
PRESIDENTIAL TRAINING INITIATIVE FOR THE ISLAND CARIBBEAN
PARTICIPANTS BY MISSION

MISSION	NEW STARTS	ECONOMICALLY DISADVANTAGED		FEMALE		LONG-TERM TRAINING	
DOMINICAN REP.							
Thru 12/31/87*	52	36	69%	21	40%	40	77%
Remainder FY88	76	65		32		69	
Total	128	101	79%	53	41%	109	85%
HAITI							
Thru 12/31/87*	88	57	66%	34	39%	5	6%
Remainder FY88	95	64		35		40	
Total	183	121	66%	69	38%	45	25%
JAMAICA							
Thru 12/31/87*	146	14	10%	97	66%	19	13%
Remainder FY88	32	23		19		21	
Total	178	37	21%	116	65%	40	22%
RDO/C							
Thru 12/31/87*	376	356	95%	200	53%	67	18%
Remainder FY88	76	54		38		64	
Total	452	410	91%	238	53%	131	29%
PTIIC TOTAL							
Thru 12/31/87*	662	463	70%	352	53%	131	20%
Remainder FY88	279	206		124		194	
Grand Total	941	669	71%	476	51%	325	35%

*These counts and percentages--through December 31, 1987--were used to prepare the report. Totals through September 30, 1988 are presented in this summary only.

SECTORS BEING SERVED

The PTIIC project is serving primarily the public sector (74% of 574 awards given by Missions other than Haiti). This percentage reflects the emphasis that two Missions (Jamaica and the RDO/C) have given to education as a priority area and to teachers as a target group. Education was the field of last or current employment for 64% of Trainees. Only 13% of awards have gone to persons employed in the private sector (see Figure 2). (These percentages are based on information from three Missions only. Almost three-fourths of Trainees from Haiti were students or recent graduates at the time of selection. Because the reliability of Haiti's CIS data on employment backgrounds of remaining Trainees is uncertain, the data are not reported here.)

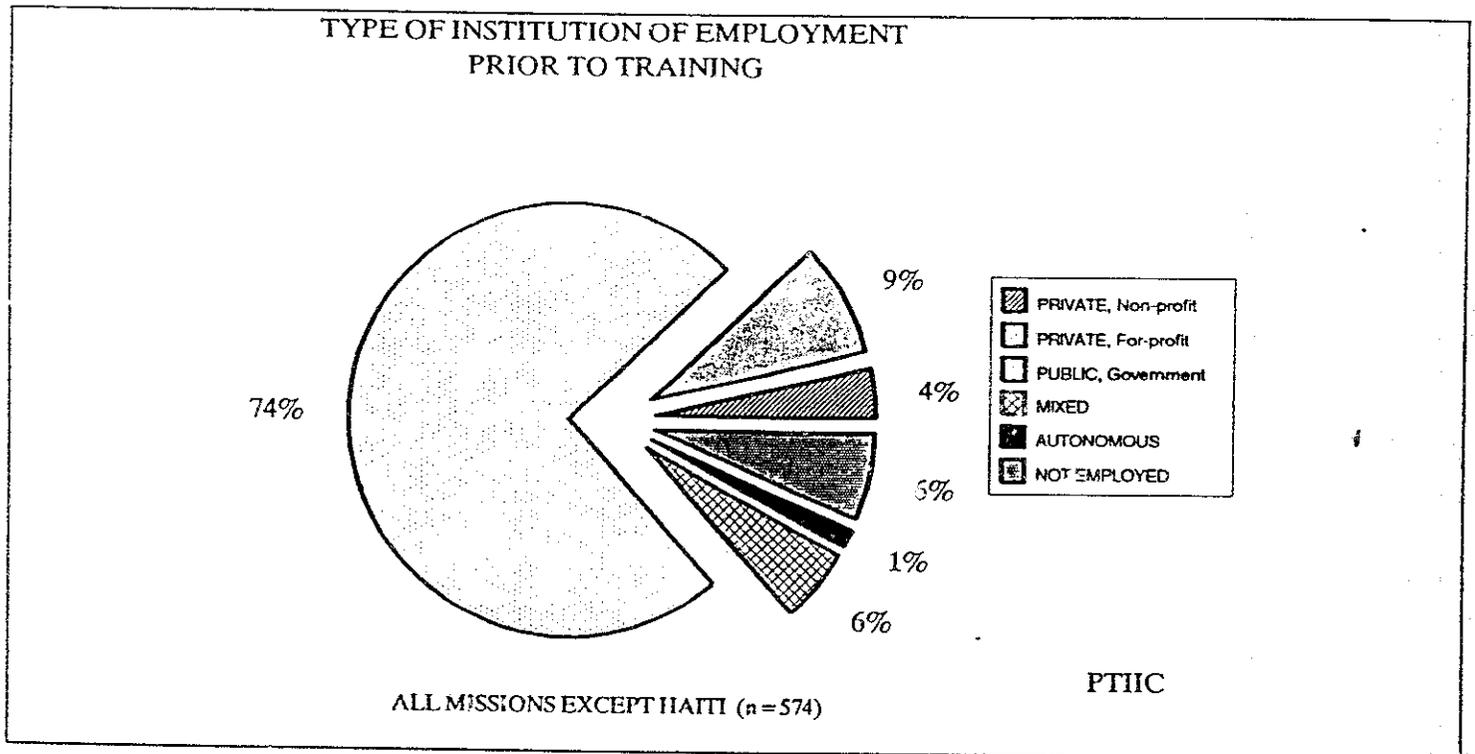


Figure 2

SERVICES BEING PROVIDED

PREDEPARTURE PREPARATION

Trainees have received predeparture preparation. The Missions in non-English-speaking countries provide English language training, and all four Missions provide Trainees with an orientation to U.S. culture. Nevertheless, only about one-half (49%) of short-term Trainees surveyed felt *prepared or very prepared* for the training. Haitian Trainees specifically cited lack of program information as a reason for their feeling unprepared. Percentages are shown in Figure 3.

EXTENT TO WHICH TRAINEES FELT
PREPARED FOR TRAINING

SOMEWHAT PREPARED
40%

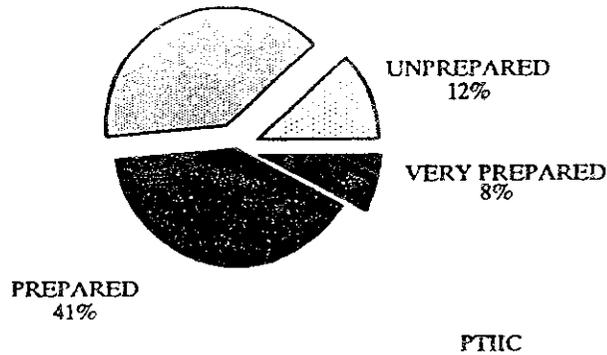


Figure 3

TRAINING PROGRAMS

PTIIC training programs through December 1987 were both short term (80%) and long term (20%). Short-term programs averaged one month in duration and provided training in a variety of fields that include teacher training, journalism, youth leadership training, agriculture, labor relations, administration of justice, small business management and accounting. The fields varied by Mission in accordance with Mission-designated priority areas. Over one-third (42%) of short-term Trainees surveyed found the training to be *better than expected*. Only 5% reported it to be below expectations (see Figure 4).

HOW TRAINING RECEIVED COMPARES
WITH EXPECTATIONS FOR TRAINING

SAME AS EXPECTED
53%

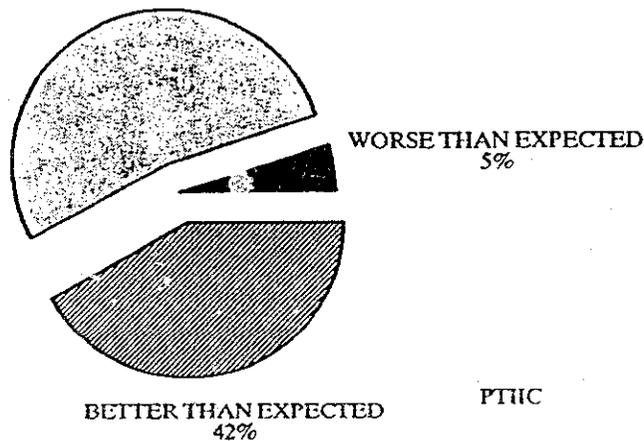


Figure 4

Averaging over the four Missions, the proportion of long-term training programs meets the recommended minimum of 20%. Most (93%) of the academic training was--as recommended--undergraduate rather than graduate level.

EXPERIENCE AMERICA

Short-term Trainees had a variety of experiences outside of their classrooms. More than half (56%) of those surveyed had visited or lived with U.S. families, and over one-third (38%) had attended civic activities (see Figure 5). Some respondents reported a much increased understanding of U.S. families (35%), citizens (43%) and life styles (52%); fewer reported that understanding of U.S. politics (16%) and government (19%) was much increased (see Figure 6).

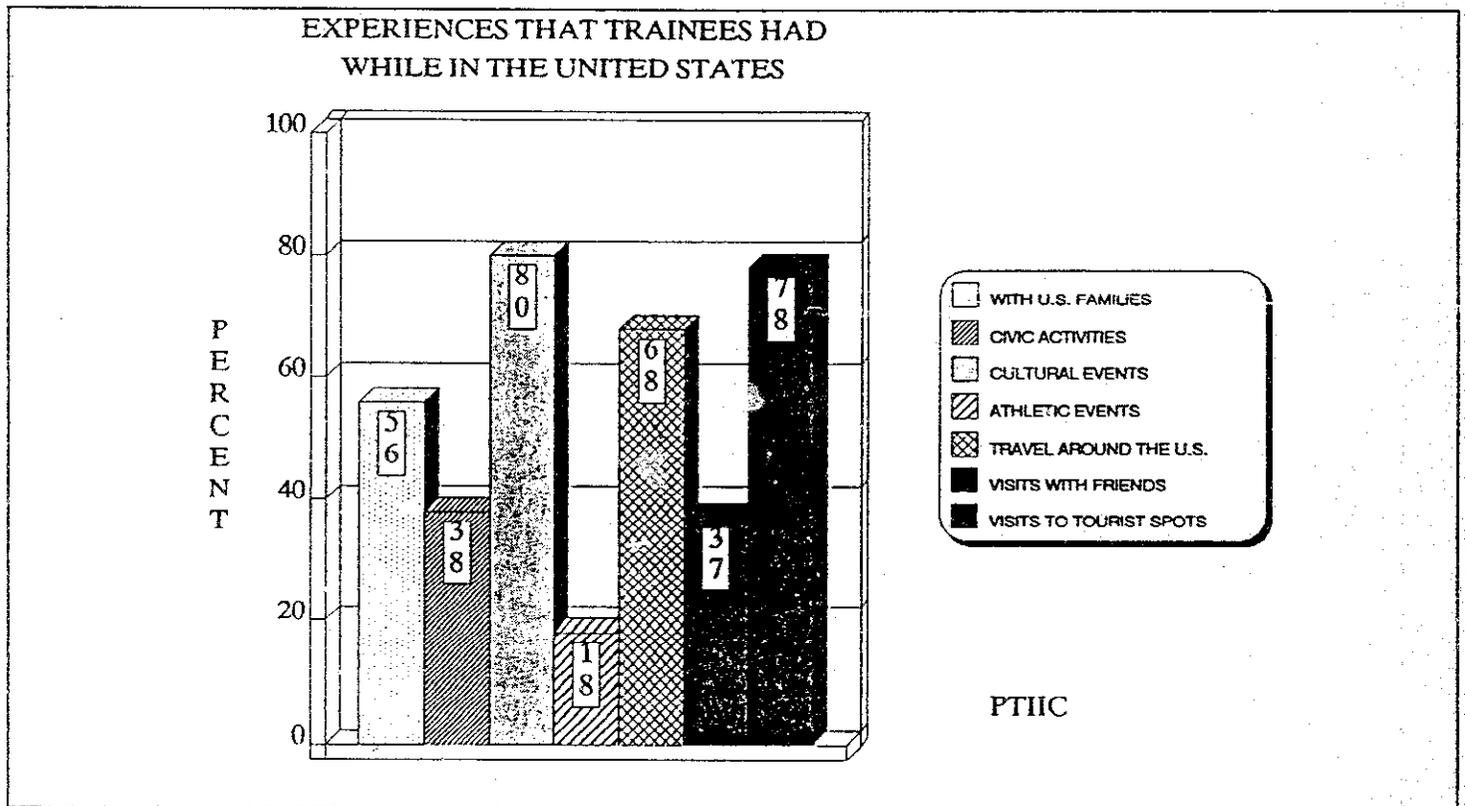


Figure 5

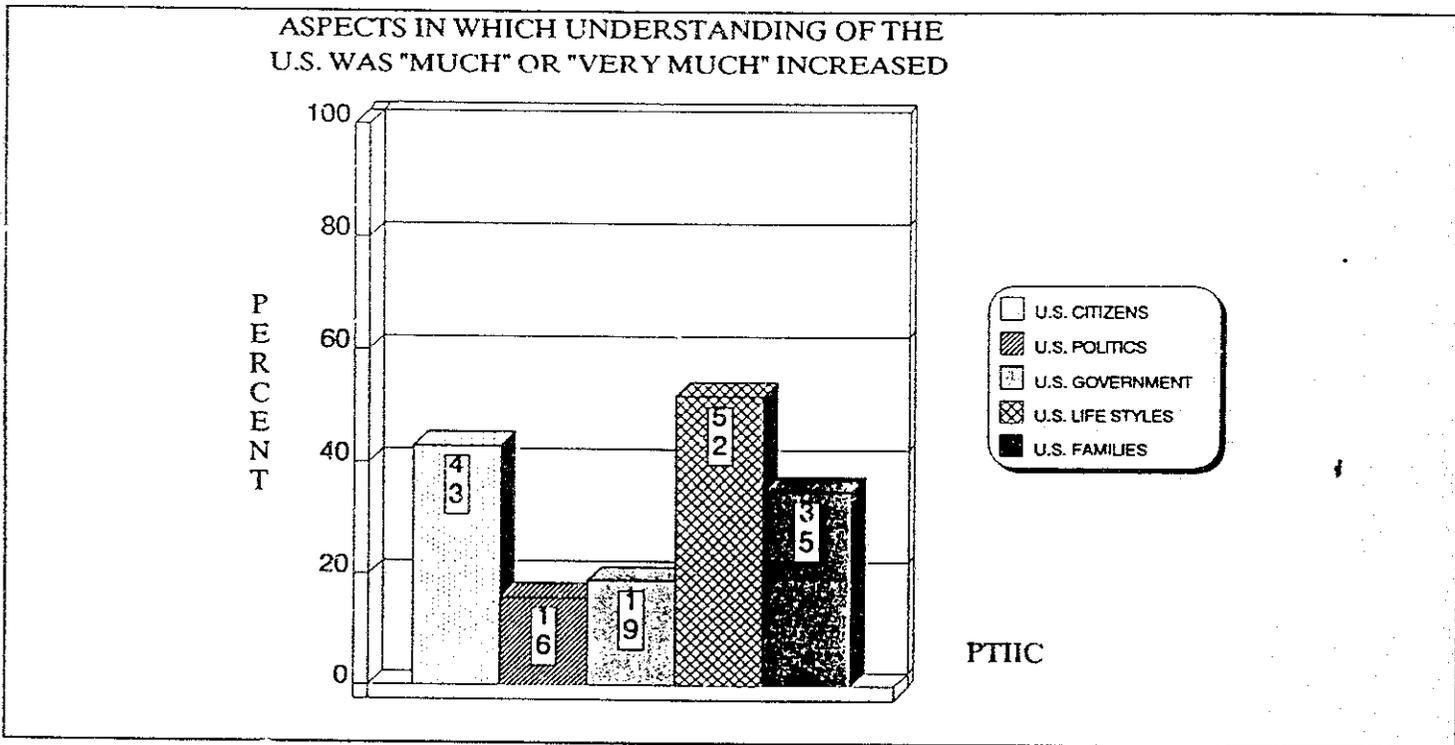


Figure 6

Trainees characterized the United States very positively on several dimensions (see Figure 7).

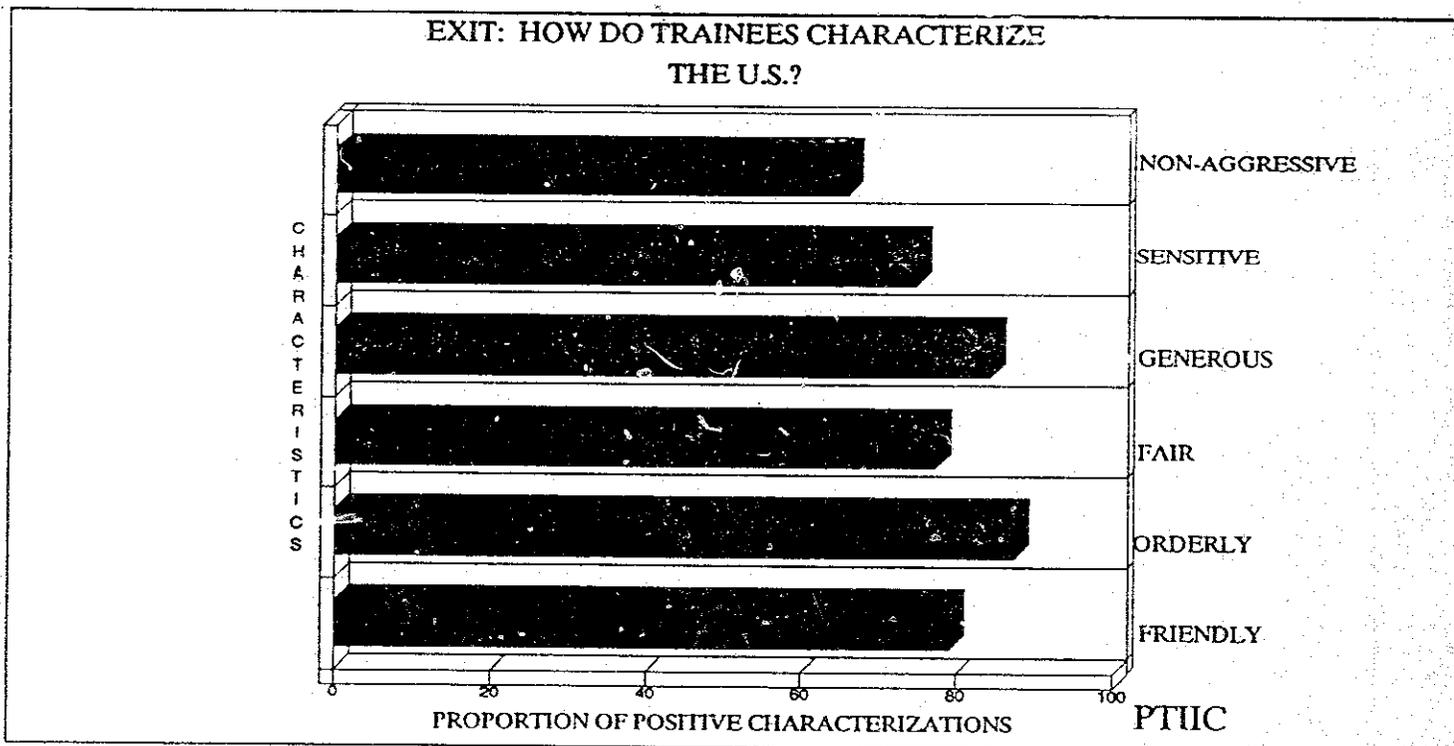


Figure 7

PROJECT ADMINISTRATION: PROCEDURES FOR RECRUITMENT, SCREENING AND SELECTION

An important activity of evaluation is to inform AID of the administrative and management issues that affect project implementation performance. These issues are often discussed informally or observed during the technical implementation field visits. The following the important issues have come to light:

- USAIDs/Dominican Republic and Haiti have developed sound procedures for recruitment, screening, and selection although the Mission in Haiti has not always followed the procedures in practice.
- USAIDs/Haiti and Jamaica have not documented adequately the actual recruitment, screening, and selection process used to date. (Both Missions have received recommendations from Aguirre International on ways to improve documentation of these processes.)
- USAID/ROD/C has until recently employed recruitment and screening procedures which left the Mission with little real authority over selection, but new procedures are being attempted.
- USAIDs/Haiti and Jamaica have failed to include in the CIS information that would help substantiate the appropriateness of selection decisions--for example, income and employment information indicative of Trainee socioeconomic level. (Both are now aware of the need to request this information from applicants.)

COST

Assessment of expenditures to date associated with the implementation of the PTIIC project require examination of two distinct cost categories:

1. Contractor administrative costs which include such items as staff salaries, travel, overhead and profit; and
2. Program costs which include such items as expenditures for Trainee tuition, maintenance, insurance, Trainee travel, and supplemental activities.

Because training programs fall into two distinct areas (academic and non-academic), evaluation of program cost should be partitioned into two sub-categories: costs associated with academic training and costs associated with non-academic or technical training. (Most long-term--nine month or longer--programs are academic or degree seeking while most short-term--one to nine month--programs are technical and not aimed at a degree.)

Table 2 displays costs associated with the categories academic (degree seeking) and technical (not degree seeking) for PTIIC.

The PTIIC contractor has supplied us with detailed expenditure data in the above categories: expenditures related to academic and to technical training program costs and to overall administrative expenditures. Table 2 summarizes these expenditure rates.

PROGRAM	
Academic	\$1,851
Technical	\$3,521
ADMINISTRATIVE	\$ 537*

*The contractor expects this figure to drop to \$381 over the life of the project.

TECHNICAL TRAINING PROGRAM COSTS

Expenditure data associated with program costs of technical training are reasonable and in line with CAPS data for similar programs. For programs through September 30, 1988, the mean cost per training-month for technical training is \$3,521. Figure 8 depicts the portion of total expenditures for technical training which the region allocated to the various cost ranges of training. About seventy-eight percent of total expenditures for technical training were spent on programs costing between \$3000 and \$4000 per training-month. Only about 6% of all expenditures for technical training cost more than \$6,500 per training-month. (Two of the three programs in this cost range were arranged by the Voice of America.)

ACADEMIC TRAINING PROGRAM COSTS

As in the case of technical training program costs, academic costs are low. The mean cost through September 30, 1988 is \$1,851 per training-month. This includes costs for tuition, fees, Trainee maintenance, etc.

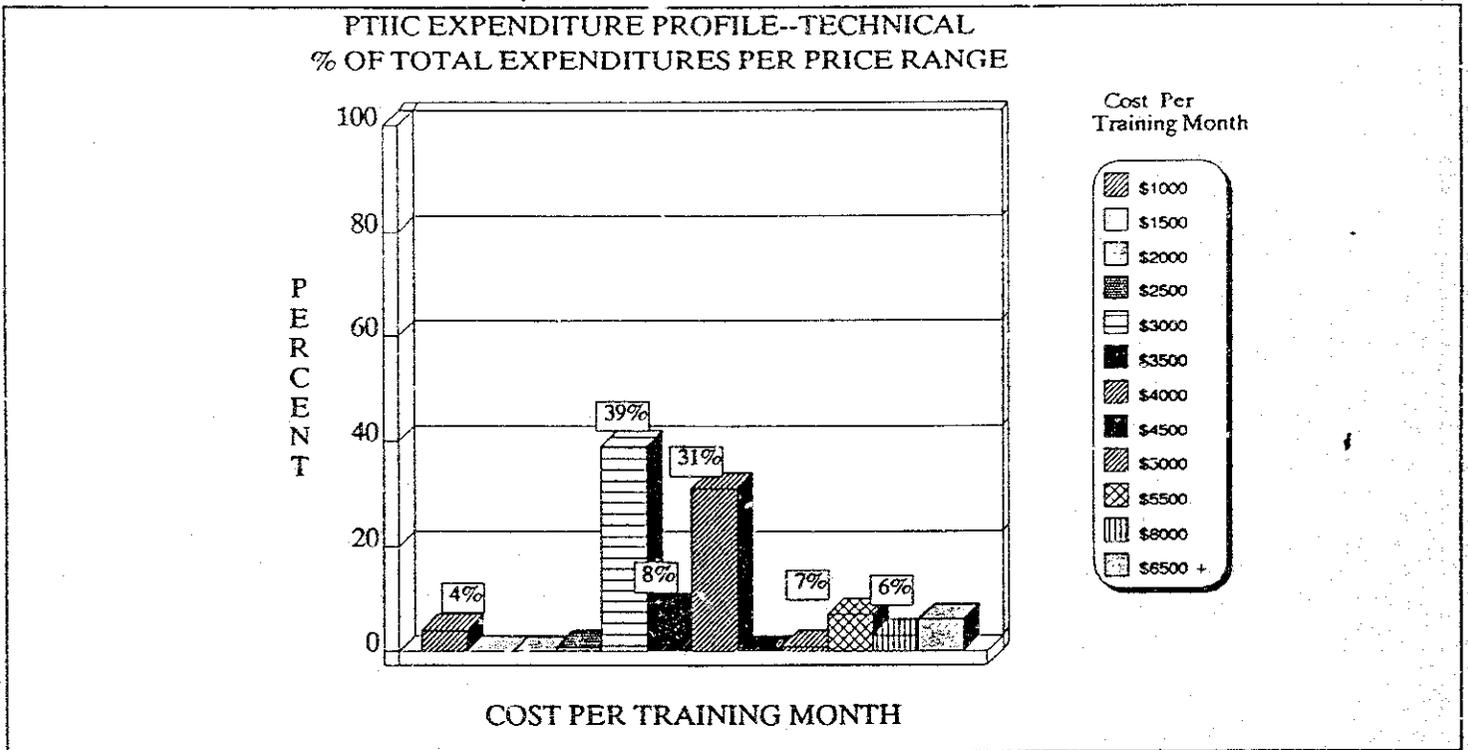


Figure 8

ADMINISTRATIVE COSTS

Administrative costs are somewhat high, but not unreasonably so. The contractor reports having programmed 3,253 training-months through September 30, 1988 at a total administrative cost of \$1,749,526. This yields a per training-month cost of \$537. This is high; however it should be remembered that all contractors have very high administrative costs during the first years of a project. The high costs associated with project start-up are *natural* and expected when such expenditures as office rentals, installation of communications, and staffing have not been amortized over the life of the contract. In addition, most technical training groups are programmed during the initial two or three years of contract operation. This programming requires significant expenditure of contractor labor and results in high costs. We expect that costs per training-month will drop substantially as the program reaches the stage where the contractors receive no additional technical training groups from Missions. At this stage the contractors will only monitor academic trainees, an activity which requires low expenditure of resources. Even expenditures associated with Experience America may decline when Trainees have already successfully integrated into local society and must dedicate more time to studies.

The remainder of this report provides additional detail on the implementation of the PTIIC to date.

CHAPTER ONE

GENERAL INTRODUCTION AND BACKGROUND

This report provides a first assessment of the implementation status of two Agency for International Development (AID) projects in the Caribbean Basin: a) the Latin American and Caribbean Regional Training Initiatives II (LAC II) and b) the Presidential Training Initiative for the Island Caribbean (PTIIC). The report focuses on the PTIIC project. Coverage of LAC II is limited to Missions of the Caribbean Basin and to performance indicators for which information is available. LAC II results are presented in Appendix A.

One of several projects created under the Caribbean and Latin American Scholarships Program (CLASP), the PTIIC project was the result of a Presidential announcement made in Grenada in February 1986. While CLASP's LAC II project had provided funding for Latin American countries as well as for the Caribbean, PTIIC was limited to four AID Missions in the Caribbean: The Dominican Republic, Haiti, Jamaica, and the Regional Development Office for the Caribbean (RDO/C), which is located in Barbados and serves eight other island nations. In addition to \$5,100,000 (for fiscal years 85, 86, and 87) from LAC II, these Missions were to receive \$20,000,000 (for fiscal years 86 through 89) under PTIIC. The newer project was first described in the amended CLASP Project Paper of October 1986. The various projects created under CLASP are shown in Figure 1.1 (page 1-2).

CLASP projects share this dual goal:

to contribute to the formation of more effective manpower resources, thereby ensuring the leadership and technical skills needed for the progressive, balanced and pluralistic development of selected Caribbean Basin and South American countries and to strengthen mutual understanding between the United States and its Latin and Caribbean neighbors. (CLASP Project Paper, revised version, p. 21.)

The Missions have several basic tasks to perform in order to meet the CLASP dual goal:

1. Select project participants. Target groups include women, the economically and socially disadvantaged, youth, potential leaders, and those from rural areas.
2. Design the training program. Each program must incorporate both *Training* and an *Experience America* component.
3. Monitor program development. The Mission receives regular reports from its contractors.
4. Design a follow-on program. The follow-on program must provide for additional training and help to establish or maintain linkages with the United States.

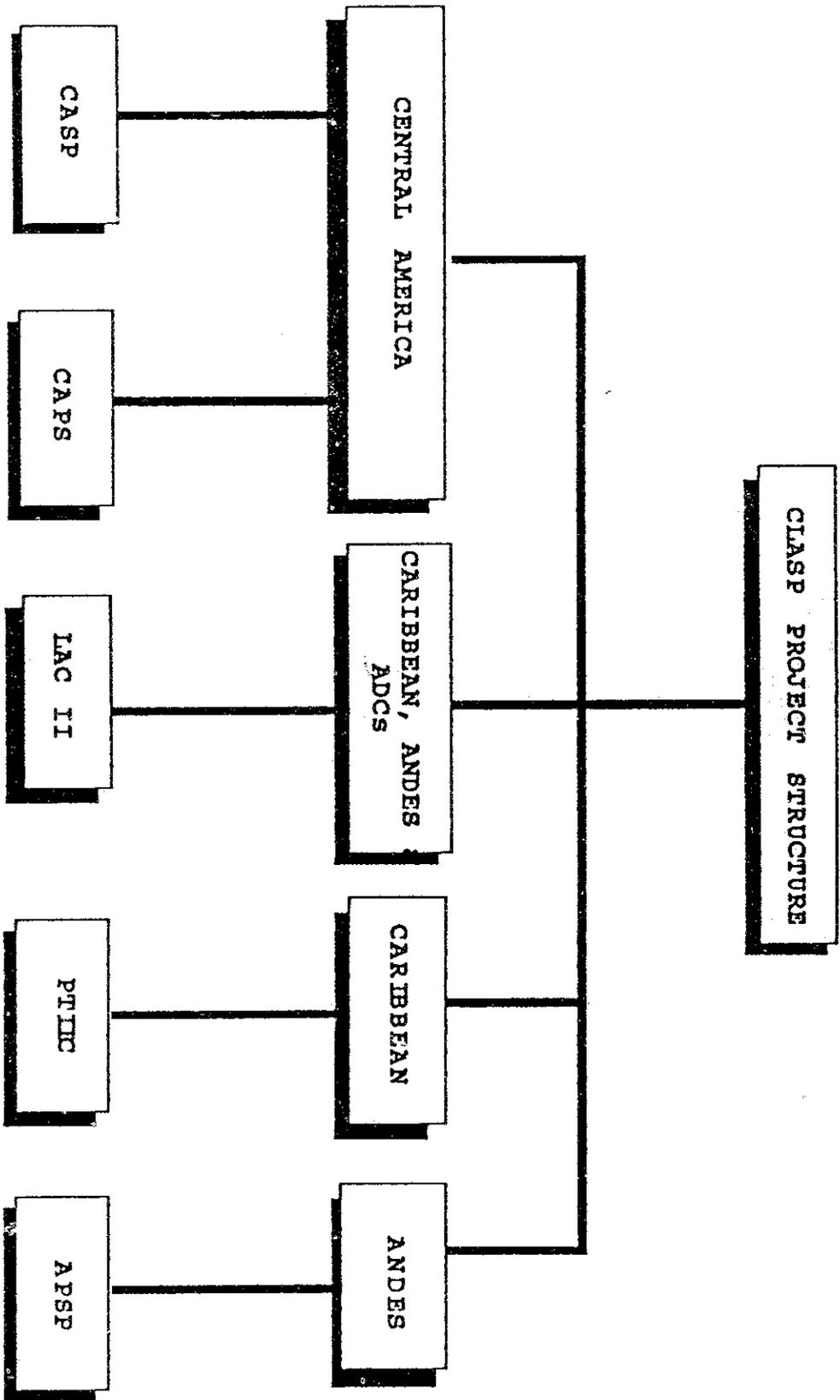


FIGURE 1.1

The training component includes academic and technical programs that enhance or develop Trainee competencies and, therefore, *contribute to the formation of more effective manpower*. The Experience America (EA) component, usually accomplished outside the classroom but in conjunction with academic or technical training, provides opportunities for *strengthening mutual understanding between the United States and its Latin and Caribbean neighbors*. The *follow-on program also contributes to this latter objective*.

It is beyond the scope of this report to evaluate in depth each Caribbean Mission's progress toward the above goal. We are limited to reviewing documents and interpreting data provided by the CLASP Information System (CIS), Trainee exit evaluations, and site visits. These data permit a limited assessment of the implementation status of the project overall and some observations concerning the performance of individual Missions. It is too early in the project for any more extensive assessment of project implementation. More than 80% of training completed prior to December 31, 1987 (the cutoff date for this report) was completed during the six-month period from July 1 to December 31, 1987. Consequently, follow-up surveys of returned Trainees have not yet been undertaken. When these surveys are conducted, they will be reported in separate in-depth evaluations of individual Missions. The preparation of at least one of these Mission reports will be undertaken during calendar year 1989.

