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**Third Annual Report
of
The Caribbean and Latin American
Scholarship Program**

EXECUTIVE SUMMARY

**Submitted to:
Office of Development Resources
Latin America/Caribbean Bureau
Agency for International Development**

**Submitted by:
Aguirre International
411 Borel Avenue, Suite 402
San Mateo, CA 94402**

and

**Checchi and Company Consulting, Inc.
1730 Rhode Island Avenue, N.W.
Washington, D.C. 20036-3193**

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EXECUTIVE SUMMARY

INTRODUCTION

The purpose of this annual report is to provide an overview of the implementation status of the Caribbean and Latin American Scholarships Program (CLASP), a direct response to recommendations made by the National Bipartisan Commission on Central America (the Kissinger Report) of January 1984 that scholarships be provided to over 10,000 individuals from Central America. The CLASP program, authorized in February 1985 has two major components, the Central America Peace Scholarships Project (CAPS) and the Latin American and Caribbean II project (LAC II) directed toward the Caribbean and South America. The latter has two sub-projects: the Presidential Training Initiative for the Island Caribbean (PTIIC) and the Andean Peace Scholarship Program (APSP). The PTIIC and APSP Projects will each provide training to 1,525 individuals from their countries.

The three regional projects of the CLASP program will provide training in the United States to over 15,000 individuals between 1985 and 1993. The scope of the three projects include:

- o the Central American Peace Scholarships (CAPS) which trains individuals from Belize, Costa Rica, El Salvador, Guatemala, Honduras, and Panama;
- o the Presidential Training Initiative for the Island Caribbean (PTIIC) which provides training for individuals from the Dominican Republic, Haiti, Jamaica, and the Regional Development Office for the Caribbean (RDO/C) representing several nations of the Eastern Caribbean; and,
- o the Andean Peace Scholarship Program (APSP) which provides training for individuals from Bolivia, Colombia, Ecuador, and Peru.

CLASP has two parallel goals: (a) to strengthen the human resources base of the Latin American region through training in skills essential for social, economic, and political development; and (b) to strengthen the mutual ties of friendship and understanding between the countries of the LAC region and the United States, including an appreciation for democratic institutions and the value of a free press.

SPECIAL CHARACTERISTICS OF CLASP

CLASP has a number of special characteristics, some of which are shared by other U.S. participant training projects sponsored by AID. A number of these characteristics are particular to **CLASP**:

- o **CLASP** is targeted on the socio-economically disadvantaged in rural and urban areas, on women, and on individuals who are either leaders or exhibit leadership potential.
- o The design of the program begins with the trainee; once the Trainee is identified, the training program is built around his/her training needs.
- o All participating AID Missions are charged with making special arrangements for Trainee recruitment and selection. In order to assure the broadest and most impartial base for recruiting and selecting participants, Missions have formed committees composed of individuals and organizations that are representative of the private and public sectors in their countries.
- o Participating AID Missions are also responsible for adequately preparing **CLASP** scholars for their programs of study in the United States; all Missions must organize predeparture orientation programs for the participants and, where appropriate, make arrangements for English language and remedial training in their countries prior to departing for the U.S.
- o The **CLASP** program requires that all scholars experience firsthand social and democratic institutions, processes, and values of the United States. During their formal training scholars are provided opportunities through the Experience America component to become involved in the daily lives of individual American families and in activities of community, professional, and governmental organizations.
- o The **CLASP** program, to be successful, requires structured and continual contact with individuals once the scholars return to their countries. All participating **CLASP** Missions are charged with putting in place specially tailored follow-on programs for Trainees who have returned to their home countries.
- o All **CLASP** Missions are charged with instituting practices for containing costs to ensure that training programs are implemented with reasonable levels of expenditure.

