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UNCLASSIFIED

UNITED STATES INTERNATIONAL DEVELOPMENT COOPERATION AGENCY
AGENCY FOR INTERNATIONAL DEVELOPMENT
Washington, D. C. 20523

LAC/CA REGIONAL

PROJECT PAPER

CARIBBEAN AND LATIN AMERICAN

SCHOLARSHIP PROGRAM II

(CLASP II)

AID/LAC/P-465

Project Number: 598-0661
597-0044

UNCLASSIFIED

AGENCY FOR INTERNATIONAL DEVELOPMENT

PROJECT DATA SHEET

1. TRANSACTION CODE

A = Add
 C = Change
 D = Delete

Amendment Number

DOCUMENT CODE

3

2. COUNTRY/ENTITY

LAC/CA Regional

4. BUREAU/OFFICE

Latin America and the Caribbean

05

3. PROJECT NUMBER

598-0661 597-0044

5. PROJECT TITLE (maximum 40 characters)

Caribbean and Latin American Scholarship Program II (LAC REG./CLASP II)

6. PROJECT ASSISTANCE COMPLETION DATE (PACD)

MM DD YY
 09 30 98

7. ESTIMATED DATE OF OBLIGATION
 (Under "B." below, enter 1, 2, 3, or 4)

A. Initial FY 99 B. Quarter C. Final FY 99

8. COSTS (\$000 OR EQUIVALENT \$1 =)

A. FUNDING SOURCE	FIRST FY 99			LIFE OF PROJECT		
	B. FX	C. L/C	D. Total	E. FX	F. L/C	G. Total
AID Appropriated Total						
(Grant)	(17,250)	(-)	(17,250)	(86,250)	(-)	(86,250)
(Loan)	()	()	()	()	()	()
Other U.S.						
1.						
2.						
Host Country						
Other Donor(s)						
TOTALS	17,250	-	17,250	86,250	-	86,250

9. SCHEDULE OF AID FUNDING (\$000)

A. APPROPRIATION	B. PRIMARY PURPOSE CODE	C. PRIMARY TECH CODE		D. OBLIGATIONS TO DATE		E. AMOUNT APPROVED THIS ACTION		F. LIFE OF PROJECT	
		1. Grant	2. Loan	1. Grant	2. Loan	1. Grant	2. Loan	1. Grant	2. Loan
(1) EHR	600	600				84,525	-	84,525	-
(2) ESF	600	600				1,725	-	1,725	-
(3)									
(4)									
TOTALS						86,250	-	86,250	-

10. SECONDARY TECHNICAL CODES (maximum 5 codes of 3 positions each)

690

11. SECONDARY PURPOSE CODE

12. SPECIAL CONCERNS CODES (maximum 7 codes of 4 positions each)

A. Code BR BU BW
 B. Amount

13. PROJECT PURPOSE (maximum 480 characters)

To equip a broad base of leaders and potential leaders in LAC countries with technical skills, training, and academic education and an appreciation and understanding of the workings of a free enterprise economy in a democratic society.

14. SCHEDULED EVALUATIONS **

Interim MM YY MM YY Final MM YY

15. SOURCE/ORIGIN OF GOODS AND SERVICES

000 941 Local Other (Specify)

16. AMENDMENTS/NATURE OF CHANGE PROPOSED (This is page 1 of a _____ page FP Amendment.)

"I certify that the methods of payment and audit plan are in compliance with the Payment Verification Policy."

E. Byllesby
 Gary Byllesby
 LAC Controller

17. APPROVED BY

Signature: *Frederick W. Schiek*
 Title: Frederick Schiek
 Acting Assistant Administrator
 (LAC)

Date Signed MM DD YY
 11 02 99

18. DATE DOCUMENT RECEIVED IN AID/W, OR FOR AID/W DOCUMENTS, DATE OF DISTRIBUTION

MM DD YY

AGENCY FOR INTERNATIONAL DEVELOPMENT
WASHINGTON, D.C. 20523

PROJECT AUTHORIZATION

Name of Country: LAC Regional

Name of Project: Caribbean and Latin American
Scholarship Program (CLASP) II

Number of Project: 598-0661 & 597-0044

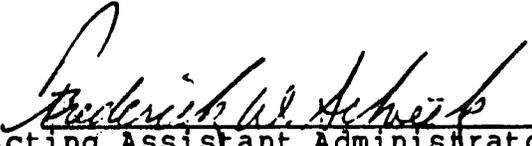
1. Pursuant to Sections 105 and 531 of the Foreign Assistance Act of 1961, as amended, I hereby authorize the LAC Regional/CLASP II Project for the Latin America/Caribbean (LAC) Region involving planned obligations of not to exceed Eighty-Six Million Two Hundred and Fifty Thousand United States Dollars (US\$86,250,000) in grant funds over a five year period from date of authorization subject to the availability of funds in accordance with the A.I.D. OYB/allotment process, to help in financing foreign exchange and local currency costs for the project.

2. The Project will equip a broad base of leaders and potential leaders in LAC countries with technical skills, training, and academic education and an appreciation and understanding of the workings of a free enterprise economy in a democratic society. The LAC Regional/CLASP Project, along with 13 mission projects, form the CLASP II Project. The LAC Regional CLASP II will consist of special training activities mandated by Congress, program support, and program monitoring and evaluation services. The LAC regional training activities will also include Experience America and follow-on programs, as appropriate.

3. The Project Agreements which may be negotiated and executed by the officer to whom such authority is delegated in accordance with A.I.D. regulations and Delegations of Authority shall be subject to the following essential terms and covenants and major conditions, together with such other terms and conditions as A.I.D. may deem appropriate.

a. Source and origin of Commodities, Nationality of Services

Commodities financed by A.I.D. under the Project shall have their source and origin in the United States and the Cooperating Country, except as A.I.D. may otherwise agree in writing. Except for ocean shipping, the suppliers of commodities or services shall have the United States and the Cooperating Country as their place of nationality, except as A.I.D. may otherwise agree in writing. Ocean shipping financed by A.I.D. under the project shall, except as A.I.D. may otherwise agree in writing, be financed only on flag vessels of the United States.


Acting Assistant Administrator
Bureau for Latin America and
the Caribbean

Oct. 23, 1989
Date

CARIBBEAN AND LATIN AMERICAN SCHOLARSHIP PROGRAM II (CLASP II)
LAC Regional/CLASP II Project Paper
(598-0661)
(597-0044)

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GLOSSARY OF TERMS

ADC	Advanced Developing Countries
AID/W	Agency for International Development, Washington
APSP	Andean Peace Scholarship Program
CA	Central America Regional Programs
CAI	Central America Initiative
CAPS	Central America Peace Scholarship Program
CASP	Central America Scholarship Program (Georgetown)
CASS	Cooperative Association of States for Scholars
CBSF	Caribbean Basin Scholarship Program
CDIE	Center for Development Information and Evaluation (PPC)
CLASP	Caribbean and Latin American Scholarship Program
CSLA	Consortium in Service to Latin America
CTP	Country Training Plan
DA	Development Assistance account
EOPS	End of Project Status
ESF	Economic Support Fund account
FSN	Foreign Service National
GAO	U.S. Government Accounting Office
HBCU	Historically Black Colleges and Universities
IG	A.I.D. Inspector General
ISEP	International Student Exchange Program (Georgetown University)
IVP	International Visitor Program (USIA)
IAC	Latin America and Caribbean Bureau
IAC/DR	Latin America Bureau Development Resources
IAC/DR/EHR	Education & Human Resources in LAC/DR
LAC II	LAC Regional Training Initiatives II Project
LCA	Leadership Center of the Americas
LOP	Life of Project
NBCCA	National Bipartisan Commission on Central America
OYB	Operating Year Budget
PACD	Project Assistance Completion Date
PIO/P	Project Implementation Order/Participant Training
PPC	Program and Policy Coordination, AID
PTIIC	Presidential Training Initiative for the Islands Caribbean
RDO/C	Regional Development Office for the Caribbean
RTAC II	Regional Technical Aid Center II Project
S&T/IT	Office of International Training, Bureau of Science and Technology
SIF	Social-Institutional Framework
USIA	U.S. Information Agency

I. SUMMARY AND RECOMMENDATIONS

A. Recommendations

It is recommended that A.I.D. approve the LAC Regional/CLASP II with life of project funding of \$86.25 million for the period FY 1990 - FY 1998. The project will consist of evaluation and program support for the CLASP II participant training program and administration and funding of Congressionally earmarked training programs for the LAC region. The project authorization will be amended annually to include the appropriated funds for the earmarked programs.

B. Summary

The LAC Regional/CLASP II is the AID/W component of the Caribbean and Latin American Scholarship Program II (CLASP II), a regional program consisting of thirteen mission projects and an AID/W regional project. The participating missions are Belize, Bolivia, Colombia, Costa Rica, Dominican Republic, Ecuador, El Salvador, Guatemala, Haiti, Honduras, Jamaica, Peru, and the Regional Development Officer for the Caribbean (RDO/C). Total program funding for CLASP II is estimated at \$216.9 million.

The AID/W component of the program will provide monitoring and evaluation services and program support for the CLASP II program, and a mechanism for administering three Congressionally earmarked training programs.

The Project Goal is to promote broad-based economic and social development in the LAC countries. Within this long-term goal, the project sub-goal is to encourage and strengthen free enterprise economies and democratic pluralism in the region.

The Project Purpose is to equip a broad base of leaders and potential leaders in LAC countries with technical skills, training, and academic education and an appreciation and understanding of the workings of a free enterprise economy in a democratic society. The AID/W project sub-purposes are: 1) to support and improve the efficacy of mission CLASP II projects through development and testing of innovative and cost-effective training mechanisms and improved project management; and 2) to administer the Congressionally directed training projects and assure that there is a mutual sharing of experience between A.I.D. and the earmarked institutions to improve program implementation.

The monitoring and evaluation component will provide adequate and timely data to improve program implementation and to assure compliance with program policies and objectives. The program support component will provide missions with limited technical assistance to improve mission project organization and

administration. Site visits to participating U.S. training institutions will also be provided to assess the quality of the training being provided to CLASP II Peace Scholars.

The three earmark programs--CASP, CASS, and LCA--will be administered as normal A.I.D. projects with the specific objectives of developing new and cost-effective training mechanisms (CASS and CASP) and providing unique leadership training and employment opportunities (LCA). All of these earmarked projects will be integrated to the maximum extent possible into standard project implementation procedures consistent with the desire to test new approaches.

The following individuals contributed to the development of this Project Paper:

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c. **Financial Summary**

Table 1. CLASP II Program Summary
Country Totals by Year (US \$000)

Country	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Belize	360	360	360	360	360	\$1,800
Bolivia	700	700	700	700	700	\$3,500
Colombia	740	740	740	740	740	\$3,700

Costa Rica	4,000	4,000	3,000	2,000	2,000	\$15,000
Dom. Republic	528	525	525	525	525	\$2,628
Ecuador	1,000	1,000	1,000	1,000	1,000	\$5,000
El Salvador	8,550	8,550	5,700	2,850	2,850	\$28,500
Guatemala	7,400	7,400	7,400	7,400	7,400	\$37,000
Haiti	260	350	350	722	722	\$2,404
Honduras	1,200	4,000	5,000	3,600	3,200	\$17,000
Jamaica	2,000	875	875	875	875	\$5,500
Peru	740	740	740	740	740	\$3,700
RDO/C	1,000	1,000	1,000	1,000	1,000	\$5,000
AID/W	17,250	17,250	17,250	17,250	17,250	\$86,250
TOTAL	\$45,728	\$47,490	\$44,640	\$39,762	\$39,362	\$216,982

Table 2. AID/W Budget (US \$000)

Component	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Program Support	50	50	50	50	50	\$250
Evaluation	962	962	962	962	962	\$4,810
CASS/CASP(1)	15,000	15,000	15,000	15,000	15,000	\$75,000
LCA (1)	1,200	1,200	1,200	1,200	1,200	\$6,000
Contingency	38	38	38	38	38	\$190
TOTAL	\$17,250	\$17,250	\$17,250	\$17,250	\$17,250	\$86,250

 1) CASS/CASP and LCA budgets are contingent upon Congressional earmarks.

II. PROGRAM RATIONALE AND DESCRIPTION

A. Background and Rationale

1. A.I.D. Participant Training Programs. 1949-1984.

History. Participant training has been an integral part of the foreign assistance program since the Marshall Plan in 1949. More than 250,000 foreign nationals have received U.S. government scholarships for training in the U.S. or third countries, over 30% of whom have been from Latin America and the Caribbean. Between 1958 and 1984, 38,387 people from the LAC region were trained in the U.S. by A.I.D. or its predecessor agencies in virtually every important development field. Although no formal tracking of the participants has been conducted, informal surveys have found that many leaders and influential people in LAC countries have received U. S. government (USG) scholarships.

Funding levels for the A.I.D. participant training program, and consequently the number of people trained annually, has fluctuated significantly over the past four decades. The largest program was in the immediate postwar years (1944-1957), when over 8,700 scholarships were awarded each year. Since then, training levels fluctuated between a low of 3,440 participants a year in the early 1960s to a high of almost 6,200 in the early 1970s. By the early 1980's, approximately 5,400 participants were being trained each year.

In the late 1970s and early 1980s, the LAC Bureau initiated a series of regional training projects to increase the number of participants from the LAC region. Although the impact on the total numbers trained was modest, these projects incorporated new approaches which would be expanded under the Caribbean and Latin American Scholarship Program (CLASP). The "Training for Development" project (598-0580) was authorized in FY 1979 to provide training for 647 participants, with an emphasis on people from lower economic status groups. The LAC Training Initiatives I (598-0622) was authorized in FY 1982 to train 670 individuals. In FY 1983, the Caribbean Basin Scholarship Fund (CBSF) (598-0626) sponsored 500 participants from the private and public sectors, again focusing on people from socially and economically disadvantaged groups.

Evaluations and Lessons Learned. Despite the substantial scale of the participant training program over the years, A.I.D. has had limited success in evaluating the impact of the program on development. In 1984, PPC/CDIE sponsored a study to review A.I.D. evaluations of participant training projects conducted over a 30 year period ("Review of Participant Training Evaluation

Studies," Tom Moser and Laurel Elmer, PPC/CDIE 1984). The study found that A.I.D. has conducted relatively few evaluations of participant training programs, virtually all of which focused on operational issues rather than the eventual use of the training. The only systematic, worldwide evaluation of the utilization and effectiveness of participant training, conducted in the early 1960s, recommended the following (in order of importance):

- (1) more follow-up activities with returned participants are needed;
- (2) participants should have more involvement in predeparture program planning;
- (3) longer term training ensures better utilization than does short-term training;
- (4) supervisors should be involved in selecting participants and planning the program;
- (5) plans for using the training should be formulated during the planning stage; and
- (6) participants should be better informed and satisfied with their training programs before departure.

In 1967, A.I.D. initiated an ambitious evaluation that was to include three phases of systematic interviews with participants--predeparture interviews, exit interviews in the U.S., and follow-up interviews in country. Although over 10,000 exit interviews were conducted, neither of the other two phases was implemented. In 1974, the American Institutes for Research was contracted to develop criteria and methodologies for an impact assessment, but the methodology was never accepted or used.

The other notable finding of the Moser and Elmer study was the frequency with which the same recommendations were repeated over the years, often in the same country or region. All of the recommendations from the 1960s study cited above were among the eleven most frequent recommendations in other evaluations over the next 25 years, indicating a continuing inability to incorporate such findings in new projects.

2. Reports and Evaluations Leading to CLASP.

The conceptual origins of the CLASP program are found in three key studies: the Report of the National Bipartisan Commission on Central America (NBCCA); a GAO audit, "U.S. and Soviet Bloc Training of Latin American and Caribbean Students: Considerations in Developing Future U.S. Programs;" and an audit

conducted by the A.I.D. Inspector General (IG) office, "A.I.D.'s Participant Training Program Can Be Made More Effective," (Audit Report No. 85-08).

The NBCCA, chaired by Dr. Henry Kissinger, was appointed by President Reagan to propose solutions to the political and economic crisis in Central America. The Commission's 1984 report outlined a broad program of support for the region and highlighted the need to deal with the social and economic underpinnings of the political problems. A primary conclusion was that the human resource base must be strengthened to provide an adequate foundation for viable democratic societies and social and economic development. The Commission recommended that 10,000 Central American students be given scholarships for training at U.S. academic and vocational/technical training institutions. It further recommended that (1) the program encourage participation of young people from all social and economic classes; (2) students receive adequate predeparture preparation in English and remedial academic training; (3) graduates be encouraged to return to their home countries; (4) Central American countries bear some of the cost; and (5) some of the scholarships be made available to mid-career public servants and university faculty exchanges.

The GAO audit, released soon after the NBCCA report, documented the scale of Soviet Bloc training programs worldwide and the sharp increase in scholarships for Caribbean Basin countries between 1977 and 1982. In 1982, the Soviet Bloc countries sponsored 83,500 participants worldwide while the U.S. sponsored only 12,500 individuals. The GAO noted, however, that government-sponsored students comprised only a fraction of the estimated 240,000 foreigners studying at U.S. universities in the 1981/1982 school year: the remainder were supported by family resources or nongovernment sponsors. The audit also found that individuals receiving Soviet Bloc scholarships were usually from less affluent families than those sponsored by the U.S.

In December of 1984, the AID/IG concluded an audit to identify major recurring problems in participant training projects. The audit found that many participants did not have adequate English language or academic qualifications to complete the training, that missions did not adequately follow-up on returned participants to assure utilization of their new skills, and that AID lacked the comprehensive and up-to-date information needed to manage the programs and control costs. The IG also noted that despite spending billions of dollars on participant training over three decades, AID had no information or means of evaluating the impact and effectiveness of the training.

3. CLASP I Project History and Description.

History. The Caribbean and Latin American Scholarship Program (CLASP) was initiated in 1985 as a response to the NBCCA report and incorporated many of the findings of the audits, reports, and evaluations discussed above. The CLASP program was authorized under two separate regional projects, the Central American Peace Scholarships Program (CAPS) (597-0001) and the Latin American and Caribbean Training Project II (LAC II) (598-0640), which included participant training in the Caribbean and Andean regions and in selected advanced developing countries (ADCs). The LAC II authorization was subsequently amended to include two subregional training projects--the Presidential Training Initiatives for the Islands Caribbean (PTIIC) and the Andean Peace Scholarships Program (APSP).

The CAPS project was authorized in 1985 to provide U.S.-based training for 7,000 Central Americans and subsequently amended to increase the training targets to 12,200. PTIIC, initiated in late FY 1986, provides U.S.-based training for approximately 1,525 people from the Dominican Republic, Jamaica, Haiti, and the Eastern Caribbean Islands. APSP was initiated in 1987 to provide similar training for 1,750 people from Colombia, Peru, Ecuador, and Bolivia. Participant training in four ADCs--Brazil, Mexico, Paraguay, and Colombia--was included in the LAC II authorization in 1985. In 1986, AID moved the funding for CAPS, PTIIC, and APSP from LAC and CA regional accounts to mission bilateral accounts, thus creating bilateral programs under a regional authorization.

CLASP was originally authorized at \$161 million and through a series of amendments gradually increased to \$282.7 million. The final CAPS obligations under CLASP I are scheduled in 1989 and the final APSP obligations are scheduled for 1990. The PACD's are in 1993 and 1994 respectively to allow adequate time for the long-term Peace Scholars to complete their studies and return home.

Three Congressional earmarks have been funded under the CLASP umbrella: the Central American Scholarship Program (CASP) which began in 1985; the Cooperative Association of States for Scholars (CASS) which began in 1988; and the Leadership Center of the Americas (LCA) which also began in 1988. The International Student Exchange Program (ISEP) in Georgetown University administers the \$34 million CASP project to train Central Americans in U.S. community colleges. Georgetown also administers the \$7 million CASS project to train 116 Central America and Caribbean youth through a pilot cost-sharing program. CASS is intended to develop the capability of participating U.S. institutions to provide suitable, cost-effective education and training programs for disadvantaged youth. The LCA program, administered by the Consortium for Services to Latin America

(CSLA), consists of mid-winter seminars and summer internships in transnational corporations for 200 undergraduate students to establish a Pan American network of potential future leaders.

Unique Elements of CLASP. The CLASP program was different from most traditional training programs both in concept and implementation. CLASP combined economic development and strategic objectives and made a significant effort to incorporate recommendations from previous evaluations. The parallel objectives of the program were to counter Soviet bloc training in the region and to increase the number of U.S. trained individuals in planning, implementation, technical, management, and administrative levels. The strategic objective was met by careful recruitment and selection of Peace Scholars from socially or economically disadvantaged groups. CLASP program guidelines required that at least 70% of all Peace Scholars be disadvantaged and at least 40% be women. Subgroups within the overall target group, such as youth, rural people, community leaders, and the private sector, have no numerical targets. To meet these target group requirements, missions established recruitment procedures based on peer review and selection criteria that included economic means testing. This primary emphasis on selection of Peace Scholars rather than field of training marks a significant departure from traditional participant training programs.

CLASP guidelines also required that at least 20% of all Peace Scholars be sent for long term training and that missions strive toward achieving a 30% long term target. Gray Amendment concerns were addressed by a program requirement to place at least 10% of the Peace Scholars in historically black colleges and universities (HBCUs). CLASP implementation concerns included substantial predeparture preparation and orientation, non-academic enrichment programs in the U.S. (Experience America), post-training follow-on programs in the home country, and systematic cost analysis and cost containment efforts.

The CLASP program has unusual administrative features stemming in part from the combination of regional and bilateral projects under a regional authorization and project design. LAC/DR/EHR established several project support mechanisms to assist missions and contractors in understanding and implementing this new approach to participant training. These mechanisms include a process evaluation, monthly contractor meetings in Washington to discuss implementation problems, and annual CLASP subregional conferences in the field. USAID field missions were required to develop a Country Training Plan (CTP) with mission-specific objectives to provide a focus for the country program. While all CTPs conform to the overall CLASP goals, each mission was able to determine the most appropriate target groups and types of training for the host country.

Experience to Date. By September 30, 1988, 9,652 CLASP Peace Scholars had initiated training in the U.S. Approximately 26% of the Peace Scholars had been enrolled in long-term training, 41% had been female; and 82% have been socially or economically disadvantaged. By the end of the CLASP program in September, 1994, an estimated 17,500 people will have been trained.

Missions have developed specialized training programs for many nontraditional participants, including journalists, rural youth, rural mayors, and members of women's cooperatives. Missions have also developed a variety of innovative Experience America programs, including regular meetings with local government officials, community volunteer work, living on a farm, home stays and family sponsorships, and participation in team sports. Development of follow-on programs has lagged other components and is a recent innovation. Several missions have initiated interesting activities, including follow-up workshops, alumni associations, job banks, and small community project funds. Missions have also experimented with a variety of cost containment strategies, including group placement, negotiated tuition and fees, use of free public education, use of resident tuition rates with state university systems, cost sharing, long-term training in Spanish, and selective placement in low cost schools. The use of an improved training cost analysis (TCA) system has significantly increased mission awareness of and ability to control training costs.

As this brief summary indicates, the CLASP program has made a significant start in improving participant training and incorporating broader social objectives. The program has benefitted considerably from the diversity and creativity of mission programs. Significant improvements in program management have been achieved through the use of training cost analysis and information systems and missions have demonstrated that savings can be achieved through systematic efforts at cost containment.

Lessons Learned. These achievements notwithstanding, there are several operational areas in which missions continue to experience difficulties. Most of the problems stemmed from the need to introduce and implement a number of new concepts simultaneously, including the focus on disadvantaged groups, Experience America, follow-on, cost containment, and training cost analysis. The initial 1985 project design, which was concerned with training non-traditional target groups, has been refined by PP amendments and Bureau guidance as experience was gained. Numerical and target group quotas were introduced during project implementation. Some new components, such as Experience America and follow-on programs, were not clearly defined or budgeted and have required continuing supplementary guidance. As a result, some missions have had difficulties in implementing

these components and meeting the numerical training targets without sacrificing program quality.

The combination of relatively general objective statements and a number of highly specific implementation requirements encourages missions to develop programs to meet the guidelines rather than to meet the needs of the country and Peace Scholars. The problem of adhering to the structure without a clear sense of purpose is often manifested in weak or non-specific training plans, confusion about what should be included in the Experience America and Follow-on components, and inadequate lead time to prepare high quality programs for scholars.

There are many people involved in the project from Peace Scholar selection through follow-on. Some people are continuously and directly involved while others, such as mission staff, change with some frequency. The people at U.S. training institutions are often removed from both the country of origin and the conceptual underpinnings of the project. CLASP is sufficiently different from traditional training programs that special orientation and training is required for mission staff and contractors if the objectives are to be achieved.

The implications of these lessons for the CLASP II design are fairly clear. The program should rely on clear and concise objectives rather than numerical targets to guide mission implementation. The Experience America and follow-on components must be explicitly planned, programmed, budgeted and fully integrated into individual and group training plans. In addition, regional oversight and training is needed to assure continuity and adherence to the program concept. The LAC Bureau needs to develop a concise description of what is expected from academic and technical training, Experience America, and Follow-on and distribute it to all missions and training institutions.

While the process evaluation has proven to be useful for AID/W, missions, and contractors, the summative evaluation was neither adequately funded nor planned and was in any case subject to evolving project objectives. The CLASP II project will establish an approved methodology and criteria for a summative evaluation based on a well articulated purpose and EOPS indicators, provide a realistic budget commensurate with the scope of the project, and integrate appropriate data collection into project implementation and monitoring.

In addition to these general lessons learned, AID/W and the missions have gained many insights into the details of program implementation, including recruitment and selection, pre-departure preparation, development of appropriate training requests, Experience America, and follow-on activities. These

insights will be discussed in the CLASP II project paper in the appropriate section.

4. Rationale for CLASP II.

The basic structure and intent of the CLASP program will remain unchanged in the transition to CLASP II. The primary changes involve clarification of objectives and implementation guidelines, an increased emphasis on selecting and training current and potential leaders, and increased mission responsibility for country needs analysis and program implementation.

The CLASP II program is designed to have a long-term impact on two factors which are critical to lasting improvement in the economic and social conditions in the region--(1) a stable social, political, and economic environment that is conducive to economic development; and (2) an educated and skilled population with capable leaders to manage and implement programs and policies.

The root causes of many problems in Latin American and Caribbean countries can be traced to historical development patterns and the prevailing social, political, and economic policies and institutions. Economic and political systems can either facilitate participation of the poor majority in economic progress or can limit broad-based social and economic growth, thus sowing the seeds for future upheaval. Many LDCs fail to develop leaders with a clear understanding of the relationship between a pluralistic society, free enterprise, opportunities for all citizens, and economic growth. The resulting limited access to opportunity for the poor majority is an important factor in the social and political instability of the region.

The importance of human resources to any country, whether industrialized or developing, cannot be overstated; everything from the broad directions of public policy to the management of individual firms and productivity of individual laborers rests on the skills, knowledge, and values of people. A nation's development potential is directly dependent upon the ability of its leaders to create an economic and political environment that encourages individual initiative and the ability of the people to understand and act upon the opportunities.

One of the most effective means of countering Soviet Bloc influence in Latin America and the Caribbean is to promote long-term stability through broad-based economic and social development. The foundation for such stability and growth, and the driving rationale behind the U.S. foreign assistance program, are national systems of free enterprise and democratic pluralism. Creation of adequate policy environments for development has been an explicit objective of A.I.D.'s program for the past eight

years. The CLASP II program supplements the policy dialogue and supports this fundamental foreign policy objective by training leaders in LAC countries who are committed to developing and strengthening such systems.

U.S.-based participant training is a particularly appropriate and effective vehicle for strengthening societal commitment to and understanding of free enterprise and democratic pluralism. Participant training in the U.S. can expose foreign leaders to the values and mechanisms of democratic pluralism, volunteerism, equal opportunity, the free enterprise system, a free press, and respect for human rights. Furthermore, U.S. institutions can provide highly specialized training and practical experience that often cannot be obtained in-country. In addition to the quality of the training, a U.S. education can provide a significant career boost for talented young people, moving them into leadership positions from which they can work for change. Finally, the contacts and relationships established can strengthen cultural, commercial, political, personal, and institutional linkages between the U.S. and its closest neighbors. This combination of exposure to democratic values and institutions and their practical application in economic development, technical skills transfer, and establishment of human and institutional linkages can be a potent force for social and economic change.

The CLASP II project takes full advantage of the potential of U.S.-based training to develop technical skills, expose Peace Scholars to values and practices, and establish lasting relationships. The experience to date in implementing this innovative program has provided many insights about planning participant training programs to realize this potential and provide trainees with values as well as a technical education. These lessons learned have been incorporated into the CLASP II program design.

The primary refinement in CLASP program design for CLASP II is that the leadership criterion has been elevated from one of several factors to the primary consideration for Peace Scholar recruitment and selection. This change is designed to clarify the project purpose and to maximize the impact of high cost U.S.-based participant training by concentrating on individuals with the greatest potential for influencing the direction of their communities and societies. The project will provide leaders and potential leaders with training to significantly enhance their technical skills, leadership capabilities, career potential, and appreciation for the value of democratic institutions and free enterprise economies. This change requires a greater emphasis on Peace Scholar selection and program quality and relevance than on the number of Peace Scholars.

A basic premise of CLASP which will not change is that opportunities must be provided to those people in LAC countries who have traditionally lacked access to economic and social advancement. The objective of strengthening democratic processes can only be achieved by encouraging economic and political participation of such groups. Another program element which will remain unchanged is that AID/W will continue to play an active role in monitoring program activities and assuring compliance with program objectives.