In the present report we:

- Review each Mission's Country Training Plan and its updates (through fiscal year 1989) to identify areas that need clarification;
- Provide a project profile and describe PTIIC scholars by Mission;
- Compare Missions on various performance indicators and assess the extent to which targets are being met;
- Report observations concerning each Mission's recruitment and selection procedures and identify problems that need to be addressed;
- Review Trainee program evaluation data (exit evaluations) to identify strengths and weaknesses of various aspects of completed short-term training programs; and
- Provide summary data on project costs.

The focus of Chapter One of this report is on the key documents that have guided PTIIC implementation. Chapter Two takes up the question of who has benefited from PTIIC, and Chapter Three reports on the services provided and how well these have benefited PTIIC Trainees. Chapter Four centers on a discussion of training program costs. Summary data for the LAC II project in the Caribbean are included in Appendix A.

In the sections that follow we examine the requirements of the Kissinger Report and the CLASP Project Paper in order to analyze how well the various Country Training Plans address these requirements.

THE KISSINGER REPORT

The Caribbean and Latin American Scholarships Program (CLASP) resulted in part from a January 1984 report prepared by the National Bipartisan Commission on Central America--commonly called the Kissinger Report. Some recommendations of the report influenced the creation of CLASP. The report recommended:

1. The establishment of a program of 10,000 government-sponsored scholarships to bring Central American students to the United States;
2. Careful targeting to ensure participation of young people from all social and economic classes; and
3. Adequate preparation, such as English-language training or necessary remedial academic work, in order to satisfy admission requirements for programs in the United States.

AID created the Caribbean and Latin American Scholarships Program, which is described in the CLASP Project Paper. The original version is dated February 1985 and an amended version is dated October 1986. It was with the amended version that the PTIIC project came into being.

THE CLASP PROJECT PAPER

With the creation of CLASP in 1985 AID established a regional fund of \$225 million in grant assistance for the period 1984-1993 to provide training programs in the United States for selected individuals from the Caribbean and from Central and South America. CLASP is divided into two separate regional projects:

1. The Central American Peace Scholarships project (CAPS #597-0001);
and
2. The Latin American and Caribbean Regional Training Initiatives II project (LAC II #598-0640).

At least 10,000 Peace Scholars would be trained. The Central American Peace Scholarships (CAPS) would train 7,063 (later revised to 8,500) and 3,000 would be funded through the United States Information Agency (USIA). Originally, LAC II was to train 770 individuals. Ultimately, U.S. scholarship opportunities were to be provided for some 4,000 more Peace Scholars through two additional projects, the Presidential Training Initiative for the Island Caribbean (PTIIC) and the Andean Peace Scholarships Project (APSP).

The CLASP Project Paper offers specificity regarding two groups targeted for the program--70% socially or economically disadvantaged and 40% women. Other target groups--actual and potential leaders, rural and urban youth, and ethnic minorities--have no percentages designated. Thus, the final decisions are left to implementors at Missions. They have to decide what percentages to assign to targeted subgroups in accordance with demographic, social, and political conditions existing in a given country.

CLASP is intended to incorporate four programmatic elements now known as the diplomacy objectives:

- CLASP candidates are to be selected on the basis of membership in leadership groups that are of special local concern.
- CLASP Peace Scholars are to have an opportunity to experience America, that is, to participate in activities that expose them to a broad cross-section of Americans and to learn about and participate in a variety of events and activities at family, local, state, and national levels.
- CLASP Peace Scholars are to have an opportunity to share their culture and values with North Americans.
- CLASP Peace Scholars are to receive training that is seen as preliminary to the most important objectives of the program: the application of training upon return home and provision for continued contact leading to the development of strong friendship ties over time between individual Latin Americans and North Americans.

In view of these guidelines, each USAID Mission is to develop selection criteria that takes into account the financial need of the individual; academic performance and leadership potential; membership in a USAID Mission-defined special concern group, such as women, rural and urban youth, indigenous populations, Blacks, or other minority group (as relevant); the importance of the training to the development needs of the country; and the appropriateness of the training level to the requirements of the country.

CLASP Project Paper stipulations concerning prescreening and selection procedures include the following:

- Missions should, where possible, ensure that scholarships are awarded to individuals judged to have the potential to assume leadership roles and/or significantly contribute to their country's social, economic, and political development.
- Each Mission is to develop an economic means test.
- Trainees are to be selected on the basis of an economic means test and not on the basis of development objectives.
- The screening process is to be fully described in the Country Training Plan (CTP).
- In general, screening is to be separated from selection, be conducted by broad-based committees with strong non-governmental representation, and not be placed in the hands of any one individual.
- Final selection authority is to reside with the Mission.

The Kissinger Report and the CLASP Project Paper set forth policy and guidelines that are to be reflected in each Mission's implementation, documents, and Country Training Plan. The CTPs for the four Caribbean Missions are described in the next section.

COUNTRY TRAINING PLANS AND CABLE REVIEW

A Country Training Plan (CTP) guides the implementation of PTIIC in a given country. CTPs offer a level of concreteness and specificity much greater than that of policy documents such as the Kissinger Report and the CLASP Project Paper. CTPs develop clear-cut objectives and strategies that define Mission training programs to suit the needs of the host country. CTPs provide for flexibility in the implementation of CLASP projects.

BACKGROUND

At the time the PTIIC project was first implemented (1986), the Caribbean Missions did not have fully developed and approved Country Training Plans; cables from Missions to Washington were used to outline the PTIIC project. Later, Missions prepared full-fledged documents, or core plans. These were reviewed by AID/Washington which offered guidelines for strengthening the documents. The original project paper did not delineate Experience America in any detail although it incorporated the concept of enrichment. Since the inception of CLASP, AID/Washington has given additional emphasis to cost containment, follow-on, and Experience America. These elements began to appear in the Missions' FY 1987 CTP updates. For the most part, core CTPs need not be rewritten for the duration of the project, although yearly updates are required. The FY 1987, FY 1988 and FY 1989 output targets (i.e., number of Trainees to be trained) have been updated for all Missions by means of CTP tables. The FY 1987 update was particularly important as each Mission was encouraged to update the text of the document, as well as tables, so as to include its own agenda in light of experience gained during the initial period of implementation.

Apart from their value for AID/Washington, documents such as CTPs play an important role in process evaluation. On the one hand, they provide specificity in the articulation of objectives, which facilitates comparison between anticipated and actual outcomes. On the other hand, the CTPs themselves can be studied with regard to clarity in articulating the policy goals issued from Congress and AID. The general, and sometimes vague, policy statements have to be made concrete if they are to facilitate Mission-level decision making. Communications from AID/Washington, CTP review cables and guidance cables, represent additional documents that are to be considered during project evaluation since they show the direction of policy change as it occurs.

CABLE GUIDANCE

CTP review cables from AID/Washington offer comments concerning a Mission's draft CTP and CTP updates and provide guidance for modifying the draft documents. Other more general guidance cables clarify policy and issues to be dealt with in preparing the CTP drafts and updates. The guidance cables are directed to all CLASP Missions.

An early PTIIC guidance cable (STATE 332308), dated October 1986, provided Missions with general information concerning funding and Trainee targets. The cable stated that "the Country Training Plan forms the basis for allocation of funds" and, therefore, "it is important to submit CTP's on a timely basis and to be responsive to CTP guidance." Missions were requested to submit CTP's as soon as possible. With regard to training, Missions were reminded to "program a substantial amount of short-term training and limit long-term training to one- and two-year programs."

Of the four Caribbean Missions designated to receive PTIIC funds, two (Jamaica and the Dominican Republic) already had core CTPs completed and approved before the initiation of PTIIC in FY 1986. In June 1987, a guidance cable from AID/Washington (STATE 188646) advised Missions to examine their CTPs to determine whether or not they were sufficiently current. It was suggested that this could be done by an addendum or inserts of paragraphs into the original document. However, it was thought that in order to create a CTP that would reflect PTIIC purposes and procedures, major adaptations would be needed. (Those Caribbean Missions' CTPs developed prior to the inception of PTIIC tended not to reflect CLASP requirements.)

A more recent policy guidance cable (STATE 322904), dated October 1987, restated the objectives of CLASP and emphasized the following:

1. The selection process is important to meeting CLASP goals;
2. At least 70% of Trainees are to be socially and/or economically disadvantaged;
3. The mix of short-term and long-term Trainees, ideally, should be 30% long-term, and no Mission should have less than 20% long-term Trainees;
4. Cost containment continues to be a concern; and
5. The essence of CLASP requires that all Peace Scholars see and experience democratic life and processes of the United States.

Finally, the cable indicated that the FY 1988 CTP update marked a transition because subsequent CTPs would be coordinated and integrated with Mission Action Plans. Another cable (STATE 354566) expanded on STATE 322904. Dated November 1987, the second cable gave specific guidelines for implementing CLASP. It was meant to serve as a basic reference for CLASP as of FY 1988.

Guidance for preparing the FY 1989 CTP update was provided in STATE 009150, dated January 1988. Missions were told that "at a minimum" 30 percent of the CLASP Trainees should be long-term. Missions were also provided with a definition of "new starts" as only Trainees who have "actually arrived in the United States" in a given year. (This guidance was to clarify counting procedures and distinguish between the number of Trainees in the U.S. in a given year and the number of Trainees who began training in a given year. Some long-term Trainees are in the U.S. during two or more fiscal years.)

The next part of this chapter summarizes the Country Training Plans according to (where applicable) general goals, specific objectives, target groups, recruitment, selection, economic means test, training programs, output targets, innovative planning, remedial preparation, English language training (ELT), predeparture preparation, and follow-up. Also summarized are CTP review cables from AID/Washington to individual Missions offering suggestions for strengthening original documents and updates. The major points addressed in the cables are listed following each CTP summary under the heading *Cable Guidance*.

It is important to emphasize the evolving nature of a Mission's CTP. The CTP is a planning document, but a Mission's ability to carry out its plan is affected by a variety of factors--many of which are unforeseen at the time the plan (or update) is approved. Among these factors are differences between projected costs and actual costs of training programs and changes in socio-political conditions that may affect which groups can or should be targeted.

The Country Training Plan Summaries that follow reflect the status of each Mission's plan subsequent to AID/Washington's review of its FY 1989 Action Plan (including the CTP update). The level of detail provided in the CTP does not necessarily reflect the level of detail provided by a Mission's internal documentation. For example, recruitment and selection procedures are often far more elaborate than the CTP descriptions of these procedures. For information on Missions whose internal documentation is known to greatly exceed the CTP description, the reader is referred to the "Issues" section of Chapter Two of this report, in which we report our assessment of procedures in light of on-site interviews with project staff, internal document review, and various informal communications between representatives of the evaluation contractor and persons involved with project implementation.

COUNTRY TRAINING PLAN SUMMARIES

THE DOMINICAN REPUBLIC

GENERAL GOALS: The long-term goal is to develop a capable, skilled human resource base to achieve the USAID/DR development goal of sustained and equitable economic growth through a strategy that supports a private sector-led expansion and diversification of the country's economic base.

SPECIFIC OBJECTIVES: The purpose of the Dominican Republic PTIIC project is to respond to the increasing Soviet and Cuban influence by a) focusing on training Dominicans from Soviet Bloc target groups and related institutions and b) complementing on-going Mission training activities at socio-economic levels and in areas which are not covered by development projects. The PTIIC project will, therefore, contribute to the realization of the goals of President Reagan's scholarship initiative, as well as to mutual GODR/AID development goals for the Dominican Republic.

TARGET GROUPS: Target groups to receive training under the PTIIC project include: teachers from the public university, socially and economically disadvantaged youth, and Ministries and small enterprise personnel. Emphasis is on leadership potential, women (at least 40%), and the economically or socially disadvantaged (at least 70%).

RECRUITMENT: Opportunities for long-term training for youth have been advertised in local newspapers. Candidates for long-term graduate-level training come from the national autonomous university (UASD). For short-term training, an intermediary organization (FUNDAPEC) and USAID make recommendations.

SELECTION: Two types of screening committee are used: a) A broad-based committee for the undergraduate and private sector training components and b) a specialized committee for identifying and selecting university faculty and key government officials. Final selection resides with a committee comprised of representatives from USAID, USIS, and the US Embassy. Included in the selection criteria are excellent grades, professional experience, leadership potential, institutional support, and economic need.

ECONOMIC MEANS TEST: Consideration is given to the following: individual earnings; family income; place of residence; history of financial need; and (in the case of long-term applicants) academic excellence and interview responses.

TRAINING PROGRAM: Key aspects of the training program are as follows:

- LACII training provided Master's degrees, short courses, seminars, and visits in the U.S. for key decision-makers in private and public sectors and for university faculty.
- PTIIC programs include:
 - training for teachers emphasizing two-year Master's Degree programs in social science areas;
 - opportunities for disadvantaged youths to attend junior and community colleges for two years in fields related to computer programming, tourism training, agriculture, industrial electricity, marketing, health, furniture production, education, communications media, and economics;
 - short-term scholarships to owners, managers, and technical personnel of small businesses and industries in the private sector;
 - short-term training courses to strengthen the programming, control, and management of finances in the public sector; and
 - a wide range of Experience America opportunities: a) identifying individuals, foundations and/or organizations to host events for PTIIC participants at minimal or no cost; b) arranging host family visitation for holidays and weekends; c) planning visits and observational tours locally, as well as in Washington, D.C.; d) volunteering PTIIC participants to assist at cultural events and festivals; e) requesting free passes to museums, such as the Smithsonian; f) encouraging participants to visit roommates' homes;

g) encouraging participation in college athletics, sports clubs, and other specialty groups or areas of interest; h) encouraging participation in church and community groups and activities; and i) infusing NCIV networks, where applicable, to facilitate educational and cultural trips around the U.S.

OUTPUT TARGETS: The projected PTIIC targets for FY 1988 were 38 for long-term training, and 35 for short-term training. For FY 1989, projections are for 30 long-term and 37 short-term participants.

REMEDIAL PREPARATION: Not described.

ELT: The Mission contracted an in-country institute to provide English language training. The program prepares AID Trainees, in-country, in the basic English skills to a level of proficiency equivalent to a score of 475 on the Test of English as a Foreign Language (TOEFL). Upon demonstrating this proficiency, Trainees proceed to the U.S. for an additional 10-12 week ELT program. For PTIIC Trainees, the intensive English Language Training Program served as a preliminary introduction to America since the majority of the professors are Americans, and both academic as well as cultural orientations were included in the in-country program.

PREDEPARTURE PREPARATION: Predeparture orientation consists of a personal interview with Training Office staff followed by a 20- minute video-tape cassette on predeparture procedures. Various orientation-type activities form part of the English language training.

INNOVATIVE PROGRAMMING: The following programs are considered innovative: a) the ELT; b) an educational counseling program through the *Instituto Cultural Dominicano-Americano* (ICDA); and c) coordination of PTIIC youth activities during in-country ELT. A Project Activities Coordinator was employed, and a Project Committee was organized which coordinated all aspects of the program: housing and stipends, health and medical requirements, passports, winter clothing, and Experience America activities while in the Dominican Republic.

FOLLOW-UP: The Mission plans extensive debriefing and follow-up of returned Trainees. Short-term participants are required to debrief and give impression of relevance of the training program to USAID/DR Training Office. A second follow-up interview is held in 6-8 months to assess value of the training. All long-term candidates are still in training and are being periodically monitored through contractor reports. An exit interview will be conducted with long-term Trainees. In addition, follow-up plans and activities will be organized through programs which will increase Trainees communication with U.S. universities, sponsoring institutions, professors, etc; memberships in professional organizations; conferences and evenings for participants; and a former-participants' organization.

CABLE GUIDANCE:

1. In April 1986, the Mission in Santo Domingo was advised to use the new PTIIC project to reach the economically disadvantaged and the youth so as to compensate for the developmental emphasis given to LAC II.
2. In a January 1987 review cable there was continued concern about use of LAC II funds for development-oriented graduate training, but acknowledgement was given for the Mission's adherence to guidelines for PTIIC. The Mission was reminded that with end of LAC II funding, future planning would require adherence to PTIIC goals.
3. In October 1987, the Santo Domingo Mission was commended for the amount of long-term training projected (for FY 1988), for the proportion of female participants, and numbers of Historically Black Colleges and Universities (HBCU) placements. The Mission was asked to restate criteria currently in use for selecting PTIIC Trainees and their fields. The Mission was discouraged from offering training shorter than 30 days.

HAITI

GENERAL GOAL: The primary goal of the development strategy is to strengthen the human resource base of Haiti.

SPECIFIC OBJECTIVES: LAC II project activities centered on expanding the fields of training and increasing the number of long-term Trainees. The objective of PTIIC is to provide training to individuals in leadership positions and the economically and socially disadvantaged (including a large percentage of women) to enhance their active participation in the development process in Haiti.

TARGET GROUPS: The target groups include economically and socially disadvantaged youth and women, small businesswomen, media personnel, local non-governmental leaders, and participants from human rights organizations. For FY 1989 it is projected that 80% of the 153 trainees will be economically disadvantaged.

RECRUITMENT: For LAC II, requests for training came from government institutions, regional development agencies, the private sector, and Mission technical divisions. For PTIIC, the Mission has established formal mechanisms within a local institution (the Human Resources Development Center--HRDC) for the advertising, screening, preselection, predeparture orientation, and processing of participants.

SELECTION: After being nominated by an appropriate agency or Mission sector office, a candidate submits a curriculum vitae and biographical information. The candidate is interviewed and a preliminary decision is made about eligibility (based on selection criteria, previous training, language ability, and available training). For candidates surviving the first cut, documents are obtained and sent to the USAID group responsible for selection. The final selection of candidates is the responsibility of a selection committee composed of representatives from various Mission technical divisions and the HRDC.

ECONOMIC MEANS TEST: The tentative basic definition of disadvantaged for participation in PTIIC is a per family member income of \$4,000 or less and a net worth of less than \$35,000. Also considered in defining disadvantaged are the following: where children are educated; ownership of vehicles; and access to quality health care.

TRAINING PROGRAM: LAC II funds were used for third-country technical training and (after FY 1986) for long-term training. PTIIC projected FY 1989 training programs include a six-week youth leadership training program and a two-year undergraduate training program at Associate and Bachelor Degree levels for economically/socially disadvantaged youth and women. For small businesswomen there is an 8-week management training program for women entrepreneurs. Media personnel will participate in three 6-week programs on reporting and media management techniques, role of the press, and drug abuse prevention. Local non-governmental leaders will participate in a 6-week program on community development principles. Human rights organization participants will study a 5-week administration of justice program. All training programs will include "Experience America" opportunities.

OUTPUT TARGETS: The projected PTIIC targets for FY 1988 were 27 long-term and 115 short-term Trainees. FY 1989 targets are 32 long-term and 121 short-term.

REMEDIAL PREPARATION: Remedial courses are deemed necessary to compensate for the differences in degree requirements in Haiti and the U.S. For example, forty competitively-selected candidates for two years of undergraduate training in the U.S. will attend remedial courses in the sciences.

ELT: Some ELT can be done in Haiti, but provision is needed for two to four months of ELT in the U.S. For example, forty competitively-selected candidates for two years of undergraduate training in the U.S. received four months of intensive English language instruction in-country prior to attending ELT in the U.S.

PREDEPARTURE PREPARATION: Proposed to use returned Trainees in orientation.

INNOVATIVE PROGRAMMING: The Mission explored the possibility of sending Haitians to Hampshire College in New Hampshire, which offers a one-year undergraduate degree to professionals who have worked in development for many years but have never had the opportunity to pursue a degree in higher education.

FOLLOW UP: The Mission and the HRDC are designing follow-on activities (Alumni Associations and links with the labor market) for all returned participants. Some of the activities will be specifically oriented toward facilitating the adjustment efforts that will be required from the first group of PTIIC undergraduates scheduled to return to Haiti around December 1989. The Training Office works with the United States Information Agency (USIA) to insure that adequate publicity is given to accomplishments of returned Trainees.

CABLE GUIDANCE:

1. In March of 1986, the Mission in Port-au-Prince was advised to revise the CTP following the 1986 CLASP conference and to include discussion of the new PTIIC project.
2. In March 1987, the Mission was commended for covering (in its revised CTP) all training, including LAC II and PTIIC. However, the review committee noted the lack of specific training objectives in the CTP.
3. In November 1987, it was noted that more than one-third of the Haiti Mission's FY 1988 projected PTIIC scholars fell into the youth category (an important CLASP target group). However, the Mission was asked to revise its short-term training projections to avoid training of one month or less. The Mission was also asked to report on proposed follow-on programs.

JAMAICA

GENERAL GOAL: The overall objective of the Mission participant training program will continue to focus on the need to provide trained managerial and technical personnel for meeting the country's human resource requirement. It will focus on three areas: a) to increase agricultural exports, b) to diversify business, and c) to expand privatization.

SPECIFIC OBJECTIVE: The broad objectives of the PTIIC project are to provide: a) a meaningful exchange of experiences and cultures between the people of the United States and trainees from Jamaica, b) training to upgrade skills of private and public sector leaders in specialized positions that are critical to development priorities, c) training for special concern groups such as the poor, women, minorities, and urban and rural youth, and d) training for trainers to provide for the broadest possible multiplier effects out of training.

TARGET GROUPS: Groups targeted include: private and public sector leaders, trainers, and special concern groups such as the poor, women (at least 40%), minorities, and urban and rural youth.

RECRUITMENT: For LAC II, a committee comprised of representatives from the private sector, the public sector, and technical divisions of USAID submitted recommendations to the Mission Director for approval. The Mission also advertised scholarship opportunities in the leading daily newspapers. For PTIIC, recruitment of community and youth leaders has been handled primarily through 4-H clubs and the Jaycees movement in Jamaica while recruitment of teachers and educators is handled through a teacher training institution College of Arts Science and Technology (CAST).

SELECTION: Selection procedures and the Selection Committee established for the LAC I project were continued for LAC II. Preselection was carried out by a *mini-selection committee*. Subsequently, there was a review by project officers according to field of training. The full Selection Committee received comments and recommendations of project officers. The preselected candidates were interviewed by the full Selection Committee. The selection process thus consisted of two levels of review, and the final decision rested with the Mission's Selection Committee. (Selection procedures for PTIIC are undergoing revision.)

ECONOMIC MEANS TEST: In defining *economically disadvantaged*, the Mission established two different requirements based on the applicant's age: if 21 or over, the *Test* requires information on work experience, present salary, savings, real estate owned, and monthly mortgage payment; if under 21, the *Test* requires similar information but for the applicant's parents.

TRAINING PROGRAM: LAC II training was geared to the private sector. Short-term training emphasized on-the-job or hands-on training for business people and training of key persons in statutory institutions. LAC II funds were also used for long-term, graduate-level training of middle managers. PTIIC short-term technical training will focus on trainers in rural areas who can impact on agriculture and leadership. Two FY 87 programs which were extremely successful were: three Jamaican women who participated in a ten-week course in construction at the Lane Community College, Eugene, Oregon; and fifteen young Jamaican adults who spent four weeks at the School for International Training in Brattleboro, Vermont, for a Training of Trainers program. (For FY 1988, the focus of PTIIC training was on long-term graduate and undergraduate training for managers from both private and public sectors.)

OUTPUT TARGETS: The PTIIC targets for FY 1988 were 25 long-term and 145 short-term participants. Targets for FY 1989 are projected to be 44 long-term and 156 short-term participants.

REMEDIAL PREPARATION: This type of training is not necessary for Jamaican Trainees.

ELT: This type of training is not necessary for Jamaican Trainees.

PREDEPARTURE PREPARATION: An administrative briefing is provided by the Mission. The participant should fully understand the objectives, requirements, and limits of the training program, the project objectives, and the role the participant will play on his/her return. An understanding of U.S. life and the academic environment, if appropriate, is also desirable and, as necessary, will be achieved from discussion with former AID participants in a formal orientation program.

INNOVATIVE PROGRAMMING: Proposals to facilitate training for the private sector using U.S. firms willing to cooperate in providing short-term programs.

FOLLOW-UP: Several activities have been identified: an annual ceremony for returnees; periodic evaluation questionnaires; alumni groups; regular informal contact between the Training Office and returnees; and workshops, seminars, and other group activities aimed at uniting returnees as professionals.

CABLE GUIDANCE

1. In January 1986, the Mission in Kingston was asked to more adequately describe training objectives instead of training categories, and to clarify how training plans relate to non-project-related aspects of sector needs assessments.
2. In January 1987, it was noted that the Mission had responded to issues raised in the previous CTP review. The Mission was reminded that while some graduate training was permitted under LAC II and PTIIC, these projects were geared to opening opportunities to the disadvantaged and therefore emphasis should be on technical training and on undergraduate training. The Mission was asked to develop a more specific Economic Means Test for each separate target group, as part of the selection criteria. It was reiterated that the target for socially and economically disadvantaged should be no less than 70%.
3. In December 1987, it was noted that the overall training policy focused on training managers, technocrats, technicians, and academicians. The CTP review committee took issue with the (FY 1988) shift from targeting economically disadvantaged to targeting middle-income groups, as defined by the Jamaican social and economic context. The Mission was asked to clarify its selection criteria and to include an Economic Means Test in the 1989 CTP update. The review cable offered assurance that *selecting the disadvantaged and training them in development priority skills is possible.*

RDO/C

Several countries form part of the Regional Development Organization for the Island Caribbean (RDO/C): Antigua, Barbados, the British Virgin Islands, Dominica, Grenada, Montserrat, St. Kitts/Nevis, St. Lucia and St. Vincent. The following account will review the RDO/C CTP, which embraces all the countries, and will note country-specific elements where these are relevant.

GENERAL GOAL: The primary goal of the RDO/C development strategy for the Eastern Caribbean is the achievement of economic stability and long term growth in the region through the creation of a greater pool of trained personnel whose leadership and technical skills are required to achieve economic growth and spread the benefits of that growth throughout the countries of the Eastern Caribbean.

SPECIFIC OBJECTIVES: The purposes of PTIIC are to: a) expose greater numbers of Caribbean technicians to values in the United States; b) reinforce the democratic process and enhance political stability in their countries; and c) strengthen public and private sector development institutions and better equip them to efficiently manage the development process in the Organization of Eastern Caribbean States.

TARGET GROUPS: Persons with leadership potential, 70% socially or economically disadvantaged, and a minimum of 40% women. General focus of the program is on: primary and secondary teachers, youth leaders, private sector individuals, those desiring training in areas vital to development, and individuals who have returned from Soviet Bloc training.

RECRUITMENT: An intermediary organization, the Organization of Eastern Caribbean States (OECS), has assisted in the local design, coordination and implementation of PTIIC. Scholarship opportunities are widely advertised through promotional activities, such as pamphlets, brochures, radio, television, informational bulletins, and newspaper announcements.

SELECTION: For academic and short-term technical training, the selection process consists of two levels of review, and the final decision rests with the Mission's Selection Committee. For the first cut, each island's National Screening Committee preselects and forwards to the OECS a pool of applicants from which the Mission Selection Committee then makes final choices. (This procedure is under revision.)

ECONOMIC MEANS TEST: Financial need is defined as the inability to afford training in the U.S. using individual or family funding. Median income estimates and a suggested income cutoff point were developed for each country. All data were converted to 1986 prices. The median values by country are as follows: Antigua, between EC\$8,000 and EC\$10,000; Barbados, between BD\$8,500 and BD\$9,500; British Virgin Islands, a rule of thumb cutoff is \$4,000; Dominica, between EC\$4,000 and EC\$5,000; Grenada, the household median income is on the order of EC\$4,500 and using EC\$1,750 as the household figure would assure selecting *disadvantaged*; Montserrat, EC\$7,000; for St. Kitts and St. Lucia a rule-of-thumb cutoff of EC\$5,000 would capture the *disadvantaged*; and a cutoff for St. Vincent would be EC\$3,000.

TRAINING PROGRAMS: Three important elements of both long-term and short-term training are a) leadership development; b) private enterprise development; and c) human resource development. Long-term programs are offered for disadvantaged youth and teachers; and undergraduate training is offered in economics, business studies, natural sciences, agriculture, public administration, hotel management, mathematics and statistics, and engineering. Short-term training is offered to small/medium sized business entrepreneurs concentrating on skills enhancement in a specific business field. Short-term programs are offered to teachers and educational administrators and to individuals from a variety of other areas that include both the private and public sectors. Participant involvement and experience in "Experience America" components of training have included: active student participation in student government organizations and sports activities; an observation/orientation tour of U.S. educational institutions and associations; a teacher education training program emphasizing

study with other faculties and workshops in local U.S. schools and community organizations; participation in agricultural fair and agribusiness management; and a program on communications in the private sector.

OUTPUT TARGETS: The projected PTIIC and LAC II (combined) targets for FY 1988 were 110 for long-term training and 55 for short-term training. PTIIC targets for FY 1989 are 137 long-term trainees and 35 short-term trainees.

REMEDIAL PREPARATION: Not usually needed but should be built into the program, if required.

ELT: Not usually needed because English is native language of Trainees.

PREDEPARTURE PREPARATION: Arranged by Training Officers in the various countries. (Airfare costs preclude having Trainees brought to the Mission in Barbados.) Consists mainly of putting Trainees in contact with others who have been to the U.S.

INNOVATIVE PROGRAMMING: In-country training and regional scholarships (e.g., academic training at the University of the West Indies).

FOLLOW-UP: RDO/C has provided workshops for educators to apply program learning. Working with Creative Associates, other activities planned include: encouraging communication among participants, publication of newsletters, promoting professional memberships and meetings, and promoting membership in returned participant organizations (Alumni groups). (Each island nation now has an Alumni Coordinator.)

CABLE GUIDANCE:

1. In a May 1987 cable reviewing the completed CTP that was submitted in February 1987, it was noted that the Mission in Barbados a) had offered a detailed countering strategy; b) had offered economic means criteria that provided a *best possible* criteria analysis of social and economic needs for nine island nations; and c) had provided clear guidance to selection committees concerning mandates for selection of the economically disadvantaged and women.

However, concern was raised that CLASP objectives might not be met without there being a USAID direct-hire or FSN representative on the several Peace Scholar review committees. It was recommended that the Mission add FSN staff to manage/monitor the PTIIC.

2. In October 1987, the RDO/C's FY 1988 CTP update was reviewed. The major concern of the review committee was the need to increase the amount of long-term training (which had fallen considerably since FY 1986). The Mission was asked to revise projections for short-term training, keeping training of 30 days or less to an absolute minimum.

SUMMARY

Our review of CTPs, their updates, and related cable communication demonstrated the fluid nature of the planning document and the important function of the annual CTP review process. AID/Washington has identified issues in need of attention and has responded by clarifying policy goals and guidelines, by restating project objectives, and by recommending revisions for individual Mission documents. Modifications to CTPs over time indicate that by and large Missions have

1. Incorporated recommendations from AID/Washington to make their plans better reflect CLASP's dual goal;
2. Increased specificity in descriptions of target groups, training programs, recruitment/selection procedures, and follow-up programs; and
3. Adjusted output targets and long-term versus short-term ratios in accordance with cable guidance.

However, we have found all four CTPs somewhat weak in two important areas:

1. Descriptions of the Economic Means Test used to define economic disadvantage indicate that these are based partly on individual or family income level and partly on other factors, but no weighting procedures are discussed; and
2. No definitions of the selection criteria youth, leadership and leadership potential, or rural are provided.

This assessment applies only to descriptions and definitions documented in CTPs and should not be interpreted as an evaluation of selection practices. In Chapter Two of this report we incorporate, to the extent possible, information concerning the definitions Missions are, in fact, using to characterize applicants as disadvantaged, youth, leaders, and rural.

RECOMMENDATIONS

AID/Washington should require USAID/Haiti to either justify or revise the individual family member income level and net worth cut-off figures stated in their original CTP.

AID/Washington should require all Missions to state the definitions and procedures currently used to identify youth, leaders or potential leaders, and rural applicants.

CHAPTER TWO

WHO IS BEING SERVED--WHO BENEFITS?

INTRODUCTION

This section considers the question: To what extent is the PTIIC project reaching its intended target populations? The computerized CLASP Information System (CIS) used by the Missions provides the data. (The CIS is a dBASE file that each Mission maintains. Selected information from Trainee files is entered on a regular basis. Each Mission periodically provides AID/Washington with a diskette copy of its updated CIS file.) The discussion that follows describes how awards were distributed to women, to the economically disadvantaged, to youth and persons influencing youth, to actual and potential leaders, and to rural candidates. (Percentages reported here are based on Mission information as recorded in the CIS. We will assess the validity of each Mission's data when individual country reports are undertaken.)

Between February 1986 and December 1987 the PTIIC project served 662 individuals from the Caribbean Basin. The recruitment and selection of Trainees was managed by four Missions: the Dominican Republic, Haiti, Jamaica, and the RDO/C. Trainees for the RDO/C represented nine eastern Caribbean island nations. Table 2.1 shows the number of Trainees by Mission and, in the case of the RDO/C, by island. The table also summarizes background information for PTIIC Trainees. (Haiti's CIS contains *very little* background information for that Mission's Trainees.)