MANAGEMENT OF THE CLASP PROGRAM

CLASP is one of the largest and most complex participant training programs undertaken to date by AID: 20 AID Missions representing 25 countries; 12 U.S.-based placement contractors; and more than 250 institutions of higher education in 42 states, the District of Columbia and Puerto Rico. In order to manage and guide the large number of individuals and organizations that contribute to the achievement of CLASP objectives, a number of management systems have been put into place:

- o The Missions provide data monthly to AID/W on Trainee status through the CLASP Information System (CIS). CIS is a computerized data base that provides both Missions and AID/W with reports on the status of participants, selection criteria, and types of training.
- o A process evaluation contractor, Aguirre International, visits AID Missions on a regular basis to obtain data on returned Trainees, examine Mission management of the CLASP program, and report findings and suggestions to AID/W.
- o The Country Training Plan prepared by the Mission provides the rationale for its participant training program and describes how this training will be carried out. The CTP and its annual update serve as the basis for AID/W oversight of the program to assure compliance with policy guidance and for approval of annual funding.
- o The CLASP Project Paper sets out the basic policies that Missions must adhere to in implementing CLASP.
- o Policy guidance cables sent to field Missions expand on this guidance.
- o AID/W has organized a high level CLASP oversight committee composed of the Director of LAC/DR, the two Deputy Directors, and the Chief and Deputy Chief of LAC/DR/EST. Regular meetings of this group are focussed on detecting problems and solving them before they assume major importance.

THE CLASP PROJECTS

With the creation of CLASP in 1985, AID established the Central American Peace Scholarships (CAPS) project (CAPS #597-0001) which would train 7,063 scholars (revised to 8,500 and later to 12,200) with 3,000 additional scholars funded through

the United States Information Agency (USIA). The length of this \$207 million project which serves Belize, Costa Rica, El Salvador, Guatemala, Honduras, and Panama is through FY 1993.

The PTIIC project was the result of a presidential announcement made in Grenada in February, 1986, and was launched in late FY 1986 at the request of the National Security Council. PTIIC, which was first described in the amended CLASP Project Paper of October, 1986, was limited to four AID Missions in the Caribbean: the Dominican Republic, Haiti, Jamaica, and the RDO/C, which is located in Barbados and serves eight other island nations. Together these Missions providing \$27 million for the training of 1,525 individuals.

The United States has an important stake in the survival of democracy and in renewed economic growth of the Andean countries because of their geographic location, their natural resources, and their leadership in Latin America. Therefore, the Andean Peace Scholarship Program (APSP) was initiated in late FY 1987 to provide \$27 million to train 1,750 individuals from the public and private sectors of Bolivia, Colombia, Ecuador, and Peru.

CLASP TARGETS

The CLASP Project Paper and subsequent policy guidance set out a number of specific targets that are to be met during the life of the program:

- o 15,000 individuals from the LAC region sent to the United States for training over the life of the project;
- o a minimum of 20% of these individuals are to be placed in long-term training (training of nine months or more);
- o 40% of all CLASP Trainees should be women; and
- o 70% of all CLASP Trainees should be socially and economically disadvantaged.

ACCOMPLISHMENTS TO DATE UNDER CLASP

Between the program's inception in February 1985 and September 30, 1988, Missions have recruited, selected oriented and sent 9,652 Trainees to the U.S. Table 1.1 is a listing by Mission of Trainee new starts through FY 88.

The information in Table 1.1 shows that Missions have maintained a fast pace in sending Trainees to the U.S.

Table 1.1
CLASP TRAINEES BY MISSION AND PROGRAM
 Through 9-30-88

<u>Mission</u>	<u>Total</u>	<u>% Female</u>	<u>% Long-term</u>	<u>% Disadv.</u>
CAPS				
Belize	228	43%	22%	74%
Costa Rica	1054	45%	16%	95%
El Salvador	942	33%	27%	56%
Guatemala	3094	46%	9%	94%
Honduras	1307	32%	25%	63%
Panama	439	29%	91%	88%
ROCAP	483	19%	1%	71%
<u>CASP</u>	<u>881</u>	<u>41%</u>	<u>77%</u>	<u>100%</u>
CAPS TOTAL	8428	39%	26%	84%
PTIIC				
Dominican R.	130	42%	84%	78%
Haiti	176	39%	25%	68%
Jamaica	178	65%	22%	22%
<u>RDOC</u>	<u>452</u>	<u>53%</u>	<u>29%</u>	<u>92%</u>
PTIIC TOTAL	936	51%	35%	72%
APSP				
Bolivia	97	58%	0%	72%
Ecuador	68	46%	19%	0%
Peru	84	61%	10%	90%
<u>Colombia</u>	<u>39</u>	<u>77%</u>	<u>0%</u>	<u>97%</u>
APSP TOTAL	288	58%	7%	64%
GRAND TOTAL	9652	41%	26%	82%

Source: CLASP Information System (CIS)

Figure 1.1 displays the life of project targets for which there are numerical goals. These are women 40%; long-term 30%; and disadvantaged (70%). As indicated in the graph, Agency project staff are approaching goals for life of project even though additional new Trainee starts are planned for FY 1989 and FY 1990.

