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First Annual Report:

Central American Peace Scholarship Program

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FOREWORD

The purpose of the Aguirre International evaluation contract is to provide technical implementation assistance to CAPS project managers through formative evaluation and computerized management information system support. Central to this technical assistance is identifying what and how critical management information should be presented in a fashion that best meets the needs of project managers. To this end, enclosed are data from the Missions' C.A.P.S. Management Information System (C.A.P.S. - M.I.S.) and the interviews of participants taken at the end of their training. These data along with those collected from the interviews of participants who have returned to their home country, project managers and staff within missions, and selection committee members will be integrated into the first annual CAPS evaluation report. The information provided here attempts to demonstrate the range of data that are available, alternatives for their presentation, as well as a written summary of some of these data. These data are presented in the hopes of soliciting your comments and suggestions for ensuring that the management information that we provide you will be pertinent, useful and easily interpretable. Ongoing progress reports will be provided on a quarterly basis as well as will the annual evaluation reports.

Please note when reading graphs and tables, that percentages may at times not sum to 100% due to rounding errors.

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FIRST ANNUAL REPORT:

CENTRAL AMERICAN PEACE SCHOLARSHIP PROGRAM

EXECUTIVE SUMMARY

Background

The goal of the Central American Peace Scholarship Program (CAPS) is to contribute to the formation of more effective manpower resources, thereby ensuring the leadership and technical skills needed for the progressive, balanced and pluralistic development of selected Central American countries and to strengthen mutual understanding between the United States and its Latin neighbors. CAPS trainees are expected to develop technical skills and positive attitudes towards the United States.

In compliance with these CAPS goals, several key objectives can be highlighted concerning the United States' assistance towards the development of the Central American region. These fundamental objectives include:

- To provide a meaningful exchange of experiences and cultures among people of North America and trainees from Central America;
- To provide training to upgrade skills of private and public sector leaders in specialized positions that are critical to development priorities, as identified in the Country Training Plans (CTP);
- To provide training for populations of special concern such as the poor, women, minorities, and urban and rural youth; and
- To provide training for leaders thereby maximizing the effects of the CAPS program.

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In operational terms, these conceptual objectives are implemented through CAPS training assistance programs. Through these programs technical information is exchanged between the U.S. and the Central American countries of Belize, Costa Rica, El Salvador, Guatemala, Honduras, and Panama. Information is exchanged through increased scholarship opportunities for the disadvantaged and those with proven leadership qualities as a way to increase the participation of these groups in the development of their countries.

The CAPS program was initiated in response to the increasing Soviet, Eastern European, and Cuban scholarship and training programs in Central America. Therefore, the CAPS program is not merely an expansion of AID's traditional participant training programs. Rather, the CAPS program gives increased attention to fostering cultural and personal "people-to-people" exchanges among trainees and the North American community. This focus is designed with the purpose of expanding the CAPS trainee's understanding of the democratic and pluralistic values inherent to the stateside way of life.

Towards this end, the CAPS program seeks to direct scholarship opportunities to selected groups that are prime targets of the Soviet-Bloc efforts. This includes teachers, socially, and economically disadvantaged youth, and local leaders (youth, community, political, media, and opinion leaders).

Statement of Purpose

The purpose of this first annual evaluation report is to provide managers with information that will assist them in the management of the CAPS program. This evaluation was designed to describe: 1) the trainees; 2) how their CAPS program is implemented; 3) the extent to which program goals are realized; and 4) the cost of the CAPS program. Data are drawn from the C.A.P.S. Management Information System (C.A.P.S. - M.I.S., a mission based computerized management information system), interviews of CAPS trainees, program managers and their staff, and observations made during technical assistance visits to each AID mission. The data represent those participants served during the first year and a half of the CAPS program (i.e., through December 1986).

The specific questions that were to be addressed by this evaluation effort were detailed in the Scope of Work given to Aguirre International by the LAC Bureau. These questions are referred to as the Key Evaluation Questions. As responses to these items represent a synthesis of all the data gathered, they are presented in the Executive Summary.

Limitations

The CAPS evaluation was begun in the first year of program implementation. Aguirre International was to use data from various mission sources to address the Key Evaluation Questions. It was quickly discovered that the data needed to address many of these questions were not available. There was a need, therefore, to develop and install a computerized management information system for the CAPS

program and to train Mission personnel in its use. The C.A.P.S.-M.I.S. contains a common core of data for all CAPS training programs useful for management of the CAPS program by Mission and Bureau personnel. To this end, Aguirre International, during the first year of implementation of the CAPS program, developed and installed the C.A.P.S. - M.I.S. in Belize, Costa Rica, El Salvador, Guatemala, Honduras, and Panama.

While the C.A.P.S. - M.I.S. was operational by the beginning of the second year of the CAPS program, the lag time between the first and second year of implementation required that the C.A.P.S. - M.I.S. data base had to be reconstructed given the limits of available records of those trainees entering the program prior to C.A.P.S. - M.I.S. Nonetheless, the data herein describe the CAPS program from the beginning of implementation through December, 1986. This represents the first year and a half of the CAPS program.

Future data collection from exit questionnaires may be restricted. First, questionnaires normally given to CAPS trainees at the end of training will be unavailable from those CAPS training programmers arranged directly through S&T/IT. To minimize data collection costs for the CAPS evaluation, the exit questionnaires are forwarded to Aguirre International from the training programmers for administration. The training programmers used by S&T/IT for CAPS training declined to use the instruments developed for the CAPS evaluation. Secondly, many CAPS trainees tend to be sent in groups of 1, 2, or 3 people. Usually, there is no single entity available to ensure the completion and return of exit questionnaires. Thirdly, some trainees targeted by some CAPS

programs do not have the skills to complete written questionnaires. These situations will substantially affect future data on nearly all of the Guatemalan CAPS trainees as well as a large portion of the CAPS trainees from other countries.

The Executive Summary is organized as follows: 1) Conclusions; 2) Program Recommendations; and 3) Key Evaluation Questions.

CONCLUSIONS

1. Has the CAPS program been successful in the first year and a half of implementation?

Yes, despite tremendous constraints placed on managers at the outset of the CAPS program, several substantial accomplishments were realized. While CAPS funds were appropriated, delays in processing these funds made them unavailable to AID well past the required start-up date. Consequently staffing of project personnel was delayed, and time for planning and implementation was seriously compressed. Nonetheless, to their credit CAPS program managers and staff in Belize, Costa Rica, El Salvador, Guatemala, Honduras, and Panama accomplished the following in the first 18 months of implementation:

- Project personnel were identified in the LAC Bureau and in each Mission.
- Country Training Plans were developed in each country identifying the population to be served, how they were to be identified, the areas in which they would be trained, agencies with which they would be trained, and agencies with whom the CAPs program would be coordinated.

- A total of 3,669 trainees received CAPS training through December, 1986.
- Over 765 different training programs were provided through December, 1986.
- Each Mission established and maintained a CAPS Management Information System.

2. **Are the people targeted to be served through the CAPS program being served?**

Yes, with some limitations. In all, the typical trainee is economically disadvantaged (75%), from the private sector (84%), displays leadership or leadership potential (75%), and is from a rural community (66%). This is consistent with AID guidelines for selecting trainees. However, women (31%) are under-represented. Greater efforts to recruit women will need to be made in the final years of CAPS if CAPS trainee goals are to be met.

3. **Is the training that is to be provided being offered?**

Yes. The training needs of the socially/economically disadvantaged groups targeted to be served require that the majority of training be short-term and technical (i.e., 6 weeks or less). Most trainees would be unable to leave their homes for extended periods of time. Moreover, the initial delay in program funding exerted an incredible pressure on CAPS personnel to process large numbers of trainees quickly in order to satisfy program enrollment objectives. This was accomplished through short-term technical programs which can accommodate large numbers

of trainees more quickly than through long-term programs. Given the large number of participants that had to be served in a short period of time and the travel limitations of participants, it is clear why the majority of training provided through December, 1986 was short-term (84%).

The CAPS program selection criteria makes it possible to reach that portion of the population not typically served through traditional AID training programs (i.e., those with little or no education). This group comprises the majority of the population in each country. Given the social and economic pressure within this group, it, in many ways, suffers the greatest risk of social/political unrest. Because of its flexibility, the CAPS program serves this portion of the population and facilitates increased knowledge of the United States.

There is little or no evidence of any innovation in CAPS programs. This may reflect the lack of orientation provided to contractors as to how the CAPS program differs from traditional training and their reliance upon traditional approaches to training. In one sense, the CAPS training (i.e., selection of trainees and program content) may at times be driven more by the types of training typically provided by AID contractors rather than emanating from the needs of the trainees. That is, rather than directly assessing the educational needs of trainees and developing a program which meets those needs, trainees may at times be assigned to existing training programs which may or may not address their specific training needs.

4. **Are the goals of the CAPS program being realized?**

Yes. Unquestionably the CAPS program is fostering strong positive attitudes towards the U.S. among Central American citizens. Overwhelmingly, trainees view the United States as rich (98%), orderly 88%), strong (98%), fair (93%), generous (92%), sensitive to other countries (92%), friendly (87%), and militarily peaceful (83%). These views persist even after the trainees have returned home for more than one year.

However, through December, 1986, on going social/economic ties with the U.S. are not being formed. That is, few trainees communicate formally or informally with U.S. institutions or U.S. citizens for either social or business reasons. Few CAPS programs (AID Missions and/or training contractors) address this goal and as such no activities are provided to develop and/or support social/economic ties.

Training should also foster technical skills acquisition. In fact, the majority of CAPS training (78%) provided during the first year and a half of operation is short-term technical. Those training programs which narrowly focus the course content, are practical rather than theoretical, have clear instructional objectives, and develop skills that are adaptable to the trainee's community are very successful in developing trainees' skills. The lack of information from contractors on what is done in training makes it difficult to determine the extent to which the training programs provided through December, 1986 reflect these characteristics.

5. **Are short-term training programs as effective as long-term training programs?**

Yes. Short-term training programs (those of at least 2 or 3 weeks) are as effective as long-term training in developing strong positive attitudes towards the U.S. (see Question 4) Proper follow-up activities of short-term training programs can also foster and support social/economic ties between U.S. citizens and trainees as evidenced by the response of trainees to the few instances where such follow-up has been provided by the Mission (i.e., Guatemala) or training institution (e.g., Partners of the Americas, University of New Mexico).

Evidence that short-term training programs can be as effective as long-term training programs is supported by trainee statements that their job skills, performance, responsibilities, and salaries have increased. It appears that short-term training programs can effectively accomplish CAPS goals as well as long-term training programs. Moreover, as the cost of short-term training, on the average, is less than that of long-term training programs, more people can be served through short-term training programs. This assumes that training programs are properly designed (see response to Question 3) and that the cost of follow-up activities be borne by other developmental projects in the AID Mission.

6. **Are there specific program issues that need to be addressed?**

Yes. As noted, the selection of trainees through December, 1986 in certain need categories is problematic. There is little or no evidence that either cost sharing or follow-up services are

considered by contractors or CAPS managers in designing their training programs.

RECOMMENDATIONS

1. Increase enrollment of women and youth.
2. Broaden the recruitment procedures to ensure accessibility of information to target population.
3. Ensure that there is adequate documentation of the reasons for the selection or rejection of each CAPS applicant.
4. If intermediary agencies are used to select CAPS trainees, provide them with guidelines to ensure an equitable and objective screening process.
5. Focus short-term training on a narrow topic rather than an overview or range of topics. Moreover, for most CAPS trainees, training should be oriented towards application rather than theory.
6. Provide guidance to Mission project managers and training contractors in the form of reasonable ranges (i.e., specifying extremes) for technical training costs.
7. Require AID Mission contractors to explain, to the project officer's satisfaction, training costs greater than $5,500 per training month prior to signing agreements or approving PIO/P's.
8. Encourage 4-H and AFS type programs wherever they are consistent with Mission objectives.

9. Implement the Bureau and AID Mission's Breakdown Structure (or S&T/IT's Training Cost Breakdown Structure) reporting system in order to better monitor training costs on a routine basis.

10. Provide opportunities during training activities for individual and small group interactions with U.S. citizens, especially those that are non-Spanish speaking.

11. Require that all contractors provide for each training program a plan which describes the following: 1) the number of CAPS trainees to be trained; 2) a discussion of how the training relates to CAPS goals; 3) clear training objectives; 4) training activities that will realize objectives; 5) an outline of the procedures used to monitor progress towards objectives; 6) procedures for evaluating success of training; and 7) follow-up services to be provided to CAPS trainees after they have returned home.

12. Require that contractors submit an evaluation at the end of each training program pursuant to their training plan.

13. In most cases where the trainees do not speak English, conduct short-term training in Spanish or enlist the assistance of translators, preferably those familiar with the training subject.

14. Implement an AID Mission and IAC plan to provide follow-up services to returned CAPS trainees. Specify the objectives of the follow-up services to be provided, when, by whom, and how their effectiveness will be determined.

15. Ensure the timely and accurate input of data into the C.A.P.S.-M.I.S.

16. Ensure by any necessary means that contractors understand the unique goals and objectives of the CAPS program.
17. Assess the quality of training provided by contractors.
18. Require that all contractors complete all the data collection procedures developed for the CAPS evaluation.

KEY EVALUATION QUESTIONS

Pursuant to the scope of work as outlined by the LAC Bureau for Aguirre International, the following questions are to be addressed:

Key Question 1: Do in-country selection committees select CAPS trainees according to required criteria (i.e., socially and economically disadvantaged, etc.)?

- Yes. Consistent with CAPS objectives, CAPS trainees are selected according to one or more of the following criteria: 1) leaders or potential leaders (75%); 2) socially or economically disadvantaged (75%); 3) from rural areas (66%); and/or 4) from the private sector (84%). Within the first year and a half of the CAPS program, the typical trainees tend to be rural, economically disadvantaged leaders from the private sector.

Key Question 2a: How have the Mission country training plans (CTP's) responded to the special focus of CAPS?

- To properly answer this question the differences between CAPS and traditional training must first be clarified. Traditionally, the AID training process involves identifying the country's developmental needs, designing projects to meet these needs, and, where necessary, searching for the people to be trained. In contrast, the CAPS training process requires that the people to be trained must first be identified, their training needs

assessed, these needs matched to the country's developmental needs, and the training designed and implemented. Consequently, CAPS training may focus on training in new fields outside of AID's traditional areas of interest. Non-traditional training is defined as that which may be outside of traditional country development sector strategy.

The CTP's reflect this special focus of CAPS. A review of each country's CTP shows that all include a statement of the selection criteria to be used for identifying CAPS trainees. Moreover, each plan describes a selection process to identify potential CAPS trainees. Each CTP also identifies the developmental needs of each country. However, no CTP describes how the specific training needs of those selected for the CAPS program will be identified, how this information is to be communicated to the contractors, how the contractors' training plans reflect these training needs, how the Mission will determine the success of the training effort, nor describe the type of follow-up activities that are intended to support linkages with U.S. citizens and/or agencies.

Key Question 2b: How have the CTP's been implemented?

- As noted, all of the selection criteria have been used to identify CAPS trainees. The CAPS programs have been quite

successful in drawing from the private sector and from business. To date, women are under-represented. Men are selected twice as often as are women.

- In some instances it is difficult to distinguish CAPS's training from traditional training. This is particularly problematic in Honduras where CAPS training was frequently coordinated with other Mission projects. In some instances the lack of planning time forced Mission personnel to quickly select and train CAPS participants. Also, most of the training is provided by contractors who provide traditional AID training. Little or no orientation has been provided to contractors to clarify for them how CAPS training differs from that traditionally provided.

- Intermediary agencies (e.g., National Cattlemen's Association) are used in some countries to select participants for short-term training. In light of trainee feedback from Honduras and Guatemala, (the only countries where we have done extensive in-country interviews to date), selection guidelines should be provided to intermediary agencies to ensure (or revise) an equitable and objective review process.

- There does not appear to be any systematic definition of trainee income, although these criteria exist. That is, economically disadvantaged is operationally defined differently in each country.

- CAPS guidelines requires that at least 70% of the trainees be economically disadvantaged. However, as income data for trainees are not systematically entered into the C.A.P.S. Management Information System, it is difficult to determine the degree to which this requirement is being met.

Key Question 3a: Are trainees adequately oriented?

- No. Although provided to almost everyone, orientation tends to be limited to one day and to focus on travel/administrative procedures. Trainees expressed dissatisfaction in some instances, stating that they were not told to bring materials necessary for training, or that their training was not what they had been told to expect. While most Guatemalans view U.S. citizens as friendly, approximately one third did not, indicating that they did not like the "excessive individualism," the "coldness of the people," and the "unfriendliness of the U.S. students." Although the absolute number of respondents was quite small, this perception might have

been reduced had CAPS trainees been provided with a more thorough orientation regarding U.S. customs.

Key Question 3b: Are CAPS trainees adequately prepared in English language and study skills?

- At this time, the majority of CAPS trainees receive short-term training. Consequently, little pre-departure training is provided in English (13%) or study skills (35%). As the number of CAPS trainees in long-term academic programs increases, we will be better able to answer this question.

Key Question 3c: Are candidates receiving enrichment programs in the U.S.?

- Yes. CAPS trainees report a wide range of enrichment activities. These include: 1) attending cultural events (94%); 2) attending athletic events (79%); 3) visiting or living with U.S. citizens (52%); and 4) attending civic activities (68%) (e.g., local government meetings). All of these are directed towards the CAPS goal of fostering better understanding of, and positive feelings towards, the United States.

Key Question 3d: Are trainees receiving follow-up support upon return?

- No. Extensive returnee interviews were conducted in Honduras and Guatemala. Less than 30% of the Honduran CAPS trainees received follow-up services. The few that

did tended to receive them by chance from individual U. S. citizens rather than from an organized effort. At least 79% of the Guatemalan CAPS trainees received follow-up services, primarily provided by the AID Mission through follow-up conferences. Of the CAPS trainees that did receive follow-up services, almost all (97%) found them to be of some use.

The importance of the follow-up services to CAPS trainees is demonstrated by Guatemalan CAPS trainees. Approximately 79% of the returned CAPS trainees attended an AID Mission conference specifically organized for them. These CAPS trainees, although very poor, paid for their own transportation and arranged for their own lodging in order to attend the conference. Those trainees who were unable to attend the conference subsequently visited the AID office. This demonstrates CAPS trainees' outstanding interest in and commitment to continuing their relationship with the CAPS program.

Key Question 4: What is the relative mix of short and long-term training, graduates and undergraduates, and CAPS trainees targeted for public and private sectors? How does that compare with what was set out in the CTP document?

- Approximately 84% of the CAPS trainees received short-term training, 12% were under-graduates (AA, BA or BS) and 4% graduate students. Moreover, approximately 22% of the CAPS trainees are employed by a public agency and 88% for

a private agency (23% Private Non-Profit, 53.7% Private-Profit, 4.3% Autonomous, and 11% other). These distributions are consistent with the CTP's in that, in general, they target technical training of people in the private sector.

Key Question 5a: Are innovative models used in training, especially those related to cost-sharing and youth programs?

- Evidence of innovation in training models is limited. Some CAPS training provides simultaneous translators as a very effective method of learning English during long-term training. Reports evaluating this method suggest that CAPS trainees appear to learn English faster with simultaneous translators than when such services are not provided.

  A few training contractors provide follow-up services at their own expense. Ferris State University (Michigan) followed up its training in Belize to facilitate on-going ties between the two countries by sending its basketball and debating teams. Similarly, the University of New Mexico and Partners of the Americas in Vermont have followed up their training in Honduras by sending CAPS trainees literature, conducting visits by professors (i.e., training staff), providing follow-up in-country training, and evaluating the effectiveness of the training provided. Partners of the Americas also supports in-

country extension agents to facilitate communication, coordination, and on-going training of their CAPS trainees.

The AID Mission in Guatemala provides national conferences for CAPS trainees to facilitate networking and other on-going training.

Costa Rica has selected and trained individuals from several non-traditional fields such as dance and the arts. These trainees are very important to significant sectors of Costa Rican society. Using such innovative selection criteria serves to enhance the image of the U.S. and will reach Costa Ricans who would otherwise never hear from traditional AID trainees.

Key Question 5b: What percentage of CAPS trainees are women?

- As noted earlier, women are under-represented in every CAPS country except Belize and Costa Rica. CAPS targeted goal is that 40% of the CAPS trainees should be women. Through November, 1986, approximately 31% of all CAPS trainees were women. However, the proportion of women by country ranges from a low of 18% in Panama to a high of 52% in Belize.

Key Question 5c: How has AID collaboration with USIA and the Peace Corps been carried out? With what results?

- In Guatemala and Honduras, both USIA and the Peace Corps have been involved in the selection process. Peace Corps volunteers have advertised the availability of CAPS scholarships as well as nominated individuals for scholarships. USIA personnel have participated in the screening and selection of CAPS trainees. In Panama, USIA helped develop the CAPS application form. Peace Corps volunteers have provided follow-up services in terms of technical support. In Honduras for example, a volunteer worked with ceramicists in helping them to implement and adapt production procedures learned in their training. Other volunteers provided follow-up for merchants who had been trained in accounting techniques. Where collaboration has occurred, it has broadened the applicant pool as well as facilitated the selection process.

Key Question 6: Do training programmers display any outstanding successful characteristics or significant problems?

- Outstanding contractor features included follow-up practices, instructional methodologies, focused training objectives, and hands-on experience. Outstanding characteristics were noted above for Ferris State University, the University of New Mexico, Partners of the Americas, Vermont, and, although not a contractor, the Guatemalan AID Mission, principally for their follow-up

procedures in providing returned CAPS trainees with additional in-country training and attempts to assess the relevance and effects of their training.

Two outstanding training features are worthy of note. We mentioned earlier the simultaneous translation methodologies offered through Georgetown University's CASP program. Also important is the narrow and clear focus (i.e., specific training objectives and methods) of training programs provided by Partners of the Americas, Vermont. This is critical for all short-term training programs. CAPS trainees noted that the best training was provided when one topic was addressed as opposed to an overview and when training was directed towards demonstrating "implementation" rather than "theory". Georgetown University's Panama office follows up CAPS trainees through a newsletter that provides them with information updates. The 4-H Council's programs for Costa Rica and Panama provided substantial opportunities for young Central Americans to live with North Americans at very low costs. Costa Rica is also exploring the use of AFS to provide similar experiences.

These types of programs meet the CAPS objectives very well and, with a few unfortunate exceptions, create positive feelings between Central Americans and U.S. citizens.

Individual problems included inadequate home stays, program orientation, program objectives, instructional activities, evaluation activities, and follow-up procedures.

In a few cases, CAPS trainees were placed in inadequate home stays. The contractor, in these few cases, should have provided a better orientation to arriving CAPS trainees to ensure that they would seek help if help was needed.

A Costa Rican program managed by the Agricultural Cooperative Development International (ACDI) placed trainees from a rural cooperative in home stays with U.S. cooperative counterparts for two months. The program was inexpensive and fostered considerable follow-up communication between U.S. and Costa Rican counterparts.

The AID Mission in Guatemala, with its contractor INCAE, holds its conferences which facilitate networking and coordination among CAPS trainees, provides for continuity with the CAPS program, and offers follow-up training.

Some of the more significant problems are listed below. With few exceptions, there are few contractor training plans that specify: 1) objectives; 2) instructional

activities; 3) evaluation activities; or 4) follow-up procedures. While some training programmers do provide an "evaluation report," it contains little or no substantive information as to what was done in training, why it was done, or the results of these efforts. At best it reports the topic(s) covered and how happy the CAPS trainees were. Consequently most AID Missions are not in a position to assess the relevance or effectiveness of the training provided.

Finally, CAPS trainees indicated the need for more opportunities to meet and interact with non-Spanish speaking U.S. citizens. Training programmers should consider dividing CAPS trainees into individual or small groups where they have an opportunity to interact more personally and directly with U.S. citizens instead of, or in addition to, large group activities such as going to a concert or fair.

Key Question 7: Do CAPS trainees return home, are they being followed-up, and are they being used productively?

- Yes. CAPS trainees return home.

- No. Follow-up on trainees is generally not done. Aside from efforts of the AID Mission in Guatemala and Costa Rica, few are being followed up on in any systematic fashion. When follow-up services are provided they tend to

reflect the diligence and commitment of the training programmer, rather than a Mission plan.

Yes. Trainees are being used productively. Based on the follow-up interviews of trainees in Guatemala and Honduras, over three-fourths of the CAPS trainees report that they feel that they are being used productively.

Key Question 8: Are training costs equal to or less than those of S&T/IT?

- CAPS training costs are equal to or less than those at S&T/IT. This first annual report considers only costs of technical training programs because few academic trainees have been in the U.S. long enough to establish expenditure patterns. S&T/IT costs for CAPS programming range from a low of $623/training month to a high of $19,022/training month. CAPS cost per training month (i.e., that training not provided through S&T/IT) ranges from a low of $501/training month to a high of $6,841/training month. The mean cost for ST&T/IT CAPS training was $3,721/training month. The mean cost for non-S&T/IT CAPS training was $1,856/training month. However, this figure includes the significant numbers of the very cost effective 4-H trainees. If we ignore the 4-H programs, the mean cost of non-S&T/IT training was $3,402/training month, somewhat lower than S&T/IT costs. It should be

noted that S&T/IT and the National 4-H Council programmed 3,816 training months of the total 5,279 total months of technical training as of December 1, 1986.

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CHAPTER 1

C.A.P.S. MANAGEMENT INFORMATION SYSTEM

(C.A.P.S. - M.I.S.)

SUMMARY OF FINDINGS

The C.A.P.S. - M.I.S. data for the CAPS Program have been analyzed in this report in accordance with the following aims:

- to describe the CAPS trainees served through December 1986 in terms of key descriptors like gender and selection criteria;
- to describe the training experiences of the trainees in terms of type, objective, field of study, and the relationships of all these to CAPS program goals;
- to describe trainees' level of English proficiency and educational achievement;
- to describe the life conditions of CAPS trainees prior to selection, particularly employment status, occupation, and previous overseas travel or training experiences; and
- to measure the average amount of time devoted to a variety of CAPS program components, including pre-departure orientation and pre-departure training.

The C.A.P.S. - M.I.S. Data reveal that within the total of 3,657 CAPS trainees, males outnumbered females by slightly more than 2 to 1. With the exception of the Special Mission requirements, men and women chosen exhibit one or more of the program selection criteria—rurality, leadership potential, and economic disadvantage.

The training offered to CAPS trainees was both academic and technical and spanned eleven fields of study. The programs most frequently attended by trainees were agricultural business and production, and business management. While a number of individuals pursued training objectives leading to academic degrees, the vast majority of the CAPS trainees pursued short, technical courses only.

In terms of the preparation and training brought to the CAPS endeavor, the majority of trainees did not report any advanced education (i.e., college). Among those who did, however, slightly more than two-fifths had attained the BA\BS degree. Nearly half of the CAPS trainees indicated that agriculture was their area of preparation prior to selection. The pre-training experiences of group as a whole, were distributed over a wide variety of skills and occupations.

Only a small minority of CAPS trainees had participated in other U.S. training programs, had competence in the English language, or were employed at the time of selection. Few trainees had traveled abroad before.

The CAPS trainees received, on average, just one day of pre-departure orientation before heading for their overseas training site. Those pursuing academic training entered programs with a time span of just over two years. Those pursuing technical training were in much shorter programs, averaging about three weeks in length.

The fields of study undertaken by CAPS trainees were strongly related to the development strategies outlined in the USAID FY1986 CAPS Country Training Plan for each country. While most fields of study were related to agriculture and business, CAPS trainees were also found

in architecture, computer science, the construction trades, education, environmental studies, health science, industrial arts, mathematics, mechanics/repair, social science, and transportation.

The CAPS program, so far, appears to have successfully matched its trainees with diverse types of training and fields identified as critical to development. Upon completion of their training, and with the proper placement and support, these individuals are likely to meet the program's expectations that their leadership and expertise will make a difference in a new future for each country.

Recommendations:

1. Increase recruitment of women and those that are socially disadvantaged where specified in in-country training plans (e.g., youth).

2. Increase the pre-departure orientation program for those in technical training programs.

3. Provide better documentation of the criteria used to select each trainee as well as other critical background information.

4. Provide sufficient resources to ensure that necessary documentation is done and is kept current.

C.A.P.S. MANAGEMENT INFORMATION SYSTEM

(C.A.P.S. - M.I.S.)

INTRODUCTION

Effective program management requires timely and accurate information on the success of the realization of program goals. The C.A.P.S. Management Information System (C.A.P.S. - M.I.S.) was designed to provide such information to CAPS program managers. This data base addresses two basic management questions: Who is being served through the CAPS program? And, what kind of training is provided through the CAPS program? Answers to these questions in turn will allow us to answer two critical policy questions: Are the people targeted to be served by CAPS being served? And, are the training services provided those that should be provided?

The C.A.P.S. - M.I.S. contains biographical data on scholarship recipients from the seven CAPS Missions: Belize, Costa Rica, El Salvador, Guatemala, Honduras, Panama and ROCAP. The data are drawn from trainee application forms, and various AID Mission evaluation, management, budgeting, and reporting documents.

This chapter is a summary of the data gathered in-country for all 3,669 CAPS trainees served through December, 1986. When examined in conjunction with the reports for the Exit Questionnaire and the Returnee Interview Form, the C.A.P.S. - M.I.S. Report will function as an invaluable tool for those seeking a better understanding of who was involved in the CAPS Program and the training they received.

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LIMITATIONS

The C.A.P.S. Management Information System was installed one and one half years after the CAPS program was implemented. Supplying data to the C.A.P.S. - M.I.S. required Mission staff to go back into their files to identify the data that was needed by the system. Consequently the data for the first year of the CAPS program is uneven, partly as a function of the difficulty in locating archival information and of not having collected data that was subsequently deemed important. A note is made wherever the lack of data in the system is problematic for interpretation of the report. All trainees are in the C.A.P.S.-M.I.S., however, data for some may be incomplete.

CAPS TRAINING OBJECTIVES

AID outlined the following objectives for the CAPS training projects: 1) to include leaders and potential leaders from a broad spectrum within the participating countries; 2) to provide training in new fields outside of AID's traditional areas of interest; 3) to select trainees who are otherwise unlikely to have an opportunity to study in the U.S. (e.g., women and those with limited economic resources); 4) to involve more people from rural areas; 5) to respond to country-specific training needs; and 6) to strengthen private sector organizations in a wide variety of fields. To what extent are these objectives met by the CAPS program? Data from C.A.P.S. - M.I.S. that answer this question are presented below and are organized by topical questions.

FINDINGS

Is the population targeted by the CAPS Program being served?

Yes. On the whole, the largest number of individuals, whether male (2,532) or female (1,137), can be characterized as rural leaders who are poor. (Figures 1.1 and 1.2) In some countries like El Salvador, men and women were also selected based on criteria of youth (or working with youth). However, in El Salvador women are under-represented.

Is the type of training received by CAPS trainees that which should be provided?

Yes. Reflecting the CAPS program objective to de-emphasize long-term graduate academic training at the Masters and Ph.D. levels, at least four-fifths (84%) of the trainees received technical training. (Figure 1.3) Thus, 16% were in academic training programs.

What are the training objectives of the CAPS program offered by the Missions?

The primary objective of the CAPS training programs, whether for male (44.2%) or female (42.2%) (Table 1.1), is to provide on-the-job training (44% of all trainees). (Figure 1.4) The second, most frequently identified objective, for both sexes, is to offer short courses (27.1% of all trainees). A slightly higher percentage of women than men are in CAPS training for advanced credentials. As examples, 8.5% of women and 6.4% of men are in training as a step toward a B.A. or B.S.; 5.2% of women and 3.9% of men are in training towards an M.A. or M.S. degree.

FIGURE 1.1

CAPS PARTICIPANTS BY SEX

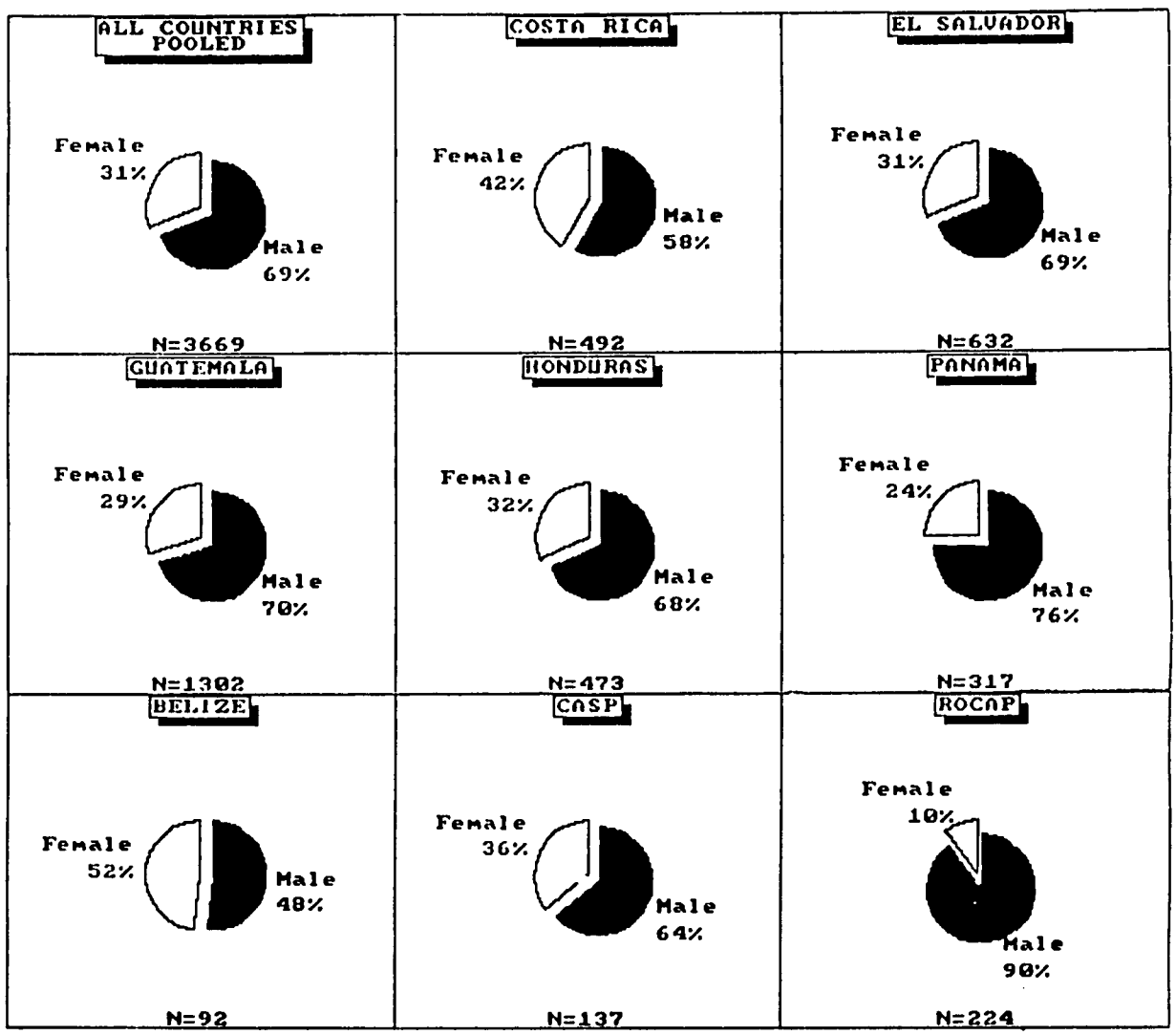
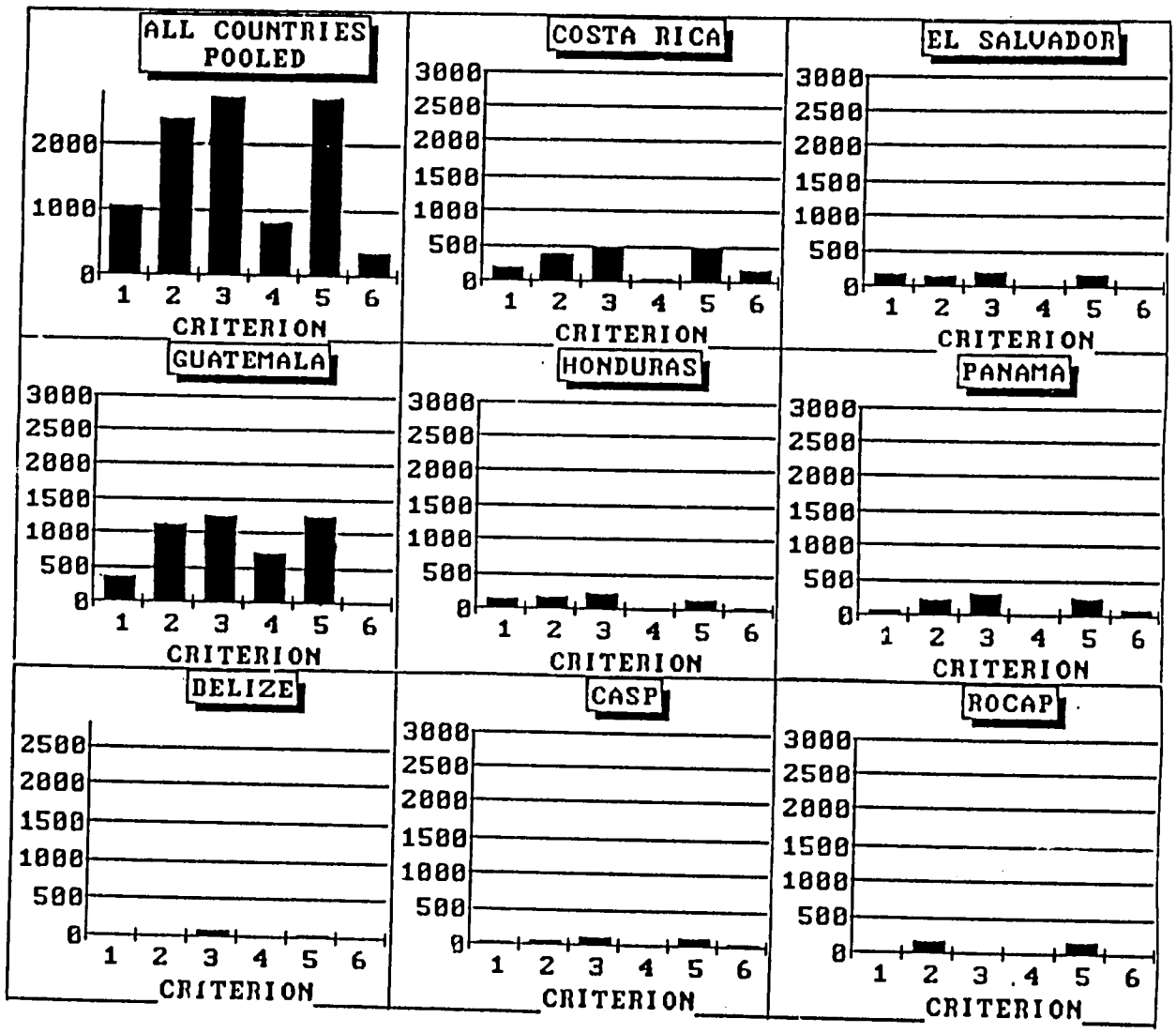


FIGURE 1.2

TOTAL CAPS PARTICIPANTS BY SELECTION CRITERIA



1 = Female

2 = Rural

3 = Leadership

4 = Ethnic Disadvantaged

5 = Economic Disadvantaged

6 = Youth

FIGURE 1.3

CAPS PARTICIPANTS BY TYPE OF TRAINING

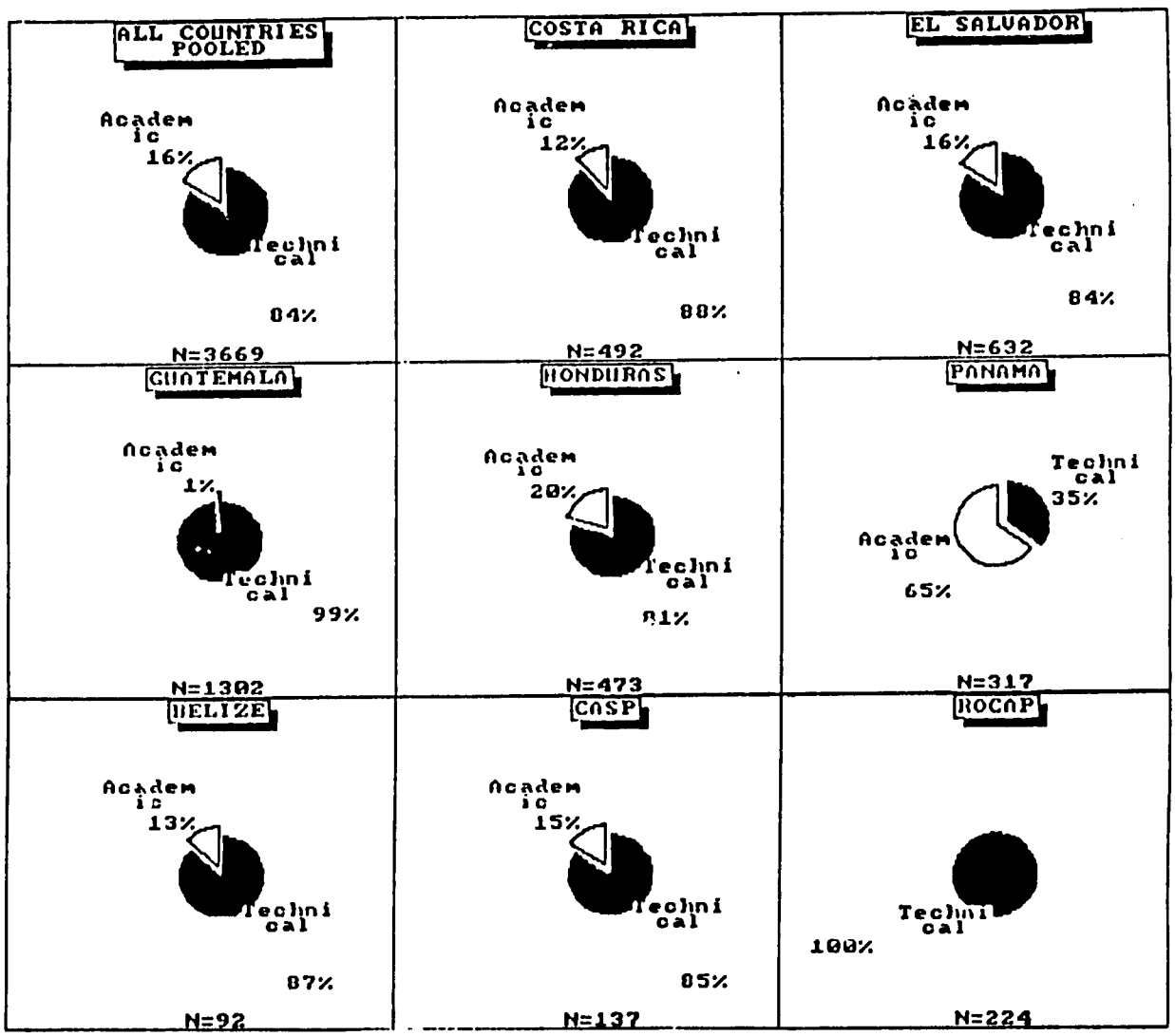


TABLE 1.1

CAPS SCHOLARS BY SEX AND TRAINING OBJECTIVE

COUNTRIES POOLED

TRAINING OBJECTIVE	MALE N=2513	FEMALE N=1128	TOTAL N=3669
ASSOCIATE OF ARTS	3.8%	5.4%	4.3%
BA OR BS	6.4%	8.5%	7.1%
MA OR MS	3.9%	5.2%	4.3%
SEMINAR	11.5%	4.6%	9.4%
ON THE JOB TRAINING	44.2%	42.2%	43.6%
OBSERVATIONAL TOUR	3.6%	4.3%	3.8%
SHORT COURSE	25.9%	29.8%	27.1%
OTHER	0.7%	0.0%	0.5%
TOTAL	100.0%	100.0%	100.0%

GUATEMALA

TRAINING OBJECTIVE	MALE N=907	FEMALE N=383	TOTAL N=1290
ASSOCIATE OF ARTS			0.0%
BA OR BS			0.0%
MA OR MS			0.0%
SEMINAR			0.0%
ON THE JOB TRAINING	100.0%	100.0%	100.0%
OBSERVATIONAL TOUR			0.0%
SHORT COURSE			0.0%
OTHER			0.0%
	100.0%	100.0%	100.0%