RESULTS

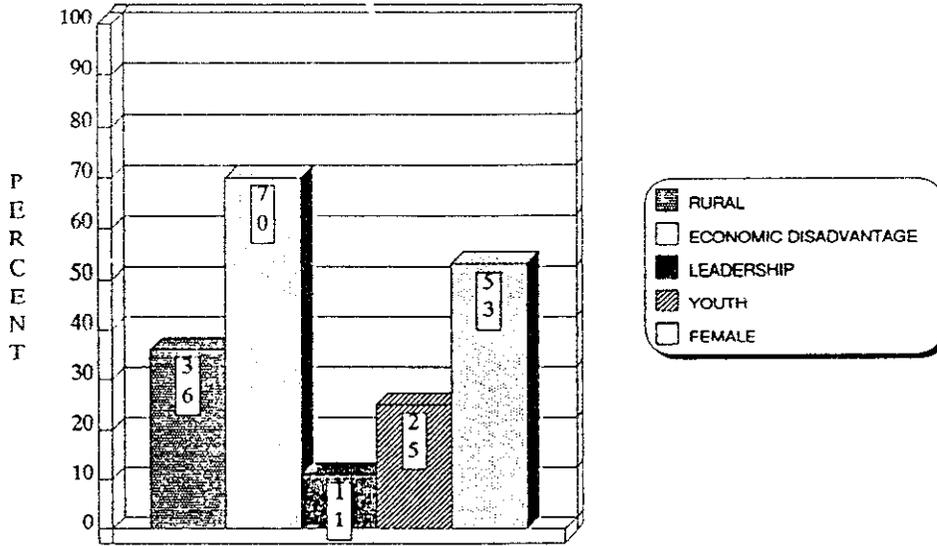
Women and the economically disadvantaged have been primary beneficiaries of PTIIC awards. Other selection criteria (youth, leadership, and rural) have been applied by some Missions. Percentages shown in Figure 2.1 represent averages across all four Missions. The selection criterion most often applied was economic disadvantage (464 Trainees); gender (female) was applied in 345 cases; rural was a criterion for 239 awards; youth as a selection criterion was applied in 166 cases; and leadership was the criterion least often applied (71 cases). (As Trainees may be classified under more than one category, to avoid double counting, the totals for each category should not be added. For example, a woman who is economically disadvantaged could have been selected on the basis of both gender and economic disadvantage.)

TABLE 2.1
PUBLIC TRAINEES BY MISSION/COUNTRY (THROUGH DECEMBER 31, 1987)

MISSION/COUNTRY	NO. OF TRAINEES	AGE		YEARS OF SCHOOLING		MOTHER FATHER	
		MEAN	RANGE	MEAN	RANGE	MEAN	MEAN
The Dominican Republic	52	28	18-69	14	10-25	6	6
Haiti	88	24	16-55	14	8-25	*	*
Jamaica	146	34	19-71	14	11-18	*	*
The RDO/C:							
Antigua	37	32	21-51	14	10-17	9	9
Barbados	5	34	24-48	15	12-17	12	15
Br. Virgin Is.	17	31	16-46	14	12-18	9	9
Dominica	38	30	20-60	14	10-17	10	10
Grenada	139	29	19-57	*	*	9	10
Montserrat	21	27	20-35	13	12-15	10	10
St. Kitts/Nevis	32	32	20-49	14	12-17	9	9
St. Lucia	45	34	19-59	14	12-17	9	9
St. Vincent	40	29	19-45	14	12-18	9	10
Other	2						
Total RDO/C	376	30	16-60	14**	8-18	9**	10**
GRAND TOTAL:	662						

*Insufficient information in the CIS.
 **The average years of schooling for RDO/C Trainees is based on 312 cases.
 Mothers' education for RDO/C Trainees is based on 242 cases.
 Fathers' education for RDO/C Trainees is based on 226 cases.

CRITERIA FOR SELECTION OF PTIIC TRAINEES
FROM ALL MISSIONS

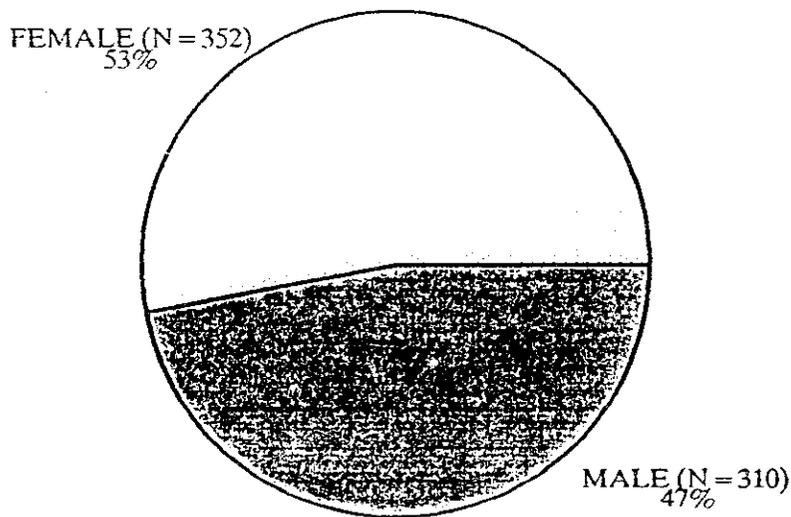


N = 662

Figure 2.1

Awards to women represent 53% and have surpassed the target. Since few Trainees were funded under PTIIC in FY 1986 (40 women of 72 Trainees), the proportions shown in Figure 2.2 primarily represent FY 1987 when 280 out of 526 awards went to women. The first quarter of FY 1988, 32 out of 64 awards went to women. PTIIC has served women as a target group well beyond expectations. The proportion of academic awards granted to women (37%) also is close to expectations. The proportions across Missions ranged from 35% to 47%.

GENDER OF PTIIC TRAINEES
FROM ALL MISSIONS



N = 662

Figure 2.2

TRENDS BY MISSION

AWARDS TO WOMEN

Figure 2.3 shows the proportion of awards (academic and technical combined) that each Mission granted to women. The four Missions have met (or nearly met) the 40% target; Jamaica and the RDO/C have exceeded it by granting 66% and 53%, respectively, to women.

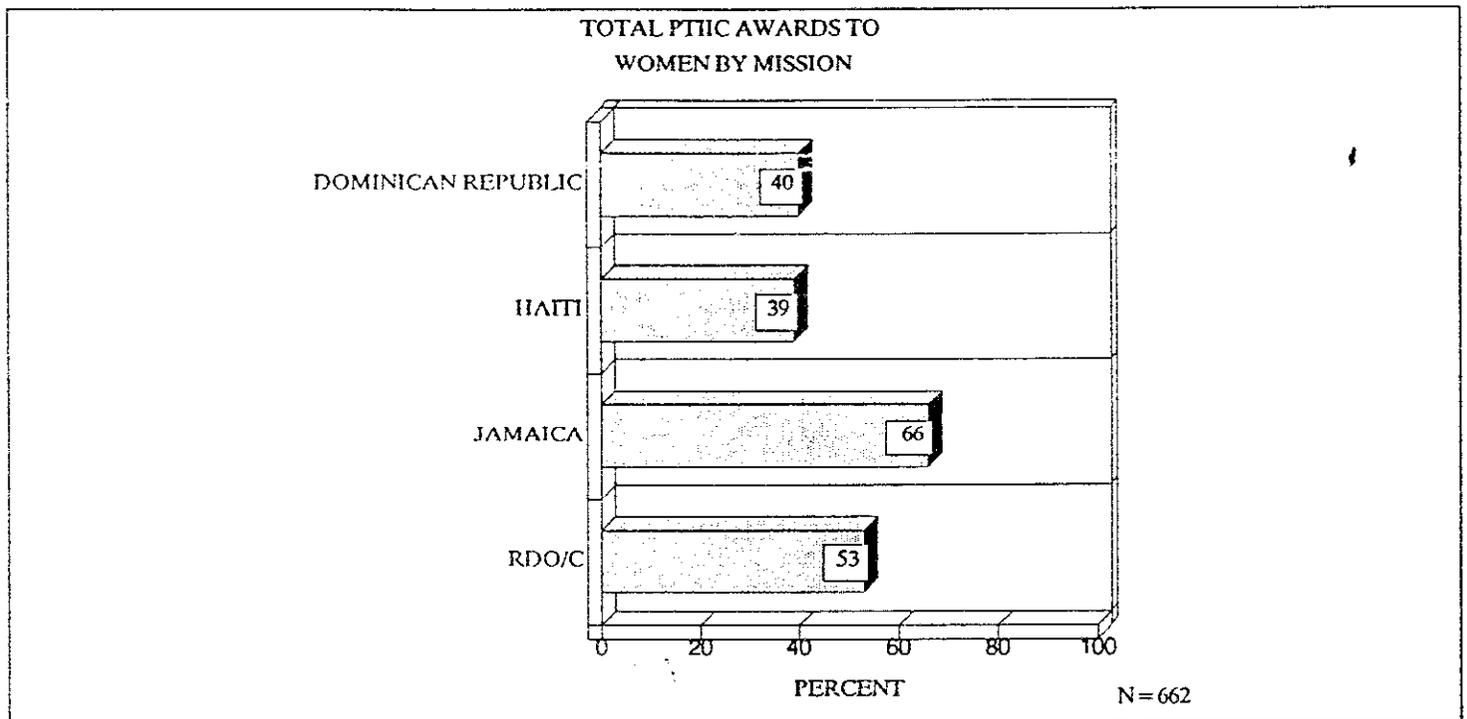


Figure 2.3

AWARDS TO THE ECONOMICALLY DISADVANTAGED

Most Missions report information indicating that they have met (or approached) the 70% target for awards to the economically disadvantaged. Figure 2.4 illustrates the variation across Missions in the proportion of awards to the economically disadvantaged, as defined by Missions and entered into the computerized CLASP Information System. (The validity of each Mission's data will be assessed when individual country reports are undertaken.)

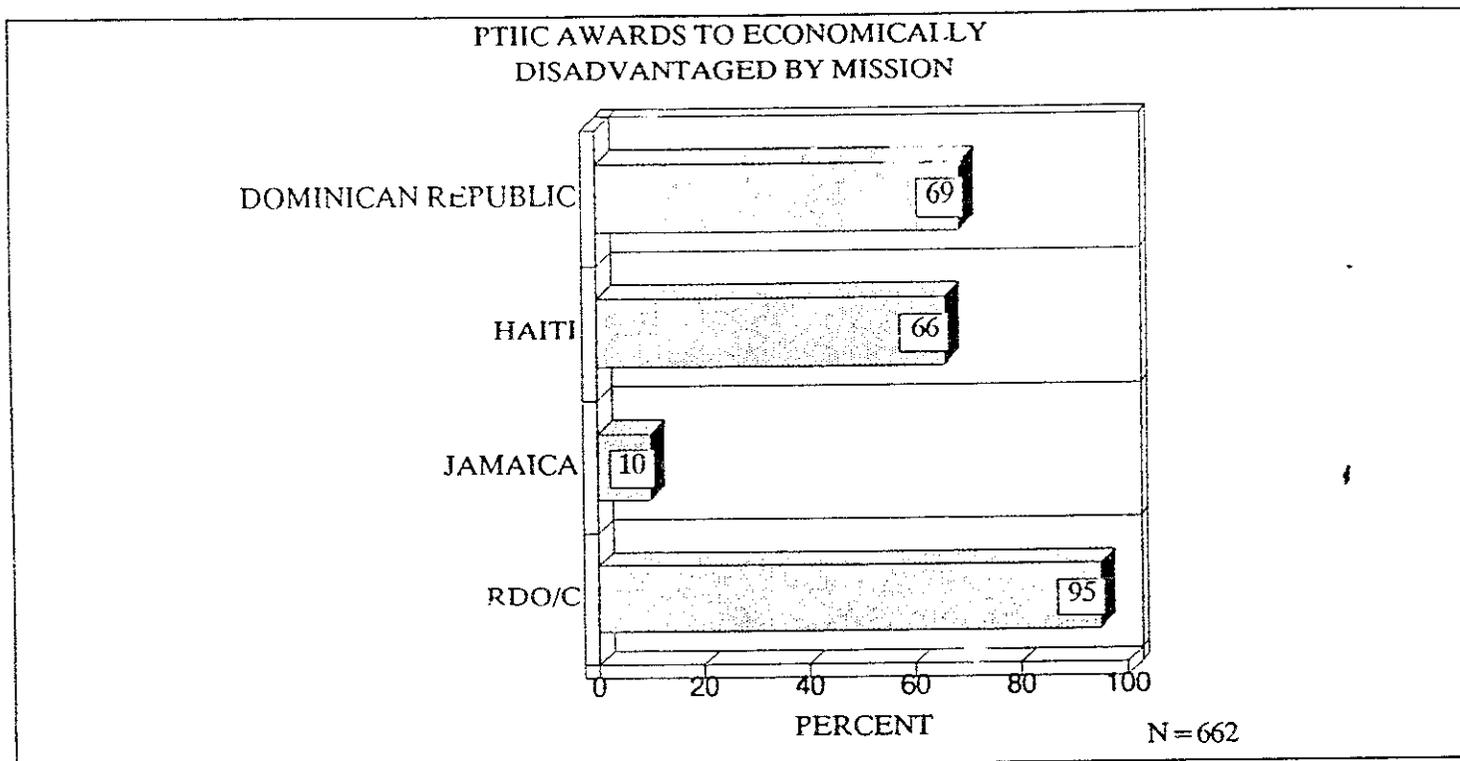


Figure 2.4

DOMINICAN REPUBLIC: PTIIC awards to the economically disadvantaged have represented 69%.

HAITI: PTIIC awards to the economically disadvantaged have represented 66%.

JAMAICA: PTIIC awards to the economically disadvantaged have represented 10%.

RDO/C: PTIIC awards to the economically disadvantaged have represented 95%.

AWARDS BASED ON OTHER SELECTION CRITERIA: YOUTH, LEADERSHIP, AND RURAL

There have been no mandated percentages for selecting youth and persons influencing youth, actual and potential leaders, or individuals from rural areas. While all are intended target groups under CLASP, Missions have varied in the use and definition of these selection criteria.

Figures 2.5 through 2.8 summarize for individual Missions all selection criteria as entered into the CIS. (In most cases the validity of CIS data has not been assessed.)

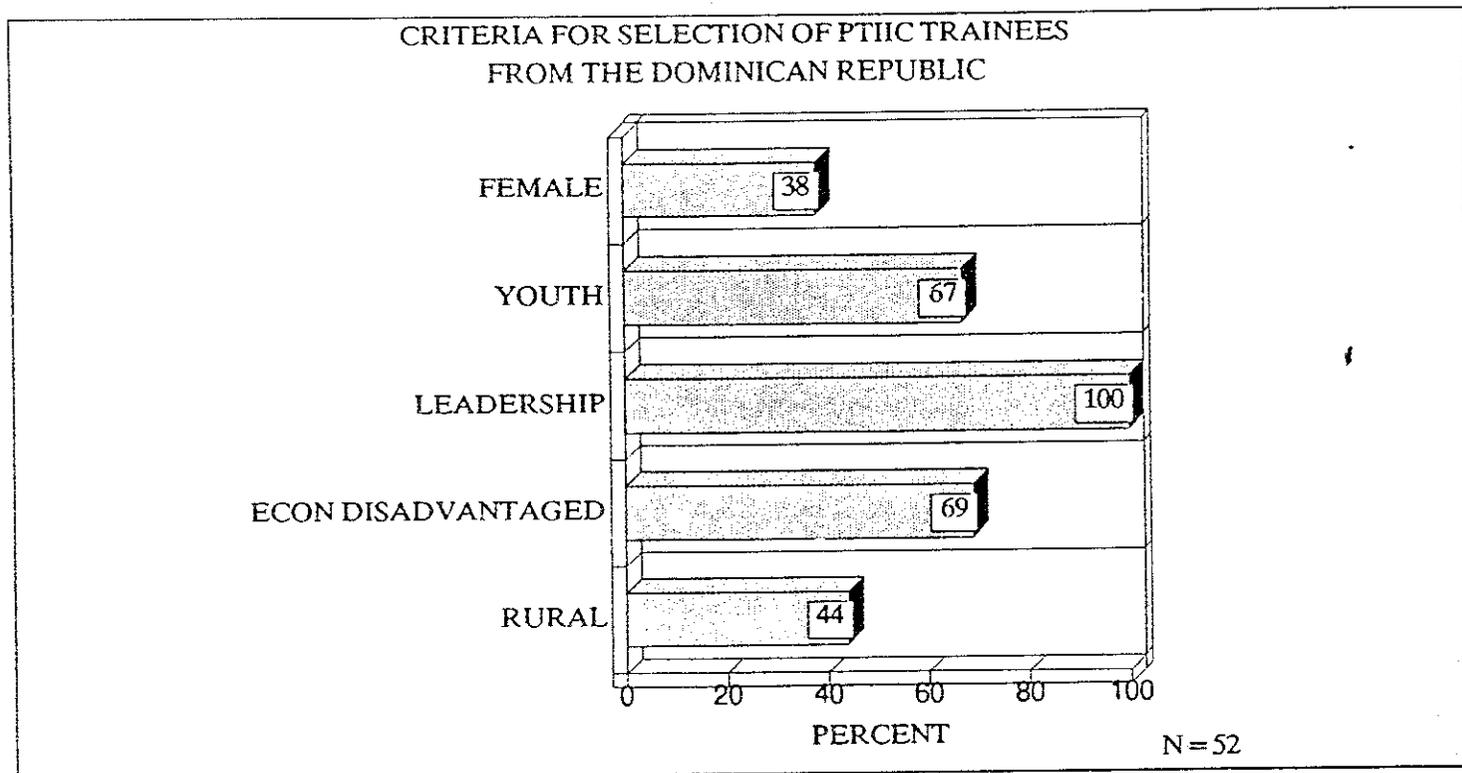


Figure 2.5

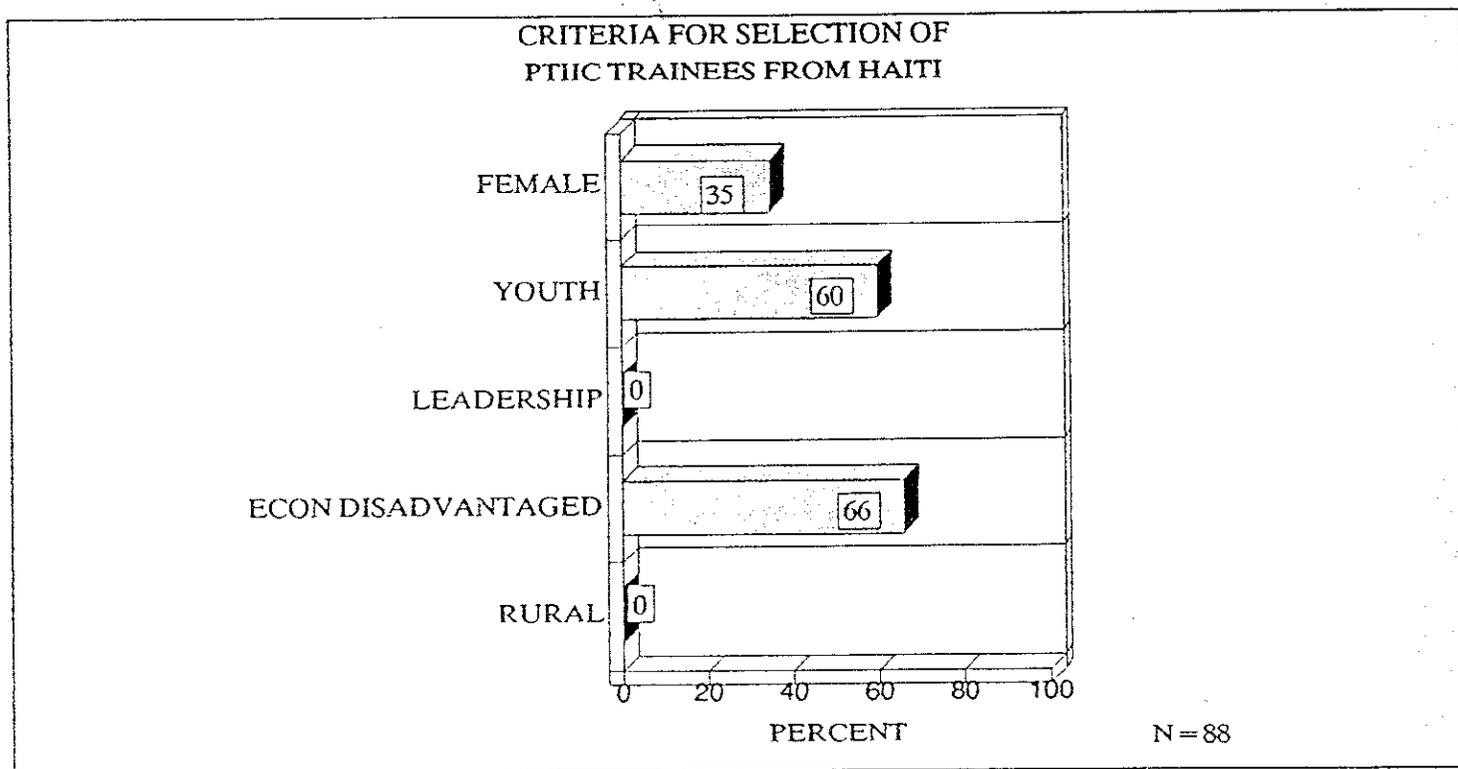


Figure 2.6

CRITERIA FOR SELECTION OF
PTIIC TRAINEES FROM JAMAICA

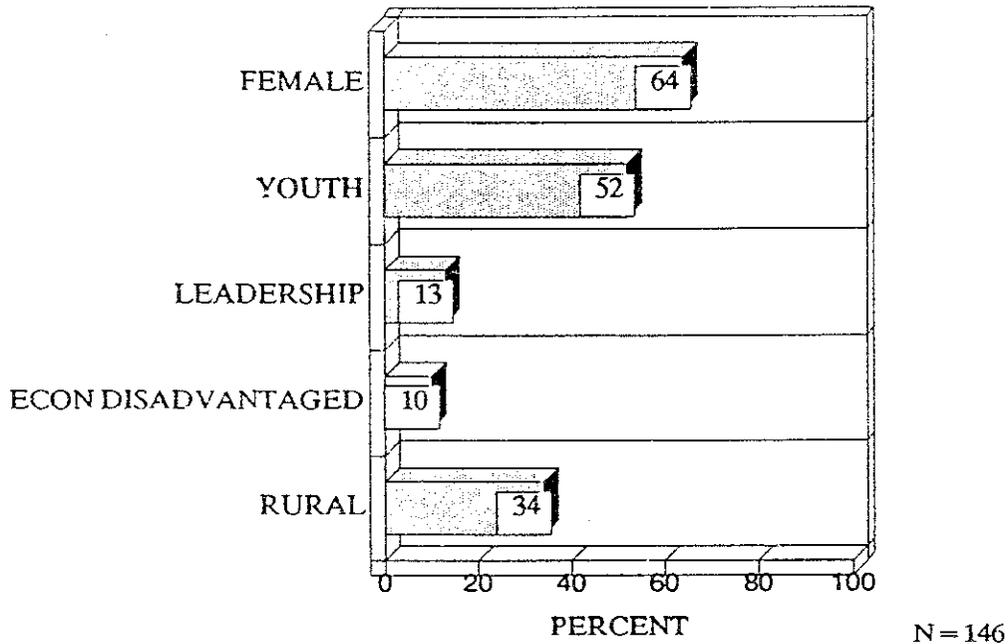


Figure 2.7

CRITERIA FOR SELECTION OF
PTIIC TRAINEES FROM RDO/C

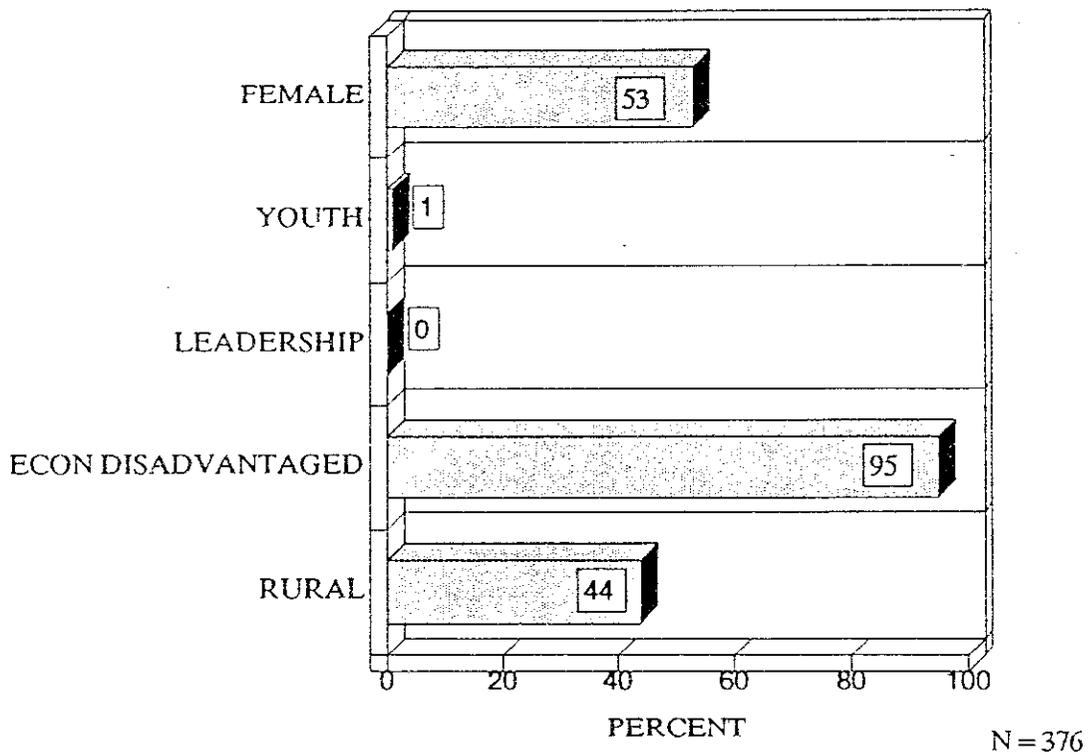


Figure 2.8

DOMINICAN REPUBLIC: PTIIC awards have involved the leadership criterion in 100% of cases, the youth criterion in 67% of cases, and the rural criterion in 44% of cases.

HAITI: PTIIC awards have involved the youth criterion in 60% of cases, but the leadership and rural criteria have not been indicated for any Trainees.

JAMAICA: PTIIC awards have involved the youth criterion in 52% of cases, the rural criterion in 34% of cases, and the leadership criterion in 13% of cases.

RDO/C: The rural criterion has been involved in 44% of PTIIC awards. The youth and leadership criteria have been employed in fewer than 1% of awards.

While Missions other than the Dominican Republic do not report having selected Trainees on the basis of leadership qualities, many short- and long-term Trainees have received leadership training in the U.S.

AWARDS BY SECTOR SERVED

The CLASP Project Paper indicated that Trainees should be selected from the private sector as well as from the public sector. Overall, proportionately fewer awards have gone to persons employed in the private sector.

In the Dominican Republic the public and private sectors have been served in about equal proportions--21 and 20 percent, respectively. However, more than half (52%) were not identified with any sector because they were youth without significant work experience. These youth are identified as students in figures that present occupational information (see Figure 2.9).

In Jamaica 71% of awards have gone to persons employed in the public sector. Consistent with Jamaica's CTP, which targeted teachers and labor and media personnel, actual short-term training programs have benefitted primarily these groups. (Education was the last or current field of employment for 52% of Trainees from Jamaica.) See Figure 2.10.

Short-term training awards given by the RDO/C have gone largely to teachers, which explains the 83% attributed to the public sector in Figure 2.11.

Figures 2.9 through 2.11 show for the Dominican Republic, Jamaica, and the RDO/C, respectively, the proportion of Trainees from the various sectors--private, public, mixed, and autonomous. (The autonomous sector includes public institutions that are federally funded, but are not under government control.) Employment sector information for Haiti was not available because the Mission did not report it in the CIS.

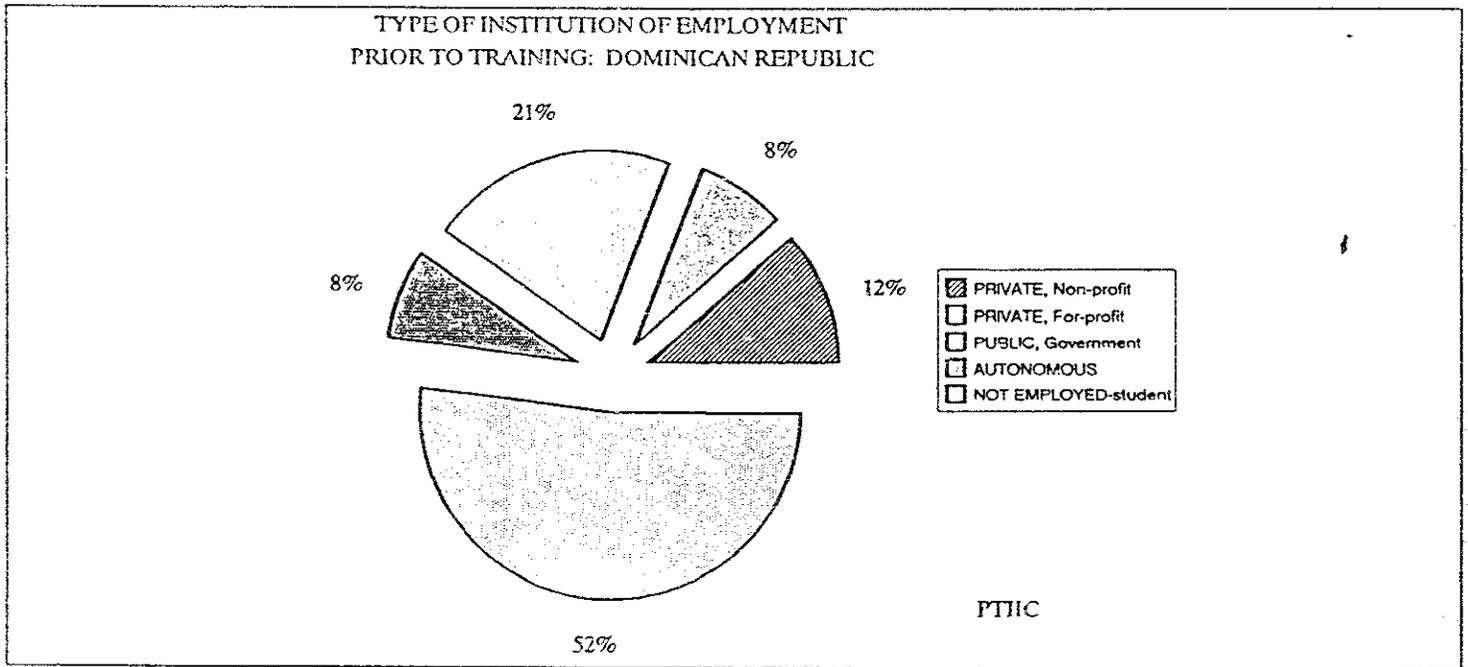


Figure 2.9

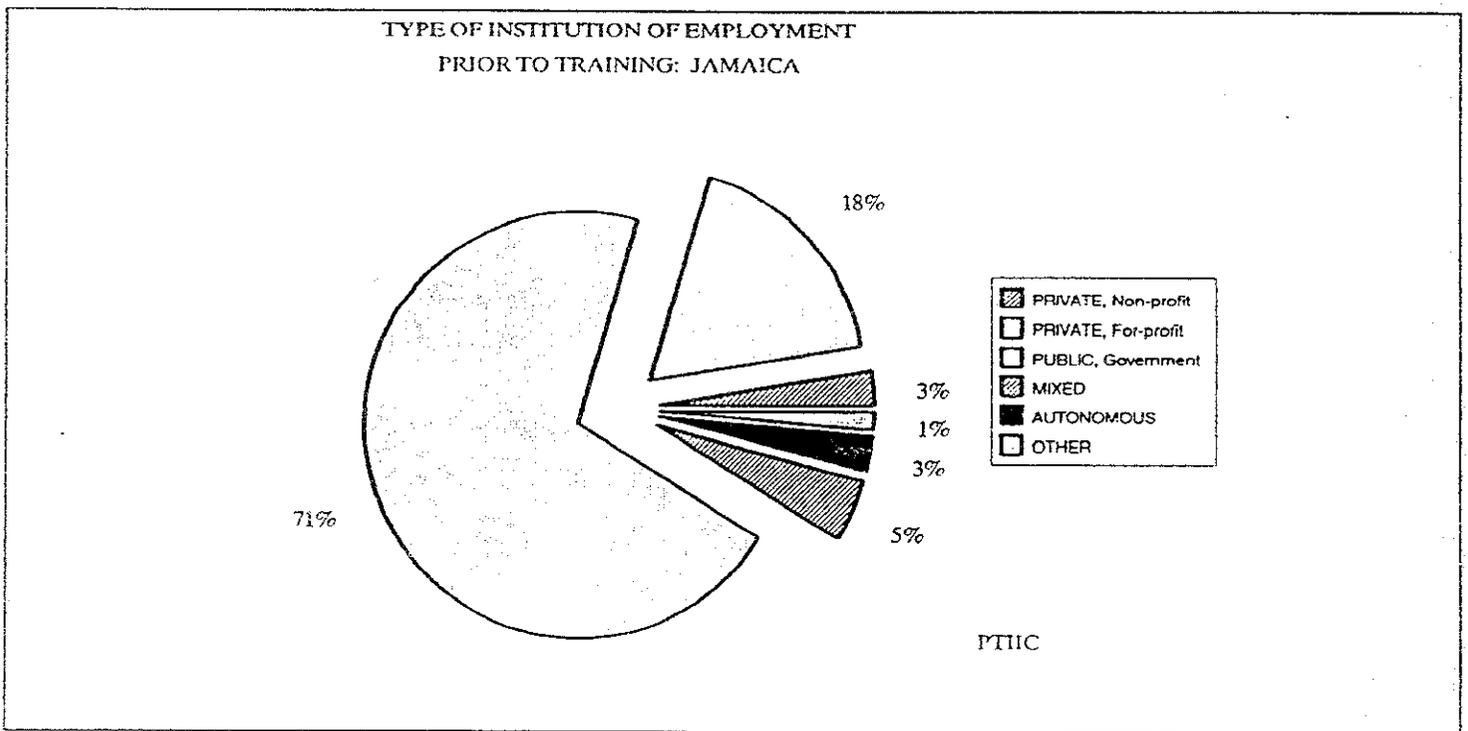


Figure 2.10

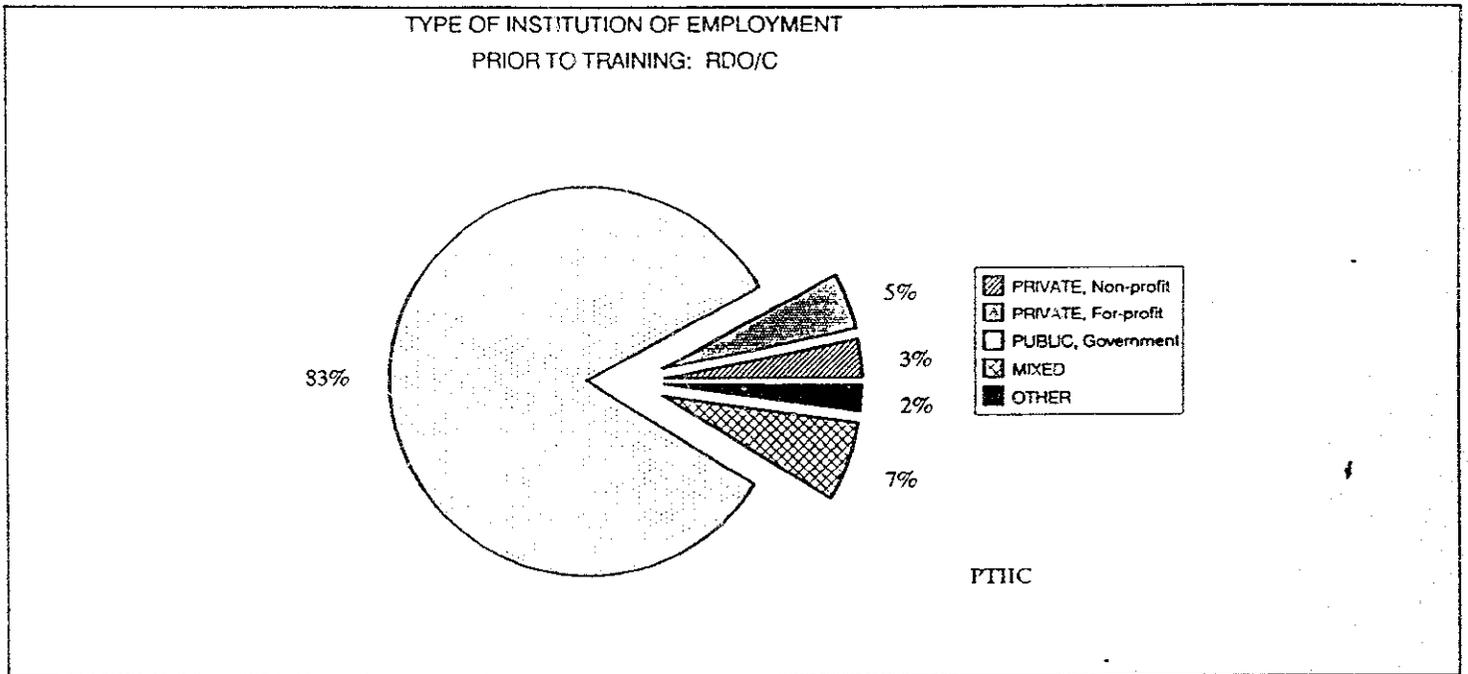


Figure 2.11

AWARDS BY OCCUPATION OF TRAINEE

The majority (52%) of Trainees from the Dominican Republic have not had significant work experience. (The Mission has emphasized the recruitment of youth.) The largest occupational group receiving awards is professional (see Figure 2.12); this group includes university faculty and ministry personnel--two of the Mission's target groups.