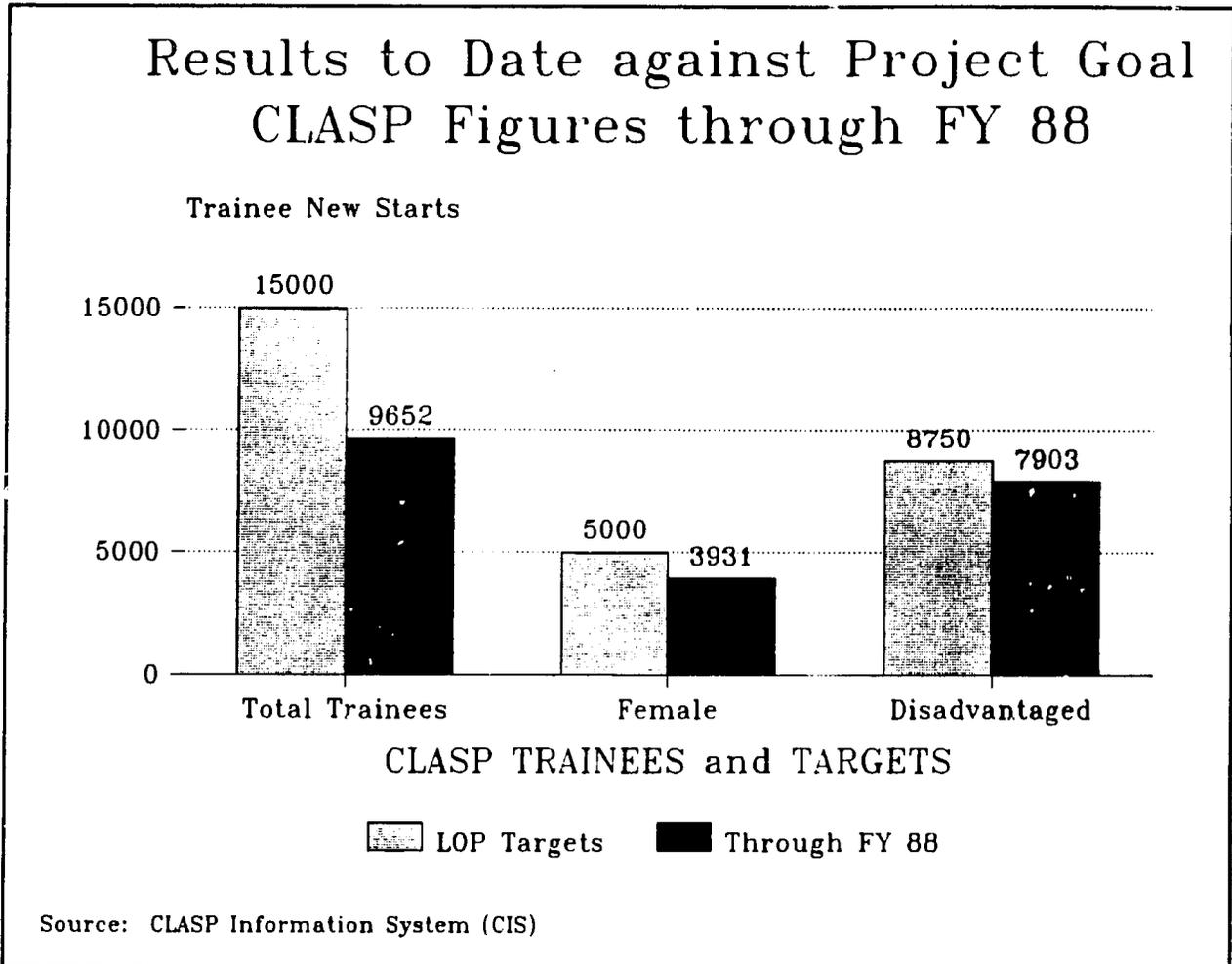


FIGURE 1.1 indicates that by the end of FY 88, Mission project staff are already approaching their life of project numerical goals for selection of women, long-term, and disadvantaged.