The CLASP II program is primarily concentrated in four Central American countries -- Costa Rica, El Salvador, Guatemala, and Honduras -- which collectively account for about 75% of the total mission (non-AID/W) funding. This concentration of program funding reflects the historical development of the CLASP program, starting with the NBCCA, and the continuing U.S. foreign policy interest in a peaceful transition to democracy the region. Three of the priority target countries have fragile democracies, recently installed in the midst of civil strife, and a long history of military interference in politics. Only Costa Rica has a long history of stable, democratic government with productive, market-based economic policies. These countries have been the focus of U.S. foreign policy in the LAC region for the past decade, with concomitantly high levels of foreign assistance and will continue to be for the foreseeable future. Should U.S. funding levels in the region change drastically during the implementation of the project, the CLASP II funding allocations may be appropriately adjusted to reflect these changes.

Scholarship assistance for Nicaraguan refugees in Costa Rica and Honduras was proposed by USAID/Costa Rica to prepare for the eventual democratic restructuring of Nicaragua if and when political reforms are instituted. The proposal, to provide CAPS or CASP type training for refugees and families of ex-combatants, was not included in this project because no source of funding is available for assistance directed toward Nicaragua. USAID/Costa Rica was directed to consider seeking funds through the Nicaraguan Humanitarian Assistance Act and was advised that scholarship assistance such as that proposed would require Congressional approval. USAID/Costa Rica was also advised that similar refugee programs in South Africa resulted in large numbers of participants failing to return home.

B. Program Objectives

PROGRAM GOAL: To promote broad-based economic and social development in the LAC countries. Within this general long-term goal, the program has a specific sub-goal to encourage and strengthen free enterprise economies and democratic pluralism in the Latin American and Caribbean region. The goal level objectives are long term in nature. However, they provide the

driving rationale for project design, Peace Scholar selection, and nature of training under the CLASP II program.

PROGRAM PURPOSE: To equip a broad base of leaders and potential leaders in LAC countries with technical skills, training, and academic education and an appreciation and understanding of the workings of a free enterprise economy in a democratic society.

By the end of the program, the returned Peace Scholars are expected to be employed in their respective fields of expertise, applying the skills learned in the U.S., and to have benefitted from the program in terms of either finding an appropriate job or having increased responsibility or salary in an existing one. Furthermore, it is expected that returned Peace Scholars will be active and influential in community or professional affairs and that they will maintain some relationship with the U.S. Finally, Peace Scholars are expected to develop an understanding of some aspects of U.S. life, values, and institutions relevant to their own occupation or situation.

C. Program Description

CLASP II is a regional program consisting of 13 mission projects and an AID/W regional project. The participating missions are Belize, Bolivia, Colombia, Costa Rica, Dominican Republic, Ecuador, El Salvador, Guatemala, Haiti, Honduras, Jamaica, Peru, and the Regional Development Office for the Caribbean (RDO/C). The AID/W regional project, a sub-project of the CLASP II design, will consist of training activities established by Congress and directly managed by AID/W, program support, and program monitoring and evaluation services. The country projects will consist of short- and long-term Peace Scholar training of host country nationals in U.S. educational and training institutions.

In order to establish a consistent regional framework of objectives and policies within which missions can adapt the project to country conditions, the project design responsibilities are shared between AID/W and the field missions. AID/W is responsible for establishing and ensuring adherence to program objectives and policies. USAID missions are responsible for developing and implementing projects that are responsive to the needs of the host countries and consistent with program objectives and policies.

This section of the Project Paper establishes the program policies and procedures that will be common to all mission projects and the AID/W project. These policies and procedures will be approved by the AA/LAC and this section will be incorporated in each mission project paper. The program goal and purpose stated above apply to all CLASP II projects in AID/W and

field missions. Each country project under the CLASP II program may establish a project-specific purpose if needed, related indicators of achievement, and a five-year CTP to achieve the program objectives. In addition, every CLASP II project will include the following program elements and will conform to the following implementation guidelines. The common program elements are: Peace Scholar recruitment and selection; pre-departure orientation; technical and academic training programs; Experience America activities; follow-on activities; and evaluation.

1. Peace Scholar Recruitment and Selection.

The CLASP II program has as its primary objective the training of current and potential leaders from fields judged as critical to the successful social and economic development of each country. Therefore, the recruitment and selection of appropriate individuals for training is of the highest priority. On the program level, leaders are broadly defined as those people who can influence the thoughts and actions of others through their skills, activities, or position. Such individuals can and should be found in all segments of society and in institutions which can influence economic development and the growth of democratic institutions in accordance with the program objectives. They may be found in community or popular groups, professions, ethnic groups, private sector businesses, scientific and intellectual circles, voluntary organizations, public sector and educational institutions, and cooperatives. Leaders may have direct influence through their actions as community organizers or indirect influence through teaching or journalism. In some cases, the focus may be on individuals who are already leaders. In others, potential leaders may be sought or developed in institutions whose effective functioning will contribute to economic development and stabilization of democratic institutions in the country. Given the diversity and complexity of leadership development, missions will have substantial latitude to define and identify leaders and potential leaders within the social and economic context of the host country.

Consistent with the intent of the program to provide opportunities for and develop leadership capability in less advantaged members of society, a minimum of 70% of the CLASP II Peace Scholars will be from socially or economically disadvantaged groups. In furtherance of the Agency's commitment to equal opportunity for women, at least 40% of the Peace Scholars must be female. In no case will long-term academic training be provided to individuals from economically or politically "elite" families who could reasonably be expected to attend U.S. schools using private resources.

The social and economic structures of the LAC countries are highly diverse; therefore no single definition of

"disadvantaged" is appropriate for all missions. Under the CLASP I program (CAPS, PTIIC, and APSP projects), all of the participating missions have established working definitions and financial means criteria for selection of disadvantaged Peace Scholars. Missions may continue to use these existing definitions or may choose to refine them, if needed, based on experience or the results of the social-institutional study conducted for this project paper. It should be noted that the intent of the program is not to provide U.S.-based training opportunities exclusively to the "poorest of the poor", but rather to provide such opportunities to leaders in social and economic groups who would otherwise not have access to such training. Furthermore, socially disadvantaged groups need not also be economically disadvantaged--in some societies, middle income women and/or members of some ethnic groups may have limited economic and political participation.

Whatever the criteria established by the missions, it must be emphasized that the financially and politically privileged will not be sponsored for CLASP II training. While the definition of "privileged" will vary among countries in its specifics, some basic concepts will apply to all missions. The "politically elite" will include the immediate family of all high level elected or appointed government officials and their immediate families with whom A.I.D. or the USG has such mutual interests that the appearance of conflict of interest would be likely. In most countries, this would include ministers of state and their subsecretaries or vice ministers, governors of central banks, heads of political parties, and other sensitive, highly placed individuals. Other USG resources, including the USIS International Visitors Program (IVP) program, are more appropriate mechanisms for sponsoring these individuals. It is emphasized that this criteria should not exclude elected officials at the municipal, provincial, state, or national levels from rural communities, disadvantaged urban areas, and/or those who are personally eligible under the financial means tests. In financial terms, the privileged consist of individuals who could reasonably be expected to finance a U.S. college education using personal or family resources. Individuals from financially privileged families will not be eligible for long-term U.S. training.

Given the nature of the target group, the procedures utilized in each mission to recruit and select Peace Scholars will be crucial in meeting program objectives. While each mission may establish its own administrative mechanism for recruitment and selection, a common element should be the active participation of local communities, institutions, and supervisors in selecting Peace Scholars, establishing training objectives, and planning training programs.

2. Training Objectives.

The second major element, technical or academic training, is fully as important as Peace Scholar selection to the success of the program. Technical training can include on-the-job training, technical courses at community colleges or universities, short-term technology transfer, or a combination of these. Academic training includes any program at a college or university which will result in or contribute to a degree. Observational tours, seminars, or conferences may be included as a component in either technical or academic programs.

All CLASP II Peace Scholars will attend technical or academic training programs in the U.S. lasting no less than 28 days. At least 20% of the Peace Scholars in each mission will attend long-term training programs of nine months or more. Each mission will establish placement procedures to comply with existing legislation and Agency policy to place at least 10% of all U.S.-trained Peace Scholars, both academic and technical, in historically black colleges and universities (HBCU).

The training to be provided will be appropriate to the needs of the Peace Scholar and make a substantive contribution to the Peace Scholar's career and leadership ability. The appropriateness of training must be considered within the context of the individual's occupation and leadership role. In some occupations, academic training may not be appropriate, while in others a degree may be a sine qua non of leadership. The high cost of U.S.-based training is justifiable only if missions assure that all training meets these criteria of appropriateness and substantive contribution.

In order to meet the requirements of being appropriate and substantive, training programs must be customized to meet individual or group needs. Missions will assure that every program meets all of the following training objectives for each individual or group:

- (1) Career advancement or enhance leadership role;
- (2) Enhancement of leadership and professional and technical skills that will contribute to economic development;
- (3) Substantial exposure to the workings of free enterprise economies and democratic pluralism as they relate to the Peace Scholar's own occupation as well as to national systems; and

- (4) Opportunities to build lasting personal and professional relationships with American citizens and institutions.

The contribution to career and leadership status may be the result of specific skills transferred, credentials obtained through the program, or the prestige associated with the program. In a long-term academic program, for example, the contribution may result both from the credentials obtained and the skills and knowledge transferred. A recurring problem in CLASP I has been the lack of accreditation of U.S. academic degrees in some countries. In those countries, missions will make every effort to facilitate transfer of academic credits and recognition of degrees and to assure that all Peace Scholars are fully aware of the potential problems, required procedures, and likely lack of accreditation. In the absence of recognized credentials, the need to assure that the training provides Peace Scholars with appropriate and immediately applicable and employable skills is of even greater importance. Missions in countries with accreditation problems will review and justify all academic training to assure that the skills transferred are valuable in and of themselves and that the follow-on program is specifically oriented to assisting these Peace Scholars in transferring credits or finding appropriate employment in the field of training.

Short-term programs must be carefully planned to assure that the skills are relevant and appropriate to the Peace Scholar's situation. Case studies have shown that immediate results and application of knowledge are more likely with short-term Peace Scholars because they, unlike long-term Peace Scholars, are returning to an established position in the community. This also implies that the community judgement on the value of U.S. training will be relatively immediate. Therefore, it is particularly important that short-term training programs transfer specific technical skills to the Peace Scholars that are immediately applicable in the local community setting. This will be an important factor in enhancing the Peace Scholar's leadership status in the community. In some cases, it may be possible to enhance leadership status through prestige as well as specific skills - for example, a local teacher or principal who represents the country in an important international conference to discuss educational improvement may find his or her status in the community heightened by the fact of the program as much as the content.

The enhancement of leadership qualities and skills can be combined with either or both of the technical skills transfer and Experience America activities. This objective can be achieved through activities which are appropriate to leadership development in the Peace Scholar's occupation. These activities may include workshops in parliamentary procedures, conflict

resolution, managing cooperative and volunteer groups, setting priorities and objectives, improving public speaking skills, developing relations with funding organizations, project planning, management principles, or similar leadership skills as well as advanced technical training in an occupational area.

Exposure to the principles and mechanics of democratic pluralism and free enterprise systems is a crucial but difficult component of the program. Experience in CLASP I has indicated that such ideas are transferred most effectively when viewed in the context of the Peace Scholar's own occupation or area of career interest. This component will be discussed at greater length in the Experience America section below.

Development of personal or professional relationships is one of the most challenging aspects to program but it is also one of the most important factors in Peace Scholar satisfaction with the program and understanding of the U.S. While it is not possible to program personal interactions, missions do need to take the necessary steps to maximize the probability of friendships and minimize the potential for conflict. This can be done by carefully screening and orienting potential roommates or host families and providing opportunities to meet with Americans who share personal or professional interests.

Achievement of all of these objectives for every Peace Scholar and group requires an emphasis on the quality of the training programs rather than on total numbers to be trained. In each mission project design, and in planning and implementing individual or group training programs, missions will maintain this emphasis on provision of appropriate, high quality training and educational experiences for each Peace Scholar with corresponding numerical targets.

3. Detailed Training Requests.

In order to program the requirements discussed above, missions will prepare adequate documentation for placement contractors and training institutions to plan a high quality program. This documentation will include all relevant background information as well as a training plan to specify the type and length of training to be provided, the nature and purpose of the Experience America activities expected, and the required follow-on activities to supplement the program.

The importance of adequate advance planning to assure high quality training programs cannot be overemphasized. Therefore, all missions will comply with the existing LAC Bureau program planning requirements, which are as follows:

1). Short-term technical training programs will require at least three months advance written notification consisting of a completed PIO/P or training request with all of the information discussed below.

2). Long-term technical and academic training require a minimum of six months advance written notification. For advanced acceptance at accredited institutions, full documentation of certified transcripts, letters of recommendation, medical clearances, and other required documentation must be received by the institution three to four months prior to the beginning of the program.

It is emphasized that the three and six month advance notification requirements are minimum planning requirements. The degree of detail and amount of advance planning needed may exceed this depending on the nature of the training program and the degree to which customized curriculum development is needed. In some cases, missions may require the training institution to make a site visit to better identify skill needs in the host country context. While this element of advance planning is often crucial to the design of an appropriate program, adequate lead time for planning must be provided to the trainers.

The training requests, prepared in collaboration with the Peace Scholar and his/her supervisors, will include all data relevant to the training program, such as language skills, background, literacy in the training language, level of academic qualifications, employment history, specific experience relevant to the type of training to be conducted, home country working conditions, and expectations of the program. The training plan will also specify the expected outcomes in terms of institutional collaboration, eventual use of the training, cost-containment guidelines, and other relevant data needed for planning purposes.

In addition to the information pertaining to the technical training component, each training request or PIO/P will include full information and clear instructions about Experience America and follow-on activities. The request for the Experience America component should specify the goal and desired content of the activities, relationship of the activities to the technical component and any relevant background information about the home country situation. The training request should also include any relevant personal information about the Peace Scholar, including interests, hobbies, or special skills, which may be useful in programming appropriate and interesting activities. The section on follow-on should specify the goal and content of expected follow-on activities and explain the relationship to the training component. If follow-on is to be contracted separately, this discussion should be included for information purposes to assist the placement contractor in program planning. (See Annex XX for sample model PIO/P's for short-term and long-term programs).

As part of sound management of participant training, all missions will institute procedures to assure that Peace Scholars, their supervisors, and A.I.D. training personnel are fully aware of and in agreement with the objectives and content of the training and how it will be used when the Peace Scholar returns. Ideally, Peace Scholars and supervisors will actively participate in planning the training program. Particular care should be given to identifying how the training will be used after returning home in order to include appropriate training objectives. For example, if the Peace Scholar is expected to train co-workers or give technical presentations in the community, an important program component would be materials and practice in training others.

Training plans for groups of Peace Scholars present special challenges for training institutions and must be adequately documented and planned to assure appropriate and high quality programs. The composition of the group must be adequately homogeneous in terms of background, level of expertise, and professional interests to enable the training institution to offer training which is relevant to each person in the group. Excessive diversity in training groups has been a recurring problem in CLASP I and missions should pay particular attention to group composition in the future.

All training programs will be fully funded prior to initiation of training activities. Each mission will assure that all Peace Scholars be reported to S&T/IT via the Participant Data Form (PDF). Missions will also assure that the required medical examination forms are submitted to provide enrollment in the health insurance coverage.

4. Pre-program Orientation.

All Peace Scholars will receive appropriate and adequate orientation and pre-program training necessary to benefit fully from the training program. Such pre-program activities must include English language training if needed, remedial or preparatory academic training, cultural orientation to the U.S., familiarization with the institutions in which the Peace Scholar will be working, or other elements as needed. It is important that the Peace Scholars be prepared for what they will experience, emotionally as well as intellectually, and sensitivity training is encouraged particularly for disadvantaged rural Peace Scholars who may not be familiar even with urban life in their home country. The training institution or placement contractor who will be working with the Peace Scholars in the U.S. will be involved in the orientation whenever possible. Although all programs must include an orientation component in

the host country, some pre-program training may also be conducted in the U.S. when appropriate and cost-effective.

Pre-program orientation is also appropriate and necessary for host families, roommates, and host communities or institutions. The cultural exchange and sensitivity is a two way street with requirements on both ends. Intercultural relationships are more likely to be successful if each party has some understanding of the other's situation.

All pre-program expenses, whether incurred in the home country or in the U.S., may be financed with program funds. While there is no specific limit on the length and content of pre-program training, it is emphasized that all in-country training must be preparatory for a substantive U.S. training program.

5. Experience America.

All training programs will include exposure to American life and values, particularly as they relate to democratic institutions, free enterprise, and the development of personal and institutional relationships between Peace Scholars and Americans. Each participating mission will develop appropriate Experience America activities for each Peace Scholar or group of Peace Scholars which will complement and supplement the technical and leadership skills components. For programming purposes, the EA component will be a formal component of all contracts and training requests and will be fully integrated into the overall training plan.

Experience America is an experiential and participatory, rather than observational, approach to understanding the United States. These activities should make the exposure to values, principles of democratic government, American lifestyles, and U.S. institutions a personal and relevant experience. It is for this reason that visits to shopping malls and sporting events, while enriching, should not comprise the whole Experience America component.

The importance of developing personal relationships with Americans cannot be overemphasized, as these contacts often make a strong impression on Peace Scholars. While such relationships cannot easily be programmed, opportunities to develop friendships can be provided through homestays, American roommates, and mentor or host family relationships. Experience has shown that Peace Scholar placements in homes or with American roommates is particularly effective, but must include adequate advance planning for the selection and orientation of the participating Americans. Missions should emphasize to placement contractors that Americans who are hesitant or doubtful should

never be "talked into" participating in the program, particularly for long-term homestays. Finally, some CLASP Peace Scholars from disadvantaged backgrounds will find assimilation difficult in middle class American communities. Therefore, Experience America planners should be sensitive to the cultural adjustment required and make the activities as personalized as possible.

In addition to the personal relationships established, the EA activities should illustrate the mechanics of how democratic values and a free enterprise system work together to provide opportunity and development. Each mission will identify particular values or institutions which are particularly relevant in the host country context. Among those that may be appropriate are the following:

- 1) The importance of individual initiative in the U.S. economy and social/political system;
- 2) Volunteerism as a cornerstone of democratic participation at all levels (community, state, and national);
- 3) Social mobility as a result of individual effort and achievement;
- 4) Local community organization and control as the first step in the political process;
- 5) The free market and its interrelationship with democratic institutions and processes;
- 6) The relationship between citizens rights and responsibilities (taxes and voting, etc);
- 7) The melting pot and ethnic diversity as a richness and challenge;
- 8) Social responsibility of the private sector; and
- 9) The role of constitutional protection of basic rights in facilitating economic and social participation.

Although the values and institutions discussed above are presented in general, even theoretical terms, in most cases the training program will not be structured solely as a lecture or academic presentation. Rather, the Experience America activities can illustrate these values and principles through interaction with American organizations or individuals and supplemented with discussions. These experiences can be made more meaningful if they are associated with the Peace Scholar's area of expertise. Visits to or on-the-job training in community development corporations, health clinics, business firms, day

care centers, cooperatives, or farms can help to make the experience relevant.

The intention is to present a balanced view of the U.S., of the common American situation, with an emphasis on the positive. Therefore, while exposure to the less attractive aspects of American life probably cannot and should not be avoided, it is appropriate that they not be emphasized. The Experience America activities should not present a overall negative impression of the US. For example, home stays, when appropriate, should be with mainstream, middle class American families.

It goes without saying that no training program of any length can enable Peace Scholars to experience all of America: the cultural, political, geographical, and institutional diversity of the U.S. is far too vast. Therefore, each mission should identify those areas that are most appropriate or applicable to the host country. Relevant Experience America activities for one country may not be appropriate for others. For example, the developing democracies of Central and South America may have particular interest in and need for learning about the forms and procedures of institutional interaction in a democratic society. The relationship of local and national government to public opinion and local organizations, the social and economic role of the private sector on all levels, or the functioning of the press are all potential topics of interest. However, in countries with long traditions of democratic government, a more appropriate program might focus on the differences in systems, or the role that progressive private companies can play in social and economic development.

In every case, it is important that the observations and discussions include not only what is done, but why. A focus on the values and principles that underlie democratic pluralism is essential to understanding how the system works. Finally, programs should help Peace Scholars relate their experience in the U.S. with their home country situation. This is most effectively done by emphasizing basic values and approaches rather than the surface differences in wealth or resource levels.

In-country Follow-on Programs. One of the most common findings of evaluations of participant training programs over the years has been the importance of providing follow-on support to help participants use their training after returning home. The inclusion of such programs was in integral part of CLASP I and will be expanded under CLASP II. As with the Experience America component, follow-on programs will be incorporated into the overall training plan for each Peace Scholar or group of Peace Scholars.

A basic component of all follow-on programs will be an institutional mechanism for maintaining contact with returned Peace Scholars. This may consist of an alumni association, periodic reunions organized by USAID or a local PVO, attendance at occasional U.S. community functions, Embassy receptions, a newsletter, maintenance of address lists, or similar tracking activities. An imaginative way of keeping track of former Peace Scholars is being tested in USAID/El Salvador's "Book of the Month Club". This program encourages returned Peace Scholars to maintain their current address on file in order to receive an appropriate technical book each month. Whatever system is used, each mission will maintain some minimal level of effort to assure that all Peace Scholars maintain periodic contact with Americans and other returnees.

Beyond this basic level, follow-on programs should be designed to meet the needs of returned Peace Scholars. Since each country program will be somewhat unique in terms of the target groups and types of training, no one design for a follow-on program will meet every mission's needs. In general terms, follow-on programs should assist the returned Peace Scholars to overcome obstacles to applying their new skills or should facilitate their exercise of leadership roles in their communities.

Most country projects will include both short-term technical and long-term academic programs in a number of technical fields. Consequently the follow-on programs will include different activities for each type of Peace Scholar as appropriate. Long-term academic Peace Scholars, for example, may require the services of a job bank or former Peace Scholar networking to find employment in his or her field of expertise. In some countries, specialized assistance in transferring U.S. academic credits for home country accreditation will be necessary.

Most short-term Peace Scholars will already be employed and will therefore require different types of follow-on assistance. Projects may provide materials or even technical assistance to facilitate application of the new knowledge in a host country institution. In some countries, follow-on in-country training may be provided to the Peace Scholar to facilitate acceptance and implementation of new approaches. Some missions have established special funds to finance community improvement projects initiated by returned Peace Scholars, while others have encouraged linkages to appropriate existing mission projects, such as the RTAC book project.

The follow-on programs should be integrated into the overall training request and be consistent with the program objective of enhancing the leadership potential of the Peace Scholars. The follow-on activities should also be concerned with

maintaining personal, professional, and institutional relationships with American individuals and institutions as appropriate.

The successful development and implementation of appropriate follow-on activities will require continuous and directed effort. Therefore, each mission will establish a full-time position, financed either with operating expense (OE) or project funds, dedicated to follow-on activities. In some missions with small projects, a part-time position may be adequate. Whenever possible, follow-on programs should be integrated into the activities of participating host country institutions and businesses to provide an institutional base for continuing support after the end of the project.

6. Cost Containment.

The containment of training costs has been an important component of the CLASP I program from the beginning and will continue to be integrated into all program activities. Cost containment comprises the use of Training Cost Analysis (TCA) methodology as well as placement in lower cost training institutions, negotiation of preferential or concessional tuition rates, and cost-sharing arrangements with training institutions.

All missions will use the Training Cost Analysis (TCA) methodology for estimating training costs, preparing RFPs and evaluating bids, and monitoring contractor compliance. Most missions are already using TCA as was mandated by the Agency in October 1988. AID/W will continue to refine the TCA methodology and assist missions in implementing it for this project. A description of TCA and sample TCA reporting forms are included in Annex G.

Cost containment measures instituted by missions have included cost sharing, negotiated reduced or in-state student tuition, and placement in less expensive colleges and universities. Some missions have focused on reducing program preparation costs by encouraging in-country English language training or in some cases providing long-term training in Spanish. Conceivably, one of the most effective cost containment measures has been the use of TCA to increase the competitiveness of bids and the missions' ability to analyze them.

Cost containment should be considered in goal-oriented project level terms, keeping in mind the maxim "penny wise, pound foolish". For example, cost-cutting measures which adversely affect the Peace Scholars' comfort or health or the technical quality of the program are illusory if they result in the project objectives not being met. Conversely, increased expenditures and effort in Peace Scholar selection, preparation and orientation

which reduce the number of failures in long-term programs may represent an overall cost savings.

While cost containment will continue to be an important element of the project, it is a management tool rather than an objective in itself. Missions will keep this distinction in mind to assure that program quality is not sacrificed for cost savings. Missions should continue to emphasize to placement contractors and training institutions that living allowances established in Handbook 10 are not to be reduced for purposes of cost containment without an allowance waiver from OIT. Furthermore, placement in a low-cost training institution is only justified if that institution offers appropriate training in the subject required. The participation of leaders and potential leaders requires that program quality be maintained.

7. Summary of Program Requirements.

- * At least 70% of Peace Scholars will be socially or economically disadvantaged. Each mission will determine appropriate definitions of what constitutes disadvantaged in the host country.
- * At least 40% of all Peace Scholars will be female.
- * All CLASP II Peace Scholars will attend technical or academic programs in the U.S. lasting no less than 28 days. At least 20% of all Peace Scholars will attend programs lasting nine months or longer.
- * No fewer than 10% of all Peace Scholars will be trained in Historically Black Universities and Colleges (HBCUs).
- * Advance planning of at least 3 months is required for short-term programs and 6 months is required for long-term programs.
- * Although cost containment continues to be an important management consideration, program quality is not to be limited to achieve cost savings.
- * All CLASP II training programs will include significant and appropriate Experience America and Follow-on activities.
- * All participating USAID missions will implement TCA in program planning, contracting, and reporting.

III. AID/W PROJECT DESCRIPTION

A. Background and Rationale

The LAC Bureau has been heavily involved in the design and implementation of the CLASP program from the beginning. The strong interest of Congress and Agency management and the need to promulgate a relatively new approach to participant training required that the Bureau play a major role. LAC/DR was responsible for project design and authorization, monitoring and policy oversight through the CTP review procedures and the process evaluation, program support activities such as monthly contractor meetings and annual CLASP conferences, provision of technical assistance to missions, and direct management of two Peace Scholar placement contracts (PTIIC and APSP) as well as the standard mission backstopping activities and program evaluation. In addition, LAC/DR was responsible for managing the three Congressionally directed programs established through earmarks: the Central American Scholarship Program (CASP); the Cooperative Association of States and Scholars (CASS); and the Leadership Center of the Americas (LCA).

The process evaluation was an innovative component of the project which combined a number of activities in monitoring, implementation support, and evaluation. In monitoring and policy oversight, the process evaluator was responsible for tracking participant and project data to assure that policy guidelines were being met and to enable the Bureau to respond to inquiries with accurate and up-to-date information. A CLASP Information System (CIS) was developed which included basic data on all Peace Scholars, and was later expanded to include mid-term and exit questionnaires. The process evaluator also conducted site visits of training institutions and follow-up interviews with Peace Scholars after they returned home. In implementation assistance, the process evaluator provided technical assistance to missions in project design, training and installation of the CIS, and developed the Training Cost Analysis (TCA) system for comparing and tracking participant training contract costs.

An impact evaluation was planned in the original Project Paper, but a methodology and related database were not established at the beginning of the project. While the CIS data provides much useful information, its primary purpose was to monitor rather than evaluate and was structured accordingly. In 1988, LAC/DR initiated a major effort to design an impact evaluation which could be useful for evaluating CLASP I and II and provide insights for the CLASP II design. The evaluation consisted of a series of case studies of returned Peace Scholars, focusing on questions of employment status, leadership role, skill acquisition, and community involvement. In addition, LAC/DR convened a conference of highly respected evaluation experts from around the country to discuss the unusual evaluation

challenges posed by the CLASP design and to determine an appropriate, affordable, and methodologically sound evaluation design. As a result of this conference, the final phase of the case studies will be devoted to refining and testing this methodology and developing survey instruments.

The Central America Scholarship Program (CASP) was initiated in 1985 with a Congressional earmark of \$2 million for the International Student Exchange Program (ISEP) at Georgetown University. The purpose of the earmark was to test the ISEP model of cost containment for possible adoption by the bilateral CAPS program. ISEP had an on-going program of participant training through a network of universities, community colleges, and technical schools in the U.S. The initial earmark was increased by \$6 million in 1986, an additional \$6 million in 1987, and an additional \$10 million in 1988. The CASP program had sponsored 1,060 scholarships in two-year U.S. colleges by the end of 1988. The CASP program was evaluated in 1989 to determine whether the program is achieving its goals and to identify any useful lessons which could be applied to bilateral participant training programs. The results of the evaluation will be incorporated into future CASP and CASS activities.

The Cooperative Association of States for Scholars (CASS) program was initiated in 1988 in response to a Congressional earmark of \$2,000,000. The purpose of CASS is to test a pilot scholarship program in which State-sponsored programs qualify for federal funds based on the matching contribution by the State government, institutes of higher education, and the private sector. The CASS project is also intended to develop the capability of the participating U.S. institutions to deliver suitable, cost-effective education and training programs to disadvantaged youth from the LAC region.

The Leadership Center of the Americas (LCA) program was initiated through a Congressional earmark of \$1.25 million in 1988 to provide training in leadership and improved business practices to over 200 Caribbean and Latin American scholars. The program consists of three interrelated components: a mid-winter seminar for foreign students attending U.S. universities; a follow-up summer internship program for the same students in major U.S. companies with divisions or branches in Latin America and the Caribbean; and establishment of a Pan American Network to maintain contact among these future leaders after they return home.