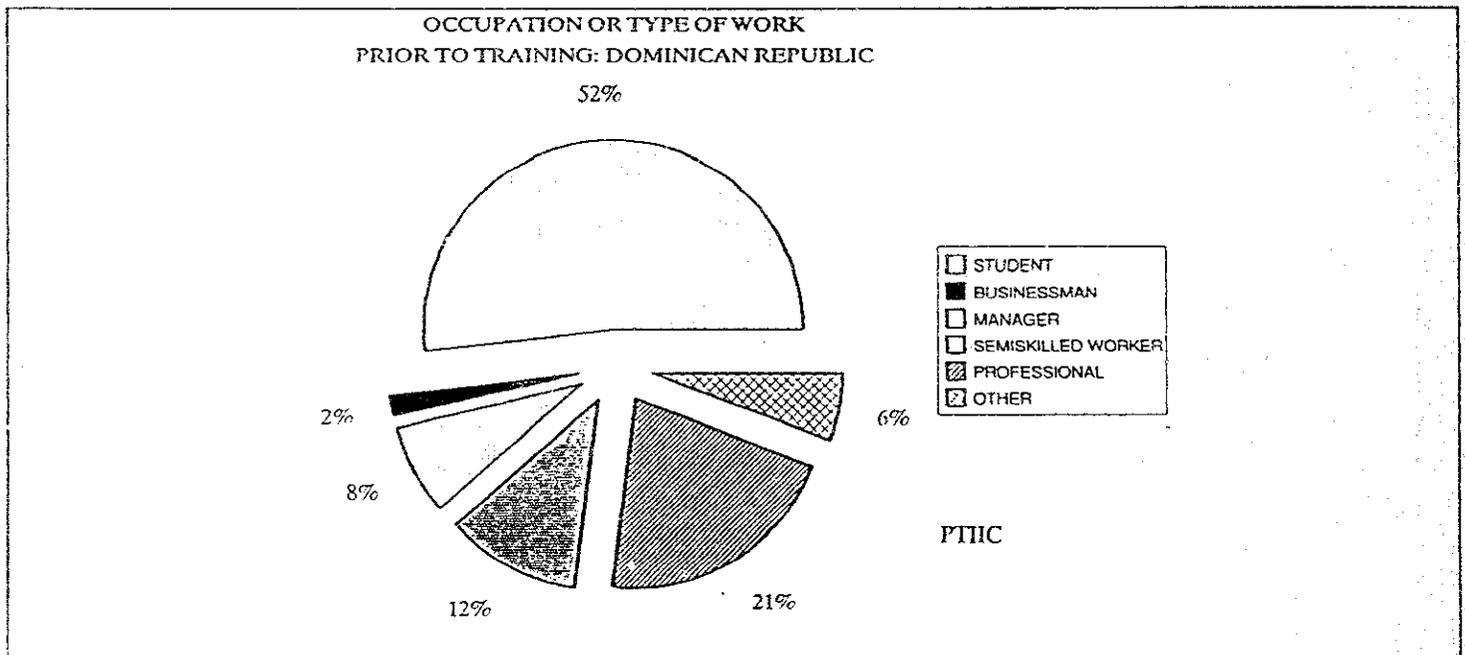


Figure 2.12

The majority of Trainees from Jamaica (71%) and from the RDO/C (65%) have been classified as professional. In both cases educators have been the primary beneficiaries of PTIIC

scholarships for short-term training. Percentages for the two Missions are shown in Figures 2.13 and 2.14, respectively. The Mission in Haiti failed to report in the CIS occupational information on its Trainees. The last or current *field* of employment for Trainees from Missions other than Haiti is shown in Figures 2.15 through 2.17.

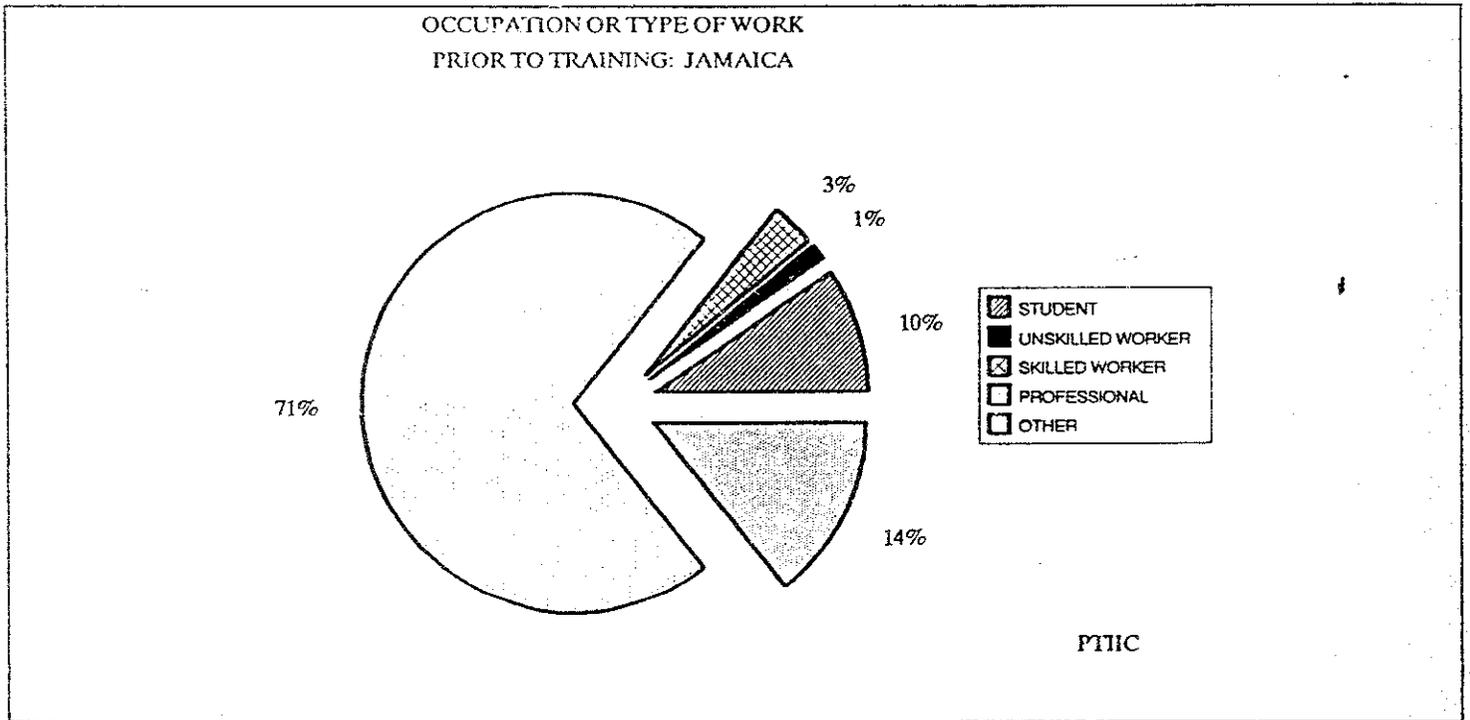


Figure 2.13

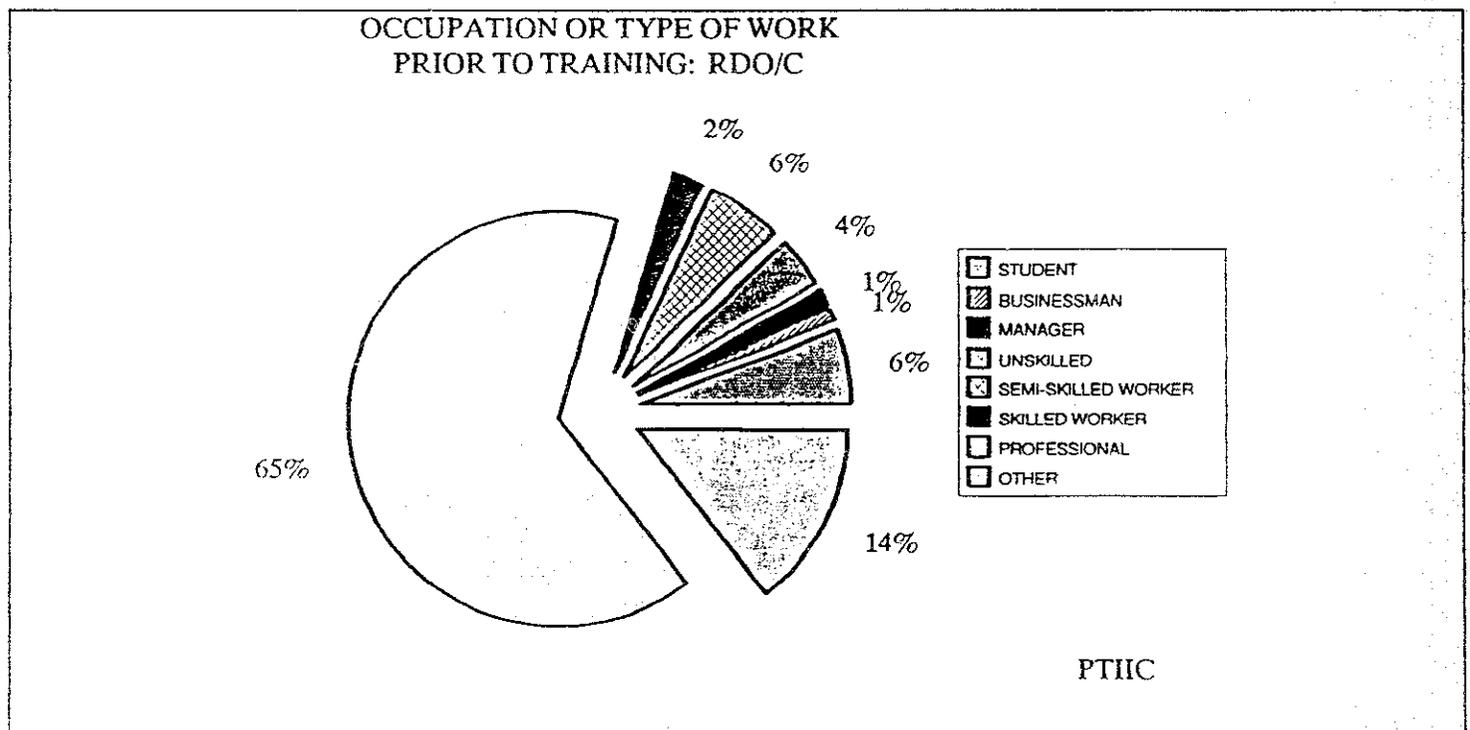
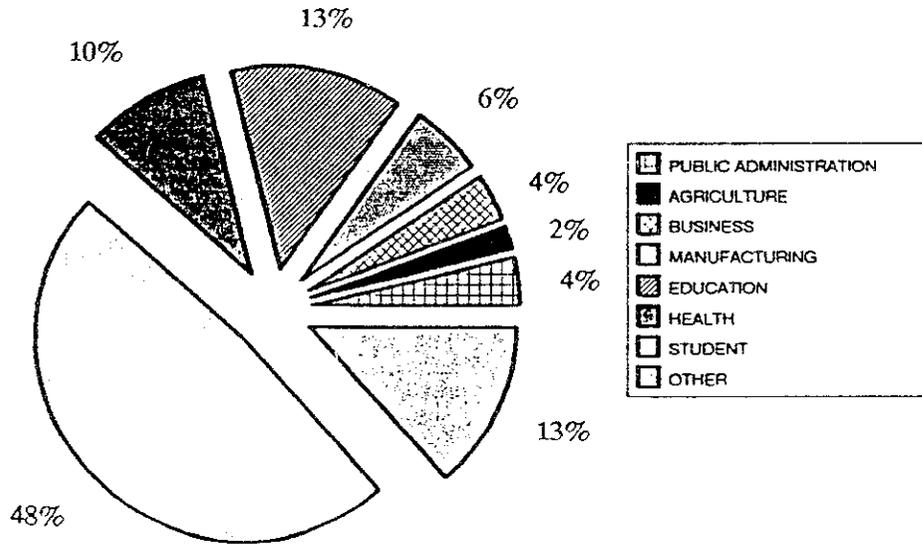


Figure 2.14

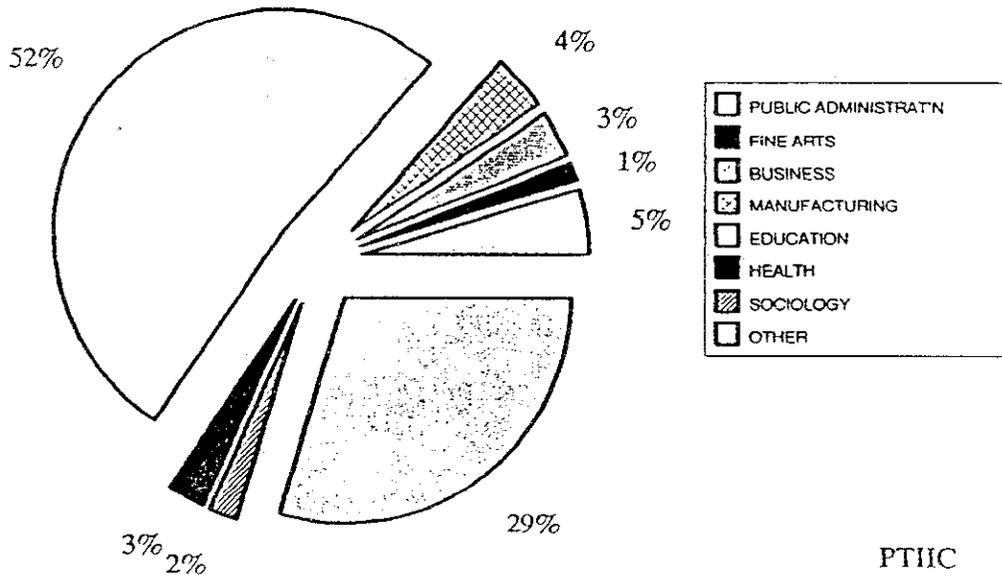
FIELD OF LAST/CURRENT EMPLOYMENT:
DOMINICAN REPUBLIC



PTIIC

Figure 2.15

FIELD OF LAST/CURRENT EMPLOYMENT:
JAMAICA



PTIIC

Figure 2.16

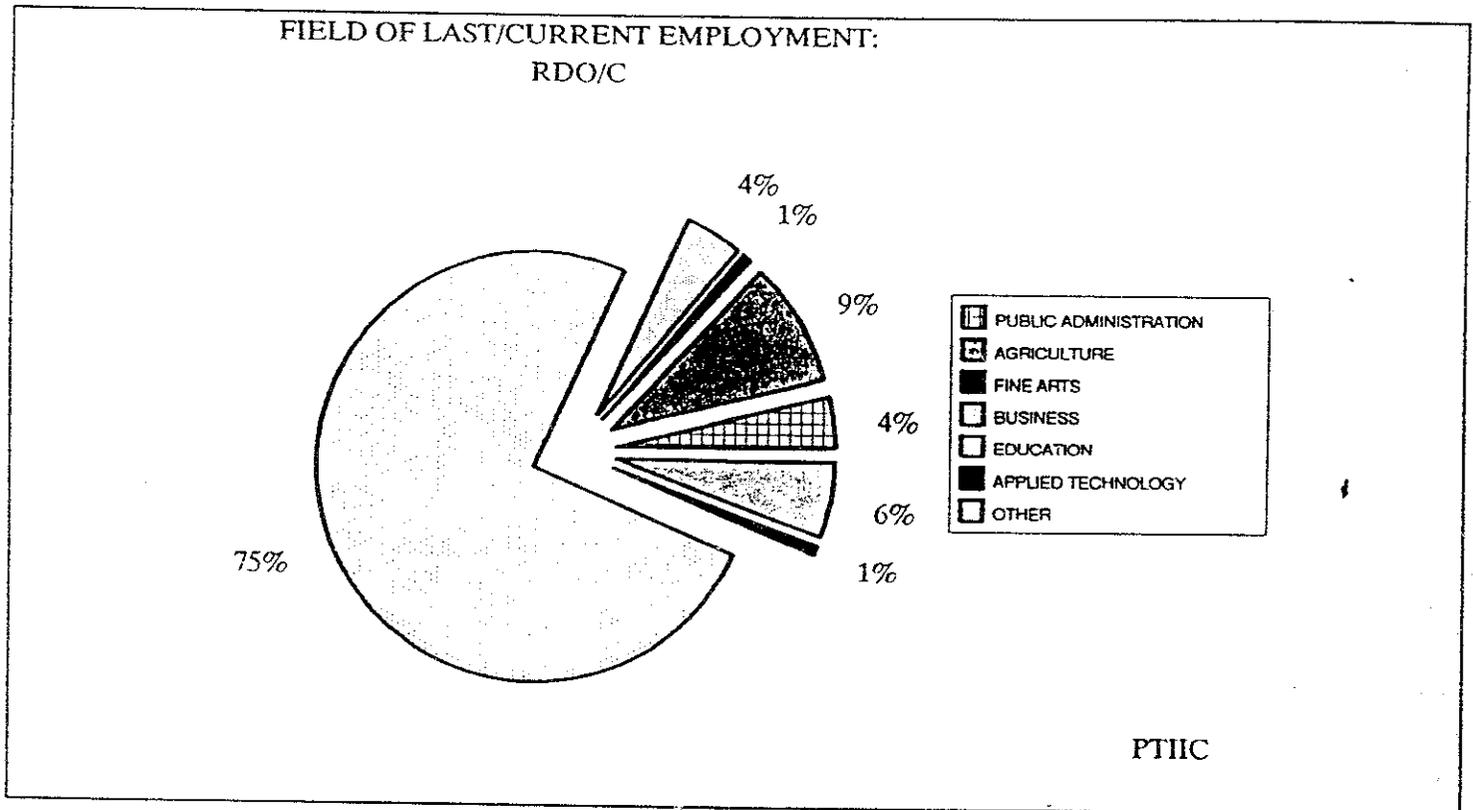


Figure 2.17

ISSUES

ECONOMIC MEANS TEST

In Chapter One of this report each Mission's CTP was summarized with regard to several areas of content. Included among these was the Economic Means Test--the method and criteria a Mission adopts to identify economic disadvantage. All four Missions have established minimum income levels which enter into (in some cases, constitute) the classification of Trainees as *economically disadvantaged*. However, it is not clear that PTIIC Missions other than the Dominican Republic actually employ an economic means test *early* in the screening/selection process.

RECRUITMENT, SCREENING, AND SELECTION

Reviews of applicant files and interviews with Mission personnel and, where applicable, with representatives of cooperating organizations involved in recruitment and selection, have brought to light problems in the recruitment/screening/selection process. The more salient problems include:

1. In the case of Jamaica, insufficient documentation of the recruitment process (for example, how applications were distributed and to whom).

2. In the case of both Jamaica and the RDO/C, insufficient preparation of screening/selection committee members for their role. (Some do not understand the unique goals of PTIIC and do not agree on what the selection criteria are or how to apply them.)
3. In the case of both Haiti and Jamaica, insufficient documentation of the screening/selection procedures employed case by case. (Missions should keep *complete* records on every applicant to clearly indicate the basis for acceptance or rejection.)

SUMMARY

Missions have made women the beneficiaries of at least 40% of PTIIC awards and, with the exception of Jamaica, have given an acceptable proportion of scholarships to the economically disadvantaged (as defined by Missions and entered into the CIS).

Based on CIS information, the four Missions have differed in their use of other selection criteria (youth, leadership, rural). The cause of this variation across Missions is not clear. For example, variation on the leadership criterion may be due to differing emphases on leadership as a criterion or to differing amounts of information available regarding a Trainee's leadership qualities. The validity of CIS information is uncertain and cannot be properly verified if applicant files are wanting.

RECOMMENDATIONS

AID/Washington should require the Mission in Jamaica to target a much larger proportion of socially and economically disadvantaged individuals.

AID/Washington should require of the Missions in Haiti and Jamaica that their CLASP Information Systems (CIS) be updated to contain complete information on each Trainee's personal and family financial and educational background along with all other biodata and selection information that the CIS was designed to include. (If application forms do not solicit all required information, the forms should be modified accordingly.)

AID/Washington should remind all Missions that information entered into the CIS should be verifiable; that is, an applicant's file should contain supporting records.

At the very least, every file should indicate which selection criteria were applied to that case, how the applicant fared, and who participated in the decision. It is also desirable that the file indicate (1) who entered the candidate's information into the CIS and on what date and (2) how--by telephone, letter, list to referral agency--when, and by whom the candidate was notified of selection/rejection decision.

CHAPTER THREE

WHAT SERVICES ARE BEING PROVIDED-- HOW WELL ARE THEY BEING PROVIDED?

INTRODUCTION

PTIIC awards can be either long term (lasting at least nine months) or short term (lasting fewer than nine months). Policy guidance from Washington has provided Missions with a target (minimum percentage) for long-term awards. As of FY 1989 the figure is 30% but, previously, 20% was considered acceptable. Policy guidance also has established that short-term technical programs should be a minimum of one month's duration. Missions that have funded shorter programs have been advised not to continue doing so.

Under CLASP, Associate and Bachelor's Degree programs have been encouraged over Master's programs--consistent with the CLASP's emphasis on youth as a target group. However *LAC II countries* (which include Missions receiving PTIIC funds) have more flexibility regarding the number of graduate scholarships.

Trainees are to receive in-country preparation prior to training in the U.S. This would consist of an orientation program to *acquaint students with American culture, institutions and values, introduce them to the academic routine and provide remedial programs (English, computer literacy, library skills, etc.) as required.* For short-term Trainees this predeparture preparation would be less extensive than that required for long-term. Missions in countries where English is the native language see little or no need for most predeparture preparation--orientation, remedial academic work, or English language training (ELT)--as indicated in their CTPs. (Trainees who benefit from the British educational system in these countries are well prepared for entering U.S. institutions of higher education. Concerning orientation to U.S. culture, it is argued that U.S. television broadcasts to the Caribbean via satellite familiarize English-speaking islanders with U.S. culture and values.)

The areas or fields of training established by each Mission reflect an attempt to balance host-country development concerns and manpower needs with the foreign policy aspect of CLASP's dual goal. That is, the initial screening of applicants should be done in light of prescribed selection criteria (leadership qualities economic and social disadvantage, etc.), and the permissible fields of training should reflect the foreign policy goal *along with* development concerns. Since priority areas vary from country to country, a Mission's approved CTP is the only yardstick against which to compare certain aspects of training programs funded under PTIIC.

The aspect of training that focuses directly upon the diplomacy goal is the Experience America component. This aspect of training has been evolving, and a fully articulated definition appeared only recently. A guidance cable dated February 1988 defined Experience America as *an experiential and participatory, not observational, approach to observing the United States. It is the vehicle through which Peace Scholars actually live and experience democratic*

institutions and processes. The cable listed key values identified as the basis for designing appropriate experiences in the U.S. and offered detailed information concerning the implementation of Experience America as an integral part of all CLASP training programs. Placement contractors have been charged with reporting to Missions concerning the Experience America component of training programs.

This chapter (a) sets forth available data--taken from each Mission's CIS, from interviews with Mission staff, and, primarily, from Trainee *Exit Questionnaires* filled out at the end of short-term training programs but prior to a Trainee's returning home and (b) assesses implications of the data for project implementation.

RESULTS

TYPES OF AWARDS

The overall mix of long-term and short-term awards is adequate. The average for all four Missions is 20% long-term awards; however, only the Dominican Republic with 77% actually reached the mark for the period from February 1986 through December 1987. The RDO/C granted 18% of its awards for long-term programs. (Missions have addressed this issue by updating projections for FY 1989 and by dramatically increasing actual proportions of long-term Trainees since January, 1988.)

For Jamaica, academic awards (as defined by the Mission and entered into the CIS) have numbered 60 out of 146. However, this count includes 45 Trainees who spent only two months on a campus in the U.S. to fulfill residence requirements for an outreach program. Excluding these cases, academic awards went to 10% of Jamaican Trainees. When four additional (nondegree) programs are considered, the Mission's long-term awards represent 13% of the total. However, about two-thirds of Trainees since January 1988 have been long-term.

As of December 31, 1987, only six Trainees from Haiti had actually begun long-term training programs in the U.S. These were enrolled in English language programs but as of this writing are now pursuing studies in their fields. (Another 40 individuals who had been receiving ELT in Haiti arrived in the U.S. during the 4th quarter of FY 1988 to begin two-year academic programs.) Figure 3.1 shows the proportions of short- and long-term awards granted by each Mission prior to December 31, 1987.

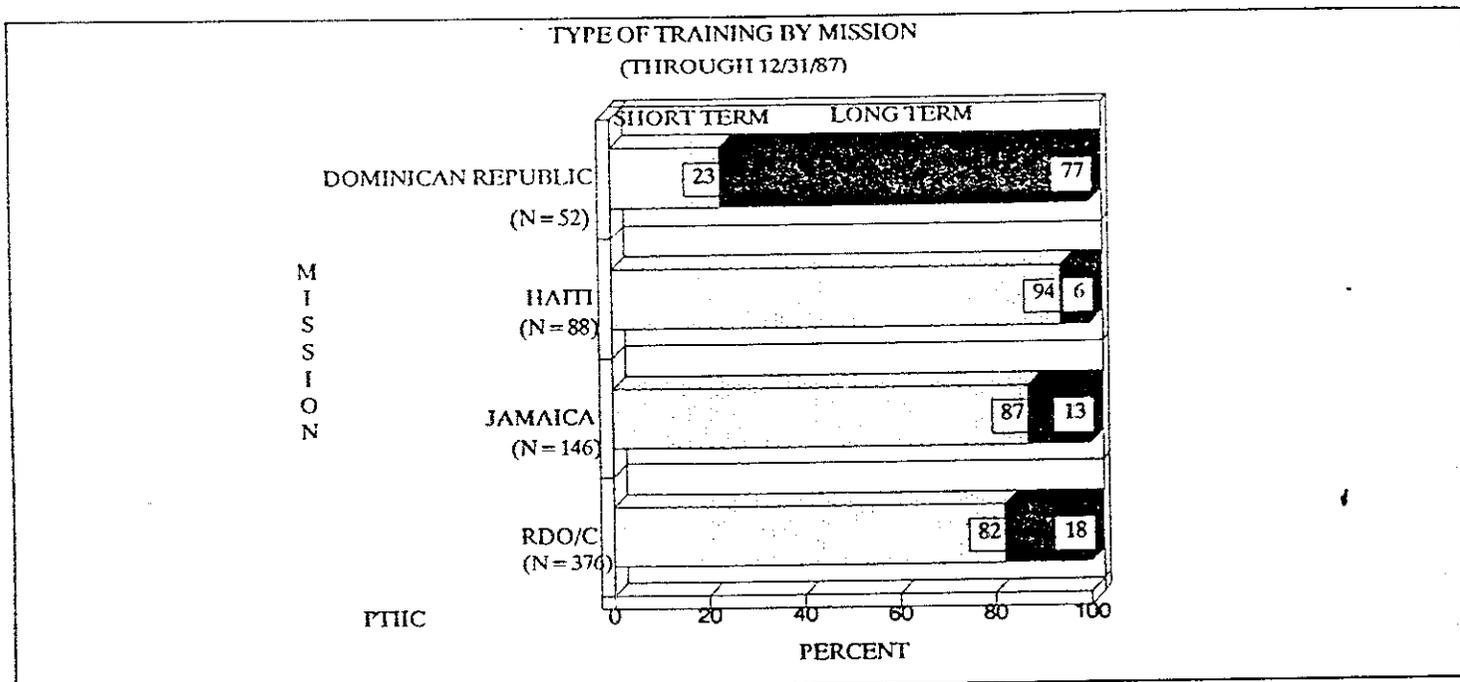


Figure 3.1

The majority of long-term awards have been for undergraduate-level training. For the period under consideration (through December 1987) only 9 graduate-level awards were given, compared to 118 undergraduate-level (Associate/Bachelor's) awards. Five out of the nine graduates were from the Dominican Republic. The Trainees are university professors in the social sciences--a special target group for that Mission. Haiti and the RDO/C gave one and three graduate-level awards, respectively; and Jamaica, none. Figure 3.2 shows the proportion of awards, by Mission, in each academic category--Associate/Bachelor's or Master's--and the proportion of technical or nonacademic awards.