Achievement of quantifiable targets

- o 9,652 individuals have initiated training in the United States;
- o of this number, approximately 2505 or 26% have been enrolled in long-term training programs of between 9 months and 4 years;
- o 3,931 (41%) CLASP Trainees have been females; and,

- o 7,903 (82%) have been socially and economically disadvantaged.

Missions staff have paid attention to non-numerical target populations as well. Figure 1.2 shows accomplishments as of the end of FY 88 in reaching such selection targets as rural, youth and leaders. It should be noted that the numbers reported here are not cumulative; for example, a Trainee may be both female and disadvantaged. This Trainee would be counted in both target categories.

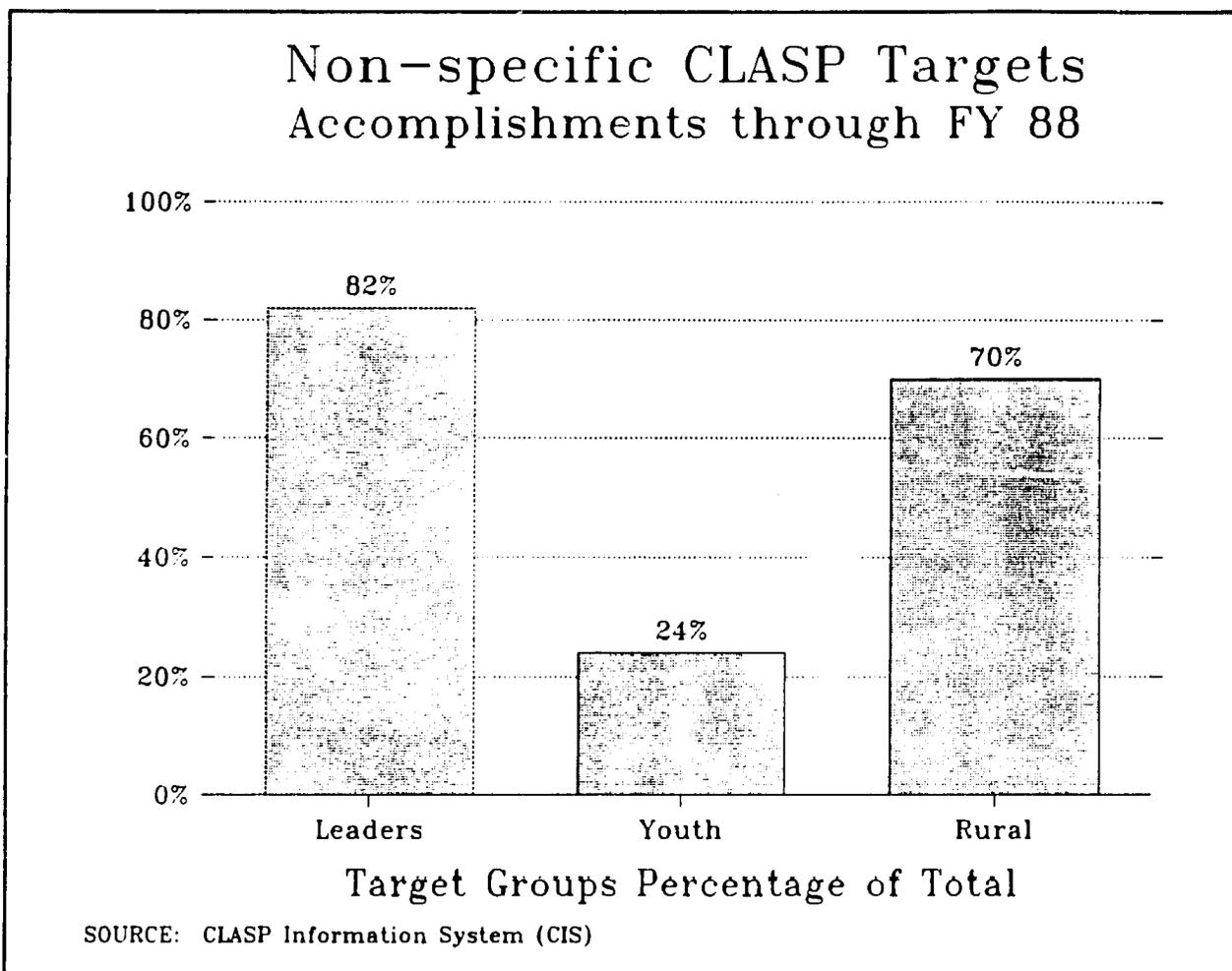


FIGURE 1.2 shows project staff select CLASP Trainees from non-numerical target areas of rural, leaders, and youth.

Trainee attitudes regarding the U.S. and their training experience are as follows:

- o over 40% of Trainees rated "social interaction with Americans" and "American culture as the most liked aspect of their training;

- o 74% of Trainees reported that they increased their understanding of the U.S. "much" or "very much";
- o 94% of Trainees rated their programs as good or excellent; and
- o over 90% of Trainees definitely would recommend their training programs to others in their home countries.

The fact that such a high portion of Trainees would recommend their program to others is testimony to their satisfaction with their experiences. Figure 1.3 depicts this graphically.