BELIZE

TRAINING OBJECTIVE	MALE N=44	FEMALE N=48	TOTAL N=92
ASSOCIATE OF ARTS	2.3%	0.0%	1.1%
BA OR BS	18.2%	8.3%	13.0%
MA OR MS			0.0%
SEMINAR			0.0%
ON THE JOB TRAINING			0.0%
OBSERVATIONAL TOUR			0.0%
SHORT COURSE	79.5%	91.7%	85.9%
OTHER			0.0%
	100.0%	100.0%	100.0%

COSTA RICA

TRAINING OBJECTIVE	MALE N=280	FEMALE N=205	TOTAL N=485
ASSOCIATE OF ARTS	2.1%	2.0%	2.1%
BA OR BS	4.3%	3.9%	4.1%
MA OR MS	5.4%	6.8%	6.0%
SEMINAR	7.5%	2.0%	5.2%
ON THE JOB TRAINING	36.4%	39.0%	37.5%
OBSERVATIONAL TOUR	18.6%	21.0%	19.6%
SHORT COURSE	25.7%	25.4%	25.6%
OTHER	0.0%	0.0%	0.0%
	100.0%	100.0%	100.0%

HONDURAS

TRAINING OBJECTIVE	MALE N=317	FEMALE N=148	TOTAL N=465
ASSOCIATE OF ARTS	0.3%	2.0%	0.9%
BA OR BS	5.4%	13.5%	8.0%
MA OR MS	9.8%	12.8%	10.8%
SEMINAR	6.3%	2.7%	5.2%
ON THE JOB TRAINING	3.8%	1.4%	3.0%
OBSERVATIONAL TOUR	9.8%	2.0%	7.3%
SHORT COURSE	64.4%	65.5%	64.7%
OTHER	0.3%	0.0%	0.2%
	100.0%	100.0%	100.0%

CASP TRAINEES

TRAINING OBJECTIVE	MALE N=88	FEMALE N=49	TOTAL N=137
ASSOCIATE OF ARTS	81.8%	89.8%	84.7%
BA OR BS			0.0%
MA OR MS			0.0%
SEMINAR			0.0%
ON THE JOB TRAINING			0.0%
OBSERVATIONAL TOUR			0.0%
SHORT COURSE	18.2%	10.2%	15.3%
OTHER			0.0%
	100.0%	100.0%	100.0%

EL SALVADOR

TRAINING OBJECTIVE	MALE N=437	FEMALE N=195	TOTAL N=632
ASSOCIATE OF ARTS	3.7%	5.1%	4.1%
BA OR BS	0.0%	0.0%	0.0%
MA OR MS	11.9%	13.3%	12.3%
SEMINAR	10.8%	10.8%	10.8%
ON THE JOB TRAINING	0.0%	0.0%	0.0%
OBSERVATIONAL TOUR	0.0%	0.0%	0.0%
SHORT COURSE	73.7%	70.8%	72.8%
OTHER	0.0%	0.0%	0.0%
	100.1%	100.0%	100.0%

PANAMA

TRAINING OBJECTIVE	MALE N=239	FEMALE N=77	TOTAL N=316
ASSOCIATE OF ARTS	0.0%	0.0%	0.0%
BA OR BS	51.9%	83.1%	59.5%
MA OR MS			0.0%
SEMINAR			0.0%
ON THE JOB TRAINING	37.2%	14.3%	31.6%
OBSERVATIONAL TOUR	3.3%	2.6%	3.2%
SHORT COURSE	0.8%		0.6%
OTHER	6.7%		5.1%
	100.0%	100.0%	100.0%

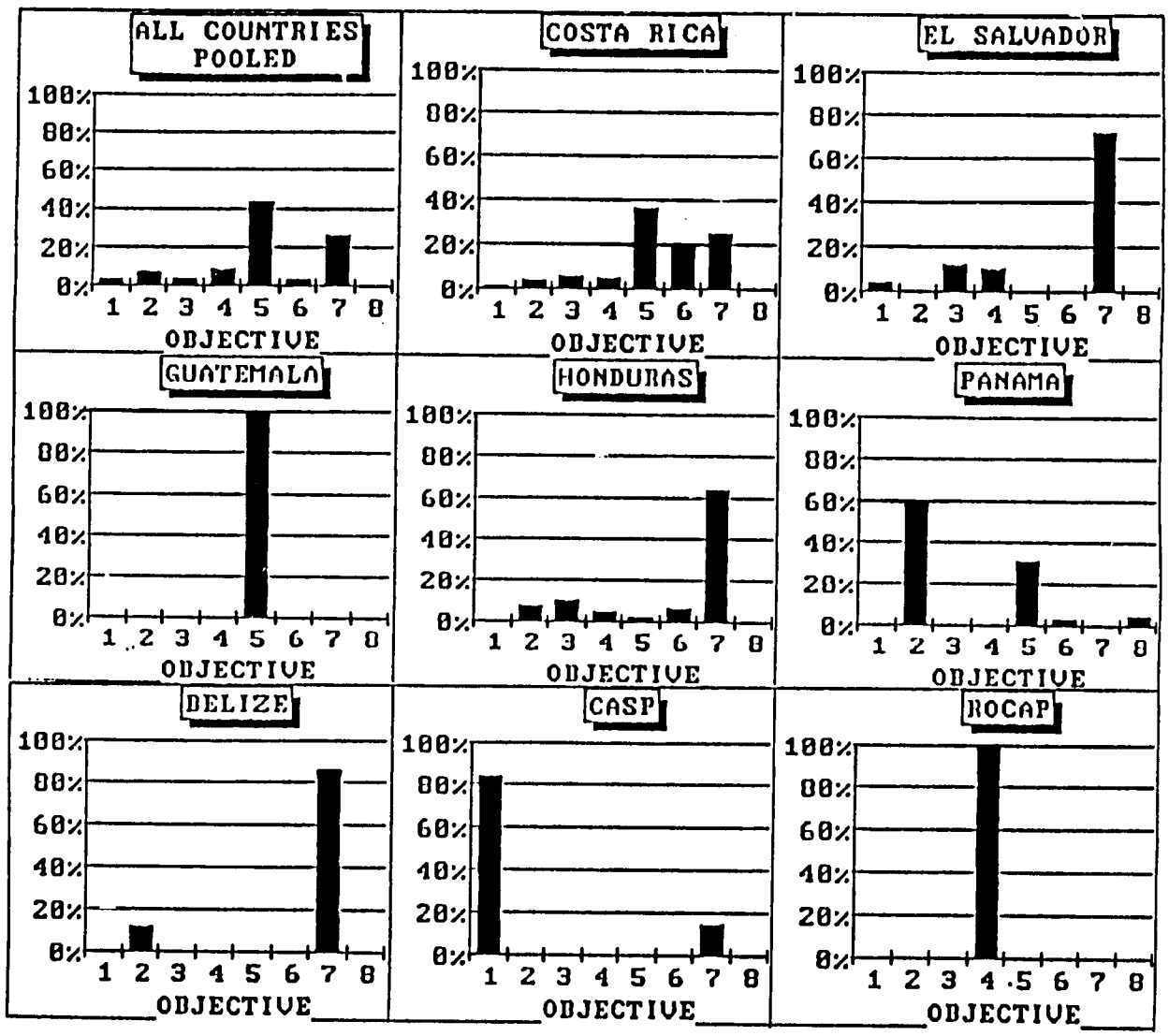
ROCAP

TRAINING OBJECTIVE	MALE N=201	FEMALE N=23	TOTAL N=224
ASSOCIATE OF ARTS			0.0%
BA OR BS			0.0%
MA OR MS			0.0%
SEMINAR	100.0%	100.0%	100.0%
ON THE JOB TRAINING			
OBSERVATIONAL TOUR			
SHORT COURSE			
OTHER			
	100.0%	100.0%	100.0%

FIGURE 1.4

TOTAL CAPS PARTICIPANTS BY

TRAINING OBJECTIVE



1 = AA

2 = BA/BS

3 = MA/MS

4 = Seminar

5 = On Job Training

6 = Observation Tour

7 = Short Course

8 = Other

What is the highest educational level attained by CAPS trainees prior to selection?

In general, CAPS trainees have limited education (83.7%), indicating that Missions are reaching target groups. (Figure 1.5) Slightly more than one-fourth have only gone to elementary school (28%). One-third have only completed high school (33.7%) Less than one-fifth have received only vocational/technical training (19.9%). Few trainees have never had formal schooling (2.1%). Differences in the educational level of men and women are minimal.

What is the area of preparation of CAPS trainees prior to selection?

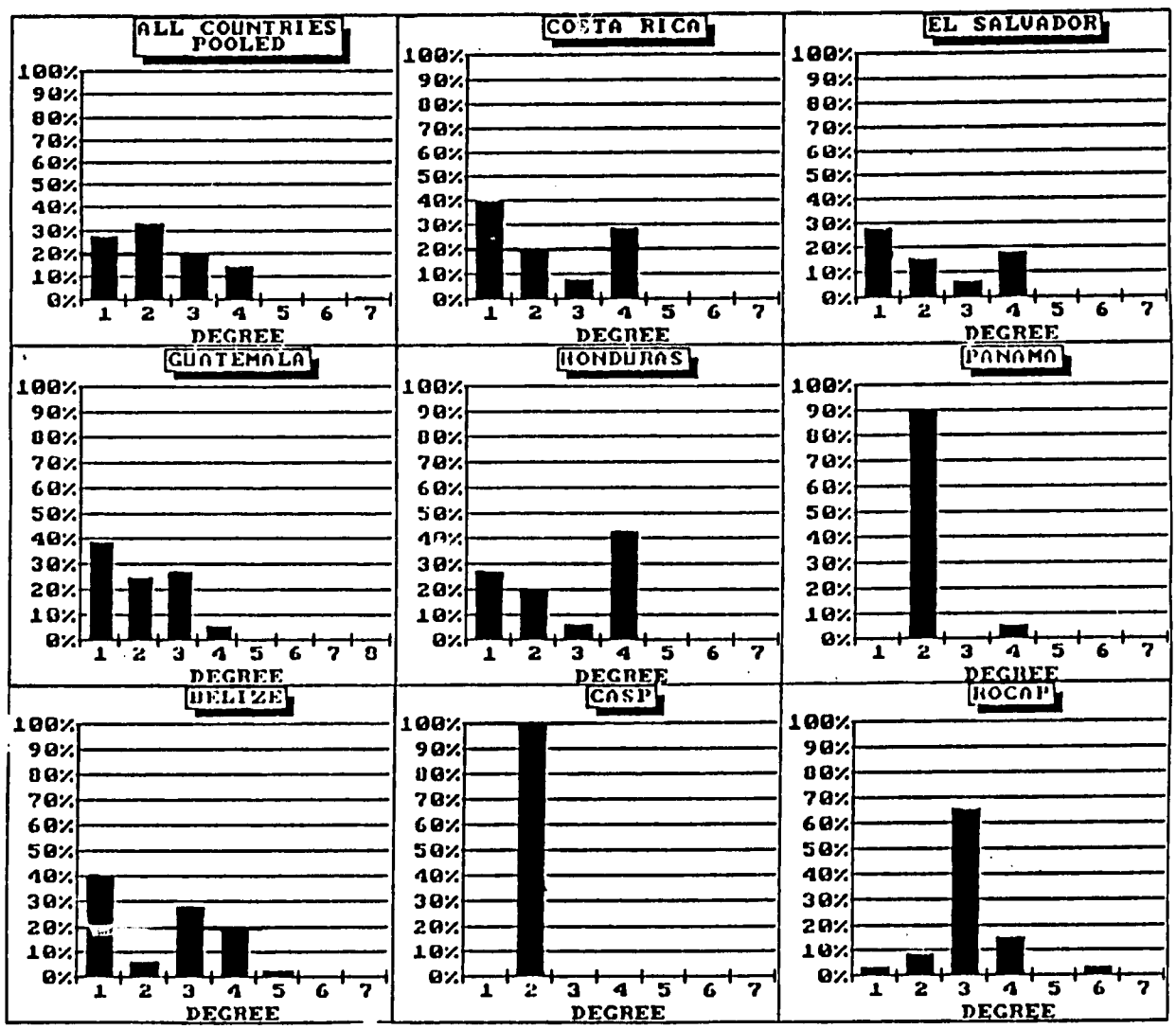
Reflecting an emphasis on trainee selection for the private sector, CAPS trainees have been drawn from the fields of 1) agriculture (33.6%), 2) technical (19.5%), 3) education (11%), and 4) small businesses (6%). (Figure 1.6) Other fields included: health (4%), public administration (3.5%), manufacturing (3.3%), exact sciences (3.1%) and engineering. (Figure 1.6) Some training differences among sexes have been noted.

The data reveal that agriculture (41%) is the chief area of preparation for male trainees, followed by technical fields (17.6%) and education (8.2%). (Table 1.2)

The largest percentage of female trainees, in contrast, show a technical field (24%) as the main area of preparation prior to selection. The second largest percentage of women are prepared in education (17.6%), followed by agriculture (14.8%).

FIGURE 1.5

TOTAL CAPS PARTICIPANTS BY HIGHEST EDUCATIONAL LEVEL PRIOR TO SELECTION



1 = Elementary School

2 = High School

3 = Vocational/Technical

4 = BA/BS

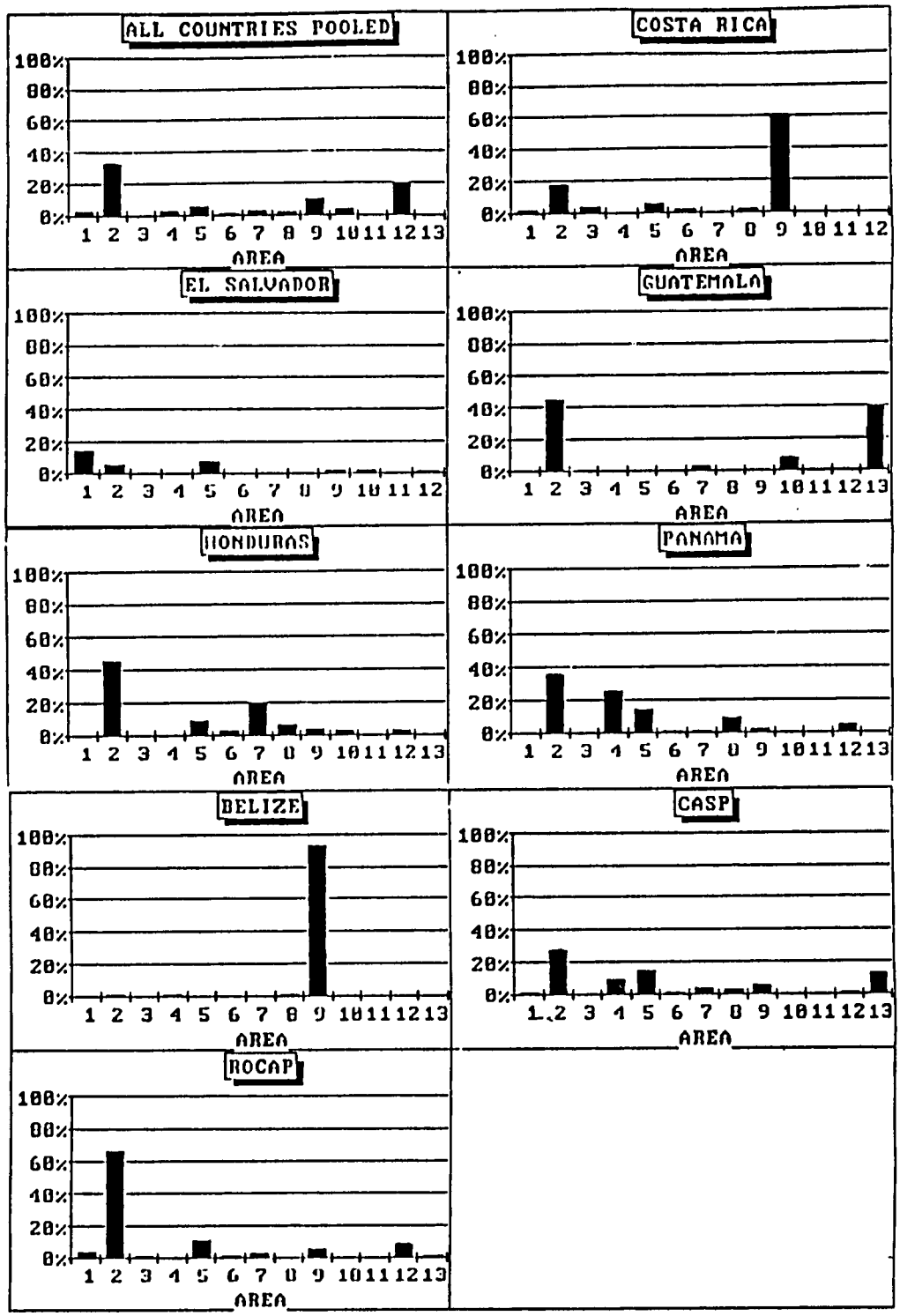
5 = MA/MS

6 = PH.D.

7 = Other

FIGURE 1.6

TOTAL CAPS PARTICIPANTS BY AREA OF PREPARATION PRIOR TO SELECTION



1 = Public Administration

2 = Agriculture

3 = Fine Arts

4 = Exact Science

5 = Business

6 = Economy

7 = Manufacture

8 = Engineering

9 = Education

10 = Health Science

11 = Sociology

12 = Technical

13 = Other

TABLE 1.2

CAPS PARTICIPANTS BY AREA OF PREPARATION AND SEX

COUNTRIES POOLED

AREA OF PREPARATION	MALE N=2322	FEMALE N=974	TOTAL N=3669
PUBLIC ADMINISTRATION	4.0%	2.2%	3.1%
AGRICULTURE	41.4%	14.8%	30.1%
FINE ARTS	0.3%	1.7%	0.7%
EXACT SCIENCES	3.1%	3.1%	2.8%
BUSINESS(SMALL)	4.4%	9.9%	5.4%
ECONOMICS	0.9%	1.4%	1.0%
MANUFACTURING	2.6%	4.9%	3.0%
ENGINEERING	2.9%	0.7%	2.0%
EDUCATION	8.2%	17.6%	9.9%
HEALTH	2.5%	7.8%	3.6%
SOCIOLOGY	0.2%	0.6%	0.3%
TECHNICAL	2.3%	1.3%	1.8%
OTHER	15.3%	22.7%	15.7%
NO INFORMATION	11.7%	11.3%	10.4%
MISSING DATA			10.2%
TOTAL	100.0%	100.0%	100.0%

GUATEMALA

AREA OF PREPARATION	MALE N=907	FEMALE N=383	TOTAL N=1290
PUBLIC ADMINISTRATION			0.0%
AGRICULTURE	54.6%	24.3%	45.6%
FINE ARTS			0.0%
EXACT SCIENCES			0.0%
BUSINESS(SMALL)	0.7%	1.6%	0.9%
ECONOMICS	0.1%	0.3%	0.2%
MANUFACTURING	2.2%	5.2%	3.1%
ENGINEERING	1.0%	0.0%	0.7%
EDUCATION			0.0%
HEALTH	4.6%	15.9%	8.0%
SOCIOLOGY			0.0%
TECHNICAL	0.7%	1.0%	0.8%
OTHER	35.8%	50.9%	40.3%
NO INFORMATION	0.3%	0.8%	0.5%
MISSING DATA			0.0%
	100.0%	100.0%	100.0%

BELIZE

AREA OF PREPARATION	MALE N=44	FEMALE N=24	TOTAL N=68
PUBLIC ADMINISTRATION			0.0%
AGRICULTURE	2.3%		1.5%
FINE ARTS			0.0%
EXACT SCIENCES	2.3%		1.5%
BUSINESS(SMALL)			0.0%
ECONOMICS			0.0%
MANUFACTURING			0.0%
ENGINEERING	2.3%		1.5%
EDUCATION	90.9%	100.0%	94.1%
HEALTH			0.0%
SOCIOLOGY	2.3%		1.5%
TECHNICAL			0.0%
OTHER			0.0%
NO INFORMATION			0.0%
MISSING DATA			0.0%
	100.0%	100.0%	100.0%

COSTA RICA

AREA OF PREPARATION	MALE N=240	FEMALE N=169	TOTAL N=409
PUBLIC ADMINISTRATION	2.9%	1.2%	2.2%
AGRICULTURE	22.1%	11.8%	17.8%
FINE ARTS	1.7%	7.1%	3.9%
EXACT SCIENCES	0.8%	1.2%	1.0%
BUSINESS(SMALL)	10.0%	0.6%	6.1%
ECONOMICS	3.3%	1.8%	2.7%
MANUFACTURING	0.0%	0.6%	0.2%
ENGINEERING	4.6%	0.0%	2.7%
EDUCATION	50.8%	73.4%	60.1%
HEALTH	0.4%	1.2%	0.7%
SOCIOLOGY	0.8%	1.2%	1.0%
TECHNICAL	1.7%	0.0%	1.0%
OTHER	0.0%	0.0%	0.0%
NO INFORMATION	0.8%	0.0%	0.5%
MISSING DATA			
	100.0%	100.0%	100.0%

HONDURAS

AREA OF PREPARATION	MALE N=180	FEMALE N=63	TOTAL N=243
PUBLIC ADMINISTRATION	0.6%	1.6%	0.8%
AGRICULTURE	58.3%	11.1%	46.1%
FINE ARTS	0.0%	3.2%	0.8%
EXACT SCIENCES	1.1%	0.0%	0.8%
BUSINESS(SMALL)	2.2%	30.2%	9.5%
ECONOMICS	3.3%	4.8%	3.7%
MANUFACTURING	16.1%	33.3%	20.6%
ENGINEERING	7.8%	3.2%	6.6%
EDUCATION	3.9%	6.3%	4.5%
HEALTH	3.3%	3.2%	3.3%
SOCIOLOGY			0.0%
TECHNICAL	3.3%	3.2%	3.3%
OTHER			0.0%
NO INFORMATION			0.0%
MISSING DATA			0.0%
	100.0%	100.0%	100.0%

CASP TRAINEES

AREA OF PREPARATION	MALE N=79	FEMALE N=45	TOTAL N=124
PUBLIC ADMINISTRATION	0.0%	4.4%	1.6%
AGRICULTURE	43.0%	2.2%	28.2%
FINE ARTS	1.3%	0.0%	0.8%
EXACT SCIENCES	10.1%	8.9%	9.7%
BUSINESS(SMALL)	10.1%	24.4%	15.3%
ECONOMICS	0.0%	4.4%	1.6%
MANUFACTURING	3.8%	4.4%	4.0%
ENGINEERING	3.8%	2.2%	3.2%
EDUCATION	1.3%	13.3%	5.6%
HEALTH	0.0%	0.0%	0.0%
SOCIOLOGY	0.0%	0.0%	0.0%
TECHNICAL	19.0%	11.1%	16.1%
OTHER	7.6%	24.4%	13.7%
NO INFORMATION			0.0%
MISSING DATA			0.0%
	100.0%	100.0%	100.0%

EL SALVADOR

AREA OF PREPARATION	MALE N=431	FEMALE N=190	TOTAL N=593
PUBLIC ADMINISTRATION	17.6%	6.8%	15.0%
AGRICULTURE	7.0%	1.6%	5.6%
FINE ARTS	0.0%	0.0%	0.0%
EXACT SCIENCES	0.2%	0.5%	0.3%
BUSINESS(SMALL)	4.4%	15.3%	8.1%
ECONOMICS	0.2%	1.6%	0.7%
MANUFACTURING	0.0%	0.0%	0.0%
ENGINEERING	0.2%	1.6%	0.7%
EDUCATION	1.4%	4.2%	2.4%
HEALTH	1.2%	5.8%	2.7%
SOCIOLOGY	0.5%	1.1%	0.7%
TECHNICAL	1.6%	0.5%	1.3%
OTHER	4.2%	5.3%	4.7%
NO INFORMATION	61.5%	55.8%	62.6%
MISSING DATA			0.0%
	100.0%	100.0%	100.0%

PANAMA

AREA OF PREPARATION	MALE N=240	FEMALE N=77	TOTAL N=308
PUBLIC ADMINISTRATION			0.0%
AGRICULTURE	41.3%	16.9%	36.4%
FINE ARTS	0.4%	1.3%	0.6%
EXACT SCIENCES	24.6%	29.9%	26.6%
BUSINESS(SMALL)	8.8%	33.8%	15.3%
ECONOMICS	1.3%	1.3%	1.3%
MANUFACTURING	1.7%	1.3%	1.6%
ENGINEERING	11.4%	1.3%	9.4%
EDUCATION	1.7%	3.9%	2.3%
HEALTH	0.4%	0.0%	0.3%
SOCIOLOGY	0.0%	2.6%	0.6%
TECHNICAL	5.8%	1.3%	4.9%
OTHER	2.1%	5.2%	2.9%
NO INFORMATION	0.4%	1.3%	0.6%
MISSING DATA			0.0%
	100.0%	100.0%	100.0%

ROCAP

AREA OF PREPARATION	MALE N=201	FEMALE N=23	TOTAL N=224
PUBLIC ADMINISTRATION	4.5%	13.0%	5.4%
AGRICULTURE	72.1%	30.4%	67.9%
FINE ARTS	0.5%	8.7%	1.3%
EXACT SCIENCES			0.0%
BUSINESS(SMALL)	10.4%	17.4%	11.2%
ECONOMICS	1.5%	4.3%	1.8%
MANUFACTURING	2.5%	13.0%	3.6%
ENGINEERING		-	0.0%
EDUCATION	5.5%	8.7%	5.8%
HEALTH	1.0%	0.0%	0.9%
SOCIOLOGY			0.0%
TECHNICAL	1.0%	0.0%	0.9%
OTHER	1.0%	4.3%	1.3%
NO INFORMATION			0.0%
MISSING DATA			0.0%
	100.0%	100.0%	100.0%

What occupations do CAPS trainees have prior to selection?

Almost half (48.6%) of the CAPS trainees are blue collar workers (unskilled, semi-skilled, and skilled) or students. Approximately one-third are professional (managers, professional, small business, or white collar). (Figure 1.7)

Male trainees tend to be unskilled workers (21.7%), or white collar/clerks (18.4%) or skilled technicians (14.7%). (Table 1.3) In contrast, women tend to be white collar/clerks (21.2%), students (20.2%), or unskilled workers (19.9%). These figures are evidence that appropriate targets are being reached.

What is the English competency of CAPS trainees prior to selection?

Fully three-fifths of the (61.2%) CAPS trainees declare themselves to have no competency in English prior to selection. (Figure 1.8) Roughly one-third (36.4%) claimed to have "good", or "excellent" (2.4%) levels of English competency. This was true for both men and women. (However, our observations during on-site visits would suggest that trainees overestimate their English language skills.)

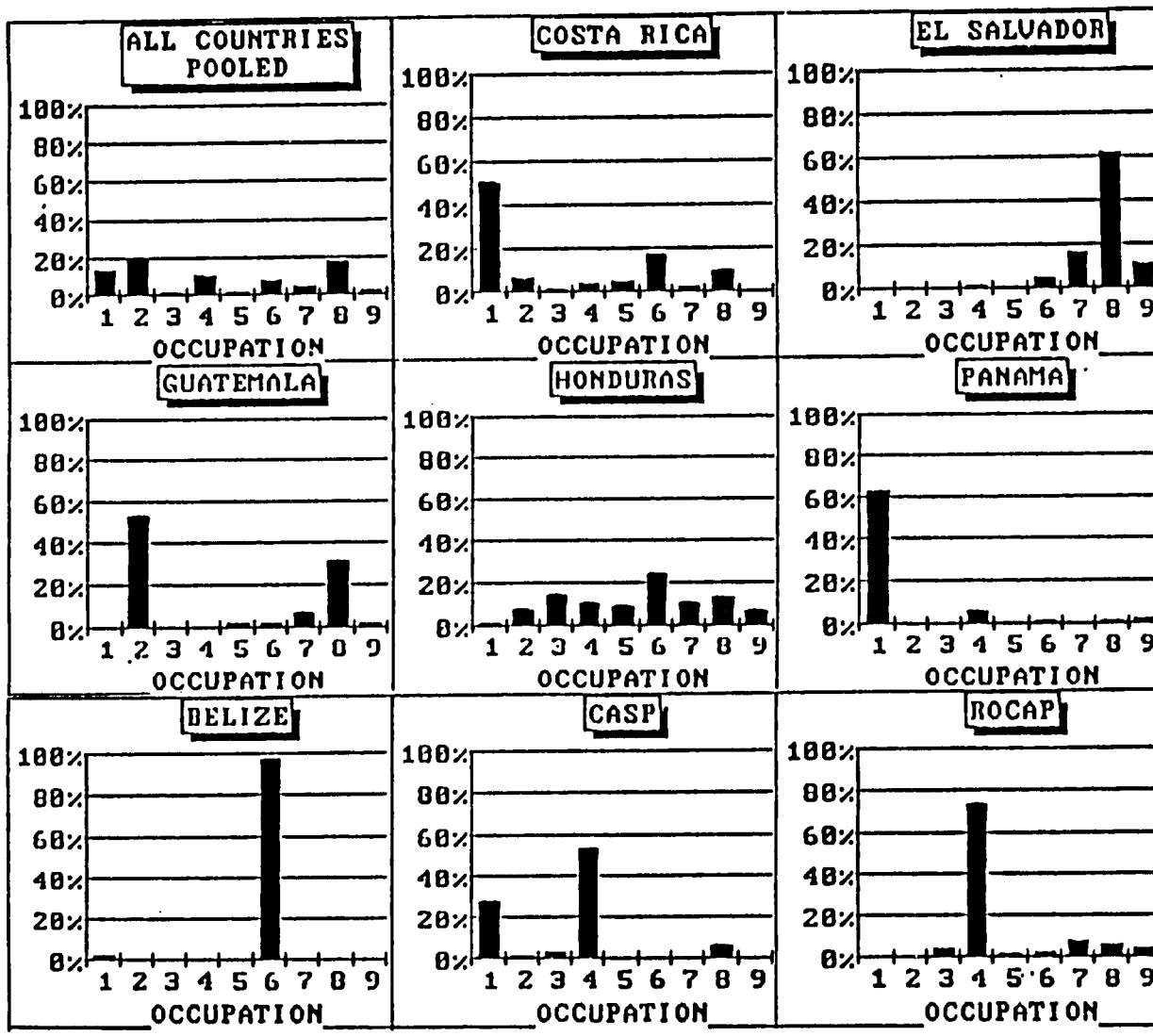
Prior to selection, have CAPS trainees taken any trips abroad?

No. The majority of CAPS trainees (85%) have not taken any previous trips abroad. (Figure 1.9) There are no differences by sex.

FIGURE 1.7

TOTAL CAPS PARTICIPANTS BY OCCUPATION

PRIOR TO SELECTION



1 = Student

2 = Unskilled Worker

3 = Semi-Skilled Worker

4 = Skilled Technician

5 = Manager

6 = Professional

7 = Small Business

8 = White Collar

9 = Other

TABLE 1.3

CAPS PARTICIPANTS BY PREVIOUS OCCUPATION AND SEX

COUNTRIES POOLED

OCCUPATION	MALE N=2530	FEMALE N=1007	TOTAL N=3537
STUDENT	12.3%	20.2%	14.5%
UNSKILLED WORKER	21.7%	19.4%	21.0%
SEMI-SKILLED WORKER	1.7%	2.4%	1.9%
SKILLED TECHNICIAN	14.7%	2.5%	11.2%
MANAGER	3.1%	0.9%	2.5%
PROFESSIONAL	7.5%	8.7%	7.9%
SMALL BUS./MERCHANT	3.9%	9.0%	5.3%
WHITE COLLAR/CLERK	18.4%	21.2%	19.2%
OTHER	2.8%	2.9%	2.8%
NO INFORMATION	14.0%	12.9%	13.7%
MISSING DATA			
TOTAL	100.0%	100.0%	100.0%

COSTA RICA

OCCUPATION	MALE N=270	FEMALE N=156	TOTAL N=426
STUDENT	43.0%	65.4%	51.2%
UNSKILLED WORKER	4.4%	12.8%	7.5%
SEMI-SKILLED WORKER	2.6%	0.6%	1.9%
SKILLED TECHNICIAN	5.9%	0.6%	4.0%
MANAGER	7.4%	0.6%	4.9%
PROFESSIONAL	22.2%	10.3%	17.8%
SMALL BUS./MERCHANT	4.1%	0.6%	2.8%
WHITE COLLAR/CLERK	10.0%	9.0%	9.6%
OTHER	0.4%	0.0%	0.2%
NO INFORMATION			0.0%
MISSING DATA			0.0%
	100.0%	100.0%	100.0%

EL SALVADOR

OCCUPATION	MALE N=438	FEMALE N=195	TOTAL N=243
STUDENT	0.2%	0.5%	0.8%
UNSKILLED WORKER	0.0%	0.0%	0.0%
SEMI-SKILLED WORKER	0.0%	0.0%	0.0%
SKILLED TECHNICIAN	0.9%	0.5%	2.1%
MANAGER	0.2%	0.0%	0.4%
PROFESSIONAL	1.1%	3.6%	4.9%
SMALL BUS./MERCHANT	3.9%	12.8%	17.3%
WHITE COLLAR/CLERK	25.1%	22.1%	63.0%
OTHER	5.5%	2.1%	11.5%
NO INFORMATION	63.0%	58.5%	0.0%
MISSING DATA			0.0%
	100.0%	100.0%	100.0%

GUATEMALA

OCCUPATION	MALE N=907	FEMALE N=383	TOTAL N=1290
STUDENT	0.0%	0.0%	0.0%
UNSKILLED WORKER	56.3%	45.7%	53.2%
SEMI-SKILLED WORKER	0.0%	0.0%	0.0%
SKILLED TECHNICIAN	0.1%	0.0%	0.1%
MANAGER	3.4%	1.0%	2.7%
PROFESSIONAL	2.5%	1.3%	2.2%
SMALL BUS./MERCHANT	4.9%	11.7%	6.9%
WHITE COLLAR/CLERK	30.4%	35.8%	32.0%
OTHER	2.0%	3.9%	2.6%
NO INFORMATION	0.3%	0.5%	0.4%
MISSING DATA			0.0%
	100.0%	100.0%	100.0%

HONDURAS

OCCUPATION	MALE N=187	FEMALE N=67	TOTAL N=254
STUDENT	0.0%	7.5%	2.0%
UNSKILLED WORKER	11.2%	0.0%	8.3%
SEMI-SKILLED WORKER	10.7%	25.4%	14.6%
SKILLED TECHNICIAN	11.8%	7.5%	10.6%
MANAGER	10.7%	6.0%	9.4%
PROFESSIONAL	26.7%	16.4%	24.0%
SMALL BUS./MERCHANT	6.4%	23.9%	11.0%
WHITE COLLAR/CLERK	16.0%	6.0%	13.4%
OTHER	6.4%	7.5%	6.7%
NO INFORMATION			
MISSING DATA			
	100.0%	100.0%	100.0%

PANAMA

OCCUPATION	MALE N=240	FEMALE N=77	TOTAL N=317
STUDENT	57.5%	81.6%	63.4%
UNSKILLED WORKER	0.4%	0.0%	0.3%
SEMI-SKILLED WORKER	0.8%	0.0%	0.6%
SKILLED TECHNICIAN	7.9%	0.0%	6.0%
MANAGER	0.4%	0.0%	0.3%
PROFESSIONAL	1.7%	0.0%	1.3%
SMALL BUS./MERCHANT	0.0%	0.0%	0.0%
WHITE COLLAR/CLERK	1.7%	[illegible]	1.6%
OTHER	2.5%	2.6%	2.5%
NO INFORMATION	27.1%	14.3%	24.0%
MISSING DATA			0.0%
	100.0%	100.0%	100.0%

BELIZE

OCCUPATION	MALE N=44	FEMALE N=48	TOTAL N=92
STUDENT	4.5%		2.2%
UNSKILLED WORKER			0.0%
SEMI-SKILLED WORKER			0.0%
SKILLED TECHNICIAN			0.0%
MANAGER			0.0%
PROFESSIONAL	95.5%	100.0%	97.8%
SMALL BUS./MERCHANT			0.0%
WHITE COLLAR/CLERK			0.0%
OTHER			0.0%
NO INFORMATION			0.0%
MISSING DATA			0.0%
	100.0%	100.0%	100.0%

CASP TRAINEES

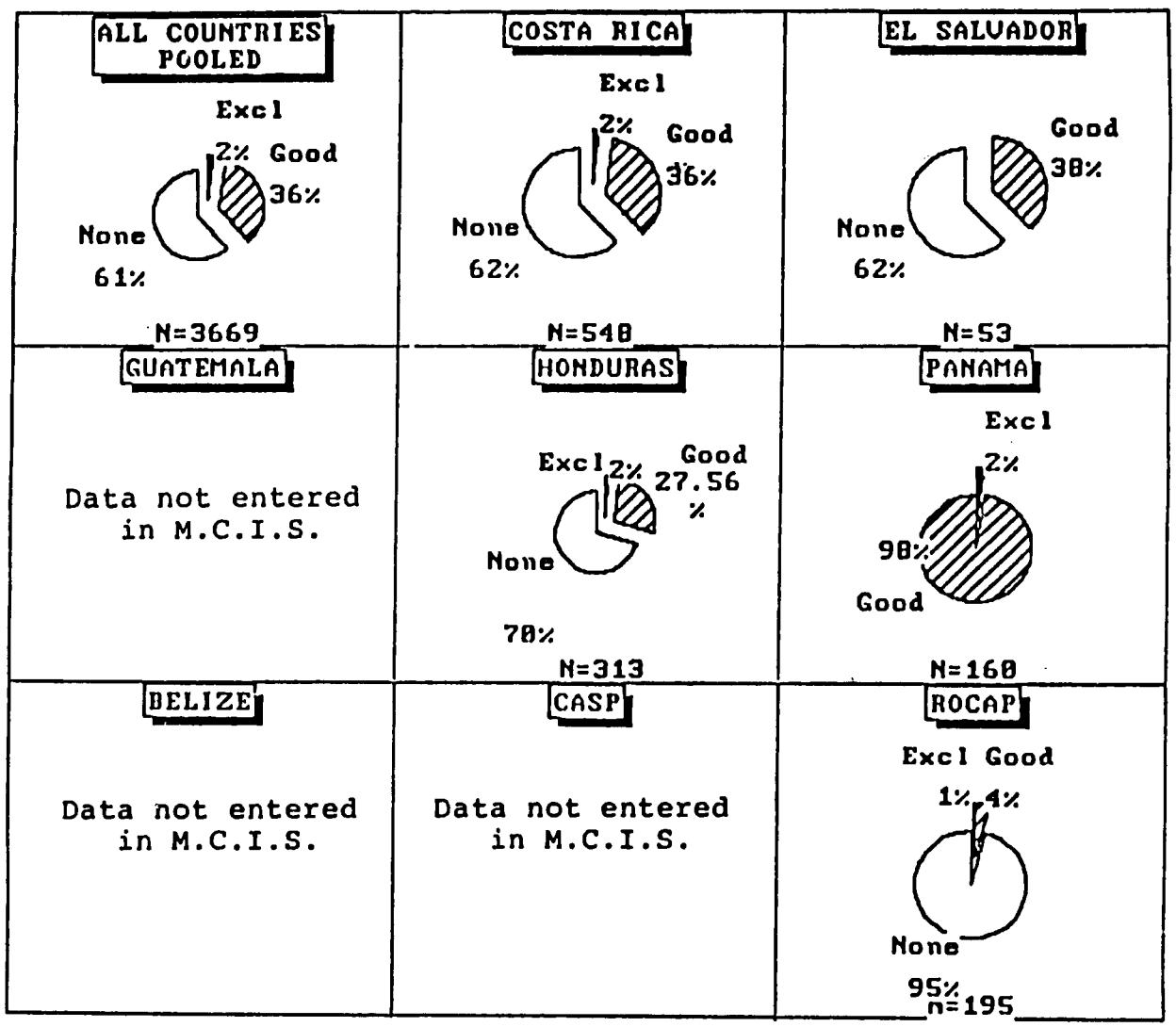
OCCUPATION	MALE N=243	FEMALE N=58	TOTAL N=301
STUDENT	21.8%	55.2%	28.2%
UNSKILLED WORKER	1.6%	0.0%	1.3%
SEMI-SKILLED WORKER	3.3%	3.4%	3.3%
SKILLED TECHNICIAN	63.8%	15.5%	54.5%
MANAGER	0.4%	0.0%	0.3%
PROFESSIONAL	0.0%	1.7%	0.3%
SMALL BUS./MERCHANT	0.4%	0.0%	0.3%
WHITE COLLAR/CLERK	4.1%	17.2%	6.6%
OTHER	0.8%	1.7%	1.0%
NO INFORMATION	3.7%	5.2%	4.0%
MISSING DATA			0.0%
	100.0%	100.0%	100.0%

ROCAP

OCCUPATION	MALE N=201	FEMALE N=23	TOTAL N=224
STUDENT	0.5%	0.0%	0.4%
UNSKILLED WORKER			0.0%
SEMI-SKILLED WORKER	3.0%	17.4%	4.5%
SKILLED TECHNICIAN	77.1%	39.1%	73.2%
MANAGER	2.0%	0.0%	1.8%
PROFESSIONAL	3.0%	0.0%	2.7%
SMALL BUS./MERCHANT	6.5%	17.4%	7.6%
WHITE COLLAR/CLERK	4.5%	17.4%	5.8%
OTHER	3.5%	8.7%	4.0%
NO INFORMATION			0.0%
MISSING DATA			0.0%
	100.0%	100.0%	100.0%

FIGURE 1.8

PARTICIPANTS BY ENGLISH
COMPETENCY AT SELECTION



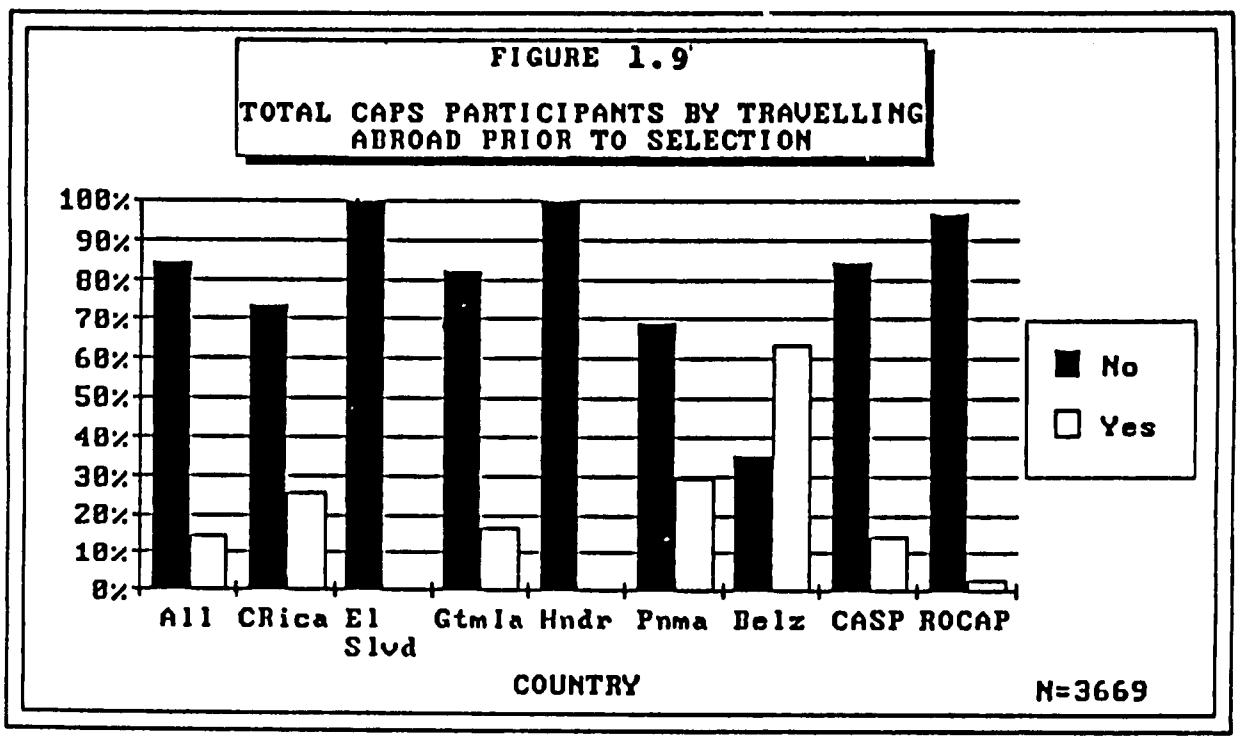


FIGURE 1.9
TOTAL CAPS PARTICIPANTS BY TRAVELLING ABROAD PRIOR TO SELECTION
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
All
CRica
El Slvd
Gtmla
Hndr
Pnma
Belz
CASP
ROCAP
COUNTRY
No
Yes
N=3669

Do the trainees' fields of study and training types reflect CAPS program objectives?