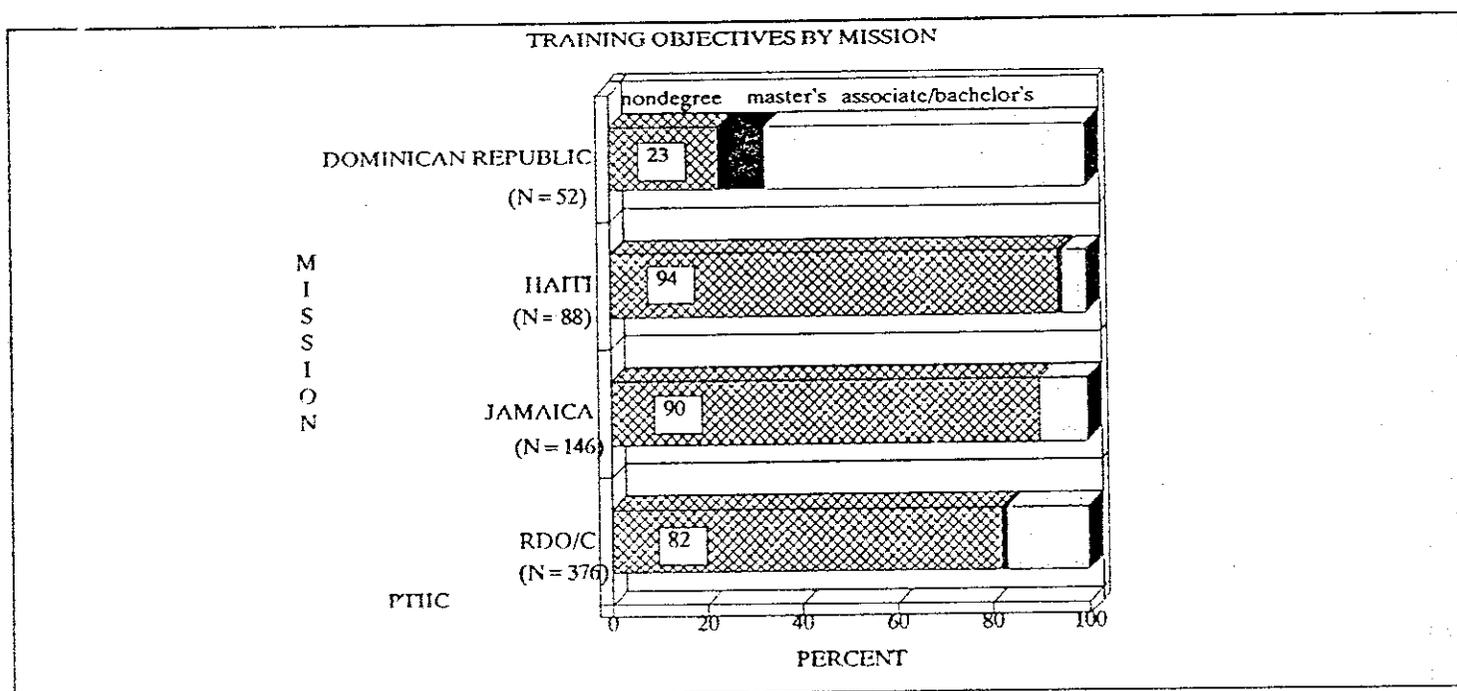


Figure 3.2

LIMITATIONS

Since nearly all long-term academic Trainees are still in training (most in early stages), it is not possible to provide answers to questions concerning predeparture preparation or training experiences for all PTIIC Trainees to date. However, a number of short-term technical training programs have been completed, and many of the Trainees responded to an *Exit Questionnaire* that elicited evaluations of their training. This chapter summarizes the responses to selected items from that instrument.

The reader is cautioned regarding limitations on the ability to generalize findings. Only short-term, group training programs were evaluated. Respondents from the RDO/C represent 63% of that Mission's 309 short-term Trainees and 2 out of 5 group training programs. Respondents from Haiti represent 88% of that Mission's 83 short-term Trainees and 3 out of 6 group training programs. Trainees from Jamaica who were actually surveyed represent 47% of 127 short-term Trainees and 5 of Jamaica's group training programs. However, some items included here were asked of only 20 Trainees from 3 of the 5 Jamaican groups. (Two versions of the *Exit Questionnaire* were used; one version did not contain all of the items reported here.) Trainees from the Dominican Republic are not represented. That Mission had funded only 12 short-term Trainees--two training groups--through December 1987, and program evaluation data are not available.

For a description of the short-term training programs funded under PTIIC, see Appendix B of this report. For an extended analysis, by program, of Trainee responses to the *Exit Questionnaire*, see the Aguirre International *First Quarterly Report--FY 1988*.

PREDEPARTURE PREPARATION

Short-term Trainees from each of the Missions for which program evaluation data were available received in-country preparation. Figure 3.3 shows by Mission the percentages of Trainees who reported receiving the predeparture preparation, and Figure 3.4 shows the proportion who received the preparation in their own countries rather than in a third country. (Some Trainees from the various eastern Caribbean islands receive orientation in Barbados.)

EXIT: DID TRAINEE RECEIVE
PREDEPARTURE PREPARATION?

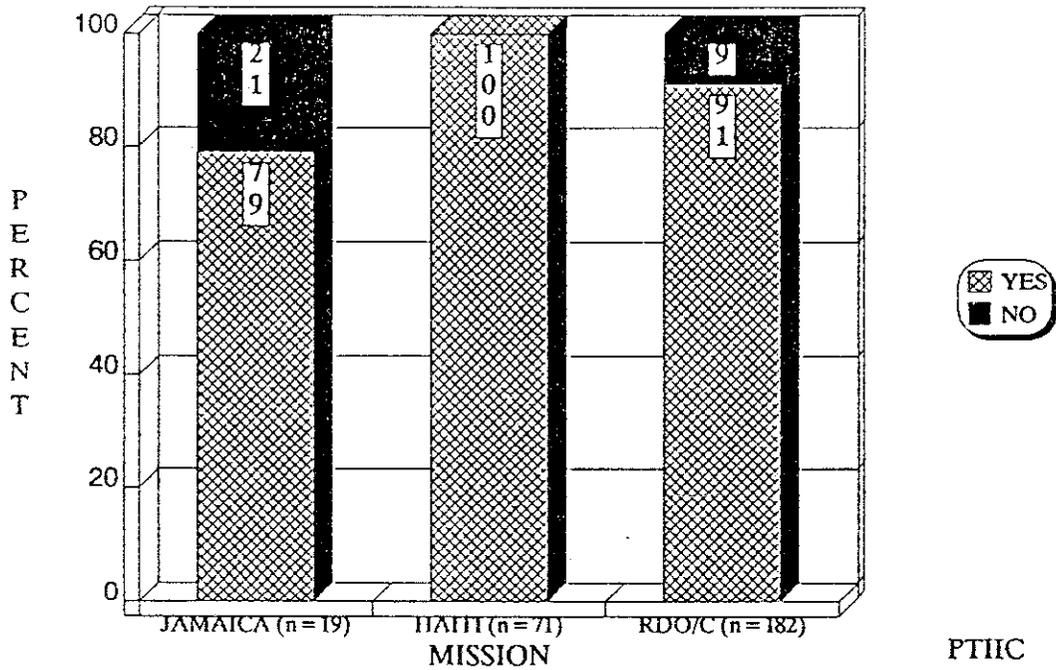


Figure 3.3

EXIT: WAS PREDEPARTURE PREPARATION
IN-COUNTRY?

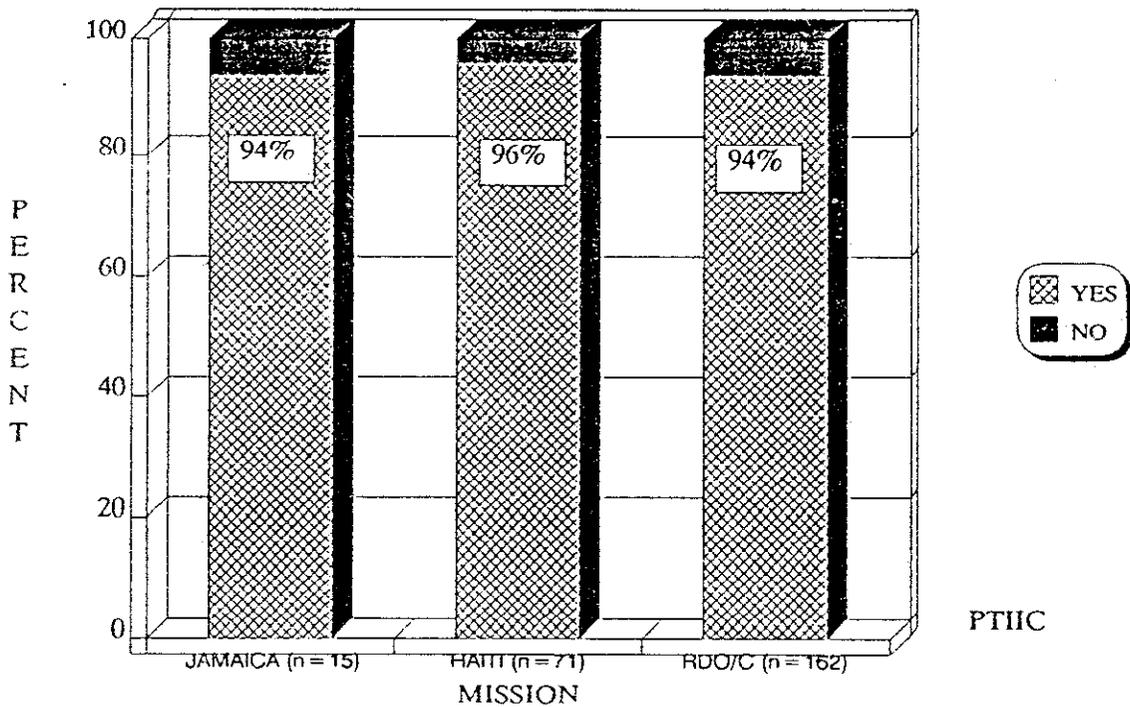


Figure 3.4

Trainees evaluated the usefulness to them of various aspects of this predeparture preparation. Figures 3.5 through 3.7 summarize their responses. These figures report the proportion of respondents who indicated that each aspect of predeparture preparation was either of *considerable use* or *extremely useful*.

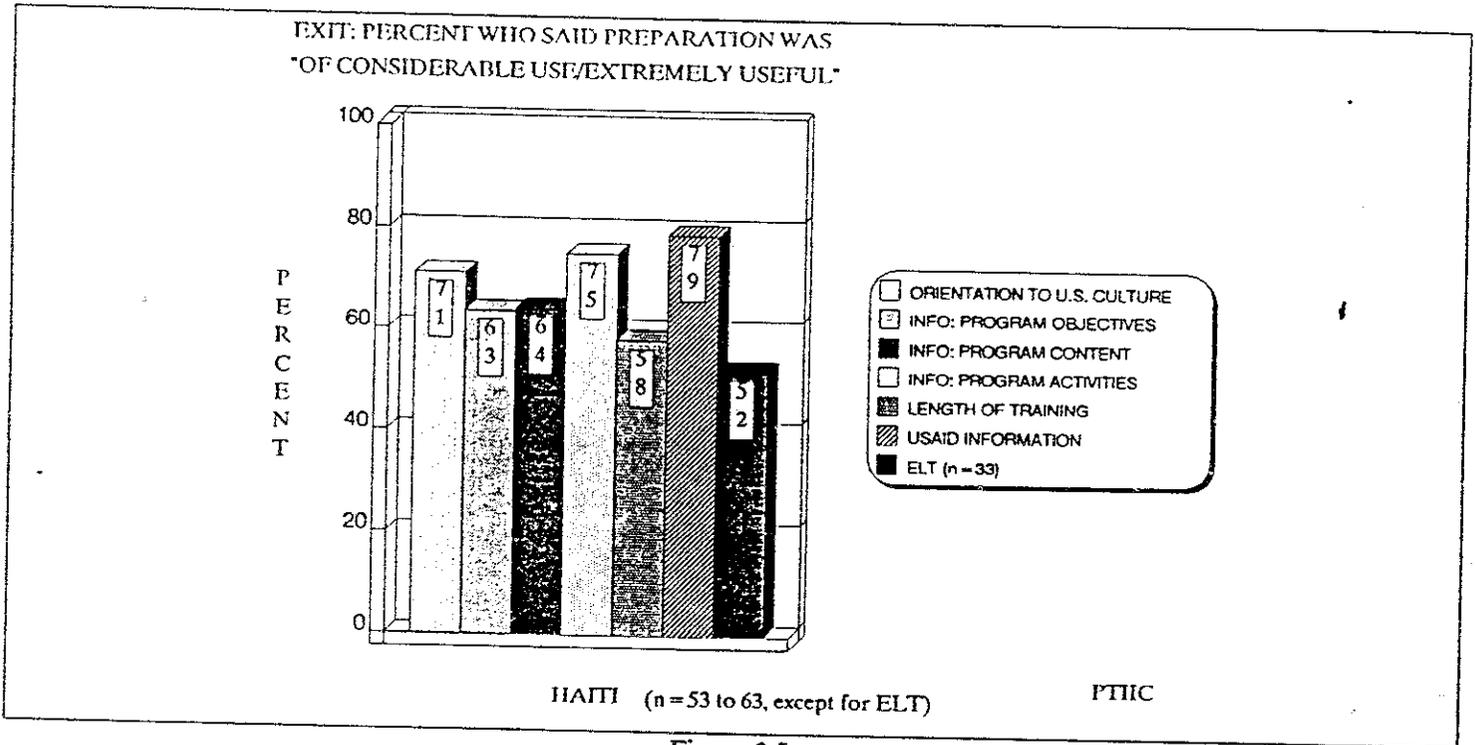


Figure 3.5

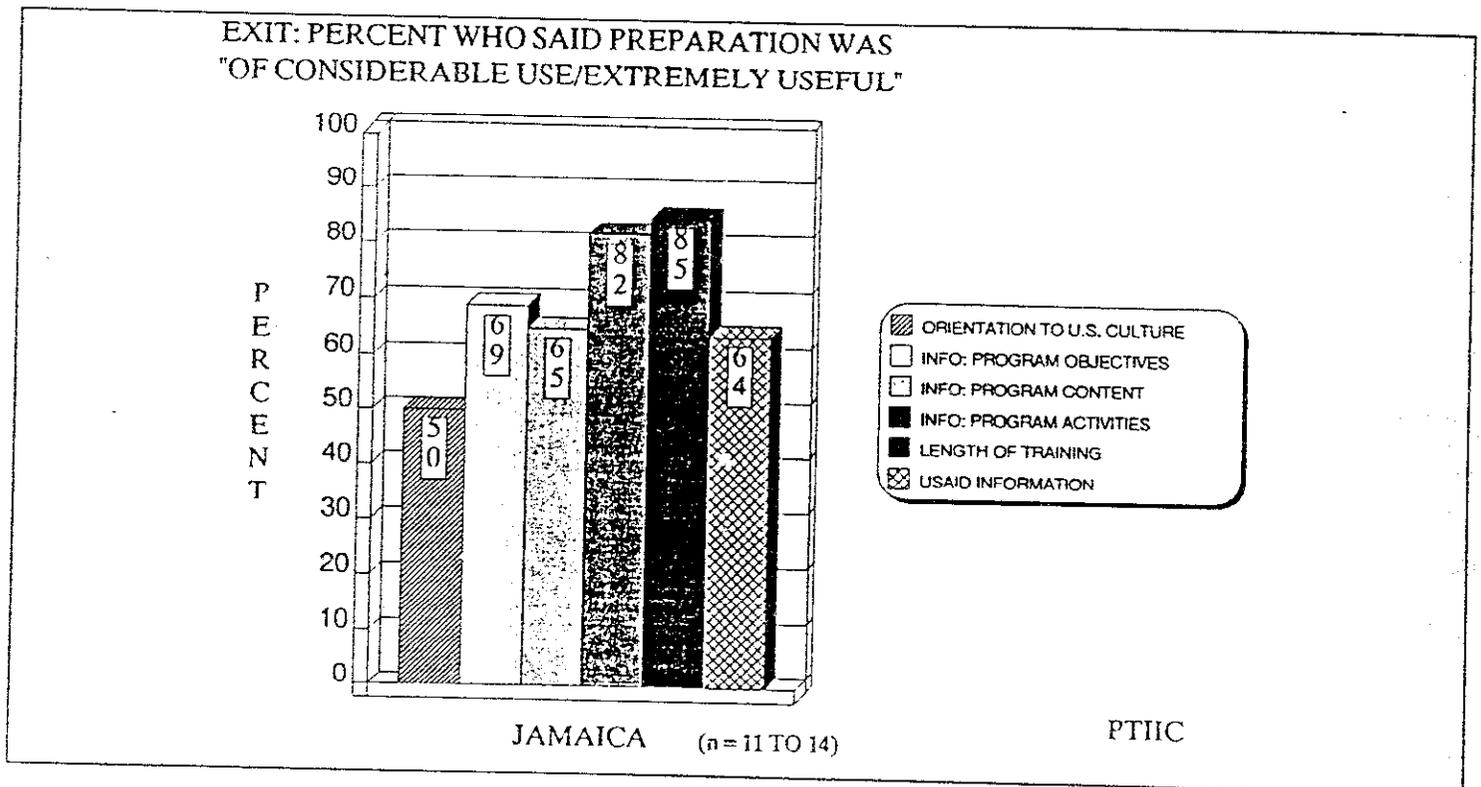


Figure 3.6

EXIT: PERCENT WHO SAID PREPARATION WAS
"OF CONSIDERABLE USE/EXTREMELY USEFUL"

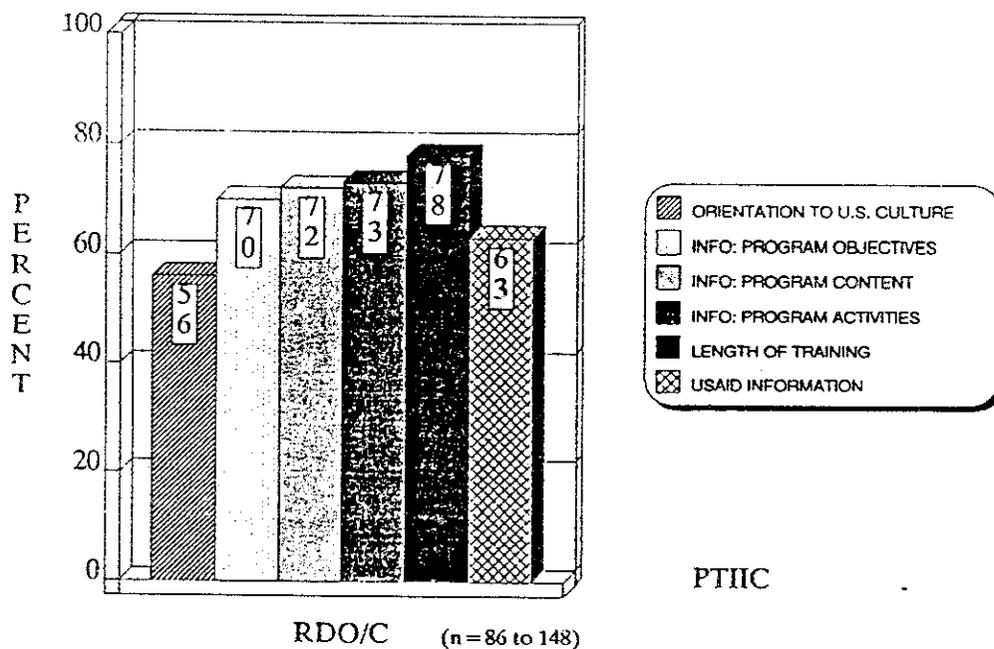


Figure 3.7

Results for Jamaica and the RDO/C are similar with regard to the category orientation to U.S. culture: the category received a slightly lower rating overall than did other aspects of predeparture preparation (such as, information specific to the training program or to USAID policies and procedures). It may be that Trainees from English-speaking countries in the Caribbean perceive less need for cultural information. On the other hand, a large proportion (71%) of respondents from Haiti gave the orientation to U.S. culture a high rating for usefulness. An even larger proportion (79%) gave a high rating for usefulness of USAID information. Just over 60% of Trainees from the other two Missions gave high ratings for the usefulness of USAID information.

In-country ELT is provided in both Haiti and the Dominican Republic. However, it primarily serves long-term Trainees. The exit evaluations reported here do not provide information concerning the quality of either country's ELT.

Thirty-three Haitian short-term Trainees reported receiving English language training. About half of these (52%) gave the ELT a high rating for usefulness. With regard to language difficulties encountered during training, Haitian Trainees reported their greatest difficulty was in understanding informal conversations. In contrast, lectures, reading assignments, and classroom discussions presented less difficulty. Responses are summarized in Figure 3.8. (Thirty-nine Haitians reported the use of either Creole or Spanish in the classroom during training.)

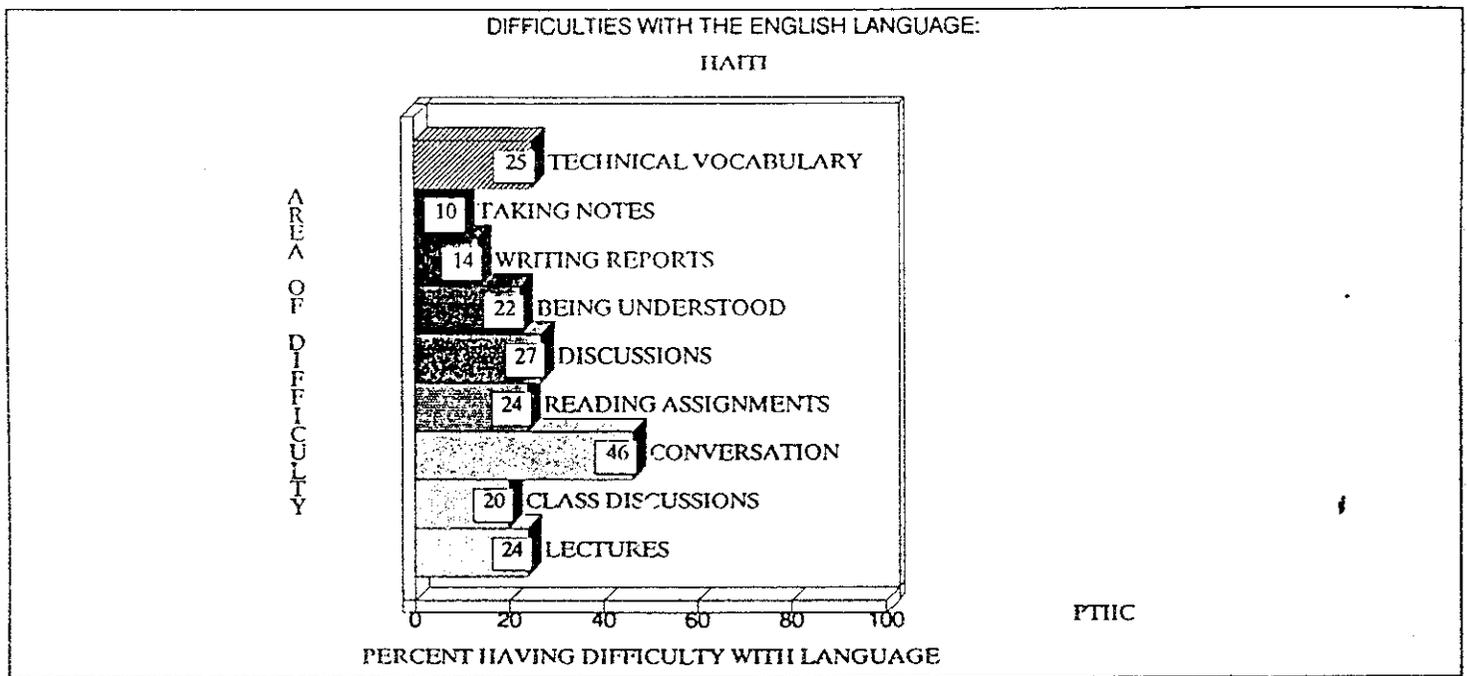


Figure 3.8

USAID/Haiti has contracted with the Haitian Academy to provide intensive English to selected applicants. The goal of the program is to provide the students with basic English prior to their departure for the U.S. We met with Academy personnel and directors and were impressed with the quality of the teachers, the commitment of the directors, and the positive attitudes of the students. Along with ELT, long-term Trainees receive four months of in-country remedial academic work.

USAID/Dominican Republic funds an intensive ELT program at the *Instituto Cultural Dominico-Americano* (ICDA) to prepare AID participants in-country in basic English skills. A site visit and conversations with the program coordinator and members of her teaching staff produced a very favorable impression of the services provided. Personal commitment on the part of coordinators and trainers was evident. The ELT period (about four months) is used by the Mission to provide extensive predeparture preparation in areas other than language. The preparation includes the following:

1. Cultural awareness training to encourage sensitivity to Dominican history, culture, and social behavior as a foundation for sharing Trainees' Dominican heritage with U.S. citizens and for learning from Americans about U.S. institutions, customs, etc; and
2. Educational counseling to guide the selection of appropriate training field, training level, and training institution.

The short-term Trainees who responded to our *Exit Questionnaire* estimated the degree of their overall preparedness for the U.S. training they received. The proportions of Trainees who felt either *prepared* or *very prepared* were 73%, 46%, and 43% for Jamaica, Haiti, and the RDO/C, respectively. Few of the RDO/C Trainees reported reasons for the low ratings.

Write-in responses from Haitian Trainees reinforced responses summarized in Figure 3.5--predeparture preparation was deficient with regard to program information. This shortcoming was noted by Trainees from all three programs. Surprisingly, few Haitian Trainees cited language limitations (or insufficient language preparation) as a reason for not feeling prepared. Short-term Trainees' perceptions of how well they were prepared are reported in Figures 3.9 through 3.11.

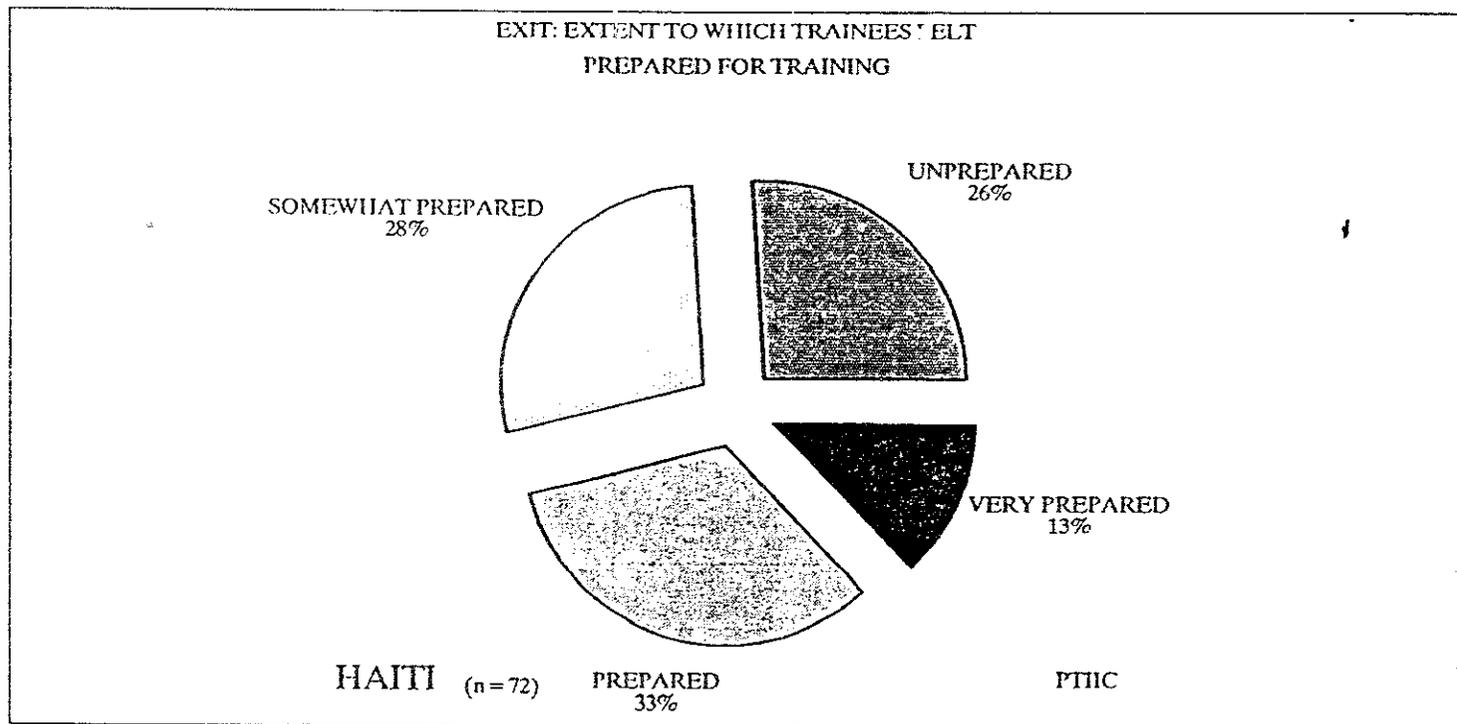


Figure 3.9

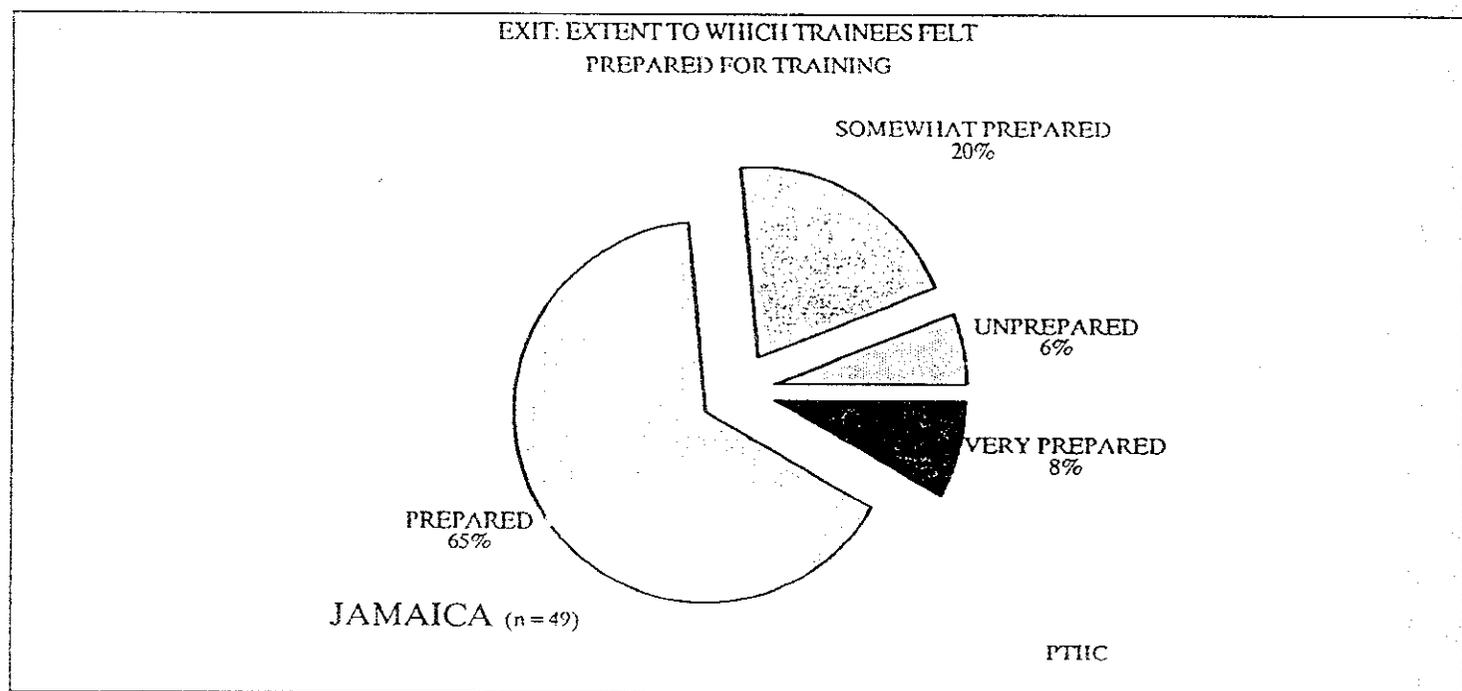


Figure 3.10

EXIT: EXTENT TO WHICH TRAINEES
FELT PREPARED FOR TRAINING

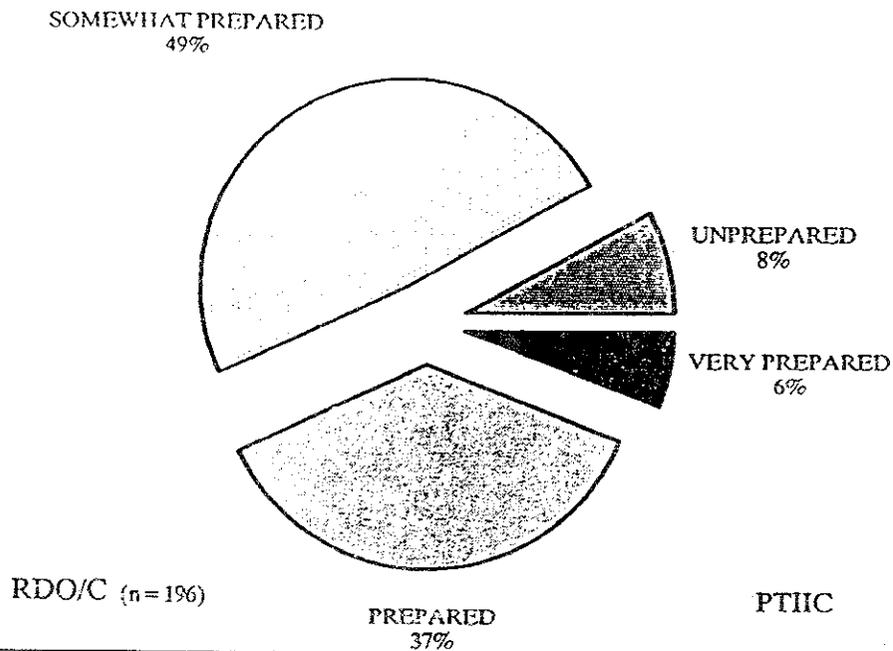


Figure 3.11

THE TRAINING PROGRAMS

SHORT-TERM TRAINING: Short-term training programs are described in Appendix B, but Trainee responses to questions concerning the training programs are reported here. (The reader is reminded that for some items responses from Jamaican Trainees may not be representative.)