While the intent of CLASP II is to devolve the greatest part of design and implementation responsibilities and authority to individual missions, the regional nature of the program and the high level of Congressional interest require that A.I.D./W continue to have a substantial role in oversight and monitoring. This regional project provides a vehicle for maintaining program

oversight, supporting mission efforts, providing a common evaluation framework for the program, and for administering the Congressionally directed programs. The CLASP II approach is to support mission training strategies to the maximum extent, assure compliance with policy and guidelines, provide timely and adequate feedback to missions and earmarkees on how to improve program implementation, and to integrate the earmark programs into the strategy and management of the program as much as possible.

One of the key characteristics of earmarked programs is the foreshortened design process. This often reduces A.I.D.'s ability to integrate projects into the Agency programmatic framework and to assure maintenance of project quality. Although such problems are minimal in small, pilot activities, the CLASP earmark projects have reached significant levels of effort and funding and therefore require substantial management oversight by the LAC Bureau. The inclusion of contingency plans for these activities in the Project Paper, in the expectation of continuing earmarks at current levels, will facilitate efficient implementation and prudent management of these programs in the future. This effort to provide a core project design for earmarked programs which are outside of A.I.D.'s direct control is being taken to meet the Agency's responsibility for prudent fiscal and program management.

B. Project Objectives and Strategy

Project Objectives. The objectives of the AID/W CLASP II project are consistent with and supportive of the goal and purpose of the overall CLASP II program.

The **Project Goal** is to promote broad-based economic and social development in the LAC countries. Within this long-term goal, the project sub-goal is to encourage and strengthen free enterprise economies and democratic pluralism in the region.

The **Project Purpose** is to equip a broad base of leaders and potential leaders in LAC countries with technical skills, training, and academic education and an appreciation and understanding of the workings of a free enterprise economy in a democratic society. The AID/W project sub-purposes are: 1) to support and improve the efficacy of mission CLASP II projects through development and testing of innovative and cost-effective training mechanisms and improved project management; and 2) to administer the Congressionally directed training projects and assure that there is a mutual sharing of experience between A.I.D. and the earmarked institutions to improve program implementation.

Strategy. The AID/W project will achieve the objectives through three activities: program monitoring and support (CIS, TCA, staff training), evaluation, and administration of earmarks. The primary objective of the monitoring is to maintain adequate and timely data on program implementation and to assure compliance with program policies and objectives. The program support and evaluation components will be directed primarily toward assisting missions in developing better projects through improved information and understanding of training utilization.

The three earmark programs--CASP, CASS, and LCA--will be administered as normal A.I.D. projects with the specific objectives of developing new and cost-effective training mechanisms (CASS and CASP) and providing unique leadership training and employment opportunities (LCA). All of these earmarked projects will be integrated to the maximum extent possible into standard project implementation procedures consistent with the desire to test new approaches.

By the end of the project, LAC/DR/EHR will have assessed the lessons learned in both the mission projects and AID/W earmark projects, determined the validity and cost-effectiveness of alternative approaches in relation to program goals, and will have incorporated these lessons into mission guidance for all CLASP and participant training.

C. Project Activities

The AID/W project will consist of administering three Congressional earmark programs, conducting monitoring and evaluation activities at the program level, and providing administrative and training support for the missions.

1. Program Support.

The objectives and selection procedures of CLASP II are sufficiently different from standard participant training programs that missions and contractors require orientation to the program. This is particularly important given the personnel turnover inherent in the USAID missions. In recognition of this problem in CLASP I, the LAC/DR/EHR office instituted a series of annual CLASP conferences and monthly contractor meetings in Washington to review experiences and identify and resolve common implementation problems. In addition, as part of the CLASP I process evaluation contract, missions received technical assistance and training in establishing appropriate procedures for recruitment and selection, installing information management systems (CIS), the PIO/P generator, and the Training Cost Analysis (TCA) system.

The program support activities will be continued under CLASP II. This component will consist of technical assistance and staff training provided to the missions for CIS, TCA, and program management assistance. In addition, site visits to U.S. training institutions will be conducted to assess the quality of training provided. Site visits will cover training programs from each participating mission on a regular basis. Missions may also request special site visits for programs or institutions of particular concern. This component will also cover conference and contractor costs for the annual sub-regional CLASP conferences and the monthly contractor conferences. Mission staff and travel costs will continue to be a mission expense.

The program support activities are budgeted at \$50,000 per year, for a total of \$250,000, to cover travel and per diem cost for core process evaluation staff and consultant salary as needed.

2. Program Monitoring and Evaluation.

Background.

Evaluation under the CLASP I project has consisted of an ongoing set of activities carried out by a central contractor under an 8a set-aside. This contractor reports to LAC/DR/EHR and is financed with a combination of CA and LAC regional funds. Some field missions have conducted their own evaluation activities using independent contractors. Activities have varied according to the needs and interests of each mission.

Centrally funded CLASP I evaluation activities have covered the following:

- The initiation and maintenance of the CLASP Information System (CIS), a comprehensive database that provides up-to-date information on each CLASP I Peace Scholar (including age, sex, academic background, socio-economic status, leadership status, urban/rural location), and the nature of the training program to be undertaken.
- The administration of questionnaires to CLASP trainees immediately prior to their departure from the U.S. and within six months of their return to their country of origin. These questionnaires assess trainee satisfaction with the U.S. training experience, trainee attitudes toward the U.S., their views regarding specific aspects of the training experience, and follow-on.
- Individual country reports that address mission compliance with CLASP policy guidance as well as adequacy of management and implementation of the CLASP program. Country

reports also summarize country-specific data available from the exit and returnee questionnaires.

Data from this ongoing evaluation have been invaluable to the LAC Bureau in its management and oversight of the CLASP program:

- (1) The CIS provides the LAC Bureau with an official and up-to-date tally on status of new trainee starts and on compliance with CLASP policy targets which are used for reporting purposes within and outside of A.I.D.;
- (2) Insights from the country reports have been very helpful to both missions and AID/W in guiding adjustments to country-specific programs; and
- (3) Finally, and perhaps of most significance, insights gained from the country specific evaluations have provided a useful base for sharing between missions experiences gained and lessons learned as A.I.D. enters the fifth year of this highly innovative program.

Specific Nature of CLASP II Evaluation Design

Experience with the evaluation of CLASP I and with evaluation in general has shown that investments in evaluation are worth undertaking when at least two conditions are met:

- There is a genuine interest in and need for the data to be collected (e.g. the originator of the data request faces uncertainty regarding the answer to one or more questions where the answer can only be obtained through investment in an evaluation and/or where conflicting opinions are such that an evaluation study is required to obtain the answer to the question); and
- The results of the evaluation will actually be used to implement programmatic changes (e.g. the user has sufficient authority and leverage to make the changes required).

These two criteria, level of uncertainty/conflict and leverage, will serve as the guiding principles for investment in the CLASP II evaluation. In addition to these basic criteria, additional important considerations were identified in a CLASP II impact evaluation design workshop held May 3-5, 1989 (see Annex H). These other conditions for effective use of the evaluation are as follows:

- The key users of the data (e.g. AID/W and field missions) must both take on ownership of the data collected. This means that AID/W and field missions must have input

into guiding both the design of the evaluation activities and their implementation;

- Data must be collected and reported on a timely basis: questions and information needs of today must be addressed today and answers provided while the questions are still relevant and the answers needed;
- Reporting of data must be done in such a way that it is easy to read and readily lends itself to use by the originator of the data request;
- Data on "process" (the way in which students are recruited, selected, and oriented and the way in which training is carried out in the U.S.) and data on "impact" (information obtained on the effects of the training program on the trainees after they have returned home) must be closely linked.

The above conditions call for a dynamic and flexible design for the CLASP II evaluation that: provides information on a timely basis, is sensitive to field mission needs, and provides AID/W with the data that it needs for program accountability.

Listed below are the categories of information needs that will form the basis for CLASP II evaluation activities:

1. Information that will permit both AID/W and field missions to track policy compliance under CLASP II and to describe the U.S. training experience.

These data, commonly referred to under CLASP I as "process evaluation" data, include information on all CLASP II trainees collected through the CIS plus information from trainees collected in the form of exit questionnaires immediately prior to their departure from the U.S. The sample, both for CIS and for the exit questionnaires, will be comprised of 100% of all CLASP II trainees. To provide continuity between the CLASP I and CLASP II databases, existing data instruments being used under the CLASP I evaluation will continue to be applied. However, they will be updated and revised to reflect additional/varying CLASP II evaluation data needs.

Data on compliance with CLASP II policy guidelines from the CIS database will be made available to AID/W and field missions semi-annually.

2. Information that will permit both AID/W and field missions to assess adequacy of field mission management and implementation procedures.

Continuing activities initiated under CLASP I, it is anticipated under CLASP II that each mission will be visited once every two years to assess: adequacy of mission recruitment, selection, and screening procedures; adequacy of development and specification of individualized training plans; adequacy of pre-departure orientation; adequacy of quality of the U.S. training experience (academic/technical training as well as Experience America); and adequacy/relevance of the follow-on program. Reports, to be no more than 15-20 pages in length, will be shared with the individual CLASP mission whose program is under review. Individual country reports will highlight what each mission is doing "right" vis a vis management and implementation procedures that might be shared with other CLASP II missions. Suggestions will also be provided for areas where improvement is needed.

3. Information that will permit both AID/W and field missions to assess the effectiveness of individual training programs and to take appropriate actions to apply lessons learned both to the expansion/extension of training programs that are doing well and adjustment/termination of programs that do not seem to be meeting their objectives.

This category of data addresses what have been referred to under CLASP I as "impact" data. CLASP I impact data gathering activities have been limited to questionnaires administered approximately six months following the return of trainees to their country of origin and the recent initiation, in Central America, of a series of pilot case studies to explore the feasibility of using qualitative data collection methodologies.

Under CLASP II, "impact" evaluation¹ will be adjusted somewhat. Instead of a questionnaire administered to all trainees one or more times upon the trainees return to country, evaluation will consist of a series of studies--some country-specific, some carried out over a sample of CLASP II countries. These studies will have a strong qualitative orientation, utilizing quantitative data collection methodologies when appropriate. They will be carried out on a "demand" basis (e.g. as AID/W or a field mission has one or more specific questions for which an immediate answer is needed. The studies will be carried out in such a way that: (a) the results will be provided in a timely fashion to the originator of the data request; and (b) data from consecutive studies can be compiled, across

¹ The terms "impact" and "process" are placed in parentheses as they are artificial terms that, while useful for purposes of discussion, inappropriately distinguish what is a continuum of evaluation activities.

countries and across studies, to make broader observations on CLASP II outcomes.

An illustrative list of generic questions to be addressed under this aspect of the CLASP II evaluation is provided in Table 1. It is important to stress that these questions are illustrative and will be refined during the first year of CLASP II through a collaborative process which will invite field mission involvement both in identifying the questions to be posed and in guiding the procedures used to collect data to answer these questions. Data will be collected both on CLASP II trainees and on a select group of CLASP I returnees, both to document the CLASP I experience and to obtain insights useful for the implementation of CLASP II.

Implementation of CLASP II Evaluation Activities

Overall responsibility for the CLASP II evaluation will lie with LAC/DR/EHR. One EHR staff person, responsible for providing oversight as well as liaison with AID/W and field missions on a full-time basis, will oversee the activities of a central contractor. This contractor, to be selected during the first year of CLASP II (FY 1990), will be responsible for collecting data required by AID/W for purposes of program monitoring and oversight. The contractor will also be responsible for processing and implementing mission buy-ins to carry out studies to meet specific mission information needs.

The contract will be structured in such a way that it can be accessed to design and carry out studies to address specific questions and information needs as they arise during CLASP II implementation. A careful design process, to be carried out during the first year of CLASP II with active mission involvement and participation will result in a conceptual framework that will guide the CLASP II evaluation for the ensuing five years.

The following are anticipated outputs/accomplishments during the first year of the CLASP II evaluation:

1. The revision/updating of both the CIS and exit questionnaires to meet both AID/W and field information needs under CLASP I.
2. The development of a series of "constructs" (e.g. culturally relevant data categories) to guide collection of information on such aspects as "leadership", "career development", and "knowledge gained about the U.S.", as a result of the training experience.

3. A set of basic methodologies to be used both in carrying out AID/W and field funded activities that focus on examining the effectiveness of specific training programs.

4. A conceptual framework to guide CLASP II evaluation activities plus an implementation plan for year two that includes studies of specific interest to AID/W and missions that can be carried out within available funding levels.

TABLE 3.
ILLUSTRATIVE LIST OF QUESTIONS FOR CLASP II "IMPACT" EVALUATION

Trainee knowledge of the U.S.

- Has the trainee's knowledge of the U.S. changed in any way since going to the U.S. for training?
- What have been the nature of the changes?
- Which aspects of the CLASP II process (pre-departure orientation, U.S. training, home-stays, follow-on) seem to have contributed to these changes, and in what ways?

Career Advancement

- To what extent are CLASP II returnees advancing in their careers (increased status on the job, increased responsibility, promotion in rank, increase in pay, etc.)?
- What aspects of the CLASP II training program seem to have made the most contribution to these advancements?

Leadership

- In what ways have CLASP II returnees' leadership skills been enhanced as a result of their training in the U.S.?
- What are they doing with these skills that they did not do prior to departing for the U.S.?
- What elements of the CLASP II program (pre-departure orientation, U.S. training, follow-on) seem to have most contributed to the above?

Effectiveness of Short-term Training Programs

- Are there any specific types of short-term training programs common to a number of missions that seem to be more effective than others in enhancing career mobility and leadership skills and that should be recommended for broader application?
- What are the characteristics of these training programs?
- Are there any specific types of short-term training programs common to a number of missions that seem not to be effective in enhancing career advancement or leadership skills?

TABLE 1 (continued)

Effectiveness of Long-term Training Programs

- What types of long-term training programs seem to be the most effective in terms of promoting career advancement and enhancing leadership skills (e.g. two-year undergraduate, four-year undergraduate, junior year abroad, Master's degree training)?

 - Under what circumstances are these programs best carried out and how should they be designed so as to assure maximum impact?

 - What elements of the CLASP II experience seem to have contributed most to the above?
-

3. Administration of Congressional Earmarks.

All earmarked programs will be consistent with the overall CLASP II program design, policies, and implementation guidelines described in Section II of the Project Paper and will be implemented in coordination with the respective missions.

Given the history of the earmarked programs and the expressed intentions of Congressional representatives and staff, there is no reason to believe that these programs will not continue to be funded at similar levels in the future. Therefore, the following design of activities will be used to formulate annual cooperative agreements should the earmarks materialize. The purpose of this advance planning coordinated with the overall program planning is to assure continuity and consistency of purpose and to avoid ad hoc design and contract decisions.

a. Cooperative Association of States for Scholars (CASS)

The CASS and CASP programs are administered by Georgetown University through the ISEP program. Both programs provide U.S. long-term academic and technical training to Peace Scholars from Central America and the Caribbean countries. The CASP program was the original earmarked activity begun in 1985 to test mechanisms for providing training to disadvantaged Peace Scholars at a lower cost. CASP Peace Scholars were recruited by country coordinators in Central American and Caribbean countries to attend two year community colleges in the U.S. The CASP

program will be phased down over the next several years and replaced with the matching fund CASS program.

The CASS program is a more recent activity intended to develop new financial partnerships between the Federal government, State governments, the private sector, universities, and community colleges to support scholarships for disadvantaged individuals from the CBI countries. CASS was initiated with a \$2 million cooperative agreement with Georgetown University in 1988. CASS is currently working with twenty one educational institutions in ten states. The program is expected to have signed agreements with the first five states by the fall semester of 1989, when the first group of students are scheduled to start classes.

The objectives of the CASS program are:

(1) To develop the capability of participating U.S. institutions of higher education to deliver suitable, cost-effective education/training programs for disadvantaged youth from foreign countries through a pilot cost-sharing scholarship program with these institutions, their State governments, and the private sector; and

(2) To offer disadvantaged Central American and Caribbean youth opportunities to study in the U.S. in order to strengthen mutual ties of understanding and friendship between the United States and education and job-related training relevant to the development needs of these countries.

Coordination with A.I.D. Coordination of the CASP and CASS programs with on-going A.I.D. programs in each country is particularly important. The unusual nature of the project financing places a significant management responsibility on the LAC/DR/EHR staff to assure that these programs are implemented in a manner consistent with CLASP II program goals, A.I.D. procedures, and U.S. foreign policy interests. The implementation of the programs, particularly those activities conducted in the host country--recruitment, selection, testing, orientation, pre-departure training, and follow-on programs--must be closely coordinated with the USAID CLASP II project to assure that mission strategies and analysis are incorporated into program implementation. Coordination on both levels is essential given the fact that each USAID mission will be conducting a similar scholarship program. Every effort will be made to assure that the programs are perceived in-country as different implementation mechanisms for the same project rather than two competing and uncoordinated projects.

Overall program coordination and management in AID/W will be the responsibility of the office director of LAC/DR/EHR, who will delegate full-time project management responsibilities to

a Project Officer. Program management will require close working relationships with the Georgetown University program director and staff. In order to assure adequate coordination, A.I.D. approval of all CASS program management procedures and personnel will be required.

In each participating country, CASP and CASS representatives will work closely with designated USAID liaison personnel in recruiting and evaluating candidates, preparing training plans, and establishing follow-on programs. Close communications will be maintained with AID/W and Georgetown managers to assure that problems are resolved quickly and consistently. The primary areas of coordination are the following:

- All CASS and CASP Peace Scholars will be recruited and selected from among the target groups identified by the USAID Social-Institutional Framework. All key definitions established in the SIF will be applicable to the CASS and CASP programs;
- A standard set of criteria for Peace Scholar selection will be used for both USAID and CASS/CASP projects. To the extent possible, both projects will select from the same pool of qualified candidates for similar types of training;
- Any special considerations for Peace Scholar orientation, remedial training, Experience America activities, or follow-on activities identified in the SIF will apply equally to both projects;
- The standard participant allowances established in Handbook 10 will be used for all participants under the CASS and CASP programs.

Recruitment and Selection. The CASS program will use in-country representatives to interview and recruit candidates. All candidates will be solicited through general advertising (newspaper ads, radio ads, posters,) in order to generate a pool of qualified candidates. Promotional materials will clearly describe the necessary candidate qualifications and selection criteria. Throughout the selection process, the CASS country coordinators will describe the program completely and accurately to minimize the potential for unrealistic participant expectations of the program or nature of training. In particular, these briefings should fully advise Peace Scholars about potential difficulties in credit transfer and degree recognition in the home country. The final group of candidates, approximately twice as large as the number of available scholarships, will be given in-depth interviews. The final Peace

Scholar selection, from a pool of qualified candidates approved by the USAID, will be done at Georgetown University by the CASS project director, the country coordinator, and a representative of the participating school.

U.S. Academic Programs. The CASS program will offer two year academic programs primarily located in U.S. community colleges and technical schools. The CASS program manager and country coordinators will work closely with the USAID in each country in identifying appropriate fields of study with adequate potential for employment in the host country. The development of appropriate technical programs is of highest priority. Therefore the key technical training people from each training institution will spend adequate time in the respective Central American or Caribbean country to determine the training needs of the Peace Scholars. This is particularly important with community colleges and other institutions where the faculty has limited knowledge of developing countries.

A recurring problem in CASP and other academic programs in some Central American countries has been the difficulty in obtaining accreditation in the home country. This has adversely affected the CASP objective of preparing Peace Scholars for higher levels of future academic achievement or skills training at home. Special attention will be given to this aspect of all CASS training. Efforts to address this problem will include negotiations with host country institutions to achieve full or partial accreditation, full disclosure of the prospects and procedures for accreditation to all Peace Scholars, and provision of follow-on assistance in transferring credits.

Consistent with the guidance for the CLASP II program as a whole, the CASS program will assure that cost containment is not achieved at the expense of program quality. The principal means of containing A.I.D.'s direct costs will be through the cost-sharing efforts which will provide 50% of the program costs from non-A.I.D. sources. In addition to cost sharing, program managers will continue their efforts to reduce the total cost of participant training. Nonetheless, the first priority will be to maintain the technical and academic quality of each program and the relevance of the training to home country conditions. Program quality and technical capability, rather than cost, will be the primary considerations in selecting training institutions for Peace Scholar placement. However, the relative costs of programs of equivalent quality in different institutions will be the determining factor for placement. Training costs and tuition will be based on negotiated rates with each institution rather than a single payment rate for all schools.

The nature of the CASS training institutions, particularly the community colleges and vocational/technical schools, is an important consideration in program planning. Few

of these schools have extensive experience in developing countries or established capability in English language training (ELT). Therefore, particular attention will be given to adequately orienting the training administrators and teachers in the program objectives and needs of the participating developing countries. This will be achieved through pre-program orientation, participation in Peace Scholar selection, and continuing communication with CASS/CASP country coordinators. If the training institution lacks capability in ELT, this portion of the program may be either in the host country or in other U.S. training sites.

Pre-departure Preparation. Every CASS/CASP Peace Scholar will receive adequate pre-departure orientation to the U.S. and the training program. In addition, some in-country language training or remedial academic training may be necessary to enable the Peace Scholars to meet the academic requirements of studying in the U.S. The extent of the pre-departure activities will vary with the needs of each group.

Experience America. In addition to the academic and technical components of the CASS training programs, all Peace Scholars will take part in appropriate Experience America activities. All Experience America activities will be integrated into the overall training plan and programmed prior to departure from the home country. All Experience America activities will be consistent with the program guidance above (Section II) and will be participatory and designed to enhance the Peace Scholars' understanding of free enterprise and democratic pluralism. The program will also include personal and professional leadership development activities.

The CASS Experience America plans will be reviewed and approved by the LAC/DR/EHR project manager and negotiated with the responsible campus coordinator in each training institution. Budgets for all Experience America activities will be explicitly included in the negotiated rates with each training institution.

Follow-on. All follow-on programs will be integrated into the training plan for each group of Peace Scholars and will be appropriate for the needs of each group. In general, the follow-on programs will include at least the following activities: maintaining contacts with the program and American community through alumni associations, providing assistance in finding appropriate technical employment, and where necessary providing assistance in transferring credits from American schools to host country schools. The budgets for all follow-on activities will be included in the basic program budgets. All plans for follow-on activities will be reviewed by the LAC/DR/EHR project manager and coordinated with the respective USAID mission follow-on program. Particular effort will be made to avoid

duplicating existing facilities or to establish competing networks.

b. Leadership Center of the Americas (LCA).

The LCA program is administered by the Consortium for Service to Latin America (CSLA) to acquaint future leaders from Latin America and the Caribbean with the democratic system of the U.S. and the role of private economic sector in the maintenance of a free society. The LCA program consists of three interrelated activities each group of participants: a mid-winter seminar in leadership and democracy; a summer internship program in transnational corporations with operations in the student's home country; and a Pan-American Network of former participants and internship sponsors after participants return to their home countries.

The first year pilot activities provided a mid-winter seminar for 198 students who were already studying in the U.S. and summer job placement for 55 of the students. It is expected that the program will be continued at an annual budget level of \$1.2 million to provide these same experiences for an additional 200 students per year.

The first part of the LCA program consists of a 20-day winter seminar conducted by leading professionals and academics. The topics covered in the seminar include the following:

- * The role of law and courts in the protection of civil liberties.
- * The role of labor in a democratic society.
- * The value of private enterprise in the preservation of economic and political society.
- * The role of the military in a society dedicated to civilian rule.
- * The protection of minorities in a free society.
- * The role of free speech and thought in the democratic process.
- * The role of free elections in a democratic society.

The academically oriented winter seminars are followed by a summer internship program with transnational corporations. These summer assignments enable the participants to gain practical business knowledge and experience and develop contacts for possible future employment. All participant stipends, remuneration, and transportation to the internship site are paid by the participating corporation.

The final stage of the program is to develop a Pan American Network to provide a systematic follow-on to the seminars and business internships through an international

networking system of LCA graduates, business associates, and friends. The objectives of the PAN are to a) provide an international support mechanism for LCA graduates; b) deepen their commitment to the democratic and economic principles taught in the seminar; c) bolster their leadership skills; and d) create a mechanism to reinforce the private corporate sector in the region. LCA will coordinate the network with other CLASP alumni associations and networks to avoid duplication of effort.

Candidates for the LCA program are recruited and selected from among Latin American and Caribbean students in long-term academic programs in U.S. colleges and universities. The participants will include both CLASP and other students who display leadership qualities and potential. As this program is designed to complement the CLASP program objectives, particular effort will be made to recruit CLASP Peace Scholars.

CSLA has established a National Advisory Board (NAB) to develop prestige for the LCA program and attract private assistance and resources. The NAB consists of 16 individuals with important positions in government, the private sector, and non-profit institutions.

The LCA program director will coordinate plans and activities closely with the LAC/DR/EHR contract manager and obtain A.I.D. approval for an annual detailed implementation plan. In addition, the program director will consult with A.I.D. on the selection of eligible countries and transnational corporations; design and content of the seminar; selection of students, faculty, and appropriate internship placements; and in the organization and implementation of the PAN and the National Advisory Board.

IV. FINANCIAL PLAN AND ANALYSIS

A. Project Budget Summary

Table 4.

CLASP II Program Summary
Country Totals by Year (US \$000)

Country	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Belize	360	360	360	360	360	\$1,800
Bolivia	700	700	700	700	700	\$3,500
Colombia	740	740	740	740	740	\$3,700
Costa Rica	4,000	4,000	3,000	2,000	2,000	\$15,000
Dom. Republic	528	525	525	525	525	\$2,628
Ecuador	1,000	1,000	1,000	1,000	1,000	\$5,000
El Salvador	8,550	8,550	5,700	2,850	2,850	\$28,500
Guatemala	7,400	7,400	7,400	7,400	7,400	\$37,000
Haiti	260	350	350	722	722	\$2,404
Honduras	1,200	4,000	5,000	3,600	3,200	\$17,000
Jamaica	2,000	875	875	875	875	\$5,500
Peru	740	740	740	740	740	\$3,700
RDO/C	1,000	1,000	1,000	1,000	1,000	\$5,000
AID/W	17,250	17,250	17,250	17,250	17,250	\$86,250
TOTAL	\$45,728	\$47,490	\$44,640	\$39,762	\$39,362	\$216,982

Table 5

AID/W Budget (US \$000)

Component	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Program Support	50	50	50	50	50	\$250
Evaluation	962	962	962	962	962	\$4,810
CASS/CASP(1)	15,000	15,000	15,000	15,000	15,000	\$75,000
LCA (1)	1,200	1,200	1,200	1,200	1,200	\$6,000
Contingency	38	38	38	38	38	\$190
TOTAL	\$17,250	\$17,250	\$17,250	\$17,250	\$17,250	\$86,250

1) CASS/CASP and LCA budgets are contingent upon Congressional earmarks.

B. Financial Issues

The financial analysis will review the three basic financial issues of the project: the reasonableness of training cost estimates, host country counterpart contributions, and financial stability of implementing institutions.

Training Costs. A primary rationale for the CASP and CASS projects has been the desire to find more cost-effective mechanisms for participant training. The program has now developed substantial experience in reducing training costs which will be applied in all future activities. The estimated training costs in each funding proposal will be based on the experience to date.

Training costs will be closely monitored using TCA project reports and minimized during implementation of the project using cost-containment measures in country, at the administrative level, and in the training institution. However, training costs will be considered in relation to the completeness and perceived quality of the training program rather than solely on a cost basis.

In keeping with the purpose of the CASS program to establish pilot cost-sharing mechanisms, Georgetown University will secure 50% of all program costs from the cooperating schools and states. This requirement will be a covenant for all future cooperating agreements with Georgetown.

Country Counterpart. As a regional project, the LAC Bureau CLASP II Project is not subject to the requirement for host country counterpart contributions.

Financial Capability of Implementing Institutions. The implementing institutions, Georgetown University and CSLA, both have extensive prior experience in participant administration and AID contracting. Both of these institutions have been determined to have adequate financial and managerial controls to assure prudent management of A.I.D. funds.

C. Methods of Implementation and Financing

The earmark programs will be implemented through cooperative agreements with the designated implementing institutions, Georgetown University and the Consortium for Service to Latin America (CSLA). The evaluation and program support components will be awarded on a competitive basis and implemented through cost-reimbursement contracts.

<u>Method of Implementation</u>	<u>Method of Financing</u>	<u>Amount</u>
CASS		
Cooperative Agreement	Direct Payment	(1)
LCA		
Cooperative Agreement	Direct Payment	(2)
Evaluation		
Direct AID Contract	Direct Payment	\$4,750
Technical Assistance (Program Support)		
Direct AID Contract	Direct Payment	\$ 250

(1) Estimated annual amount of the cooperative agreement is \$15 million, for a total of \$75 million. Actual amount will depend on Congressional earmarks.

(2) Estimated annual amount of \$1.2 million for a total of \$6 million. Actual amount will depend on Congressional earmarks.

Funds handled by OIT or AID direct contracts are audited by the AID Inspector General as part of their regular audit program and funds are not included in the budget for this purpose. Funds will be made available for a non federal audit of the entire project or individual subparts if deemed appropriate by the project manager or regional bureau management at any time.

V. IMPLEMENTATION AND EVALUATION PLAN

A. Administrative Arrangements

AID/W Responsibilities. The unique nature of the CLASP II program as a regional program encompassing individual mission projects requires a continuing role for LAC/DR/EHR in program oversight, evaluation, training and orientation of mission personnel. LAC/DR will be responsible for the following functions:

1. In active collaboration with the missions, LAC/DR will issue policy guidance and monitor project implementation to ensure compliance with the policy guidance and program objectives. Bureau oversight functions will include review and approval of SIFs, CTPs and CTP updates;
2. Manage a process evaluation, similar to that carried out under CLASP I, to assist LAC/DR, field missions, and earmark institutions in identifying and resolving implementation problems;

3. Design and implement, jointly with missions, an impact evaluation;
4. Assist in providing training and orientation to mission personnel in CIS, TCA, Experience America, follow-on, and other project activities;
5. Manage the Congressional earmark projects in close collaboration with the field missions;
6. Serve as a liaison with Congress, the press, and other outside parties; and
7. Perform standard Bureau backstopping support for mission CLASP projects.