Yes. The objectives for the CAPS program include a departure from AID's traditional areas of interest and an expansion of training in new technical and professional fields. As noted earlier, the majority of CAPS trainees are engaged in technical training (84%), rather than academic training. (Figure 1.3) The type of training received is consistent with the training objectives. The objectives of those receiving technical training are for information obtained in a limited time period through on the job training (53.4%), short courses (30.7%), seminars (11.4%), and observational tours (4.7%). In contrast, all those receiving academic training had as their objective a B.A./B.S. (45%) A.A. (27.5%) or an M.A./M.S. (27.5%). (Table 1.4)

The field of study varies somewhat depending upon whether the trainee is receiving technical or academic training. The most popular fields of technical study are: business and management (31.4%), health science (14.8%), education (12.5%), agricultural business and production (8.1%), and agricultural sciences (4.8%). (Table 1.5) In the academic area, the top five choices are engineering (18.6%), education (14.7%), agricultural sciences (13.9%), computer/information sciences (12.6%), and transportation (8.1%).

Are the trainees' fields of study and the Mission's training objectives consistent with the aims of the CAPS program?

Yes. As noted above, the field of study varies by the training objective of the trainee. The data show that the largest number of CAPS trainees, roughly one-third (1,199), received "on-the-job training"

TABLE 1.4

PARTICIPANTS BY TYPE OF TRAINING AND TRAINING OBJECTIVE

COUNTRIES POOLED

TRAINING OBJECTIVE	ACADEMIC N=571	TECHNICAL N=2984	TOTAL N=3669
ASSOCIATE OF ARTS	27.5%	0.0%	4.3%
BA OR BS	45.0%	0.0%	7.0%
MA OR MS	27.5%	0.0%	4.3%
PH.D.	0.0%	0.0%	0.0%
SEMINAR	0.0%	11.4%	9.3%
ON THE JOB TRAINING	0.0%	53.2%	43.2%
OBSERVATIONAL TOUR	0.0%	4.7%	3.8%
SHORT COURSE	0.0%	30.7%	25.0%
OTHER	0.0%	0.0%	0.0%
TOTAL	100.0%	100.0%	100.0%

GUATEMALA

TRAINING OBJECTIVE	ACADEMIC N=0	TECHNICAL N=1291	TOTAL N=1291
ASSOCIATE OF ARTS			
BA OR BS			
MA OR MS			
PH.D.			
SEMINAR			
ON THE JOB TRAINING		100.0%	100.0%
OBSERVATIONAL TOUR			
SHORT COURSE			
OTHER			
	0.0%	100.0%	100.0%

BELIZE

TRAINING OBJECTIVE	ACADEMIC N=13	TECHNICAL N=79	TOTAL N=92
ASSOCIATE OF ARTS	7.7%	0.0%	1.1%
BA OR BS	92.3%	0.0%	13.0%
MA OR MS			0.0%
PH.D.			0.0%
SEMINAR			0.0%
ON THE JOB TRAINING			0.0%
OBSERVATIONAL TOUR			0.0%
SHORT COURSE	0.0%	100.0%	85.9%
OTHER			0.0%
	100.0%	100.0%	100.0%

COSTA RICA

TRAINING OBJECTIVE	ACADEMIC N=59	TECHNICAL N=355	TOTAL N=414
ASSOCIATE OF ARTS	16.9%	0.0%	2.4%
BA OR BS	33.9%	0.0%	4.8%
MA OR MS	49.2%	0.0%	7.0%
PH.D			0.0%
SEMINAR	0.0%	7.0%	6.0%
ON THE JOB TRAINING	0.0%	51.3%	44.0%
OBSERVATIONAL TOUR	0.0%	26.8%	22.9%
SHORT COURSE	0.0%	14.9%	12.8%
OTHER			0.0%
	100.0%	100.0%	100.0%

HONDURAS

TRAINING OBJECTIVE	ACADEMIC N=91	TECHNICAL N=373	TOTAL N=464
ASSOCIATE OF ARTS	4.4%	0.0%	0.9%
BA OR BS	40.7%	0.0%	8.0%
MA OR MS	54.9%	0.0%	10.8%
PH.D	0.0%	0.0%	0.0%
SEMINAR	0.0%	6.4%	5.2%
ON THE JOB TRAINING	0.0%	3.5%	2.8%
OBSERVATIONAL TOUR	0.0%	9.1%	7.3%
SHORT COURSE	0.0%	80.7%	64.9%
OTHER	0.0%	0.3%	0.2%
	100.0%	100.0%	100.0%

CASP TRAINEES

TRAINING OBJECTIVE	ACADEMIC N=116	TECHNICAL N=21	TOTAL N=137
ASSOCIATE OF ARTS	100.0%	0.0%	84.7%
BA OR BS			0.0%
MA OR MS			0.0%
PH.D.			0.0%
SEMINAR			0.0%
ON THE JOB TRAINING			0.0%
OBSERVATIONAL TOUR			0.0%
SHORT COURSE	0.0%	100.0%	15.3%
OTHER			0.0%
	100.0%	100.0%	100.0%

EL SALVADOR

TRAINING OBJECTIVE	ACADEMIC N=104	TECHNICAL N=529	TOTAL N=633
ASSOCIATE OF ARTS	25.0%	0.0%	4.1%
BA OR BS			0.0%
MA OR MS	75.0%	0.0%	12.3%
PH.D			0.0%
SEMINAR	0.0%	12.9%	10.7%
ON THE JOB TRAINING			0.0%
OBSERVATIONAL TOUR			0.0%
SHORT COURSE	0.0%	87.1%	72.8%
OTHER			0.0%
	100.0%	100.0%	100.0%

PANAMA

TRAINING OBJECTIVE	ACADEMIC N=198	TECHNICAL N=112	TOTAL N=300
ASSOCIATE OF ARTS			0.0%
BA OR BS	100.0%	0.0%	62.7%
MA OR MS			0.0%
PH.D.			0.0%
SEMINAR			0.0%
ON THE JOB TRAINING	0.0%	89.3%	33.3%
OBSERVATIONAL TOUR	0.0%	8.9%	3.3%
SHORT COURSE	0.0%	1.8%	0.7%
OTHER			0.0%
	100.0%	100.0%	100.0%

ROCAP

TRAINING OBJECTIVE	ACADEMIC	TECHNICAL	TOTAL
ASSOCIATE OF ARTS			
BA OR BS			
MA OR MS			
PH.D.			
SEMINAR			
ON THE JOB TRAINING			
OBSERVATIONAL TOUR			
SHORT COURSE			
OTHER			

TABLE 1.5

PARTICIPANTS BY FIELD OF STUDY AND TYPE OF TRAINING

COUNTRIES POOLED

FIELD OF STUDY	ACADEMIC N=382	TECHNICAL N=2869	TOTAL N=3251
AG. BUS. & PRODUCTION	4.2%	8.1%	7.6%
AG. SCIENCES	13.9%	4.8%	5.9%
RENEW. NAT. RESOURCES	1.0%	0.6%	0.7%
ARCHITECTURE & DESIGN	0.0%	0.7%	0.6%
AREA/ETHNIC STUDIES	0.0%	0.7%	0.6%
BUSINESS & MANAGEMENT	8.1%	31.4%	28.6%
BUSINESS & OFFICE	0.3%	0.1%	0.2%
MARKET & DISTRIB.	0.0%	1.6%	1.4%
COMMUNICATIONS	0.5%	0.7%	0.7%
COMPUTER/INFO SCIENCES	12.6%	0.1%	1.6%
EDUCATION	14.7%	12.5%	12.8%
ENGINEERING	18.6%	0.0%	2.2%
ENGINEERING/VOCATIONAL	0.8%	0.2%	0.3%
HEALTH SCIENCE	4.7%	21.9%	20.0%
INDUSTRIAL ARTS	0.3%	0.1%	0.1%
LAW	0.8%	0.0%	0.1%
LETTERS	0.0%	0.0%	0.0%
LIFE SCIENCES	0.3%	0.0%	0.0%
MATHEMATICS	0.3%	0.2%	0.2%
CIVIC ACTIVITIES	0.0%	3.1%	2.8%
PHYSICAL SCIENCES	0.5%	0.0%	0.1%
PSYCHOLOGY	0.8%	0.0%	0.1%
PUBLIC AFFAIRS	0.3%	4.0%	3.6%
SOCIAL SCIENCES	6.0%	0.0%	0.7%
CONSTRUCTION TRADES	0.0%	0.0%	0.0%
MECHANICS/REPAIRS	1.3%	0.5%	0.6%
PRECISION PRODUCTION	2.1%	0.0%	0.2%
TRANSPORTATION	8.1%	0.2%	1.1%
VISUAL/PERFORM. ARTS	0.0%	0.6%	0.5%
INTENSIVE ENGLISH	0.0%	0.5%	0.5%
NO INFORMATION	0.0%	7.2%	6.3%
MISSING DATA			0.0%
TOTAL	100.0%	100.0%	100.0%

GUATEMALA

FIELD OF STUDY	ACADEMIC	TECHNICAL N=1291	TOTAL N=1291
AG. BUS. & PRODUCTION			0.0%
AG. SCIENCES			0.0%
RENEW. NAT. RESOURCES			0.0%
ARCHITECTURE & DESIGN			0.0%
AREA/ETHNIC STUDIES			0.0%
BUSINESS & MANAGEMENT		34.2%	34.2%
BUSINESS & OFFICE			0.0%
MARKET & DISTRIB.			0.0%
COMMUNICATIONS			0.0%
COMPUTER/INFO SCIENCES			0.0%
EDUCATION		8.4%	8.4%
ENGINEERING			0.0%
ENGINEERING/VOCATIONAL			0.0%
HEALTH SCIENCE		30.1%	30.1%
HOME ECONOMICS		11.5%	11.5%
LAW			0.0%
LETTERS			0.0%
LIFE SCIENCES			0.0%
MATHEMATICS			0.0%
CIVIC ACTIVITIES			0.0%
PHYSICAL SCIENCES			0.0%
PSYCHOLOGY			0.0%
PUBLIC AFFAIRS			0.0%
SOCIAL SCIENCES			0.0%
CONSTRUCTION TRADES			0.0%
MECHANICS/REPAIRS			0.0%
PRECISION PRODUCTION			0.0%
TRANSPORTATION			0.0%
VISUAL/PERFORM. ARTS			0.0%
INTENSIVE ENGLISH			0.0%
NO INFORMATION		16.0%	16.0%
MISSING DATA			0.0%
		100.0%	100.0%

BELIZE

FIELD OF STUDY	ACADEMIC N=10	TECHNICAL N=79	TOTAL N=89
AG. BUS. & PRODUCTION			0.0%
AG. SCIENCES	10.0%	0.0%	1.1%
RENEW. NAT. RESOURCES			0.0%
ARCHITECTURE & DESIGN			0.0%
AREA/ETHNIC STUDIES			0.0%
BUSINESS & MANAGEMENT			0.0%
BUSINESS & OFFICE			0.0%
MARKET & DISTRIB.			0.0%
COMMUNICATIONS			0.0%
COMPUTER/INFO SCIENCES			0.0%
EDUCATION	80.0%	68.8%	68.5%
ENGINEERING			0.0%
ENGINEERING/VOCATIONAL			0.0%
HEALTH SCIENCE	10.0%	30.0%	27.2%
INDUSTRIAL ARTS			0.0%
LAW			0.0%
LETTERS			0.0%
LIFE SCIENCES			0.0%
MATHEMATICS			0.0%
CIVIC ACTIVITIES			0.0%
PHYSICAL SCIENCES			0.0%
PSYCHOLOGY			0.0%
PUBLIC AFFAIRS			0.0%
SOCIAL SCIENCES			0.0%
CONSTRUCTION TRADES	0.0%	1.3%	1.1%
MECHANICS/REPAIRS			0.0%
PRECISION PRODUCTION			0.0%
TRANSPORTATION			0.0%
VISUAL/PERFORM. ARTS			0.0%
INTENSIVE ENGLISH			0.0%
NO INFORMATION			0.0%
MISSING DATA			0.0%
	100.0%	100.0%	100.0%

TABLE 1.5

PARTICIPANTS BY FIELD OF STUDY AND TYPE OF TRAINING

COSTA RICA FIELD OF STUDY	ACADEMIC N=60	TECHNICAL N=247	TOTAL N=307
AG. BUS. & PRODUCTION	3.3%	2.0%	2.3%
AG. SCIENCES	16.7%	0.0%	3.3%
RENEW. NAT. RESOURCES	1.7%	0.0%	0.3%
ARCHITECTURE & DESIGN	0.0%	4.0%	3.3%
AREA/ETHNIC STUDIES	0.0%	8.5%	6.8%
BUSINESS & MANAGEMENT	15.0%	9.7%	10.7%
BUSINESS & OFFICE			0.0%
MARKET & DISTRIB.	0.0%	12.1%	9.8%
COMMUNICATIONS	3.3%	8.5%	7.5%
COMPUTER/INFO SCIENCES	3.3%	0.0%	0.7%
EDUCATION	15.0%	23.1%	21.5%
ENGINEERING	10.0%	0.0%	2.0%
ENGINEERING/VOCATIONAL	3.3%	2.8%	2.9%
HEALTH SCIENCE	1.7%	0.4%	0.7%
INDUSTRIAL ARTS	1.7%	0.0%	0.3%
LAW	5.0%	0.0%	1.0%
LETTERS			0.0%
LIFE SCIENCES	1.7%	0.0%	0.3%
MATHEMATICS			0.0%
CIVIC ACTIVITIES			0.0%
PHYSICAL SCIENCES	3.3%	0.0%	0.7%
PSYCHOLOGY	5.0%	0.0%	1.0%
PUBLIC AFFAIRS	1.7%	16.2%	13.4%
SOCIAL SCIENCES	8.3%	0.0%	1.6%
CONSTRUCTION TRADES			0.0%
MECHANICS/REPAIRS			0.0%
PRECISION PRODUCTION			0.0%
TRANSPORTATION			0.0%
VISUAL/PERFORM. ARTS	0.0%	6.5%	5.2%
INTENSIVE ENGLISH	0.0%	6.1%	4.9%
NO INFORMATION			0.0%
MISSING DATA			0.0%
	100.0%	100.0%	100.0%

HONDURAS FIELD OF STUDY	ACADEMIC N=60	TECHNICAL N=377	TOTAL N=437
AG. BUS. & PRODUCTION	5.0%	35.0%	30.9%
AG. SCIENCES	13.3%	7.4%	8.2%
RENEW. NAT. RESOURCES	5.0%	4.8%	4.8%
ARCHITECTURE & DESIGN	0.0%	2.4%	2.1%
AREA/ETHNIC STUDIES			0.0%
BUSINESS & MANAGEMENT	18.3%	38.7%	35.9%
BUSINESS & OFFICE	1.7%	1.1%	1.1%
MARKET & DISTRIB.	0.0%	1.6%	1.4%
COMMUNICATIONS			0.0%
COMPUTER/INFO SCIENCES	3.3%	0.8%	1.1%
EDUCATION	38.3%	2.1%	7.1%
ENGINEERING	8.3%	0.0%	1.1%
ALLIED HEALTH	1.7%	0.0%	0.0%
HEALTH SCIENCE	0.0%	3.4%	3.0%
INDUSTRIAL ARTS	0.0%	0.5%	0.5%
LAW			0.0%
LETTERS			0.0%
LIFE SCIENCES			0.0%
MATHEMATICS	0.0%	0.5%	0.[illegible]%
CIVIC ACTIVITIES			0.0%
PHYSICAL SCIENCES			0.0%
PSYCHOLOGY			0.0%
PUBLIC AFFAIRS			0.0%
SOCIAL SCIENCES	5.0%	0.0%	0.7%
CONSTRUCTION TRADES			0.0%
MECHANICS/REPAIRS	0.0%	0.3%	0.2%
PRECISION PRODUCTION			0.0%
TRANSPORTATION	0.0%	1.3%	1.1%
VISUAL/PERFORM. ARTS			0.0%
INTENSIVE ENGLISH			0.0%
NO INFORMATION			0.0%
MISSING DATA			0.0%
	100.0%	100.0%	100.0%

CASP TRAINEES FIELD OF STUDY	ACADEMIC N=116	TECHNICAL N=21	TOTAL N=137
AG. BUS. & PRODUCTION	0.9%	4.8%	1.5%
AG. SCIENCES	30.0%	47.6%	32.8%
RENEW. NAT. RESOURCES			0.0%
ARCHITECTURE & DESIGN			0.0%
AREA/ETHNIC STUDIES			0.0%
BUSINESS & MANAGEMENT			0.0%
BUSINESS & OFFICE			0.0%
MARKET & DISTRIB.	0.0%	47.6%	7.6%
COMMUNICATIONS			0.0%
COMPUTER/INFO SCIENCES	29.1%	0.0%	24.4%
EDUCATION			0.0%
ENGINEERING	18.2%	0.0%	15.3%
HEALTH SCIENCE			0.0%
VOCATIONAL HOME ECON.	14.5%	0.0%	12.2%
INDUSTRIAL ARTS			0.0%
LAW			0.0%
LETTERS			0.0%
LIFE SCIENCES			0.0%
MATHEMATICS			0.0%
CIVIC ACTIVITIES			0.0%
PHYSICAL SCIENCES			0.0%
PSYCHOLOGY			0.0%
PUBLIC AFFAIRS			0.0%
SOCIAL SCIENCES			0.0%
CONSTRUCTION TRADES			0.0%
MECHANICS/REPAIRS			0.0%
PRECISION PRODUCTION	7.3%	0.0%	6.1%
TRANSPORTATION			0.0%
VISUAL/PERFORM. ARTS			0.0%
INTENSIVE ENGLISH			0.0%
NO INFORMATION			0.0%
MISSING DATA			0.0%
	100.0%	100.0%	100.0%

TABLE 1.5

PARTICIPANTS BY FIELD OF STUDY AND TYPE OF TRAINING

EL SALVADOR

FIELD OF STUDY	ACADEMIC N=104	TECHNICAL N=529	TOTAL N=633
AG. BUS. & PRODUCTION	9.6%	8.1%	8.4%
AG. SCIENCES	1.0%	0.0%	0.2%
RENEW. NAT. RESOURCES			0.0%
ARCHITECTURE & DESIGN			0.0%
AREA/ETHNIC STUDIES			0.0%
BUSINESS & MANAGEMENT	8.7%	46.9%	40.6%
BUSINESS & OFFICE			0.0%
MARKET & DISTRIB.	0.0%	0.2%	0.2%
COMMUNICATIONS			0.0%
COMPUTER/INFO SCIENCES	11.5%	0.0%	1.9%
EDUCATION	15.4%	0.0%	2.5%
ENGINEERING	33.7%	0.0%	5.5%
ENGINEERING/VOCATIONAL			0.0%
HEALTH SCIENCE			0.0%
VOCATIONAL HOME ECON.	0.0%	10.8%	9.0%
LAW			0.0%
LETTERS			0.0%
LIFE SCIENCES			0.0%
MATHEMATICS	1.0%	0.4%	0.5%
CIVIC ACTIVITIES	0.0%	17.0%	14.2%
PHYSICAL SCIENCES			0.0%
PSYCHOLOGY			0.0%
PUBLIC AFFAIRS	0.0%	14.2%	11.8%
SOCIAL SCIENCES	14.4%	0.2%	2.5%
CONSTRUCTION TRADES			0.0%
MECHANICS/REPAIRS	4.8%	2.3%	2.7%
PRECISION PRODUCTION			0.0%
TRANSPORTATION			0.0%
VISUAL/PERFORM. ARTS			0.0%
INTENSIVE ENGLISH			0.0%
NO INFORMATION			0.0%
MISSING DATA			0.0%
	100.0%	100.0%	100.0%

PANAMA

FIELD OF STUDY	ACADEMIC N=38	TECHNICAL N=101	TOTAL N=139
AG. BUS. & PRODUCTION			0.0%
AG. SCIENCES	0.0%	99.0%	71.9%
RENEW. NAT. RESOURCES			0.0%
ARCHITECTURE & DESIGN			0.0%
AREA/ETHNIC STUDIES			0.0%
BUSINESS & MANAGEMENT	5.3%	0.0%	1.4%
BUSINESS & OFFICE			0.0%
MARKET & DISTRIB.			0.0%
COMMUNICATIONS			0.0%
COMPUTER/INFO SCIENCES			0.0%
EDUCATION			0.0%
ENGINEERING	13.2%	0.0%	3.6%
ENGINEERING/VOCATIONAL			0.0%
HEALTH SCIENCE			0.0%
INDUSTRIAL ARTS			0.0%
LAW			0.0%
LETTERS			0.0%
LIFE SCIENCES			0.0%
MATHEMATICS	0.0%	1.0%	0.7%
CIVIC ACTIVITIES			0.0%
PHYSICAL SCIENCES			0.0%
PSYCHOLOGY			0.0%
PUBLIC AFFAIRS			0.0%
SOCIAL SCIENCES			0.0%
CONSTRUCTION TRADES			0.0%
MECHANICS/REPAIRS			0.0%
PRECISION PRODUCTION			0.0%
TRANSPORTATION	81.6%	0.0%	22.3%
VISUAL/PERFORM. ARTS			0.0%
INTENSIVE ENGLISH			0.0%
NO INFORMATION			0.0%
MISSING DATA			0.0%
	100.0%	100.0%	100.0%

ROCAP

FIELD OF STUDY	ACADEMIC N=0	TECHNICAL N=223	TOTAL N=223
AG. BUS. & PRODUCTION		22.9%	22.9%
AG. SCIENCES			0.0%
RENEW. NAT. RESOURCES			0.0%
ARCHITECTURE & DESIGN			0.0%
AREA/ETHNIC STUDIES			0.0%
BUSINESS & MANAGEMENT		18.4%	18.4%
BUSINESS & OFFICE			0.0%
MARKET & DISTRIB.			0.0%
COMMUNICATIONS			0.0%
COMPUTER/INFO SCIENCES			0.0%
EDUCATION		58.7%	58.7%
ENGINEERING			0.0%
ENGINEERING/VOCATIONAL			0.0%
HEALTH SCIENCE			0.0%
INDUSTRIAL ARTS			0.0%
LAW			0.0%
LETTERS			0.0%
LIFE SCIENCES			0.0%
MATHEMATICS			0.0%
CIVIC ACTIVITIES			0.0%
PHYSICAL SCIENCES			0.0%
PSYCHOLOGY			0.0%
PUBLIC AFFAIRS			0.0%
SOCIAL SCIENCES			0.0%
CONSTRUCTION TRADES			0.0%
MECHANICS/REPAIRS			0.0%
PRECISION PRODUCTION			0.0%
TRANSPORTATION			0.0%
VISUAL/PERFORM. ARTS			0.0%
INTENSIVE ENGLISH			0.0%
NO INFORMATION			0.0%
MISSING DATA			0.0%
		100.0%	100.0%

while in the United States. (Table 1.6) For that training objective, the most frequently chosen fields of study were health science (44.7%), business and management (36.8%), education (9%), and agricultural sciences (8.3%).

The second largest category of training, the short course, involved about one-fourth of all CAPS trainees (910). The major fields of study for this training objective were business and management (41%), agricultural business and production (13.1%), public affairs (8.2%), and health science (6.4%).

Almost ten percent of the CAPS trainees (339) attended seminars in various fields to achieve their training objectives. These fields included education (38.6%), business and management (24.5%), agricultural business and production (23.3%), and civic activities (7.4%).

Among CAPS scholarship recipients who were strictly on an observational tour, most were involved in public affairs (31%), education (22.5%), area/ethnic studies (16.3%), and agricultural business and production (13.2%).

Among A.A. degree-seekers (151 or 4.1%), the largest numbers of CAPS trainees studied computer/information sciences (31.1%), agricultural sciences (27.8%), and engineering (13.2%).

The top three fields of study for B.A./B.S. degree candidates (81 or 2.2%) were transportation (37%), business and management (22.2%), and engineering (11.1%).

At the M.A./M.S. degree level (36 or 1%), CAPS trainees chose business and management (44.4%), education (16.7%), engineering

(11.1%), and agricultural sciences (11.1%) more often than other fields of study.

TABLE 1.6
CAPS PARTICIPANTS BY FIELD OF STUDY AND TRAINING OBJECTIVE

COUNTRIES POOLED FIELD OF STUDY	AA N=151	BA/BS N=81	MA/MS N=36	SEMINAR N=339	SHORT COURSE N=910	ON/JOB TRAINING N=1159	OBSERV TOUR N=129	OTHER N=18	TOTAL N=2863
AG. BUS. & PRODUCTION	7.9%	1.2%	2.8%	23.3%	13.1%	1.1%	13.2%	0.0%	8.5%
AG. SCIENCES	27.8%	4.9%	11.1%	0.0%	3.3%	8.3%	6.2%	0.0%	6.6%
RENEW. NAT. RESOURCES	0.0%	3.7%	8.3%	0.9%	1.4%	0.0%	7.8%	5.6%	1.2%
ARCHITECTURE & DESIGN	0.0%	0.0%	0.0%	0.0%	1.0%	0.0%	0.0%	0.0%	0.3%
AREA/ETHNIC STUDIES	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	16.3%	0.0%	0.7%
BUSINESS & MANAGEMENT	0.0%	22.2%	44.4%	24.5%	41.0%	36.8%	2.3%	0.0%	32.6%
BUSINESS & OFFICE	0.0%	0.0%	0.0%	1.2%	0.0%	0.1%	0.0%	0.0%	0.2%
MARKET & DISTRIB.	0.0%	0.0%	0.0%	0.0%	5.2%	0.0%	0.0%	0.0%	1.6%
COMMUNICATIONS	0.0%	0.0%	0.0%	0.0%	2.3%	0.0%	0.0%	0.0%	0.7%
COMPUTER/INFO SCIENCES	31.1%	0.0%	0.0%	0.3%	0.2%	0.0%	0.0%	0.0%	1.7%
EDUCATION	0.0%	7.4%	16.7%	38.6%	4.1%	9.0%	22.5%	0.0%	11.1%
ENGINEERING	13.2%	11.1%	11.1%	0.0%	0.0%	0.0%	0.0%	0.0%	1.2%
ENGINEERING/VOCATIONAL	0.7%	1.2%	0.0%	0.0%	0.8%	0.0%	0.0%	0.0%	0.3%
ALLIED HEALTH	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
HEALTH SCIENCE	10.6%	1.2%	0.0%	3.8%	6.4%	44.7%	0.0%	0.0%	21.8%
VOCATIONAL HOME ECON.	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
INDUSTRIAL ARTS	0.0%	1.2%	2.8%	0.0%	0.2%	0.0%	0.0%	0.0%	0.1%
LAW	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
LETTERS	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
LIFE SCIENCES	0.0%	1.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
MATHEMATICS	0.0%	0.0%	0.0%	0.0%	0.4%	0.0%	0.0%	0.0%	0.1%
CIVIC ACTIVITIES	0.0%	0.0%	0.0%	7.4%	7.1%	0.0%	0.0%	0.0%	3.1%
PHYSICAL SCIENCES	0.0%	2.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%
PSYCHOLOGY	0.0%	2.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%
PUBLIC AFFAIRS	0.0%	0.0%	0.0%	0.0%	8.2%	0.0%	31.0%	0.0%	4.0%
SOCIAL SCIENCES	0.0%	2.5%	2.8%	0.0%	0.1%	0.0%	0.0%	0.0%	0.1%
CONSTRUCTION TRADES	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
MECHANICS/REPAIRS	3.3%	0.0%	0.0%	0.0%	1.4%	0.0%	0.0%	0.0%	0.6%
PRECISION PRODUCTION	5.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.3%
TRANSPORTATION	0.0%	37.0%	0.0%	0.0%	0.5%	0.0%	0.0%	0.0%	1.2%
VISUAL/PERFORM. ARTS	0.0%	0.0%	0.0%	0.0%	1.6%	0.0%	0.8%	0.0%	0.6%
INTENSIVE ENGLISH	0.0%	0.0%	0.0%	0.0%	1.5%	0.0%	0.0%	94.4%	1.1%
NO INFORMATION	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
MISSING DATA				0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
TOTAL	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

TABLE 1.6
CAPS PARTICIPANTS BY
FIELD OF STUDY AND TRAINING OBJECTIVE

BELIZE FIELD OF STUDY	AA N=1	BA/BS N=10	MA/MS N=10	SEMINAR N=0	SHORT COURSE N=0	ON/JOB TRAINING N=0	OBSERV TOUR N=0	OTHER N=0	TOTAL N=21
AG. BUS. & PRODUCTION		10.0%	10.0%						9.5%
AG. SCIENCES									
RENEW. NAT. RESOURCES									
ARCHITECTURE & DESIGN									
AREA/ETHNIC STUDIES									
BUSINESS & MANAGEMENT									
BUSINESS & OFFICE									
MARKET & DISTRIB.									
COMMUNICATIONS									
COMPUTER/INFO SCIENCES									
EDUCATION		80.0%	80.0%						76.2%
ENGINEERING									
ENGINEERING/VOCATIONAL									
ALLIED HEALTH									
HEALTH SCIENCE		10.0%	10.0%						9.5%
VOCATIONAL HOME ECON.									
INDUSTRIAL ARTS									
LAW									
LETTERS									
LIFE SCIENCES									
MATHEMATICS									
CIVIC ACTIVITIES									
PHYSICAL SCIENCES									
PSYCHOLOGY									
PUBLIC AFFAIRS									
SOCIAL SCIENCES									
CONSTRUCTION TRADES	100.0%								4.8%
MECHANICS/REPAIRS									
PRECISION PRODUCTION									
TRANSPORTATION									
VISUAL/PERFORM. ARTS									
INTENSIVE ENGLISH									
NO INFORMATION									
MISSING DATA									
	100.0%	100.0%	100.0%						100.0%

TABLE 1.6
CAPS PARTICIPANTS BY
FIELD OF STUDY AND TRAINING OBJECTIVE

GUATEMALA FIELD OF STUDY	AA N=0	BA/BS N=0	MA/MS N=0	SEMINAR N=0	SHORT COURSE N=0	ON/JOB TRAINING N=1085	OBSERV TOUR N=0	OTHER N=0	TOTAL N=1085
AG. BUS. & PRODUCTION									
AG. SCIENCES									
RENEW. NAT. RESOURCES									
ARCHITECTURE & DESIGN									
AREA/ETHNIC STUDIES									
BUSINESS & MANAGEMENT						40.6%			40.6%
BUSINESS & OFFICE									
MARKET & DISTRIB.									
COMMUNICATIONS									
COMPUTER/INFO SCIENCES									
EDUCATION						10.0%			10.0%
ENGINEERING									
ENGINEERING/VOCATIONAL									
ALLIED HEALTH									
HEALTH SCIENCE						35.8%			35.8%
HOME ECONOMICS						13.6%			13.6%
INDUSTRIAL ARTS									
LAW									
LETTERS									
LIFE SCIENCES									
MATHEMATICS									
CIVIC ACTIVITIES									
PHYSICAL SCIENCES									
PSYCHOLOGY									
PUBLIC AFFAIRS									
SOCIAL SCIENCES									
CONSTRUCTION TRADES									
MECHANICS/REPAIRS									
PRECISION PRODUCTION									
TRANSPORTATION									
VISUAL/PERFORM. ARTS									
INTENSIVE ENGLISH									
NO INFORMATION									
MISSING DATA									
		100.0%		100.0%		100.0%			100.0%

TABLE 1.6
CAPS PARTICIPANTS BY
FIELD OF STUDY AND TRAINING OBJECTIVE

COSTA RICA FIELD OF STUDY	AA N=382	BA/BS N=20	MA/MS N=14	SEMINAR N=25	SHORT COURSE N=127	ON/JOB TRAINING N=0	OBSERV TOUR N=95	OTHER N=1	TOTAL N=292
AG. BUS. & PRODUCTION	0.0%	0.0%	0.0%	4.0%	1.6%		2.1%		1.7%
AG. SCIENCES	70.0%	5.0%	7.1%	0.0%	0.0%		0.0%		3.1%
RENEW. NAT. RESOURCES	0.0%	0.0%	0.0%	0.0%	0.0%		10.5%		3.4%
ARCHITECTURE & DESIGN	0.0%	0.0%	0.0%	0.0%	0.0%		0.0%		0.0%
AREA/ETHNIC STUDIES	0.0%	0.0%	0.0%	0.0%	0.0%		22.1%		7.2%
BUSINESS & MANAGEMENT	0.0%	35.0%	50.0%	96.0%	0.0%		0.0%		13.0%
BUSINESS & OFFICE	0.0%	0.0%	0.0%	0.0%	0.0%		0.0%		0.0%
MARKET & DISTRIB.	0.0%	0.0%	0.0%	0.0%	23.6%		0.0%		10.3%
COMMUNICATIONS	0.0%	0.0%	0.0%	0.0%	16.5%		0.0%		7.2%
COMPUTER/INFO SCIENCES	20.0%	0.0%	0.0%	0.0%	0.0%		0.0%		0.7%
EDUCATION	0.0%	15.0%	21.4%	0.0%	29.1%		22.1%		21.9%
ENGINEERING	0.0%	10.0%	14.3%	0.0%	0.0%		0.0%		1.4%
ENGINEERING/VOCATIONAL	10.0%	0.0%	0.0%	0.0%	5.5%		0.0%		2.7%
ALLIED HEALTH	0.0%	0.0%	0.0%	0.0%	0.0%		0.0%		0.0%
HEALTH SCIENCE	0.0%	0.0%	0.0%	0.0%	0.8%		0.0%		0.3%
VOCATIONAL HOME ECON.	0.0%	0.0%	0.0%	0.0%	0.0%		0.0%		0.0%
INDUSTRIAL ARTS	0.0%	5.0%	7.1%	0.0%	0.0%		0.0%		0.7%
LAW	0.0%	0.0%	0.0%	0.0%	0.0%		0.0%		0.0%
LETTERS	0.0%	0.0%	0.0%	0.0%	0.0%		0.0%		0.0%
LIFE SCIENCES	0.0%	5.0%	0.0%	0.0%	0.0%		0.0%		0.3%
MATHEMATICS	0.0%	0.0%	0.0%	0.0%	0.0%		0.0%		0.0%
CIVIC ACTIVITIES	0.0%	0.0%	0.0%	0.0%	0.0%		0.0%		0.0%
PHYSICAL SCIENCES	0.0%	10.0%	0.0%	0.0%	0.0%		0.0%		0.7%
PSYCHOLOGY	0.0%	10.0%	0.0%	0.0%	0.0%		0.0%		0.7%
PUBLIC AFFAIRS	0.0%	0.0%	0.0%	0.0%	0.0%		42.1%		13.7%
SOCIAL SCIENCES	0.0%	5.0%	0.0%	0.0%	0.0%		0.0%		0.3%
CONSTRUCTION TRADES	0.0%		0.0%	0.0%	0.0%		0.0%		0.0%
MECHANICS/REPAIRS	0.0%	0.5%	0.0%	0.0%	0.0%		0.0%		0.0%
PRECISION PRODUCTION	0.0%	0.0%	0.0%	0.0%	0.0%		0.0%		0.0%
TRANSPORTATION	0.0%	0.2%	0.0%	0.0%	0.0%		0.0%		0.0%
VISUAL/PERFORM. ARTS	0.0%	0.6%	0.0%	0.0%	11.8%		1.1%		5.5%
INTENSIVE ENGLISH	0.0%	0.5%	0.0%	0.0%	11.0%		0.0%	100.0%	5.1%
NO INFORMATION	0.0%	7.2%	0.0%	0.0%	0.0%		0.0%		0.0%
MISSING DATA	0.0%		0.0%	0.0%	0.0%		0.0%		0.0%
TOTAL	0.0%	100.0%	100.0%	100.0%	100.0%	0.0%	100.0%	100.0%	100.0%

TABLE 1.6
CAPS PARTICIPANTS BY
FIELD OF STUDY AND TRAINING OBJECTIVE

HONDURAS FIELD OF STUDY	AA N=3	BA/BS N=23	MA/MS N=22	SEMINAR N=24	SHORT COURSE N=300	ON/JOB TRAINING N=14	OBSERV TOUR N=34	OTHER N=1	TOTAL N=421
AG. BUS. & PRODUCTION	33.3%	4.3%	4.5%	12.5%	32.7%	92.9%	44.1%		31.4%
AG. SCIENCES		13.0%	13.6%		6.7%		23.5%		8.1%
RENEW. NAT. RESOURCES		13.0%	13.6%	12.5%	4.3%			100.0%	5.5%
ARCHITECTURE & DESIGN					3.0%				2.1%
AREA/ETHNIC STUDIES									0.0%
BUSINESS & MANAGEMENT		39.1%	40.9%		47.7%		8.8%		39.0%
BUSINESS & OFFICE				16.7%		7.1%			1.2%
MARKET & DISTRIB.					2.0%				1.4%
COMMUNICATIONS									0.0%
COMPUTER/INFO SCIENCES	66.7%			4.2%	0.7%				1.2%
EDUCATION		13.0%	13.6%				23.5%		3.3%
ENGINEERING		8.7%	9.1%						1.0%
ENGINEERING/VOCATIONAL									0.0%
ALLIED HEALTH		4.3%							0.0%
HEALTH SCIENCE				54.2%					3.1%
VOCATIONAL HOME ECON.									0.0%
INDUSTRIAL ARTS					0.7%				0.5%
LAW									0.0%
LETTERS									0.0%
LIFE SCIENCES									0.0%
MATHEMATICS					0.3%				0.2%
CIVIC ACTIVITIES									0.0%
PHYSICAL SCIENCES									0.0%
PSYCHOLOGY									0.0%
PUBLIC AFFAIRS									0.0%
SOCIAL SCIENCES		4.3%	4.5%						0.5%
CONSTRUCTION TRADES									0.0%
MECHANICS/REPAIRS					0.3%				0.2%
PRECISION PRODUCTION									0.0%
TRANSPORTATION					1.7%				1.2%
VISUAL/PERFORM. ARTS									0.0%
INTENSIVE ENGLISH									0.0%
NO INFORMATION									0.0%
MISSING DATA									0.0%
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

TABLE 1.6
CAPS PARTICIPANTS BY
FIELD OF STUDY AND TRAINING OBJECTIVE

CASP FIELD OF STUDY	AA N=112	BA/BS N=0	MA/MS N=0	SEMINAR N=0	SHORT COURSE N=21	ON/JOB TRAINING N=0	OBSERV TOUR N=0	OTHER N=0	TOTAL N=133
AG. BUS. & PRODUCTION	0.9%				4.8%				1.5%
AG. SCIENCES	31.3%				47.6%				33.8%
RENEW. NAT. RESOURCES									
ARCHITECTURE & DESIGN									
AREA/ETHNIC STUDIES									
BUSINESS & MANAGEMENT									
BUSINESS & OFFICE									
MARKET & DISTRIB.					47.6%				7.5%
COMMUNICATIONS									
COMPUTER/INFO SCIENCES	28.6%								24.1%
EDUCATION									
ENGINEERING	17.9%								15.0%
ENGINEERING/VOCATIONAL									
ALLIED HEALTH									
HEALTH SCIENCE									
VOCATIONAL HOME ECON.	14.3%								12.0%
INDUSTRIAL ARTS									
LAW									
LETTERS									
LIFE SCIENCES									
MATHEMATICS									
CIVIC ACTIVITIES									
PHYSICAL SCIENCES									
PSYCHOLOGY									
PUBLIC AFFAIRS									
SOCIAL SCIENCES									
CONSTRUCTION TRADES									
MECHANICS/REPAIRS									
PRECISION PRODUCTION	7.1%								6.0%
TRANSPORTATION									
VISUAL/PERFORM. ARTS									
INTENSIVE ENGLISH									
NO INFORMATION									
MISSING DATA									
	100.0%				100.0%				100.0%

TABLE 1.6
CAPS PARTICIPANTS BY
FIELD OF STUDY AND TRAINING OBJECTIVE

EL SALVADOR FIELD OF STUDY	AA N=382	BA/BS N=0	MA/MS N=0	SEMINAR N=68	SHORT COURSE N=461	ON/JOB TRAINING N=0	OBSERV TOUR N=0	OTHER N=0	TOTAL N=555
AG. BUS. & PRODUCTION	38.5%			36.8%	3.9%				9.5%
AG. SCIENCES	0.0%			0.0%	0.0%				0.0%
RENEW. NAT. RESOURCES	0.0%			0.0%	0.0%				0.0%
ARCHITECTURE & DESIGN	0.0%			0.0%	0.0%				0.0%
AREA/ETHNIC STUDIES	0.0%			0.0%	0.0%				0.0%
BUSINESS & MANAGEMENT	0.0%			26.5%	49.9%				44.7%
BUSINESS & OFFICE	0.0%			0.0%	0.0%				0.0%
MARKET & DISTRIB.	0.0%			0.0%	0.2%				0.2%
COMMUNICATIONS	0.0%			0.0%	0.0%				0.0%
COMPUTER/INFO SCIENCES	42.3%			0.0%	0.0%				2.0%
EDUCATION	0.0%			0.0%	0.0%				0.0%
ENGINEERING	0.0%			0.0%	0.0%				0.0%
ENGINEERING/VOCATIONAL	0.0%			0.0%	0.0%				0.0%
ALLIED HEALTH	0.0%			0.0%	0.0%				0.0%
HEALTH SCIENCE	0.0%			0.0%	0.0%				0.0%
VOCATIONAL HOME ECON.	0.0%			0.0%	12.4%				10.3%
INDUSTRIAL ARTS	0.0%			0.0%	0.0%				0.0%
LAW	0.0%			0.0%	0.0%				0.0%
LETTERS	0.0%			0.0%	0.0%				0.0%
LIFE SCIENCES	0.0%			0.0%	0.0%				0.0%
MATHEMATICS	0.0%			0.0%	0.4%				0.4%
CIVIC ACTIVITIES	0.0%			36.8%	14.1%				16.2%
PHYSICAL SCIENCES	0.0%			0.0%	0.0%				0.0%
PSYCHOLOGY	0.0%			0.0%	0.0%				0.0%
PUBLIC AFFAIRS	0.0%			0.0%	16.3%				13.5%
SOCIAL SCIENCES	0.0%			0.0%	0.2%				0.2%
CONSTRUCTION TRADES	0.0%			0.0%	0.0%				0.0%
MECHANICS/REPAIRS	19.2%			0.0%	2.6%				3.1%
PRECISION PRODUCTION	0.0%			0.0%	0.0%				0.0%
TRANSPORTATION	0.0%			0.0%	0.0%				0.0%
VISUAL/PERFORM. ARTS	0.0%			0.0%	0.0%				0.0%
INTENSIVE ENGLISH	0.0%			0.0%	0.0%				0.0%
NO INFORMATION	0.0%			0.0%	0.0%				0.0%
MISSING DATA				0.0%	0.0%				0.0%
TOTAL	100.0%		0.0%	100.0%	100.0%	0.0%	0.0%	0.0%	100.0%

TABLE 1.6
CAPS PARTICIPANTS BY
FIELD OF STUDY AND TRAINING OBJECTIVE

PANAMA FIELD OF STUDY	AA N=0	BA/BS N=38	MA/MS N=0	SEMINAR N=0	SHORT COURSE N=1	ON/JOB TRAINING N=100	OBSERV TOUR N=0	OTHER N=16	TOTAL N=155
AG. BUS. & PRODUCTION									
AG. SCIENCES						100.0%			64.5%
RENEW. NAT. RESOURCES									
ARCHITECTURE & DESIGN									
AREA/ETHNIC STUDIES									
BUSINESS & MANAGEMENT		5.3%							1.3%
BUSINESS & OFFICE									
MARKET & DISTRIB.									
COMMUNICATIONS									
COMPUTER/INFO SCIENCES									
EDUCATION									
ENGINEERING		13.2%							3.2%
ENGINEERING/VOCATIONAL									
ALLIED HEALTH									
HEALTH SCIENCE									
HOME ECONOMICS		2.6%							0.6%
INDUSTRIAL ARTS									
LAW									
LETTERS									
LIFE SCIENCES									
MATHEMATICS					100.0%				0.6%
CIVIC ACTIVITIES									
PHYSICAL SCIENCES									
PSYCHOLOGY									
PUBLIC AFFAIRS									
SOCIAL SCIENCES									
CONSTRUCTION TRADES									
MECHANICS/REPAIRS									
PRECISION PRODUCTION									
TRANSPORTATION		78.9%							19.4%
VISUAL/PERFORM. ARTS									
INTENSIVE ENGLISH								100.0%	10.3%
NO INFORMATION									
MISSING DATA									
	0.0%	100.0%	0.0%	0.0%	100.0%	100.0%	0.0%	100.0%	100.0%

TABLE 1.6
CAPS PARTICIPANTS BY
FIELD OF STUDY AND TRAINING OBJECTIVE

ROCAP FIELD OF STUDY	AA N=0	BA/BS N=0	MA/MS N=0	SEMINAR N=222	SHORT COURSE N=0	ON/JOB TRAINING N=0	OBSERV TOUR N=0	OTHER N=0	TOTAL N=222
AG. BUS. & PRODUCTION				22.5%					22.5%
AG. SCIENCES									
RENEW. NAT. RESOURCES									
ARCHITECTURE & DESIGN									
AREA/ETHNIC STUDIES									
BUSINESS & MANAGEMENT				18.5%					18.5%
BUSINESS & OFFICE									
MARKET & DISTRIB.									
COMMUNICATIONS									
COMPUTER/INFO SCIENCES									
EDUCATION				59.0%					59.0%
ENGINEERING									
ENGINEERING/VOCATIONAL									
ALLIED HEALTH									
HEALTH SCIENCE									
VOCATIONAL HOME ECON.									
INDUSTRIAL ARTS									
LAW									
LETTERS									
LIFE SCIENCES									
MATHEMATICS									
CIVIC ACTIVITIES									
PHYSICAL SCIENCES									
PSYCHOLOGY									
PUBLIC AFFAIRS									
SOCIAL SCIENCES									
CONSTRUCTION TRADES									
MECHANICS/REPAIRS									
PRECISION PRODUCTION									
TRANSPORTATION									
VISUAL/PERFORM. ARTS									
INTENSIVE ENGLISH									
NO INFORMATION									
MISSING DATA									
				100.0%					100.0%

CHAPTER 2

TRAINEE FEEDBACK UPON END OF TRAINING

Trainees complete a questionnaire at the end of their training session to provide CAPS program managers with information which might help determine whether required services are being provided and whether the goals of the CAPS program are being realized from the point of view of the trainee. This information is needed to identify those areas of program implementation that are successful as well as those in need of further support and development.