Respondents from the RDO/C and Jamaica were nearly unanimous in reporting that their personal goal for the scholarship program was to learn more in their field of work or study. While 61% of Haitian Trainees reported that same goal, another 22% said that getting to know U.S. culture was the main thing he or she wanted to get out of the scholarship program. Finally, learning English and making professional contacts each was cited by 7% of Haitian respondents. Figure 3.12 summarizes Trainee personal training objective by Mission.

EXIT: TRAINEE PERSONAL GOALS--WHAT
TRAINEES HOPED TO GET FROM SCHOLARSHIPS

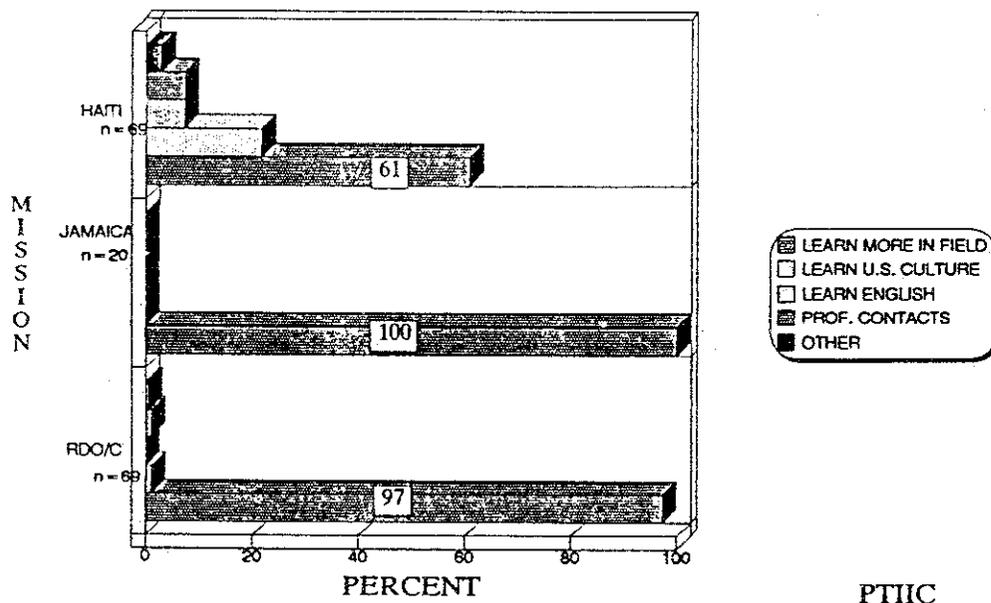


Figure 3.12

The majority of respondents from Jamaica and from the RDO/C, 85% and 75%, respectively, reported that their expectations for training had been met to a *great extent* or to a *very great extent*. A notably greater portion of qualified responses on the part of Haitians (18% reported that expectations had been met only a *little*) may reflect their youth (the average age is 24) along with unrealistic expectations owing to the lack of predeparture program information. The extent to which Trainees perceived these personal goals to have been met is reported in Figures 3.13 through 3.15.

EXIT: EXTENT TO WHICH TRAINEES'
PERSONAL GOALS WERE REALIZED

A GREAT EXTENT
42%

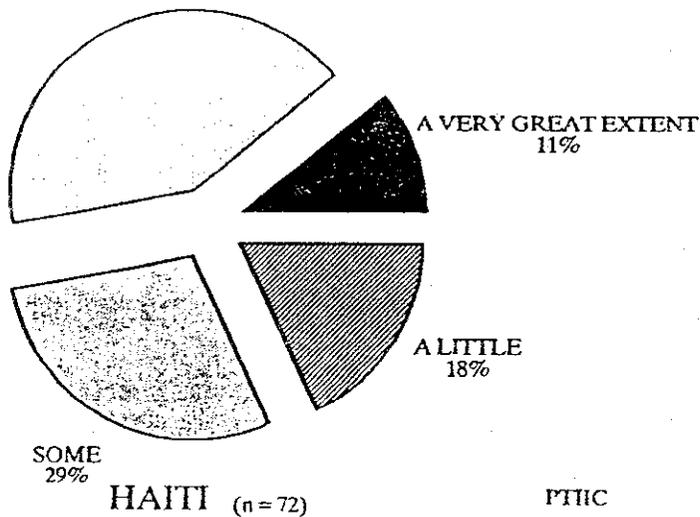


Figure 3.13

EXIT: EXTENT TO WHICH TRAINEES' PERSONAL GOALS WERE REALIZED

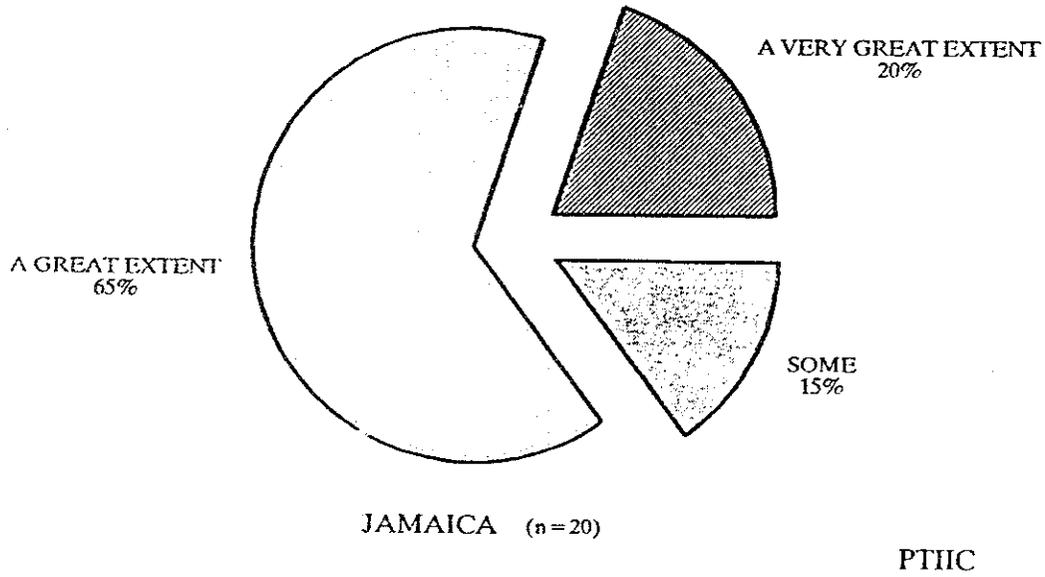


Figure 3.14

EXIT: EXTENT TO WHICH TRAINEES' PERSONAL GOALS WERE REALIZED

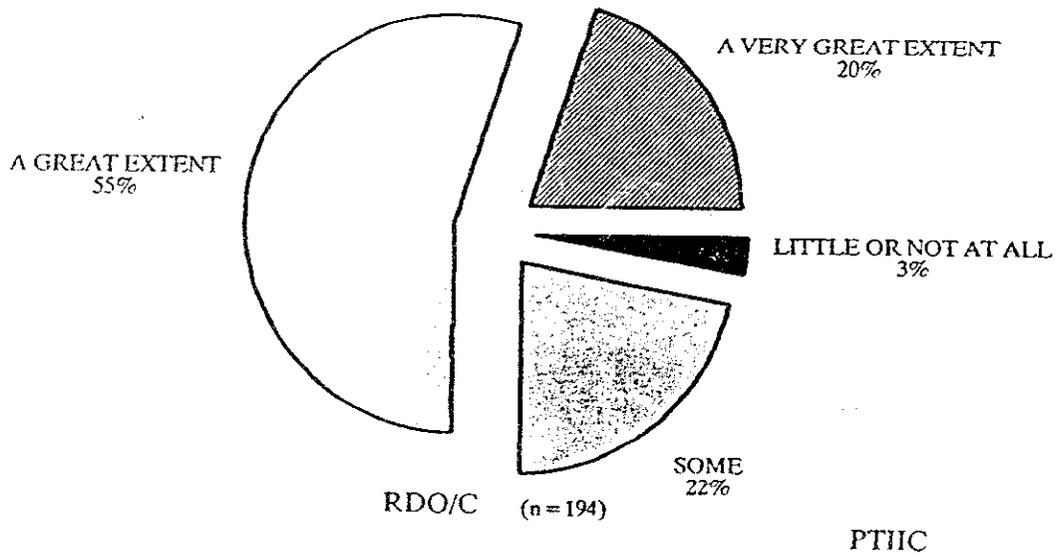


Figure 3.15

When Trainees compared the *training* they had received with their expectations for the training, patterns of response by Mission departed from patterns observed for the questions about personal goals. Haitian and Jamaican respondents gave similar evaluations of the training received--in each case, 29% found it *better than expected*. Respondents from the RDO/C stood out in that 50% found the training *better than expected*. Percentages are reported in Figures 3.16 through 3.18.

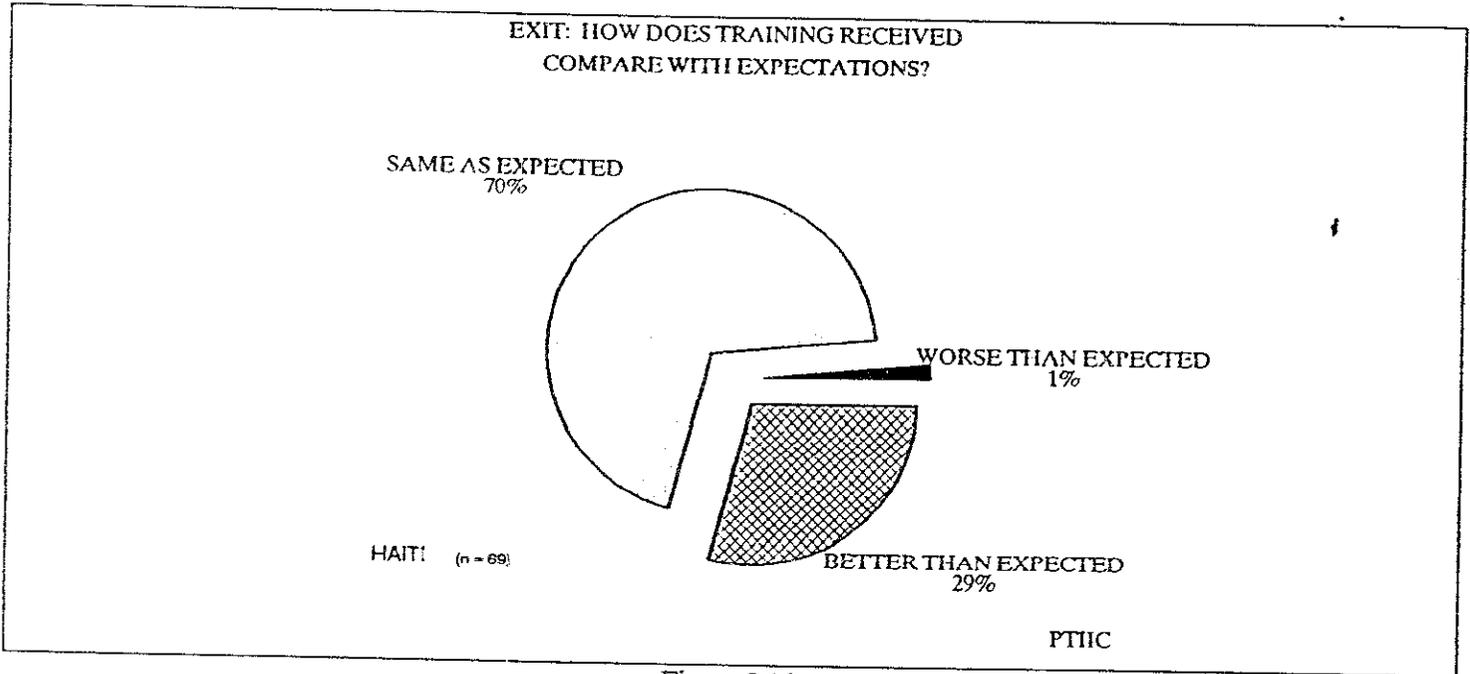


Figure 3.16

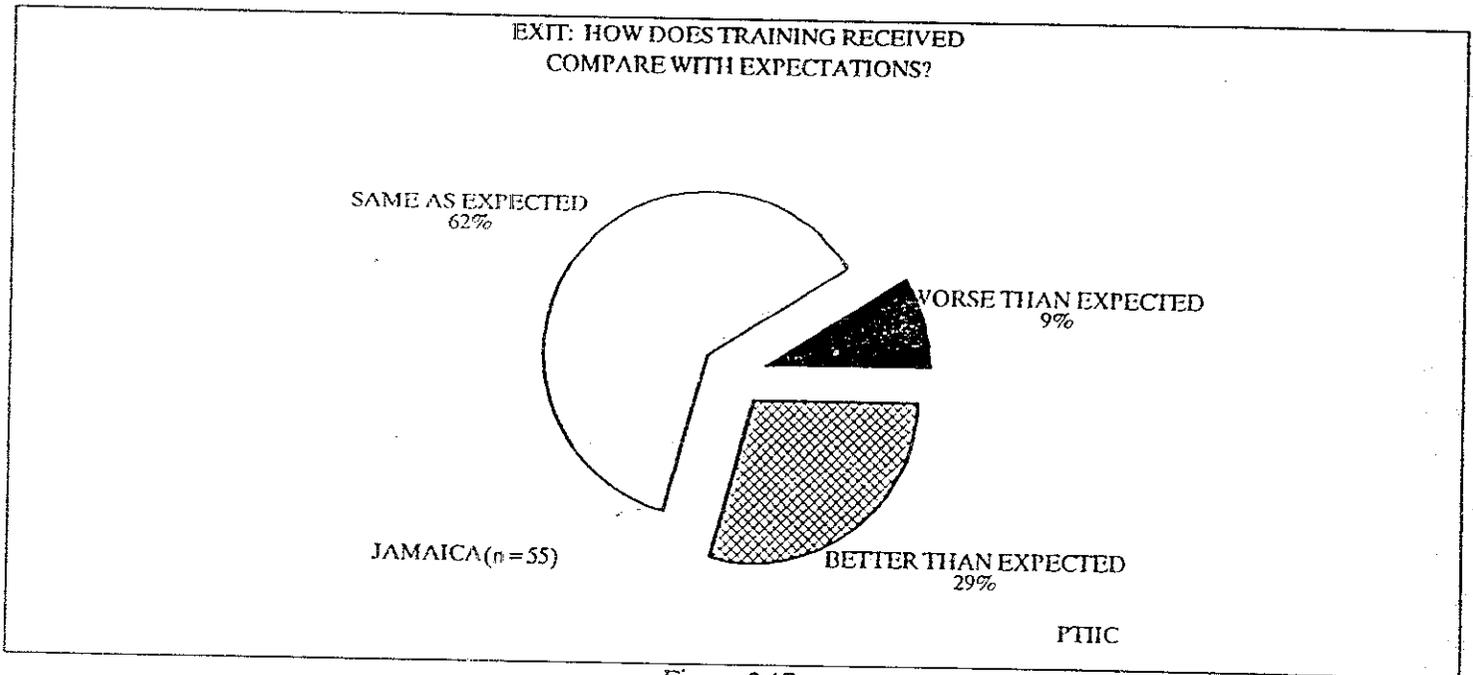


Figure 3.17

EXIT: HOW DOES TRAINING RECEIVED
COMPARE WITH EXPECTATIONS?

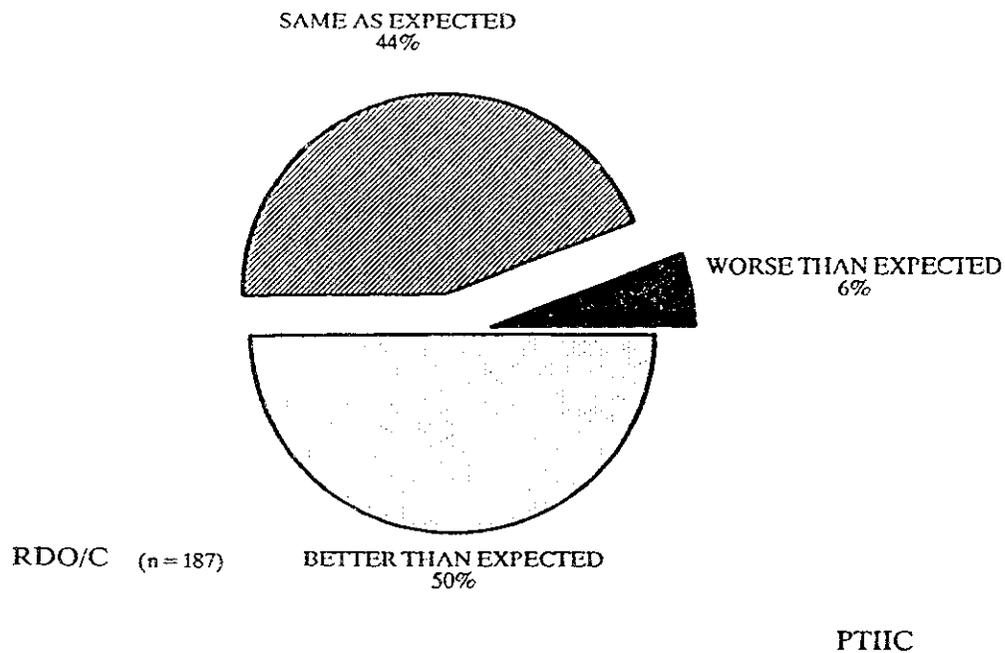


Figure 3.18

LONG-TERM TRAINING: As of December 31, 1987, 131 PTIIC Trainees had begun programs in the U.S. that would last nine months or longer. Evaluation questionnaires were filled out by those who were in Washington, D.C. for a leadership conference from May 24-29, 1988. A summary of their responses is forthcoming. The leadership conference, arranged by Creative Associates International of Washington, strove to enhance Trainee leadership skills and to help Trainees discover relationships and linkages that could be continued after completing their U.S. training. Also present at the conference were Mission staff from the RDO/C and Haiti and non-AID persons involved in Trainee recruitment, screening, and follow-up for the two Missions. Trainees gave highly positive evaluations of the trainers and the training sessions. One Trainee said that *the conference was very participant-oriented which...enhanced the entire purpose of the conference*. Others *valued the opportunity to interact with the other scholars and to share our experiences* and saw the conference as *an opportunity to learn something about others' countries* as well as about the quality of good leadership.

EXPERIENCE AMERICA

NONCLASSROOM EXPERIENCES: Some activities that Trainees engaged in while in the U.S. are summarized in Figures 3.19 through 3.21. Attending cultural events was the single most frequent activity reported; visiting or living with U.S. families was also frequently reported by Haitian and Jamaican Trainees (80% of each group) although only 45% of Trainees from the RDO/C reported having that experience. Attendance at civic activities was reported by 45% of RDO/C Trainees but only by 25% and 22% of Jamaicans and Haitians, respectively. One other relatively frequent activity was traveling around the U.S. Not surprisingly, a large proportion (64%) of the (youthful) Haitian Trainees reported attending athletic events.

It may be of consequence that Trainees from the RDO/C had the least experience with U.S. families (see Figures 3.19-3.21) and reported the least increase in understanding of U.S. families.

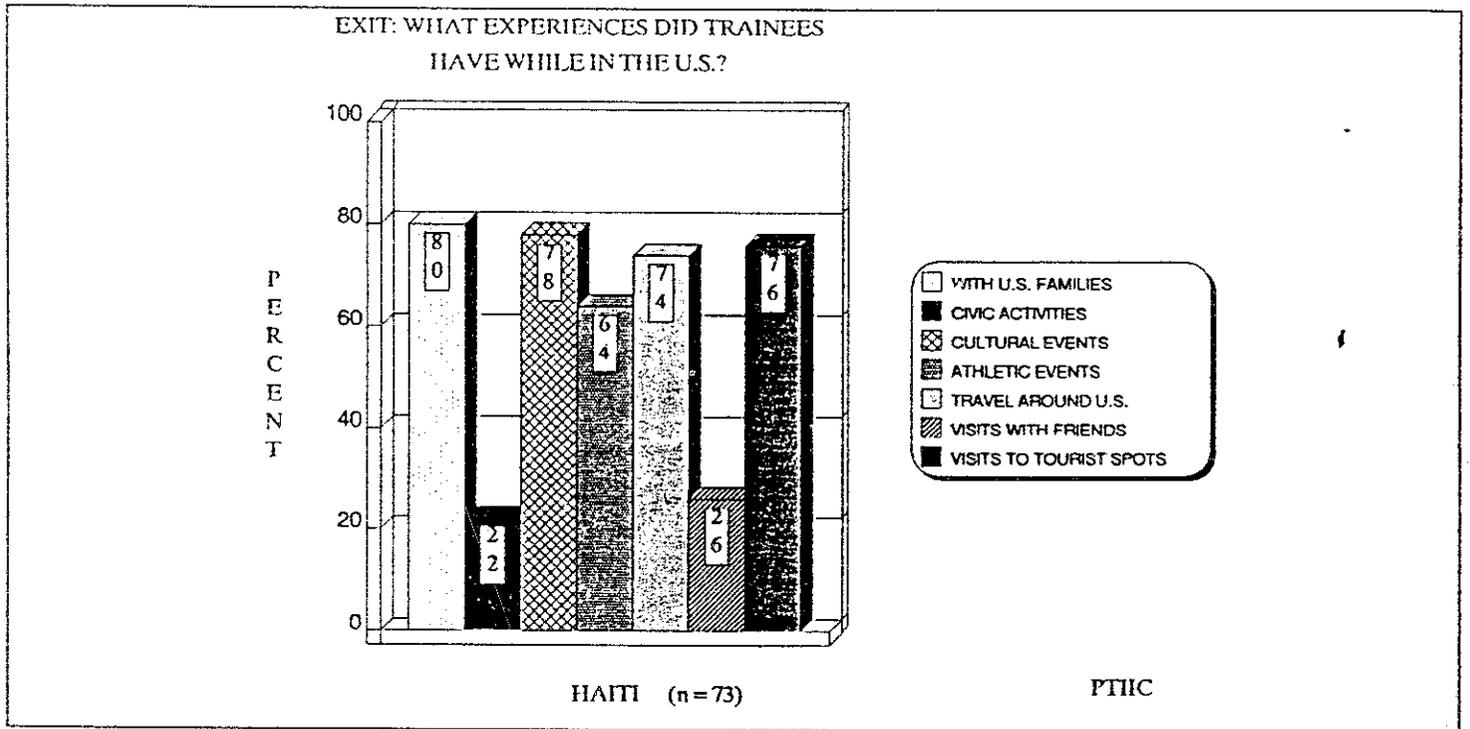


Figure 3.19

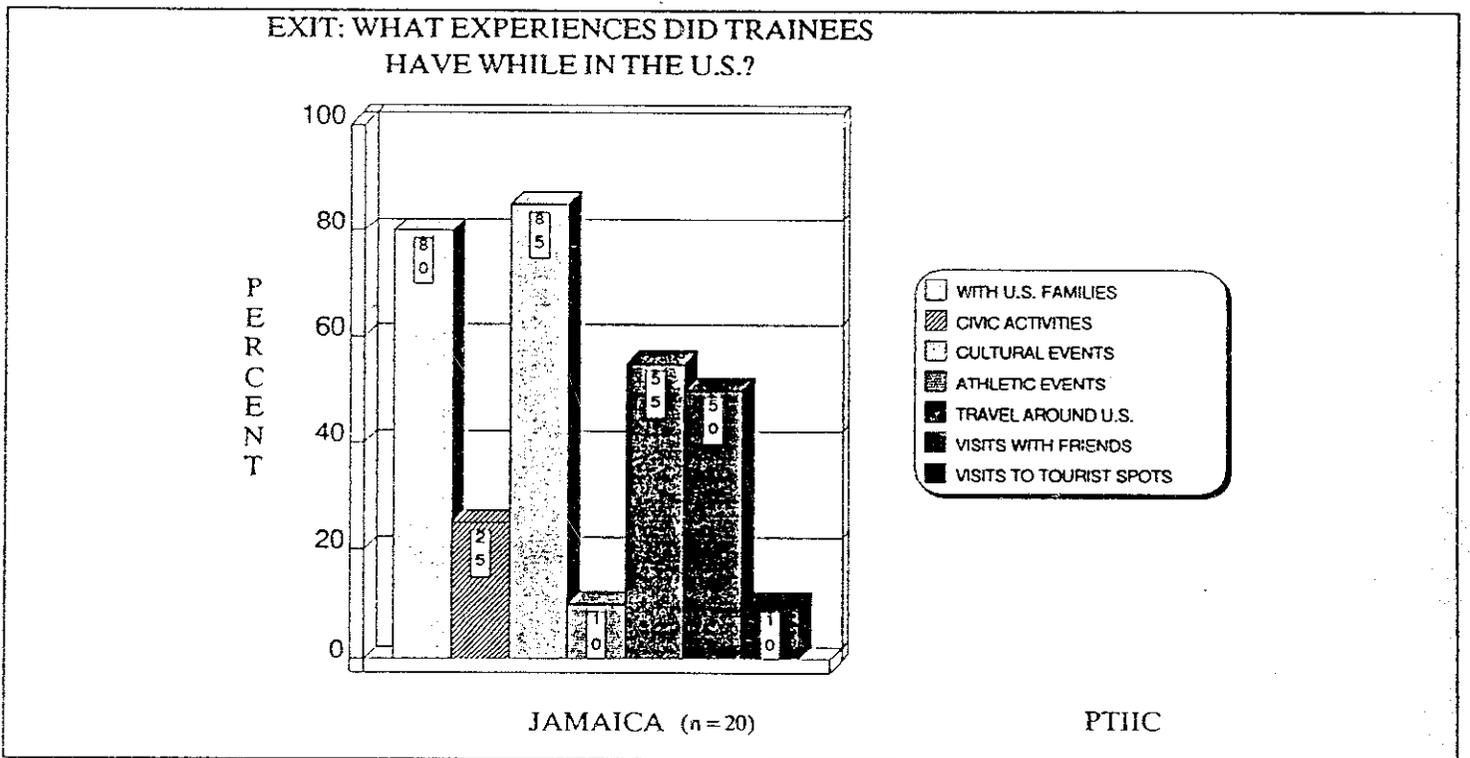


Figure 3.20

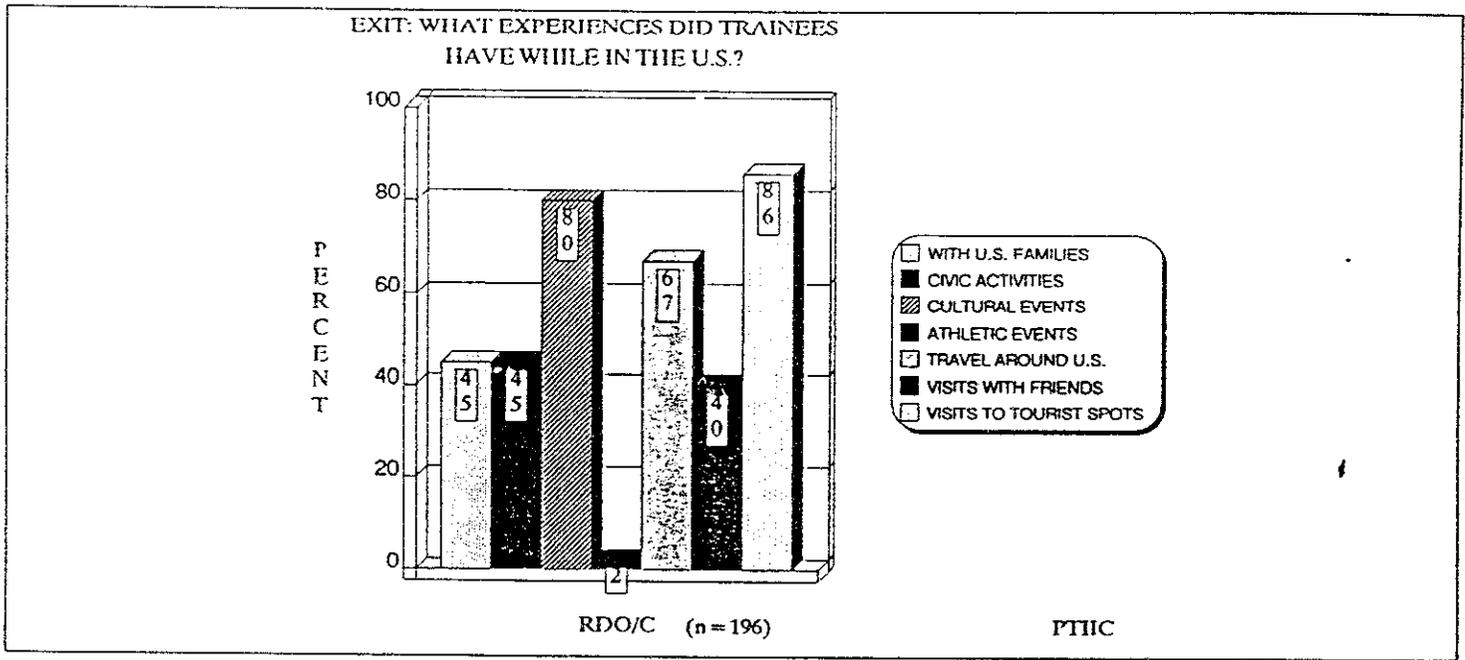


Figure 3.21

TRAINEE PERCEPTIONS OF THE U.S.: Trainees were asked to report how much their scholarship experiences had increased their understanding of different aspects of life in the U.S. Response patterns across Missions were similar. Trainees reported that the greatest increase was in their understanding of U.S. citizens and U.S. life styles. They perceived less increase in their understanding of U.S. politics and U.S. government. A difference across Missions was observed in responses concerning an increase in understanding of U.S. families: Haitian Trainees reported the greatest increase, followed by Jamaicans, and finally Trainees from the RDO/C. Percentages are reported in Figures 3.22 through 3.24.

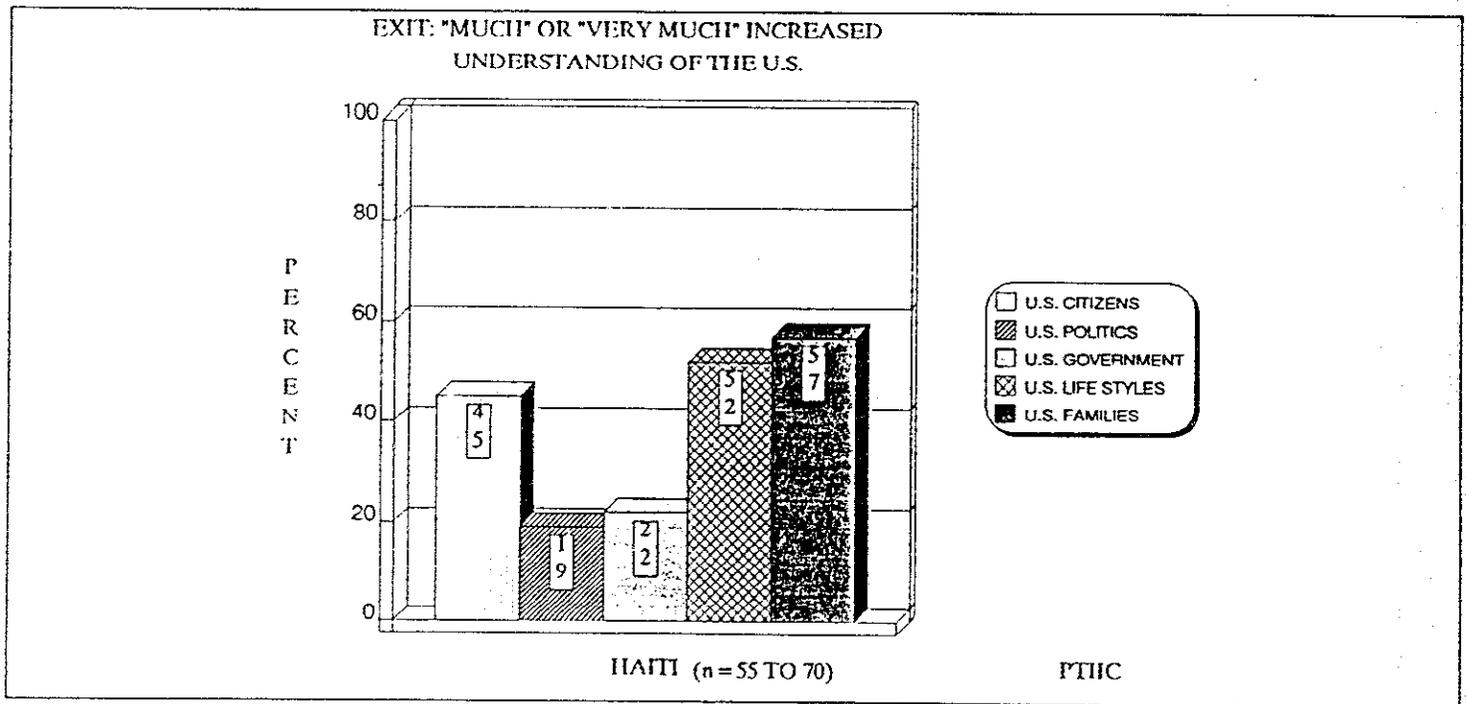


Figure 3.22

EXIT: "MUCH" OR "VERY MUCH" INCREASED UNDERSTANDING OF THE U.S.