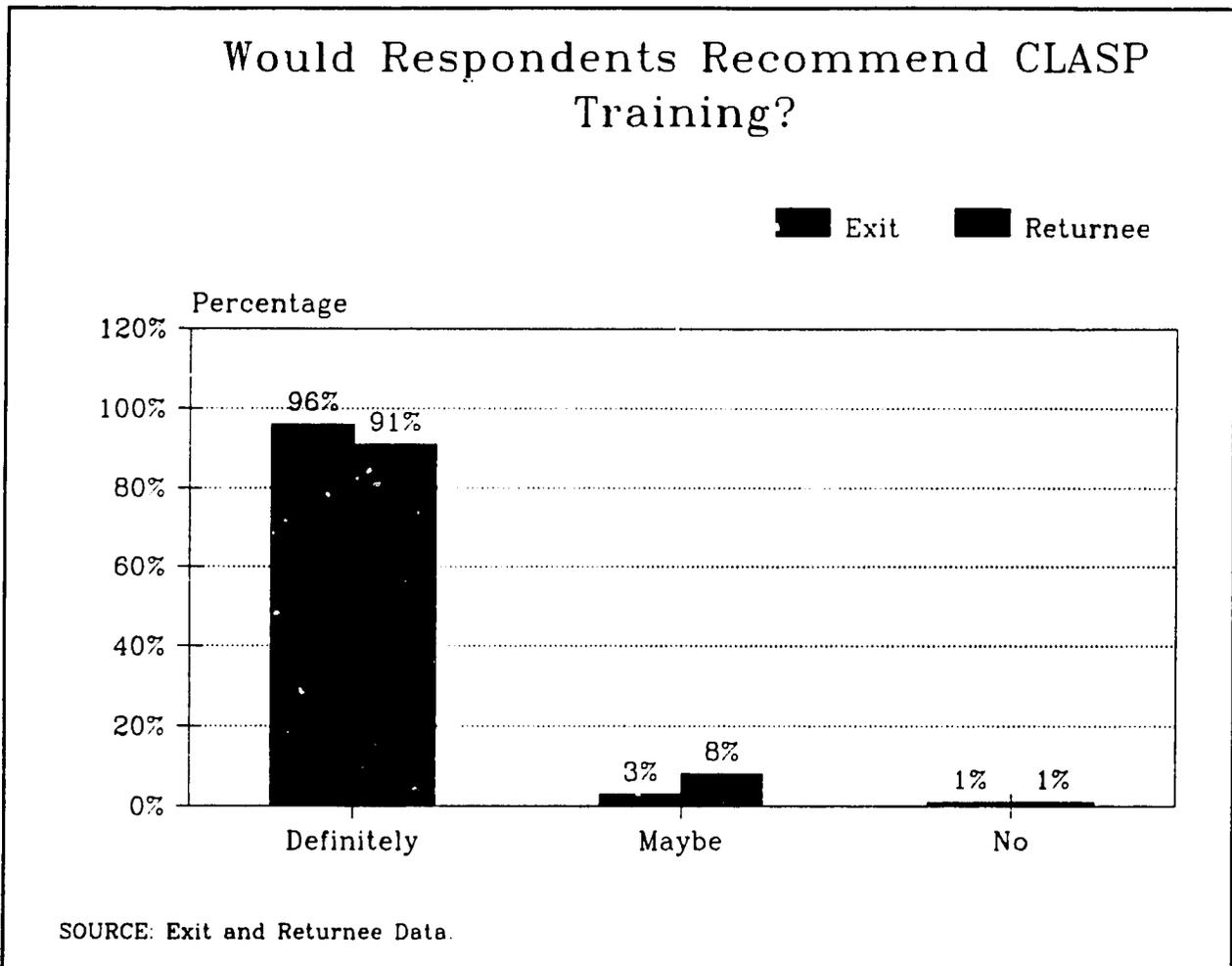


FIGURE 1.3 shows that Trainees have a very high level of satisfaction with their programs in the U.S. This satisfaction is shown at Trainee exit from the U.S. as well as after they have returned to home country.

Trainees studied in a wide variety of fields in the U.S. Table 1.2 provides a listing of general areas of study for CLASP Trainees through FY 88. The fields of study most represented in CLASP Trainees are business, education, social science/liberal arts, agriculture and health.

Table 1.2
FIELDS OF STUDY BY PROJECT
(FY 1985 through FY 1988)

<u>Fields of Study</u>	<u>CAPS</u> N = 8428	<u>PTIIC</u> N = 936	<u>APSP</u> N = 288	<u>TOTAL</u> N = 9652
Agriculture	1077	71	35	1183
Applied Sciences	846	114	12	972
Business	2201	124	19	2344
Earth Science	123	6	0	129
Education	1484	356	7	1847
Health Related	944	17	77	1038
Pure Science	33	10	0	43
Social Science/Lib Arts	1341	234	137	1712
Other (High School, etc)	379	4	1	384

Regarding Trainee attitudes about their training programs and the impact of the programs on their lives:

- o 77% of Trainees felt their original objectives were realized "to a great extent" or "a very great extent";
- o 90% of Trainees were either "satisfied" or "very satisfied" with their training programs;
- o nearly three-fourths of Trainees found their training programs to be "useful" or "very useful" after return to home country;
- o nearly two-thirds of returned Trainees indicated that the CLASP training had helped them to advance more rapidly in their careers.

INSIGHTS CONCERNING EXPERIENCE AMERICA

Trainees have engaged in a variety of activities intended to establish personal as well as professional linkages with people in the U.S. Our analysis of Trainee evaluation data has provided these insights regarding Experience America programming:

- o Trainees who interact mostly with North Americans feel they have a greater understanding of the U.S. people and institutions and express the most positive attitudes toward the U.S. as a country.