The following should be read with some reservation as the data represent the subjective evaluation by the trainees at the end of training prior to their return home. This situation might result in overly positive responses. Consequently these data should be considered in context with the C.A.P.S. - M.I.S. and returnee questionnaire data. Nonetheless, the data do provide valuable information about CAPS training.

Are required pre-departure training orientation activities provided?

Yes. Almost all trainees receive pre-departure orientation in all countries. However, pre-departure orientation training is universally limited in time and scope. Orientation consists primarily of information about the training program the trainee is to enter and/or information about U.S. culture. Typically pre-departure orientation is done in one or two days. This suggests that all countries do make at least a minimal effort to help trainees understand life in the United

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States as well as what to expect in their training. While trainees felt that they were well prepared in this regard, problems cited by trainees with respect to their perception of U.S. citizens as cold and unfriendly and their lack of a detailed understanding of what to expect during their training suggests that there is a need for a more in-depth orientation.

Furthermore, little or no training is provided in English language. Insofar as most training is short-term, one might argue that instruction in English is impractical. However, the almost universal request for some English preparation suggests that survival English skill instruction should be provided in short-term training programs.

Are required training activities provided?

Yes. Trainees are provided with a range of experiences designed to make the trainee familiar with a cross section of U.S. culture such as attending cultural events (e.g., concerts and museums), attending athletic events, visiting or living with U.S. citizens, and attending civic activities (e.g., local government meetings). All of these activities appear directed towards one of the primary goals of the CAPS program, the fostering of a better understanding of, and positive attitudes towards, the United States.

Our observations suggest that the availability (frequency and duration) of these U.S. cultural activities is uneven. Moreover, the objectives for each activity need to be clearly stated to leaders to ensure that the goals of the U.S. cultural experience component are

realized. When such activities are provided, they afford minimal one-on-one contact between trainees and United States citizens. Finally, in general, such activities, as currently designed, do not appear to foster continuing linkages between trainees and U. S. citizens or agencies.

Are training programs meeting CAPS program objectives?

Yes. The CAPS training program is very successful in fostering positive attitudes towards the United States and helping trainees in their areas of work. Trainees overwhelmingly view the United States as wealthy, friendly, orderly, peaceful, unaffected (i.e., natural/open), fair, generous, strong, and sensitive to the needs of other countries. The training helps participants do a better job resulting in increased responsibility and salaries, and job advancement. However, the training program has not been successful in fostering continuing personal or professional ties between trainees and the United States.

Did trainees realize their training objectives?

Yes. Unequivocally, all trainees achieved their objectives and are most satisfied with all aspects of training such as opportunities to meet U.S. citizens, travel within the U.S., and housing. This suggests that trainees meet their dual objectives of technical training and learning more about the United States. It should be noted that data collected from trainees in two countries after they had returned home for a period of time indicate dissatisfaction with short-term training programs with respect to technical training. It appears that

in retrospect, trainees feel that training programs of less than one month did not provide sufficient time to acquire the desired knowledge and skills. Consequently, trainees would like follow-up training in the U.S. or at home. Another option is to reconsider the training content to determine if the amount of information should be more narrowly focused and/or whether training activities should be directed more towards demonstration and practice rather than lecture. This is an example of the importance of viewing the exit questionnaire data within the context of the C.A.P.S. - M.I.S. and returnee data sets.

Do trainees feel that their training is good?

Yes. Notwithstanding the lack of time, most trainees feel that training is appropriate in terms of level of difficulty and work required of them. The majority report that the training will be most useful to them upon their return home. Moreover, they feel that their training is as good as or better than that offered by countries other than the U.S.. Of the non-U.S. sponsored training of which CAPS trainees are aware, most is provided by western nations.

Are contractors meeting the needs of trainees?

Yes. Trainees are provided with proper support during training by contractors in most countries. Of those few trainees who experienced problems, over three-fourths were resolved through the efforts of the contractor's staff or AID personnel.

The exceptions were the participants in Panama wherein slightly less than half (44%) reported problems, and more than half of these

(53%) did not receive help. This suggests the need for tighter monitoring of contractors by the Panamanian Mission.

RECOMMENDATIONS:

1. Women represent only one-fourth of the trainees. Greater efforts must be made to increase their participation in the CAPS program.
2. Contractors need to improve their planning to ensure that predictable problems involving housing, traveling, food, and medical care are prevented.
3. Training programs should increase and improve the broad range of opportunities for trainees to come into direct contact with U.S. citizens who are non-Spanish speakers in a variety of settings (training, social, civic, cultural, etc.). These activities should facilitate personal and individual contact between trainees and U.S. citizens.
4. Missions should ensure the timely and accurate input of data into C.A.P.S. - M.I.S.
5. The Panamanian Mission should more closely monitor contractors, identify the problems their participants are having, and note how they are being resolved by the contractor.

TRAINEE FEEDBACK AT END OF TRAINING

STATEMENT OF PURPOSE

Project Directors and AID personnel need information to effectively monitor the training programs offered under the CAPS program. One critical aspect of this need is familiarity with the training services provided as they are seen from the trainees' point of view. That is, what training activities are being provided to trainees? Are the required support services being provided? Are these services effective? What problems, if any, are there? Are these problems being resolved? These are but a few of the many management questions that need to be answered. Trainees completed a questionnaire at the end of their training in an effort to answer these management questions. Data were collected from trainees that describe their pre-departure preparation, training experiences and activities, post-training attitudes towards the United States, perceived benefits of training, and recommendations for improving future training efforts.

METHODOLOGY

Upon completion of their training programs in the United States, and prior to their return to their countries of origin, CAPS trainees were given an exit questionnaire, in Spanish or English, by the contractors. Exit questionnaires were initiated in August, 1986. The following report summarizes the results of exit questionnaires submitted to Aguirre International by December 1, 1986. Questionnaires were from 236 trainees from the 5 CAPS countries, Costa Rica, El

Salvador, Guatemala, Honduras, and Panama. Belize is not included, as no trainees from Belize completed their training during this data collection period.

Each item on the questionnaire is summarized herein, first by aggregating individual responses across all countries, and then separately by CAPS country.

Please note that the number of trainees per item will vary. In some instances, the variation occurs because the item did not apply to the trainee. In other cases, the trainee chose not to reply. Percentages should therefore be read with the understanding that they represent the proportion of responses to a given item within the exit questionnaire.

Also note that percentages for some of the items within the Exit Questionnaire sometimes correspond to a small absolute count of all 236 CAPS trainees. Nevertheless, to the extent that percentage outcomes reported represent real or unmet needs of the trainees involved, it is felt that the outcomes of the survey will be of use to AID Missions and training contractors. The first quarterly report due October 31, 1987 will contain more than twice as many exit questionnaires (611) than this first report (236).

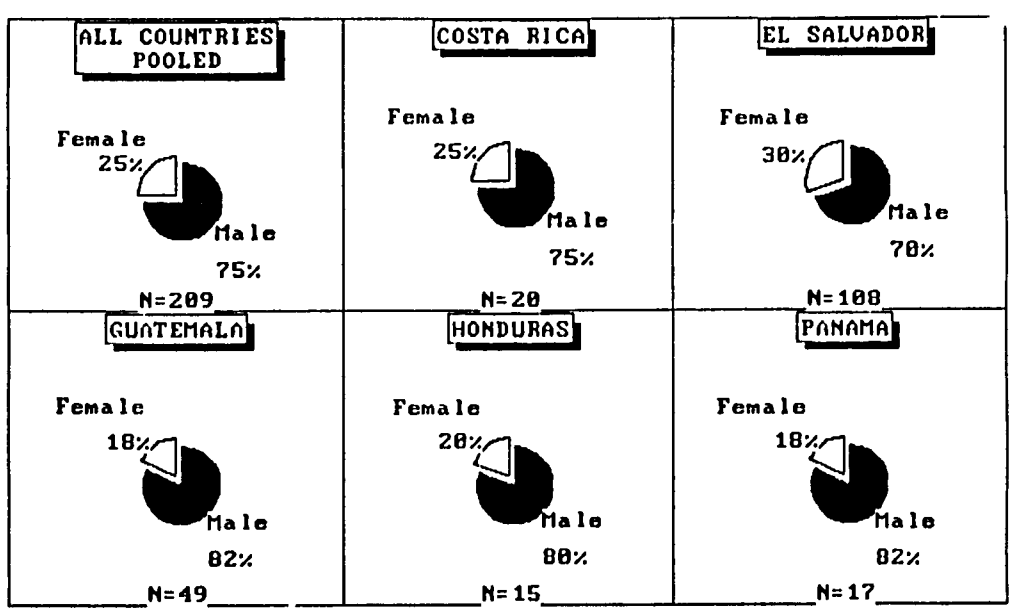
TABLE 2.1

COUNTRIES OF ORIGIN FOR CAPS RESPONDENTS

COUNTRY	NUMBER OF RESPONDENTS	%
COSTA RICA	26	11.0
EL SALVADOR	110	46.6
GUATEMALA	64	27.1
HONDURAS	17	7.2
PANAMA	19	8.1
TOTAL	236	100.0

FIGURE 2.1

RESPONDENTS BY SEX



TRAINEE CHARACTERISTICS

From which countries did CAPS trainees come?

Nearly half of the 236 CAPS trainees who completed exit questionnaires (47%) were citizens of El Salvador. Among the remainder, 27% were from Guatemala, 11% from Costa Rica, 8% from Panama, and 7% from Honduras. (Table 2.1)

To what extent were trainees women?

Approximately one-fourth of the trainees were female. El Salvador had the highest percentage of female trainees, with nearly three women for every ten scholarship recipients. (Figure 2.1)

TRAINING PROGRAM CHARACTERISTICS

When did training programs for CAPS trainees start and end?

Given the period in which the questionnaires were initiated, it is not surprising that the starting dates for all training programs for trainees ranged from June 1986 to October 1986, with nearly half (48%) beginning their training in September. Most of the trainees (55%) reported that their training programs ended in October 1986. The remaining 45% completed training programs during September 1986.

PRE-DEPARTURE PREPARATION

Do trainees receive any specific preparation for the CAPS Program prior to departure from the home country for the United States?

Yes. Across countries, the vast majority of trainees (82%) received information about the training program they were about to enter (Table 2.2), while nearly three-quarters (72%) of all trainees

TABLE 2.2

PROPORTION OF RESPONDENTS RECEIVING PRE-DEPARTURE INFORMATION ABOUT THE TRAINING PROGRAM

PRE-DEPARTURE INFORMATION	COUNTRIES POOLED n = 236	COSTA RICA n = 26	EL SALVADOR n = 110	GUATEMALA n = 64	HONDURAS n = 17	PANAMA n = 19
	%	%	%	%	%	%
RECEIVED	82.2	84.6	83.6	76.6	82.4	89.5
DID NOT RECEIVE	17.8	15.4	16.4	23.4	17.6	10.5
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0

TABLE 2.3

PROPORTION OF RESPONDENTS RECEIVING PRE-DEPARTURE ORIENTATION ON U.S. CULTURE

PRE-DEPARTURE ORIENTATION	COUNTRIES POOLED n = 236	COSTA RICA n = 26	EL SALVADOR n = 110	GUATEMALA n = 64	HONDURAS n = 17	PANAMA n = 19
	%	%	%	%	%	%
RECEIVED	72.5	73.1	80.0	67.2	70.6	47.4
DID NOT RECEIVE	27.5	26.9	20.0	32.8	29.4	52.6
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0

received some orientation toward U.S. culture. (Table 2.3) Only thirteen percent indicated they received special instruction in the English language. (Table 2.4) Thirty-five percent of the trainees received unspecified training (i.e., "other," Table 2.5). Future data collection will detail this training.

While CAPS countries provide some of the same types of pre-departure services, they also differ in other types of services. Differences in pre-departure preparation presumably reflects the differences in the types of training programs as well as trainees (e.g., technical vs. academic).

It should be noted that the questionnaire item specifically asked about pre-departure language training given in-country. However, it appears that answers to the open ended question include trainee comments both about in-country as well as U.S. language training. Consequently, responses to questions relating to language training should be read with some caution. Future data collection will clarify these issues.

Little or no English language preparation was provided by any Mission. Approximately half of the Costa Rican (50%) and Guatemalan (55%) trainees received "other" preparation or training prior to leaving their home country for the United States. To a lesser, but nonetheless significant extent, Hondurans (35%) and Salvadorans (25%) also reported "other" training.

TABLE 2.4

PROPORTION OF RESPONDENTS RECEIVING PRE-DEPARTURE TRAINING IN ENGLISH LANGUAGE SKILLS

PRE-DEPARTURE TRAINING	COUNTRIES POOLED n = 236	COSTA RICA n = 26	EL SALVADOR n = 110	GUATEMALA n = 64	HONDURAS n = 17	PANAMA n = 19
	%	%	%	%	%	%
RECEIVED	12.7	15.4	7.3	14.1	23.5	26.3
DID NOT RECEIVE	87.3	84.6	92.7	85.9	76.5	73.7
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0

TABLE 2.5

PROPORTION OF RESPONDENTS RECEIVING OTHER PRE-DEPARTURE TRAINING OR PREPARATION

PRE-DEPARTURE TRAINING	COUNTRIES POOLED n = 236	COSTA RICA n = 26	EL SALVADOR n = 110	GUATEMALA n = 64	HONDURAS n = 17	PANAMA n = 19
	%	%	%	%	%	%
RECEIVED	35.2	50.0	25.5	54.7	35.3	5.3
DID NOT RECEIVE	64.8	50.0	74.5	45.3	64.7	94.7
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0

Do CAPS trainees find the pre-departure preparation or information useful?

Yes. Overall, of those trainees who reported receiving pre-departure information, approximately three-fourths found such knowledge to be either "extremely useful" or "of considerable use", be it information about the CAPS program prior to going abroad (77%), orientation toward U.S. culture (75%), English language preparation (83%), or simply "other" topics (95%). (Figures 2.2, A1 - A5; 2.3, A6 - A10; 2.4, A11 - A15; 2.5, A16 - A19)

Do trainees feel prepared for the trip and training program?

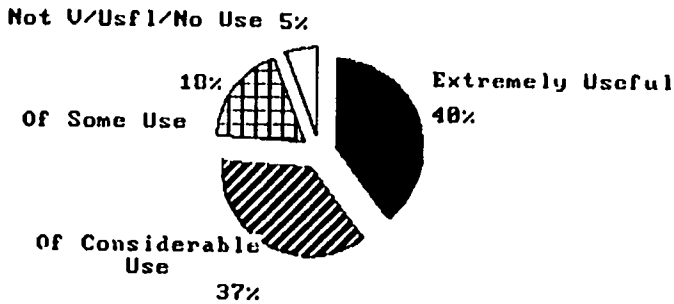
Yes. Nearly four-fifths (78%) of all trainees felt prepared for the trip and training program. (Figure 2.6) Among the five CAPS countries, Costa Rica had the highest percentage of trainees (88%) who felt prepared for the trip and training program (Figure A20). Most of the trainees from each of the other four countries concurred with that view. (Figures A21 -A24)

Do some trainees feel unprepared for the trip to and the training program in the U.S.? If so, why?

Yes, some did. About one-fourth of all trainees (22%) felt unprepared, to a greater or lesser degree, for the trip to the U.S. and the training program. (Table 2.6) Country differences were noted. This ranged from more than one-third of the Panamanian trainees (37.9%) to less than 12% of the Costa Rican trainees. Trainees felt unprepared for several reasons, including but not limited to the following:

FIGURE 2.2

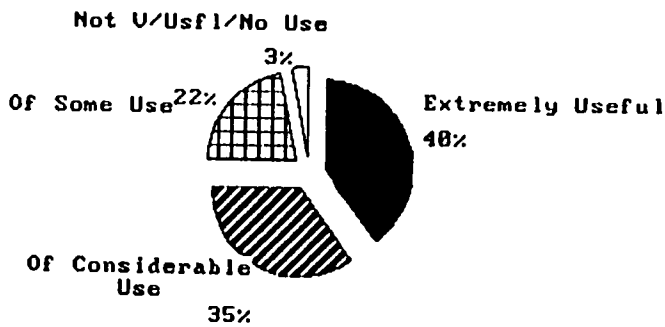
USEFULNESS OF PRE-DEPARTURE PROGRAM INFORMATION
ALL COUNTRIES POOLED



N=194

FIGURE 2.3

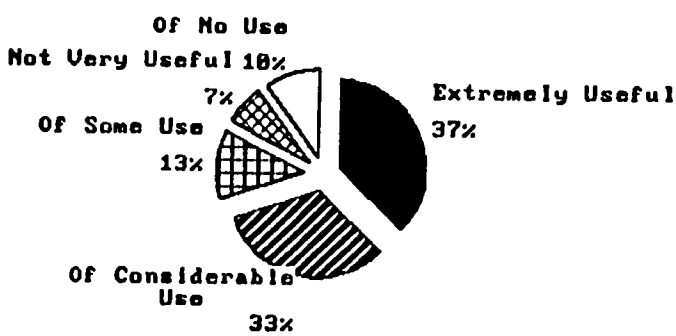
USEFULNESS OF PRE-DEPARTURE ORIENTATION TO U.S. CULTURE
ALL COUNTRIES POOLED



N=171

FIGURE 2.4

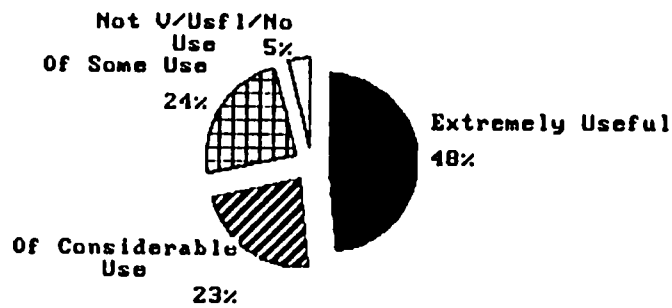
USEFULNESS OF PRE-DEPARTURE ENGLISH TRAINING
ALL COUNTRIES POOLED



N=30

FIGURE 2.5

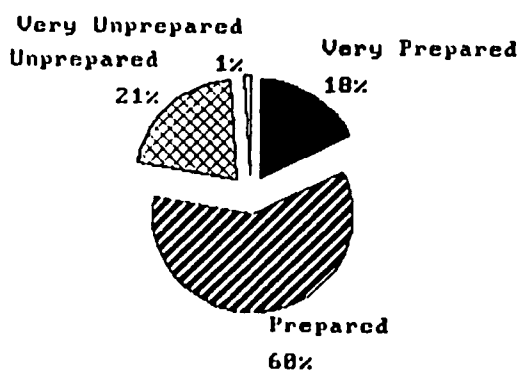
USEFULNESS OF OTHER PRE-DEPARTURE TRAINING
ALL COUNTRIES POOLED



N=83

FIGURE 2.6

HOW PREPARED DID RESPONDENTS FEEL FOR THEIR TRAINING PROGRAM?
ALL COUNTRIES POOLED



N=236

TABLE 2.6

DISTRIBUTION OF REASONS GIVEN BY RESPONDENTS FOR FEELING UNPREPARED FOR TRAINING IN U.S.

REASON UNPREPARED	COUNTRIES POOLED n = 60	COSTA RICA n = 4	EL SALVADOR n = 26	GUATEMALA n = 18	HONDURAS n = 3	PANAMA n = 9
	%	%	%	%	%	%
GENERAL	16.6	0.0	3.9	27.8	100.0	11.1
LANGUAGE	6.7	25.0	7.7	0.0	0.0	11.1
U.S. CULTURE	1.7	0.0	0.0	5.6	0.0	0.0
PROGRAM INFORMATION	15.0	75.0	11.5	0.0	0.0	33.3
OTHER	60.0	0.0	76.9	66.7	0.0	44.4
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0

- an overall unreadiness to travel
- fear and insecurity of the unknown
- lack of information on the nature of their particular training program
- lack of proficiency in English
- lack of previous out-of-country travel experience
- reluctance to leave family
- insufficient notice of departure time (i.e., too short)
- inadequate funds to cover necessary costs (i.e., stipends)
- lack of official support for solving trip-related problems (e.g., obtaining visas)
- poor academic preparation
- insufficient qualification for the training program due to faulty selection process

While CAPS administrators are already familiar with and have sought to ameliorate some of the difficulties noted, a closer examination of these problems, and their possible solutions, should be incorporated into the planning and implementation of future programs and selection.

TRAINEE OBJECTIVES AND EXPECTATIONS

What main objective did the trainee have upon entering the scholarship program?

Trainees cited many different objectives for entering the CAPS program such as 1) acquisition of specific kinds of knowledge (47.6% of the items) (e.g., "to learn how North American businesses operate," "to improve the health of my community"); 2) greater familiarity with

TABLE 2.7

PROPORTION OF PARTICIPANT TRAINING OBJECTIVES

TRAINING OBJECTIVE	COUNTRIES POOLED n = 294	COSTA RICA n = 42	EL SALVADOR n = 130	GUATEMALA n = 74	HONDURAS n = 23	PANAMA n = 25
	%	%	%	%	%	%
ACQ. KNOWLEDGE (GENERAL)	13.3	9.5	17.7	12.2	4.3	8.0
KNOWLEDGE OF SPECIFIC AREA	47.6	26.2	53.1	45.9	52.2	56.0
KNOWLEDGE OF US CULTURE	17.7	19.0	18.5	18.9	8.7	16.0
SELF-KNOWLEDGE, DEVELOPMENT	8.2	14.3	3.8	10.8	13.0	8.0
LEARNING ENGLISH	8.2	28.6	0.8	8.1	13.0	8.0
DEGREE, CAREER/BUSINESS IMPROVE	0.7	0.0	0.8	0.0	0.0	4.0
SHARE HOME CULTURE	2.0	2.4	0.8	4.1	4.3	0.0
MAKE FRIENDS, INTERACT	1.0	0.0	2.3	0.8	0.0	0.0
TRAVELLING	1.4	0.0	2.3	0.0	4.3	0.0
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0

TABLE 2.8

DISTRIBUTION OF PARTICIPANT REASONS WHY TRAINING WAS WORSE THAN THEIR EXPECTATIONS

REASON	COUNTRIES POOLED n = 11	COSTA RICA n = 2	EL SALVADOR n = 3	GUATEMALA n = 4	HONDURAS n = 0	PANAMA n = 1
	%	%	%	%	%	%
HOUSE ARRANGEMENTS	9.1	50.0	0.0	0.0	0.0	0.0
TRAVELLING IN THE US	9.1	0.0	0.0	25.0	0.0	0.0
GENERAL QUALITY OF TRAINING	27.3	0.0	66.7	25.0	0.0	0.0
LEVEL OF DIFFICULTY	18.2	0.0	33.3	25.0	0.0	0.0
SUPPORT PERSONNEL	9.1	0.0	0.0	25.0	0.0	0.0
ORGANIZATION ARRANG PROGRAM	9.1	0.0	0.0	0.8	0.0	0.0
OTHER	18.2	50.0	0.0	0.0	0.0	0.0
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0

United States culture (17.7%), 3) the pursuit of knowledge in general (13.3%), 4) a desire for self-improvement (8.2%), and 5) better mastery of the English language (8.2%). (Table 2.7)

With one exception, this pattern was similar for each CAPS country. The exception is Costa Rica. In four of the CAPS countries, the gaining of specific knowledge was listed as the primary objective in the scholarship program for trainees in El Salvador (53%), Guatemala (46%), Honduras (53%), and Panama (56%). Costa Rican trainees, however, listed learning English (29%) as their main objective, with acquiring specific knowledge a close second (26%).

Did trainees get what they hoped for from the training program?

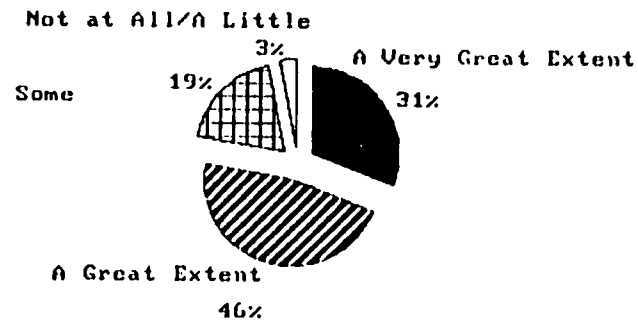
Yes. CAPS trainees were nearly unanimous (97%) in their view that they had achieved their objective(s) for the training program. (Figures 2.7, A25 - A29)

Did the training received meet the trainee's original expectations for the program?

Yes. Most CAPS trainees found that the training in the United States exceeded their original expectations. About two-thirds of all trainees (66%) reported that the training was better than expected, while just under a third (29%) of them assessed the training as more or less what they had expected. Five percent of all trainees, however, found the training to have been worse than expected. (Figure 2.8) These patterns were consistent for each country. (Figures A30 - A34)

FIGURE 2.7

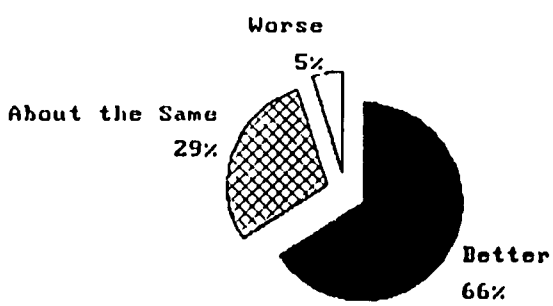
EXTENT TO WHICH RESPONDENTS REALIZED THEIR TRAINING EXPECTATIONS
ALL COUNTRIES POOLED



N=231

FIGURE 2.8

HOW DID TRAINING COMPARE TO RESPONDENTS' EXPECTATIONS?
ALL COUNTRIES POOLED



N=232

Why did some trainees assess the training as worse than expected?

While the proportion of trainees indicating that their training expectations were not met was quite small (5%), a few explained that their expectations were not met because of: 1) the general low quality of training (27.3% of the items, e.g., dissatisfaction with the choice of subjects and the amount of time devoted to them), 2) the difficulty of the program (18.2%), 3) program organization (9.1%, complaints about training time lost to travel within the U.S., and selection of group coordinators), 4) poor housing arrangements (9.1%), 5) poor traveling arrangements in the U.S. (9.1%), 6) inadequate support from training personnel (9.1%), and other (18.2%). (Table 2.8) Future data collection will attempt to detail "other".

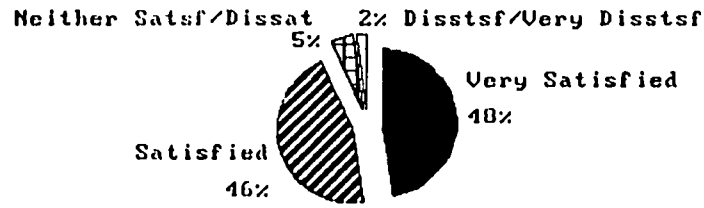
TRAINEE SATISFACTION WITH TRAINING

Were trainees satisfied with the various elements of the scholarship program in the U.S.?

Yes. This item required CAPS trainees to rate eleven elements of the scholarship program in the United States, using a five-point scale ranging from "very dissatisfied " to "very satisfied". The elements were housing (Figure 2.9), opportunity for contact with U.S. citizens (Figure 2.10), travel arrangements from the home country to the U.S. (Figure 2.11) and those within the U.S. (Figure 2.12), the amount of the monthly stipend (Figure 2.13), the timeliness of the delivery of that stipend (Figure 2.14), the overall quality of training (Figure 2.15), the degree of difficulty of training (Figure 2.16), the amount of effort required of the individual (Figure 2.17), the support

FIGURE 2.9

HOW SATISFIED WERE RESPONDENTS WITH HOUSING ARRANGEMENTS? ALL COUNTRIES POOLED



N=235

FIGURE 2.10

HOW SATISFIED WERE RESPONDENTS WITH THEIR OPPORTUNITIES TO CONTACT AMERICAN CITIZENS? ALL COUNTRIES POOLED

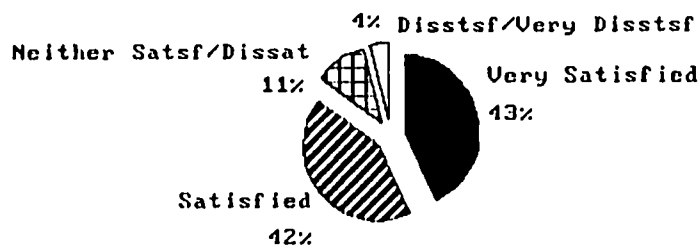


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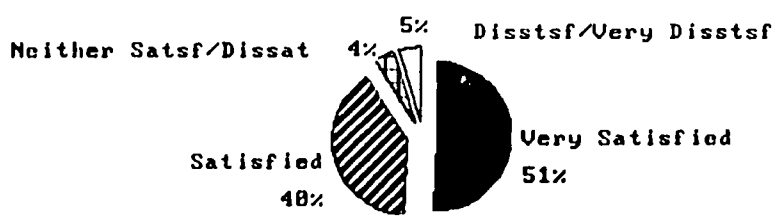
FIGURE 2.11

HOW SATISFIED WERE RESPONDENTS WITH THEIR TRAVELLING ARRANGEMENTS TO THE U.S.? ALL COUNTRIES POOLED



N=23

FIGURE 2.12

HOW SATISFIED WERE RESPONDENTS WITH THEIR TRAVELLING ARRANGEMENTS IN THE U.S.? ALL COUNTRIES POOLED

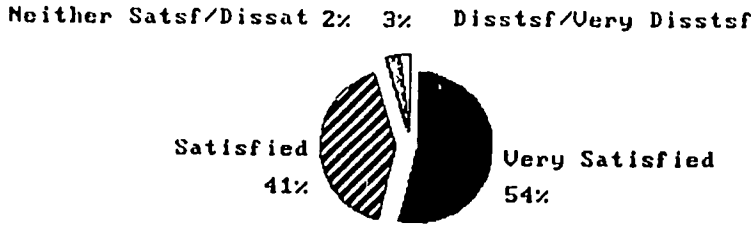


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FIGURE 2.13

HOW SATISFIED WERE RESPONDENTS WITH THE AMOUNT OF STIPENDS THEY RECEIVED? ALL COUNTRIES POOLED

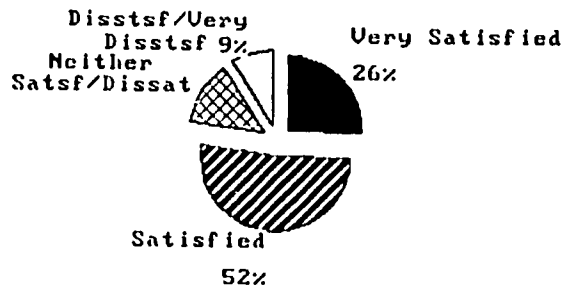

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FIGURE 2.14

HOW SATISFIED WERE RESPONDENTS WITH THE PUNCTUALITY OF THEIR STIPENDS? ALL COUNTRIES POOLED

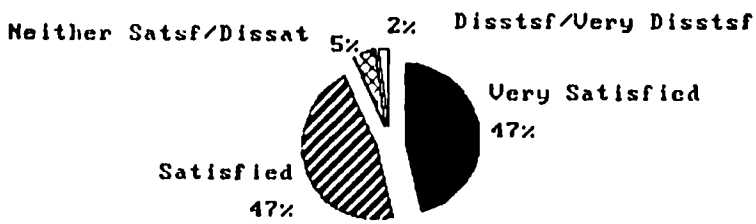

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FIGURE 2.15

HOW SATISFIED WERE RESPONDENTS WITH THE OVERALL QUALITY OF THEIR TRAINING?
ALL COUNTRIES POOLED

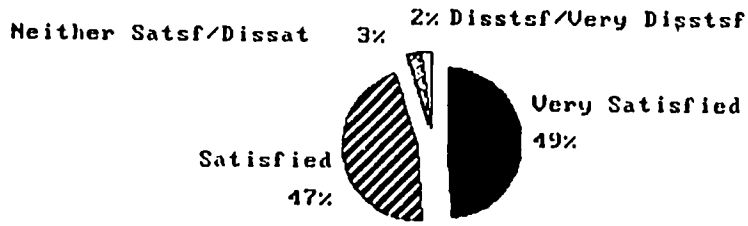

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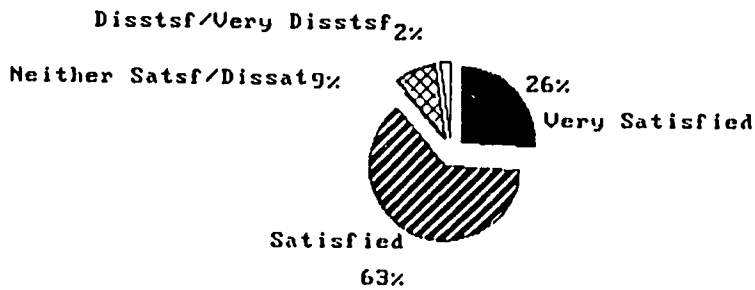
FIGURE 2.16

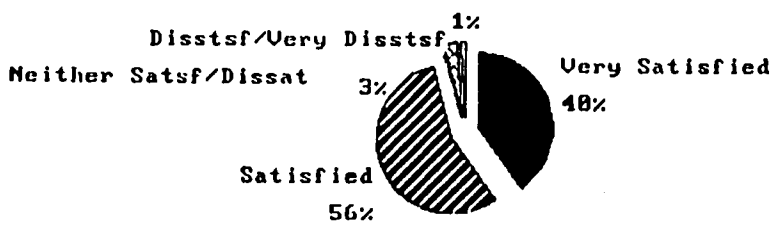
HOW SATISFIED WERE RESPONDENTS WITH THE APPROPRIATENESS OF THE DIFFICULTY LEVEL OF TRAINING?
ALL COUNTRIES POOLED



N=219

FIGURE 2.17

HOW SATISFIED WERE RESPONDENTS WITH THE AMOUNT OF EFFORT REQUIRED IN THE TRAINING?
ALL COUNTRIES POOLED



N=223

personnel (Figure 2.18), and the organization which arranged the program and stipends (Figure 2.19).

Virtually all trainees across countries indicated satisfaction with the organization that arranged the program and monthly stipends (96%, Figure 2.19) A high percentage of trainees also were satisfied with the amount of individual effort required of them (96%, Figure 2.17) and their housing arrangements (94%, Figure 2.9).

On the whole, very few trainees expressed dissatisfaction with the elements of the scholarship program. Among those who did, however, the largest percentage of trainees indicated dissatisfaction with the amount of the monthly stipend (9%, Figure 2.13), followed by dissatisfaction with travel arrangements from the home country to the United States (5%, Figure 2.11).

Tables depicting the degree of satisfaction with program elements for each country may be found in the Appendix (Figures A35 - A89).

Do trainees from the different CAPS countries differ on their degrees of satisfaction with program elements?

Yes. Trainees from the CAPS countries differed on the elements of the program with which they were most satisfied and most dissatisfied. (Figures A35 - A89) Salvadorans showed the highest percentage of satisfaction across all elements and were nearly unanimous in their satisfaction with support personnel, as well as with the organization arranging the program and stipends. All Costa Ricans were satisfied with housing in the U.S. (100%) and with the sponsoring organization (100%). Among Hondurans, the satisfaction quotient was highest with

FIGURE 2.18

HOW SATISFIED WERE RESPONDENTS WITH THE PROGRAM SUPPORT PERSONNEL? ALL COUNTRIES POOLED

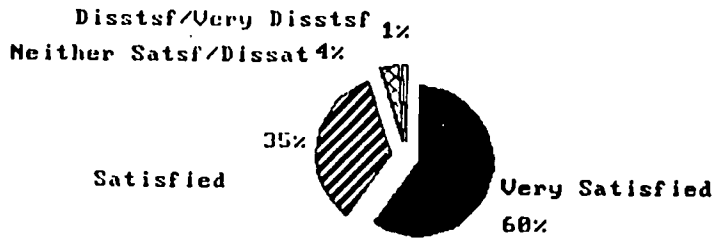


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FIGURE 2.19

HOW SATISFIED WERE RESPONDENTS WITH THE ORGANIZATION THAT ARRANGED THEIR PROGRAM? ALL COUNTRIES POOLED

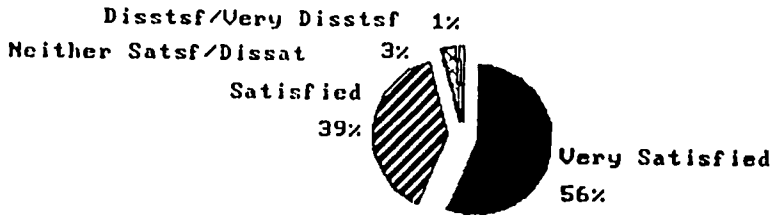

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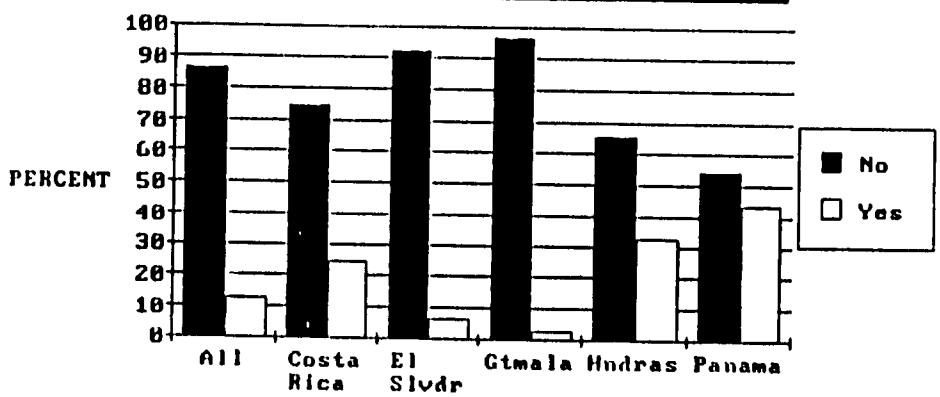
FIGURE 2.20

DID RESPONDENTS EXPERIENCE ANY PROBLEMS DURING THEIR SCHOLARSHIP PROGRAM?



N=214

arrangements made for travel within the United States (82.4%).

Almost all Guatemalans expressed satisfaction with three program elements: travel arrangements made from home to the U.S. (87.5%), getting stipends on time (95.3%), and the amount of individual effort required of them (95.2%).

At the other end of the scale, trainees from El Salvador, Guatemala, Honduras, and Panama expressed the most dissatisfaction with the amount of the monthly stipend (3.7%, 10.9%, 17.6%, and 21.1% respectively). Costa Rican trainees, however, reported the most dissatisfaction with their lack of opportunity for contact with U.S. citizens (11.5%).

TRAINING PROBLEMS

Did trainees experience problems with the various aspects of their scholarship program?

No. Most trainees (87%) indicated that they had experienced no problems during training. However, some differences between countries were noted.

Guatemalan trainees evidently experienced the fewest problems (3%). In contrast, almost half (44%) of the trainees from Panama reported some problems. (Figure 2.20)

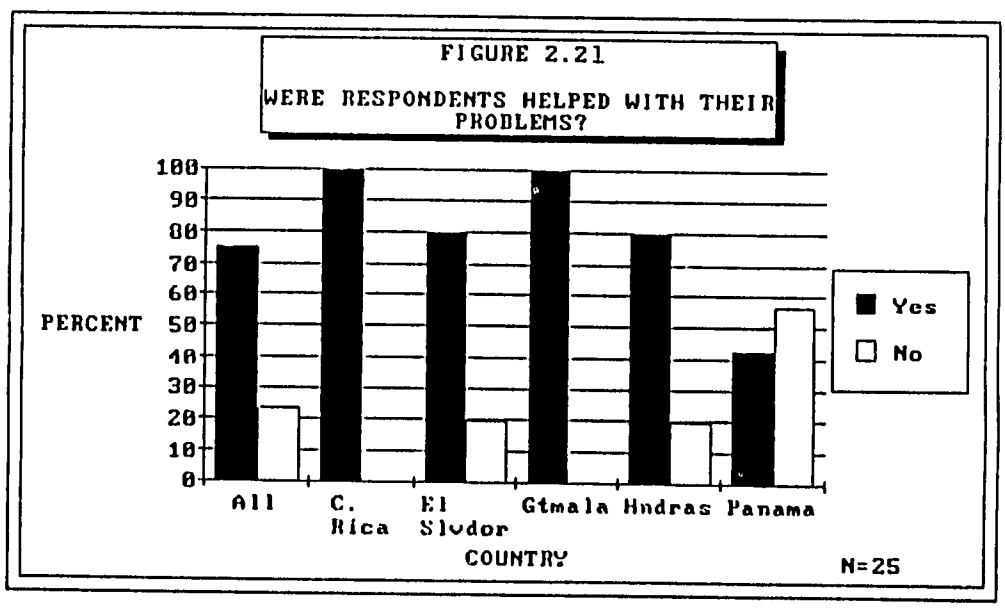
What was the nature of the problems experienced by those who had them?

Of the thirteen percent of trainees (countries pooled) who reported problems, some commented on their experiences at the host training institutions in the U.S. Comments expressed dissatisfaction with food, transportation, classroom facilities, the type of students,

TABLE 2.9

DISTRIBUTION OF PROBLEMS ENCOUNTERED BY RESPONDENTS IN THE U.S.

CATEGORY	COUNTRIES POOLED n = 25	COSTA RICA n = 7	EL SALVADOR n = 5	GUATEMALA n = 2	HONDURAS n = 1	PANAMA n = 10
NEGATIVE COMMENTS	%	%	%	%	%	%
HOUSING ARRANGEMENTS	16.0	42.9	0.0	50.0	0.0	0.0
BEING WITH AMER CTZN	4.0	0.0	0.0	50.0	0.0	0.0
TRAVELLING	4.0	14.3	0.0	0.0	0.0	0.0
AMOUNT OF STIPENDS	4.0	0.0	0.0	0.0	0.0	10.0
PUNCTUALITY STIPENDS.	4.0	0.0	0.0	0.0	0.0	10.0
LEVEL OF DIFFICULTY	4.0	14.3	0.0	0.0	0.0	0.0
AMOUNT OF EFFORT	4.0	0.0	0.0	0.0	0.0	10.0
SUPPORT PERSONNEL	4.0	14.3	0.0	0.0	0.0	0.0
ORGNZT ARRANGED PROGRAM	0.0	14.3	0.0	0.0	0.0	10.0
OTHER	44.0	0.0	100.0	0.0	100.0	50.0
REQUESTS/RECOMMENDATIONS	4.0	0.0	0.0	0.0	0.0	10.0
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0



and cold reception by students. Other trainees cited problems with housing arrangements (e.g., people having been crowded into rooms beyond their capacity, a lack of towels, unsanitary rooms, and a feeling of being unwanted by some of the Americans with whom housing was shared). Another problem had to do with the feeling that program organizers did not lend sufficient support to trainees for dealing with such matters as obtaining passports and visas. (Table 2.9) Finally, our informal discussions with trainees both in the U.S. and after their return home revealed a few cases where U.S. Embassy Consular visa secretaries treated trainees coldly and created substantial ill-will prior to departure for the U.S.