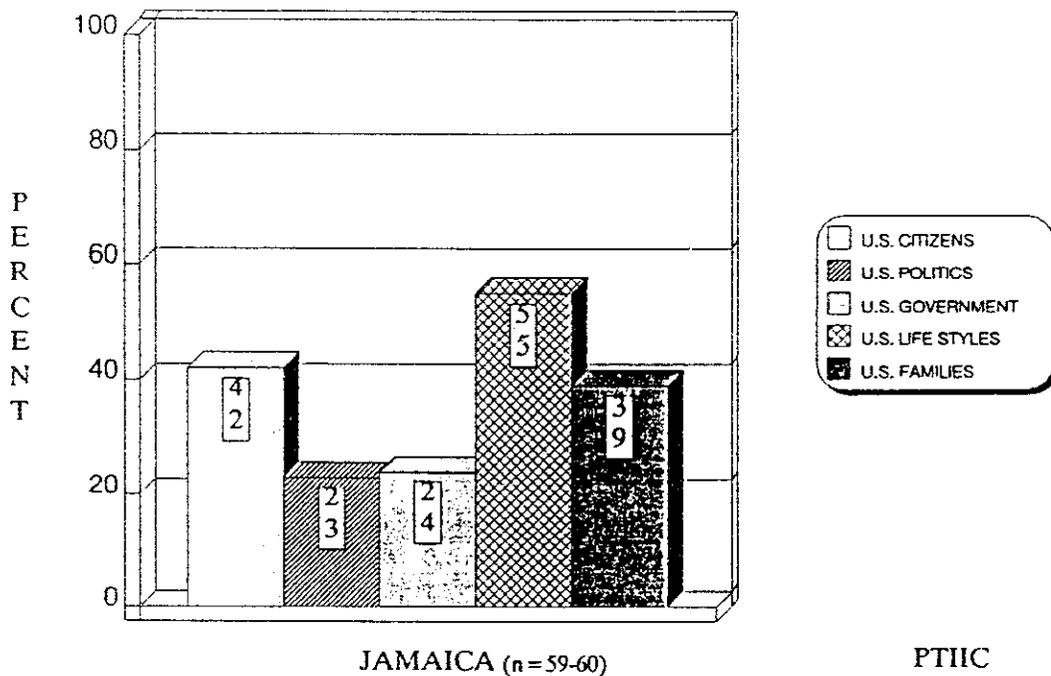


Figure 3.23

EXIT: "MUCH" OR "VERY MUCH" INCREASED UNDERSTANDING OF THE U.S.

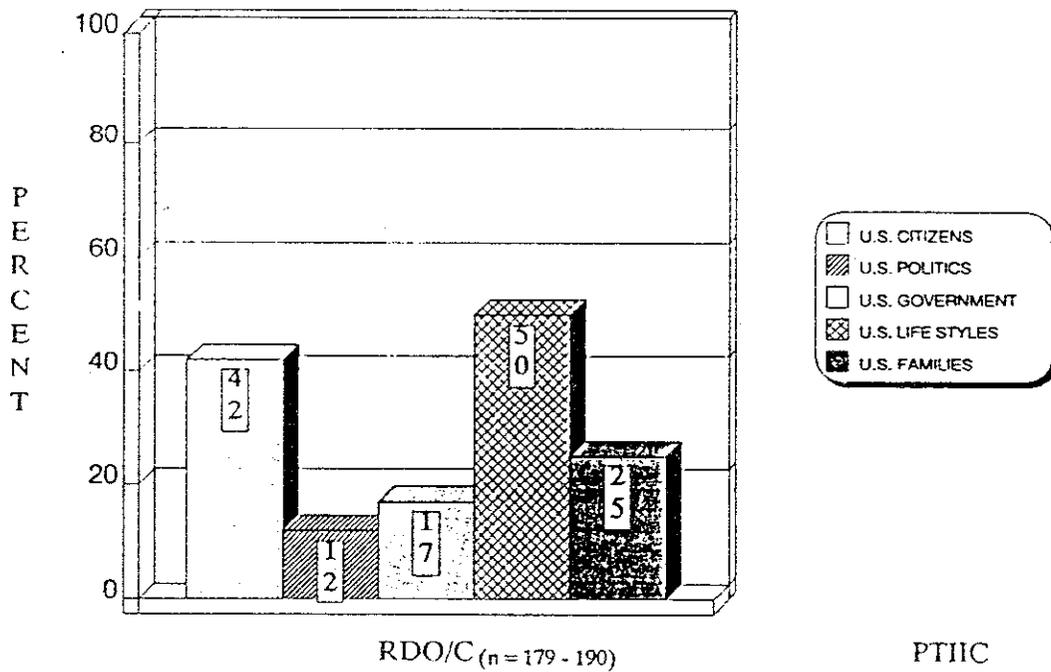


Figure 3.24

Trainees were asked to characterize the U.S. on several dimensions. Haitian Trainees provided the largest proportions of negative characterizations--especially with regard to sensitivity. However, the majority of Haitian characterizations were positive. Characterizations by Trainees from Jamaica and from the eastern Caribbean islands were overwhelmingly positive. Percentages are reported in Figures 3.25 through 3.27.

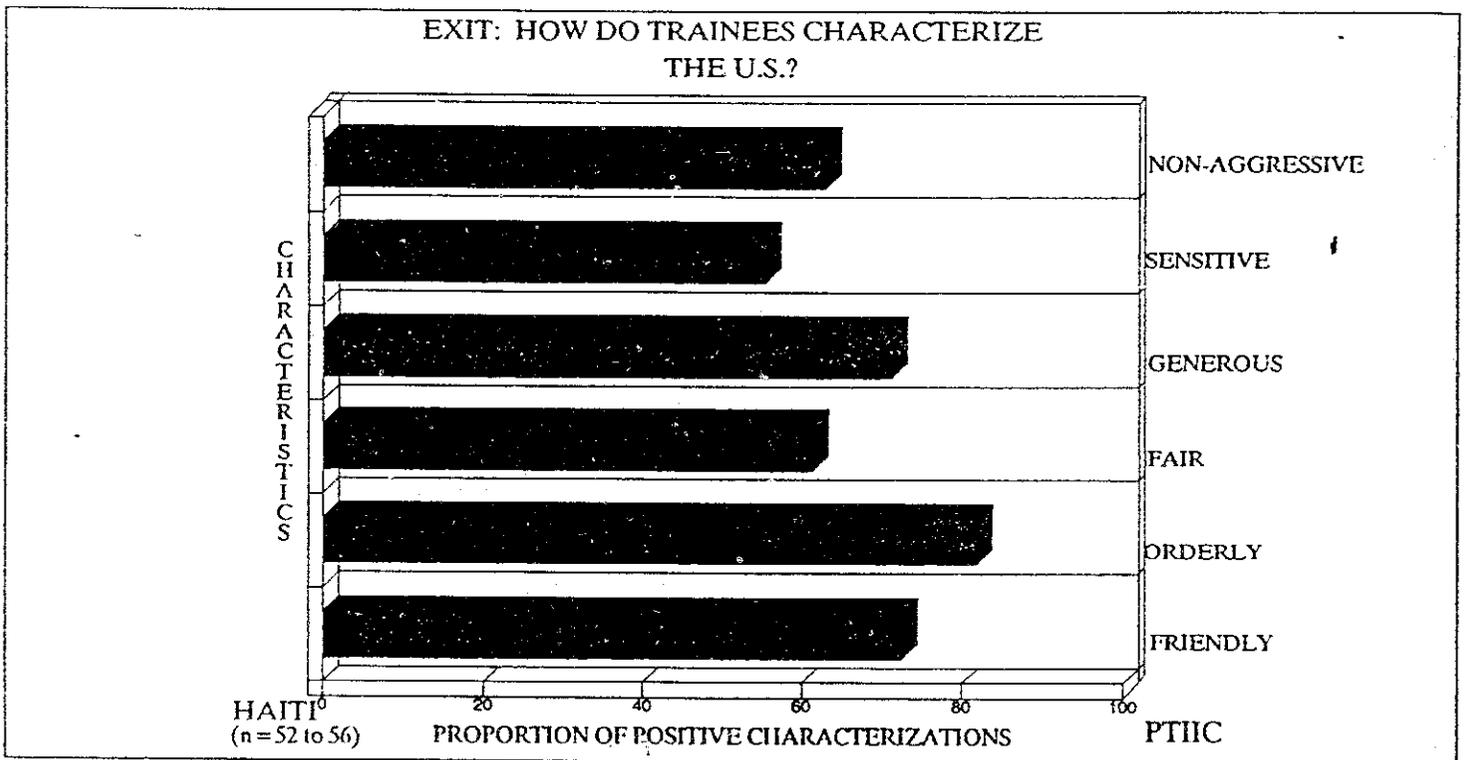


Figure 3.25

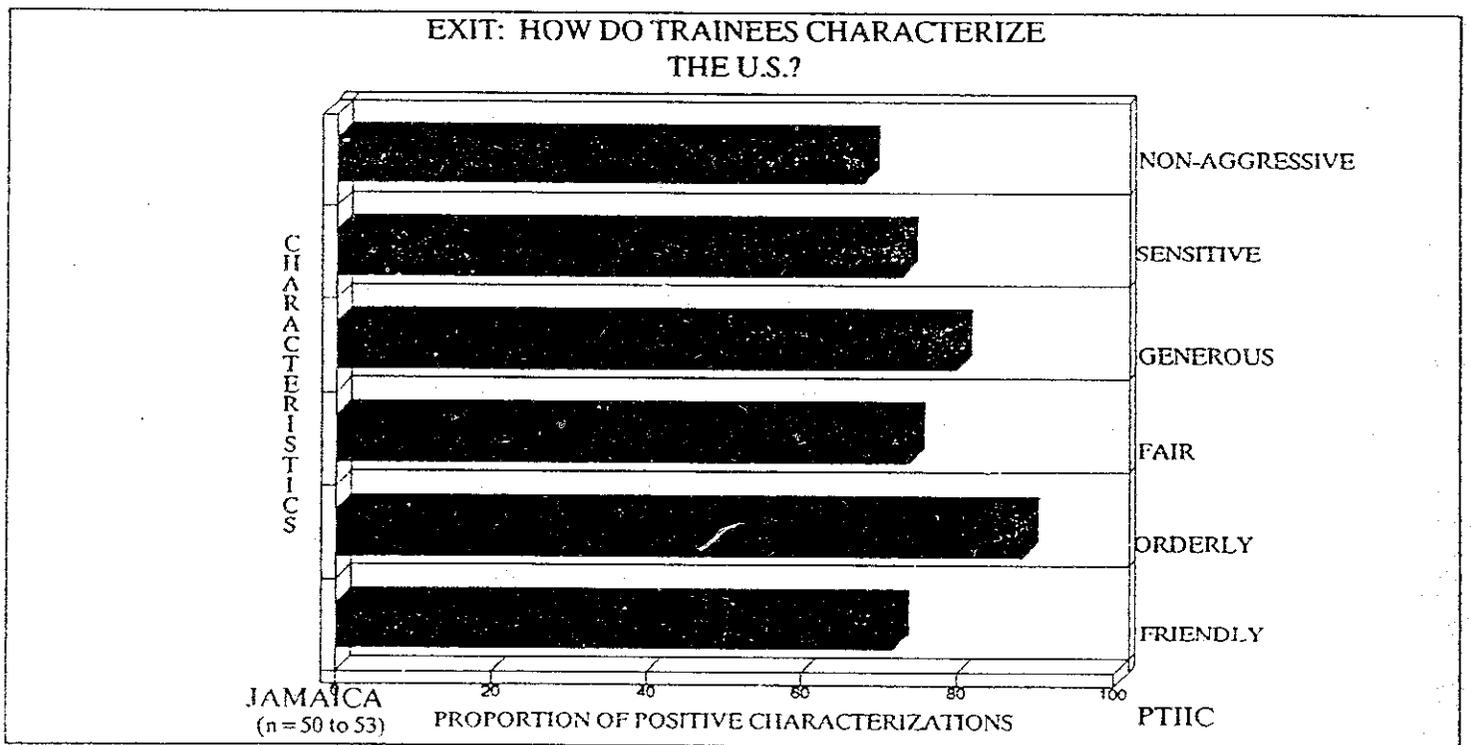


Figure 3.26

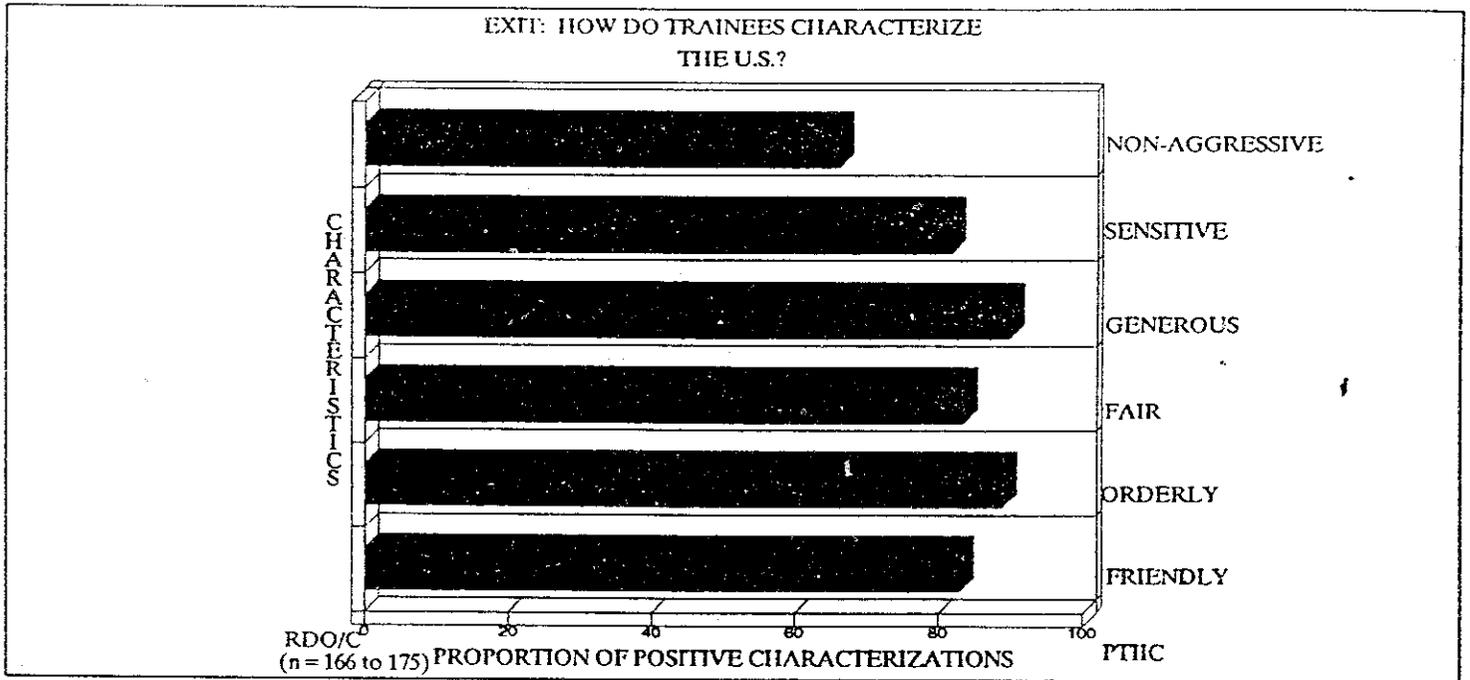


Figure 3.27

Finally, respondents reported their perceptions of how well U.S. citizens understand the Trainees' country. Response patterns were strikingly similar across Missions, as can be observed in Figure 3.28. Averaging across the three Missions, 52% of the respondents said U.S. citizens understand the Trainees' country *not at all* or only *a little*, while just 17% responded with *well* or *very well*. Another 31% either abstained or provided the noncommittal response *somewhat*.

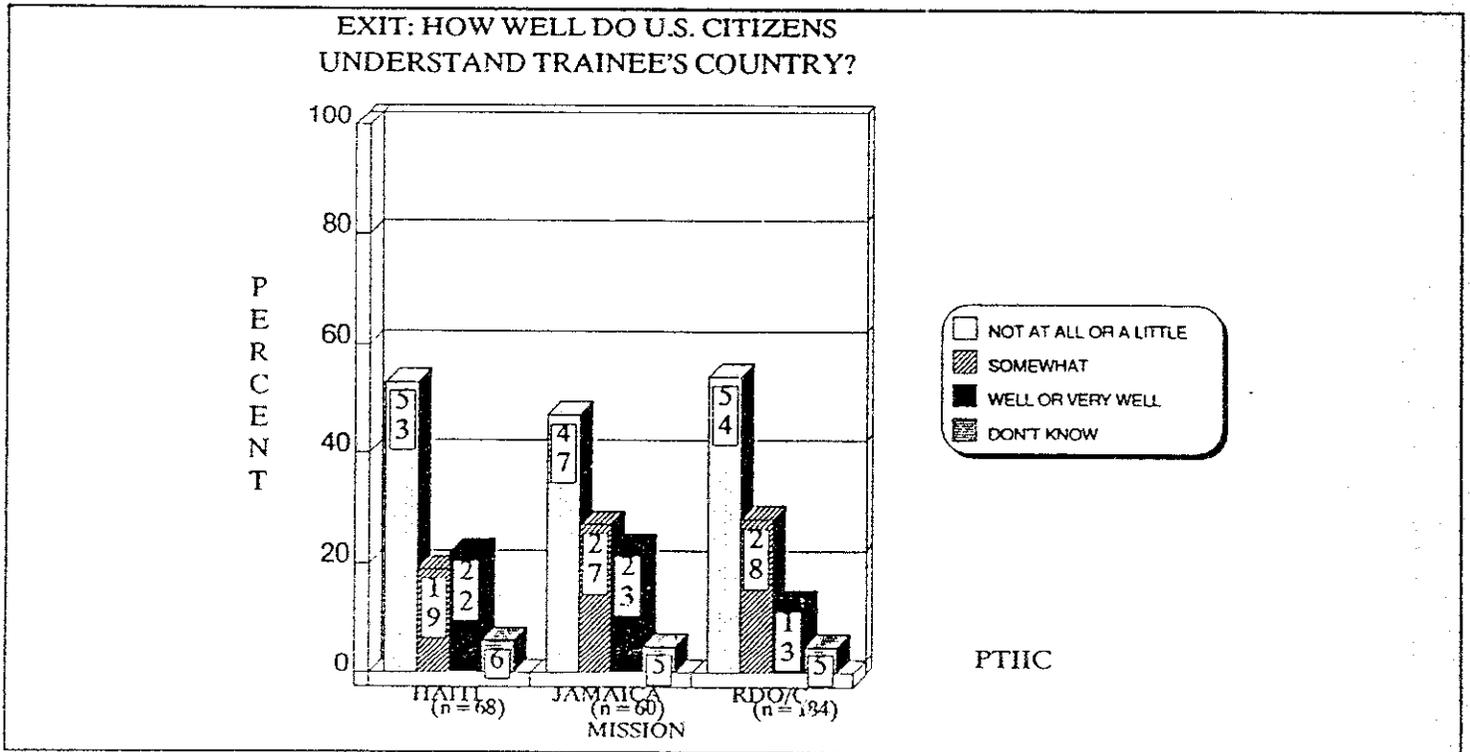


Figure 3.28

SUMMARY

Data reported in this chapter constitute primarily *Trainee* 1) evaluations of two aspects of their scholarship programs--in-country predeparture preparation and training in the U.S., 2) reports of nonclassroom experiences, and 3) perceptions of the U.S. and its citizens.

Issues specific to individual training programs were reported in Aguirre International's *First Quarterly Report--FY 1988*. The present summary analysis brought to light a few additional concerns.

- Predeparture preparation has *not* been satisfactory in the judgment of some Haitian Trainees. Twenty-six percent reported feeling *unprepared*, and the deficiency most often cited was lack of program information.
- Comparatively lower levels of satisfaction with training have been reported by Haitians (perhaps owing in part to inadequate preparation).
- Most short-term Trainees report less increase in their understanding of U.S. politics and government than in their understanding of U.S. culture (families, citizens, and life styles).
- Trainees from Jamaica and the eastern Caribbean islands have reported that orientation to U.S. culture given in-country is the least useful aspect of their predeparture preparation.

RECOMMENDATIONS

The Mission in Haiti needs to determine the cause of Trainee dissatisfaction with the predeparture preparation and improve mechanisms for providing Trainees with program information.

All Missions need to provide exact guidance to placement contractors ensuring that Experience America programming involves Trainees with democratic institutions and processes as well as with U.S. social life.

USAIDs Jamaica and the RDO/C should determine the basis for Trainees' relatively low estimate of the usefulness of the orientation to U.S. culture that was provided them. (In general, Missions that serve English-speaking populations should share insights and observations that bear on the special characteristics and requirements of these populations.)

CHAPTER FOUR

COST OF PTIIC TRAINING

Cost of PTIIC training is comprised of two main types of expenditures: program and administrative. Program costs are expenditures such as Trainee tuition, training fees, maintenance allowances, health insurance, English language training, and transportation. Administrative costs include funds expended by a contractor (or Agency staff) to select, program and place Trainees. Administrative costs include salaries, overhead, profit, contractor travel, and per diem.

This assessment of costs will focus exclusively on actual expenditures (not budgeted costs) to date by the PTIIC contractor, United Schools of America (USA, Inc.) and their subcontractor Creative Associates International.

The assessment will be divided into three components:

1. Program expenditures of Technical Training (technical training is all training not designed to lead to an academic degree);
2. Program expenditures of Academic Training (all training designed to lead to an academic degree); and
3. Administrative expenditures of all training.

The PTIIC contractor and subcontractor have endeavored to follow the Agency's Training Cost Analysis for training program budgeting and reporting. The systems put into place by USA are very useful in assessing costs of the program. Their procedures are clear and precise.

The PTIIC contractor has supplied us with detailed expenditure data related to both technical and academic training program costs and with overall administrative costs.

Table 4.1 indicates the level of cost per training-month for each of the three areas mentioned above. Program costs, both academic and technical, are very reasonable. Administrative costs are somewhat higher than might be anticipated but are likely due in part to high start-up costs of the program.

TABLE 4.1
COST CATEGORY COST PER TRAINING-MONTH

PROGRAM	
Academic	\$1,851
Technical	\$3,521
ADMINISTRATIVE	\$ 537*

* The contractor expects this figure to drop to \$381 over the life of the project.

The following sections provide more detail on PTIIC costs.

TECHNICAL TRAINING PROGRAM COSTS

Expenditure data associated with program costs of technical training are reasonable and in line with CAPS data for similar programs. For programs through September 30, 1988, the mean cost per training-month for technical training is \$3,521. Figure 4.1 depicts the portion of total expenditures which the region allocated to the various cost ranges of training. About seventy-eight percent of total expenditures for technical training were spent on programs costing between \$3000 and \$4000 per training-month. Only about 6% of all expenditures for technical training cost more than \$6,500 per training-month. (Two of the three programs in this cost range were arranged by the Voice of America.) Appendix B provides detail on technical training costs per PIO/P group.

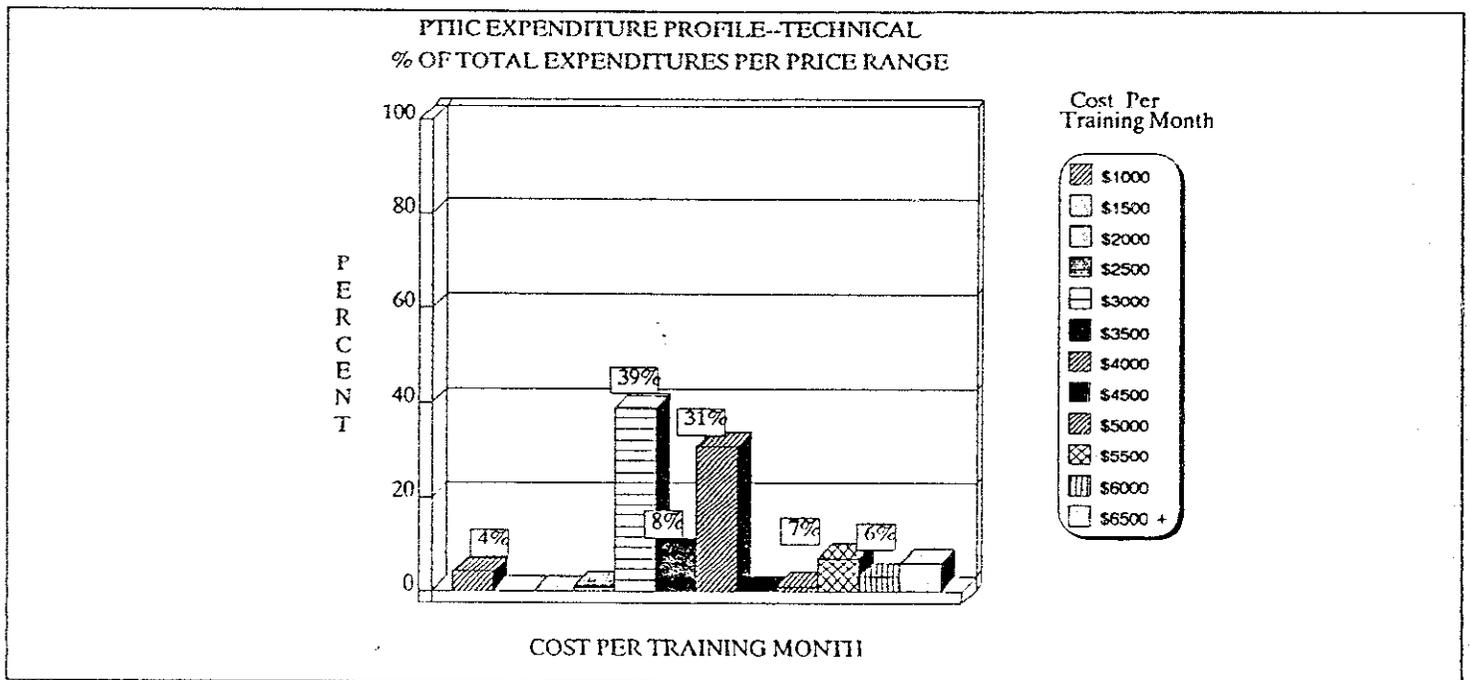


Figure 4.1

ACADEMIC TRAINING PROGRAM COSTS

As in the case of Technical Training Program Costs, Academic Costs are low. The mean cost through September 30, 1988 is \$1,851 per training-month. This includes costs for tuition, fees, Trainee maintenance, etc.

ADMINISTRATIVE COSTS

Administrative Costs are somewhat high, but not unreasonably so. The contractor reports having programmed 3,253 training-months through September 30, 1988, at a total administrative cost of \$1,749,526. This yields a per training-month cost of \$537. This is high; however, it should be remembered that all contractors have very high administrative costs during the first years of a project. The *natural* and expected high costs are associated with project start-up when such expenditures as office rentals, installation of communications, and start-up costs have not been amortized over the life of the contract. In addition, it is during these initial two to three years of operation when most technical training groups must be programmed, requiring considerable contractor labor. We expect costs per training-month to drop substantially as the program reaches a *maintenance* stage where USA and Creative Associates receive no additional technical training groups and merely *maintain* the long-term academics. (The contractor projects that over the of the contract this figure will drop to \$381.) Even expenditures associated with Experience America may decline as Trainees must dedicate more time to studies and when they have successfully integrated into local society. USA has not yet reached this *maintenance* stage.

OTHER ISSUES

USAID/Jamaica has placed Trainees directly from Kingston itself and advised the contractor to pay training institutions. In effect the contractor has no role in placement. The placements have been at some very high cost institutions (including Ivy League schools). The expenditures for these placements will reduce the overall funding available for all other Trainees. This will undoubtedly reduce output for the Mission and may seriously jeopardize their ability to meet targets.

RECOMMENDATIONS

1. LAC/DR/EST should ensure that Missions send Trainees according to schedule and not fall behind. When Missions lag in their programming of Trainees, cost rises significantly because the Agency is paying the contractor to maintain a complete programming, placement and monitoring system.
2. LAC/DR/EST should re-emphasize Agency policy on tuition limitations. Some placements from Jamaica are going to very high cost institutions, thus jeopardizing total numbers of Trainees who can be programmed under current funding.

APPENDIX A

SUMMARY OF LAC II DATA

From the start of the LAC Training Initiatives II project in FY 1985 through December 31, 1987, the four Caribbean Basin Missions funded a total of 449 LAC II scholarships. Ninety-three of these (21%) were long-term awards. Missions other than Haiti funded a total of 46 Master's degrees and 28 undergraduate degrees. Haiti awarded 12 scholarships with an average estimated training duration of 28 months, but the Mission's CIS did not identify the degree objectives. Figures A.1 and A.2 summarize information on type of award and on training objectives for each Mission.

Across all Missions, the ages of Trainees ranged from 20 to 64 years (see Table A.1). The mean Trainee age was 37 and 35, respectively, for Jamaica and Haiti and 34 for both the Dominican Republic and the RDO/C. The mean number of years of prior schooling for Trainees from Haiti and from the Dominican Republic was 18 years; for Jamaica and the RDO/C 14 and 13 years, respectively.

Women received 31% of all LAC II awards given by the four Caribbean Missions. The proportions for individual Missions ranged from a high of 39% for Jamaica to a low of 21% for Haiti. These percentages are reported in Figures A.3 and A.4.

More than half (53%) of LAC II Trainees from Jamaica were employed in the private sector at the time of selection while 32% were employed in the public sector. LAC II Trainees from the RDO/C also represented both private (36%) and public (60%) sectors. Two-thirds (66%) of Jamaican and over one-half (53%) of RDO/C Trainees were classified as professionals. For those from Jamaica, the major fields of employment were business (36%), agriculture (22%), and education (14%); for those from the RDO/C, the major fields were education (22%), public administration (18%), business (16%), and applied technology (12%). Employment information is shown in Figures A.5 through A.10. No employment information was available for Haiti or the Dominican Republic. (Although Haiti has included LAC II Trainees in its CIS, certain types of information have not been entered.)