The LAC/DR/EHR office will be responsible for managing all of the activities authorized in this project paper. The Chief of the LAC/DR/EHR office will assign a full-time CLASP II project manager responsible for the evaluation, earmark projects, and coordinating response to mission CLASP II project problems. The project manager will coordinate the AID/W and mission CLASP II projects and assure maximum interchange with non-CLASP office projects when appropriate. The LAC/DR/EHR office chief will have the final responsibility for assuring mission and contractor compliance with CLASP II policies.

Mission Responsibilities. The participating USAID missions will have the primary responsibility for the design and implementation of the project in their respective host countries. They will also be responsible for requesting technical assistance from the central contractors and for developing detailed scopes of work for mission-specific evaluations.

Contractor Responsibilities. The implementing institutions for the earmark projects are responsible for developing and presenting detailed proposed annual workplans and budgets for A.I.D. approval, complying with standard reporting and auditing requirements, and maintaining adequate communications with A.I.D. to facilitate effective project monitoring. The implementing institutions will utilize the TCA format for presenting budgets and reports. The proposals will be consistent with the overall CLASP II Program guidelines and requirements.

B. Monitoring and Evaluation Plan

Monitoring and evaluation is a formal component of the project and is describe above in Section III.C (1). Monitoring and evaluation of contractor performance for the process and impact evaluation component will be the responsibility of LAC/DR/EHR.

C. Contracting Plan

The earmark projects will be implemented through contractual mechanisms with Georgetown University and CSLA respectively. The program evaluation and implementation assistance will also be contracted directly by AID/W.

D. Implementation Schedule

FY 1989

Project Authorization September 1989

FY 1990

Initial Obligation of Funds October 1989

Scope of Work for Evaluation Contract completed

October 1989

Contract announced in CBD

November, 1989

Evaluation Contract awarded

June, 1990

Proposals received for earmarked programs

Agreements negotiated with earmarkees

Quarterly and Annual progress reports

from earmark institutions and contractors

received within one month after end of period

Impact evaluation design completed

FY 1991

Proposals received for earmarked programs

Cooperative Agreements negotiated with earmarkees

Quarterly and Annual progress reports

from earmark institutions and contractors

received within one month after end of period

FY 1992

Proposals received for earmarked programs

Cooperative Agreements negotiated with earmarkees

Quarterly and Annual progress reports

from earmark institutions and contractors

received within one month after end of period

FY 1993

Proposals received for earmarked programs

Cooperative Agreements negotiated with earmarkees

Quarterly and Annual progress reports

from earmark institutions and contractors

received within one month after end of period

FY 1994

Proposals received for earmarked
programs
Cooperative Agreements negotiated with earmarkees
Final year of obligations
Quarterly and Annual progress reports
from earmark institutions and contractors
received within one month after end of period

FY 1995

Quarterly and Annual progress reports
from earmark institutions and contractors
received within one month after end of period

FY 1996

Quarterly and Annual progress reports
from earmark institutions and contractors
received within one month after end of period

FY 1997

Quarterly and Annual progress reports
from earmark institutions and contractors
received within one month after end of period

FY 1998

Quarterly and Annual progress reports
from earmark institutions and contractors
received within one month after end of period.
Final reports received

PACD

August 1998

VI. SUMMARY OF PROJECT ANALYSES

A. Social/Institutional Analysis

The most crucial factors in the successful implementation of the CLASP II program are (1) adequate recruitment and selection of individuals with proven or potential leadership ability and (2) development of appropriate and relevant educational experiences in the U.S.

Each participating USAID mission will complete a detailed social-institutional framework (SIF) as part of the project design. This SIF will provide an analytical basis for identifying key institutions or groups of people who should be recruited and for defining all of the crucial terms in the context of each country. In addition, the SIF will discuss the social or cultural factors which may influence recruitment and selection procedures, orientation and training activities, Experience America programs, and follow-on programs. Every CLASP training activity, whether through the mission project or through the earmark programs, will utilize the SIF as the basis for selecting and programming Peace Scholars.

B. Administrative

The primary administrative issue concerns the workload imposed by the Project on direct-hire staff in LAC/DR/EHR. The earmark programs are of such scope and complexity that a full-time project manager in LAC/DR/EHR must be assigned to supervise the contracts. An increase in project management level of effort, from a part-time to a full-time position, is needed to provide adequate support to the implementing institutions.

Management of the process and impact evaluation contracts will also require substantial staff resources. The program evaluation is designed to be flexible enough to address evolving design and implementation concerns on both the regional and mission level. Therefore, a LAC/DR/EHR staff member with experience in evaluation design and implementation in the education sector will be assigned to manage these contracts.

C. Economic

Economic analysis of participant training projects is difficult because the output--improved education and skills--is difficult to measure in economic terms. Both AID Handbook 3 and the AID Manual for Project Economic Analysis recommend against the use of cost-benefit analysis for these types of projects because of the difficulty of reliably quantifying the benefits of training.

The most appropriate and relevant means of assessing the economic feasibility of training projects is cost-effectiveness analysis. The key concept of the cost-effectiveness approach is that the analytical focus is on accomplishing the objectives rather than the total amount of the costs per se. The purpose of the analysis is to identify the least cost (or most efficient) means of achieving those objectives. In other words, while the project should not cost more than necessary to be successful, neither should the objectives be sacrificed to reduce costs.

The CLASP program introduces complexities in the analysis that limit valid analysis to the country and training group level rather than the project or program level. First, the objectives of the program require that all training take place in the U.S., which eliminates the possibility of lower cost alternatives. Equally importantly, the diversity in the program in terms of technical fields and length and nature of training make "effectiveness" and "efficiency" very difficult to define on a program level. The most obvious measure of efficiency would be numbers of people trained per dollar spent, but the range of short term and long term participants in the program makes this meaningless. The other possible means of measuring effectiveness is to compare the eventual social and economic impact of different fields and types of training. However, there are no data available that would measure the relative economic benefit of, for example, six-week technical programs in basic health care, eight-month technical programs in restaurant management, and two year academic programs in machine tools. Therefore, the only appropriate level of cost-effectiveness analysis is on the country and training group level.

On the program level, the appropriate approach is to assure that cost effectiveness considerations are integrated into the design and implementation of the project. Two mechanisms for incorporating these considerations are included in the design. The first mechanism is the establishment of objectives and criteria for acceptable training programs--that the training be appropriate for the participant and that it substantively contribute to the participant's career and leadership development. While the data still lacks the rigor of scientifically significant results, these criteria offer the subjective advantage of requiring training personnel to review and justify the training in these terms.

The second, and more concrete, contribution to cost-effectiveness is the institutionalization of cost containment measures in the project. Cost containment is applied to specific training groups and contracts, so the alternatives available are more subject to analysis and comparison. For example, the alternatives of in-country and U.S. based English language training (or a combination thereof) or other preparatory training

can be analyzed in relatively straightforward terms because the results (TOEFL scores) and costs are easy to measure. Similarly, the choice between equally proficient technical schools with different tuition rates is equally straightforward. In addition, the use of TCA to compare and monitor contract costs on a line item basis substantially improves the competitiveness of proposals and the mission's ability to control costs. This systematic review of alternatives on a cost basis is the single most effective means of assuring that the project is cost effective.

As the preceding discussion has shown, a definitive judgement of the cost-effectiveness of the CLASP program cannot be made in advance. The cost effectiveness of the project is in the details of implementation rather than the design. Rather, the judgement can be made that adequate measures have been built into the project to maximize the cost effectiveness of the project by emphasizing the training objectives and institutionalizing the use of cost containment approaches.

D. Technical

The primary technical issues of scholarship participant training concern those factors in the design and implementation of the program which experience has shown to be important in creating successful training programs. A.I.D. and its predecessor agencies have provided scholarships to over 250,000 foreign nationals since 1949 and the collective experience has been reviewed in over several evaluations and audits in that period.

The evaluations of participant training programs have focused almost exclusively on the operational issues of planning, design, and implementation rather than on larger questions of impact and usefulness of training. Therefore, the technical analysis will also concentrate in these areas. A few evaluation findings have consistently and repeatedly been reported in every region and type of training program. Three key findings deal with procedures for selecting participants and planning the training program, pre-departure orientation, and post-program follow-on activities in the home country. All of these factors discussed below, are incorporated into the Project design and will be implemented in the country training plans and activities.

1. Procedures for selecting participants and planning the training program. The success of the program eventually rests on the ability and willingness of the participants to adequately learn the desired skills (or to graduate) and to use the training productively after returning home. Therefore, it is not surprising that careful selection of the participants is crucial. Many people would like to have scholarships to the U.S.- some

will be better prepared than others, more dedicated to their profession, or more in tune with the goals of the project. Selection procedures should therefore be organized to identify promising individuals by encouraging the active participation of community groups, managers and supervisors (for those who are employed), and other people with a direct interest in the eventual use of the training. Standard criteria should be established and used in assessing the candidates.

Beyond selecting promising individuals, the adequacy of the training program in assessing the professional or training needs of the individual (or group) and eventual placement in an appropriate training program is essential. Therefore, program planning cannot be done in isolation, but rather should include the active involvement of the participant, his/her supervisors or managers, and community representatives (if appropriate). Because these individuals are in the best position to determine the types of skills needed and how they will be used after return to the home country, many potential problems can be avoided at this stage, when it is least difficult and costly to make changes. In addition to improving the training activities, this broad participation of interested parties in the planning stage will help assure that A.I.D., the participant, and the employer or sponsor have similar expectations of what the training program is intended to achieve. Different expectations of the program has been a common complaint in many unsuccessful training programs. As part of this cooperative program planning process, explicit plans for using the training after return should be formulated at this stage.

The adequate development of a training request is a key step in assuring a high quality training program. The training request must include all relevant data about the participant which will be needed by the training institution and trainers to orient the program to the participants needs and expectations. While this would seem to be an obvious statement, the transmission of adequate information has been a recurring problem in many training programs. Therefore, all missions will emphasize the importance of proper planning to the contract and FSN project managers. Of course, the level of effort needed to assure adequate planning will vary considerably with the type of program. Attendance at a conference or seminar will require relatively little time and effort to arrange, while a customized 9-month training program will require substantial information, time and effort.

Training groups of people with related backgrounds and skills is attractive in terms of both administrative convenience and cost savings. However, group training must be carefully planned in order to meet the needs of all of the participants. One of the most important aspects of group training is assuring that composition of the group is largely homogeneous in terms of

background, professional knowledge, and position. A common problem is that groups are composed of people who are all individually eligible for the training but who have highly diverse backgrounds and training needs. This presents a significant, sometimes insurmountable, problem to training institutions in designing an appropriate training plan. The difficulty of meeting the participants' training needs in such a group is also significantly increased by lack of timely and complete information about the composition of the group. The importance of putting together a compatible and technically or professionally homogeneous group cannot be overemphasized.

2. Pre-departure orientation. In programs which involve travel and training in third countries or in the U.S., orientation to the training program, training language, travel plans, and cultural differences are very important. While many of these activities can be expensive and labor intensive, they are a factor in the success or failure of any training program. Discomfort and confusion inhibits the learning process and creates an adverse impression of the U.S., thus reducing the degree of skill acquisition and negating one of the major side benefits of U.S. training--increasing understanding and relations between the U.S. and citizens of other countries. Inadequate language skills clearly limit skill and knowledge acquisition.

3. Follow-on. An important finding over many years has been that some continuing activities are needed with returned participants to assure that they are able to effectively apply the training received. The relatively low additional cost of establishing job banks, employment networks, alumni associations, annual seminars to maintain or upgrade skills, or community project funds to provide seed money for initiatives can ensure that participants maximize the potential to utilize the training received in the U.S. This type of follow-on program has not been widely implemented and successful examples are still rare. However, the need for such programs is clear--it is the single most common evaluation finding of the past 40 years.

VII. ANNEXES

A. Logical Framework

LOGICAL FRAMEWORK

**CARIBBEAN AND LATIN AMERICA SCHOLARSHIP PROGRAM (CLASP)
(598-0661, 597-0044)**

<u>Narrative Summary</u>	<u>Objectively Verifiable Indicators</u>	<u>Means of Verification</u>	<u>Assumptions</u>
<p><u>Program Goal</u></p> <p>To promote broad-based economic and social development in the LAC countries.</p>	<p>Increased per-capita income. Increased consumption and income in poorest 50% of society.</p>	<p>National economic statistics. Program evaluation.</p>	<p>Functioning democracies and free market economies will result in long term stability and economic growth.</p> <p>Other National and international economic assistance programs continue at present levels.</p> <p>Disruptive outside forces do not intensify destabilizing efforts.</p>
<p><u>Project Goal:</u></p> <p>To encourage and strengthen democratic pluralism and free enterprise market economies in LAC countries.</p>	<p>Greater participation in economic and social progress by poorer and disadvantaged groups in society.</p>	<p>Project Evaluation National statistics</p>	<p>Leadership and skills training for middle and lower socio-economic classes will strengthen participation of these groups in economic and political progress.</p> <p>Active economic and political participation by targetted groups will strengthen societal commitment to pluralism and free enterprise.</p> <p>Peace Scholar selection procedures successfully identify current and potential leaders.</p> <p>The scholarship program advances the careers and influence of the Peace Scholars.</p>

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Narrative Summary

Objectively Verifiable Indicators

Means of Verification

Assumptions

Program Purpose

To equip a broad base of leaders in LAC countries with specialized skills, training, and academic education and an appreciation and understanding of the workings of democratic processes in a free enterprise economy.

Returned Peace Scholars are employed in their areas of expertise and are applying the skills learned in the U.S.

Returned Peace Scholars are active and influential in community or professional affairs.

Peace Scholars have benefitted from the program in terms of either finding a job or having increased responsibility or salary in an existing one.

Peace Scholars have maintained some linkage with the U.S. after return home.

Peace Scholars have better understanding of U.S. than they had before the program.

Process Evaluation
Impact Evaluation
Project Reports

The nature and length of training and Experience America has significant impact on attitudes and skill levels.

Training program facilitates career advancement of Peace Scholars.

Association with the U.S. does not impede leadership status in community.

Democracy values can be transferred through training programs and exposure to US.

Missions are successful in selecting leaders and developing appropriate training programs for them.

Narrative Summary

Objectively Verifiable Indicators

Means of Verification

Assumptions

OUTPUTS

1. Program Support

1a. Technical assistance is provided to missions in implementing the CLASP II program.

a. TA is provided in installing and using the CIS, adapting the CIS for mission needs, using the PIO/P generation, TCA generator, and TCA system.

1b. TA is provided to missions for design and implementation assistance.

Project records.

Project process evaluation.

Process evaluation.

Selection procedures are instituted and followed.

Appropriate candidates can be found.

Narrative Summary

Objectively Verifiable Indicators

Means of Verification

Assumptions

Outputs (contd)

2. Monitoring and Program Evaluation

1. Revision and updating of CIS and exit questionnaires

Revised questionnaires in use.

Project Records

2. Evaluation conceptual framework developed and disseminated to missions

Missions respond to evaluation methodology and their suggestions are incorporated.

Project Records

3. CIS information is collected and annual reports are prepared

Annual reports are submitted on time each year

Project Records

4. Biannual reviews of CLASP II management and implementation are performed

Evaluation and case studies are used by missions and AID/W in modifying project when needed.

5. Case studies are performed in field missions to assess use of training.

3. CASS

1a. CASS project is consistent with program guidelines

1a. At least 70% of Peace Scholars are from disadvantaged backgrounds
1b. All Peace Scholars meet mission criteria for leadership potential.
1c. At least 20% of programs last 9 months or longer
1d. At least 10% of all Peace Scholars are placed in HBCU institutions
1e. At least 40% of the Peace Scholars are women.
1f. CASS Peace Scholars are recruited from target groups established in each mission SIF.

Project records.

Selection procedures are instituted and followed.

Appropriate candidates can be found.

2. All Peace Scholars given adequate pre-departure preparation in language, skills, and remedial academic preparation.

2. Interviews indicate that Peace Scholars are well prepared for program. Peace Scholars perform at satisfactory academic level.

Project process evaluation.

Process evaluation.

3. All programs and contracts use TCA methodology and use cost-containment approach.

3. TCA used for all reporting. Program costs held to reasonable levels consistent with program quality.

4. Training plans are prepared adequately in advance and customized for needs of individuals or groups.

4. Training plans are submitted 6 months in advance for LT training.

5. Program costs are shared between AID and the US institutions.

5. Participating states and institutions provide at least 50% of program costs.

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<u>Narrative Summary</u>	<u>Objectively Verifiable Indicators</u>	<u>Means of Verification</u>	<u>Assumptions</u>
<u>Outputs (contd)</u>			
6. All programs include integrated Experience America program.	6. Experience America strategy and program articulated in the mission and integrated into customized training plans. Every Peace Scholar has appropriate EA programs.	Project records Process evaluation	
7. Returned Peace Scholars needs met by customized follow-on program	7. Follow-on program strategy clearly articulated and implemented.		
8. Matching funds tracked annually.	Tracking system implemented.		
4. <u>LCA</u>			
1. Mid-winter seminars provided for 200 students	1. At least 200 students attend the seminar each year.	Project Records	
2. All seminar students are placed in a summer internship program.	2. At least 90% of seminar students are placed with transnational companies for summer internship.	Project Records	
3. Pan American network established	3. All program Peace Scholars continue to interact after return to home country.	Project Records	

INPUTS

Scholarships
Technical Assistance

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5C(2) - PROJECT CHECKLIST

Listed below are statutory criteria applicable to projects. This section is divided into two parts. Part A includes criteria applicable to all projects. Part B applies to projects funded from specific sources only: B(1) applies to all projects funded with Development Assistance; B(2) applies to projects funded with Development Assistance loans; and B(3) applies to projects funded from ESF.

CROSS REFERENCES: IS COUNTRY CHECKLIST UP TO DATE? HAS STANDARD ITEM CHECKLIST BEEN REVIEWED FOR THIS PROJECT?

A. GENERAL CRITERIA FOR PROJECT

- | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| <p>1. <u>FY 1989 Appropriations Act Sec. 523; FAA Sec. 634A</u>
If money is sought to be obligated for an activity not previously justified to Congress, or for an amount in excess of amount previously justified to Congress, has Congress been properly notified?</p> | <p>Yes. A Planned Program Summary Sheet for the project was included in the FY 90 Congressional Presentation (p. 269).</p> |
| <p>2. <u>FAA Sec. 611(a)(1)</u>. Prior to an obligation in excess of \$500,000, will there be (a) engineering, financial or other plans necessary to carry out the assistance, and (b) a reasonably firm estimate of the cost to the U.S. of the assistance?</p> | <p>Yes</p> |
| <p>3. <u>FAA Sec. 611(a)(2)</u>. If legislative action is required within recipient country, what is the basis for a reasonable expectation that such action will be completed in time to permit orderly accomplishment of the purpose of the assistance?</p> | <p>N/A</p> |

4. FAA Sec. 611(b); FY 1989 Appropriations Act Sec. 501. If project is for water or water-related land resource construction, have benefits and costs been computed to the extent practicable in accordance with the principles, standards, and procedures established pursuant to the Water Resources Planning Act (42 U.S.C. 1962, et seq.)? (See A.I.D. Handbook 3 for guidelines.) N/A
5. FAA Sec. 611(e). If project is capital assistance (e.g., construction), and total U.S. assistance for it will exceed \$1 million, has Mission Director certified and Regional Assistant Administrator taken into consideration the country's capability to maintain and utilize the project effectively? N/A
6. FAA Sec. 209. Is project susceptible to execution as part of regional or multilateral project? If so, why is project not so executed? Information and conclusion whether assistance will encourage regional development programs. The LAC Regional/CLASP II is part of the CLASP II Project and includes congressionally mandated regional activities.
7. FAA Sec. 601(a). Information and conclusions on whether projects will encourage efforts of the country to: (a) increase the flow of international trade; (b) foster private initiative and competition; (c) encourage development and use of cooperatives, credit unions, and savings and loan associations; (d) discourage monopolistic practices; (e) improve technical efficiency of industry, agriculture and commerce; and (f) strengthen free labor unions. The CLASP II project is designed to foster private initiative and competition, and improve technical efficiency of industry, agriculture and commerce.

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| 8. <u>FAA Sec. 601(b)</u> . Information and conclusions on how project will encourage U.S. private trade and investment abroad and encourage private U.S. participation in foreign assistance programs (including use of private trade channels and the services of U.S. private enterprise). | U.S. institutional contractors will play a key role in implementing the LAC Regional/CLASP II Project. |
| 9. <u>FAA Secs. 612(b), 636(h)</u> . Describe steps taken to assure that, to the maximum extent possible, the country is contributing local currencies to meet the cost of contractual and other services, and foreign currencies owned by the U.S. are utilized in lieu of dollars. | As a regional project, the LAC Regional/CLASP II Project is not subject to the requirement for host country counterpart contribution. |
| 10. <u>FAA Sec. 612(d)</u> . Does the U.S. own excess foreign currency of the country and, if so, what arrangements have been made for its release? | No |
| 11. <u>FY 1989 Appropriations Act Sec. 521</u> . If assistance is for the production of any commodity for export, is the commodity likely to be in surplus on world markets at the time the resulting productive capacity becomes operative, and is such assistance likely to cause substantial injury to U.S. producers of the same, similar or competing commodity? | N/A |
| 12. <u>FY 1989 Appropriations Act Sec. 549</u> . Will the assistance (except for programs in Caribbean Basin Initiative countries under U.S. Tariff Schedule "Section 307," which allows reduced tariffs on articles assembled abroad from U.S.-made components) be used directly to procure feasibility studies, prefeasibility studies, or project profiles of potential investment in, or to assist the establishment of facilities specifically designed for, the manufacture for export to the | N/A |

United States or to third country markets in direct competition with U.S. exports, of textiles, apparel, footwear, handbags, flat goods (such as wallets or coin purses worn on the person), work gloves or leather wearing apparel?

13. FAA Sec. 119(g)(4)-(6) and (10). Will the assistance (a) support training and education efforts which improve the capacity of recipient countries to prevent loss of biological diversity; (b) be provided under a long-term agreement in which the recipient country agrees to protect ecosystems or other wildlife habitats; (c) support efforts to identify and survey ecosystems in recipient countries worthy of protection; or (d) by any direct or indirect means significantly degrade national parks or similar protected areas or introduce exotic plants or animals into such areas? N/A
14. FAA Sec. 121(d). If a Sahel project, has a determination been made that the host government has an adequate system for accounting for and controlling receipt and expenditure of project funds (either dollars or local currency generated therefrom)? N/A
15. FY 1989 Appropriations Act. If assistance is to be made to a United States PVO (other than a cooperative development organization), does it obtain at least 20 percent of its total annual funding for international activities from sources other than the United States Government? N/A

16. FY 1989 Appropriations Act Sec. 538. If assistance is being made available to a PVO, has that organization provided upon timely request any document, file, or record necessary to the auditing requirements of A.I.D., and is the PVO registered with A.I.D.? N/A
17. FY 1989 Appropriations Act Sec. 514. If funds are being obligated under an appropriation account to which they were not appropriated, has prior approval of the Appropriations Committees of Congress been obtained? N/A
18. State Authorization Sec. 139 (as interpreted by conference report). Has confirmation of the date of signing the project agreement, including the amount involved, been cabled to State L/T and A.I.D. LEG within 60 days of the agreement's entry into force with respect to the United States, and has the full text of the agreement been pouched to those same offices? (See Handbook 3, Appendix 6G for agreements covered by this provision). Funds will not be obligated through a project agreement, but through contracts and HB 13 cooperative agreements.

B. FUNDING CRITERIA FOR PROJECT

Development Assistance Project
Criteria

a. FY 1989 Appropriations Act Sec. 548 (as interpreted by conference report for original enactment). If assistance is for agricultural development activities (specifically, any testing or breeding feasibility study, variety improvement or introduction, consultancy, publication, conference, or training), are such activities (a) specifically and principally designed to increase agricultural exports by the host country to a country other than the United States, where the export would lead to direct competition in that third country with exports of a similar commodity grown or produced in the United States, and can the activities reasonably be expected to cause substantial injury to U.S. exporters of a similar agricultural commodity; or (b) in support of research that is intended primarily to benefit U.S. producers?

N/A

b. FAA Secs. 102(b), 111, 113, 281(a). Describe extent to which activity will (a) effectively involve the poor in development by extending access to economy at local level, increasing labor-intensive production and the use of appropriate technology, dispersing investment from cities to small towns and rural areas, and insuring wide participation of the poor in the benefits of development on a sustained basis, using appropriate U.S. institutions; (b) help develop cooperatives, especially by technical assistance, to assist

The project requires that at least 70% of project trainees be socially and/or economically disadvantaged. Furthermore, at least 40% should be women. The purpose of the project is to equip these individuals with technical skills, training and academic education and an appreciation

65

rural and urban poor to help themselves toward a better life, and otherwise encourage democratic private and local governmental institutions; (c) support the self-help efforts of developing countries; (d) promote the participation of women in the national economies of developing countries and the improvement of women's status; and (e) utilize and encourage regional cooperation by developing countries.

and understanding of the workings of a free enterprise economy in a democratic society.

- c. FAA Secs. 103, 103A, 104, 105, 106, 120-21; FY 1989 Appropriations Act (Development Fund for Africa). Does the project fit the criteria for the source of funds (functional account) being used?
- d. FAA Sec. 107. Is emphasis placed on use of appropriate technology (relatively smaller, cost-saving, labor-using technologies that are generally most appropriate for the small farms, small businesses, and small incomes of the poor)?
- e. FAA Secs. 110, 124(d). Will the recipient country provide at least 25 percent of the costs of the program, project, or activity with respect to which the assistance is to be furnished (or is the latter cost-sharing requirement being waived for a "relatively least developed" country)?

Yes. EHR and ESF will be used.

N/A

Since this is a regional project, this requirement does not apply.

f. FAA Sec. 128(b). If the activity attempts to increase the institutional capabilities of private organizations or the government of the country, or if it attempts to stimulate scientific and technological research, has it been designed and will it be monitored to ensure that the ultimate beneficiaries are the poor majority?

N/A

g. FAA Sec. 281(b). Describe extent to which program recognizes the particular needs, desires, and capacities of the people of the country; utilizes the country's intellectual resources to encourage institutional development; and supports civil education and training in skills required for effective participation in governmental processes essential to self-government.

As discussed above, the project is designed to empower the socially and economically disadvantaged to greater participation and leadership in their countries' development by exposing them to U.S. democratic values.

h. FY 1989 Appropriations Act Sec. 536. Are any of the funds to be used for the performance of abortions as a method of family planning or to motivate or coerce any person to practice abortions?

No

Are any of the funds to be used to pay for the performance of involuntary sterilization as a method of family planning or to coerce or provide any financial incentive to any person to undergo sterilizations?

No

Are any of the funds to be used to pay for any biomedical research which relates, in whole or in part, to methods of, or the performance of, abortions or involuntary sterilization as a means of family planning?

No

1. FAA Sec. 118(c). Does the assistance comply with the environmental procedures set forth in A.I.D. Regulation 16? Does the assistance place a high priority on conservation and sustainable management of tropical forests? YES
- Specifically, does the assistance, to the fullest extent feasible: (a) stress the importance of conserving and sustainably managing forest resources; (b) support activities which offer employment and income alternatives to those who otherwise would cause destruction and loss of forests, and help countries identify and implement alternatives to colonizing forested areas; (c) support training programs, educational efforts, and the establishment or strengthening of institutions to improve forest management; (d) help end destructive slash-and-burn agriculture by supporting stable and productive farming practices; (e) help conserve forests which have not yet been degraded by helping to increase production on lands already cleared or degraded; (f) conserve forested watersheds and rehabilitate those which have been deforested; (g) support training, research, and other actions which lead to sustainable and more environmentally sound practices for timber harvesting, removal, and processing; (h) support research to expand knowledge of tropical forests and identify alternatives which will prevent forest destruction, loss, or degradation; (i) conserve biological diversity in forest areas by supporting efforts to N/A

identify, establish and maintain a representative network of protected tropical forest ecosystems on a worldwide basis, by making the establishment of protected areas a condition of support for activities involving forest clearance or degradation, and by helping to identify tropical forest ecosystems and species in need of protection and establish and maintain appropriate protected areas;

(j) seek to increase the awareness of U.S. government agencies and other donors of the immediate and long-term value of tropical forests; and

(k) utilize the resources and abilities of all relevant U.S. government agencies?

- m. FAA Sec. 118(c)(13). If the assistance will support a program or project significantly affecting tropical forests (including projects involving the planting of exotic plant species), will the program or project (a) be based upon careful analysis of the alternatives available to achieve the best sustainable use of the land, and (b) take full account of the environmental impacts of the proposed activities on biological diversity? N/A
- n. FAA Sec. 118(c)(14). Will assistance be used for (a) the procurement or use of logging equipment, unless an environmental assessment indicates that all timber harvesting operations involved will be conducted in an environmentally sound manner and that the proposed activity will produce positive economic benefits and sustainable forest N/A

management systems; or
(b) actions which will significantly degrade national parks or similar protected areas which contain tropical forests, or introduce exotic plants or animals into such areas?