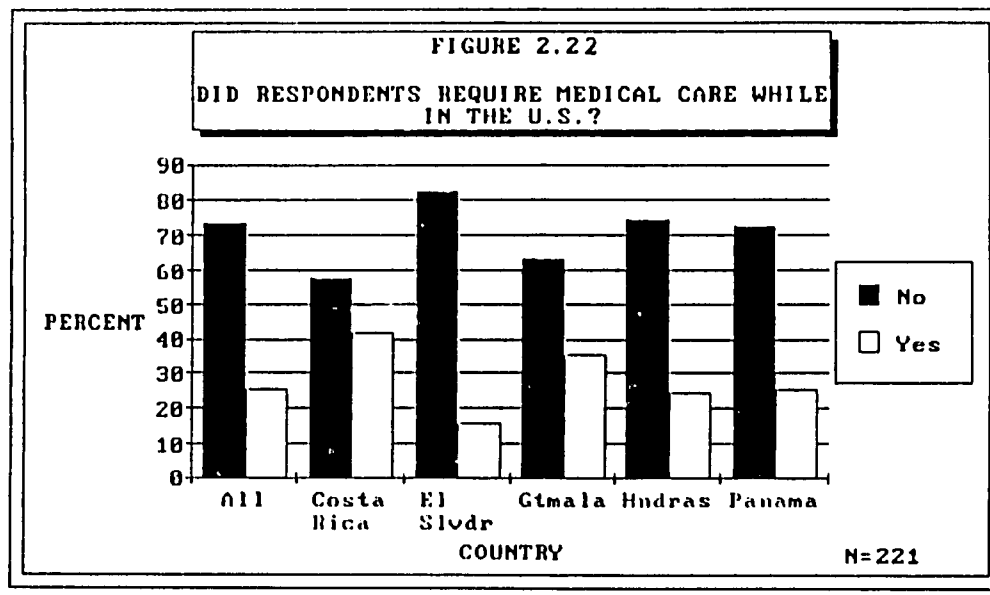
Did trainees receive any help or support with these problems?

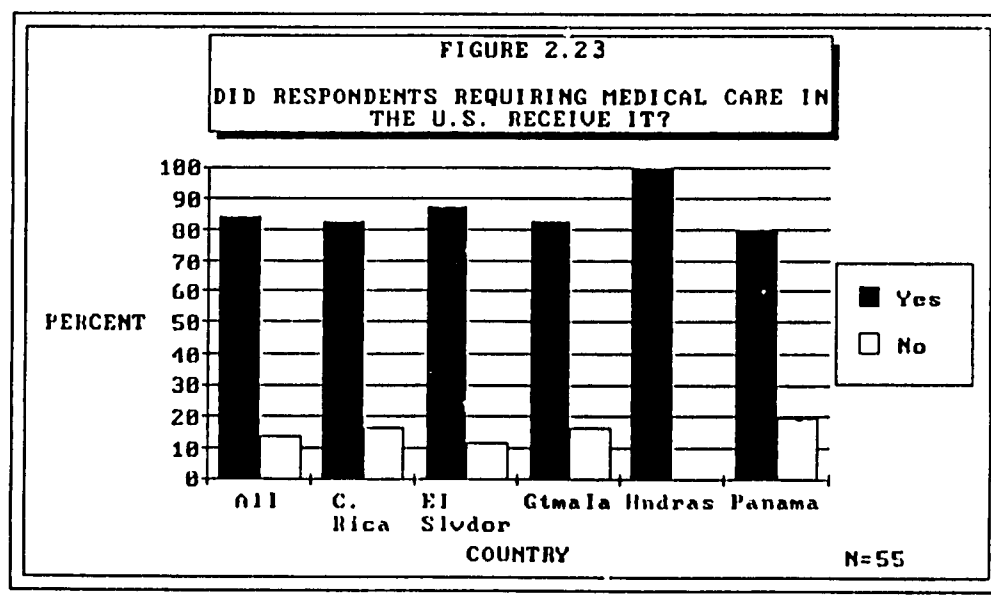
Yes. Of those trainees who had problems and responded to this question, most also reported that they had received help or support for dealing with them (76%). The remaining twenty-four percent of the trainees, however, stated they did not receive help or support with problems experienced with program elements. (Figure 2.21) Differences were noted by country.

All (100%) Costa Ricans and Guatemalans who had problems were satisfied that they had received help with whatever problems they had experienced. Costa Ricans indicated they were helped primarily by AID personnel (60% of responses), but also by training institute personnel (40% of responses). Guatemalans reported receiving help exclusively from training institute personnel (100% of responses). Unlike trainees from the other CAPS countries, at least 80% of whom indicated "yes,"

DISTRIBUTION OF SOURCES OF ASSISTANCE FOR PARTICIPANTS WHO RECEIVED ASSISTANCE WITH PROBLEMS DURING TRAINING

SOURCE OF ASSISTANCE	COUNTRIES POOLED n = 20	COSTA RICA n = 5	EL SALVADOR n = 5	GUATEMALA n = 2	HONDURAS n = 4
	%	%	%	%	%
AID PERSONNEL	35.0	60.0	0.0	0.0	50.0
TRAINING INST PERSONNEL	60.0	40.0	80.0	100.0	50.0
OTHER	5.0	0.0	0.0	0.0	0.0
TOTAL	100.0	100.0	100.0	100.0	100.0





they had received help, the majority of Panamanians who had problems reported that they did not receive help (57%). Those Panamanians who did receive help, however, were assisted by AID personnel and training institute personnel in equal measure (50% of responses for each).

Given the proportion of trainees who indicated having some problems, it seems likely that many of these issues could have been avoided through better planning by the contractors. In future training programs, contractors should provide an explanation of how the issues raised here will be addressed.

What was the nature of the help or support received?

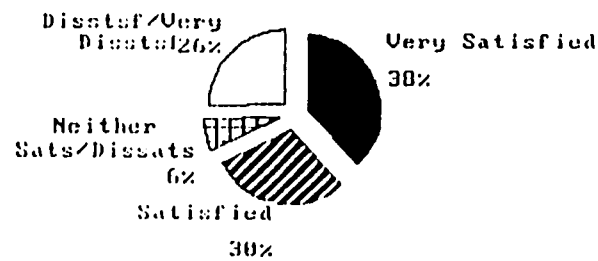
Three-fifths of the responses (60%) indicated that trainees having problems received help from the training personnel -- specifically, coordinators (e.g., "...the coordinator listened to the complaint"; "The coordinators made changes which resulted in a more positive atmosphere, a better environment for work, room and board.") Just over one-third (35%) of the comments written dealt with help received from AID personnel. (Table 2.10) Examples of such statements included the following: "Thanks to AID the absurd food policy was changed. From then on everything moved along smoothly."; "AID personnel (were) always attentive and willing to cooperate in solving our problems."

Did trainees need and receive medical attention while in the United States?

Yes. Of the trainees that needed medical care (26%, Figure 2.22), the vast majority of these (85%) indicated that it had been received. (Figure 2.23) Further, among those who rated the medical attention

FIGURE 2.24

HOW SATISFIED WERE RESPONDENTS WITH THE MEDICAL CARE THEY RECEIVED? ALL COUNTRIES POOLED



N=47

FIGURE 2.25

DID RESPONDENTS VISIT OR LIVE WITH AMERICAN FAMILIES WHILE IN THE U.S.?

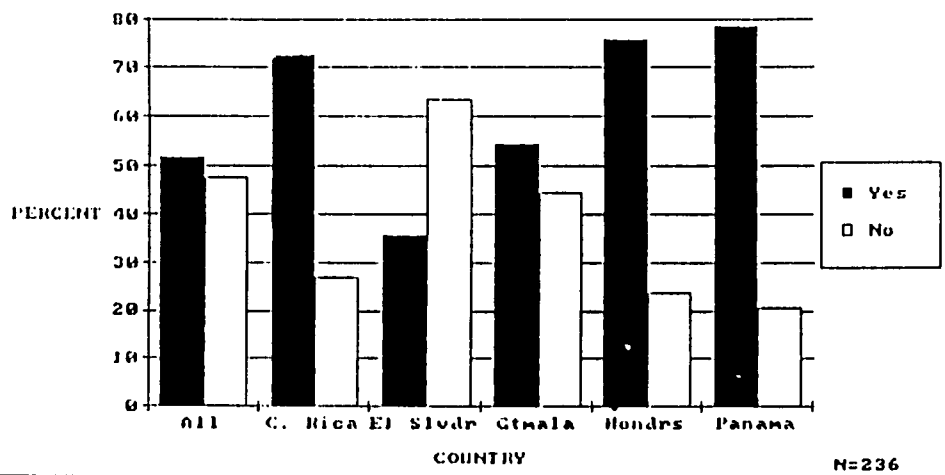


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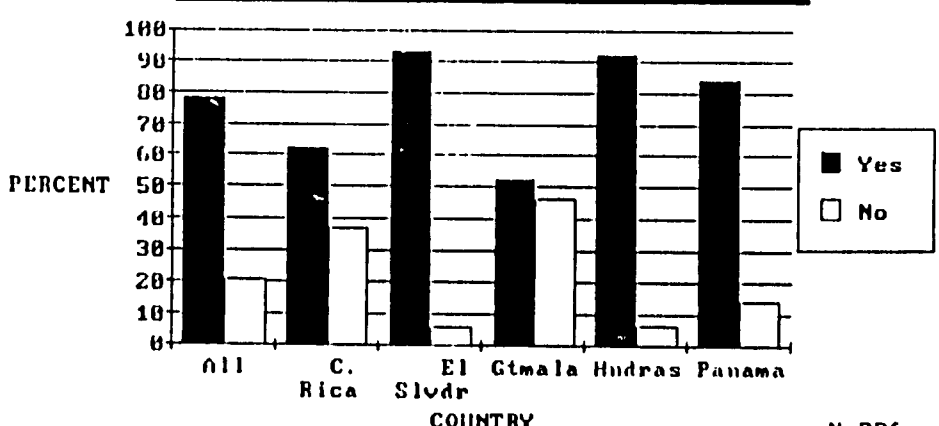
FIGURE 2.26

DID RESPONDENTS ATTEND ATHLETIC ACTIVITIES OR SIMILAR EVENTS WHILE IN THE U.S.?



N=236

they received in the U.S., 68% reported that they had been "satisfied" or "very satisfied" with the service. (Figure 2.24, A90 - A94) Future data collection will attempt to describe why not all those needing care received it.

TRAINING ACTIVITIES AND EXPERIENCES

What experiences did trainees have while in the U.S.?

Virtually all trainees (94%) indicated that they had attended some type of cultural event (e.g., a concert or a visit to a museum). Most trainees reported having travelled around the United States (88%), having attended athletic events (79%) and having attended civic activities (68%). Approximately half (52%) of those responding stated that they had visited or lived with U.S. families. (Figures 2.25-2.31) Slightly more than one-fourth (28%) indicated that they had visited friends while in the United States. (Figure 2.30)

TRAINEE TRAINING IN COUNTRIES OTHER THAN IN THE UNITED STATES

Were CAPS trainees ever involved in a training program in a country other than the United States?

Yes, but only a small minority. Twelve percent of all trainees indicated that they had previously participated in a training program in a country other than the United States. (Table 2.11) These individuals identified 10 different nations, all of which were Spanish-speaking except for Canada, Japan, and Italy. (Table 2.12) Differences are noted by country.

Hondurans (31%) comprised the highest percentage of trainees who reported participation in other training programs in a country other

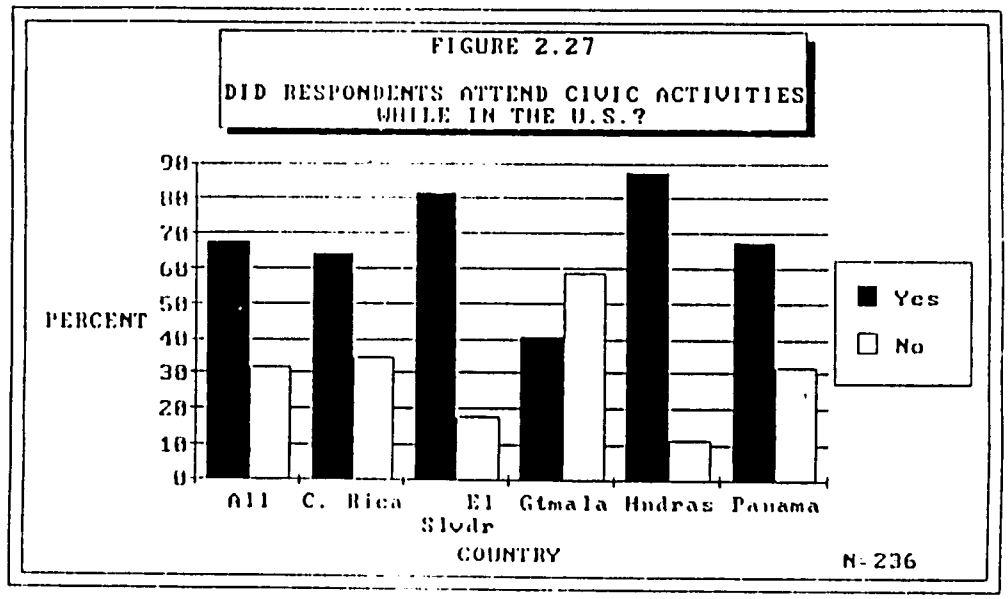


FIGURE 2.27
DID RESPONDENTS ATTEND CIVIC ACTIVITIES WHILE IN THE U.S.?
PERCENT
90
80
70
60
50
40
30
20
10
0
All
C. Rica
El Slvdr
Gtmala
Hndras
Panama
COUNTRY
Yes
No
N=236

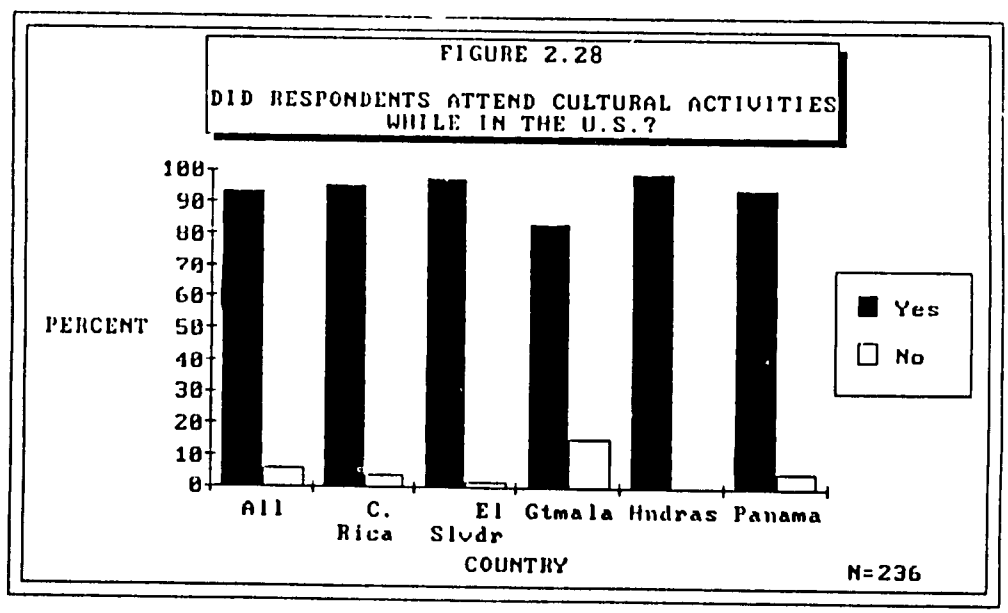


FIGURE 2.28
DID RESPONDENTS ATTEND CULTURAL ACTIVITIES WHILE IN THE U.S.?
PERCENT
100
90
80
70
60
50
40
30
20
10
0
All
C. Rica
El Slvdr
Gtmala
Hndras
Panama
COUNTRY
Yes
No
N=236

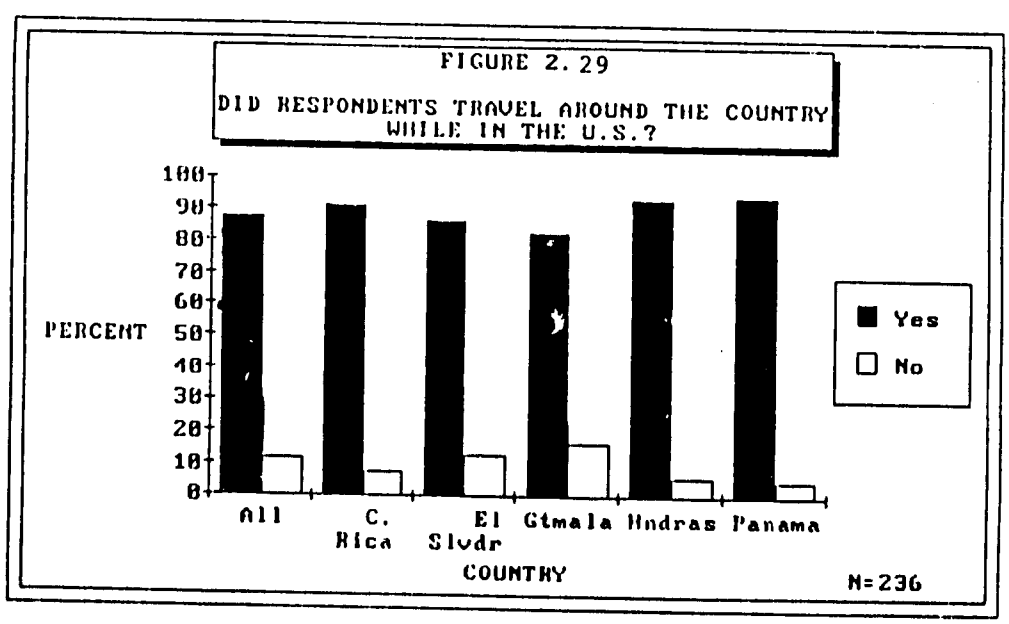
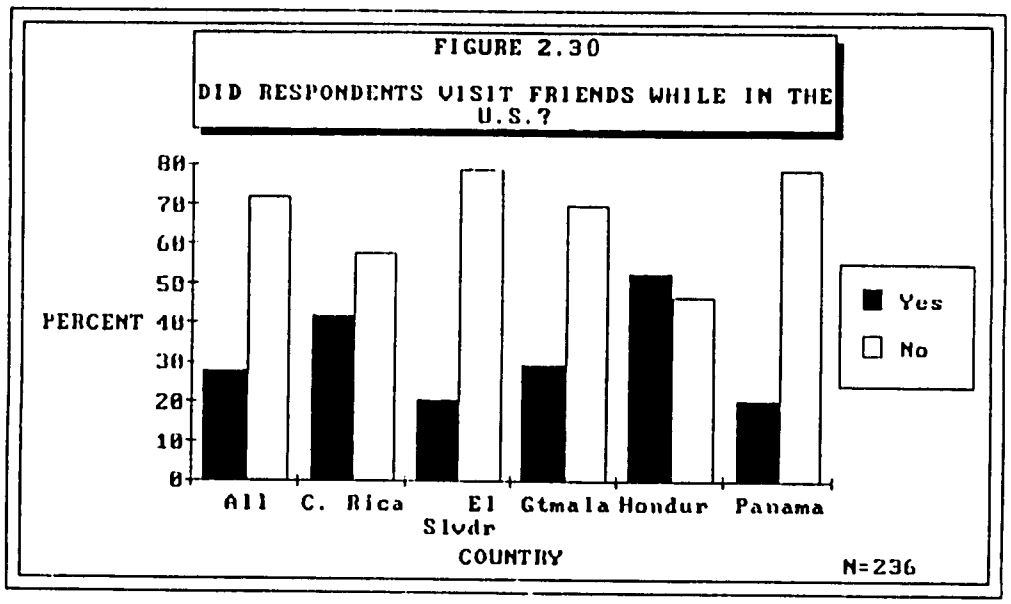


FIGURE 2.29
DID RESPONDENTS TRAVEL AROUND THE COUNTRY WHILE IN THE U.S.?
PERCENT
100
90
80
70
60
50
40
30
20
10
0
All
C. Rica
El Slvdr
Gtmala
Hndras
Panama
COUNTRY
Yes
No
N=236



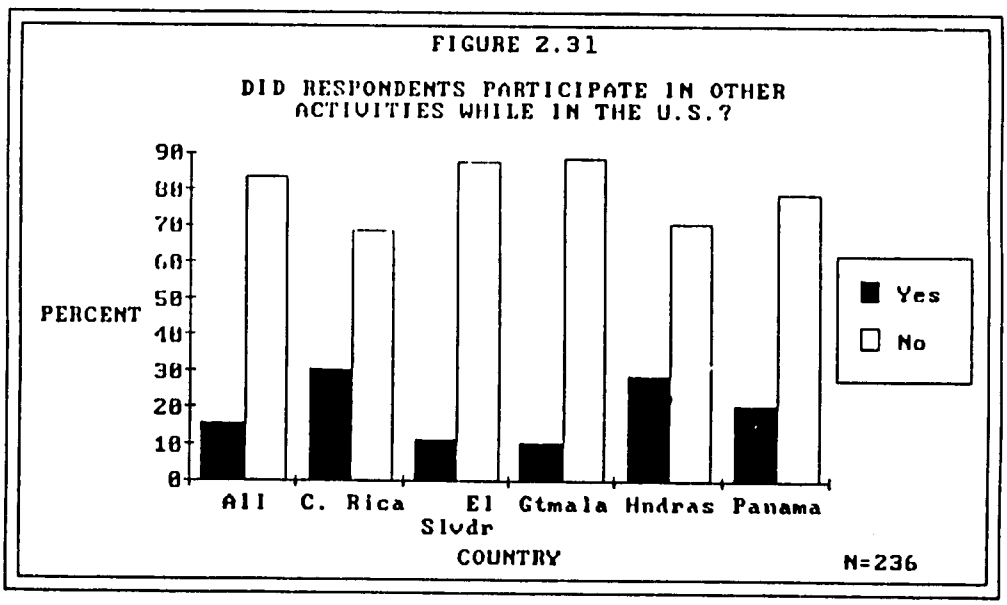


TABLE 2.11

OTHER COUNTRIES IN WHICH PARTICIPANTS WERE TRAINED

COUNTRY	COUNTRIES POOLED n = 10	COSTA RICA n = 4	EL SALVADOR n = 2	GUATEMALA n = 2	HONDURAS n = 5	PANAMA n = 5
	%	%	%	%	%	%
CANADA	5.6	25.0	0.0	0.0	0.0	0.0
COSTA RICA	38.9	0.0	0.0	50.0	40.0	60.0
MEXICO	5.6	0.0	50.0	0.0	0.0	0.0
PANAMA	5.6	0.0	0.0	0.0	0.0	0.0
PUERTO RICO	5.6	0.0	0.0	50.0	0.0	0.0
VENEZUELA	5.6	0.0	50.0	0.0	0.0	0.0
HONDURAS	11.1	25.0	0.0	0.0	20.0	20.0
GUATEMALA	11.1	25.0	0.0	0.0	0.0	0.0
ITALY	5.6	25.0	0.0	0.0	0.0	0.0
JAPAN	5.6	0.0	0.0	0.0	20.0	20.0
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0

TABLE 2.12

TYPES OF NON-U.S. TRAINING PROGRAMS IN WHICH PARTICIPANTS PARTICIPATED

TYPE OF NON-U.S. TRAINING PROGRAM	COUNTRIES POOLED n = 18	COSTA RICA n = 4	EL SALVADOR n = 2	GUATEMALA n = 2	HONDURAS n = 5	PANAMA n = 5
	%	%	%	%	%	%
ACADEMIC, SHORT-TERM	5.6	25.0	0.0	0.0	0.0	0.0
TECHNICAL, SHORT-TERM	66.7	0.0	100.0	100.0	60.0	100.0
OTHER	27.8	75.0	0.0	0.0	40.0	0.0
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0

TABLE 2.13

PROPORTION OF PARTICIPANTS WHO HAVE RECEIVED TRAINING IN A COUNTRY OTHER THAN THE U.S.

RESPONSE	COUNTRIES POOLED n = 228	COSTA RICA n = 26	EL SALVADOR n = 105	GUATEMALA n = 62	HONDURAS n = 16	PANAMA n = 19
	%	%	%	%	%	%
YES	11.8	15.4	2.9	16.1	31.3	26.3
NO	88.2	84.6	97.1	83.9	68.8	73.7
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0

MISSING DATA = 8

TABLE 2.14

PARTICIPANT RATING OF U.S. EXPERIENCE WITH THOSE IN OTHER COUNTRY

CATEGORY	COUNTRIES POOLED n = 18	COSTA RICA n = 4	EL SALVADOR n = 2	GUATEMALA n = 2	HONDURAS n = 5	PANAMA n = 5
	%	%	%	%	%	%
US PROGRAM BETTER	27.8	25.0	0.0	50.0	20.0	40.0
OTHER PROGRAM BETTER	11.1	0.0	0.0	0.0	20.0	20.0
PROGRAMS THE SAME	44.4	75.0	50.0	50.0	40.0	20.0
PROGRAMS CANNOT BE COMPARED	16.7	0.0	50.0	0.0	20.0	20.0
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0

than the U.S. They were followed closely by Panamanians at 26%.

In what kinds of training programs did trainees participate in a country other than the United States?

The trainees acknowledged prior participation in three kinds of training programs: (a) short-term technical training (67%); (b) short-term academic programs (6%); and (c) "Other" (a category which was found to include conferences and religious instruction). (Table 2.13) Thus, with the exception of religious instruction, the range of training activities in other countries appears to be comparable to that provided by the United States.

Did trainees feel that their training experience in the U.S. was comparable to that provided by other countries?

Yes. Approximately three-fourths of the trainees responding to this item evaluated the U.S. programs as better (28%) or comparable (44%) to those provided by other countries. (Table 2.14) Eleven percent claimed that the U.S. program was worse. The remaining 17% of the trainees indicated that the two programs could not be compared.

Comments from those who rated the U.S. training program as better than that experienced in a different country praised the "opportunities available," "superior facilities," and the "technical superiority of the host country" (i.e., U.S.).

Trainees who assessed the other overseas programs as better than those in the U.S. observed that these were "longer" and offered "more extensive" or more "in-depth" training. Another trainee criticized the

TABLE 2.15

PROPORTION OF RESPONDENTS WHO KNEW OTHER PEOPLE WHO HAD PARTICIPATED IN TRAINING PROGRAMS BY COUNTRIES OTHER THAN THE UNITED STATES

CATEGORY	COUNTRIES POOLED n = 197	COSTA RICA n = 23	EL SALVADOR n = 90	GUATEMALA n = 52	HONDURAS n = 17	PANAMA n = 15
	%	%	%	%	%	%
YES	33.5	43.5	25.6	30.8	58.8	46.7
NO	66.5	56.5	74.4	69.2	41.2	53.3
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0

TABLE 2.16

DISTRIBUTION OF PEOPLE KNOWN BY RESPONDENTS TO HAVE BEEN TRAINED IN COUNTRIES OTHER THAN THE UNITED STATES

CATEGORY	COUNTRIES POOLED n = 91	COSTA RICA n = 14	EL SALVADOR n = 30	GUATEMALA n = 21	HONDURAS n = 19	PANAMA n = 7
	%	%	%	%	%	%
ARABIA	1.1	0.0	3.3	0.0	0.0	0.0
ARGENTINA	1.1	0.0	0.0	0.0	0.0	14.3
BRAZIL	7.7	14.3	3.3	4.8	10.5	14.3
CHILE	1.1	0.0	0.0	4.8	0.0	0.0
COLOMBIA	5.5	0.0	6.7	9.5	5.3	0.0
COSTA RICA	6.6	0.0	13.3	9.5	0.0	0.0
ECUADOR	1.1	0.0	3.3	0.0	0.0	0.0
ENGLAND	1.1	0.0	3.3	0.0	0.0	0.0
FRANCE	4.4	7.1	0.0	0.0	15.8	0.0
GUATEMALA	1.1	0.0	3.3	0.0	0.0	0.0
HOLLAND	3.3	7.1	3.3	4.8	0.0	0.0
HONDURAS	1.1	0.0	3.3	0.0	0.0	0.0
ISRAEL	13.2	7.1	16.7	9.5	10.5	28.6
ITALY	15.4	28.6	13.3	9.5	15.8	14.3
JAPAN	2.2	0.0	0.0	0.0	10.5	0.0
MEXICO	6.6	14.3	3.3	9.5	5.3	0.0
PANAMA	1.1	0.0	0.0	4.8	0.0	0.0
PUERTO RICO	1.1	0.0	0.0	4.8	0.0	0.0
SPAIN	11.0	14.3	10.0	9.5	15.8	0.0
VENEZUELA	4.4	0.0	6.7	4.8	0.0	14.3
WEST GERMANY	4.4	0.0	3.3	14.3	0.0	0.0
RUMANIA	1.1	0.0	3.3	0.0	0.0	0.0
RUSSIA	3.3	0.0	0.0	0.0	10.5	14.3
EAST GERMANY	1.1	7.1	0.0	0.0	0.0	0.0
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0

U.S. program as "poorly organized," with activities which suggested that the organizers did not regard the trainees as "being as competent or capable as Americans." One comment, from an individual who rated the U.S. and other program as the same, stated that the trainees "learned discipline and independence in both programs."

Did trainees know others who had participated in training programs similar to the U.S. one, but in a country other than the U.S.?

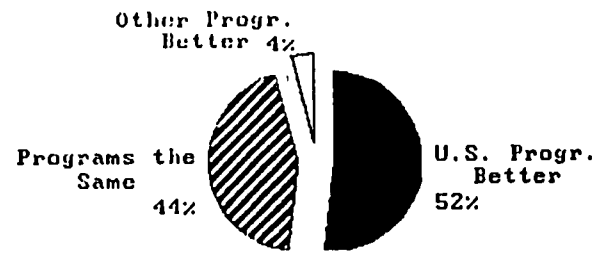
One third of the trainees (34%) indicated "yes" to having known others who had participated in a training program similar to those in the U.S., but in a country other than the U.S. (Table 2.15)

Italy appears to provide most of this training (15.4%), followed by Israel (13.2%) and Spain (11.0%). (Table 2.16) The vast majority of the countries cited (93%) could be designated as Western-aligned nations. Eastern bloc countries were mentioned only in a handful of cases.

Hondurans (60%) had the highest percentage of "yes" responses to this item, followed by Panama (47%) and Costa Rica (44%). Hondurans reported that their acquaintances had studied more frequently in France, Italy, and Spain (each garnered 16% of the total responses) than in any other countries. Panamanians knew of more people who had participated in training programs in Israel (29% of total responses). Costa Ricans, meanwhile, knew others who had studied primarily in Italy (29% of total responses).

FIGURE 2.32

HOW DO RESPONDENTS COMPARE THEIR EXPERIENCE IN THE U.S. WITH OTHER PEOPLE'S EXPERIENCE IN OTHER COUNTRIES? ALL COUNTRIES POOLED



N=66

TABLE 2.17

PARTICIPANTS' BELIEFS AS TO WHY THE U.S. ESTABLISHED THE CAPS PROGRAM*

REASON	COUNTRIES POOLED n = 312	COSTA RICA n = 48	EL SALVADOR n = 134	GUATEMALA n = 75	HONDURAS n = 22	PANAMA n = 41
	%	%	%	%	%	%
EXCHANGE OF KNOWLEDGE	14.1	22.5	13.4	9.3	13.6	17.1
HELP DEVELOPMENT OTHER CNTRYS	47.8	25.0	57.5	53.3	50.0	26.8
FRIENDSHIP, INTN'L GOOD RELAT	23.4	37.5	17.9	24.0	27.3	24.4
EXPAND POLITICAL AREA INFL	11.9	12.5	9.0	12.0	4.5	24.4
MARKET, COMMERCIAL INTERESTS	1.3	0.0	1.5	1.3	0.0	2.4
OTHER	1.6	2.5	0.7	0.0	4.5	4.9
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0

*MULTIPLE RESPONSES ALLOWED.

How did trainees compare their experience in the U.S. with those of their acquaintances?

A slight majority of the trainees rated their U.S. training program as having been better than that of their acquaintances (52%) trained in other countries. Forty-four percent of all trainees assessed the two programs as about the same. Four percent of the trainees, however, evaluated the program in the other country as better. (Figure 2.32, A95 - A99) One of these individuals described the non-U.S. program as better because the U.S. program did not live up to expectations, stating that "...one expects to obtain something new or something better in the U.S."

What do trainees believe are the reasons that the U.S. government funds the CAPS program?

The most frequent answer to this item is best summarized as helping the development of other countries through technical assistance (47.8% of the responses). Typical comments included: "...helping the development of other countries"; "to improve the standard of living of our country through technical work"; and "to develop human resources with the latest technology." (Table 2.17)

Would trainees recommend a similar U.S. training program to others?

Yes. The vast majority of trainees would recommend the U.S. training program to others (94%). Five percent of those remaining checked "maybe", while less than one percent responded with "no". (Figure 2.33)

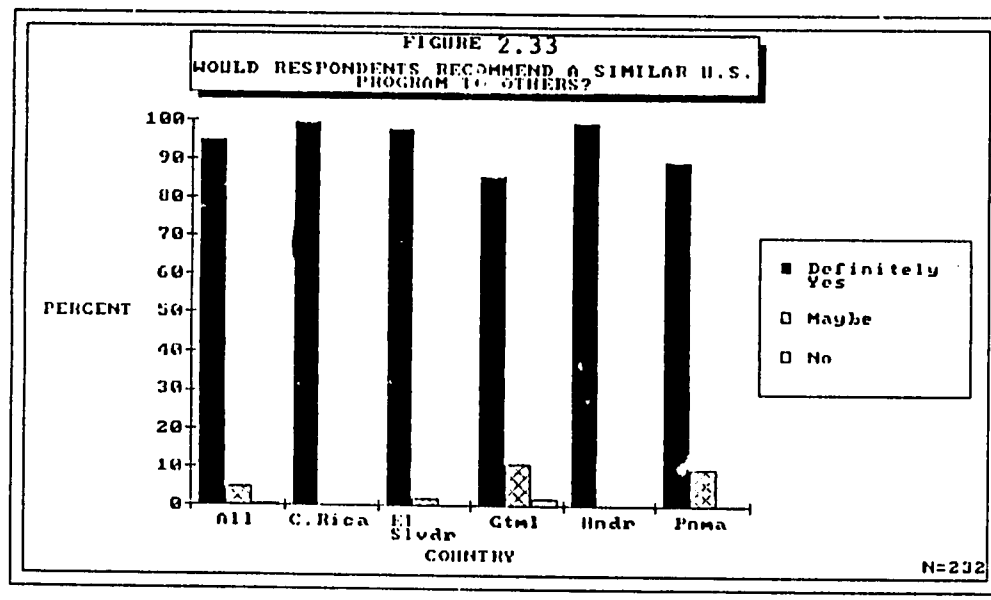


FIGURE 2.33
WOULD RESPONDENTS RECOMMEND A SIMILAR U.S. PROGRAM TO OTHERS?
PERCENT
100
90
80
70
60
50
40
30
20
10
0
All
C.Rica
El Slvdr
Gtml
Hndr
Pnma
COUNTRY
Definitely Yes
Maybe
No
N=232

PROGRAM EFFECTS

Did trainees find that experiences in the CAPS program increased their understanding of certain aspects of life in the U.S.?

Yes. It is evident that, overall, trainees felt that the training program increased their understanding of U.S. citizens (82%, Figures 2.34, A110 - A104), improved their understanding of U.S. politics (72%, Figures 2.35, A105 - A109), increased their understanding of local government (74%, Figures 2.36, A110 - A114), and improved their understanding of U.S. lifestyles (76%, Figures 2.37, A115 - A119) and U.S. families (65%, Figures 2.38, A120 - A124). In sum, feedback from trainees suggest that the training experiences greatly contributed to a better understanding of life in the United States.

Did CAPS trainees from the various countries differ in their reported increased understanding of the U.S.?

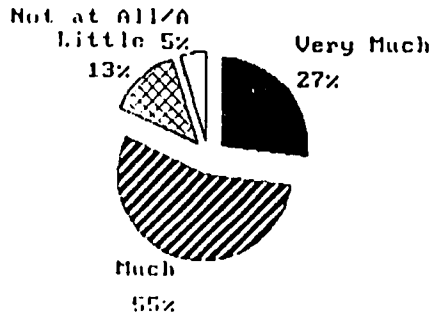
Yes. Opinions differed on many points. (Figures A100 - A124) Costa Rican trainees felt that their experiences in the program improved their understanding of U.S. lifestyles more than anything else (89%, Figure A115), and least improved their understanding of local government. (8%, Figure A110)

Salvadoran trainees indicated that their experiences in the U.S. increased their understanding of U.S. citizens the most (88%, Figure A101), and their understanding of U.S. families the least. (8%, Figure A121)

Guatemalans indicated that their experiences had most improved their understanding of U.S. politics (63.1%, Figure A107), but had

FIGURE 2.34

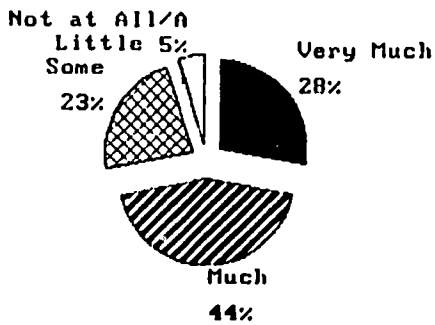
HOW MUCH DID RESPONDENTS FEEL THAT THE TRAINING INCREASED THEIR UNDERSTANDING ABOUT U.S. CITIZENS?
ALL COUNTRIES POOLED



N=231

FIGURE 2.35

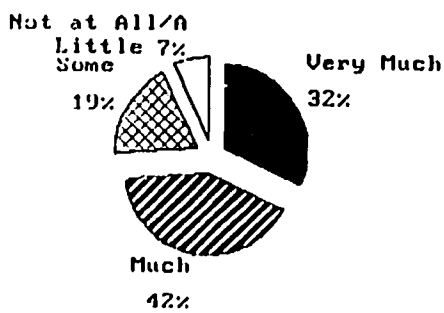
HOW MUCH DID RESPONDENTS FEEL THAT THE TRAINING INCREASED THEIR UNDERSTANDING ABOUT U.S POLITICS?
ALL COUNTRIES POOLED



N=225

FIGURE 2.36

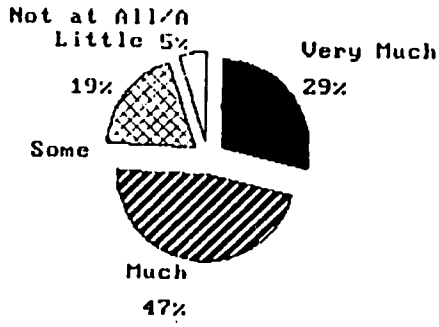
HOW MUCH DID RESPONDENTS FEEL THAT THE TRAINING INCREASED THEIR UNDERSTANDING ABOUT THE U.S. GOVERNMENT AT THE STATE AND LOCAL LEVELS?
ALL COUNTRIES POOLED



N=231

FIGURE 2.37

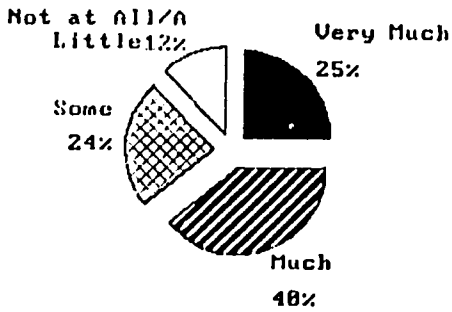
HOW MUCH DID RESPONDENTS FEEL THAT THE TRAINING INCREASED THEIR UNDERSTANDING ABOUT U.S. LIFE STYLES?
ALL COUNTRIES POOLED



N=229

FIGURE 2.38

HOW MUCH DID RESPONDENTS FEEL THAT THE TRAINING INCREASED THEIR UNDERSTANDING ABOUT U.S. FAMILIES?
ALL COUNTRIES POOLED



N=224

least improved their understanding of U.S. family life (21.1%, Figure A122).

The responses of Hondurans showed similar rates of increased understanding of U.S. politics and lifestyles (76.5% and 76.6%, respectively, Figures A108 and A118), and the functioning of local and state government (65.7%, Figure A113).

Finally, Panamanian trainees reported that their experiences in the U.S. most improved their understanding of U.S. citizens (78.9%, Figure A104), but least improved their understanding of U.S. politics (10.6%, Figure A109).

How did trainees characterize the U.S. after completing the training program?

Using a seven-point scale to demonstrate the degree to which they leaned toward one or the other end of a dichotomy of attributes, CAPS trainees were asked to "characterize" the United States as a country.

As was the case with previous items, the majority of the trainees registered highly favorable views of the U.S. by making choices which were closer to the positive end of the scale. (NOTE: With 4 as the mid-point of the continuum, the more favorable attitudes were represented by a choice of 5 or higher for an answer.)

Trainees were nearly unanimous in their overall view of the United States as strong (97%), rich (95%), peaceful(91%), generous (91%), orderly (90%), fair (90%), and sensitive to the needs of others (90%). (Figures 2.39 - 2.46, respectively) Finally, 88% of the trainees felt that the United States was a friendly, warm place.

FIGURE 2.39

HOW WEALTHY DO RESPONDENTS VIEW THE U.S. AFTER COMPLETING THEIR SCHOLARSHIP PROGRAM?

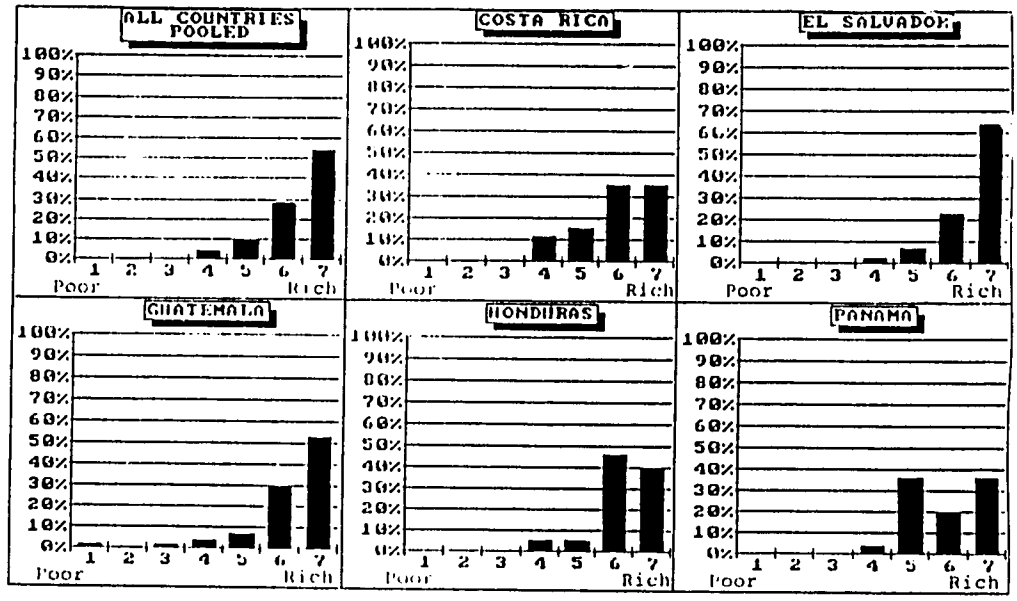


FIGURE 2.40

HOW FRIENDLY DO RESPONDENTS VIEW THE U.S. AFTER COMPLETING THEIR SCHOLARSHIP PROGRAM?