TABLE A.1
LAC II TRAINEES BY MISSION/COUNTRY (Through December 1987)

MISSION/COUNTRY	# OF TRAINEES	AGE		YEARS OF		SCHOOLING		WOMEN %	LONG TERM %
		MEAN	RANGE	MEAN	RANGE	RANGE	RANGE		
The Dominican Republic	62	34	21-63	18	14-21	29	26		
Haiti	135	35	20-61	18	8-26	21	9		
Jamaica	152	37	20-63	14	11-18	39	18		
The RDO/C:									
Antigua	11	30	21-38	14	12-16	18	36		
Barbados	8	44	27-62	15	13-17	0	12		
Br. Virgin Is.	0	-	-	-	-	-	-		
Dominica	18	34	23-54	13	9-19	33	17		
Grenada	24	37	20-64	13	9-17	42	71		
Montserrat	0	-	-	-	-	-	-		
St. Kitts/Nevis	11	28	21-37	13	12-16	55	45		
St. Lucia	16	31	21-47	14	12-18	50	12		
St. Vincent	11	30	23-50	13	12-15	0	18		
Other	1								
Total RDO/C	100	34	20-64	13	9-19	33	37		
GRAND TOTAL:	449								

TYPE OF TRAINING BY MISSION
(THROUGH 12/31/87)

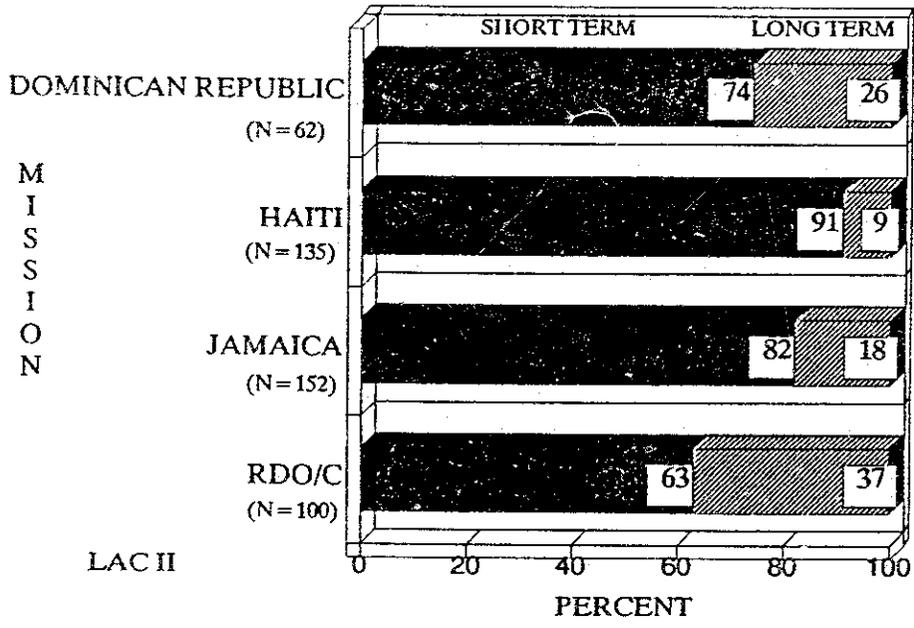


Figure A.1

TRAINING OBJECTIVES BY MISSION

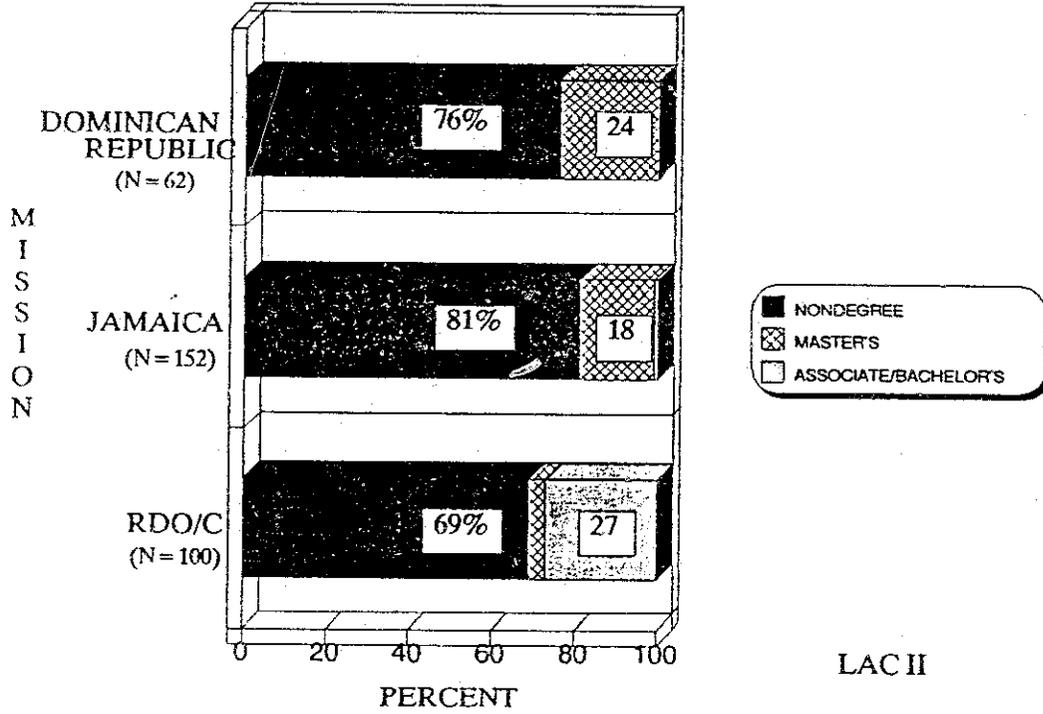


Figure A.2

GENDER OF TRAINEES:
ALL MISSIONS

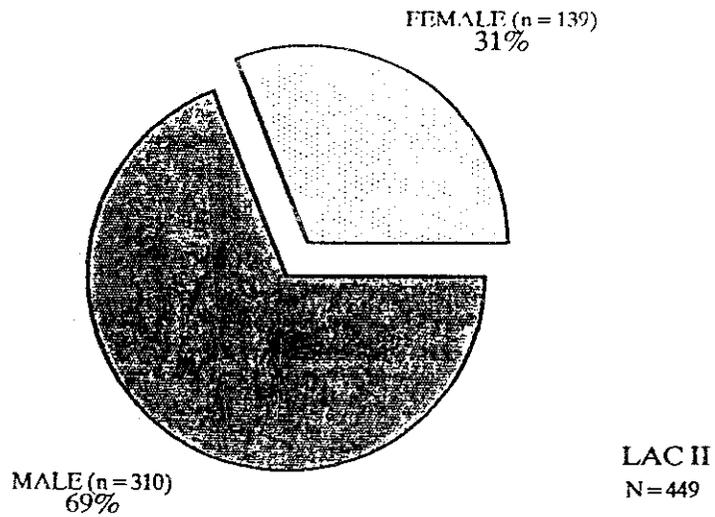


Figure A.3

PERCENT OF TOTAL AWARDS
TO WOMEN BY MISSION

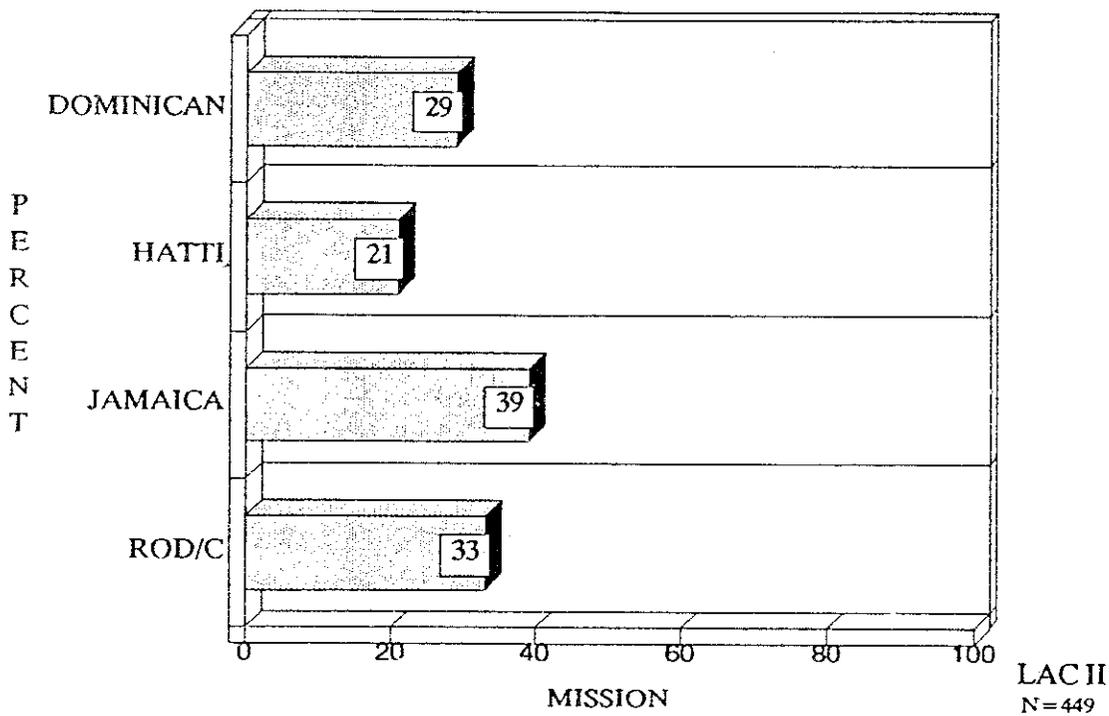


Figure A.4

TYPE OF INSTITUTION OF EMPLOYMENT
PRIOR TO TRAINING: JAMAICA

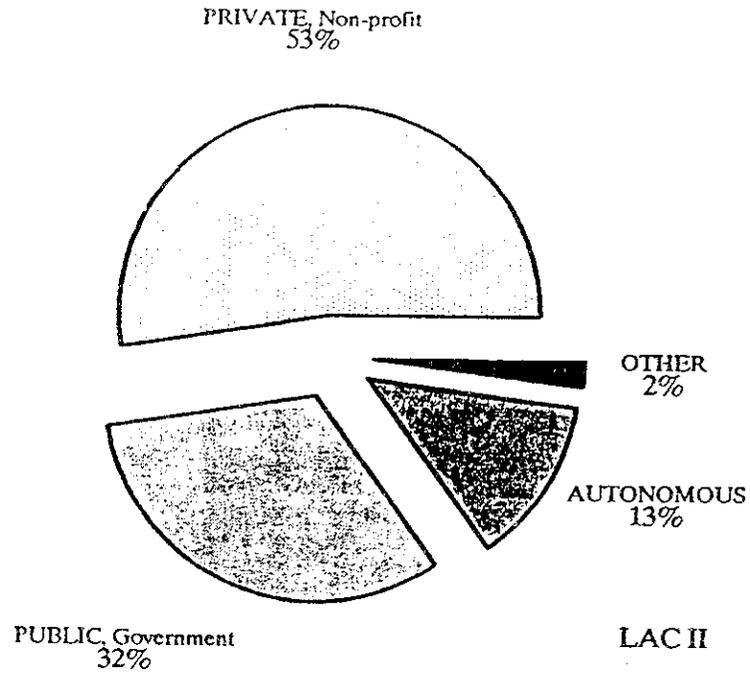


Figure A.5

TYPE OF INSTITUTION OF EMPLOYMENT
PRIOR TO TRAINING: RDO/C

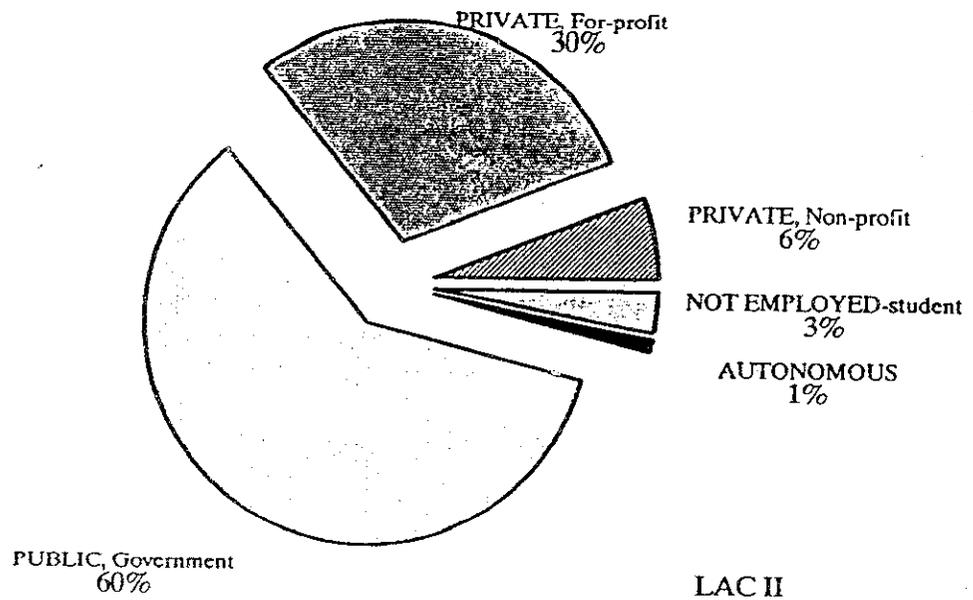


Figure A.6

OCCUPATION OR TYPE OF WORK
PRIOR TO TRAINING: JAMAICA

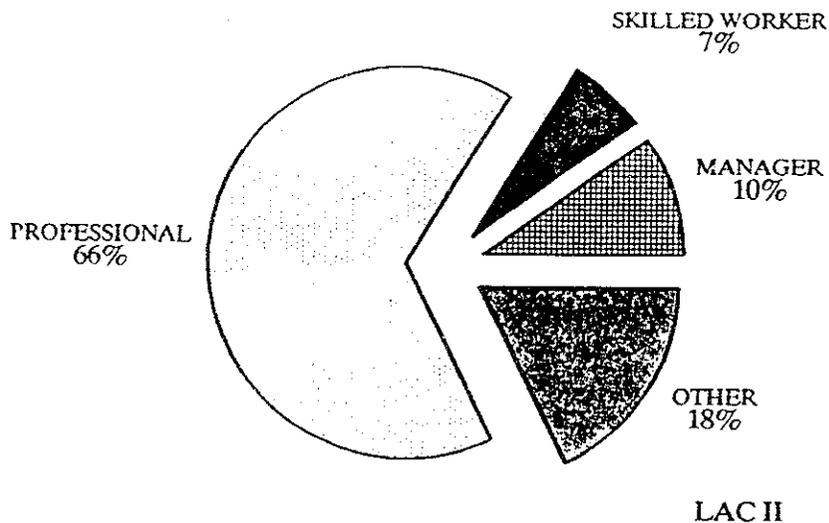


Figure A.7

OCCUPATION OR TYPE OF WORK
PRIOR TO TRAINING: ROD/C

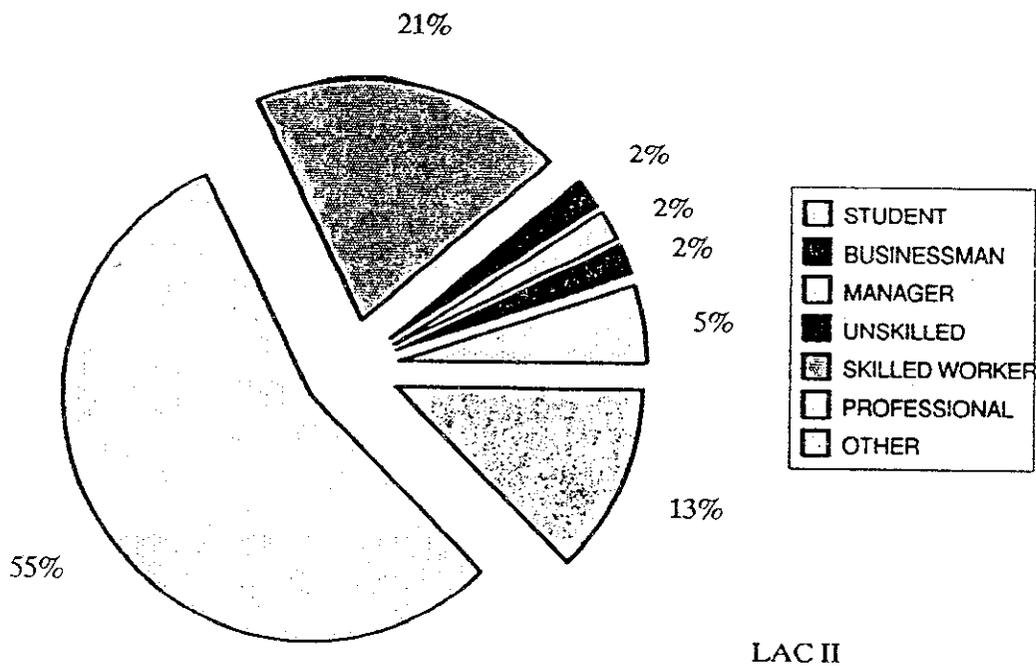


Figure A.8

FIELD OF LAST/CURRENT EMPLOYMENT:
JAMAICA

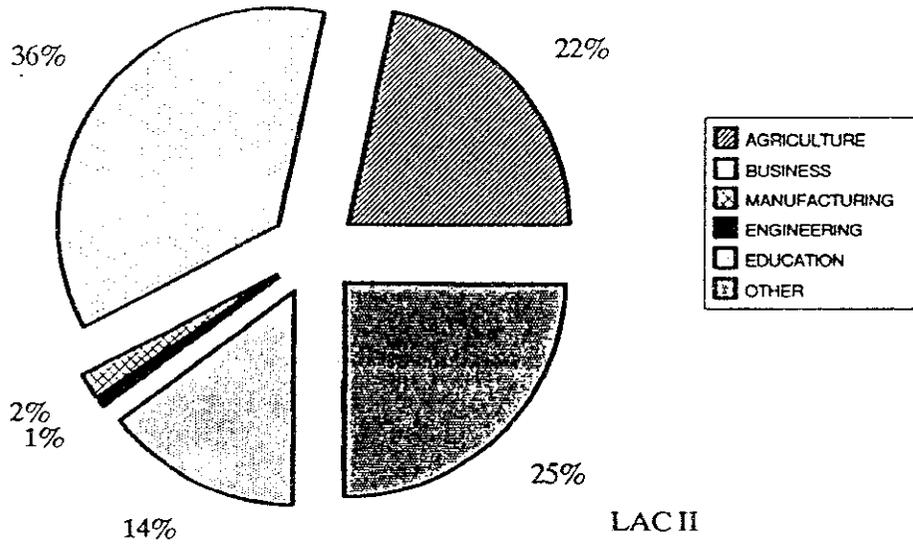


Figure A.9

FIELD OF LAST/CURRENT EMPLOYMENT:
RDO/C

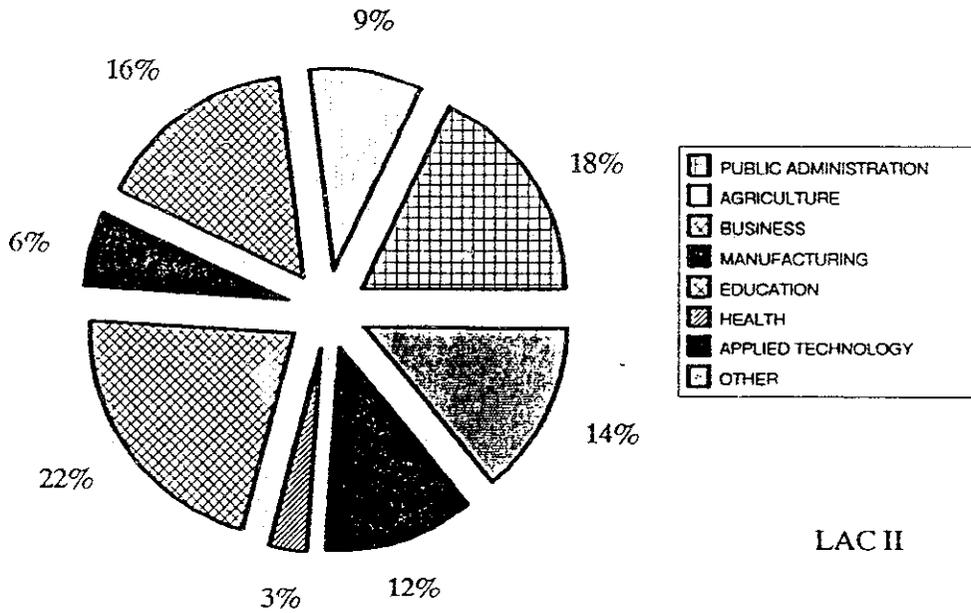


Figure A.10

APPENDIX B

APPENDIX B

TECHNICAL TRAINING PROGRAM COSTS: DOMINICAN REPUBLIC

PID/P NO.	PROGRAM DESCRIPTION	PROGRAM ENHANCEMENTS AFFECTING COST	CONTRACTOR	DEPT DATE	RETURN DATE	TOTAL	TOTAL	TOTAL	TOTAL BUDGET	INTERNATIONAL AIRFARE	CLOTHING ALLOWANCE	FARE & CLOTHING ALLOWANCE	TOTAL COST LESS CLOTHING	COST PER TRAINING MONTH
						TRAIN MONTHS	NUMBER TRAINEES	PROGRAM TRAINING MONTHS						
70082	SMALL BUSINESS MANAGEMENT PARTICIPATE IN THE CENTER FOR INTER- NATIONAL PRIVATE ENTERPRISE (CIPE) COM- FERENCE; ALSO, OBSERVATIONAL VISITS TO SMALL AND MEDIUM ENTERPRISES IN WASHINGTON, D.C.	SOCIAL/PROFESSIONAL ENRICHMENT	USA, INC/ CREATIVE ASSOC.	25-Oct-87	08-Nov-87	0.30	4	1.20	\$2,853	\$0	\$0	\$2,853	\$2,378	
7658101	ACCOUNTING/EDUC. ADMINISTRATION INTERNATIONAL ACCOUNTING AND AUDITING SYSTEMS, AND METHODS APPLICABLE TO SEEBAC'S FINANCIAL DEPARTMENTS.		USA, INC/ CREATIVE ASSOC.	22-Mar-87	26-Mar-87	0.13	7	0.91	\$5,853	\$1,477	\$0	\$4,376	\$4,809	
7658108	MEASUREMENT OF WAGES/LABOR WAGES, SALARIES, COMPENSATION-- BUREAU OF LABOR STATISTICS	INTERPRETER USED.	USA, INC/ CREATIVE ASSOC.	15-May-87	27-Jun-87	1.35	1	1.35	\$7,207	\$0	\$0	\$7,207	\$5,339	
70125	JEWELRY DESIGN, FABRICATION, AND REPAIR		USA, INC/ CREATIVE ASSOC.	21-May-88	16-Jul-88	1.80	1	1.80	\$5,183	\$540	\$0	\$4,643	\$2,579	
70127	PRINTING PRESS OPERATIONS		"	21-May-88	16-Jul-88	1.80	1	1.80	\$3,333	\$540	\$0	\$2,793	\$1,552	
70128	LIVESTOCK		"	30-May-88	23-Jul-88	1.80	1	1.80	\$8,487	\$950	\$0	\$7,537	\$4,187	
70129	CLOTHING, APPAREL AND TEXTILE MARKETING AND PRODUCTION		"	01-Jun-88	23-Jul-88	1.80	1	1.80	\$10,551	\$866	\$0	\$9,685	\$5,381	
70145	INSTITUTIONAL MANAGEMENT		"	19-Jun-88	13-Aug-88	1.81	3	5.43	\$28,900	\$2,873	\$0	\$26,027	\$4,793	
TOTAL PROGRAMS: 8							19	16.09	\$72,367	\$7,246	\$0	\$65,121	\$4,047	

TECHNICAL TRAINING PROGRAM COSTS: MALFI

NO.	PROGRAM DESCRIPTION	PROGRAM BALANCE/ESTS	AFFECTING COST	CONTRACTOR	DEPT DATE	RETURN DATE	TOTAL		TOTAL		TOTAL	INTERNATIONAL AFFAIRS	TRAINING ALLOWANCE	TOTAL COST EST	TOTAL
							TRAIN	WOMEN TRAINING	COMING	PROGRAM					
7558107	PUBLIC INFORMATION: DISSEMINATION OF INFORMATION FROM THE FEDERAL GOVERNMENT TO THE NEWS MEDIA FOR DOMESTIC AND INTERNATIONAL AUDIENCES.			USA, INC.	07-Feb-87	15-Feb-87	0.28	5	1.30	\$1,210	\$1,510	\$0	\$200	\$15	\$1,525
7558113	PRIMARY ELECTIONS: OBSERVE ALL ASPECTS OF PRIMARY ELECTIONS IN CAMPAIGN CITY FOR OFFICIALS RUNNING MALFIAN ELECTIONS.			USA, INC.	01-Mar-87	04-Mar-87	0.10	2	0.20	\$2,194	\$1,481	\$0	\$1,113	\$1,565	\$1,565
7558116	POLITICAL SCIENCE PROFESSORS: DEVELOPING LINKS BETWEEN MALFIAN POLITICAL SCIENTISTS AND AMERICAN UNIVERSITIES.		CONSULTANT FEE: TRAVEL IN U.S.	USA, INC.	12-Nov-87	27-Nov-87	0.50	3	1.50	\$7,054	\$1,180	\$0	\$1,566	\$1,567	\$1,567
7558119	FOUR LEADERSHIP PROGRAM: LEADERSHIP, COMMUNICATION, AND PLANNING.		FOUR CHAPTERS.	USA, INC.	26-Aug-87	16-Sep-87	0.70	31	21.70	\$119,556	\$12,542	\$0,300	\$120,796	\$1,567	\$1,567
7558197	ADMINISTRATION OF JUSTICE: COURT TRAINING FOCUSED ON TRIAL COURT ADMINISTRATION, REDUCING DELAY IN TRIAL COURTS, MANAGING COURT RECORDS.		TWO INTERPRETERS: DOMESTIC TRAVEL AND LOCAL TRANSPORTATION COSTS.	USA, INC.	07-Oct-87	03-Nov-87	0.99	10	9.90	\$44,593	\$1,820	\$0	\$19,073	\$1,967	\$1,967
7558215	RADIO PRODUCTION: BASIC JOURNALISM, PRODUCTION TECHNIQUES, & SPECIAL TRAINING.			USA, INC.	24-Jan-88	26-Mar-88	1.31	5	4.55	\$23,273	\$1,910	\$1,000	\$20,363	\$3,109	\$3,109
7558216	YOUNG JOURNALISTS: RESPONSIBILITY OF MEDIA WITH REGARD TO MEDIA'S INFLUENCE ON PUBLIC MORALS, THE POLITICAL PROCESS THE ANALYSIS OF U.S. JOURNALISM, THE INTERACTION OF POLITICS, GOVERNMENT AND THE MEDIA IN A PARTICIPATION DEMOCRACY.		DOMESTIC TRAVEL AND LOCAL TRANSPORTATION COSTS.	USA, INC.	20-Feb-88	21-Mar-88	0.99	5	4.95	\$35,786	\$7,300	\$170	\$27,216	\$1,502	\$1,502
7558220	RADIO JOURNALISM			USA, INC.	31-Mar-88	09-Jul-88	1.25	9	11.25	\$45,073	\$9,332	\$0	\$35,741	\$1,103	\$1,103
7558231	COMMUNITY DEVELOPMENT			USA, INC.	10-Jul-88	13-Aug-88	1.12	7	7.84	\$25,295	\$4,190	\$0	\$21,105	\$2,781	\$2,781
758232				USA, INC.	28-Aug-88	30-Sep-88	1.38	29	31.32	\$128,866	\$4,133	\$0	\$128,733	\$1,355	\$1,355

TOTAL PROGRAMS: 11 139 134,73 6817,822 689,378 616,350 8531,500 51,260

PROGRAM DESCRIPTION	PROGRAM FINANCING	AGREEMENT COST	CONTRACTOR	DEPT DATE	RETURN DATE	FAIR VALUE MONTHS	PROGRAM TRAINING MONTHS	TOTAL BUDGET	INTERNATIONAL STUNTING FEE & STAFFING	TOTAL COST LESS COST SH
LABOR/INDUSTRIAL RELATIONS: THREE VISITS TO WASHINGTON, DC TO OBSERVE AGENCIES INVOLVED IN DISPUTE RESOLUTION AND CONCILIATION TECHNIQUES.	EXPERIENCE AMERICA: VISITS TO VARIOUS CITIES THROUGHOUT NORTHEAST WITH COUNTERPARTS.		USA, INC.	01-Mar-87	02-Apr-87	1.00	5	\$21,259	\$1,250	\$20,009
GENERAL MASS COMMUNICATIONS: PROFESSIONAL TRAINING FOR JAMAICAN JOURNALISTS: TWO VISITS AT ONC DANFEL HILL AND ONE WEEK OF PRACTICAL TRAINING AT A NORTH CAROLINA RESERVE OR RADIO STATION.	ONE-WEEK WORKSHOP IN WASHINGTON, DC.		USA, INC.	06-Jul-87	09-Aug-87	1.15	20	\$41,798	\$12,500	\$29,298
TEACHER EDUCATION: IN-RESIDENCE SUMMER PROGRAM AT WESTERN CAROLINA UNIVERSITY TO COMPLETE REQUIREMENTS FOR A BACHELORS IN EDUCATION.			USA, INC.	30-Mar-87	01-Aug-87	2.10	45	\$107,592	\$0	\$107,592
TELEVISION PRODUCTION: HANDSON EXPERIENCE IN THE FIELD OF TV PRODUCTION. VISITS TO VARIOUS TV STATIONS, MEDIA AND SPITING HOUSES, ETC.	EXPERIENCE AMERICA ACTIVITIES.		USA, INC.	10-Aug-87	04-Sep-87	0.85	15	\$37,981	\$1,705	\$36,276
TRAINING OF TEACHERS: MANAGEMENT AND MONITORING OF EDUCATION PROGRAMS. TRAINING IN LEADERSHIP, COMMUNICATION, AND PROGRAM PLANNING.			USA, INC.	06-Mar-87	12-Dec-87	1.20	15	\$43,932	\$1,000	\$42,932
LABOR RELATIONS: PROGRAM IN COLLECTIVE BARGAINING ARRANGED BY THE DEPARTMENT OF LABOR, CONSISTING OF SEMINARS, MEETINGS, AND DISCUSSIONS WITH US INSTITUTIONS THAT IMPACT ON LABOR RELATIONS.			USA, INC.	09-Mar-87	04-Dec-87	0.30	20	\$70,157	\$1,500	\$68,657
PLANT MAINTENANCE: US DEPARTMENT OF AGRICULTURE.			USA, INC.	16-Aug-87	02-Oct-87	1.5	1	\$4,533	\$0	\$4,533
CONSTRUCTION: HANDSON EXPERIENCE IN VARIOUS CONSTRUCTION FIELDS: ELECTRICAL, INSTALLATION, PLUMBING, TUBING/PIPE REPAIRING, AND SOLAR ENERGY/HEATING TECHNOLOGY.			USA, INC.	06-Aug-87	31-Oct-87	2.30	1	\$24,992	\$1,200	\$23,792
LABOR RELATIONS: LABOR STATISTICS AND LABOR UNIONS			USA, INC.	16-Mar-87	11-Dec-87	0.75	1	\$12,281	\$1,200	\$11,081
CONSTRUCTION TECHNOLOGY			USA, INC.	13-Jun-88	21-Aug-88	2.27	10	\$71,166	\$0	\$71,166
TOTAL PROGRAMS:							137	\$1,030,309	\$11,715	\$1,018,594

PIO/P NO.	PROGRAM DESCRIPTION	PROGRAM ENHANCEMENTS AFFECTING COST	CONTRACTOR	DEPT DATE	RETURN DATE	TOTAL TRAIN MONTHS	TOTAL NUMBER TRAINEES	TOTAL PROGRAM		TOTAL BUDGET	INTERNATIONAL AIRFARE	CLOTHING ALLOWANCE	TOTAL COST LESS FARE & CLOTHING ALLOWANCE	COST PER TRAINING MONTH
								TRAINING MONTHS						
50134	SHIP OPERATIONS		NO INFORMATION	29-Jun-87	18-Sep-87	2.66	1	2.66		\$4,300		\$0	\$4,300	\$1,617
60002	WEAVING, CLOTH CONSTRUCTION		NO INFORMATION	15-Jun-86	01-Sep-86	2.56	1	2.56		\$6,766		\$0	\$6,766	\$2,643
60227*	TEACHER TRAINING: TRAINING IN TEACHING METHODS AND LEADERSHIP AT THE COLLEGE OF THE VIRGIN ISLANDS. (CREDIT AWARDED BY FLORIDA STATE UNIV.) EXPERIENCE AMERICA ACTIVITIES IN NEW YORK AND WASHINGTON, DC.	NEEDS ASSESSMENT AND FOLLOW-UP.	USA, INC./ CREATIVE ASSOC.	19-Jul-86	01-Sep-86	1.45	66	95.7		\$474,103	\$89,270	\$0	\$384,833	\$4,021
70189	COMMUNICATION: RADIO JOURNALISM WORKSHOPS COVERED REPORTING AND WRITING, NEWS WRITING, INTERVIEWING, PRODUCTION, VOICING, MEDIA MANAGEMENT, SALES AND MANAGEMENT, DEVELOPMENT COMMUNICATIONS, RADIO, PRINT AND TV SKILLS TRAINING. IN WASHINGTON, HANDS-ON EXPERIENCE WITH BROADCASTERS AND TOURS OF BROADCAST FACILITIES.		VOICE OF AMERICA	19-Jul-87	01-Aug-87	0.43	10	4.30		\$48,463	\$8,000	\$0	\$40,463	\$9,410
70226	COMMUNICATIONS (GENERAL)		VOICE OF AMERICA	30-Sep-87	10-Oct-87	0.33	10	3.30		\$48,463	\$8,000	\$0	\$40,463	\$12,262
7658048	AGRIBUSINESS MANAGEMENT: TRAINING PROGRAM TO DEVELOP KNOWLEDGE WITH RESPECT TO THE LATEST TECHNOLOGY IN PRODUCTION, PROCESSING, AND MARKETING OF SELECTED AGRICULTURAL PRODUCTS; KNOWLEDGE AND SKILLS ON HOW TO PLAN AND IMPLEMENT/IMPLEMENT AGRIBUSINESS PROJECTS; AND AN APPRECIATION FOR AMERICAN CULTURE AND BUSINESS CUSTOMS AND PRACTICES.		USA, INC./ CREATIVE ASSOC.	09-Nov-87	18-Dec-87	1.28	14	17.92		\$91,665	\$19,132	\$0	\$72,533	\$4,048
7658080	POSTHARVEST LOSS ASSESSMENT: PRESENTATION OF A SYSTEMATIC LOSS ASSESSMENT METHODOLOGY FOR EVALUATING PARTICULAR COMMODITY PRODUCTION, HARVEST, POSTHARVEST, AND MARKETING SYSTEMS.		USA, INC./ CREATIVE ASSOC.	23-Aug-87	27-Sep-87	1.15	8	9.20		\$65,588	\$0	\$0	\$65,588	\$7,129
7658145	EDUCATION/TEACHER TRAINING: TRAINING TO INCREASE PARTICIPANTS' EFFECTIVENESS AS INSTRUCTORS AND ADMINI- STRATORS IN THEIR RESPECTIVE AREAS AND SCHOOLS. IN ADDITION, A ONE-WEEK ORIENTATION/OBSERVATION TOUR IN WASHINGTON, DC.		USA, INC./ CREATIVE ASSOC.	10-Jul-87	17-Aug-87	1.25	199	248.75		\$852,364	\$224,210	\$0	\$628,154	\$2,525
7658081	VARIOUS PROGRAMS IN PUBLIC ADMINISTRATION: THRU COMPUTERS IN MGMT, FUNDAMENTALS OF MGMT,		USA, INC./ CREATIVE ASSOC.	31-Mar-88	31-Jul-88	2.00	12	24.00		\$91,303	\$8,250	\$0	\$83,053	\$3,461
7658092	FINANCIAL MGMT, PERSONNEL MGMT, & SYSTEMIC DESIGN.													
TOTAL PROGRAMS: 9								321	408.39	\$1,683,015	\$356,862	\$0	\$1,326,153	\$3,247

* Costs and training dates for PIO/P 60227 are those reported by the Mission. The contractor reports that training took place between 12/1/86 and 12/31/86 at a cost of \$67,294.