- o. FAA Sec. 118(c)(15). Will assistance be used for (a) activities which would result in the conversion of forest lands to the rearing of livestock; (b) the construction, upgrading, or maintenance of roads (including temporary haul roads for logging or other extractive industries) which pass through relatively undegraded forest lands; (c) the colonization of forest lands; or (d) the construction of dams or other water control structures which flood relatively undegraded forest lands, unless with respect to each such activity an environmental assessment indicates that the activity will contribute significantly and directly to improving the livelihood of the rural poor and will be conducted in an environmentally sound manner which supports sustainable development? N/A
- p. FY 1989 Appropriations Act. If assistance will come from the Sub-Saharan Africa DA account, is it (a) to be used to help the poor majority in Sub-Saharan Africa through a process of long-term development and economic growth that is equitable, participatory, environmentally sustainable, and self-reliant; (b) being provided in accordance with the policies contained in section 102 of the FAA; (c) being provided, when N/A

consistent with the objectives of such assistance, through African, United States and other PVOs that have demonstrated effectiveness in the promotion of local grassroots activities on behalf of long-term development in Sub-Saharan Africa; (d) being used to help overcome shorter-term constraints to long-term development, to promote reform of sectoral economic policies, to support the critical sector priorities of agricultural production and natural resources, health, voluntary family planning services, education, and income generating opportunities, to bring about appropriate sectoral restructuring of the Sub-Saharan African economies, to support reform in public administration and finances and to establish a favorable environment for individual enterprise and self-sustaining development, and to take into account, in assisted policy reforms, the need to protect vulnerable groups; (e) being used to increase agricultural production in ways that protect and restore the natural resource base, especially food production, to maintain and improve basic transportation and communication networks, to maintain and restore the renewable natural resource base in ways that increase agricultural production, to improve health conditions with special emphasis on meeting the health needs of mothers and children, including the establishment of self-sustaining primary health care systems that give priority to preventive care, to provide increased access to voluntary family planning services, to improve basic literacy and

mathematics especially to those outside the formal educational system and to improve primary education, and to develop income-generating opportunities for the unemployed and underemployed in urban and rural areas?

- q. FY 1989 Appropriations Act Sec. 515. If deob/reob authority is sought to be exercised in the provision of DA assistance, are the funds being obligated for the same general purpose, and for countries within the same general region as originally obligated, and have the Appropriations Committees of both Houses of Congress been properly notified? N/A

3. Economic Support Fund Project Criteria

- a. FAA Sec. 531(a). Will this assistance promote economic and political stability? To the maximum extent feasible, is this assistance consistent with the policy directions, purposes, and programs of Part I of the FAA? Yes, through its efforts to promote an appreciation and understanding of the workings of a free enterprise economy in a democratic society. Yes
- b. FAA Sec. 531(e). Will this assistance be used for military or paramilitary purposes? No
- c. FAA Sec. 609. If commodities are to be granted so that sale proceeds will accrue to the recipient country, have Special Account (counterpart) arrangements been made? N/A

APPR: FS FS

DRAFT: EW EW

OTHER: LW LW

OTHER: _____

OTHER: _____

UNCLASSIFIED

AID/LAC/DR:EWARFIELD:GEB/ 48690
 04/07/89 7-9181
 AAA/LAC:FSCHIECK

AID/LAC/DR:TBROWN {DRAFT}
 AID/LAC/DR:JCARNEY {DRAFT}
 AID/LAC/DP:WWHEELER {DRAFT}
 AID/PPC/PDPR:VBARNES {DRAFT}

AID/LAC/DR:GBOWERS {DRAFT}
 AID/LAC/DR:MBERNBaum {DRAFT}
 AID/LAC/CEN:JLOVAAS {DRAFT}

IMMEDIATE AIDLAC

AIDAC

E.O. 12356: N/A

TAGS:

SUBJECT: DAEC REVIEW OF THE CARIBBEAN LATIN AMERICA
 SCHOLARSHIP PROGRAM {CLASP} II {598-0661} {597-0044}

1. SUMMARY: THE DAEC REVIEW OF THE SUBJECT PID WAS HELD ON TUESDAY, MARCH 21. THE A-AA/LAC CHAIRED THE REVIEW. MISSION COMMENTS HAD BEEN INCORPORATED INTO THE REVISED PID AND MISSION REPRESENTATIVES FROM HONDURAS AND EL SALVADOR ATTENDED THE ISSUES REVIEW. THE PID WAS APPROVED WITH THE FOLLOWING DAEC GUIDANCE FOR PREPARATION OF THE PROJECT PAPER:

2. CONSULTATION WITH CONGRESS: IT WAS AGREED THAT, IN LIGHT OF THE PROJECT'S HIGH VISIBILITY AND CONGRESSIONAL INTEREST, THE LAC BUREAU {WOULD KEEP KEY CONGRESSMEN, SENATORS, AND STAFFERS INFORMED ON THE PROGRESS OF CLASP II PROJECT DESIGN}.

3. PARAMETERS OF PARTICIPANT SELECTION AND TRAINING: GIVEN THE PROJECT'S HIGH VISIBILITY AND ITS COMBINED DIPLOMATIC/DEVELOPMENTAL FOCUS, IT WAS DECIDED THAT, UNDER CLASP II: A) THE 28 DAY MINIMUM FOR SHORT-TERM TRAINING WOULD BE CONTINUED, B) AT LEAST 20 PERCENT OF

THE TOTAL NUMBER OF PARTICIPANTS WOULD RECEIVE LONG-TERM TRAINING DEFINED AS TRAINING OF 9 MONTHS OR MORE; C) AT LEAST 70 PERCENT OF ALL PARTICIPANTS WOULD BE SOCIALLY AND ECONOMICALLY DISADVANTAGED; D) AT LEAST 40 PERCENT OF THE PROJECT PARTICIPANTS WOULD BE WOMEN; E) A RANGE RATHER THAN A SPECIFIC TARGET OF THE TOTAL NUMBER OF PARTICIPANTS TO BE TRAINED UNDER THE PROJECT WOULD BE ESTABLISHED; AND, F) THE TRAINING PROVIDED WOULD BE U.S.-BASED RATHER THAN IN-COUNTRY OR THIRD COUNTRY. EXCEPTIONS TO THESE GUIDELINES WOULD REQUIRE LAC/W CONCURRENCE. THE SOCIAL INSTITUTIONAL FRAMEWORK PREPARED BY EACH MISSION AS PART OF THE PP DESIGN PROCESS, WILL BE USED TO REFINE EACH MISSION'S CLASP II PROGRAM IN ACCORDANCE WITH PROJECT OBJECTIVES AND THE COUNTRY STRATEGY TAKING INTO ACCOUNT THESE SELECTION AND TRAINING PARAMETERS.

4. CENTRAL VS. MISSION PPS AND AUTHORIZATIONS: IT WAS DECIDED THAT THE MISSIONS WOULD FINALIZE INDIVIDUAL PPS BASED ON THE QUOTE MODEL UNQUOTE PP PROVIDED BY AID/W AND AUTHORIZE THE PROJECT IN THE FIELD. IN PREPARING THEIR PPS, THE MISSIONS WILL BE DIRECTED TO ADHERE CLOSELY TO SPECIFIC SECTIONS AND PARAMETERS SPELLED OUT IN THE QUOTE MODEL UNQUOTE PP. AID/W WILL MONITOR MISSION COMPLIANCE WITH CLASP II POLICY GUIDANCE THROUGH THE PROCESS EVALUATION AND THE FORMAL REVIEW OF THE ANNUAL CTP UPDATES.

5. PROJECT IMPLEMENTATION: IT WAS DECIDED THAT THE MISSIONS WOULD BE RESPONSIBLE FOR ARRANGING THEIR OWN CONTRACTS TO IMPLEMENT CLASP II; HOWEVER, IN THE INTEREST OF AVOIDING A MULTIPLICITY OF CONTRACTS AND THE CONCOMITANT OVERHEADS ENGENDERED IN SUCH AN APPROACH, MISSIONS, ESPECIALLY THOSE WHERE THE SMALL AMOUNT OF CLASP II FUNDING DOES NOT JUSTIFY AN INDIVIDUAL CONTRACT, WILL BE STRONGLY ENCOURAGED TO ACCESS THE OIT CONTRACTS, EITHER THROUGH PIO/P OR PIO/T BUY-INS. THE PP WILL PROVIDE A DETAILED DISCUSSION OF THE CONTRACTING OPTIONS AVAILABLE TO ACCOMMODATE THE VARYING NEEDS OF THE PARTICIPATING MISSIONS.

6. PROJECT EVALUATION: IT WAS DECIDED THAT THE PP SHOULD INCLUDE AN IMPACT EVALUATION THAT IS TECHNICALLY APPROPRIATE AND AFFORDABLE, BUT THAT THE SCOPE OF THE PROCESS EVALUATION SHOULD BE SCALED BACK FROM ITS CURRENT LEVEL OF EFFORT. THE COST OF THESE EVALUATIONS WILL BE CLOSELY ANALYZED TO MINIMIZE THE NUMBER AND COST OF CONTRACTORS AND CONSULTANTS FINANCED BY A.I.D. IN ADDITION TO THESE EVALUATIONS AND FUNDING AMOUNTS, MISSIONS, WITH THEIR OWN FUNDS, CAN CONTRACT OUT EVALUATIONS OF SPECIFIC CLASP II PROGRAMS.

7. PROJECT FINANCING: IT WAS DECIDED THAT THE TOTAL LOP WOULD

BE REDUCED FROM THE DOLS 275 MILLION CONTAINED IN THE PID TO DOLS 200 MILLION IN LIGHT OF POSSIBLE FUTURE DECLINES IN DA AND ESF FUNDING LEVELS. APPROXIMATELY DOLS 100 MILLION WILL BE ALLOCATED TO THE CLASP II PROGRAMS MANAGED BY THE INDIVIDUAL MISSIONS. THE REMAINING 50 PERCENT OF THE LOP AMOUNT NEEDS TO BE SET ASIDE IN ANTICIPATION OF THE GEORGETOWN PROGRAM, LCA AND OTHER DIRECTED PROGRAMS; AND FOR PROJECT MONITORING, EVALUATION, AND SUPPORT, BOTH OF WHICH WILL BE MANAGED BY LAC/W. THE DISTRIBUTION OF THE DOLS 100 MILLION IN CLASP II FOR MISSION-BASED PROJECTS IS THE SUBJECT OF A SEPTEL AND WILL BE DISCUSSED IN THE UPCOMING REGIONAL MEETINGS. THE FUNDING LEVELS ESTABLISHED FOR EACH COUNTRY IN THE MODEL PP WILL SERVE AS THE MINIMUM LEVEL AT WHICH A MISSION CAN FUND CLASP II. MISSIONS ARE WELCOME TO EXCEED THIS MINIMUM LEVEL, IF THEY CHOOSE TO DO SO.

8. IT WAS ALSO DECIDED THAT, WHERE ESF FUNDING IS AVAILABLE, FIELD MISSIONS SHOULD CONTINUE TO MAXIMIZE THEIR USE OF ESF IN FUNDING THIS PROJECT. GIVEN THE CONGRESSIONAL IMPETUS FOR THIS PROJECT AND THE POLITICAL RATIONALE FOR ESF ALLOCATIONS, IT WAS DEEMED APPROPRIATE THAT CLASP FUNDING SHOULD CONTINUE TO BE CLOSELY LINKED TO THE FUTURE AVAILABILITY OF ESF.

9. STAFFING IMPLICATIONS OF CLASP II DESIGN: TAKING INTO ACCOUNT MISSIONS' CONCERNS ABOUT THE STAFFING IMPLICATIONS OF THE CLASP II DESIGN, ESPECIALLY AS IT RELATES TO FOLLOW-ON ACTIVITIES, THE PP WILL DISCUSS THE STAFFING REQUIREMENTS, BOTH DIRECT-HIRE AND CONTRACT, OF CLASP II, AND WILL INDICATE TO THE MISSIONS THAT THE ADDITIONAL PERSON REQUIRED FOR THE FOLLOW-ON ACTIVITY CAN BE FINANCED FROM PROGRAM FUNDS. THE OE IMPLICATIONS OF THESE STAFFING REQUIREMENTS WILL ALSO BE DISCUSSED. 44

D. CLASP I Implementation Experience

The following comments represent some general lessons learned about implementing CLASP I. They are intended to be helpful to Missions in designing and implementing CLASP II.

Introduction

Missions responded very quickly to the implementation of CLASP I. Country Training Plans were developed, trainees selected, prepared for training and traveled to the U.S. over a short period. In many cases, the need to expedite the project impeded the institution of such fundamentals as procedures and organization. Missions have gradually reorganized and refined their policies, procedures and staffing to reflect project needs. The following suggestions reflect these lessons learned.

Prior to consideration of the details of project implementation, it is useful to focus on two overall considerations that are fundamental to the success of any CLASP program. It is clear that missions which have instituted and administered clear, well defined policies and procedures for recruiting, selecting, programming, placing and monitoring trainees have been able to conduct very effective programs.

First, an effective organizational scheme for all project activities quality control, achievement of objectives, and mission oversight. This includes decisions over contracting, upgrading training office or CLASP office staffs, procuring needed equipment and space. Will an in-country contractor be necessary? Who will provide the U.S. management of trainees? Will the Mission use OIT or its own contractor? What type of staff will be needed? Each mission should carefully consider organization complexity, management lines and responsibilities, linkages among project activities, coordination requirements, and accountability in making these decisions. In general, program management becomes more complex and difficult as the number of contractors and management units increases.

The second fundamental consideration is to develop clear policies and procedures for recruiting, selecting, programming, placing and monitoring Trainees. Will intermediary institutions be used for identification of potential populations adequate for CLASP? What type of documentation is needed for processing and audits? Who will do the recruiting? Who will do the selecting? What are the selection criteria?

I. Recruitment

A. Missions should clearly differentiate between recruitment and selection in establishing procedures and criteria. Recruitment involves identifying a qualified pool of candidates; selection should be from among these already qualified candidates.

B. Use of widespread publicity (newspaper and magazine advertisements, posters, etc.) are more appropriate for long-term scholarships than for short-term programs. If the Mission has difficulty reaching the 40% target for women, a targeted recruitment effort for women should be instituted.

Women should not be "added to" programs which have been designed primarily for men. The presence of women in a training group should be carefully thought out. If the training is not appropriate for women (in the Mission's opinion) then women specific training should be developed or separate programs should be considered.

C. All U.S. and local staff should be made aware of the training opportunities; they are often a source of valuable contacts for the Training Office. However, Missions should be very careful that local direct hire and FSN staff understand the program purpose and that recommended Peace Scholars are appropriate for this program. Missions must ensure that CLASP training is not substituted for other Mission Project Training. This is not easy; and it may be made more difficult by including other project staff in recruitment, planning or targeting exercises.

D. Appropriate local organizations are often very effective in recruiting qualified candidates. Consideration should be given to working through local PVOs and other groups. If such organizations are used as intermediaries, they should be provided with written recruitment guidelines to ensure an equitable screening process. Peace Corps should be used both for identifying qualified candidates and for interviewing candidates in areas where the Mission personnel may have difficulty travelling. A danger in using local groups is that they will supply individuals who are not properly selected or screened. Their procedures must be carefully monitored and the CLASP Project Officer must be convinced that the local organizations fully understand the goals and objectives of CLASP screening and selection. Under no circumstances should the local group be given authority to select. Selection must remain in the hands of the Mission/CLASP Project. In addition, local organizations must supply a large pool of candidates from which the Mission may select.

In cases where the local organization is a governmental agency, special care must be taken to ensure that the agency understands the regulations governing recruitment. It is completely inappropriate for a governmental agency to select.

In some cases, local government agencies have attempted to mandate selection by nominating exactly the number of trainees who are required. This is unacceptable and Missions must find ways to prevent it. In the worst case, the Mission should withdraw the training. This has happened in a CLASP I program and the governmental agency finally committed itself to project final selection.

II. Selection

A. Clear and specific definitions of key terms (leader, potential leader, disadvantaged, youth, etc.) and financial means criteria must be developed prior to initiating selection procedures. The definitions must be functional so that each candidate can be classified according to the Mission's selection criteria.

If definitions are difficult, as in the case of leadership, different methodologies can be used to assess the extent to which a person demonstrates leadership (for example, references from teachers, colleagues, etc.).

B. Standard application forms should be developed which include all the information required by LAC/DR for the process evaluation database as well as for Mission selection procedures. (Current forms are adequate for LAC process evaluation needs).

C. All rejected applicant files should be maintained for the life of the project, with a record of why the applicant was rejected.

D. A systematic weighted scale to categorize and rank applicants at all stages of the evaluation process aids in both the reality and perception of a fair process.

E. Personal interviews should be carried out with all final candidates before granting them the scholarship, with uniform interview questions and a rating system developed by each Mission. The CLASP II emphasis on leadership makes this interview even more important.

F. At least one American and one local should participate in each interview. In addition, it is helpful to have a technical expert and a representative of the contractor present as well.

G. The composition of the final selection committee should be considered carefully and should represent both the local community and AID. The Mission should have the final responsibility for selection of all Peace Scholars.

H. Selection should be carefully documented using the above suggestions. In addition, the Mission should ensure that all the documentation is maintained in properly filed folders by PIO/P or group name. This will aid in future audits.

I. Short- and long-term academic trainees may be selected using different criteria and procedures. If this is the case, both sets of procedures should be developed, written down and form part of the project documentation.

J. It is very important to ensure that a group which meets all CLASP criteria meet one additional criterion -- that it be a trainable unit. In the past, Missions have sent groups which superficially meet such CLASP criteria as disadvantaged, rural, etc; however a significant portion of the group was illiterate. This factor made the group virtually untrainable. The contractor (unaware of this condition) had to revise the program completely during the first days in the U.S. leading to strain and discontent for all concerned.

III. Pre-departure Orientation

A. U.S. contractors or trainers should be involved in the pre-departure orientation. This should be built into the contract.

B. The short term Peace Scholars should be brought together by groups for pre-departure orientation to stimulate exchange of information among the group and maximize their capacity to learn from their time in the U.S.

C. Pre-departure orientation requirements are different for short term and long term Peace Scholars.

D. Orientation should include information about the Peace Scholars home country and all Peace Scholars should be encouraged and assisted in taking information about their country and their families, towns, etc. to share with Americans.

E. Returnees should be incorporated into the orientation panel discussions, particularly dealing with issues of transition to U.S. social, academic, and political life.

F. In-country orientation on the CLASP program is more important than general orientation to the U.S. culture which the Peace Scholars will get from their Experience America program in the U.S.

G. Follow-on should be initiated in the pre-departure orientation with discussions of what the Peace Scholars would view as appropriate and useful follow-on activities.

H. Long-term Trainees should be informed of the typical stages of getting into a new culture. They should understand what will be happening to them and how they can best respond to "culture shock."

IV. Preparation of PIO/Ps and other Documentation

A. Define specific objectives in relation to Experience America programs.

B. Personal background on the candidates is important if homestays are to be requested. Missions should consider using the application forms to provide useful information to contractors and trainers early in the planning process.

C. If the contractor has already made contact with a university, this information about the arrangements should be included in the PIO/P.

D. Copies of each PIO/P (and all amendments and secondary PIO/Ps) should be kept in a folder along with the following:

1. The TCA Budget and final expenditure record (using the LAC TCA reporting form;

2. The documentation describing the selection procedure which should include the candidates ratings on critical points (as described above);

3. The Trainees' application forms, which can serve as backup documentation later.

4. The J-1 visa application form.

5. Any other documentation normally maintained by the Mission for its Peace Scholars, such as the medical exam results.

6. Any correspondence from Trainees or Contractors.

7. Grades or other performance indicators.

Maintaining the above files is essential to avoid problematic audits.

MODEL TRAINING REQUESTS (PIO/P) MODEL INDIVIDUAL PIO/P

AGENCY FOR INTERNATIONAL DEVELOPMENT PROJECT IMPLEMENTATION ORDER/ PARTICIPANTS (PIO/P)	1. COOPERATING COUNTRY Country B	2. PIO/P NUMBER
	3. PROJECT ACTIVITY NUMBER & TITLE CLASP II	
	4. APPROPRIATION	5. ALLOTMENT
	6. DATE ORIGINAL ISSUE	7. DATE THIS ISSUANCE

PAGE 1 OF

8. PROJECT COMPLETION DATE	9. DESIRED START DATE	10. TERMINAL START DATE	11. NUMBER OF PARTICIPANTS
----------------------------	-----------------------	-------------------------	----------------------------

12. <input checked="" type="checkbox"/> ORIGINAL <input type="checkbox"/> AMENDMENT NUMBER	13. LOCATION/DURATION OF TRAINING <input type="checkbox"/> U.S. P/M <input type="checkbox"/> Third Country P/M <input type="checkbox"/> In Country P
-----------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------

14. FINANCING

AGENT	TYPE OF EXPENSE	A. PREVIOUS TOTAL	B. INCREASE	C. DECREASE	D. NEW TOTAL
AID	(a)				45,404.08
MISSION	(b) Int. Travel				
	(c) Maint. Advance				1,950.00
AID/W	(d)				43,454.08
THIRD COUNTRY	(e)				
	(f)				
	(g)				
	(h)				
	(i)				

15. COOPERATING COUNTRY FINANCING	A. TRUST ACCOUNT NUMBER	C. AUTHORIZED	D. CURRENCY UNIT	E. AMOUNT
16. U.S. TRUST ACCOUNT	B. ALLOTMENT SYMBOL			

17. SPECIAL PROVISIONS

A. REF: PIL NUMBER _____ GRANT _____ LOAN _____

B. SUPPLEMENTARY INFORMATION

MS degree in Aquaculture with emphasis in Shrimp Production.

C. NAME(S) OF PARTICIPANTS

(Insert name of participant - Mr. Jones)

18. MISSION CLEARANCES

SIGNATURE	DATE	SIGNATURE	DATE

19. HOST COUNTRY/BORROWER/GRANTEE	20. AGENCY FOR INTERNATIONAL DEVELOPMENT
SIGNATURE	
TITLE	
DATE	

AGENCY FOR INTERNATIONAL DEVELOPMENT PROJECT IMPLEMENTATION ORDER/ PARTICIPANTS TRAINING REQUEST FORM PAGE 2 OF _____	2. COOPERATING COUNTRY	2. PIO/P NUMBER
	3. <input type="checkbox"/> ORIGINAL <input type="checkbox"/> AMENDMENT NO. _____	4. DATE

5. TRAINING REQUEST

A. DESCRIPTION OF TRAINING REQUESTED. (Describe clearly the training desired; summarize the project input, output, and purpose to which the training will be applied)

The purpose of this training program is to increase the number of the Country B's technicians in the field of aquaculture in order to meet the country's growing need for professional manpower and to assist Country B's Institute of Technology in its efforts to expand and upgrade its research programs. The Institute needs adequately trained staff to offer and conduct research in ocean and fresh water fisheries, particularly on shrimp production.

(continued on page 3)

B. ACADEMIC TRAINING ONLY: DEGREE OBJECTIVE
 MAJOR FIELD OF STUDY

M.S. Aquaculture
 Shrimp Production

C. RELATED INFORMATION

D. PARTICULAR EMPHASIS DESIRED

Crustaceous Production

E. SUGGESTED TRAINING FACILITIES (if known)

- 1) University of Hawaii, Honolulu, Kaneohe
- 2) Auburn University, Auburn, Alabama
- 3) Texas A&M (application already submitted)
- 4) Louisiana State University
- 5) Oregon State University (application already submitted)

6. PARTICIPANT'S FUTURE EMPLOYMENT

A. CHECK APPROPRIATE BOX (B47)

GOVERNMENT

PRIVATE

JOINT

B. OCCUPATIONAL
 CATEGORY CODE
 (B48-49)

This field is considered to be of importance to Country B's economy since ocean and/or fresh water shrimp is of great demand in world markets. It is considered that shrimp production will continue to be an exportable item from Country B for the foreseeable future, given its cultivation at normal year-round temperatures, growth and development requirements, and ideal local conditions for the expansion of the industry.

The study program requested for the participant is to include courses in animal sciences with emphasis in genetics, nutrition, diseases and physiology focusing on freshwater shrimp breeding, pond management systems and domestication, including substantial practical training in laboratory and field work, special projects and research. The following subjects should be covered: Aquatic ecology, economics of aquaculture, water quality, hatchery management, fish and shrimp reproduction, pond construction, aquaculture production and breeding.

Mr. Jones has been a researcher at the Institute since 1981 and has assisted in numerous research projects; he has also been Assistant Professor in General Biology. He received a B.S. degree in 1982 in Biology from the Autonomous University. The general knowledge acquired by the participant during the projected training in the U.S. will contribute to the technical development of the Institute, therefore his training program should be oriented toward research on crustaceous organisms, particularly on shrimp production.

To obtain a M.S. degree in Aquaculture the participant should receive both formal course work and practical research experience. For his thesis, emphasis will be given to research applicable to marine biology conditions in Country B to help ameliorate local shortage of technicians trained in fresh water fisheries and marine biology and shrimp production.

The institution supporting this training program agrees to guarantee the employment of the participant upon his return in a position which will be in accordance with his education.

Mr. Jones also received a B.S. degree in Modern Languages from the Autonomous University Language Department, with emphasis in the English language and has prepared a guide of schools offering English language training in Country B. The participant is known for his effective and positive professional attitude in all the activities carried out by him at the university and at the Institute.

Funds are being provided under this PIO/P for English language training at the American Language Institute, Georgetown University (ALIGU), prior to academic enrollment in a US university in January of 1990. Enrollment in ALIGU should be requested during the month of October, and living accommodations for the participant while in the English language training at ALIGU should be arranged at an American home or at a guests house where only English is spoken.

AGENCY FOR INTERNATIONAL DEVELOPMENT PROJECT IMPLEMENTATION ORDER/ PARTICIPANTS (PIO/P)	1. COOPERATING COUNTRY COUNTRY A	2. PIO/P NUMBER XXXXX
	3. PROJECT ACTIVITY NUMBER & TITLE CLASP II (Firefighters)	
	4. APPROPRIATION	5. ALLOTMENT
	6. DATE ORIGINAL ISSUE	7. DATE THIS ISSUANCE

PAGE 1 OF _____

8. PROJECT COMPLETION DATE	9. DESIRED START DATE	10. TERMINAL START DATE	11. NUMBER OF PARTICIPANTS
12. <input checked="" type="checkbox"/> ORIGINAL <input type="checkbox"/> AMENDMENT NUMBER		13. LOCATION/DURATION OF TRAINING <input type="checkbox"/> U.S. ____ P/M <input type="checkbox"/> Third Country ____ P/M <input type="checkbox"/> In Country ____ P/M	

14. FINANCING

AGENT	TYPE OF EXPENSE	A. PREVIOUS TOTAL	B. INCREASE	C. DECREASE	D. NEW TOTAL
AID	(a)				\$164,760.00
MISSION	(b) InL Travel				
	(c) Maint. Advance				39,000.00
AID/W	(d)				125,760.00
THIRD COUNTRY	(e)				
	(f)				
	(g)				
	(h)				
	(i)				

15. COOPERATING COUNTRY FINANCING	A. TRUST ACCOUNT NUMBER	C. AUTHORIZED	D. CURRENCY UNIT	E. AMOUNT
16. U.S. TRUST ACCOUNT	B. ALLOTMENT SYMBOL			

17. SPECIAL PROVISIONS

- A. REF: PIL NUMBER _____ GRANT _____ LOAN _____
- B. SUPPLEMENTARY INFORMATION International airfare, medical exams, passports, visas, photographs, predeparture orientation, evaluation, and miscellaneous costs will be charged to project XXXXX, (Local Currency Agreement).
- C. NAME(S) OF PARTICIPANTS
- (A list of the 20 individuals selected for training would be inserted here. Up to five alternates could also be listed.)

18. MISSION CLEARANCES			
SIGNATURE	DATE	SIGNATURE	DATE

19. HGST COUNTRY/BORROWER/GRANTEE	20. AGENCY FOR INTERNATIONAL DEVELOPMENT
SIGNATURE	
TITLE	
DATE	

MODEL GROUP PIO/P

AGENCY FOR INTERNATIONAL DEVELOPMENT PROJECT IMPLEMENTATION ORDER/ PARTICIPANTS TRAINING REQUEST FORM PAGE 2 OF _____	1. COOPERATING COUNTRY	2. PIO/P NUMBER
	3. <input type="checkbox"/> ORIGINAL <input type="checkbox"/> AMENDMENT NO. _____	4. DATE

3. TRAINING REQUEST

A. DESCRIPTION OF TRAINING REQUESTED. (Describe clearly the training desired; summarize the project input, output, and purpose to which the training will be applied)

Country A's rural firemen, under the responsibility of the National Fire Department, have been a source of rural leadership for a number of years. These local leaders come from a large cadre of salaried and volunteer firemen who are attracted to the organization. Volunteer firemen, who work under the supervision of professional firemen, come from all strata of rural society. All are respected members of their communities and many are involved in other community programs.

Permanent members of the rural fire department are also included in the selection of participants, as they are the backbone of the Fire Department's program, meet CLASP criteria, and are respected leaders and important persons in their communities.

The National Fire Department is organized in 40 districts in seven provinces. Fire districts are divided into three types:

Type A Large urban setting with an average of 10 salaried and 25 volunteer firemen.

Type B Small town setting with an average of 6-10 salaried and 25 volunteer firemen.

Type C Isolated rural settings with an average of 4 salaried and 25 volunteer firemen. (contd. on page 3)

B. ACADEMIC TRAINING ONLY: DEGREE OBJECTIVE

N/A

MAJOR FIELD OF STUDY

C. RELATED INFORMATION

See Following Pages

D. PARTICULAR EMPHASIS DESIRED

See Following Pages

E. SUGGESTED TRAINING FACILITIES (If known)

Training Implementor will be selected by OIT's general contractor.

6. PARTICIPANT'S FUTURE EMPLOYMENT

A. CHECK APPROPRIATE BOX (B47)

GOVERNMENT

PRIVATE

JOINT

B. OCCUPATIONAL
CATEGORY CODE
(B48-49)

Nationally, the National Fire Department has approximately 1,240 firemen (240 salaried and 1,000 volunteers). The national organization sets overall standards and objectives for the fire fighting force and provides supervision and administrative support for the local units. Fire prevention is a key area of emphasis.