- o Older Trainees seem less inclined to initiate contacts with North Americans and more inclined to stick with other foreign nationals. Experience America programming may more successfully involve them if (1) Trainees have a chance to participate in the planning and (2) maximum structure is provided within a mutually agreeable plan.
- o Visiting with families and attending athletic and civic events appear to provide more substantive cross-cultural experience than do attending cultural events and visiting tourist spots.

CONCLUSIONS

Overall, the Missions have made impressive progress in meeting CLASP targets. For the most part, Trainees have felt that the training programs were of high quality and met their expectations. After return to their countries and jobs, most Trainees have attributed some work-related benefits to the training programs.

The training programs provided experiences that helped Trainees gain an understanding of North Americans and their way of life. However, follow-on programs thus far have not engaged returned Trainees in the kinds of activities that would help sustain ties with the U.S. or foster sharing of the benefits of training. Both Experience America and Follow-On need fine-tuning: Experience America programs, if properly conceived and implemented, should provide Trainees with opportunities to establish ties and linkages with North Americans, and Follow-On programs should strengthen the ties and linkages.

The importance of linking Experience America to Follow-On is crucial. A Training Officer of a very successful CLASP/CAPS program (which already has a strong Follow-On program in place) succinctly stated "Follow-On really begins during the pre-departure program--instilling in the Trainee the desire to maintain connections with USAID and the U.S." We could use this Mission's conception as a model for the planning and implementation of Follow-On programs.