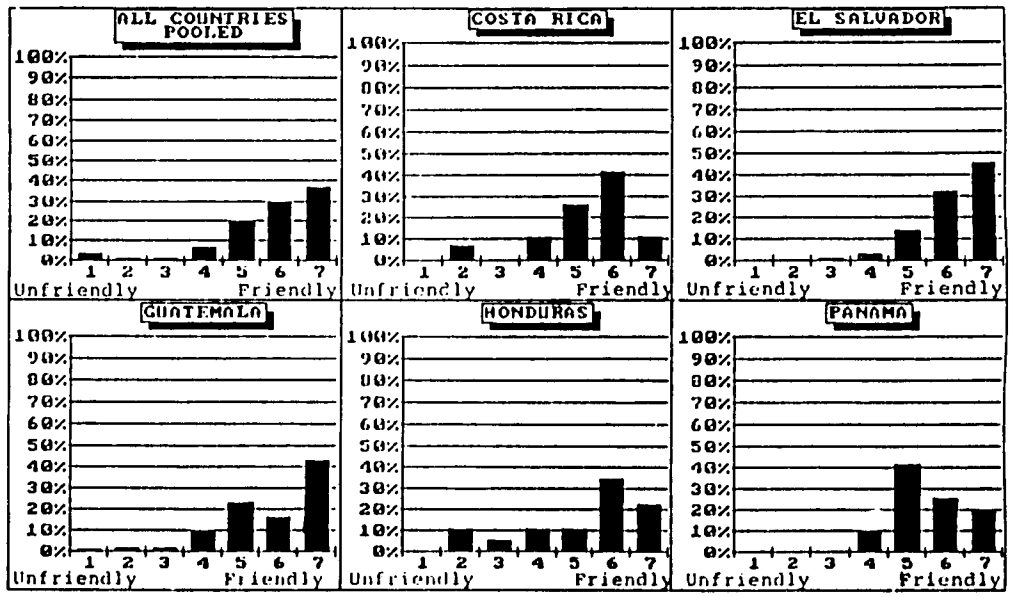


FIGURE 2.41

DO RESPONDENTS VIEW THE U.S. AS ORDERLY AFTER COMPLETING THEIR SCHOLARSHIP PROGRAM?

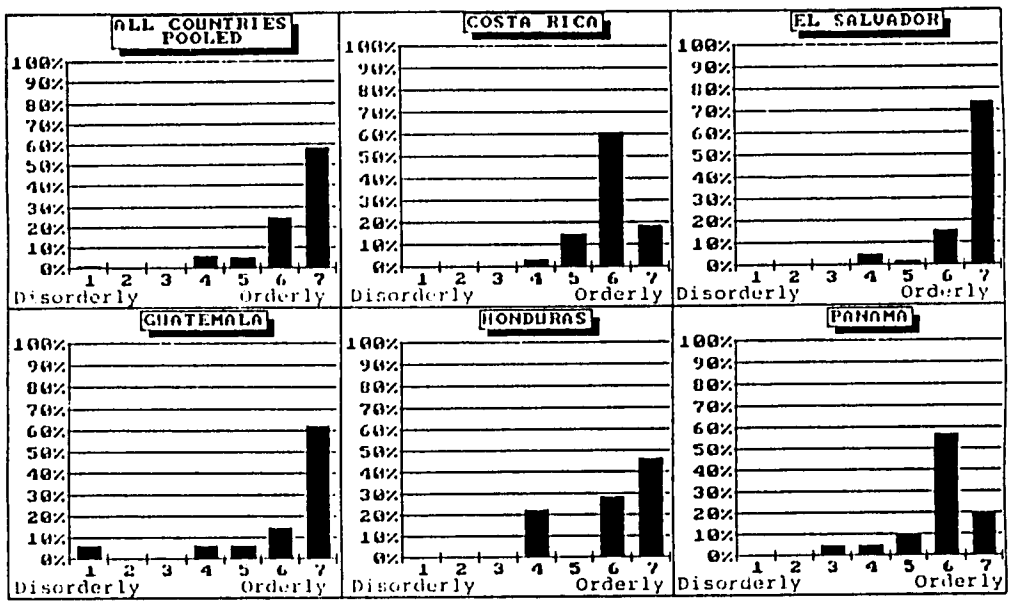


FIGURE 2.42

DO RESPONDENTS VIEW THE U.S. AS MILITARILY PEACEFUL AFTER COMPLETING THEIR SCHOLARSHIP PROGRAM?

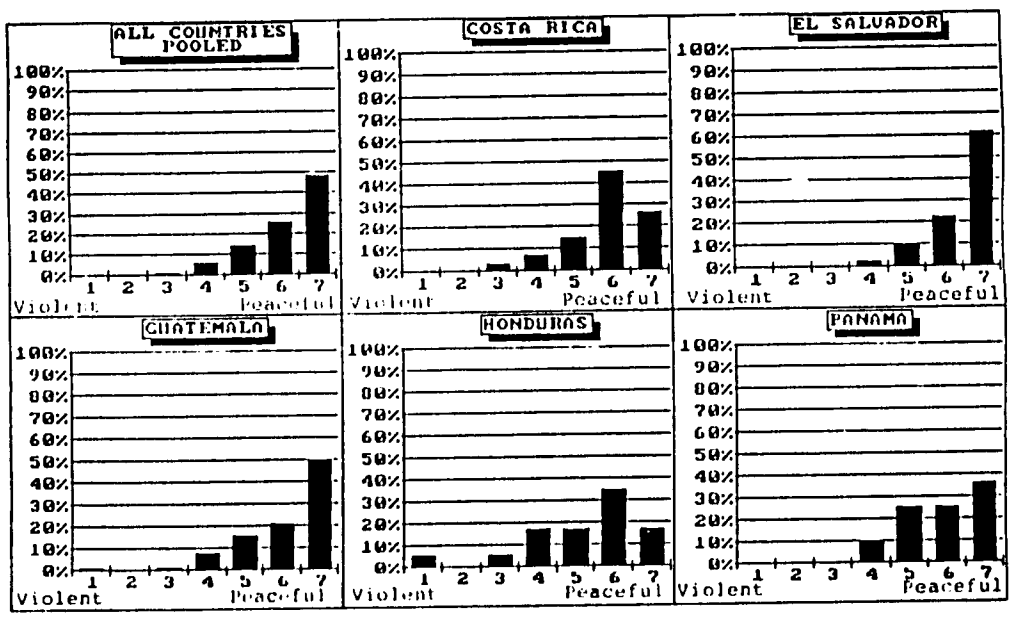


FIGURE 2.43

DO RESPONDENTS VIEW THE U.S. AS FAIR AFTER COMPLETING THEIR SCHOLARSHIP PROGRAM?

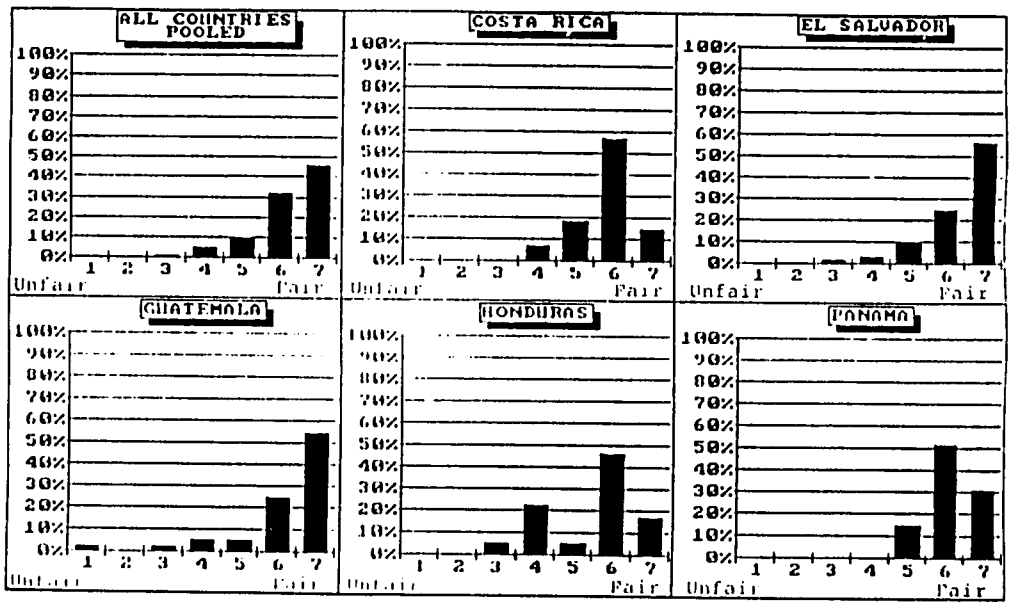


FIGURE 2.44

DO RESPONDENTS VIEW THE U.S. AS GENEROUS AFTER COMPLETING THEIR SCHOLARSHIP PROGRAM?

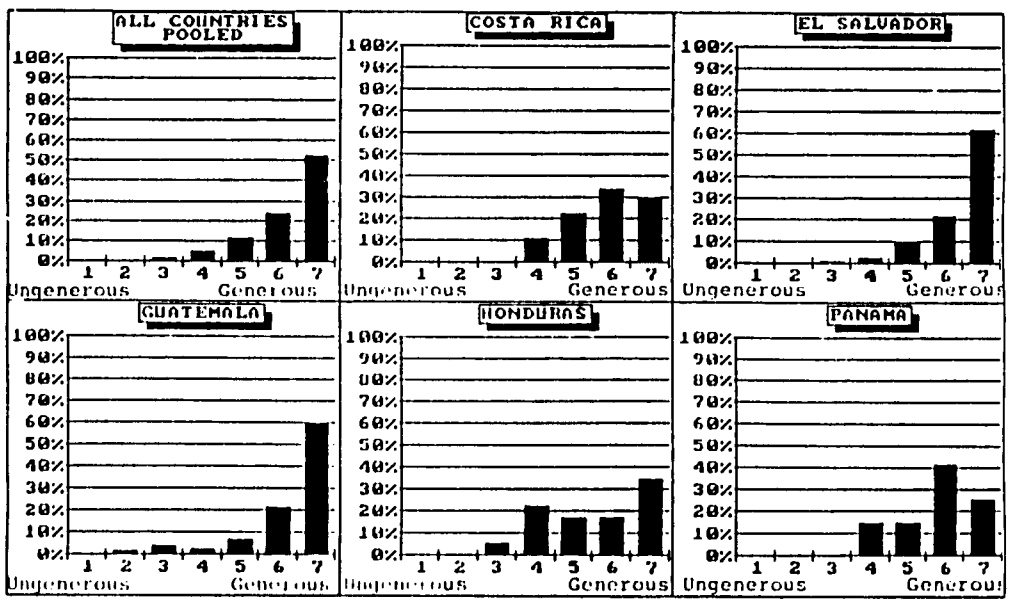


FIGURE 2.45

DO RESPONDENTS VIEW THE U.S. AS SENSITIVE TO OTHER COUNTRIES AFTER COMPLETING THEIR SCHOLARSHIP PROGRAM?

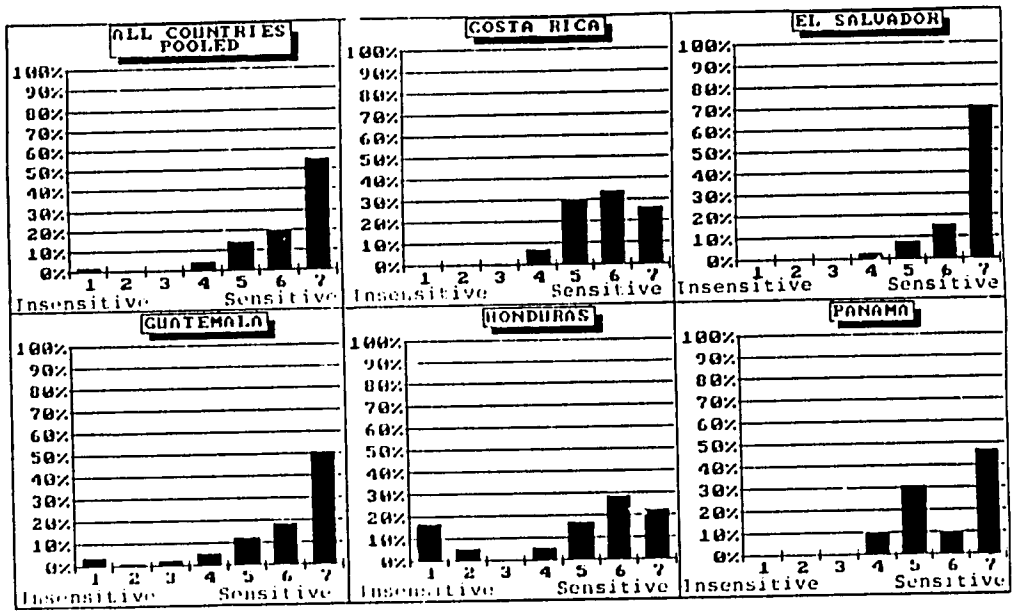
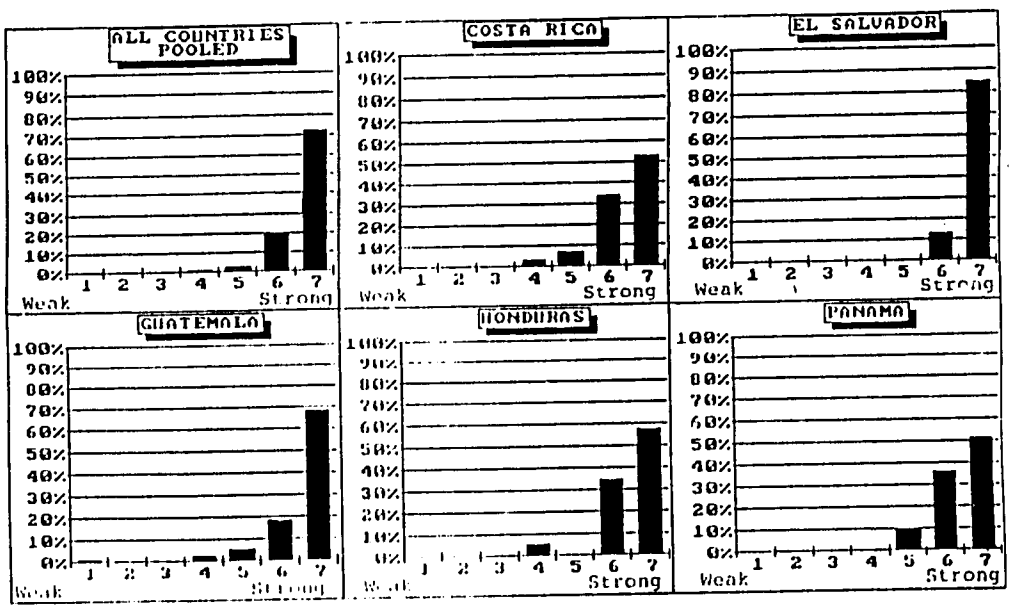


FIGURE 2.46

DO RESPONDENTS VIEW THE U.S. AS STRONG AFTER FINISHING THEIR SCHOLARSHIP PROGRAM?



In sum, the data suggest that the CAPS training program has been very successful in fostering/maintaining positive attitudes towards the United States among trainees.

Did trainees think that U.S. citizens are aware of and understand their home country?

Yes and no. When asked to select an answer from a five-point scale (ranging from "not at all" to "very well") on the issue of whether U.S. citizens are aware of, or understand their home country, trainees showed considerably less unanimity of opinion. While better than half felt the U.S. understood their country "well" or "very well" (54%), a substantial number of trainees (29%) expressed the belief that U.S. citizens are aware of, or understand, their country only "a little" or "not at all". (Figures 2.47, A125 - A129)

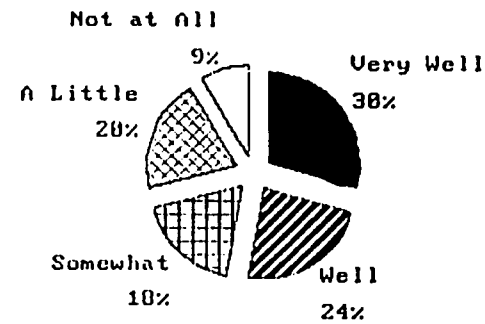
What did trainees like most about their experiences in the U.S.?

Just under one-third of the responses mentioned politics and culture as what they most liked about their experiences in the U.S., based on the finding that the highest percentage of written comments for this item (30%) addressed some aspect of U.S. government, politics, or culture. (Table 2.18) In this regard, examples of what trainees liked most about the United States included "the people of the United States, the opportunities for work, study, recreation," "the organization, the free enterprise, the military non-interventionism," and "the desire for success which Americans have in their blood."

Learning English was also frequently mentioned (20%) as the element which trainees liked the most about their training, followed by

FIGURE 2.47

HOW WELL DO RESPONDENTS THINK U.S. CITIZENS ARE AWARE OF OR UNDERSTAND THEIR COUNTRY?
ALL COUNTRIES POOLED



N=217

TABLE 2.16

ASPECTS OF TRAINING WHICH PARTICIPANTS LIKED THE BEST

ASPECT	COUNTRIES POOLED n = 299	COSTA RICA n = 38	EL SALVADOR n = 140	GUATEMALA n = 64	HONDURAS n = 25	PANAMA n = 32
	%	%	%	%	%	%
GENERAL POSITIVE	12.4	2.6	14.3	17.2	4.0	12.5
ACQUIRE KNOWLEDGE SPECIFIC AREA	11.7	34.2	3.6	14.1	16.0	12.5
LEARNING ENGLISH	20.4	13.2	20.0	29.7	24.0	9.4
SOCIAL INTERACTION, TRAVEL	8.6	18.4	4.3	9.4	16.0	6.3
US POLITICS, CULTURE	29.8	28.9	29.3	21.9	28.0	50.0
PROGRAM ORGANIZATION	17.4	2.6	28.6	7.8	12.0	9.4
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0

299 ITEMS BY 209 PEOPLE (27 BLANK), AVERAGING 1.43 ITEMS PER PERSON

comments addressing some aspect of program organization and activities (17%). The latter included such statements as "the trips organized to all the places of major importance," "the opportunities to establish relationships with people in Miami who are involved in the same field as I am in my country," "the instructional method, which was participative and helped me communicate with other people," and "all the activities of the program."

The other three "most liked" categories mentioned by trainees were acquiring knowledge in a specific area (12%), social interaction (8%), and travel (8%).

According to the percentage of responses from each CAPS country, Salvadorans (29%), Hondurans (28%), and Panamanians (50%) enjoyed U.S. politics and culture the most. Costa Ricans (34%) reported that they most liked acquiring knowledge in a specific area. Guatemalans, on the other hand, most liked learning English (30%).

In all, trainees appear to have responded very positively to a broad range of experiences in the United States.

What did trainees like least about their experiences in the U.S.?

Over half of the statements (57%) made by trainees regarding what they like least in the United States dealt with aspects of their training such as activities (15%), knowledge acquired (12%), food (12%), program organization (10%) and stipends (8%). (Table 2.19) On the subject of program elements, comments included "not enough time for studying," "Not enough English training was provided to make conversation possible," "...the food should be 'latinized' a bit," "the

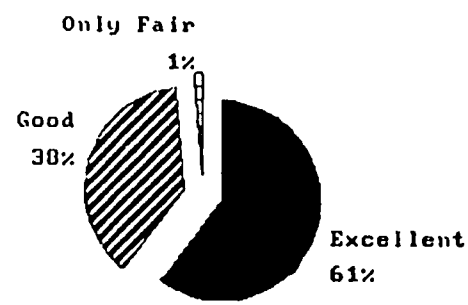
TABLE 2.19

ASPECTS OF TRAINING PARTICIPANTS LIKED THE LEAST

ASPECT	COUNTRIES POOLED n = 104	COSTA RICA n = 15	EL SALVADOR n = 42	GUATEMALA n = 23	HONDURAS n = 8	PANAMA n = 17
	%	%	%	%	%	%
GENERAL NEGATIVE	1.0	0.0	2.4	0.0	0.0	0.0
ASPECTS OF ACQ KNOWLEDGE	12.5	6.7	21.4	4.5	12.5	5.9
SOCIAL INTERACTION	4.8	6.7	2.4	4.5	12.5	5.9
US CULTURE	32.7	53.3	16.7	59.1	25.0	23.5
PROGRAM ORGANIZATION: GENERAL	9.6	6.7	0.0	18.2	25.0	17.6
PROGRAM WORKLOAD	1.9	0.0	2.4	4.5	0.0	0.0
FOOD	11.5	20.0	16.7	4.5	12.5	5.9
PROGRAM ACTIVITIES	15.4	6.7	28.6	0.0	0.0	5.9
STIPENDS	7.7	0.0	7.1	4.5	0.0	29.4
LACK OF COORD COUNTRY/US	2.9	0.0	2.4	0.0	12.5	5.9
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0

FIGURE 2.48

HOW DO RESPONDENTS RATE THE OVERALL QUALITY OF THE PROGRAM? ALL COUNTRIES POOLED



N=231

program was not well organized," and "the stipend should be increased." One-third of the statements (33%) indicated that what trainees liked least was the United States culture.

Of the few negative responses made by Costa Ricans and Guatemalans, over half (53% and 59% respectively) reported that they least liked U.S. culture. Less than one-third of the Salvadorans' negative comments dealt with program activities (29%). Negative Honduran comments focused on both U.S. culture and the general program organization (25%). Panamanians, in contrast, least liked the program stipends.

Of the few negative views that were expressed about U.S. culture, trainees cited "the excessive individualism," "the coldness of the people," and "the unfriendliness of U.S. students." This suggests the importance of well developed U.S. cultural experience components, especially for trainees from Guatemala and Costa Rica.

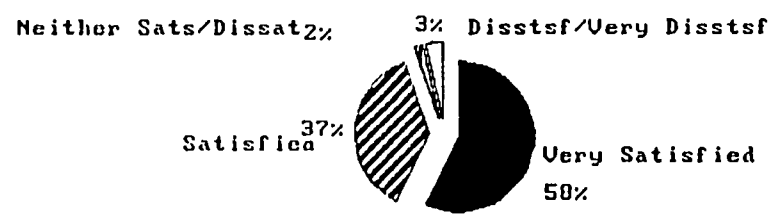
How did trainees rate the quality of their U.S. scholarship program?

Trainees rated their scholarship program very highly. Of the 231 who answered this question, 99% judged the program to be "Good" (38%) or "Very Good" (61%). Only one percent of them rated the program as "fair." (Figure 2.48)

Among the CAPS countries represented, the highest percentage of "excellent" ratings were accorded to the program by Guatemalan (71%) and Salvadoran (66%) trainees. (Figures A130 - A134)

FIGURE 2.49

HOW SATISFIED OVERALL WERE RESPONDENTS WITH THEIR SCHOLARSHIP PROGRAM? ALL COUNTRIES POOLED



N=233

TABLE 2.20

TRAINING EXPERIENCE PARTICIPANTS FOUND MOST USEFUL

TRAINING EXPERIENCE	COUNTRIES POOLED n = 251	COSTA RICA n = 31	EL SALVADOR n = 125	GUATEMALA n = 56	HONDURAS n = 18	PANAMA n = 21
	%	%	%	%	%	%
KNOWLEDGE ACQUIRED	90.0	77.4	90.4	92.9	94.4	95.2
PERSONAL DEVELOPMENT	2.8	9.7	1.6	1.8	5.6	0.0
VALUES ACQUIRED	7.2	12.9	8.0	5.4	0.0	4.8
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0

Were trainees satisfied with their U.S. scholarship program?

Yes. Once again, the trainees were virtually unanimous in their views on this item. Nearly three-fifths of them (58%) indicated that they were "very satisfied" with the scholarship program; slightly fewer than the remaining two-fifths (37%) reported that they were "satisfied." (Figure 2.49)

Minor differences were noted by country. Honduran trainees expressed the greatest satisfaction with the program, with forty-seven percent of them choosing an answer of "very satisfied" and the other fifty-three percent indicating "satisfied."

Did trainees think that their U.S. experiences would be most useful or most helpful in the home country?

Yes. In response to this open-ended item, ninety percent of all responses indicated that the knowledge imparted by the training would be most useful or helpful in the home country. (Table 2.20) In addition, eleven percent of the responses stated that trainees had acquired useful values. Three percent of all responses indicated that trainees felt that the personal development they had experienced would be applicable at home. Trainees overwhelmingly felt that their experiences in the U.S. would be most useful or helpful in their home country.

A similar pattern exists when responses are examined by country. (Table 2.21) Panamanians (95%) and Hondurans (94%) had the highest percentages of answers to the effect that the specific knowledge or skills acquired would be most useful upon their return home. Over three-fourths of the items written by trainees from Costa Rica (77%)

TABLE 2.21

TYPES OF POSITIVE PARTICIPANT COMMENTS REGARDING THEIR TRAINING EXPERIENCE

CATEGORY	COUNTRIES POOLED n = 115	COSTA RICA n = 7	EL SALVADOR n = 62	GUATEMALA n = 38	HONDURAS n = 2	PANAMA n = 6
POSITIVE COMMENTS	%	%	%	%	%	%
GENERAL	65	86	54	76	100	84
CONTENT LEARNED	12	0	22	3	0	0
GENERAL ORGNZ PROGRM	1	0	1	0	0	0
PREPARATION PROGRM	2	14	1	0	0	0
FOOD	1	0	0	3	0	0
HOUSING	1	0	0	3	0	0
PROGRAM PERSONNEL	3	0	5	3	0	0
PROGRAM ACTIVITIES	2	0	3	0	0	0
LEARNING TO SHARE	5	0	6	5	0	0
CULTURE VALUES	1	0	0	0	0	16
OTHER	7	0	8	7	0	0
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0

TABLE 2.22

TYPES OF NEGATIVE PARTICIPANT COMMENTS REGARDING THEIR TRAINING EXPERIENCE

CATEGORY	COUNTRIES POOLED n = 32	COSTA RICA n = 4	EL SALVADOR n = 20	GUATEMALA n = 4	HONDURAS n = 3	PANAMA n = 1
NEGATIVE COMMENTS	%	%	%	%	%	%
GENERAL	3	25	0	0	0	0
CONTENT LEARNED	17	0	20	0	33.3	0
GENERAL ORGNZ PROGRM	6	25	0	25	0	0
FOOD	3	25	5	0	0	100
STIPENDS	6	0	5	25	0	0
TRAVELLING	6	0	10	0	0	0
PROGRAM ACTIVITIES	6	0	10	0	0	0
SELECTION PROCEDURES	6	0	0	25	33.3	0
LACK COORD HOSTS	6	25	5	0	0	0
DURATION OF PROGRAM	29	0	35	25	33.3	0
OTHER	6	0	10	0	0	0
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0

indicated that the skills and knowledge acquired in the U.S. would be relevant. With the exception of Hondurans, the trainees from all the CAPS countries ranked values acquired in the U.S. as the second most helpful or useful experience. Hondurans ranked personal development items second (6%). In all, the majority of responses indicated the utility of the U.S. training experience in the home country of the trainees.

TRAINEE RECOMMENDATIONS

What advice would trainees give to a scholarship recipient from home who was about to begin a similar U.S. training program?

While a great many comments were received in response to this question, most fell into three broad categories: pre-departure preparation, what to learn while in the U.S., and attitudes. The top three percentages of all trainees' comments were that the scholarship recipient, while in the U.S., should learn as much as possible (16%), that he or she display positive attitudes in general (13%), and that English skills be well developed prior to departure (12%). (Table 2.23)

By CAPS country, the most important piece of advice to be given by the trainees to prospective trainees is summarized as follows: Costa Ricans (31% of the items), Guatemalans (21%), and Panamanians (16%) would most recommend that their fellow prospective scholarship students learn English well before leaving for the U.S. In contrast, Hondurans (21% of the items) and Salvadorans (18%) would recommend that while in the U.S., trainees should learn as much as they can.

TABLE 2.23

TYPES OF PARTICIPANT RECOMMENDATIONS FOR IMPROVING CAPS TRAINING

CATEGORY	COUNTRIES POOLED n = 216	COSTA RICA n = 24	EL SALVADOR n = 100	GUATEMALA n = 40	HONDURAS n = 20	PANAMA n = 32
REQUESTS/RECOMMDTS	%	%	%	%	%	%
GENERAL	7	13	5	13	0	6
CONTENT LEARNED	7	0	10	13	5	0
GENERAL ORGNZ PROGRM	5	17	2	2	10	6
PREPARATION PROGRM	13	38	5	5	25	22
FAMLY SELECTN PROCED	3	4	2	0	5	9
FOOD	5	4	4	5	0	13
WORKLOAD	1	4	1	2	0	0
STIPENDS	2	4	2	0	5	0
HOUSING	1	0	2	0	0	0
TRAVEL,TRANSPORTN	2	0	2	0	5	3
PROGRAM PERSNL	1	0	1	2	0	3
PROGRM ACTIVT	12	0	9	23	25	6
SELECT PROCEDR	5	4	7	2	0	3
COORDNT W/ HOSTS	3	8	0	5	5	13
DURATION OF PROGRAM	11	8	18	2	10	0
OTHER	22	4	30	25	5	16
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0

TABLE 2.24

TYPES OF PARTICIPANT RECOMMENDATIONS FOR IMPROVING CAPS TRAINING

CATEGORY	COUNTRIES POOLED n = 216	COSTA RICA n = 24	EL SALVADOR n = 100	GUATEMALA n = 40	HONDURAS n = 20	PANAMA n = 32
REQUESTS/RECOMMDTS	%	%	%	%	%	%
GENERAL	7	13	5	13	0	6
CONTENT LEARNED	7	0	10	13	5	0
GENERAL ORGNZ PROGRM	5	17	2	2	10	6
PREPARATION PROGRM	13	38	5	5	25	22
FAMLY SELECTN PROCED	3	4	2	0	5	9
FOOD	5	4	4	5	0	13
WORKLOAD	1	4	1	2	0	0
STIPENDS	2	4	2	0	5	0
HOUSING	1	0	2	0	0	0
TRAVEL,TRANSPORTN	2	0	2	0	5	3
PROGRAM PERSNL	1	0	1	2	0	3
PROGRM ACTIVT	12	0	9	23	25	6
SELECT PROCEDR	5	4	7	2	0	3
COORDNT W/ HOSTS	3	0	0	5	5	13
DURATION OF PROGRAM	11	8	18	2	10	0
OTHER	22	4	30	25	5	16
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0

What final comments or recommendations did trainees have about the scholarship program, or, about experiences in the U.S.?

Across the board, more positive (n=115) than negative (n=32) comments were registered by all trainees on the program in general. (Table 2.21 and 2.22, respectively) The highest percentage of negative responses (3%) had to do with the general organization of the program, as some felt that it was not well planned. Most recommendations, however, were listed under the category of "other" (13%) and dealt with a variety of issues: avoiding favoritism toward one or another group of trainees, preferring Spanish as the language of instruction, broadening the program, and increasing the number of scholarship recipients. (Table 2.24)

When the recommendations were examined by country, about one-fourth of the responses given by Costa Rican trainees (26%), one-fifth of the Hondurans (20%), and slightly under one-fifth (18%) of the Panamanians made recommendations concerning the preparation of the program (e.g., including a longer period for the study of English and informing the prospective trainees about U.S. culture and lifestyles before they depart). Guatemalans and Salvadorans showed a high degree of enthusiasm for the program in general (36% and 18% of the items, respectively, referred to in their positive comments.) (Table 2.24).

CHAPTER 3

FOLLOW-UP INTERVIEWS WITH RETURNED TRAINEES

SUMMARY OF FINDINGS

The information in this chapter was collected from individual interviews with 319 trainees who had been home for three months or more and is used in an attempt to assess the long term effects (i.e., success) of the CAPS programs. Trainees were from Guatemala and Honduras. The primary question addressed in this chapter is whether the CAPS program is realizing its goals of 1) developing strong positive feelings toward the United States and ties with U.S. citizens/agencies and 2) increasing the knowledge base of trainees for their individual benefit and that of their country.

Is the CAPS program fostering strong positive attitudes towards the United States?

Unequivocally, yes. Even after trainees have completed their training and have been home for a period of time they perceive and characterize the United States in very strong positive terms. They describe the United States as a rich, strong, and orderly country, friendly and sensitive to the needs of other countries. Moreover, short-term training programs are just as effective as are long-term training programs in fostering strong positive attitudes towards the United States.

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Is the CAPS program fostering strong social, professional, and/or economic ties between trainees and U.S. citizens, organizations, and/or firms?

No. With a few exceptions these ongoing linkages are not being formed. Training and follow-up activities are not addressing this program objective. Except for the Guatemalan AID Mission and a few individual trainers no one has formulated an articulated plan to realize this program objective.

Is the CAPS program helping the individual trainee?

Yes. Trainees report that their skills, careers and salaries improved as a result of training. Many state that the information they received in training is useful in their jobs, helping them advance in their careers faster than their peers, and obtaining salary increases at a faster rate than their peers.

Is the CAPS program helping the development of the country?

Yes, although this can only be inferred from the responses of trainees. Trainees indicate that they are being used productively in their jobs and that they are able to use the skills and information they acquired during training. These conditions taken together suggest that the country as well as the individual benefit from training.

RECOMMENDATIONS

1. Ensure a better match between trainee needs and training content.
2. Increase the amount of follow-up training, either in the U.S. and/or at home.
3. Ensure that training content is practical (i.e., How to...) and that training strategies are realistic options for the trainees' communities.
4. Ensure that trainees are sufficiently proficient in the English language to benefit from training conducted in English, or provide translators who are familiar with the instructional content, or conduct the training in Spanish.
5. Provide more thorough pre-departure information so that trainees know about their training activities, schedules, etc.
6. Develop a plan for the follow-up activities to be provided by the Mission and contractor for returned trainees. These activities should include enrolling trainees in professional organizations, supporting trainee efforts to establish networking and outreach activities, sponsoring ongoing contacts between trainees and U.S. citizens and/or agencies, etc.

FOLLOW-UP INTERVIEWS WITH RETURNED TRAINEES

INTRODUCTION

Is the CAPS program effective? Program managers must address whether or not these two CAPS goals are being met: 1) Is CAPS fostering positive attitudes towards the United States and its citizens, and 2) Is it increasing the technical skills of citizens in support of their country's needs. Aguirre International's technical assistance provides CAPS program managers with data that address these issues. In contrast to the data presented in Chapter 2 which were collected at the end of training, this chapter summarizes the information collected from 319 Guatemalan and Honduran trainees who have returned home. The data from returned trainees will allow us to begin an assessment of the long term effects of the CAPS program.

METHODOLOGY

CAPS trainees are interviewed after their training is completed and they have been home for a while. This is done to minimize any "halo" effects that might have been generated by their participation in the training program. The sample of trainees to be interviewed in each CAPS country is drawn from those who have been home for three months or more. This pool of trainees is divided into three groups: those who have been back for 12 months or more, those back 6 - 11 months, or those back 3 to 5 months. A random sample of trainees is selected from each group without replacement. An attempt is made to interview a

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minimum of 150 trainees from each CAPS country approximately every two years.

LIMITATIONS

To date, interviews of returned trainees were completed in Guatemala and Honduras in the Fall of 1986. Returned trainees in El Salvador, Panama, Costa Rica, and Belize will be interviewed in 1987. Consequently, this report is based on the data collected from Guatemala and Honduras. As such, returnee findings regarding the total CAPS program should be considered tentative until interviews have been collected in the remaining countries.

Contacting the targeted trainees was problematic in both Honduras and Guatemala. In Honduras, approximately half of the targeted trainees could not be located. Their addresses and contacts were outdated or missing from AID files. In each instance they were replaced by trainees from their group (i.e., 3-5 months, 6-11 months, 12 months or more). In effect, the data collection in Honduras represented an attempt to interview the entire population of returnees that had been home for 3 months or more. Unfortunately, it is not possible to compare those trainees contacted with those we were unable to contact. However, as the data are consistent with that obtained from the exit questionnaire, we can assume that the data we have is representative of all Honduran trainees.

While trainees in Guatemala were identified for interviews per the procedures outlined above, the actual contacts were made during a national conference to which all returned trainees had been invited.

Home interviews of trainees who had been unable to attend the conference were also conducted. Factors that limit our ability to make generalizations about the data include the logistical procedures for contacting and conducting interviews at the conference which severely restricted data collection procedures. Rather than conducting an individual interview, trainees were divided into groups and were asked to complete the questionnaire with the assistance of a facilitator. This was a problem at times given the low literacy level of the trainees and their lack of familiarity with some of the relational questions. As a result we had to regard some of the responses as invalid. These constraints notwithstanding, the results are consistent with those obtained from the individual interviews and the exit questionnaire. We can assume that the data presented here represent the views of most Guatemalan trainees.

FIGURE 3.1

RESPONDENTS BY SEX

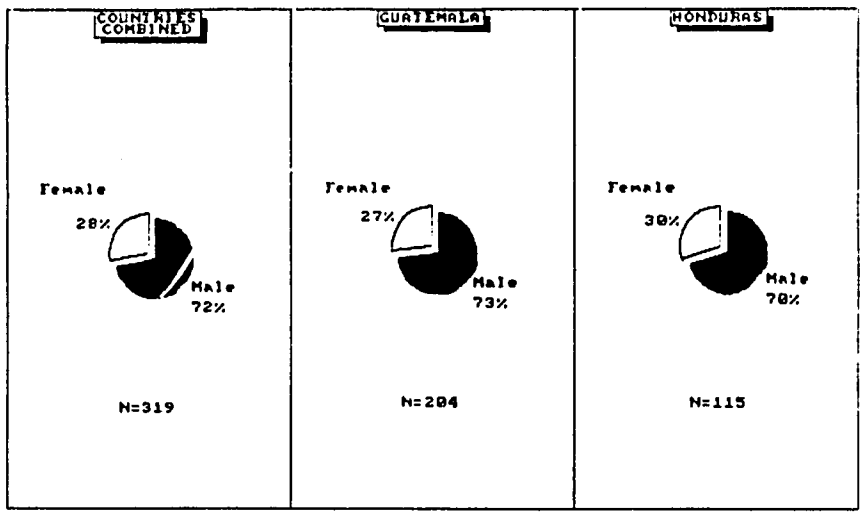


FIGURE 3.2

SATISFACTION WITH TRAINING
COUNTRIES COMBINED

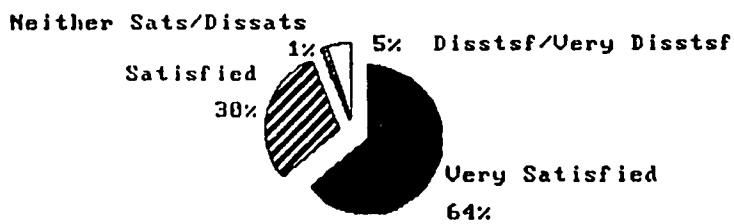
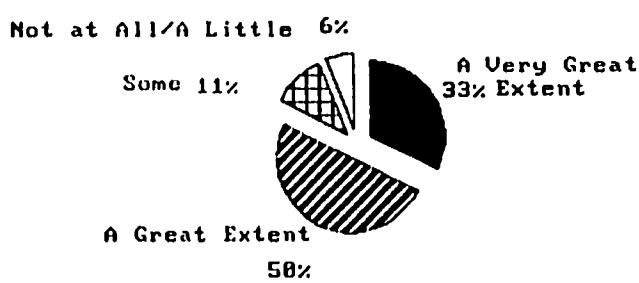


FIGURE 3.3

PARTICIPANT OBJECTIVES MET
COUNTRIES COMBINED



FINDINGS

Who was interviewed?

A total of 319 trainees were interviewed. (Figure 3.1) Almost two-thirds were from Guatemala (64%) and one-third from Honduras (36%). For both countries, more than two thirds of the trainees were men (72%) and nearly one-third were women (28%).

ATTITUDES TOWARDS TRAINING

Were trainees satisfied with their training program?

Overall, trainees were overwhelmingly satisfied (95% - satisfied and very satisfied) with the training that they received. (Figure 3.2) The following statements reflect some of their typical positive comments:

> "It helped me to put theory into practice...cattle registration, etc."
>
> "I was very satisfied, because although I am not educated, I was given an opportunity to learn and to better myself."

The few negative comments that were made include the following:

> "The program was too short to be able to absorb much." (Guatemala)
>
> "My diploma was very cheap, as it was on tag board, written on a typewriter." (Guatemala)
>
> "The irrigation procedures that are used in the U.S. are technically too advanced to be used in Honduras given the financial limitations that we have." (Honduras)
>
> "Dissatisfied...the training was too advanced. They placed us together with economists, engineers, lawyers...perhaps they used the eight of us from small businesses to justify the course." (Honduras)

TABLE 3.1

CAPS PARTICIPANTS' TRAINING EXPECTATIONS

CATEGORY	COUNTRIES POOLED n=363	GUATEMALA n=209	HONDURAS n=154
	%	%	%
SPECIFIC FIELD OF KNOWLEDGE	52.6	42.1	66.9
ACQUIRING KNOWLEDGE IN G'NRL	35.5	44.0	24.0
LEARN ABOUT U.S. SOCIETY & CULT	7.4	11.5	1.9
SELF KNOWLEDGE, SELF IMPROVEMENT	1.9	1.4	2.6
CAREER ADVANCEMENT	1.4	0.0	3.2
SHARE HOME COUNTRY CULTURE	0.6	0.0	1.3
MAKE FRIENDS/MEET PEOPLE	0.3	0.5	0.0
OTHER	0.3	0.5	0.0
TOTAL	100.0	100.0	100.0

"The procedures I observed being used with cattle, I cannot see being used in Honduras. The technology is too advanced... We were taken to fairs where the technology is very advanced and in our country we do not have sufficient machinery to utilize those methods..." (Honduras)

What did trainees hope to realize from their training?

The training objectives of trainees were consistent with the CAPS goals. Over half (52%) of the trainees wanted to learn a specific field of knowledge. (Table 3.1) Approximately another third (36%) wanted to expand their general knowledge. Seven percent expressed a desire to learn about U.S. society and culture. CAPS goals include knowledge of U.S. society and culture as well as skill training.

Did trainees realize their training objectives?

Yes. Approximately 80% of the trainees indicated that they had realized their objectives to a great or very great extent. (Figure 3.3) Comments ranged from such positive statements as:

"I learned to become a leader and community worker." (Guatemala)

"Because of the training my business is prospering more each day." (Guatemala)

"Now I don't need an accountant — I can maintain my own records." (Guatemala)

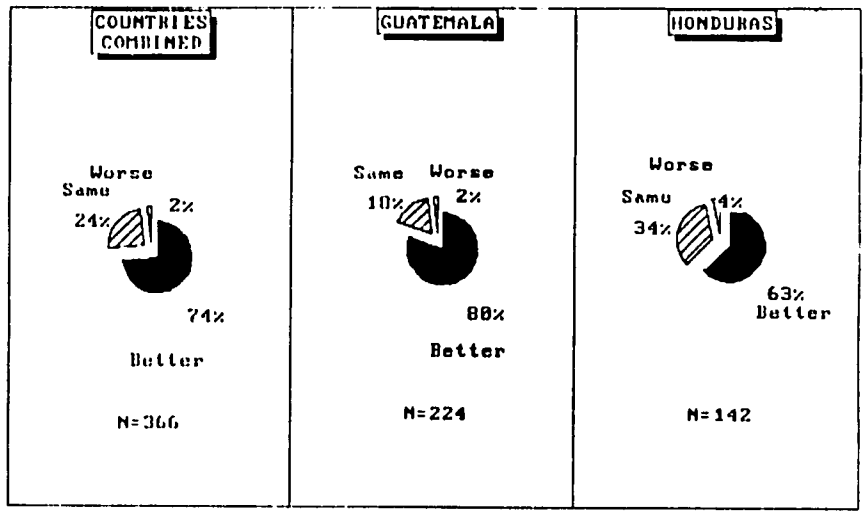
to a number of negative comments such as the following:

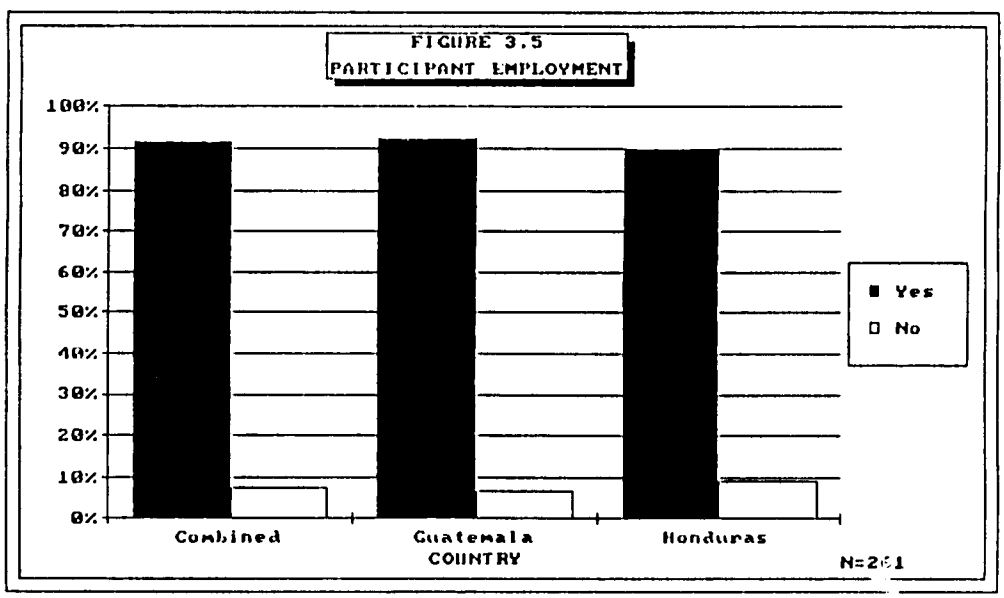
"In reality we couldn't learn all that we wanted to learn because of the language and very little time." (Honduras)

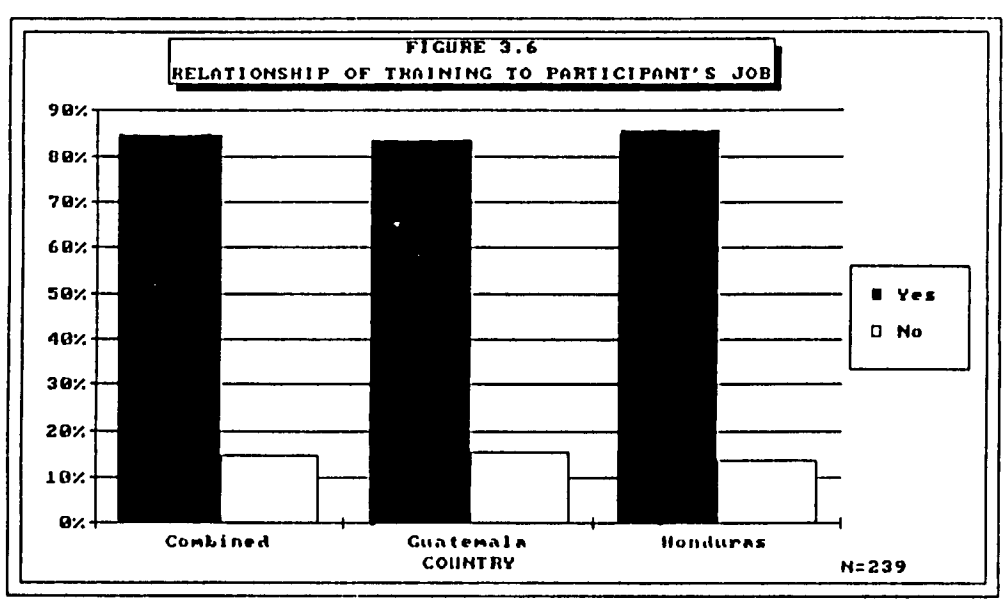
"We were not given the course we were told that we were to receive... it was on topics and classes that I already knew completely." (Honduras)

FIGURE 3.4

DID TRAINING MATCH PARTICIPANTS' TRAINING EXPECTATIONS?