The training for this group fits CLASP objectives by broadening democratic linkages and reaching out through a highly respected intermediary institution to local leaders who will continue to play an important role in rural development.

This will be the second group of rural firemen under CLASP. The first project was very successful. The evaluation of the first project and the recommendations of the intermediary institution have been taken into consideration in the project design.

Training Objectives:

To provide the participants with specific firefighting training in the United States, introduce them to community and outreach programs carried out by small U.S. fire departments, and give them the opportunity to know life in the United States. Technical and cultural training should be combined throughout the two-month period.

Proposed Intermediary:	National Fire Department
Proposed Training Date:	September, 1989
Project Implementor:	To be selected
Number of Participants:	Up to 20
Duration of Program:	8 weeks

Orientation Responsibilities:

USAID/Country A will provide the participants with two weeks of survival English and four days of cultural orientation in the capital city prior to departure for the U.S. However, technical and cultural orientation are to be conducted in Spanish in the United States, or as an option (subject to Mission approval) with simultaneous translation.

Selection Responsibilities:

USAID/Country A with the assistance of the National Fire Department.

PARTICIPANTS:

Candidates will be selected from among both volunteer and salaried rural firemen. Approximately six to seven individuals from each Type as described above will be selected. The education level of volunteer firemen is normally at a high school level. Any variations in educational levels will be noted for the Contractor and/or the training implementor.

I. TECHNICAL TRAINING OBJECTIVES:

To the extent possible, the firemen are to receive "hands on" training.

Training Objectives:

1. To provide the participants with knowledge of the organization and management of small fire departments, effective methods of dealing with range/forest fires, planning and prevention of fires in small towns, and the use and maintenance of firefighting equipment. Rural fire departments in small towns and communities where range/forest fires are a seasonal problem are to be chosen for this training component.
2. Provide training in the theory and practice of community outreach programs, teach the participants to develop materials for fire prevention programs, and assist the participants to establish relationships with U.S. fire departments, educational institutions and other related groups. It is anticipated that Country A firemen will have the opportunity to work along side of U.S. counterparts.

The project implementor will assure that most of the training described in this section will take place in small fire stations in order to foster intercultural relationships and expose the candidates to U.S. citizens in their work environments.

The project implementor will have the opportunity to visit Country A prior to initiation of the training project in order to finalize the design of the training. At this time the implementor shall present to the Mission an outline of the training modules to be covered in the eight weeks for discussion with Mission staff and representatives of the National Fire Department.

II. CULTURAL TRAINING OBJECTIVES:

1. To provide the participants with an understanding of the United States through special programs and activities that are interwoven with technical training. This component is to include political, historical, economic, social, and cultural background information about the United States.

The five day program offered by the Washington International Center can fulfill a part of the training objective, and if used, should be included at the beginning of the training project.

The training implementor is responsible for assuring that political, historical, economic, social and cultural elements are included in the training program. It is

important that this aspect of the training program is closely coordinated with USAID/Country A in order to avoid duplication with the cultural training provided the participants in their home country and during in-country language training.

2. To acquaint the participants with United States family life by having them live with families where Spanish is not the first language; attending social, cultural, recreational and sports events; or other activities which typify life in the United States.

Homestays are considered an integral part of the program. A minimum of three weeks of homestays are to be provided by the training implementor and should be arranged at all training locations. Language differences are not considered a barrier to fulfilling this requirement. Homestays are to be arranged with volunteer families who provide room and board without charge, or for a modest stipend.

Participant experiences are to be periodically reviewed with the participants to assure that an understanding of the U.S. culture is being achieved.

III. OTHER GENERAL TRAINING CONSIDERATIONS AND INFORMATION:

1. Training Locations: Training will take place in up to three stateside locations in order to explore the participants to a variety of cultural experiences. One week or more of training may be conducted at a Historically Black College and University (HBCU) for technical and/or cultural training.

2. Training Implementor: In addition to technical and other criteria used in training implementor's selection, the implementor should demonstrate an understanding of the cultural aspects of this training program. Concrete examples of how the cultural components will be incorporated in the project are required. Only implementors who are judged to be capable of handling this and other components will be selected. The training implementor is also required to identify USAID/Country A as the project's sponsor in all project related communications.

3. Training Implementor's Responsibility for Project Review: The training implementor will provide 2 to 3 hours bi-weekly for the participants to evaluate their entire training program, to resolve cultural and/or other misunderstandings, and to provide feed-back to the implementor for project improvements.

The contractor is required to visit Country A prior to the departure of the rural firemen group. A predeparture scope of work is attached to this project proposal.

Implementor will provide a bi-weekly report on the general progress of the training program to the Mission and will include a summary of the evaluation done by the group and plans to implement changes, if necessary. The implementor is also to provide USAID/Country A with the name and addresses of homestay hosts no later than one month after the project is terminated, so that USAID/Country A can thank them appropriately.

4. USAID/Country A's Responsibilities: Mission responsibilities will include: developing the project with the intermediary institution, selecting participants, providing all administrative services required for the departure of the participants, including the arrangement of medical examinations, survival English classes (when required), and a program of predeparture orientation.

BACKGROUND:

In the light of prior experience and CLASP objectives, USAID/Country A believes that the quality of CLASP short-term training projects in Country A can be enhanced when the sub-contractor responsible for implementing the project in the United States spends several days in Country A prior to the departure of the training group to: a) review the project implementation design with the Mission and with the intermediary institution that participates in project design and participant preselection, and c) to meet the participants on a formal and informal basis to review state-side activities.

PREDEPARTURE SCOPE OF WORK:

- Time: Up to five days, approximately one to two months before groups estimated departure date.
- Purpose:
- a. Meet with Mission representatives to review the project and plan follow-on activities.
 - b. Meet with representative(s) of Country A's intermediary institution(s) to review the project and plan follow-on activities.
 - c. Meet with the participants to discuss the training programs, exchange ideas, get to know them as a group and as individuals, and to discuss their understanding of the objectives of the training.
 - d. Visit participants at home and work to better understand the socio-economic and cultural context that participants come from and to where they will return.
 - c. Review Mission participant documents are required.

ANNEX F. **Training Cost Analysis (TCA) Instructions and Sample Forms**

INTRODUCTION

The purpose of this appendix is to introduce CLASP II participating Missions to the **Training Cost Analysis (TCA)** process of identifying, estimating, and tracking and monitoring the costs associated with participant programming and to provide two sets of completed TCA forms: one for a short-term technical group and one for a long-term academic participant.

Training Cost Analysis (TCA), as defined and discussed in the TCA Training Manual (available from the Agency for International Development (A.I.D.) Office of International Training (OIT)), is a financial accounting system. TCA was devised by A.I.D. as a result of A.I.D.'s concern for the spiraling costs associated with participant training and the Agency's inability to respond to questions regarding actual program costs.

TCA is a **project management system**. It was designed to assist A.I.D. staff in determining what activities should be included in the training process, who should be responsible for each part of the process, and what the estimated costs of the training project should be. TCA is also designed for use by contractors in the competitive bidding process. It requires contractors to use uniform definitions for training activities and to present cost proposals in a standardized format. By providing a standard format for cost proposals, it will be easier for A.I.D. technical review panels and contracting officers to identify costs which are not consistent with A.I.D. estimates nor with statements made in the technical proposal. A final step in the system, TA requires the use of a standardized reporting system by contractors which will enable A.I.D. to provide average cost data for each segment of the training process.

Missions will have certain responsibilities as will CLASP II contractors with regard to TCA.

Missions will:

- o use standard definitions with regard to reporting. These standard definitions are included in the TCA Glossary of Terms;

- o determine what activities are necessary for the participants who will be trained within the CLASP II framework. In order to identify these activities, Missions will need to use the TCA Checklist of Activities;

- o prepare a budget estimate using the TCA Budget Estimate Worksheet for all long-term and short-term individuals and groups who will receive participant training. This estimate must include costs for the following:

- Education and Training
- Allowances
- Travel
- Insurance

- Supplemental Activities
- Administrative Costs;

- o when contracting out for participant training activities, be required to initiate Requests for Proposals (RFPs) from potential contractors. RFPs will include TCA Proposal Worksheets which will be completed by contractors identifying the offerers proposed costs;

- o review Contractors' offers and proposed costs using the TCA Cost Analysis Worksheet and determine the best offer based on reasonableness of cost; and

- o track and monitor the costs expended against the actual contractor budgets from reports received on a quarterly basis from contractors providing participant programming. Because CLASP II differs in some respects from other Participant Training programs, there is some additional information necessary for project management for CLASP II. Therefore, Missions will have to review Contractors' TCA CLASP Summary Reports, review Training Implementation Plans (TIPs) and TIP budgets and Budget Amendments using TCA format.

Contractors will be required to:

- o submit Cost Proposals in TCA format during the Request for Proposal (RFP) process;

- o upon award of contract and final negotiation of the CLASP II contractor's budget, submit reports to the Mission and the LAC Bureau detailing the expenses against the budget;

- o submit an annual report summary in the form of the CLASP TCA Summary Report (an addition to the 4th quarter TCA Quarterly Report; and

- o prepare and submit TIP Budgets for the five program areas required in TCA and the amendments to those TIP Budgets once expenditures and final costs are known.

This annex is divided into Mission TCA and Contractor TCA requirements with the inclusion of necessary forms, references to Handbook 10, and examples when appropriate.

Finally, it is appropriate to note that Handbook 10 establishes that any A.I.D. money used for the training of participants requires the TCA system from budgeting to reporting of expenditures as of October 1, 1988. It will be necessary for any Mission personnel working with the TCA system to be familiar with the definitions used in TCA and found in the **GLOSSARY OF TERMS** included in this appendix as Attachment 1.

IDENTIFICATION OF APPROPRIATE ACTIVITIES FOR CLASP II PARTICIPANTS

For each participant in the CLASP II program, it is necessary for the Mission to have some conceptual plan as to what each individual or groups of individuals are to receive in the way of a training program appropriate to the needs of the participant and to make a substantive contribution to the participant's career and leadership ability. These activities will then include those supplemental activities which may be provided by the Mission, the Host Country, the Contractor, and/or the Office of International Training.

It is this assessment that will assist the Mission in determining a realistic budget for each participant or group heading to the U.S. for Training. Those activities which are identified in this assessment which require the support of a Contractor, are those which are in turn identified in the Statement of Work in the RFP.

Attachment 2 is a copy of the Checklist of activities. The columns across the top of the form identify the sources available to provide those activities listed in the Checklist.

The activities listed are arranged as Pre-program and In-Program activities. It is essential that the Mission have a clear understanding of the activities necessary for each group in order to develop a TCA budget estimate.

Examples of Pre-program activities:

- recruitment
- screening
- pre-departure orientation

Examples of In-program activities:

- reception services
- Mid-winter seminars
- Health and Accident Coverage (HAC)

Therefore, if the pre-program activities will be provided by the Mission, the Insurance by OIT and the reception services and Mid-winter seminars will be provided by the contractors, those services should be identified and included in the RFP in order for the contractor to budget for those activities.

PREPARING A BUDGET ESTIMATE USING TRAINING COST ANALYSIS

The Budget Estimate Worksheet is included as Attachment 3. This form lists all the possible participant training activities necessary for a CLASP II participant meet the training objectives. These activities are also those which are listed in the **Checklist of Activities**. To prepare a realistic budget estimate, the preparer must remember several key points:

- o Academic and technical participants are prepared on separate budgets and combined in the summary report.

As stated in the TCA Glossary of Terms, academic training leads to a degree; technical training is all other training not defined as academic training. Generally, technical training is synonymous with short-term training, and academic training is synonymous with long-term. In the case of CLASP II, short-term refers to those programs less than nine months and long-term refers to those programs longer than nine months.

- o Program costs must be separated from administrative costs and are those costs associated with actual delivery of training. If the cost is related to the management of participants and not the actual delivery of training, the cost is administrative.

- o Five program areas must be considered in the estimate process: education/training; allowances; travel; insurance; and supplemental activities and then the administrative costs for those five program areas.

- o A budget estimate must be prepared for each participant for each year of the project and each year of training. It is important to inflate costs for projected years. An inflation factor of 6% is suggested for education/training costs; an inflation factor of 4% is suggested for the other program costs. However, TCA is flexible to allow the Mission to determine its own costs based on experience.

- o The number of participant months must be projected. Participant months is determined by multiplying the total number of months of training by the total number of participants for the year being budgeted.

- o The allowance and insurance costs are available based on the most current A.I.D. Training Notices, (current allowances are as of 1/1/89 from the Office of International Training).

- o The budget line items on TCA forms add up to the total lines rather than down as on traditional budget forms.

- o Administrative costs are only an estimate at the Mission level and benchmarks can be used (\$200-300 per participant month which are the costs used by OIT programming agents) or a per cent of program costs (15-20 per cent of program costs).

PREPARING A PROPOSAL WORKSHEET USING TRAINING COST ANALYSIS

The proposal worksheet is a contractor responsibility. This form is exhibited as Attachment 4. The proposal worksheet is completed in response to the Request for Proposal (RFP) and should detail the costs outlined in the offeror's technical proposal. This form is exactly like the Budget Estimate Worksheet, however, the section on Administrative Costs must include:

- o the offeror's overhead rate
- o negotiated indirect cost rate
- o fixed fee
- o proposed salaries
- o all direct costs to the administration of this contract

A suggestion should be made in the RFP for the offerors to submit a cost proposal narrative to explain their costs.

In essence, this is the CLASP II contractors' best estimate of the actual costs to perform the tasks that have been outlined in the RFP statement of work and in the offeror's technical approach to conducting those tasks.

Several important pieces of information must be included in the RFP if contractors are to submit realistic cost estimates:

- o inflation rates: they should be told what factor to use for education costs and other costs
- o total number of academic trainees and length of training
- o total number of technical trainees and length of training
- o estimated start and completion date of contract
- o timing of English Language Training
- o all supplemental activities the Mission expects the contractor to provide.

COMPARING COSTS OF PROPOSALS USING THE PROPOSAL ANALYSIS WORKSHEET IN TRAINING COST ANALYSIS

The Proposal Analysis worksheet, Attachment 5, is a form to assist the Mission in analyzing the costs proposed by those offerors who have been ranked as having the best technical proposals for carrying out the tasks identified in the RFP, Statement of Work.

The form allows for three proposals (A, B, and C) to be compared to the Mission (or Agency) estimate completed on the Budget Estimate Worksheet. Once these costs are compared, the panel reviewing these costs can ask the offeror to submit a Best and Final Offer (BAFO) by addressing concerns identified in both the technical and cost proposals. Once those BAFOs are resubmitted, the Proposal Analysis Worksheet should again be used to show the comparison of costs and assist the Mission in awarding the CLASP II contract to the contractor (offeror) who has exhibited "reasonableness of cost". Awards should not be made on cost alone. The estimate produced by the Mission should be the basis for the questions asked in the Best and Final Offer negotiations. Low costs could mean that the tasks cannot be accomplished for the amount of money quoted.

A suggestion: CLASP II Technical Review Panels should be used after their review and ratings by the Cost Review Panel to assist in determining "Reasonableness of Cost" and in identifying concerns about the costs presented. In other words, if the Technical Review people have selected top proposal offers based on what the offerer stated could be done, it seems appropriate for this review to have some relevance to the costs proposed, e.g., "they can't do what they said they would do for this amount of money".

REPORTING EXPENSES AGAINST CONTRACT BUDGETS, USING TRAINING COST ANALYSIS

In order for the A.I.D. Mission to track and monitor the costs associated with participant programming, it is necessary for contractors to report their expenditures against approved budgets. To do this, reports are required for five program areas: Education and Training; Allowances; Travel; Insurance; and Supplemental Activities. Also required is the reporting of program administration.

It is important for Missions to include a copy of the TCA Quarterly Report (See Attachment 6) in the RFP as well as the due dates and designated offices to receive this report. It is suggested that the Mission require the reporting within thirty (30) days after the end of each quarter of the fiscal year. This report is to be sent to:

- o The Mission
- o LAC/DR/EST
- o OIT

CLASP II contractors must also report additional information which is TCA-related but does not appear on the TCA Quarterly Report. The TCA CLASP Summary Report (see Attachment 7) is an annual report which should be included as an attachment to the **4th quarter TCA Quarterly Report**. The CLASP Summary report is distributed to the Mission and LAC only. It does not go to OIT.

Finally, the only other TCA-related requirements with regard to reporting is with the HANDBOOK 10 requirement of a TRAINING IMPLEMENTATION PLAN (TIP). TIPS are required for every participant programming that occurs for A.I.D. TIPS are required to have a TIP Budget included. Because this budget is often amended and Missions need to know the dollar amount of difference between the original estimate and the actual budget, a TIP Budget form includes a column for the budgeted amount, a column for the budget amendment, a column for expended, and a column to report the dollars remaining.

For technical training programs of short (less than 3 month) duration, this form will be submitted twice: once with the TIP and again after training has been completed and all costs associated with a program are final. For Academic programs, this form should be completed and submitted with the TIP. It should be revised and submitted whenever there is a significant budget amendment which might affect overall Mission projections. Finally, it should be submitted at the end of a training program when all costs are final. The CLASP TIP Budget is included as Attachment 8.

GLOSSARY OF TRAINING COSTS ANALYSIS (TCA) TERMS

Academic Training: A program, leading to an academic degree, in an accredited institution of higher education.

Academic Up-grade: Specific training given to overcome academic/technical deficiencies in a participant's background in preparation for beginning a full technical or academic program. This training can be given in the host country, a third country or the U.S.

Administrative Costs: Those cost related to the management of participants, not the actual delivery of training. These cost will include:

- Salaries
- Indirect Cost
- Subcontracts (for participant management and related activities)
- Consulting Fees (for participant management and related activities)
- Equipment (expendable and capital -- not used by the participants)
- Other Direct Costs (telephone, postage, supplies, equipment, word processing, computer processing)
- Overhead/General and Administrative (G&A)
- Fixed Fee or Profit

Allowances: Allowances are those rates set by A.I.D.'s Office of International Training which cover maintenance, per diem and attendant costs of participating in an educational program such as books, typing, professional memberships, etc.

Information on allowances is contained in A.I.D.'s Handbook 10 which is updated through periodic release of Training Notices. These are provided to Mission personnel and contractors whenever changes are made to allowances.

Participant Training Notices on allowances are available from:

The Agency For International Development
Office of International Training (202) 456-1616
SA-16
Washington, D. C. 20523

Career Development: (See Follow-up and Career Development)

Consulting Fees: Consulting fees may be categorized into two parts: (1) fees paid to consultants for providing training; and (2) fees paid to consultants for assisting in some phase of the management of participants, e.g., setting up computer tracking systems.

Cooperative Training: (See Internship/Cooperative

Training)

Counseling: Activities involved with assisting participants to identify and resolve personal or training situations/problems which are adversely affecting performance.

Documentation: The process of providing the Mission or A.I.D. office with all relevant forms and information needed to begin participant's programming and placement.

Documentation normally takes place in the host country. The process includes the collection of information needed to develop the PIO/P (including transcripts/TOEFL scores) and the preliminary identification of training opportunities which best meet the training objectives.

NOTE: Health clearances, passport photographs, and bio-data should also be collected at this time.

English Language Training (ELT): English language training provided prior to, or in conjunction with, the program of study.

Enrichment Programs: Activities designed to provide participants with cultural/social/educational experiences geared to furthering their understanding of U.S. institutions and mores. These programs are conducted as an adjunct to technical or academic training provided in the U.S.

Equipment, Contractor: (See Federal Acquisition Regulations)

Escort Services: (See Interpreter and Escort Services)

Evaluation: The process of measuring the effectiveness of a participant's training program in achieving the goals and objectives identified by the PIO/P. Tools used to measure program effectiveness both during and after training include post program language testing, on-site training questionnaires and exit interviews and may extend to long term assessments of the impact of the program on the project/country.

Fixed Fee/Profit: (See Federal Acquisition Regulations)

Follow-up and Career Development: Activities which build on the training experience and which are designed to encourage and equip participants to remain professionally involved in their field.

Typical follow-up activities include: encouraging communication among participants; publication of newsletters; promoting membership in returned participant organizations; promoting professional memberships/meetings; use of host country follow-up in conjunction with a program evaluation.

Overhead/General & Administrative (G&A): (See Federal Acquisition Regulations)

Package Programs: Programs of training or instruction where the payment made to the vendor includes the instructional cost, supplies/equipment, and lodging. Some package programs will also include board (food). Both types of packages are to be included in the line item "Packaged Programs."

Participants: Foreign nationals sponsored by A.I.D. to receive training outside their home countries, under A.I.D. sponsorship. This may include those whose training programs are funded by A.I.D. loans or grants, those under partial A.I.D. funding and those whose training is paid for by other than U.S. resources but are granted a visa to study in the U.S. by A.I.D. As used herein, the term participant is a shortened title for "United States A.I.D. Participant," used since the early years of United States Technical Assistance denoting a "participant in development." Participants' programs are managed either by OIT, an A.I.D. Mission, and A.I.D. contractor, or a host country.

NOTE: Foreign nationals on international travel orders or financed under general support grants are not considered participants.

Placement: The process of enrolling participants in the selected training program and negotiating appropriate courses or study programs.

Placement is a companion to Programming and is often done at the same time. It may be necessary to modify the training plan to reflect reality once the placement process has begun. The student with less than adequate preparation may have to begin at a more rudimentary level of study than initially anticipated in the training plan. Because placement determines the participant's training location, housing arrangements -- although technically programming -- are often made at this time.

Professional Enrichment: (See Enrichment Programs)

Profit: (See Fixed Fee/Profit) (See Federal Acquisition Regulations)

Programming: The process of analyzing participants' training/education credentials against the training goals and objectives of the PIO/P.

Programming is a companion to Placement and is often done at the same time. The Mission reviews and approves the program. Programming agents may use a variety of mechanisms to gain Mission concurrence. OIT programming agents provide the mission with a Training Implementation Plan (TIP) and it is suggested that a similar document be required from all contractors and Missions.

Reception Services: Meeting the participant upon arrival in the country of training. Reception services should be

provided at the ultimate destination and may take place at the initial arrival point if it is determined that the participant will need assistance with layover accommodations or travel connections.

Recruitment: The process of identifying candidates for a training program. Recruitment may be done using host country mass media, host agency training announcement, staff available under ongoing USAID projects, in-country or home office consultants/staff or any other means available to attract candidates.

Reporting/Monitoring: (See Monitoring/Reporting)

Salaries: (See Federal Acquisition Regulations)

Screening: The process of reviewing candidate applications, interviewing participants, and making recommendations for final selection. Screening may involve the use of A.I.D. direct hire staff, contractor staff and/or local committees. The screening process may require that preliminary testing be done to assess the candidates' suitability of training.

Selection: The process of choosing qualified candidates for education, training, or observation tours. Selection activities include: developing selection criteria (e.g., English language test scores); candidate interviews; candidate credential reviews; shared cost negotiation for the proposed training. Final selection approval is provided by A.I.D.

Short-term Training: (Also known as Technical Training.) Training which is not designed to lead to the awarding of an academic degree.

Social/Professional Enrichment: (See Enrichment Programs)

Subcontracts: Contracts let by the prime contractor to another entity for the performance of a segment of the contract.

Technical Training: All training not classified as academic training. Technical training may take the form of observational visits, on-the-job training (OJT), special seminars or programs, workshops, and non-degree training in academic institutions.

Testing: The process of examining and/or evaluating, in the host country, participants' skills and achievements for the purpose of properly selecting participants and placing them in appropriate programs. Testing may include the SAT, TOEFL, ALIGU, GRE, and/or GMAT, depending on availability within the host country. Testing of individual's English language skills is most frequently required.

Training Cost: Normally training costs refer to the cost of short-term programs. Academic programs may include attendance at short-term seminars, workshops, etc. and those costs would be training costs while the balance of the program cost would be included under tuition/fees.

Instructions:
CHECKLIST OF ACTIVITIES
IN THE PARTICIPANT TRAINING PROCESS

The following Checklist of Activities in the Participant Training Process is a listing of some -- but not all -- of the components of a training program. Shown also are the key agents (i.e., Host Country, Mission, OIT, etc.) in the training process. The matrix thus established allows the project planner to identify both the activities appropriate to the planned program and the agents involved in each activity. From this checklist, program elements and principle agents can be identified. This assists the planner in including all appropriate activities and denoting the responsible agent(s) for each. The program element identification should facilitate development of RFPs.

Note again that this is merely a partial listing. The program planner will find it a convenient starting point and format. However, additional program elements must be added as appropriate for a complete identification of training components.

As this is a "checklist," place a checkmark following any activity relevant to the training program being planned. Check each agent who will be responsible for part or all of that activity. Add activities as appropriate and check each agent associated with those activities.

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CHECKLIST OF ACTIVITIES IN THE PARTICIPANT TRAINING PROCESS

NOTE: This list is not intended to be comprehensive. It is instead a basic framework from which all appropriate training project activities can be identified.

PRE-PROGRAM

	Host Country	Mission	OIT	Contractor	Other
I. Recruitment, Including:					
○ Media advertisement and training announcements	<input type="checkbox"/>				
○ Visits to local agencies	<input type="checkbox"/>				
○ Preliminary interviews	<input type="checkbox"/>				
II. Screening & Selection, Including:					
○ Developing selection criteria	<input type="checkbox"/>				
○ ELT language screening, testing, & other exams	<input type="checkbox"/>				
○ Applications	<input type="checkbox"/>				
○ Interviewing	<input type="checkbox"/>				
○ Reviewing credentials	<input type="checkbox"/>				
○ Committee	<input type="checkbox"/>				
III. Testing (Host Country and U.S.), Including:					
○ TOEFL/ALIGU	<input type="checkbox"/>				
○ Graduate Records (GRE)	<input type="checkbox"/>				
○ Scholastic Aptitude (SAT)	<input type="checkbox"/>				
IV. Documentation (Host Country and U.S.), Including:					
○ PIO/P and bio data	<input type="checkbox"/>				
○ Transcripts	<input type="checkbox"/>				
○ Test Results	<input type="checkbox"/>				
○ Letters of reference	<input type="checkbox"/>				
○ Medical exam (clearance)	<input type="checkbox"/>				
○ IAP 66A (blue copy)	<input type="checkbox"/>				
○ PDF - Establish record	<input type="checkbox"/>				
V. Programming (Host Country and U.S.), Including:					
○ Analyzing credentials	<input type="checkbox"/>				
○ Selecting training institution	<input type="checkbox"/>				
○ Developing Training Implementation Plan (TIP)	<input type="checkbox"/>				
○ Arranging for program termination and departure	<input type="checkbox"/>				

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CHECKLIST OF ACTIVITIES IN THE PARTICIPANT TRAINING PROCESS

NOTE: This list is not intended to be comprehensive. It is instead a basic framework from which all appropriate training project activities can be identified.

PRE-PROGRAM (cont.)

	Host Country	Mission	OIT	Contractor	Other
VI. Placement (Host Country and U.S.), Including:					
○ Negotiating participant's enrollment	<input type="checkbox"/>				
○ Determining remedial training needs	<input type="checkbox"/>				
○ Arranging housing and developing a meal plan	<input type="checkbox"/>				
VII. Allowance Payments	<input type="checkbox"/>				
VIII. Pre-Departure Orientation, Including:					
○ Administrative Orientation	<input type="checkbox"/>				
○ Cultural Orientation	<input type="checkbox"/>				
IX. Training (Host Country and U.S.), Including:					
○ English Language Training (ELT)	<input type="checkbox"/>				
○ Remedial math/science training	<input type="checkbox"/>				
○ Academic (long-term) training	<input type="checkbox"/>				
○ Technical (short-term) training	<input type="checkbox"/>				

IN-PROGRAM

X. Reception Service, Including:					
○ Meeting at international airport & transportation to hotel	<input type="checkbox"/>				
XI. Interpreter and Escort Services, Including:					
○ Short-term training or observation tour	<input type="checkbox"/>				
XII. Orientation, Including:					
○ Cultural orientation	<input type="checkbox"/>				
○ Administrative orientation	<input type="checkbox"/>				
○ Academic program orientation	<input type="checkbox"/>				

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CHECKLIST OF ACTIVITIES IN THE PARTICIPANT TRAINING PROCESS

NOTE: This list is not intended to be comprehensive. It is instead a basic framework from which all appropriate training project activities can be identified.

IN-PROGRAM (cont.)

	Host Country	Mission	OIT	Contractor	Other
XIII. Monitoring and Reporting, Including:					
○ Regular participant contact	<input type="checkbox"/>				
○ Reviewing Academic Enrollment and Term Reports (AETRs) and technical examinations	<input type="checkbox"/>				
○ Consulting with faculty	<input type="checkbox"/>				
○ Reporting to OIT on Participant Data Form (PDF) and Visa Renewal Form (IAP 66A)	<input type="checkbox"/>				
○ Reporting progress and financial status to A.I.D.	<input type="checkbox"/>				
XIV. Enrichment Programs, Including:					
○ Supplemental experiences in U.S. related to technical field	<input type="checkbox"/>				
○ Mid-Winter Community Seminars	<input type="checkbox"/>				
○ Other special programs	<input type="checkbox"/>				
XV. Health and Accident Coverage (HAC)					
○ Arranging for mandatory health insurance coverage	<input type="checkbox"/>				
XVI. Counseling, Including:					
○ Resolving personal problems that jeopardize program completion	<input type="checkbox"/>				
○ Handling accidents and deaths	<input type="checkbox"/>				
XVII. Follow-Up (Host Country and U.S.), Including:					
○ Membership in professional organizations	<input type="checkbox"/>				
○ Newsletters	<input type="checkbox"/>				
○ Returned participant organizations	<input type="checkbox"/>				
○ Follow-up training	<input type="checkbox"/>				
○ Training utilization assistance	<input type="checkbox"/>				
XVIII. Evaluation, Including:					
○ Exit interviews	<input type="checkbox"/>				
○ Evaluation questionnaires	<input type="checkbox"/>				
○ Course evaluations	<input type="checkbox"/>				
○ Analysis of project effectiveness	<input type="checkbox"/>				
○ Impact studies	<input type="checkbox"/>				

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Instructions:
BUDGET ESTIMATE WORKSHEET
ACADEMIC OR TECHNICAL COST

*****Not All Activities Apply To All Programs; Select Only Those Items That Are Applicable To the Proposed Program*****

General Instructions:

1. Use Budget Estimate Worksheet for all training programs. For training projects having more than one training program (academic and/or technical) complete a Budget Estimate Worksheet for each such program.

2. Prepare also a separate Budget Estimate Worksheet for each year of the training. Indicate the budget year and contract period (in years) in the "Project Year" space (e.g., "Project Year: 1 of 4 years" for the first year of a 4-year training project).

Prepare a separate budget estimate for all academic training and all technical training for the life of the project (a total academic and a total technical training budget). Indicate "All academic training" or "All technical training" in the "Comments" space.

Make budget estimates in U.S. dollars.

Where further breakdown is desired (e.g., In-Country, U.S., Third Country), use the "Other (Mission Option)" space or breakout such costs using additional copies of this worksheet. Identify breakdown in "Comments"

6. Specify the measurements used as "units" for entries under "Unit Price" (e.g., \$1150/semester, \$200/year, \$635/month, \$375/week, or \$75/participant (for flat rate items such as Professional Membership or Book Shipment)).

Specific Line Item Instructions:

Participant Type: Check the appropriate box in the upper right corner of pages 1 - 4 to indicate whether the budget estimate is for academic or technical training.

Participant Months: A measure of total participant months for both academic and technical training provides a standard measure of the amount of training being proposed or provided. Compute this figure for each year of the project and for the project life. Enter the appropriate

number in the space marked "Participant Months Projected (This Year) = _____."

Line I.A. Education/Training Costs: This line must be completed for all training programs. Complete lines I.A.1 - I.A.4 first. Then, enter the total number of participants for the contract year being reported.

(NOTE: This figure will not always equal the sum of "Number of Participants" proposed in lines I.A.1 - I.A.4.) Finally, enter the sum of the "Subtotal" amounts in the "Total" space.

Lines I.A.1 - I.A.4: Optional breakdown. The glossary (see Glossary of TCA Terms) defines (1) tuition/fees, (2) training costs, and (3) package program costs. The "Other (Mission Option)" category allows for special breakouts (e.g., a specially designed observation tour for academic participants for which a separate cost breakdown is desired).

For any of these lines, enter (a) the number of participants to incur this cost, (b) the total number of cost units (see item (6) under "General Instructions") for those participants in the contract year being costed, (c) the unit prices for each cost category, and (d) Education/Training Cost "Subtotals" (i.e., (b) x (c), above) for each line.

Line I.B. Allowances: This line must be completed for all training programs. USE CURRENT A.I.D. APPROVED RATES. As was done for line I.A., complete lines I.B.1 through I.B.10 first, then enter the sum of the "Subtotals" for those lines in the "Total" space for line I.B.

Lines I.B.1 - I.B.10: Optional breakdown. Definitions and approved rates for these cost items are contained in Handbook 10 and Participant Training Notices (see "Allowances" in Glossary). The "Other (Mission Option)" category allows for special breakouts (e.g., books used in English Language Training, ELT). For instructions on specific column entries, follow instructions for Lines I.A.1 through I.A.4.

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Instructions:
BUDGET ESTIMATE WORKSHEET
SUMMARY

General Instructions:

1. Use Budget Estimate Worksheet to summarize project training costs for each project year and for the entire project life. Data will be transferred from previously completed budget estimates for all training programs.

2. Two columns are to be completed for Academic Training data and two for Technical Training. In both cases, the information required is (a) the number of participants budgeted for the cost item and/or category and (b) the total cost for that item or category. These figures are directly transferred from Budget Estimate Worksheet pages 1-4.

3. Prepare a separate budget estimate summary for each year of the training. Indicate the budget year and contract period (in years) in the "Project Year" space (e.g., "Project Year: 1 of 4 years" for the first year of a 4-year training project).

Specific Line Item Instructions:

Line I.A. Education/Training Costs: From Line I.A. of all academic program budget estimate worksheets add the "Number of Participants" numbers (for the year being summarized) and enter this sum in the first data column ("Academic Training --# of Part.") on Line I.A.

From Line I.A. of all academic program budget estimate worksheets add the "Total numbers (for the year being summarized) and enter this sum in the second data column ("Academic Training--Item Cost") on Line I.A.

Repeat the above two computations for all technical program budget estimate worksheets and enter in their corresponding spaces.

Add the "Item Costs" for Academic and Technical Train-

ing (data columns 2 and 4) and enter the sum in the fifth data column ("Line Total") on Line I.A.

Lines I.A.1 - I.E.12: All remaining lines in Summary, sections I.A.1 - I.E.12, are completed in a corresponding manner to items in Line I.A as described above. For example, "Academic Training--# of Part." sums are computed by adding the "Number of Participants" figures from all academic training programs for the corresponding cost element. Likewise for all "Academic Training--Item Costs." All "Technical Training--# of Part." sums are computed by adding the "Number of Participants" figures from all technical training programs for the corresponding cost element. Likewise for all "Technical Training--Item Costs."

TOTAL PARTICIPANT COSTS (Academic & Technical): The yearly total of participant costs can now be computed. Enter the project year (or write "all" for the total project) in the "Year ____" space. Add lines I.A. through I.E. and enter the total in the "TOTAL PARTICIPANT COSTS (Academic & Technical)" space.

Lines II.F. - II.F.8: Budget Estimate Worksheet page 8 is identical in format to Budget Estimate Worksheet page 4. To compute the value for any cost space on the Summary sheet, add the corresponding values from page(s) and enter that sum in the corresponding space on the Summary sheet.

TOTAL TRAINING COST (A+B+C+D+E+F): Values for each of the five spaces on this line are computed in a similar manner. For Year 1, add the "Item Cost" figures for elements A-E, Year 1. To this subtotal, add II.F, Year 1 (Administrative Costs). This sum is the total training cost for Year 1.

Compute totals for other years in a similar manner.

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"*

Academic

Technical

PROJECT TITLE	PROJECT NUMBER	PROJECT YEAR ____ Of ____ Years
PROJECT WRITER	PARTICIPANT MONTHS PROJECTED (THIS YEAR)	DATE BUDGET PREPARED
COMMENTS:		

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS*	UNIT PRICE*	SUBTOTAL	TOTAL
A. Education/Training Cost					\$
1. Tuition/Fees			\$ /	\$	
2. Training Costs			/		
3. Package Program Costs			/		
4. Other (Mission Option)			/		
B. Allowances					
1. Maintenance Advance			/		
2. Living/Maintenance			/		
3. Per Diem			/		
4. Books & Equipment			/		
5. Book Shipment			/		
6. Typing (papers) - Academic Only			/		
7. Thesis - Academic Only			/		
8. Doctoral Dissertation - Academic			/		
9. Professional Membership			/		
10. Other (Mission Option)			/		

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
Training Cost Analysis (TCA)

Academic
 Technical

**SEE "Instructions: Budget Estimate Worksheet"

PROJECT NUMBER

COMMENTS:

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS*	UNIT PRICE*	SUBTOTAL	TOTAL
C. Travel					\$
1. International			\$ /	\$	
2. Local			/		
3. Other (Mission Option)			/		
D. Insurances					
1. HAC for U.S.			/		
2. Required by Institution			/		
3. Other (Mission Option)			/		
E. Supplemental Activities					
1. ELT, In-Country			/		
2. ELT, U.S.			/		
3. Academic Up-Grade			/		
4. Reception Services			/		
5. WIC Orientation			/		
6. Other Orientation			/		
7. Interpreters/Escorts			/		
8. Internship/Cooperative			/		
9. Enrichment Programs			/		

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
Training Cost Analysis (TCA)

Academic
 Technical

PROJECT NUMBER	COMMENTS:				
II. ADMINISTRATIVE COST					
PROGRAM CATEGORIES/TRAINING ACTIVITIES	YEAR 1	YEAR 2	YEAR 3	YEAR 4	TOTAL
II.F. Administrative Costs	\$	\$	\$	\$	\$
1. Salaries (Total)					
a. Professional					
i. U.S.					
ii. Field					
b. Support Staff					
i. U.S.					
ii. Field					
2. Fringe Benefits					
3. Travel (Total)					
a. International					
b. Local					
4. Consultant Fees (Total)					
a. United States					
b. Field					
5. Equipment					
6. Sub-Contracts					
7. Indirect Costs					
8. Other (Mission Option)					
TOTAL PARTICIPANT COSTS (A+B+C+D+E+F)	\$	\$	\$	\$	\$

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BUDGET ESTIMATE WORKSHEET: Summary
Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet - Summary"

- Academic
 Technical

PROJECT NUMBER

COMMENTS:

I. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES/TRAINING ACTIVITIES	ACADEMIC	TRAINING	TECHNICAL TRAINING		LINE TOTAL
	No. of Participants	Item Cost	No. of Participants	Item Cost	
C. Travel		\$		\$	\$
1. International					
2. Local					
3. Other (Mission Option)					
D. Insurances					
1. HAC for U.S.					
2. Required by Institution					
3. Other (Mission Option)					
E. Supplemental Activities					
1. ELT, In-Country					
2. ELT, U.S.					
3. Academic Up-Grade					
4. Reception Services					
5. WIC Orientation					
6. Other Orientation					
7. Interpreters/Escorts					
8. Internship/Cooperative					
9. Enrichment Programs					

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BUDGET ESTIMATE WORKSHEET: Summary
Training Cost Analysis (TCA)

Academic
 Technical

PROJECT NUMBER

COMMENTS:

II. ADMINISTRATIVE COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	YEAR 1	YEAR 2	YEAR 3	YEAR 4	TOTAL
II.F. Administrative Costs	\$	\$	\$	\$	\$
1. Salaries (Total)					
a. Professional					
i. U.S.					
ii. Field					
b. Support Staff					
i. U.S.					
ii. Field					
2. Fringe Benefits					
3. Travel (Total)					
a. International					
b. Local					
4. Consultant Fees (Total)					
a. United States					
b. Field					
5. Equipment					
6. Sub-Contracts					
7. Indirect Costs					
8. Other (Mission Option)					
TOTAL PARTICIPANT COSTS (A+B+C+D+E+F)	\$	\$	\$	\$	\$

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BUDGET ESTIMATE WORKSHEET: Summary
Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet - Summary"

- Academic
 Technical

PROJECT TITLE	PROJECT NUMBER	PROJECT YEAR ____ Of ____ Years
PROJECT WRITER	PARTICIPANT MONTHS PROJECTED (THIS YEAR)	DATE BUDGET PREPARED
COMMENTS:		

I. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES/TRAINING ACTIVITIES	ACADEMIC TRAINING		TECHNICAL TRAINING		LINE TOTAL
	No. of Participants	Item Cost	No. of Participants	Item Cost	
A. Education/Training Cost		\$		\$	\$
1. Tuition/Fees					
2. Training Costs					
3. Package Program Costs					
4. Other (Mission Option)					
B. Allowances					
1. Maintenance Advance					
2. Living/Maintenance					
3. Per Diem					
4. Books & Equipment					
5. Book Shipment					
6. Typing					
7. Thesis					
8. Doctoral Dissertation					
9. Professional Membership					
10. Other (Mission Option)					

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Instructions:

PROPOSAL WORKSHEET

This Worksheet may be used by the perspective contractor/implementor of the project. It and its accompanying instructions may be included in the RFP

*****Not All Activities Apply To All Programs; Select Only Those Items That Are Applicable To the Proposed Program*****

General Instructions:

1. Use the Proposal Worksheet for all training programs. For training projects having more than one training program (academic and/or technical) complete a Proposal Worksheet for each such program.
2. Prepare also a separate Proposal Worksheet for each year of the training. Indicate the budget year and contract period (in years) in the "Project Year" space (e.g., "Project Year: 1 of 4 years" for the first year of a 4-year training project).
3. Prepare a separate proposal for all academic training and all technical training for the life of the project (a total academic and a total technical training budget). Indicate "All academic training" or "All technical training" in the "Comments" space.
4. Make budget estimates in U.S. dollars.
5. Where further breakdown is desired (e.g., In-Country, U.S., Third Country), use the "Other (Mission Option)" space or breakout such costs using additional copies of this worksheet. Identify breakdown in "Comments" space.
6. Specify the measurements used as "units" for entries under "Unit Price" (e.g., \$1150/semester, \$200/year, \$635/month, \$375/week, or \$75/participant (for flat rate items such as Professional Membership or Book Shipment)).
7. Administrative costs are estimated by categories. The RFP will indicate which functions are required of the contractor. The proposed costs should reflect the level of effort proposed for each function.

Specific Line Item Instructions:

Training Type: Check the appropriate box in the upper right corner of pages 1-4 to indicate whether the budget

estimate is for academic or technical training.

Participant Months Proposed: A measure of total participant months for both academic and technical training provides a standard measure of the amount of training being proposed or provided. Compute this figure for each year of the project and for the project life.

Line I.A. Education/Training Costs: This line must be completed for all training programs. Complete lines I.A.1 - I.A.4 first. Then, enter the total number of participants for the contract year being reported.

(NOTE: This figure will not always equal the sum of "Number of Participants" proposed in lines I.A.1 - I.A.4.) Finally, enter the sum of the "Subtotal" amounts in the "Total" space.

Lines I.A.1 - I.A.4: Optional breakdown. The glossary (see Glossary of TCA Terms) defines (1) tuition/fees, (2) training costs, and (3) package program costs. The "Other (Mission Option)" category allows for special breakouts (e.g., a specially designed observation tour for academic participants for which a separate cost breakdown is desired).

For any of these lines, enter (a) the number of participants to incur the cost, (b) the total number of cost units (see item (6) under "General Instructions") for those participants in the contract year being costed, (c) the unit prices for each cost category, and (d) Education/Training Cost "Subtotals" (i.e., (b) x (c), above) for each line.

Line I.B. Allowances: This line must be completed for all training programs. USE CURRENT A.I.D. APPROVED RATES. As was done for line I.A., complete lines I.B.1 through I.B.10 first, then enter the sum of the "Subtotals" for those lines in the "Total" space for line I.B.

Lines I.B.1 - I.B.10: Optional breakdown. Definitions and approved rates for these cost items are contained in

**PROPOSAL WORKSHEET: Academic or Technical Costs
Training Cost Analysis (TCA)**

SEE "Instructions: Proposal Worksheet"*

Academic
 Technical

PROJECT TITLE	RFP NUMBER	PROJECT YEAR _____ Of _____ Years
IMPLEMENTOR/CONTRACTOR	PARTICIPANT MONTHS PROJECTED (THIS YEAR)	DATE PREPARED
COMMENTS:		

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS*	UNIT PRICE*	SUBTOTAL	TOTAL
A. Education/Training Cost					\$
1. Tuition/Fees			\$ /	\$	
2. Training Costs			/		
3. Package Program Costs			/		
4. Other (Mission Option)			/		
B. Allowances					
1. Maintenance Advance			/		
2. Living/Maintenance			/		
3. Per Diem			/		
4. Books & Equipment			/		
5. Book Shipment			/		
6. Typing (papers) - <i>Academic Only</i>			/		
7. Thesis - <i>Academic Only</i>			/		
8. Doctoral Dissertation - <i>Academic</i>			/		
9. Professional Membership			/		
10. Other (Mission Option)			/		

**PROPOSAL WORKSHEET: Academic or Technical Costs
Training Cost Analysis (TCA)**

**SEE "Instructions: Proposal Worksheet" **

Academic
 Technical

PROJECT TITLE	RFP NUMBER	YEAR _____ OF _____
IMPLEMENTOR/CONTRACTOR	COMMENTS:	

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS*	UNIT PRICE*	SUBTOTAL	TOTAL
C. Travel					\$
1. International			\$ /	\$	
2. Local			/		
3. Other (Mission Option)			/		
D. Insurances					
1. HAC for U.S.			/		
2. Required by Institution			/		
3. Other (Mission Option)			/		
E. Supplemental Activities					
1. ELT, In-Country			/		
2. ELT, U.S.			/		
3. Academic Up-Grade			/		
4. Reception Services			/		
5. WIC Orientation			/		
6. Other Orientation			/		
7. Interpreters/Escorts			/		
8. Internship/Cooperative			/		
9. Enrichment Programs			/		

**ANALYSIS WORKSHEET: Summary
Training Cost Analysis (TCA)**

Academic
 Technical

** SEE "Instructions: Analysis Worksheet" on Reverse **

PROJECT TITLE	PROJECT NUMBER
EVALUATOR	DATE

NAME OF OFFEROR:	PROPOSAL A	PROPOSAL B	PROPOSAL C	A.I.D. ESTIMATE
	RATING: = _____	RATING: = _____	RATING: = _____	
ITEM	COST	COST	COST	COST
I. PARTICIPANT COSTS:	\$	\$	\$	\$
A. Education/Training Costs				
B. Allowances				
C. Travel				
D. HAC				
E. Supplemental Activities				
Total Participant Costs:	\$	\$	\$	\$
II.F. ADMINISTRATIVE COSTS:	\$	\$	\$	\$
1. Salaries (Total)				
2. Fringe Benefits				
3. Travel (Total)				
4. Consultant Fees (Total)				
5. Equipment				
6. Sub-Contracts				
7. Indirect Costs				
8. Other (Mission Option)				
Total Administrative Costs:	\$	\$	\$	\$

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**PROPOSAL WORKSHEET: Summary
Training Cost Analysis (TCA)**

Academic
 Technical

PROJECT TITLE	RFP NUMBER	YEAR OF _____
IMPLEMENTOR/CONTRACTOR		COMMENTS:

I T E M	C O S T		
	Academic	Technical	Total
I. PARTICIPANT COSTS:	\$	\$	\$
A. Education/Training Costs			
B. Allowances			
C. Travel			
D. HAC			
E. Supplemental Activities			
Total Participant Costs:	\$	+ \$	= \$

II.F. ADMINISTRATIVE COSTS:	\$	\$	\$
1. Salaries (Total)			
2. Fringe Benefits			
3. Travel (Total)			
4. Consultant Fees (Total)			
5. Equipment			
6. Sub-Contracts			
7. Indirect Costs			
8. Other (Mission Opuion)			

Total Administrative Costs:	\$	+ \$	= \$
GRAND TOTAL, TRAINING COSTS =	\$	+ \$	= \$

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Attachment 5

PROPOSAL ANALYSIS WORKSHEET: Academic or Technical Costs
Training Cost Analysis (TCA)

Academic
 Technical

**** SEE "Instructions: Analysis Worksheet" on Reverse, Page 2 ****

PROJECT TITLE	PROJECT NUMBER
EVALUATOR	DATE

NAME OF OFFEROR:	PROPOSAL A	PROPOSAL B	PROPOSAL C	A I.D. ESTIMATE
-------------------------	-------------------	-------------------	-------------------	------------------------

I T E M	RATING: = _____		RATING: = _____		RATING: = _____	
	COST	COST	COST	COST	COST	COST
I. PARTICIPANT COSTS (Academic)	\$	\$	\$	\$	\$	\$
A. Education/Training Costs						
B. Allowances						
C. Travel						
D. HAC						
E. Supplemental Activities						
Sub-Total Participant Costs:	\$	\$	\$	\$	\$	\$
II.F. ADMINISTRATIVE COSTS:	\$	\$	\$	\$	\$	\$
1. Salaries (Total)						
2. Fringe Benefits						
3. Travel (Total)						
4. Consultant Fees (Total)						
5. Equipment						
6. Sub-Contracts						
7. Indirect Costs						
8. Other (Mission Option)						
Sub-Total Administrative Costs:	\$	\$	\$	\$	\$	\$

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**QUARTERLY REPORT: Academic Programs
Training Cost Analysis (TCA)**

SEE "Instructions: Quarterly Report", Reverse of Page 4

PROJECT TITLE	PROJECT NUMBER	IMPLEMENTOR
CONTRACT QUARTER _____ of _____	REPORT PERIOD	DATE

I. PARTICIPANT TRAINING COSTS

ACADEMIC PROGRAMS:	BUDGET	PROJECTED THIS QUARTER	EXPENDED THIS QUARTER	EXTENDED TO DATE	BALANCE REMAINING	% OF BUDGET
A. Education/Training Cost	\$	\$	\$	\$	\$	%
B. Allowances						%
C. Travel						%
D. HAC						%
E. Supplemental Activities						%
Total, Academic Costs	\$	\$	\$	\$	\$	%

THIS QUARTER:

Number of Participant Months Projected: _____

Number of Participant Months Completed: _____

TOTAL PROJECT:

Number of Participant Months Projected: _____

Number of Participant Months Completed: _____

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**QUARTERLY REPORT: Technical Programs
Training Cost Analysis (TCA)**

SEE "Instructions: Quarterly Report", Reverse of Page 4

PROJECT TITLE	PROJECT NUMBER	IMPLEMENTOR
CONTRACT QUARTER _____ of _____	REPORT PERIOD	DATE

I. PARTICIPANT TRAINING COSTS

ACADEMIC PROGRAMS:	BUDGET	PROJECTED THIS QUARTER	EXPENDED THIS QUARTER	EXTENDED TO DATE	BALANCE REMAINING	% OF BUDGET
A. Education/Training Cost	\$	\$	\$	\$	\$	%
B. Allowances						%
C. Travel						%
D. HAC						%
E. Supplemental Activities						%
Total, Academic Costs	\$	\$	\$	\$	\$	%

THIS QUARTER:

Number of Participant Months Projected: _____

Number of Participant Months Completed: _____

TOTAL PROJECT:

Number of Participant Months Projected: _____

Number of Participant Months Completed: _____

IMPORTANT: SPECIFY PROGRAM TYPE
(Check Only One Category)

Classroom Training

Observation Tour

On-the-Job Training

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BY TYPE OF TRAINING

**QUARTERLY REPORT: Technical Programs
Training Cost Analysis (TCA)**

****SEE "Instructions: Quarterly Report", Reverse of Page 4****

PROJECT TITLE	PROJECT NUMBER	IMPLEMENTOR
CONTRACT QUARTER _____ of _____	REPORT PERIOD	DATE

II. ADMINISTRATIVE COSTS

II. F. ADMINISTRATIVE COSTS	BUDGET	PROJECTED THIS QUARTER	EXPENDED THIS QUARTER	EXTENDED TO DATE	BALANCE REMAINING	% OF BUDGET
1. Salaries	\$	\$	\$	\$	\$	
2. Fringe Benefits						
3. Travel						
4. Consultants						
5. Equipment						
6. Sub-Contracts						
7. Indirect Costs						
8. Other						
II. F. TOTAL ADMINISTRATIVE COSTS	\$	\$	\$	\$	\$	
GRAND TOTAL, TRAINING COSTS:	\$	\$	\$	\$	\$	

NOTE: % Of Budget refers to that %age of the total budget (for each line) that has been spent.

$$\% \text{ of Budget} = \frac{[\text{Expended to Date}]}{[\text{Budget}]}$$

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Instructions: QUARTERLY REPORT

The Quarterly Report is provided by the implementor/contractor. The format of this report is essentially the same as those of the Budget Estimate Worksheet and the Proposal Worksheet with tracking columns for budget monitoring.

The Quarterly Report lists (1) budgeted amounts by program activity [i.e., by budget line item], (2) that amount of the budget proposed for the quarter under report, (3) the amount actually spent during the quarter, (4) the cumulative expenditure to date, (5) the balance of the line item budget left unspent, and (6) the percentage of the budget that had been spent at the end of the reporting period. NOTE: These budget items are also reported as "Special Tracking Items" on page 2 of the Quarterly Report for special review. Later, the format for page 2 will allow for special tracking of any cost elements using the standard codes for those elements.

The first data column reflects the final negotiated contract amounts -- different from the corresponding figures on the budget estimate and proposal worksheets to the extent that contract negotiations altered those numbers. Contractor should make an annual (life of project) projection of quarterly training costs, then each quarters' projection is entered in this column.

The second data column shows the amount of each budget line item projected to be spent during the quarter under report; the third data column reports the actual amount spent.

Data column "Expended to Date," presents the cumulative expenditure as of the end of the reporting period. The "Balance Remaining" (data column 5) is the "Budget" figure minus "Expended to Date."

The last data column, "% of Budget," shows the percentage of the budget line item spent at the close of the reporting period. It is computed by dividing the "Expended to Date" figures by their corresponding "Budget" figures.

{NOTE: For a cost item expected to be evenly spread over the contract period, the "% of Budget" figure should correspond to the percentage obtained by dividing the "Contract Quarter" under report by the contract life [in quarters] shown in the "Contract Quarter: ____ of ____" space.}

The last two lines provide measures of projected and actual participant months for both the quarter being reported and the project to date.

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INSTRUCTIONS FOR COMPLETING CLASP TCA SUMMARY REPORT

PURPOSE: The purpose of this form is to provide CLASP Project Officers and AID Managers with summary cost (expenditure) information on CLASP activities. The form will be requested annually for all contractors and may be requested by Project Officers as needed.

GENERAL: Use as many sheets as necessary. Use separate sheets for Academic and Technical Training and total last sheet only for each.

1. **Date:** Note the date of submission in the "date" box.

2. **Academic or Technical:** Check if this sheet contains Academic or Technical programs. **DO NOT INCLUDE ACADEMIC AND TECHNICAL PROGRAM INFORMATION ON THE SAME SHEET.**

3. **Period of this report:** Note the period covered by this report. Usually this will be from beginning of contract to present.

4. **Contract Number:** Write your contract number in the indicated space.

5. **Contractor:** Write your firm's name in the indicated space.

6. **USAID:** USAID or other AID Office of your Project Officer.

7. **Country:** Country of training (separate sheet for separate countries).

8. **PIO/P Number or Group Name:** Give the PIO/P number if available. If the group is in-country and does not have a PIO/P number, provide your own identifier for the group or individual. Groups of academic Trainees in in-country training may be grouped together for this report.

IMPORTANT NOTE The in-country (field) portion of training is reported separately from the U.S. portion. Never include information on in-country and U.S. training on the same line. When a group or individ-

ual comes to the U.S., they should be reported as a totally separate notation.

9. **Field or U.S.:** Check one only (see note above).

10. **Number of Trainees in Group:** self explanatory.

11. **Training dates:** Report beginning and end dates of training for field and U.S. training programs. If unknown, give best estimate of end date.

12. **HBCU CONTENT:** Check if any significant portion of this training program conducted in an Historical Black College or University (HBCU).

13. **Training Objective:** Note the group/individual's training objective using the abbreviations at the foot of the form. Choose the training objective which is most relevant.

14. **Program Budgets:** Report budgets for each program.

15. **Program Expenditures:** Report expenditures to date for each program.

NOTE: Definitions of program cost categories follow AID's Office of International Training (OIT) guidelines. OIT Training Cost Analysis (TCA) publications provide definitions. Program costs include 1) education/training costs; 2) Allowances as specified in Handbook 10; 3) Travel; 4) Insurance; and 5) Supplemental activities.

16. **Major training sites (states):** List abbreviations of states where significant training took place.

17. **Total Program Costs:** Sum Program Budgets and Program Expenditures columns.

18. **Total U.S. Administrative Expenditures:** Use OIT's guidelines for reporting administrative costs. These costs include your staff salaries, fringe benefits, overhead (indirect), your staff travel, material and equipment except that purchased for Trainees, any subcontracts or consultants used, and profit/fee.

CLASP Training Implementation Plan (TIP) Budget Training Cost Analysis (TCA)				<input type="checkbox"/> Academic <input type="checkbox"/> Technical	
Project Number	PIO/P Number	Date / /	No. Trainees in group	Training Dates for this PIO/P From: / / To: / /	
PROGRAM CATEGORIES/TRAINING ACTIVITIES	BUDGETED	BUDGET AMENDMENT	EXPENDED	REMAINDER	
A. Education/Training Cost					
1. Tuition/Fees					
2. Training Costs					
3. Package Program Costs					
4. Other (Mission Option)					
B. Allowances					
1. Maintenance Advance					
2. Living/Maintenance					
3. Per Diem					
4. Books & Equipment					
5. Book Shipment					
6. Typing					
7. Thesis					
8. Doctoral Dissertation					
9. Professional Membership					
10. Other (Mission Option)					
C. Travel					
1. International					
2. Local					
D. Insurance					
1. HAC for U.S.					
2. Required by Institution					
3. Other (Mission Option)					
E. Supplemental Activities					
1. ELT, In-Country					
2. ELT, U.S.					
3. Academic Up-Grade					
4. Reception Services					
5. WIC/Other Orientation					
6. Interpreters/Escorts					
7. Internship/Cooperative					
8. Enrichment Programs					
9. Mid-Winter Community Seminars					
10. Follow-Up/Career Development					
11. Other (Mission Option)					
TOTAL PROGRAM COSTS					

INSTRUCTIONS FOR COMPLETING
TRAINING IMPLEMENTATION PLAN (TIP)
BUDGET

PURPOSE: The purpose of this sheet is to provide Project Officers and Training Officers cost information needed for project management. This form will become an important part of Mission records which are maintained by PIO/P.

GENERAL: For technical training programs of short (less than 3 month) duration, this form will be submitted twice: once with the Training Implementation Plan (TIP) and again after training has been completed and all costs associated with a program are final. For Academic programs, this form should be completed and submitted with the TIP. It should be revised and submitted whenever there is a significant budget amendment which might affect overall Mission projections. Finally, it should be submitted at the end of a training program when all costs are final.