"The basic problem was that we were not told in advance what samples and information we were to bring along - I had to act as an intermediary with others as AID did not give us any information..." (Honduras)

Did trainees find that training matched their expectations?

Yes. Almost three fourths (74%) indicated that their training was better than their expectations. (Figure 3.4) The remainder (24%) felt training matched their expectations.

EMPLOYMENT

Almost all (92%) trainees were employed at the time of the interview. (Figure 3.5) Trainees were drawn from a number of different occupational levels. The largest groups were white collar workers (24%), semi-skilled workers (18%), merchants (13%) and technicians (12%). (Table 3.2) Few differences were noted by country. Honduras had proportionately twice as many trainees in the merchant/business (18%) and educator groups than did Guatemala (9% and 11%, respectively). On the other hand, Guatemala had proportionately twice as many technicians (17%) and accountants (6%) than did Honduras (10% and 2%, respectively).

Do trainees benefit from their training?

Yes. CAPS training has helped improve the skills, careers and salaries of trainees. The majority (84%) of the trainees are working in the same field in which they received CAPS training. (Figure 3.6) Interestingly, only about three-fourths (76%) of the trainees are in the same job they held prior to their training.

TABLE 3.2

CAFS PARTICIPANTS BY OCCUPATION

CATEGORY	COUNTRIES POOLED n=246	GUATEMALA n=112	HONDURAS n=134
	%	%	%
STUDENT	1.2	0.0	2.2
MERCHANT/BUSINESS	13.8	6.9	17.9
WHITE COLLAR	8.1	8.9	7.5
MANAGER	26.4	25.9	26.9
BLUE COLLAR	1.6	2.7	0.7
SEMI-SKILLED	19.5	21.4	17.9
TECHNICIANS	13.0	17.0	9.7
NOT RELEVANT	0.4	0.9	0.0
ACCOUNTANT	4.5	6.0	1.5
EDUCATION	8.1	4.5	11.2
LIBRARIAN	0.4	0.9	0.0
AVIATION	0.6	0.0	1.5
ECONOMIST/STATC	1.6	0.0	3.0
SOCIAL WORKER	0.4	0.9	0.0
TOTAL	100.0	100.0	100.0

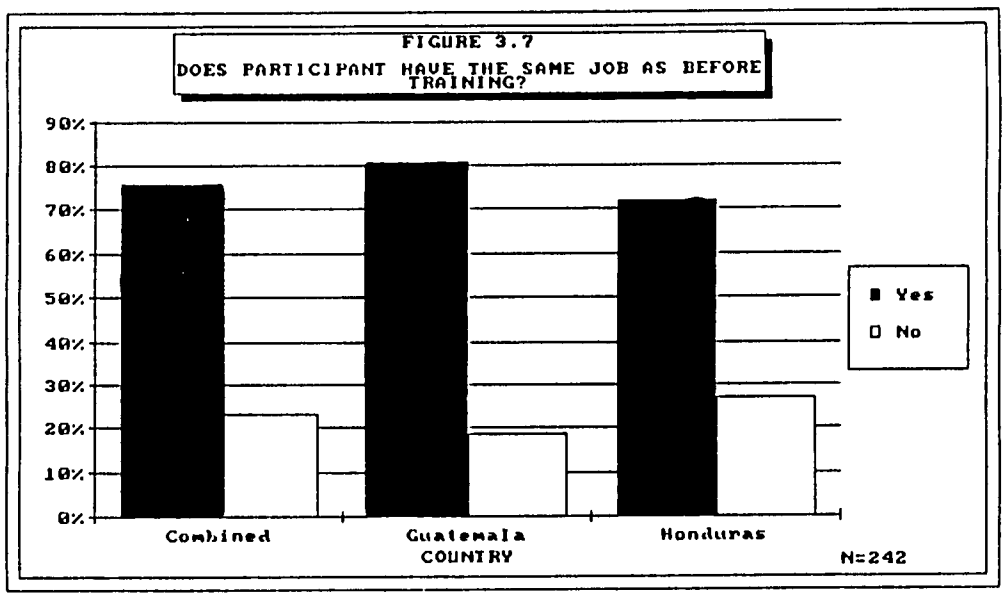
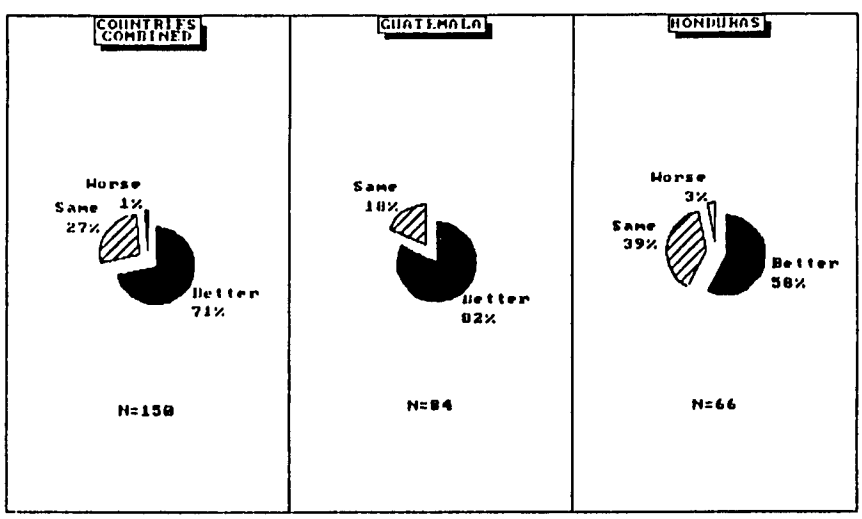


FIGURE 3.8

COMPARISON OF PRESENT JOB
TO JOB PRIOR TO TRAINING

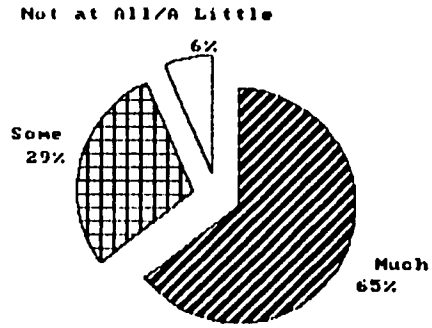


(Figure 3.7) This suggests a great deal of mobility within the labor market. (This was mostly due to the higher labor mobility in Honduras.) Nonetheless, that the trainees are working in the area in which they were trained speaks to the relevance of the training, particularly in that slightly more than two-thirds (71%) of the trainees state that their jobs are better than the ones they held prior to training. (Figure 3.8) However, this general finding is more reflective of Guatemala (82%) than of Honduras (58%). Further, most trainees report that the training they received was of much use (64%) or of some use (29%), in their present position. (Figure 3.9) In fact, a majority (82%) of the trainees indicated that the training had helped them advance in their careers faster than their peers. (Figure 3.10) Once again, training seemed to be of more help to Guatemalans than to Honduran trainees. Moreover, more than a third of the trainees (38%) indicated that the training had been of at least some help, if not more, in obtaining salary increases at a faster rate than that of their peers. (Figure 3.11)

More than three fourths of the trainees (79%) report that they feel that they are being used productively to a great or very great extent in their current job position. (Figure 3.12)

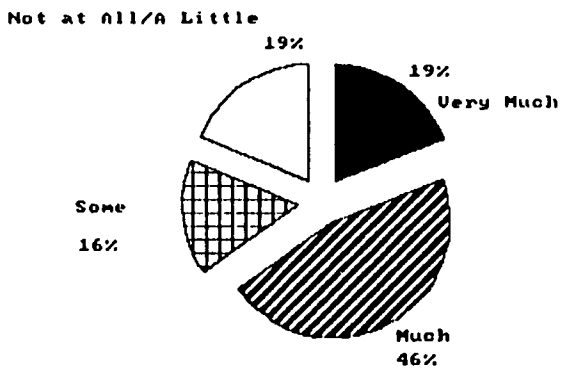
Slightly less than two-thirds of the trainees note that they have the resources available in their job which enable them to use their training to some (19%), a great (42%) or very great extent (10%). (Figure 3.13) However, proportionately more Honduran trainees than Guatemalan trainees indicated that they did not have the necessary

FIGURE 3.9
HOW USEFUL WAS TRAINING FOR THE PARTICIPANT'S CURRENT JOB?
COUNTRIES COMBINED



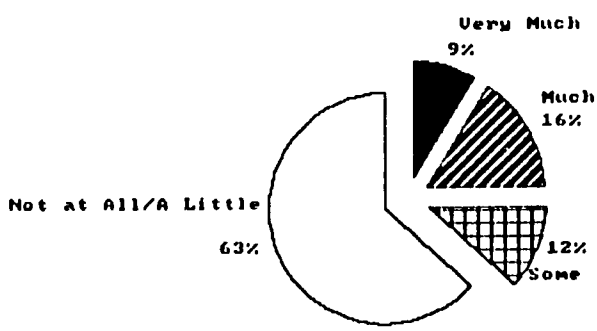
N=248

FIGURE 3.10
DID TRAINING HELP PARTICIPANT'S CAREER ADVANCEMENT?
COUNTRIES COMBINED



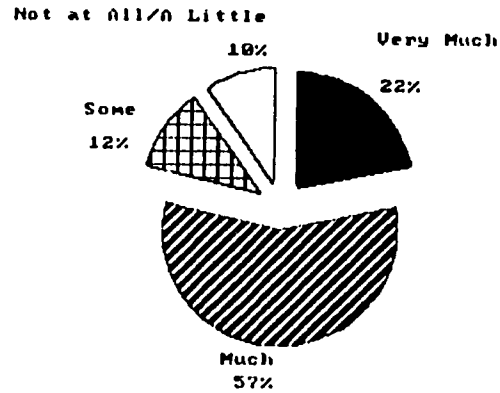
N=233

FIGURE 3.11
DID TRAINING HELP TO INCREASE PARTICIPANT'S SALARY?
COUNTRIES COMBINED



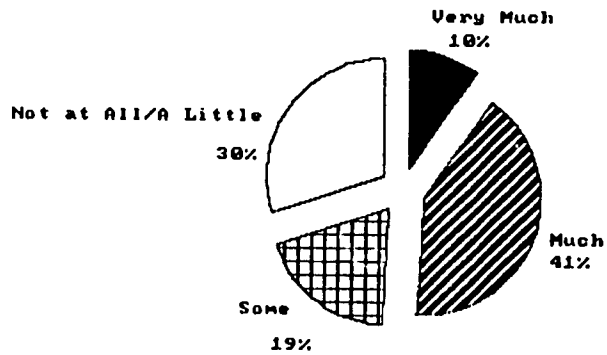
N=239

FIGURE 3.12
DO PARTICIPANTS FEEL THAT THEY ARE EMPLOYED PRODUCTIVELY?
COUNTRIES COMBINED



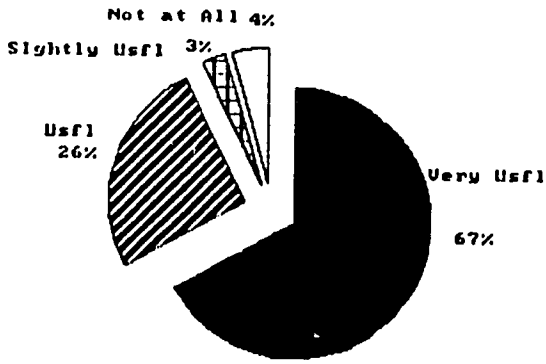
N=243

FIGURE 3.13
ARE RESOURCES AVAILABLE TO IMPLEMENT TRAINING?
COUNTRIES COMBINED



N=245

FIGURE 3.14
HOW USEFUL WAS TRAINING TO PROMOTE JOB OR LIFE-RELATED SKILLS?
COUNTRIES COMBINED



N=143

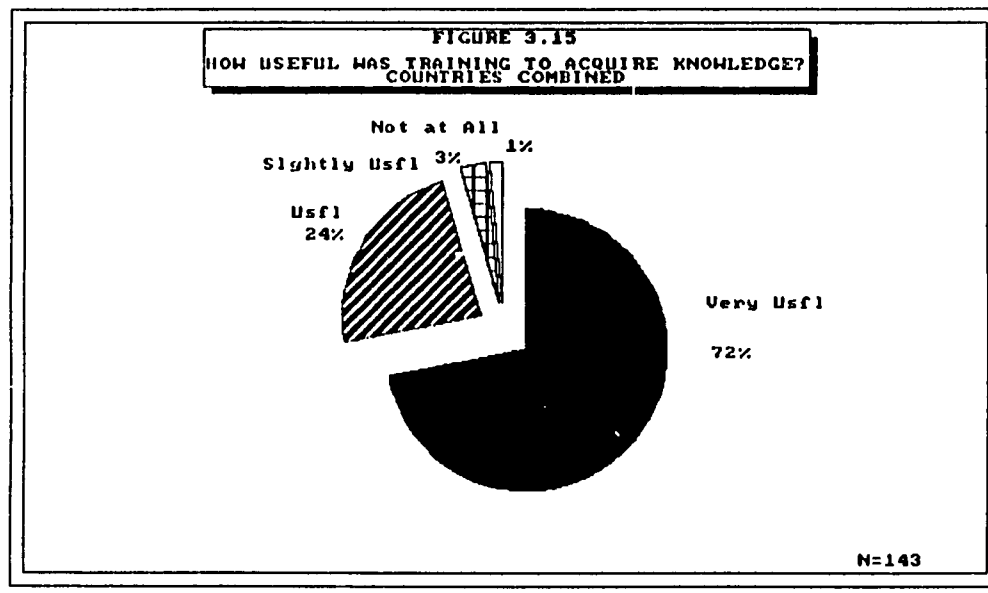


TABLE 3.3

WHAT SKILLS DID YOU ACQUIRE WHILE IN THE U.S.?

CATEGORY	COUNTRIES POOLED n=371	GUATEMALA n=222	HONDURAS n=149
	%	%	%
BUSINESS	27.0	24.8	30.2
SPEC AREA OF CONTENT	17.8	10.4	28.9
ORGANIZATIONAL SKILLS	15.6	25.7	0.7
PUBLIC/COMMUNITY AFFAIRS	6.2	10.4	0.0
GENERAL TRAINING	5.1	7.7	1.3
BASIC SKILLS (ORGANZTN, GOAL-SET)	4.6	7.7	0.0
HEALTH SCIENCE	4.0	6.3	0.7
EDUCATION	3.8	2.3	6.0
COMPUTER/INFO SCIENCES	2.2	0.0	5.4
INDUSTRIAL ARTS (CERAMICS, ETC)	1.9	0.0	4.7
PRODUCTION (PROCESS, ASSMBL)	1.9	0.0	4.7
RENEW NAT RESOURCES	1.6	1.4	2.0
OTHER	1.1	0.9	1.3
SOCIAL SCIENCES	0.8	0.0	2.0
COMMUNICATIONS	0.8	0.0	2.0
MARKETING & DISTRIB	0.8	0.0	2.0
EXPORT/IMPORT	0.8	0.0	2.0
LIFE SCIENCE	0.5	0.0	1.3
TRANSPORTATION	0.5	0.0	1.3
PRECISION PRODUCTION	0.5	0.0	1.3
VOC HOME ECONOMICS (BAKING, SEW)	0.5	0.0	1.3
HOME EC II (FAMILY RELATIONS, E)	0.5	0.9	0.0
MATHEMATICS	0.5	0.9	0.0
SCIENCE TECHNOLOGY	0.3	0.5	0.0
MECHANICS/REPAIRS	0.3	0.0	0.7
HEALTH PROMOTION	0.3	0.5	0.0
TOTAL	100.0	59.8	40.2

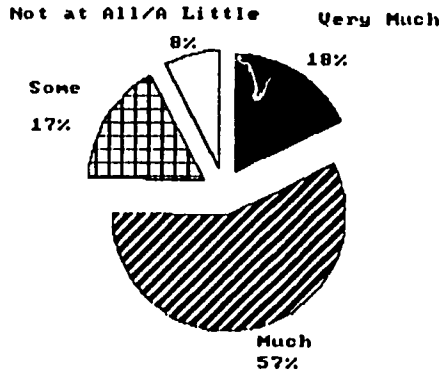
resources to implement what they had learned during training (16% vs. 9%, respectively).

Trainees identified the skills they developed in their CAPS training program. These skills represent a very broad range of areas. Skills most frequently mentioned include those in business (27%), special content area (18%) and organization (16%). (Table 3.3) When pointedly asked how useful the training had been to help them develop specific job related or life-related skills, 93% of the trainees reported that it had been useful or very useful. (Figure 3.14) Moreover, 95% also indicated that the training had been useful or very useful in acquiring general knowledge. (Figure 3.15) In addition, approximately three-fourths of the trainees who considered themselves professionals noted that the training had increased their professional competence. (Figure 3.16) Finally, the majority (87%) of the trainees stated that they were able to use the skills and abilities acquired in training, some or most of the time. (Figure 3.17)

Are trainees continuing their education?

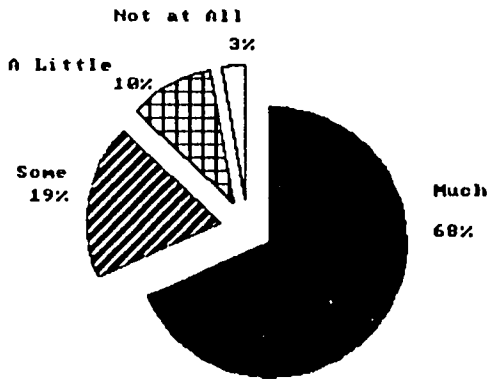
Yes. Twelve percent of the total trainees indicated that they are currently enrolled in an educational program. (Figure 3.18) Of these, over three-fourths (81%) have "other" educational objectives. (Figure 3.19) Examples of these objectives include the following: becoming a secretary, better farmer, factory manager, teacher, or health worker. Approximately 12% of the trainees are seeking a bachelor's degree. A few are seeking an associated arts degree (5%) or a masters degree (2%).

FIGURE 3.16
DID TRAINING INCREASE PARTICIPANT'S PROFESSIONAL COMPETENCE?
COUNTRIES COMBINED



N=148

FIGURE 3.17
HOW MUCH ARE PARTICIPANTS ABLE TO USE THE SKILLS ACQUIRED IN TRAINING?
COUNTRIES COMBINED



N=268

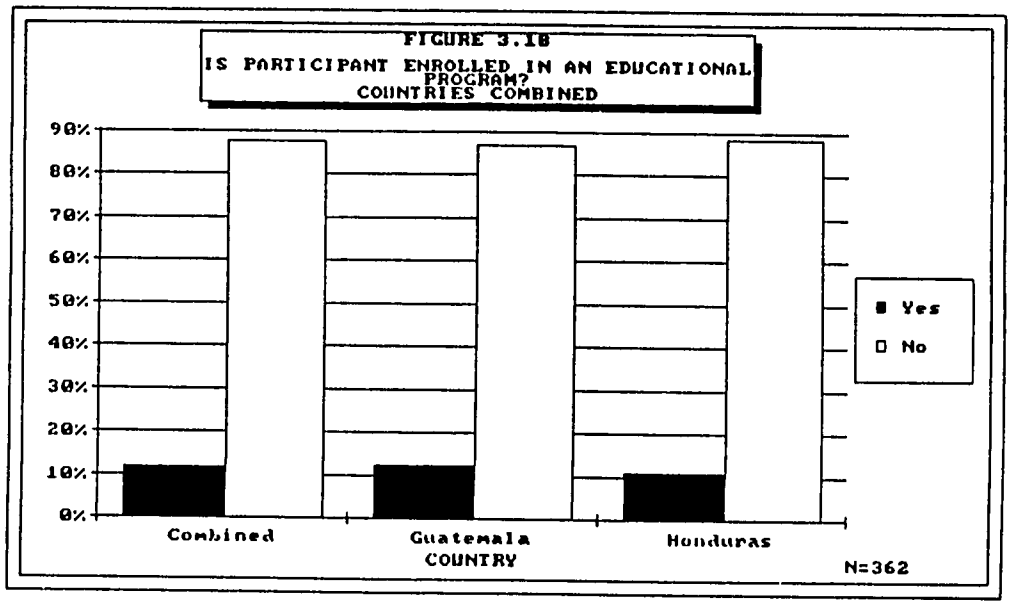
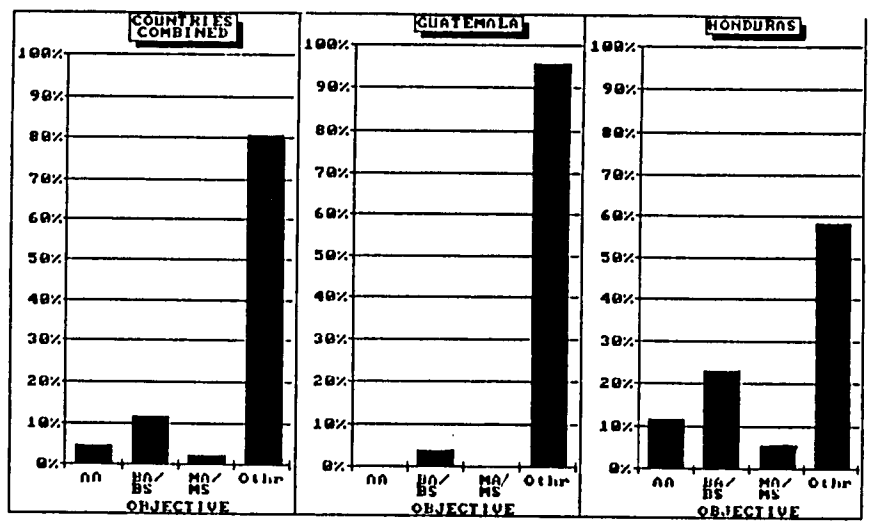


FIGURE 3.19

WHAT IS THE PARTICIPANTS' EDUCATIONAL PROGRAM OBJECTIVE?



N = 42 N = 25 N = 17

TABLE 3.4

WHAT DID YOU LIKE BEST ABOUT YOUR U.S. EXPERIENCES?

CATEGORY	COUNTRIES POOLED n=478	GUATEMALA n=268	HONDURAS n=210
	%	%	%
ACQUIRING KNOWLEDGE	33.9	34.7	32.9
PROGRAM ORGANIZATION	21.1	15.3	28.6
U.S. SOCIETY & CULTURE	20.9	27.6	12.4
SOCIAL INTERACTION	11.3	7.8	15.7
GENERAL POSITIVE	10.0	12.7	6.7
U.S. TECHNOLOGICAL ADVANCE	2.1	0.7	3.8
AMBIGUOUS	0.6	1.1	0.0
TOTAL	100.0	56.1	43.9

TABLE 3.5

WHAT DID YOU LIKE LEAST ABOUT YOUR U.S. EXPERIENCES?

CATEGORY	COUNTRIES POOLED n=203	GUATEMALA n=88	HONDURAS n=115
	%	%	%
FOOD	16.3	25.0	9.6
DURATION OF PROGRAM	16.3	13.6	18.3
OTHER	11.8	13.6	10.4
ASPECT OF KNOWLEDGE ACQUIRED	10.3	4.5	14.8
U.S. CULTURE	8.9	17.0	2.6
U.S. WEATHER	8.4	5.7	10.4
SOCIAL INTERACTION	6.4	8.0	5.2
SPECIFIC TRAINING ACTVTS	5.4	3.4	7.0
TRAVELLING ARRANGEMENTS	4.4	3.4	5.2
PROGR ORGNZT IN GENERAL	3.4	1.1	5.2
HOUSING	2.0	2.3	1.7
ACTIVITIES	2.0	0.0	3.5
PROGRAM PERSONNEL	2.0	1.1	2.6
PROGRAM SELECTION CRITERIA	1.5	1.1	1.7
STIPENDS	0.5	0.0	0.9
GENERAL NEGATIVE	0.5	0.0	0.9
TOTAL	100.0	43.3	56.7

What did trainees like most about their U.S. experience?

The statements by trainees of what they enjoyed most about their U.S. experiences are consistent with CAPS goals. About one-third (34%) of the trainees rate acquiring knowledge as the best experience. Other aspects of what trainees enjoyed include program organization (21%), U.S. society and culture (21%), and social interaction with U.S. citizens (10%). Interestingly, whereas proportionately twice as many Guatemalans liked U.S. society and culture (28%) than did Hondurans (12%), twice as many Hondurans (16%) liked their social interactions with U.S. citizens than did Guatemalans (9%). These differences may simply reflect the higher educational level and English proficiency of the Honduran trainees as compared to the Guatemalan trainees.

Comments provided by trainees to support their positive statements were grouped by topic. Over a third (37%) of the trainees noted that they most liked the training subject that they learned, followed by general comments (27%), and training support personnel (16%). Note, however, that the latter was a function of the Honduran rather than the Guatemalan trainees. (Table 3.4)

What did trainees like least about their U.S. experiences?

Less than half of the trainees responded to this question. Of those who did, trainees did not like the food (16%) or the duration of the training program (16%, i.e., too short). (Table 3.5) Guatemalans were most concerned about the food (25%) and Hondurans (18%) about the short duration of their training program. While 12% of the trainees were concerned with "other" aspects of their experiences, they did not

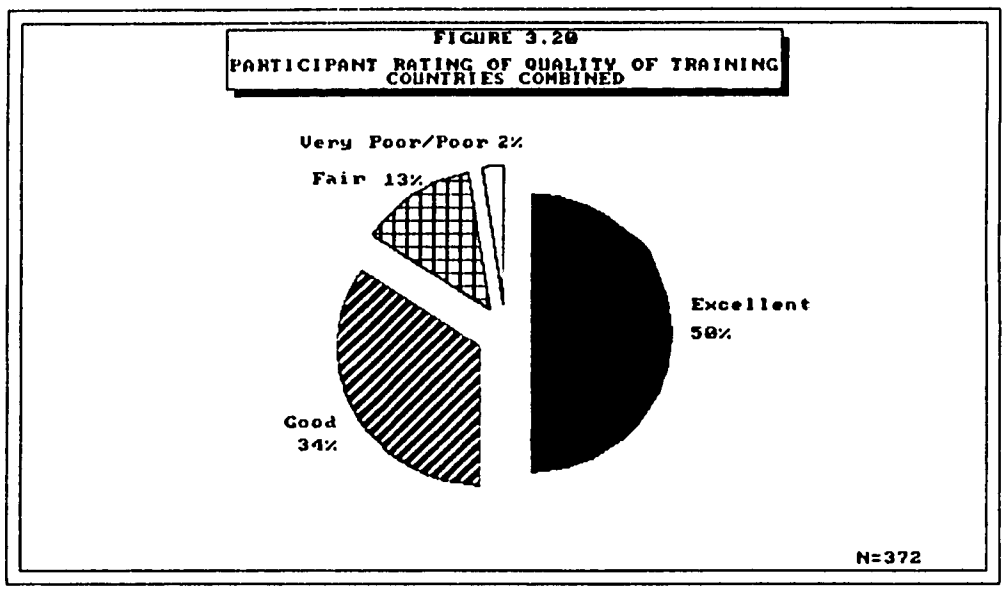
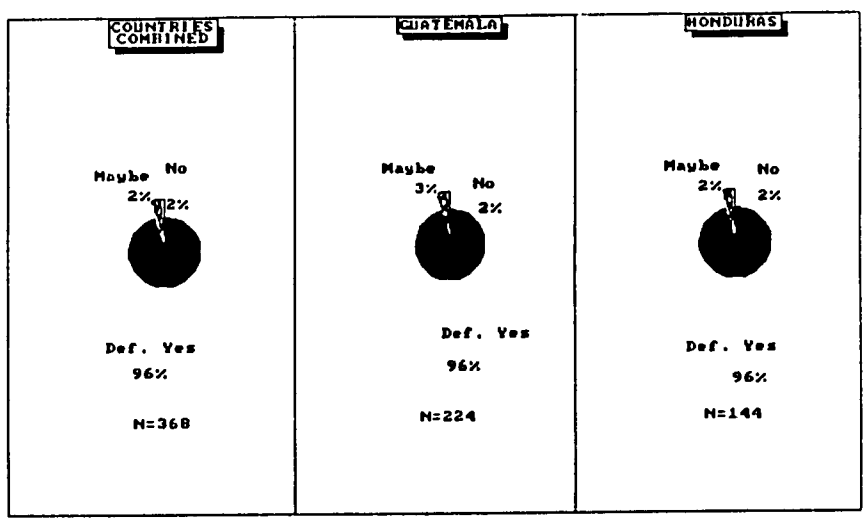


FIGURE 3.21

WOULD RESPONDANTS RECOMMEND PROGRAM

TO OTHERS?



provide any explanations. Another 10% of the trainees who responded to this item liked the aspect of knowledge acquired (10%) the least. Once again Hondurans expressed most dissatisfaction. This is consistent with their concern over the short duration of training.

The negative comments aside, over 84% of the trainees felt that the overall quality of their training was good or excellent. (Figure 3.20)

Would trainees recommend a similar U.S. training program to others?

Yes. Overwhelmingly (96%) the trainees would recommend the CAPS program to others. (Figure 3.21)

Do trainees offer any advice to AID on how to improve the scholarship program?

Yes. While a range of comments and recommendations are provided, proportionately more recommendations were concerned with extending duration of training (18%), improving the selection process (i.e., criteria) (15%), increasing relevancy of training content (13%), extending scholarships to others (12%), and providing follow-up training/services (11%). (Table 3.6) Honduran trainees expressed most concern over training content. Sentiments expressed included:

> "We should have been taken to cattle ranches more comparable to those in Honduras... We were taken to ranches that were advanced technologically... we do not have sufficient machinery to use those methods."

> "The content was fine as an introductory course... but it would have been better to have had more focused courses such as one only on milk production, another on quality control,..."

TABLE 3.6

CAPS PARTICIPANTS' RECOMMENDATIONS FOR IMPROVING TRAINING

CATEGORY	COUNTRIES POOLED n=446	GUATEMALA n=241	HONDURAS n=205
	%	%	%
POSITIVE COMMENTS			
GENERAL	7.0	7.9	5.9
TRNING/ACQ KNOWLDG	0.2	0.0	0.5
NEGATIVE COMMENTS			
DURATION	0.9	0.4	1.5
TRNING/ACQ KNOWLDG	0.4	0.0	1.0
TRAVELLING	0.4	0.0	1.0
LEVEL OF DIFFICULTY	0.2	0.4	0.0
FOLLOW-UP	0.2	0.0	0.5
COMMENTS OR RECOMMEND			
DURATION	17.5	18.7	16.1
SELECT CRITERIA	15.0	12.0	18.5
TRNING/ACQ KNOWLDG	13.2	7.5	20.0
EXPAND GRANTS	11.7	14.9	7.8
FOLLOW-UP	10.5	17.8	2.0
PREPARATION PROG	2.5	2.1	2.9
LANGUAGE ASPECTS	2.2	0.8	3.9
SUPPORT PERSONNL	2.2	1.2	3.4
POST-TRAINING SUPPORT	2.0	2.9	1.0
IN-CTRY INSTITUTIONAL AID	2.0	3.3	0.5
STIPENDS	1.3	0.8	2.0
PROVIDE LITERATURE	1.1	1.7	0.5
GENERAL	1.1	0.8	1.5
TRAVELLING	0.4	0.4	0.5
ROOM & BOARD	0.4	0.0	1.0
SOCIAL ASPECTS	0.2	0.4	0.0
ACTIVITIES	0.2	0.0	0.5
OTHER	6.7	5.8	7.8
TOTAL	100.0	100.0	100.0

"The training should be divided into two categories, one for technicians and one for peasants, in so far as their levels of education are not the same and at times one loses interest when they are teaching you something you already know."

"Pay greater attention to the practical implementation of the content to our country."

"Provide better translators, those that know the content area to be taught."

"Lecturers should be proficient in Spanish ."

"The training should be longer so that the material may be learned better."

"We should be given information about the training prior to departure."

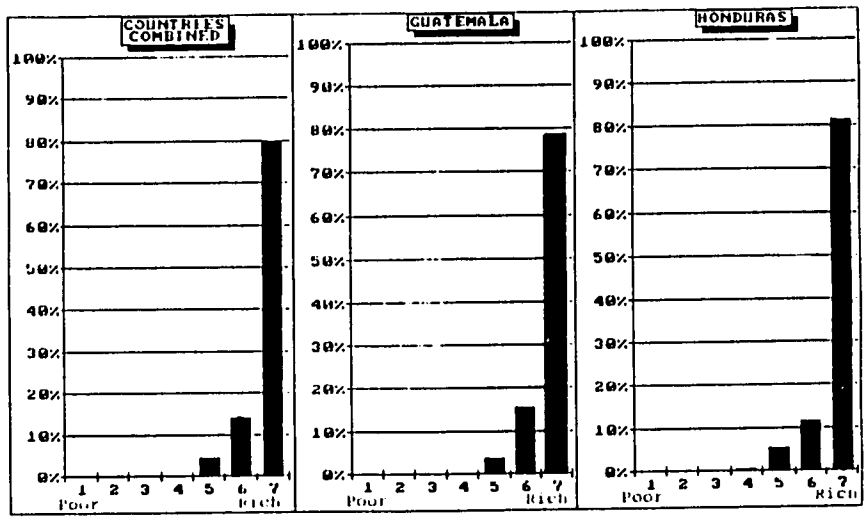
"Selection [of trainees] should be made adhering strictly to program specifications."

Do trainees characterize the United States positively as a country?

Yes. Trainees view the United States in very strong positive terms. Trainees were asked to rate the United States on a number of dichotomous characteristics. Overwhelmingly, they view the United States as rich (98%, Figure 3.22) orderly (98%, Figure 3.23), strong (98%, Figure 3.24), fair (93%, Figure 3.25), generous (92%, Figure 3.26), sensitive to other countries (92%, Figure 3.27), friendly (87%, Figure 3.28), and militarily peaceful (83%, Figure 3.29). Thus, even after trainees have been home for a period of time they maintain very strong positive views of the United States.

FIGURE 3.22

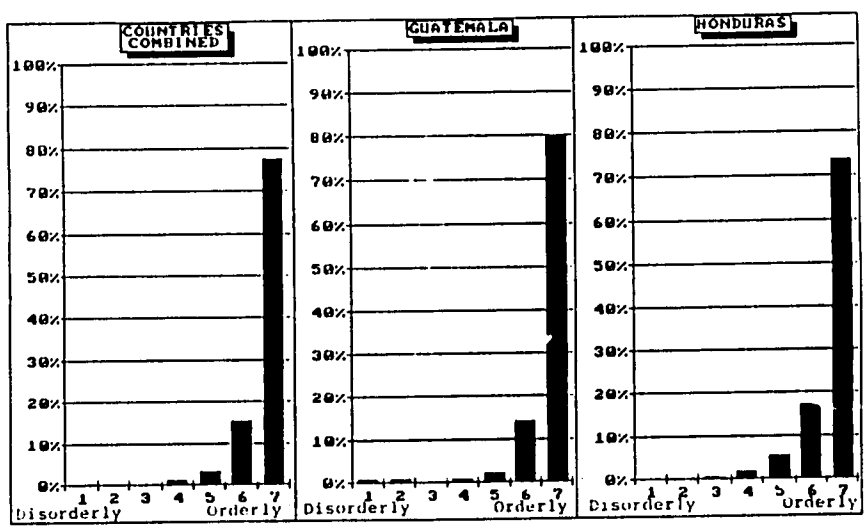
HOW WEALTHY DO RESPONDENTS VIEW THE U.S. AFTER COMPLETING THEIR SCHOLARSHIP PROGRAM?



N = 361 N = 222 N = 140

FIGURE 3.23

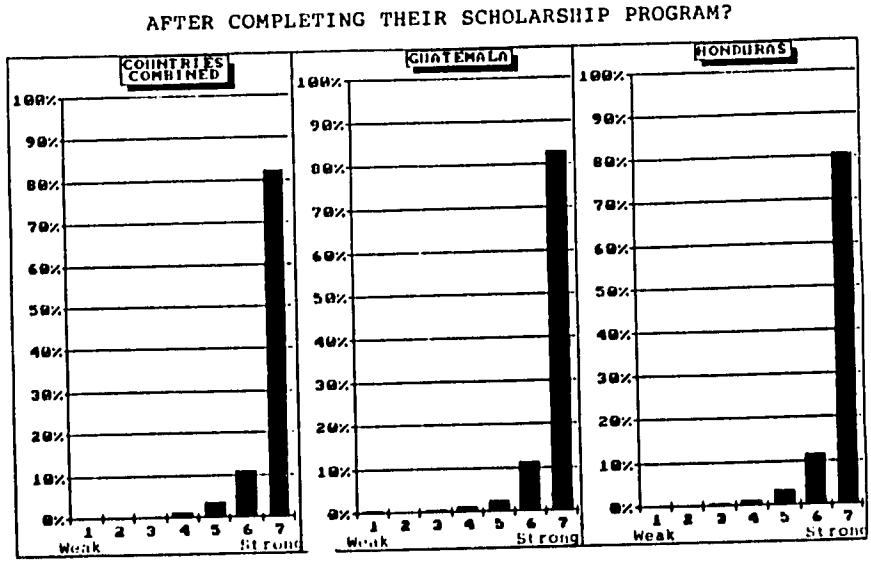
DO RESPONDENTS VIEW THE U.S. AS ORDERLY AFTER COMPLETING THEIR SCHOLARSHIP PROGRAM ?



N = 361 N = 221 N = 140

FIGURE 3.24

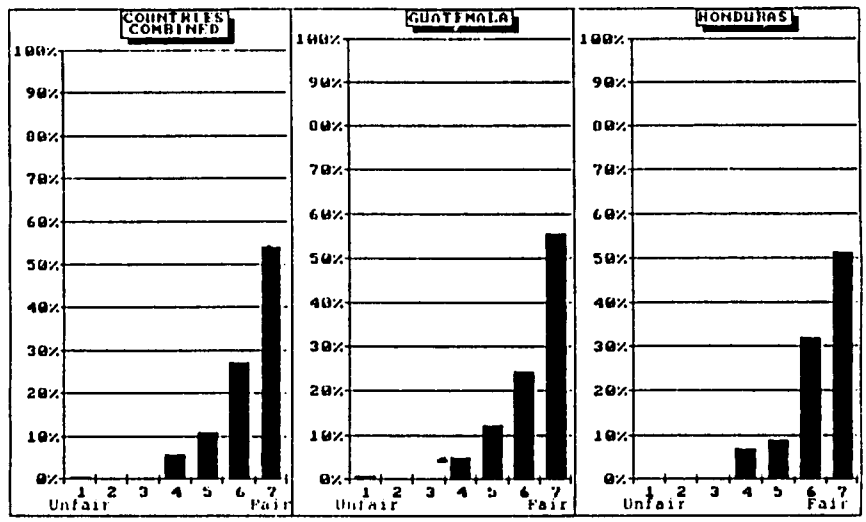
DO RESPONDENTS VIEW THE U.S. AS STRONG AFTER COMPLETING THEIR SCHOLARSHIP PROGRAM?



N = 365 N = 222 N = 143

FIGURE 3.25

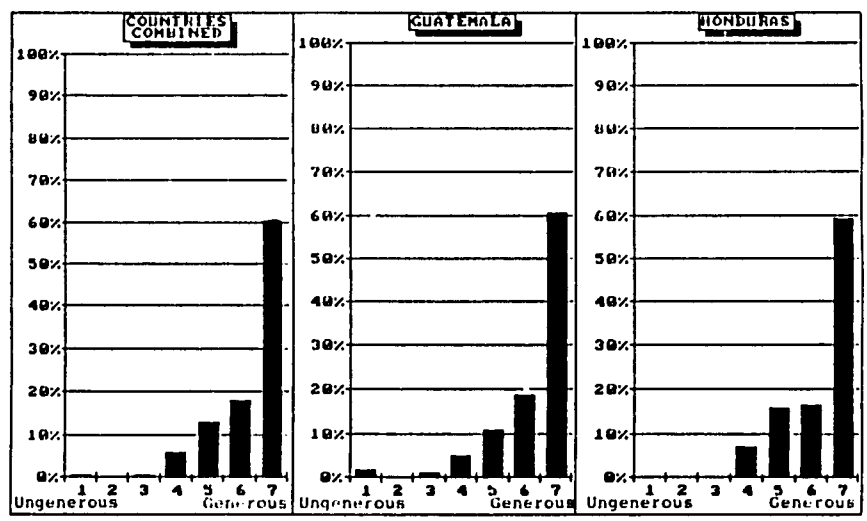
DO RESPONDENTS VIEW THE U.S. AS FAIR
AFTER COMPLETING THEIR SCHOLARSHIP PROGRAM?



N = 361 N = 222 N = 139

FIGURE 3.26

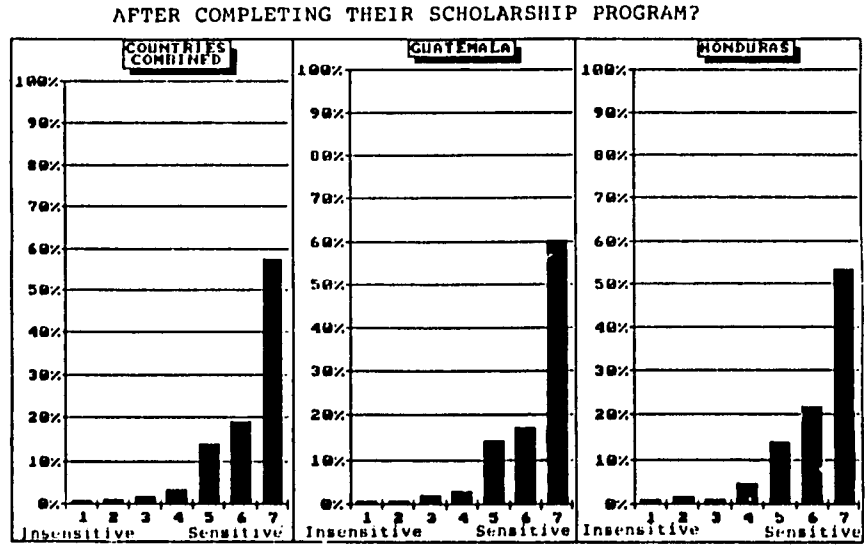
DO RESPONDENTS VIEW THE U.S. AS GENEROUS
AFTER COMPLETING THEIR SCHOLARSHIP PROGRAM?