1. Academic or Technical: Check the appropriate box.
2. Project Number: Self-explanatory.
3. PIO/P Number: Note the PIO/P number if known. If not known note your own identifier in this space so that this form can be traced to a particular PIO/P at a later date.
4. Date: Date of submission.
5. Number of Trainees in group: Self-explanatory.
6. Training dates for the PIO/P: Note beginning and end dates of training. If end date is not known provide a reasonable estimate. When end date becomes available, modify this item on the next report.
7. Program Categories/Training Activities: As defined by AID's Office of International Training (OIT) in the Training Cost Analysis (TCA) instructions.
8. Budgeted: Original budget for each relevant line item.
9. Budget Amendment: When it is determined that an activity or category will vary significantly from the original budget, note the new TOTAL amount in this column.
10. Expended: Provide expenditures as of the date covered in the report.
11. Remainder: Budgeted (or amended budget) less expenditures.

BUDGET ESTIMATE WORKSHEET: Summary
 Training Cost Analysis (TCA)
 ** SEE "Instructions: Budget Estimate Worksheet - Summary" **

ACADEMIC
 TECHNICAL

PROJECT TITLE
 CLASP II

PROJECT NUMBER
 125-3687.10

TOTAL PROJECT
 3.00 YEARS

PROJECT WRITER

PARTICIPANT MONTHS PROJECTED (THIS YEAR) 63
 DATE BUDGET PREPARED 06/16/1989

COMMENTS:

Summary of Participant Costs for 1 Academic and 20 Technical Participants for three years.

I. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES/TRAINING ACTIVITIES	ACADEMIC Number of Participants	TRAINING Item Cost	TECHNICAL Number of Participants	TRAINING Item Cost	LINE TOTAL
A. Education/Training Cost	1	\$ 14,277.86	20	\$ 60,000.00	\$ 74,277.86
1. Tuition/Fees	1	\$ 14,277.86			\$ 14,277.86
2. Training Costs					
3. Package Program Costs			20	\$ 60,000.00	\$ 60,000.00
4. Other (Mission Option)					
B. ALLOWANCES	1	\$ 21,885.90	20	\$ 48,900.00	\$ 70,785.90
1. Maintenance Advance	1	\$ 1,950.00	20	\$ 39,000.00	\$ 40,950.00
2. Living/Maintenance	1	\$ 16,192.96			\$ 16,192.96
3. Per Diem	1	\$ 852.36	20	\$ 7,500.00	\$ 8,352.36
4. Books & Equipment	1	\$ 1,568.63	20	\$ 1,200.00	\$ 2,768.63
5. Book Shipment	1	\$ 129.79	20	\$ 1,200.00	\$ 1,329.79
6. Typing (papers) - Academic Only	1	\$ 624.32			\$ 624.32
7. Thesis - Academic Only	1	\$ 324.48			\$ 324.48
8. Doctoral Dissertation - Academic					
9. Professional Membership	1	\$ 243.36			\$ 243.36
10. Other (Mission Option)					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Summary
 Training Cost Analysis (TCA)

** SEE "Instructions: Budget Estimate Worksheet - Summary" **

ACADEMIC
 TECHNICAL

PROJECT NUMBER
 125-3687.10

COMMENTS

I. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES/TRAINING ACTIVITIES	ACADEMIC Number of Participants	TRAINING Item Cost	TECHNICAL Number of Participants	TRAINING Item Cost	LINE TOTAL
C. Travel	1	\$ 1,352.80	20	\$ 10,000.00	\$ 11,352.80
1. International					
2. Local	1	\$ 1,352.80	20	\$ 10,000.00	\$ 11,352.80
3. Other (Mission Option)					
D. Insurances	1	\$ 820.52	20	\$ 1,360.00	\$ 2,180.52
1. HAC for U.S.	1	\$ 820.52	20	\$ 1,360.00	\$ 2,180.52
2. Required by Institution					
3. Other (Mission Option)					
E. Supplemental Activities	1	\$ 1,317.00	20	\$ 34,500.00	\$ 35,817.00
1. ELT, In-Country					
2. ELT, U.S.	1	\$ 380.00			\$ 380.00
3. Academic Up-Grade					
4. Reception Services			20	\$ 4,000.00	\$ 4,000.00
5. WIC Orientation	1	\$ 325.00	20	\$ 6,500.00	\$ 6,825.00
6. Other Orientation					
7. Interpreters/Escorts			20	\$ 24,000.00	\$ 24,000.00
8. Internship/Cooperative					
9. Enrichment Program					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

BUDGET ESTIMATE WORKSHEET: Summary

Training Cost Analysis (TCA)

** SEE "Instructions: Budget Estimate Worksheet - Summary" **

ACADEMIC
 TECHNICAL

PROJECT NUMBER
125-3687.10

COMMENTS

I. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES/TRAINING ACTIVITIES	ACADEMIC Number of Participants	TRAINING Item Cost	TECHNICAL Number of Participants	TRAINING Item Cost	LINE TOTAL
10. Mid-Winter Community Seminars	1	\$ 612.00			\$ 612.00
11. Follow-Up/Career Development					
12. Other (Mission Option)					

TOTAL PARTICIPANT COSTS (A + B + C + D + E) =

\$ 194,414.08

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Summary
Training Cost Analysis (TCA)
**** SEE "Instructions: Budget Estimate Worksheet - Summary" ****

PROJECT TITLE CLASP II	PROJECT NUMBER 125-3687.10	PROJECT YEAR 1 of 3.00 Years
PROJECT WRITER	PARTICIPANT MONTHS PROJECTED (THIS YEAR) 43	DATE BUDGET PREPARED 06/16/1989

COMMENTS:
 Summary for Year 1 for 1 Academic and 20 Technical Participants. (Participant Costs)

1. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES/TRAINING ACTIVITIES	ACADEMIC Number of Participants	TRAINING Item Cost	TECHNICAL Number of Participants	TRAINING Item Cost	LINE TOTAL
A. Education/Training Cost	1	\$ 2,850.00	20	\$ 60,000.00	\$ 62,850.00
1. Tuition/Fees	1	\$ 2,850.00			\$ 2,850.00
2. Training Costs					
3. Package Program Costs			20	\$ 60,000.00	\$ 60,000.00
4. Other (Mission Option)					
B. ALLOWANCES	1	\$ 4,120.00	20	\$ 48,900.00	\$ 53,020.00
1. Maintenance Advance	1	\$ 1,950.00	20	\$ 39,000.00	\$ 40,950.00
2. Living/Maintenance	1	\$ 1,400.00			\$ 1,400.00
3. Per Diem	1	\$ 375.00	20	\$ 7,500.00	\$ 7,875.00
4. Books & Equipment	1	\$ 195.00	20	\$ 1,200.00	\$ 1,395.00
5. Book Shipment			20	\$ 1,200.00	\$ 1,200.00
6. Typing (papers) - Academic Only	1	\$ 200.00			\$ 200.00
7. Thesis - Academic Only					
8. Doctoral Dissertation - Academic					
9. Professional Membership					
10. Other (Mission Option)					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Summary
 Training Cost Analysis (TCA)
 ** SEE "Instructions: Budget Estimate Worksheet - Summary" **

ACADEMIC
 TECHNICAL

PROJECT NUMBER
 125-3687.10

COMMENTS

1. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES/TRAINING ACTIVITIES	ACADEMIC Number of Participants	TRAINING Item Cost	TECHNICAL Number of Participants	TRAINING Item Cost	LINE TOTAL
C. Travel					
1. International	1	\$ 500.00	20	\$ 10,000.00	\$ 10,500.00
2. Local	1	\$ 500.00	20	\$ 10,000.00	\$ 10,500.00
3. Other (Mission Option)					
D. Insurances					
1. HAD for U.S.	1	\$ 102.00	20	\$ 1,360.00	\$ 1,462.00
2. Required by Institution	1	\$ 102.00	20	\$ 1,360.00	\$ 1,462.00
3. Other (Mission Option)					
E. Supplemental Activities					
1. ELT, In-Country	1	\$ 1,005.00	20	\$ 34,500.00	\$ 35,505.00
2. ELT, U.S.	1	\$ 360.00			\$ 360.00
3. Academic Up-Grade					
4. Reception Services			20	\$ 4,000.00	\$ 4,000.00
5. WIC Orientation	1	\$ 325.00	20	\$ 6,500.00	\$ 6,825.00
6. Other Orientation					
7. Interpreters/Escorts			20	\$ 24,000.00	\$ 24,000.00
8. Internship/Cooperative					
9. Enrichment Program					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Summary
Training Cost Analysis (TCA)

** SEE "Instructions: Budget Estimate Worksheet - Summary" **

ACADEMIC
 TECHNICAL

PROJECT NUMBER
125-3687.10

COMMENTS

I. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES/TRAINING ACTIVITIES	ACADEMIC Number of Participants	TRAINING Item Cost	TECHNICAL Number of Participants	TRAINING Item Cost	LINE TOTAL
10. Mid-Winter Community Seminars	1	\$ 300.00			\$ 300.00
11. Follow-Up/Career Development					
12. Other (Mission Option)					

TOTAL PARTICIPANT COSTS (A + B + C + D + E) =

\$ 163,337.00

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Summary
 Training Cost Analysis (TCA)
 ** SEE "Instructions: Budget Estimate Worksheet - Summary" **

ACADEMIC
 TECHNICAL
 PROJECT YEAR
2 Of 3.00 Years
 DATE BUDGET PREPARED
 06/16/1989

PROJECT TITLE
 CLASP II
 PROJECT WRITER

PROJECT NUMBER
 125-3687.10
 PARTICIPANT MONTHS PROJECTED
 (THIS YEAR) 12

COMMENTS:

Summary for Year 2 for 1 Academic and 20 Technical Participants. (Participant Costs)

I. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES/TRAINING ACTIVITIES	ACADEMIC Number of Participants	TRAINING Item Cost	TECHNICAL Number of Participants	TRAINING Item Cost	LINE TOTAL
A. Education/Training Cost	1	\$ 7,102.00			\$ 7,102.00
1. Tuition/Fees	1	\$ 7,102.00			\$ 7,102.00
2. Training Costs					
3. Package Program Costs					
4. Other (Mission Option)					
B. ALLOWANCES	1	\$ 9,989.20			\$ 9,989.20
1. Maintenance Advance					
2. Living/Maintenance	1	\$ 8,736.00			\$ 8,736.00
3. Per Diem	1	\$ 234.00			\$ 234.00
4. Books & Equipment	1	\$ 811.20			\$ 811.20
5. Book Shipment					
6. Typing (papers) - Academic Only	1	\$ 208.00			\$ 208.00
7. Thesis - Academic Only					
8. Doctoral Dissertation - Academic					
9. Professional Membership					
10. Other (Mission Option)					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Summary
Training Cost Analysis (TCA)

** SEE "Instructions: Budget Estimate Worksheet - Summary" **

ACADEMIC
 TECHNICAL

PROJECT NUMBER
125-3687.10

COMMENTS

1. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES/TRAINING ACTIVITIES	ACADEMIC Number of Participants	TRAINING Item Cost	TECHNICAL Number of Participants	TRAINING Item Cost	LINE TOTAL
C. Travel					
1. International	1	\$ 312.00		\$	312.00
2. Local	1	\$ 312.00		\$	312.00
3. Other (Mission Option)					
D. Insurances					
1. HAC for U.S.	1	\$ 424.32		\$	424.32
2. Required by Institution	1	\$ 424.32		\$	424.32
3. Other (Mission Option)					
E. Supplemental Activities					
1. ELT, In-Country	1	\$ 312.00		\$	312.00
2. ELT, U.S.					
3. Academic Up-Grade					
4. Reception Services					
5. WIC Orientation					
6. Other Orientation					
7. Interpreters/Escorts					
8. Internship/Cooperative					
9. Enrichment Program					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Summary
Training Cost Analysis (TCA)

** SEE "Instructions: Budget Estimate Worksheet - Summary" **

ACADEMIC
 TECHNICAL

PROJECT NUMBER
125-3687.10

COMMENTS

I. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES/TRAINING ACTIVITIES	ACADEMIC Number of Participants	TRAINING Item Cost	TECHNICAL Number of Participants	TRAINING Item Cost	LINE TOTAL
10. Mid-Winter Community Seminars	1	\$ 312.00			\$ 312.00
11. Follow-Up/Career Development					
12. Other (Mission Option)					

TOTAL PARTICIPANT COSTS (A + B + C + D + E) =

\$ 18,109.52

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Summary
Training Cost Analysis (TCA)

** SEE "Instructions: Budget Estimate Worksheet - Summary" **

PROJECT TITLE
CLASP II

PROJECT NUMBER
125-3687.10

IX) ACADEMIC
IX) TECHNICAL

PROJECT YEAR
3 of 3.00 Years

PROJECT WRITER

PARTICIPANT MONTHS PROJECTED
(THIS YEAR) 8

DATE BUDGET PREPARED
06/16/1969

COMMENTS:

Summary for Year 3 for 1 Academic and 20 Technical Participants (Participant Costs)

I. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES/TRAINING ACTIVITIES	ACADEMIC Number of Participants	TRAINING Item Cost	TECHNICAL Number of Participants	TRAINING Item Cost	LINE TOTAL
A. Education/Training Cost	1	\$ 4,325.86			\$ 4,325.86
1. Tuition/Fees	11	\$ 4,325.86			\$ 4,325.86
2. Training Costs					
3. Package Program Costs					
4. Other (Mission Option)					
B. ALLOWANCES	1	\$ 7,776.70			\$ 7,776.70
1. Maintenance Advance					
2. Living/Maintenance	1	\$ 6,056.96			\$ 6,056.96
3. Per Diem	1	\$ 243.36			\$ 243.36
4. Books & Equipment	1	\$ 562.43			\$ 562.43
5. Book Shipment	1	\$ 129.79			\$ 129.79
6. Typing (papers) - Academic Only	1	\$ 216.32			\$ 216.32
7. Thesis - Academic Only	1	\$ 324.48			\$ 324.48
8. Doctoral Dissertation - Academic					
9. Professional Membership	1	\$ 243.36			\$ 243.36
10. Other (Mission Option)					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Summary
 Training Cost Analysis (TCA)
 ** SEE "Instructions: Budget Estimate Worksheet - Summary" **

[X] ACADEMIC
 [X] TECHNICAL

PROJECT NUMBER
 125-3687.10

COMMENTS

I. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES/TRAINING ACTIVITIES	ACADEMIC Number of Participants	TRAINING Item Cost	TECHNICAL Number of Participants	TRAINING Item Cost	LINE TOTAL
C. Travel	1	\$ 540.80			\$ 540.80
1. International					
2. Local	1	\$ 540.80			\$ 540.80
3. Other (Mission Option)					
D. Insurances	1	\$ 294.20			\$ 294.20
1. HAC for U.S.	1	\$ 294.20			\$ 294.20
2. Required by Institution					
3. Other (Mission Option)					
E. Supplemental Activities					
1. ELT, In-Country					
2. ELT, U.S.					
3. Academic Up-Grade					
4. Reception Services					
5. WIC Orientation					
6. Other Orientation					
7. Interpreters/Escorts					
8. Internship/Cooperative					
9. Enrichment Program					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Summary
 Training Cost Analysis (TCA)

** SEE "Instructions: Budget Estimate Worksheet - Summary" **

ACADEMIC
 TECHNICAL

PROJECT NUMBER
 125-3687.10

COMMENTS

I. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES/TRAINING ACTIVITIES	ACADEMIC Number of Participants	TRAINING Item Cost	TECHNICAL Number of Participants	TRAINING Item Cost	LINE TOTAL
10. Mid-Winter Community Seminars					
11. Follow-Up/Career Development					
12. Other (Mission Option)					

TOTAL PARTICIPANT COSTS (A + B + C + D + E) =

\$ 12,937.56

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
 Training Cost Analysis (TCA)

** SEE "Instructions: Budget Estimate Worksheet" **

ACADEMIC
 TECHNICAL

PROJECT TITLE
 CLASP II, FIREFIGHTERS

PROJECT NUMBER
 1125-3687.10

PROJECT YEAR
 1 of 3.00 Years

PROJECT WRITER

PARTICIPANT MONTHS PROJECTED (THIS YEAR) 40
 DATE BUDGET PREPARED 06/16/1989

COMMENTS:

1. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
A. Education/Training Cost	20				\$ 60,000.00
1. Tuition/Fees	20				
Regular Session		1	\$.00	\$.00	
Summer Session					
2. Training Costs					
3. Package Program Costs	20		\$ 3,000.00	\$ 60,000.00	
4. Other (Mission Option)					
B. ALLOWANCES	20				\$ 48,900.00
1. Maintenance Advance	20		\$ 1,950.00	\$ 39,000.00	
2. Living/Maintenance					
3. Per Diem	20	5	\$ 75.00	\$ 7,500.00	
4. Books & Equipment	20	2	\$ 60.00	\$ 1,200.00	
5. Book Shipment	20		\$ 60.00	\$ 1,200.00	
6. Typing (papers) - Academic Only					
7. Thesis - Academic Only					
8. Doctoral Dissertation - Academic					
9. Professional Membership					
10. Other (Mission Option)					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
 Training Cost Analysis (TCA)

** SEE "Instructions: Budget Estimate Worksheet" **

ACADEMIC
 TECHNICAL

PROJECT NUMBER
 125-3687.10

COMMENTS

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
C. Travel	20				\$ 10,000.00
1. International					
2. Local	20		\$ 500.00	\$ 10,000.00	
3. Other (Mission Option)					
D. Insurances	20				\$ 1,360.00
1. HAC for U.S.	20	2	\$ 34.00	\$ 1,360.00	
2. Required by Institution					
3. Other (Mission Option)					
E. Supplemental Activities	20				\$ 34,500.00
1. ELT, In-Country					
2. ELT, U.S.					
3. Academic Up-Grade					
4. Reception Services	20		\$ 200.00	\$ 4,000.00	
5. WIC Orientation	20		\$ 325.00	\$ 6,500.00	
6. Other Orientation					
7. Interpreters/Escorts	20		\$ 1,200.00	\$ 24,000.00	
8. Internship/Cooperative					
9. Enrichment Program					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
Training Cost Analysis (TCA)

** SEE "Instructions: Budget Estimate Worksheet" **

ACADEMIC
 TECHNICAL

PROJECT NUMBER
125-3687.10

COMMENTS

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
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10. Mid-Winter Community Seminars

11. Follow-Up/Career Development

12. Other (Mission Option)

TOTAL PARTICIPANT COSTS (A + B + C + D + E) =

154,760.00

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
 Training Cost Analysis (TCA)

** SEE "Instructions: Budget Estimate Worksheet" **

ACADEMIC
 TECHNICAL

PROJECT TITLE
 CLASP II, AQUACULTURE

PROJECT NUMBER
 1125-3687.10

PROJECT YEAR
 1 OF 3.00 Years

PROJECT WRITER
 EC

PARTICIPANT MONTHS PROJECTED
 (THIS YEAR) 3

DATE BUDGET PREPARED
 06/16/1989

COMMENTS:

1. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
A. Education/Training Cost	1				\$ 2,850.00
1. Tuition/Fees					
Regular Session	1	1	\$ 2,850.00	\$ 2,850.00	
Summer Session					
2. Training Costs					
3. Package Program Costs					
4. Other (Mission Option)					
B. ALLOWANCES	1				\$ 4,120.00
1. Maintenance Advance	1		\$ 1,950.00	\$ 1,950.00	
2. Living/Maintenance	1	2	\$ 700.00	\$ 1,400.00	
3. Per Diem	1	5	\$ 75.00	\$ 375.00	
4. Books & Equipment	1	3	\$ 65.00	\$ 195.00	
5. Book Shipment					
6. Typing (papers) - Academic Only	1		\$ 200.00	\$ 200.00	
7. Thesis - Academic Only					
8. Doctoral Dissertation - Academic					
9. Professional Membership					
10. Other (Mission Option)					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
Training Cost Analysis (TCA)

** SEE "Instructions: Budget Estimate Worksheet" **

ACADEMIC
 TECHNICAL

PROJECT NUMBER
125-3687.10

COMMENTS

1. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
C. Travel					
1. International	1				\$ 500.00
2. Local	1		\$ 500.00	\$ 500.00	
3. Other (Mission Option)					
D. Insurances					
1. HAC for U.S.	1	3	\$ 34.00	\$ 102.00	\$ 102.00
2. Required by Institution					
3. Other (Mission Option)					
E. Supplemental Activities					
1. ELT, In-Country	1				\$ 1,005.00
2. ELT, U.S.	1		\$ 380.00	\$ 380.00	
3. Academic Up-Grade					
4. Reception Services					
5. WIC Orientation	1		\$ 325.00	\$ 325.00	
6. Other Orientation					
7. Interpreters/Escorts					
8. Internship/Cooperative					
9. Enrichment Program					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
Training Cost Analysis (TCA)

** SEE "Instructions: Budget Estimate Worksheet" **

ACADEMIC
 TECHNICAL

PROJECT NUMBER
125-3687.10

COMMENTS

1. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
10. Mid-Winter Community Seminars	1		\$ 300.00	\$ 300.00	
11. Follow-Up/Career Development					
12. Other (Mission Option)					

TOTAL PARTICIPANT COSTS (A + B + C + D + E) =

\$ 8,577.00

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
 Training Cost Analysis (TCA)
 ** SEE "Instructions: Budget Estimate Worksheet" **

ACADEMIC
 TECHNICAL

PROJECT TITLE
 CLASF II, AQUACULTURE

PROJECT NUMBER
 1125-3687.10

PROJECT YEAR
 2 Of 3.00 Years

PROJECT WRITER

PARTICIPANT MONTHS PROJECTED
 (THIS YEAR) 12

DATE BUDGET PREPARED
 06/16/1989

COMMENTS:

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
A. Education/Training Cost	1				\$ 7,102.00
1. Tuition/Fees					
Regular Session	1	2	\$ 3,021.00	\$ 6,042.00	
Summer Session	1	1	\$ 1,060.00	\$ 1,060.00	
2. Training Costs					
3. Package Program Costs					
4. Other (Mission Option)					
B. ALLOWANCES	1				\$ 9,989.20
1. Maintenance Advance					
2. Living/Maintenance	1	12	\$ 728.00	\$ 8,736.00	
3. Per Diem	1	3	\$ 78.00	\$ 234.00	
4. Books & Equipment	1	12	\$ 67.60	\$ 811.20	
5. Book Shipment					
6. Typing (papers) - Academic Only	1		\$ 208.00	\$ 208.00	
7. Thesis - Academic Only					
8. Doctoral Dissertation - Academic					
9. Professional Membership					
10. Other (Mission Option)					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
Training Cost Analysis (TCA)

** SEE "Instructions: Budget Estimate Worksheet" **

ACADEMIC
 TECHNICAL

PROJECT NUMBER
125-3687.10

COMMENTS

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
C. Travel	1				\$ 312.00
1. International					
2. Local	1		\$ 312.00	\$ 312.00	
3. Other (Mission Option)					
D. Insurances	1				\$ 424.32
1. HAC for U.S.	1	12	\$ 35.36	\$ 424.32	
2. Required by Institution					
3. Other (Mission Option)					
E. Supplemental Activities	1				\$ 312.00
1. ELT, In-Country					
2. ELT, U.S.					
3. Academic Up-Grade					
4. Reception Services					
5. WIC Orientation					
6. Other Orientation					
7. Interpreters/Escorts					
8. Internship/Cooperative					
9. Enrichment Program					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
 Training Cost Analysis (TCA)

** SEE "Instructions: Budget Estimate Worksheet" **

ACADEMIC
 TECHNICAL

PROJECT NUMBER
 125-3687.10

COMMENTS

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
10. Mid-Winter Community Seminars	1		\$ 312.00	\$ 312.00	
11. Follow-Up/Career Development					
12. Other (Mission Option)					

TOTAL PARTICIPANT COSTS (A + B + C + D + E) =

\$ 18,179.52

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

** SEE "Instructions: Budget Estimate Worksheet" **

ACADEMIC
 TECHNICAL

PROJECT TITLE
CLASP II, AQUACULTURE

PROJECT NUMBER
1125-3687.10

PROJECT YEAR
3 OF 3.00 Years

PROJECT WRITER

PARTICIPANT MONTHS PROJECTED
(THIS YEAR) 8

DATE BUDGET PREPARED
06/16/1989

COMMENTS:

1. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
A. Education/Training Cost	1				\$ 4,325.86
1. Tuition/Fees					
Regular Session	1	1	\$ 3,202.26	\$ 3,202.26	
Summer Session	1	1	\$ 1,123.60	\$ 1,123.60	
2. Training Costs					
3. Package Program Costs					
4. Other (Mission Option)					
B. ALLOWANCES	1				\$ 7,776.70
1. Maintenance Advance					
2. Living/Maintenance	1	8	\$ 757.12	\$ 6,056.96	
3. Per Diem	1	3	\$ 81.12	\$ 243.36	
4. Books & Equipment	1	8	\$ 70.30	\$ 562.43	
5. Book Shipment	1		\$ 129.79	\$ 129.79	
6. Typing (papers) - Academic Only	1		\$ 216.32	\$ 216.32	
7. Thesis - Academic Only	1		\$ 324.48	\$ 324.48	
8. Doctoral Dissertation - Academic					
9. Professional Membership	1		\$ 243.36	\$ 243.36	
10. Other (Mission Option)					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
 Training Cost Analysis (TCA)

** SEE "Instructions: Budget Estimate Worksheet" **

ACADEMIC
 TECHNICAL

PROJECT NUMBER
 125-3687.10

COMMENTS

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
C. Travel	1				\$ 540.80
1. International					
2. Local	1		\$ 540.80	\$ 540.80	
3. Other (Mission Option)					
D. Insurances	1				\$ 294.20
1. HAC for U.S.	1	8	\$ 36.77	\$ 294.20	
2. Required by Institution					
3. Other (Mission Option)					
E. Supplemental Activities					
1. ELT, In-Country					
2. ELT, U.S.					
3. Academic Up-Grade					
4. Reception Services					
5. WIC Orientation					
6. Other Orientation					
7. Interpreters/Escorts					
8. Internship/Cooperative					
9. Enrichment Program					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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RUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
 Training Cost Analysis (TCA)

** SEE "Instructions: Budget Estimate Worksheet" **

ACADEMIC
 TECHNICAL

PROJECT NUMBER
 125-3687.10

COMMENTS

1. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	ISUE:TOTAL	TOTAL
10. Mid-Winter Community Seminars					
11. Follow-Up/Career Development					
12. Other (Mission Option)					

TOTAL PARTICIPANT COSTS (A + B + C + D + E) =

\$ 12,937.56

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Summary
 Training Cost Analysis (TCA)

ACADEMIC
 TECHNICAL

PROJECT TITLE
 CLASP II

PROJECT NUMBER
 125-3687.10

COMMENTS:

II. ADMINISTRATIVE COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	TOTAL
II.F. Administrative Costs	\$ 10,750	\$ 3,000	\$ 2,000			\$ 15,750
1. Salaries (Total)						
a. Professional						
i. U.S.						
ii. Field						
b. Support Staff						
i. U.S.						
ii. Field						
2. Fringe Benefits						
3. Travel (Total)						
a. International						
b. Local						
4. Consultant Fees (Total)						
a. United States						
b. Field						
5. Equipment						
6. Sub-Contracts						
7. Indirect Costs						
B. Other (Mission Option)						
TOTAL PARTICIPANT COSTS (A+B+C+D+E+F)=	\$ 174,087	\$ 21,139	\$ 14,937			\$ 210,164

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AGENCY FOR INTERNATIONAL DEVELOPMENT
WASHINGTON DC 20523

LAC-IEE-89-47

ENVIRONMENTAL THRESHOLD DECISION

Project Location : LAC Regional
Project Title : Caribbean Latin American
Scholarship Program II
Project Number : 598-0661 and 597-0044
Funding : \$200 million
Life of Project : Eight years
IEE Prepared by : Elizabeth Warfield
LAC/DR/CEN
Recommended Threshold Decision : Categorical Exclusion
Bureau Threshold Decision : Concur with Recommendation
Comments : None
Copy to : Joe Carney, LAC/DR/EST ✓
Copy to : Elizabeth Warfield, LAC/DR/CEN
Copy to : IEE File

James S. Hester Date JUN 16 1989
James S. Hester
Chief Environmental Officer
Bureau for Latin America
and the Caribbean

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INITIAL ENVIRONMENTAL EXAMINATION

Project Location : LAC Regional

Project Title : Caribbean Latin American
Scholarship Program II

Funding : \$200 million

Project Description

The goal of the Caribbean Latin America Scholarship Program II is to promote broad-based economic and social development in the LAC countries by encouraging and strengthening democratic pluralism and free enterprise economies. The program purpose is to equip a broad base of leaders and potential leaders in LAC countries with specialized skills, training, and academic education, and with an appreciation and understanding of the workings of democratic processes within a free enterprise economy.

To achieve the goal and purpose, CLASP II will provide \$200 million in A.I.D. grant funds through 13 mission projects and an LAC regional project over eight years for customized training programs incorporating both Experience America and follow-on activities. All CLASP II participants will be leaders or potential leaders on the local, community, or national levels and participants will be representative of the social and economic structure in each country.

Environmental Impact

The proposed project will not involve activities that have a harmful effect on the natural or physical environment. The activities which will be carried out qualify for a categorical exclusion according to Section 216.2(c) (2)(i) of 22 CFR as "education, technical assistance or training programs except to the extent such programs included activities directly affecting the environment (such as construction of facilities, etc.)."

Recommendation

Based on the categorical exclusion discussed above, LAC/DR recommends that the Caribbean Latin American Scholarship Program II be given a Categorical Exclusion determination requiring no further environmental review.

Concurrence:



Terrence J. Brown

Director

Office of Development Resources

Bureau for Latin America and
the Caribbean

6/14/89

Date

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