N = 364 N = 223 N = 141

FIGURE 3.27

DO RESPONDENTS VIEW THE U.S. AS SENSITIVE TO OTHERS
AFTER COMPLETING THEIR SCHOLARSHIP PROGRAM?

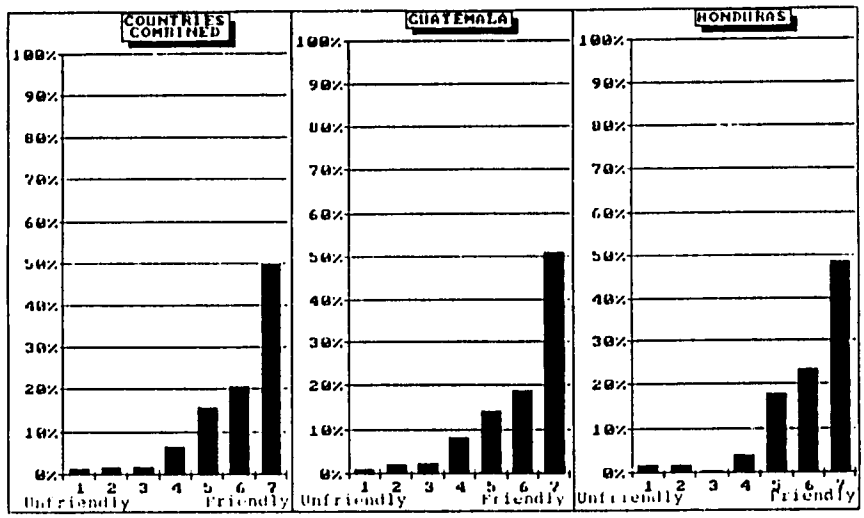


N = 361 N = 221 N = 140

FIGURE 3.28

HOW FRIENDLY DO RESPONDENTS VIEW THE U.S.

AFTER COMPLETING THEIR SCHOLARSHIP PROGRAM?

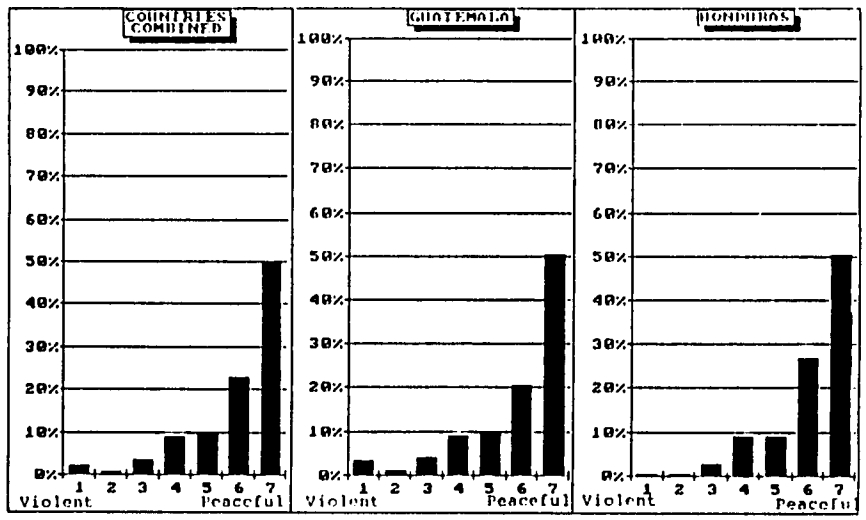


N = 367 N = 224 N = 143

FIGURE 3.29

DO RESPONDENTS VIEW THE U.S. AS MILITARILY PEACEFUL

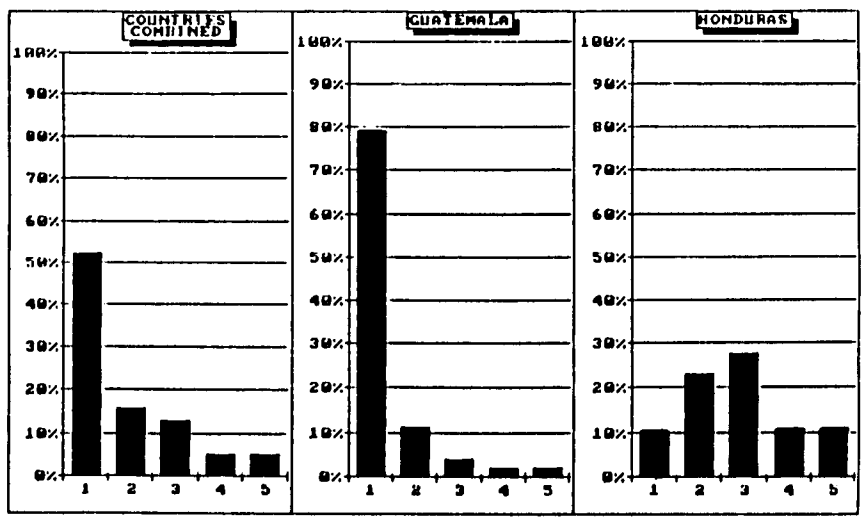
AFTER COMPLETING THEIR SCHOLARSHIP PROGRAM ?



N = 357 N = 216 N = 141

FIGURE 3.30

WHO PROVIDED FOLLOW-UP SERVICES TO PARTICIPANTS?



N = 280 N = 196 N = 84

1 = AID

2 = Contractor

3 = U.S. People

4 = Other Agencies

5 = Other

FOLLOW-UP ACTIVITIES

Have trainees received any information or service from anyone connected with the scholarship program after training was completed?

Yes and no. Approximately half of the trainees reported receiving some follow-up service. (Figure 3.30) However, this varies markedly by country. Less than one-third (30%) of the Honduran trainees have had limited follow-up information or services. In contrast, many Guatemalans report follow-up conferences (79%). Trainees who had follow-up services were asked to identify the agency or personnel that had provided the service. Guatemalan trainees received follow-up services primarily from the AID Mission (79%) and some from other trainees (19%) and the training contractor (11%). The few Hondurans who did receive follow-up services, were provided them primarily by the training contractor (24%), people met in the U.S. (28%), and other trainees (22%).

Were the follow-up services useful to the trainees that received them?

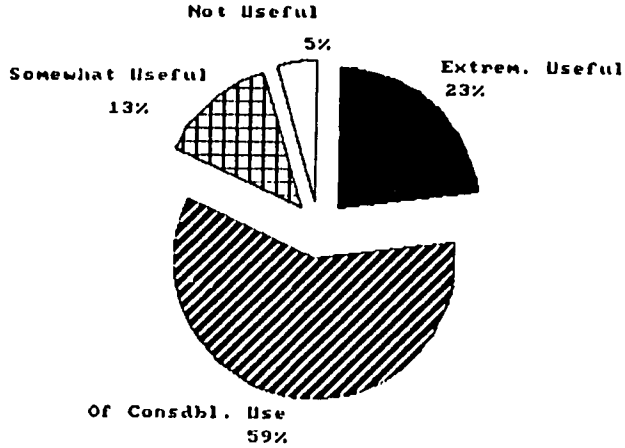
Yes. Trainees who received follow-up services found them to be useful whether provided by the AID Mission (95%, Figure 3.31), by contractors (87%, Figure 3.32), by U.S. citizens (59%, Figure 3.33), by another agency (85%, Figure 3.34), or other entities (not specified) (78%, Figure 3.35).

Guatemalan trainees were clear as to with which follow-up services they were provided:

"I was called to form an association of ex-trainees."

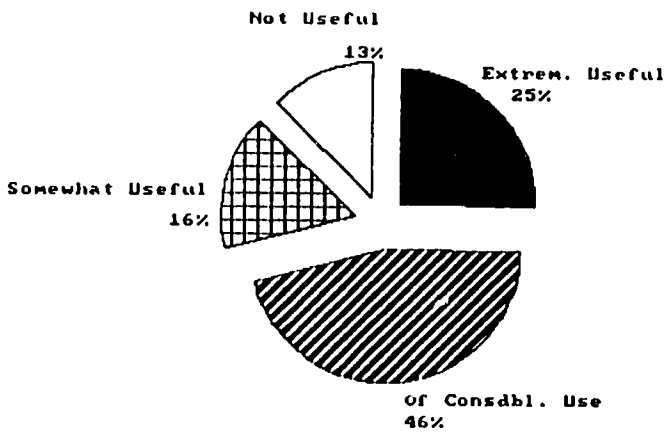
"I received telegrams asking me to take part in meetings."

FIGURE 3.31
HOW USEFUL WAS FOLLOW-UP PROVIDED BY AID?
COUNTRIES COMBINED



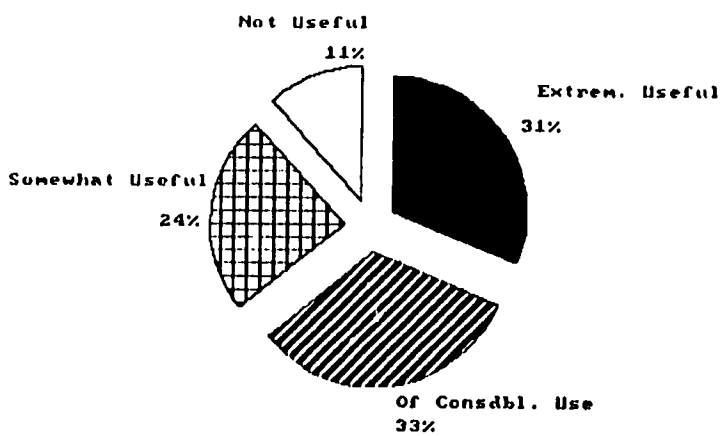
N=194

FIGURE 3.32
HOW USEFUL WAS FOLLOW-UP PROVIDED BY CONTRACTORS?
COUNTRIES COMBINED



N=79

FIGURE 3.33
HOW USEFUL WAS FOLLOW-UP PROVIDED BY AMERICAN PEOPLE?
COUNTRIES COMBINED



N=70

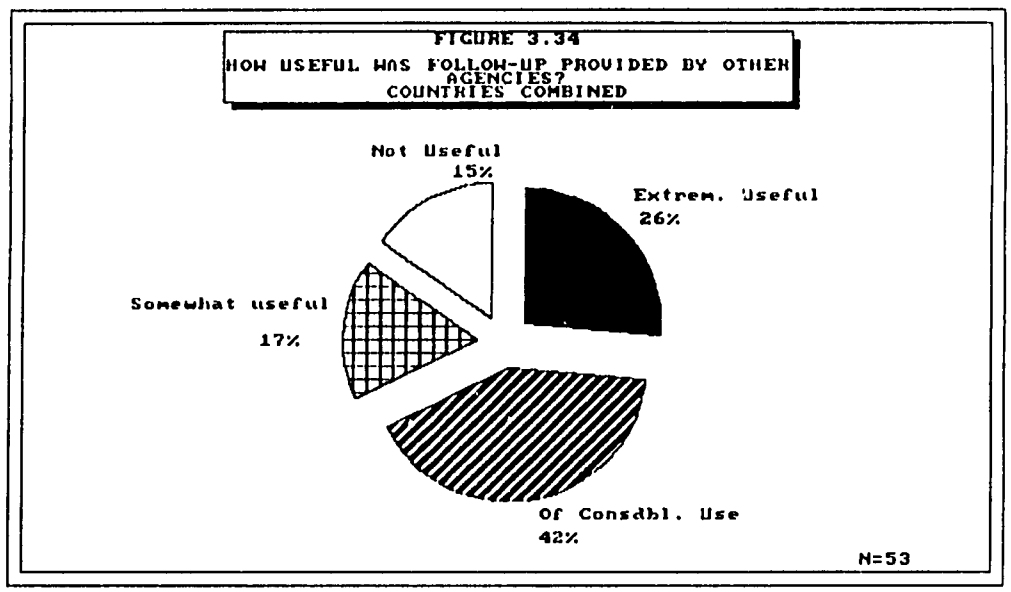


FIGURE 3.34
HOW USEFUL WAS FOLLOW-UP PROVIDED BY OTHER AGENCIES?
COUNTRIES COMBINED
Not Useful
15%
Extrem. Useful
26%
Somewhat useful
17%
Of Consdbl. Use
42%
N=53

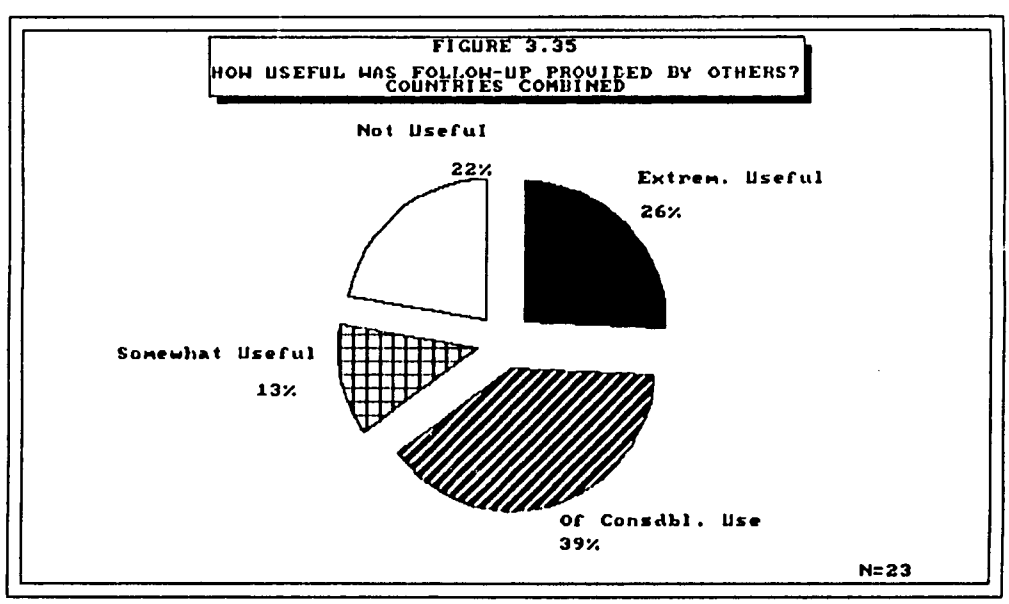
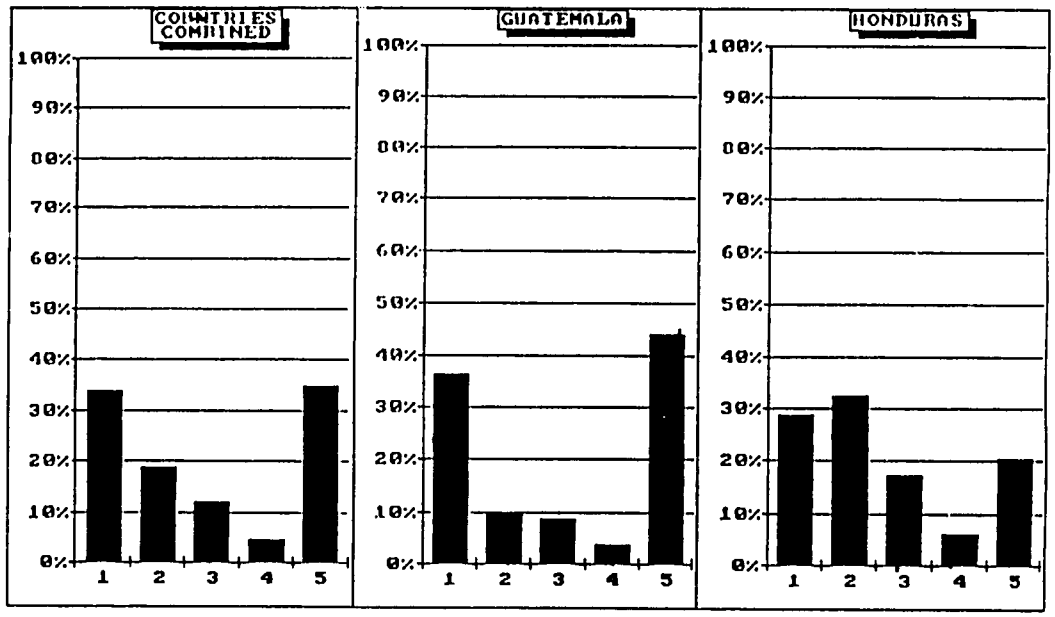


FIGURE 3.35
HOW USEFUL WAS FOLLOW-UP PROVIDED BY OTHERS?
COUNTRIES COMBINED
Not Useful
22%
Extrem. Useful
26%
Somewhat Useful
13%
Of Consdbl. Use
39%
N=23

FIGURE 3.36

IN WHAT ACTIVITIES ARE PARTICIPANTS INVOLVED

SINCE THEIR RETURN?



1 = Interaction with people

2 = Literature

3 = Professional Associations

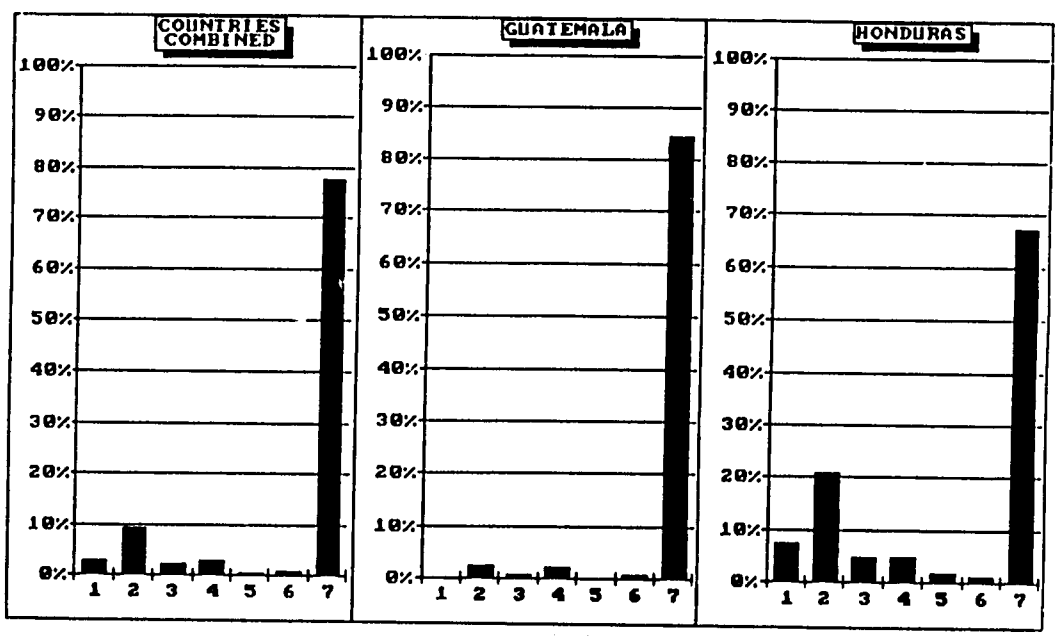
4 = Other

5 = None

FIGURE 3.37

WHAT CONTACTS DO PARTICIPANTS MAINTAIN WITH

THE U.S. AFTER THEIR RETURN HOME?



1 = Professional Publications

2 = Buy Goods

3 = Buy Services

4 = Sell Goods

5 = Sell Services

6 = Other

7 = No Contact

"Teachers were sent to continue my training."

"Literature..."

"They helped me get a loan..."

"I communicate with my professors in the U.S."

Are trainees involved in any activities resulting from their training following their return home?

Yes, to a limited extent. Some trainees report that they interact with other trainees met during training (34%), read professional literature (19%), and participate in professional associations (12%). (Figure 3.36)

Are trainees maintaining contacts with U.S. businesses or the U.S. economy?

No. Overall, trainees are not establishing ties with U.S. businesses or the U.S. economy (80%). Few are ordering professional publications (3%), purchasing commercial goods from the U.S. (10%), purchasing U.S. services (2%), providing the U.S. with goods (4%) or services (1%), or involving themselves with other aspects of U.S. business or economy (1%). (Figure 3.37) Clearly all Missions need to consider action that they and the contractors can take to facilitate linkages between trainees and U.S. citizens and/or agencies.

TABLE 3.7

FINAL COMMENTS

CATEGORY	COUNTRIES POOLED n=462	GUATEMALA n=180	HONDURAS n=282
	%	%	%
POSITIVE COMMENTS			
GENERAL	15.2	22.2	10.6
TRNG/ACQ KNOWLEDGE	1.1	2.2	0.4
SUPPORT PERSONNEL	0.2	0.0	0.4
SOCIAL ASPECTS	0.2	0.0	0.4
FOLLOW-UP	0.2	0.0	0.4
OTHER	0.6	1.1	0.4
NEGATIVE COMMENTS			
ROOM & BOARD	0.2	0.0	0.4
TRAVELLING	0.2	0.0	0.4
TRNG/ACQ KNOWLEDGE	0.2	0.6	0.0
LANGUAGE ASPECTS	0.2	0.6	0.0
SELECT CRITERIA	0.2	0.6	0.0
OTHER	0.4	0.6	0.4
COMMENTS OR RECOMMEND			
FOLLOW-UP	31.0	18.9	38.7
EXPAND GRANTS	16.9	22.8	13.1
SELECT CRITERIA	6.9	3.9	8.9
TRNG/ACQ KNOWLEDGE	6.3	5.6	6.7
POST-TRNG SUPPORT	4.5	7.2	2.8
DURATION	4.1	2.2	5.3
IN-CNTRY INSTIT AID	1.9	3.9	0.7
PROVIDE LITERATURE	1.3	2.2	0.7
GENERAL	0.9	1.1	0.7
LANGUAGE ASPECTS	0.4	0.6	0.4
PREPARATION PROGRAM	0.2	0.0	0.4
SUPPORT PERSONNEL	0.2	0.6	0.0
ORGNZ ARRG PROGRAM	0.2	0.6	0.0
ACTIVITIES	0.2	0.0	0.4
TRAVELLING	0.2	0.0	0.4
SOCIAL ASPECTS	0.2	0.0	0.4
OTHER	5.4	2.8	0.0
TOTAL	100.0	39.0	61.0

SUBTOTALS:		
	POSITIVE	17.5%
	NEGATIVE	1.5%
	RECOMMEND	81.0%

TRAINEES' GENERAL RECOMMENDATIONS

Trainees were asked to make any general comments or recommendations regarding their CAPS training experiences. Eighty-one percent of the feedback received were recommendations: (Table 3.7)

"...training be better organized."

"Opportunities should be provided for social interaction with U.S. citizens."

"Training be organized according to the educational level of trainees - one [type] for peasants and one for professionals."

"That we be taught what we can use in our own country."

"AID should encourage trainees to take advantage of the program and then communicate what they learned to others. This is the only way we can better ourselves... thereby bettering our entire country."

"Extend training time."

"More women should be selected."

"Consider selecting professionals who are working in rural areas."

"AID should encourage public agencies to select trainees according to their abilities, regardless of their political status."

"More communication with returned trainees."

"I would like to learn of U.S. contacts to whom I could sell my goods..."

CHAPTER 4

COSTS OF CAPS TRAINING TO DATE

PURPOSE

The purpose of the cost assessment is to provide Agency policy makers with information needed to judge the costs of the CAPS programs. Over the past few years considerable effort has been made by various Agency offices to lower, or at least contain, the high costs associated with training. IAC/DR managers understand the potential costliness of the CAPS program resulting from the need to add many additional services to training programs which must serve the special populations targeted by CAPS objectives.

SUMMARY OF FINDINGS

1. On average, cost of technical training programs funded by CAPS is $2,558 per training month, substantially lower than the standard Agency estimate of $3,200 per training month, for technical training.

   In spite of the average low costs, not all CAPS training programs have been low cost. In fact, the cost of many has been very high. CAPS costs range from a low of $614/training month to a high of $9,531/training month.
2. The IAC Bureau, in coordination with S&T/IT has instituted a number of policies which should help contain costs.
3. CAPS contractor costs are in line with S&T/IT programmer costs.

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4. No relationship is evident between cost of training and 1) type of training or 2) length of training programs.
5. The cost of technical training programs has neither increased nor declined over the period of the project, a positive finding in light of the relatively high rate of inflation in education/training in the U.S.
6. A weak relationship exists between size of group of trainees and costs. That is, the larger the group, the lower the average cost. However, costs were not much lower for larger groups.

RECOMMENDATIONS

Review of costs of technical training programs leads to a number of recommendations to ensure that costs remain low.

1. Guidance should be given to Mission project managers and contractors specifying suggested technical training cost ranges and specifying cost extremes. A number of programs have cost in excess of $5,500 per training month (over double the mean cost of $2,513). In fact, over $1.66 million was spent on programs costing more than $5,500 per training month. These high-cost programs purchased 254 training months versus over 600 training months which could have been purchased at the mean cost or over 2,000 training months of youth training in 4-H type programs.

At a minimum we recommend that Missions require contractors explain (to the project officer's satisfaction) costs over $5,500 per training month prior to signing agreements or approving PIO/Ps.

2. Where consistent with Mission objectives, youth programs such as 4-H and AFS programs should be encouraged.

3. The Bureau and Missions should implement the Work Breakdown Structure (or S&T/IT's Training Cost Breakdown Structure) reporting system to better monitor training costs on a routine basis.

COSTS OF CAPS TRAINING TO DATE

How is this Chapter Organized?

This chapter is organized into the following sections:

- o Objectives of the Cost Assessment
- o How the Assessment was Done
- o Limitations of the Data
- o Presentation and Discussion of the Data
- o The Context of Training Cost in the Agency
- o Cost Appendix B

Section 1: Description of training programs and costs by Mission.

Section 2: Training programs by contractor and displaying cost features.

Section 3: Training programs grouped by field of training and displaying cost features.

What are the Cost Assessment Objectives?

The objectives of this first assessment of CAPS costs are:

1. To obtain overall expenditures per training month for technical (non-academic) programs. Expenditures of academic programs will be assessed in more detail in future reports when more data are available. Most academic programs are in their first semesters of English language training, and expenditure data are not representative;
2. To compare expenditures among programs to determine what factors may affect costs; and

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3. To make recommendations to Agency managers which may serve to contain costs.

How was the Assessment Done?

The approach used can be summarized as follows:

1. To review Mission documents which report disbursements. These documents include the following:
   - o PIO/Ps which are used to transfer funds from Missions to AID Washington;
   - o Contract budgets; and
   - o Grant agreement budgets.
2. To construct tables showing the programs and their expenditures.
3. To review supporting descriptive documentation to determine if any special training programming was provided which would impact expenditures. In many cases, no information was available to judge whether additional services affecting expenditures (e.g., interpreters) were required.
4. To compare expenditures among programs to determine if cost varies as a function of such factors as content of training, number of trainees per program, length of training, dates of training, etc. Data for this comparison was derived from the C.A.P.S. Management Information Systems. (C.A.P.S. - M.I.S.)

Are There Limitations on the Data?

Yes. No systematic or standardized cost data are available in the Agency although a new cost reporting structure will soon be imposed on

training programs. Thus, it is difficult to compare across contracts or training programs since individual contractors use different line items and definitions for services. These deficiencies have been described in many Agency cost reports conducted over the past few years. The LAC Bureau's Work Breakdown Structure and the more detailed Training Cost Breakdown Structure developed by S&T/IT were developed to address issues of non-comparability of cost data. Although some contractors are using the Work Breakdown Structure or the Training Cost Breakdown Structure to report costs, reporting standards have not been enforced.

Another limitation is the general lack of detail in the cost data which exists. The data are not always rich enough to isolate exact expenditures or expenditure categories. PIO/Ps and Contract/grant scopes of work rarely contain sufficient data to isolate detailed cost categories or training activities.

This report is based on cost data from nearly all technical training programs funded under CAPS during the first two years of the project. These programs are listed in Appendix B.

FINDINGS

What expenses are included in training costs?

Costs of providing training to CAPS Trainees include a number of logical expenses:

- Education expenditures (tuition, fees, etc.);
- Allowances afforded to the trainees (monthly residential, book, in-transit, typing, etc.);

- Travel expenses (U.S. and in some cases international);
- Insurance (the AID financed and other);
- Supplemental services (English language training, upgrading academic skills, orientations, etc.)
- Administrative costs paid to contractors who program, place and monitor trainees.

Training contractors are selected by Central American AID Missions and the Latin American and the Caribbean Bureau (LAC). The administrative expenditures paid to the training contractors cover numerous services provided by the contractors to the Bureau and the trainees. Typical services include:

- Providing or arranging for U.S. orientation;
- Locating appropriate training institutions and programs;
- Providing interpreters for English language training;
- Arranging for allowance payments to trainees;
- Assisting in finding housing;
- Handling emergencies;
- Providing academic counseling;
- Tracking program progress for AID;

- Arranging travel; and

- Providing information and reports to Missions.

It is logical to assume that an inverse correlation may exist between administrative expenditures and other expenditures associated with CAPS training. That is, administrative expenditures may rise as the contractor dedicates more resources to finding less expensive training opportunities and Scholar scheduling. The important objective is to lower or contain overall expenditures while maintaining quality. In the absence of Work Breakdown Structure reporting and detailed information on training activities/services it is not possible at this point to confirm this hypothesis.

Are there any special costs associated with CAPS training?

It is impossible to answer this question in the absence of Work Breakdown Structure reporting and details on training activities/services. Nonetheless, reasonable assumptions can be made. Yes, the special focus and design of the CAPS program may affect program cost in two general ways: First, CAPS trainees must receive special experiences over and above those received by other AID trainees. These experiences may include such activities as home stays, visits to political, educational and judicial institutions, and other meaningful interactions with US hosts. The emphasis of these special activities is on the significance of these events to the participant.

Arranging these experiences would reasonably require additional administrative expenditures by contractors.

Secondly, CAPS trainees are chosen from socially and economically disadvantaged groups -- rural populations, women, and other groups as defined by Missions. Based on our observations during site visits, these trainees, most of whom have not traveled extensively even in their own countries, would reasonably require more intensive orientation, monitoring, counseling and support from the contractors in the U.S., and special programming in their training sessions. These additional services would also affect training costs.

Have the Bureau and LAC Missions developed strategies to contain costs?

Yes, our discussions with Agency project managers revealed a concern with containing costs of CAPS training. Given their concern to contain costs, the Bureau explored methods for containing expenditures, especially in light of potentially higher-than-average expenditures of CAPS programming.

A number of cost-cutting activities were undertaken beginning with an analysis of expenditure patterns for typical Bureau training programs. LAC/DR, in coordination with the Office of International Training (S&T/IT), has instituted a number of cost containment efforts. These cost containment activities include the following:

- A ceiling was placed on the cost of undergraduate tuition;
- Contractors were advised to offer packaged programs which result in economies of scale;

- Numerous inexpensive programs which meet the unique CAPS goals especially well have been developed by Missions. These programs include long-term youth home visits with American 4-H families and farm cooperative home stays;

- Academic Trainees are placed routinely in college dormitories rather than in higher priced off-campus housing;

- Use of college meal plans are encouraged;

- Cost sharing with non-AID organizations has been emphasized; and

- An approach to containing administrative expenditures was effected by developing the Work Breakdown Structure (WBS) proposal format which standardizes the cost categories and line items used by contractors to bid on and implement CAPS proposals.

In addition, the Bureau has specified a reporting format derived from the Work Breakdown Structure (and consistent with the newly developed Training Cost Breakdown Structure developed by S&T/IT) to ensure that all contractors report in a similar fashion and that these reports contain information needed by Bureau and project officers to monitor the project's expenditures. This cost data will allow Project Officers to monitor expenditures routinely and to isolate extremely high or low figures.

COST OF CAPS TRAINING

Most academic programs have been in progress less than one year. Thus, actual expenditure data are quite limited. Academic training

programs will be discussed in greater detail in the first quarterly report (June, 1987).

Table 4.1 indicates expenditures through October 1986 for technical training (non-degree) programs. The data are displayed by Mission. The programs contained in this analysis represent over 95% of all those administered to technical trainees to date.

Table 4.1

CAPS TECHNICAL TRAINING COSTS BY MISSION

USAID	TRAINEES PER MISSION	TOTAL TRAINING PROGRAMS	AVERAGE TRAINEES/PROGRAM	TOTAL TRAINING MONTHS	TOTAL PROGRAM COST	COST/ TRAINEE-MONTH
BELIZE	79	5	15.8	112	$372,275	$3,320
COSTA RICA	425	23	18.5	1377	$2,268,378	$1,647
GUATEMALA	1263	37	34.1	1344	$4,906,035	$3,652
HONDURAS	377	68	5.5	287	$1,305,408	$4,544
PANAMA*	126	3	42.0	1059	$715,898	$676
ROCAP	265	7	37.9	686	$1,928,342	$2,811
SALVADOR	562	34	16.5	516	$2,076,777	$4,025
TOTAL	3097	177	17	5381	$13,523,110	$2,513

*NO DATA ON TWO PROGRAMS

The above expenditures do not include international travel. For additional cost data, refer to Appendix B, Section 1.

Is there evidence of cost containment in CAPS programming?

Yes, Table 4.1 indicates that the average cost for all technical programs across all Missions ($2,513 per training month) is lower than the agency standard for technical programs ($3,200 per training month). If CAPS Missions had spent at the standard figure, training programs to date would have cost almost $2 million more.

Are there significant cost differences among Missions?

Yes, Table 4.1 indicates considerable cost differences among Missions. Both Panama and Costa Rica show very low costs per training month. The primary reason for these low costs is the decision by these Missions to train large numbers of youth through 4-H type programs where young Central Americans live with 4-H families in the US. These programs cost approximately $500 to $800 per training month. See Appendix B, Section 1 for more detail.

It should be noted that data for Panama reflects only three programs. As the Mission implements additional programs or as additional data are entered into the C.A.P.S. - M.I.S., the average cost per training month can be expected to rise.

USAID/Panama focused to a large degree on placing academic trainees during 1986. These programs will be reviewed in the June Quarterly Report.

How does cost vary by training program?

Figure 4.1 shows the distribution of training months (total training months and percentage of total months) across the CAPS program in terms of cost ranges. The largest aggregation of training months occurs in the $500 - $1,000 per training month category and in the $3,000 per training month category. The large number of training months at the low end of the cost scale reflect the impact of the 4-H programs. Ignoring these programs, the overall pattern of expenditures clusters around the $3,000 mark, typical of other agency technical training patterns.

FIG. 4.1 CAPS TECHNICAL TRAINING

TRAINING MONTHS (AND %) BY COST RANGE

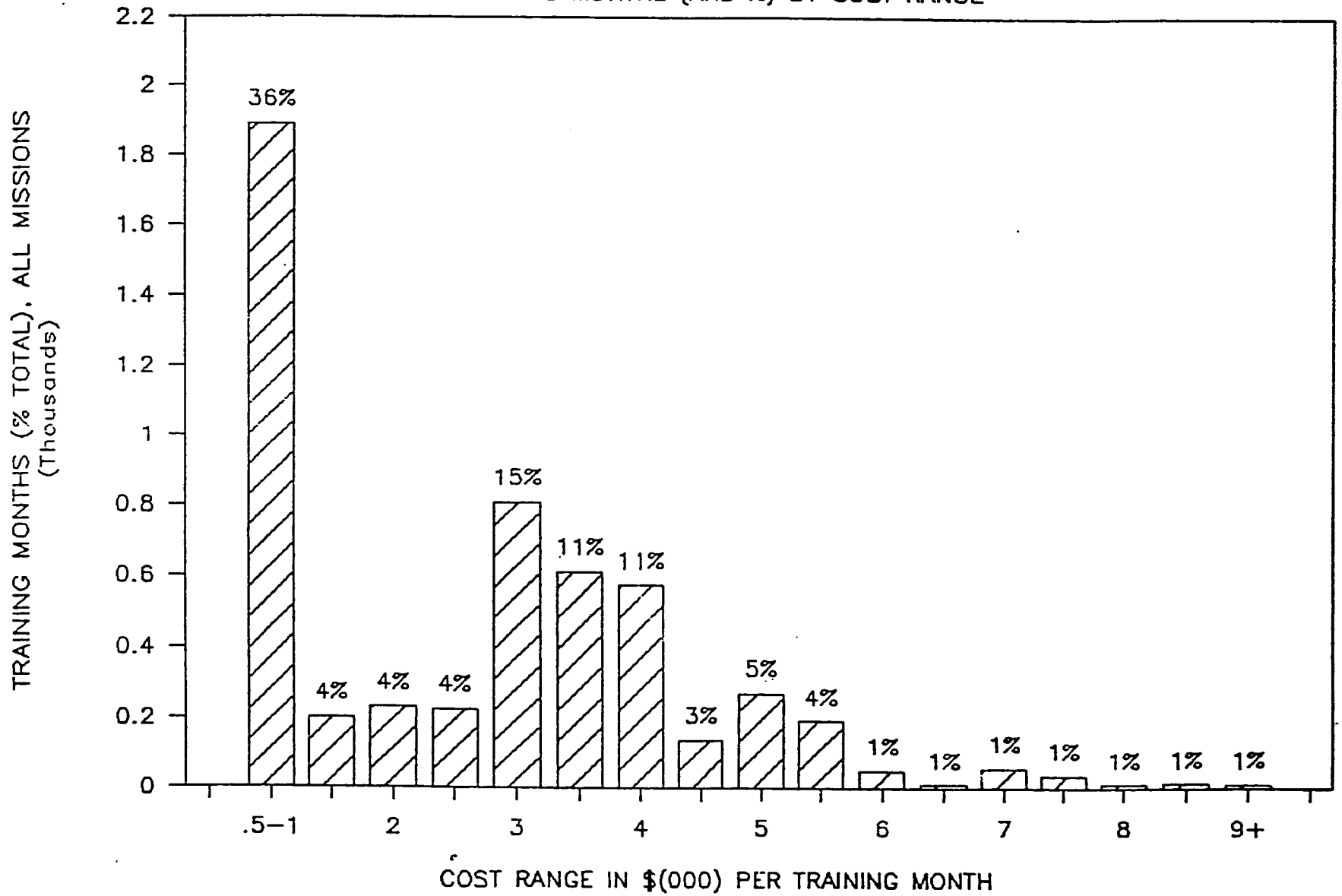


Figure 4.2 shows expenditures per cost range for all Missions to December, 1986. This figure also shows the percentage of total expenditures for each cost range. For example, 18% the of total expenditure for technical training (about $2.5 million) was for programs in the $3,000 per training month range.

Does the size of training group affect cost?

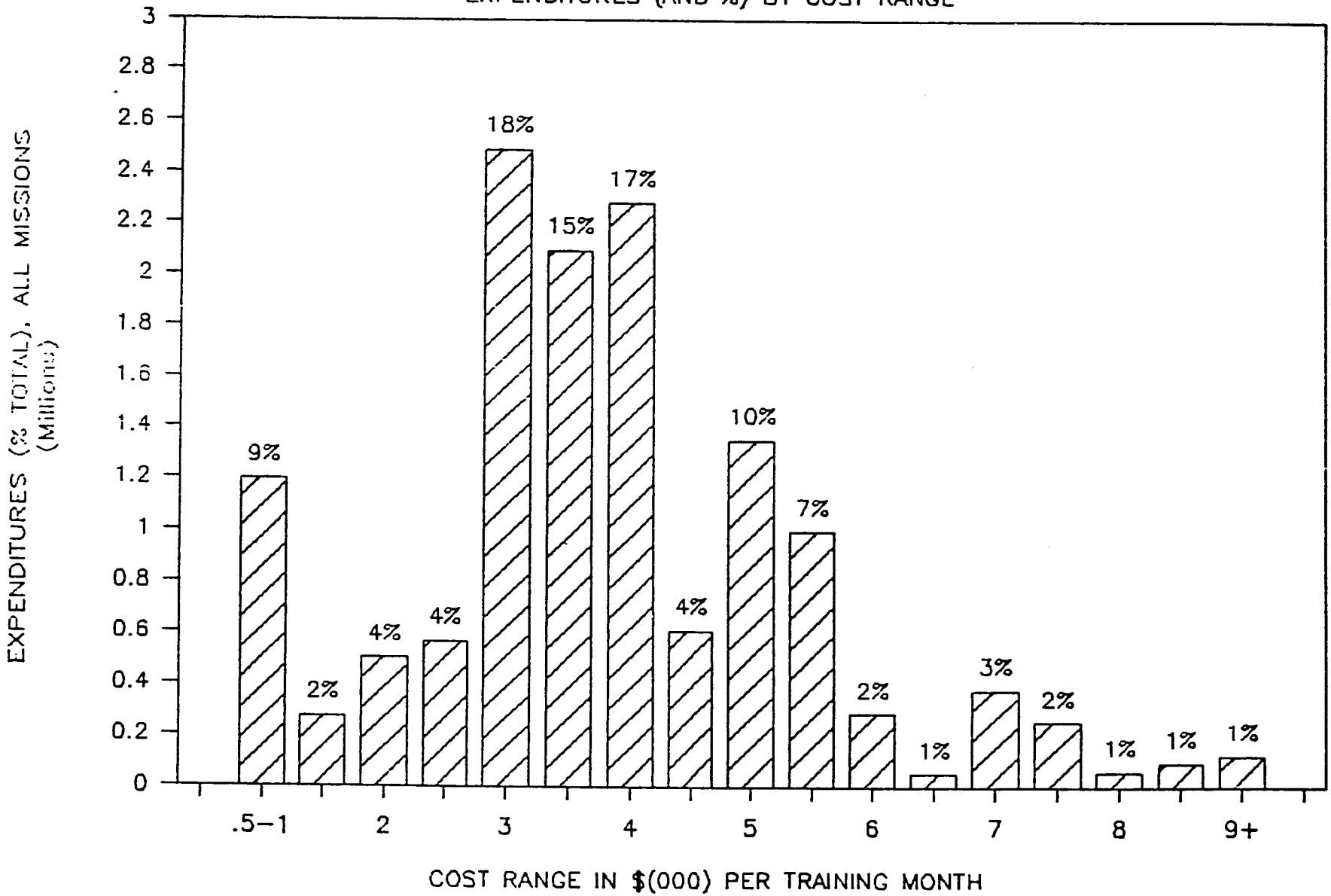
No, as shown in Table 4.1 above, the average size of programs per Mission varies greatly. The average Honduran program contained only 6 persons. At the other extreme, the average group size for both Guatemala and ROCAP was over 30 trainees. Assessment of the impact of group size on program costs revealed that a weak inverse correlation exists between size and cost. That is, as group size increases, the average cost per training month decreases. This factor may be explained by the existence of economies of scale as programs grow larger. On the other hand, many of the trainees from Honduras attended "off the shelf" programs which contained many non-CAPS trainees resulting in economies of scale for these programs too.

Does the field of training affect cost?

No, we also looked at the effect of training objectives on the cost of technical training. Table 4.2 displays information on costs in terms of field of study.

FIG. 4.2: CAPS TECHNICAL TRAINING

EXPENDITURES (AND %) BY COST RANGE



We were not able to detect any significant effect of field of training on costs of programs although a cursory inspection of the table suggests that the more technical fields cost more. This is to be expected.

Have costs risen over the course of the project?

No, we analyzed the data to see if costs have changed over the course of the project. No correlation exists between departure dates for all programs and average costs. That is, costs of programs are neither rising nor falling. In the face of inflation in the education/training sector, the lack of cost rises indicates some attention by Missions and contractors to cost containment. On the other hand no significant movement towards less expensive programming has occurred.

Is there evidence that costs vary by contractor?

No, costs do not vary significantly among contractors. To date, twenty-one different programming organizations (contractors) were funded by AID for placement, programming and monitoring of technical training programs under CAPS. A comparison of these contractors reveals a range in program costs. At $501/training month, the 4-H programs were by far the least expensive. The most expensive training program was one offered through S&T/IT at $19,022/training month.

TABLE 4.2

FIELD OF STUDY AND COST DATA

FIELD NAME	NUMBER OF PROGRAMS	TOTAL Participants	TOTAL TRAIN MONTHS	TOTAL COST	AVG COST/ TRAINING MONTH
4-H PROGRAMS	3 PROGRAMS	265	1822	$1,118,517	$614
ENGLISH	3 PROGRAMS	32	191	$254,665	$1,335
STATISTICS	5 PROGRAMS	4	15	$28,659	$1,940
DAIRY	4 PROGRAMS	78	48	$116,724	$2,412
ETHNIC STUDIES	1 PROGRAM	21	37	$110,643	$3,022
EDUCATION	17 PROGRAMS	345	599	$1,922,336	$3,212
HEALTH/CHILD CARE	5 PROGRAMS	38	41	$135,939	$3,281
HEALTH RELATED	11 PROGRAMS	385	414	$1,427,980	$3,447
GENERAL AGRICULTURE	27 PROGRAMS	312	404	$1,407,988	$3,484
FAMILY/COMMUN SERVICE	4 PROGRAMS	148	140	$503,100	$3,602
ELECTRICAL TECH.	1 PROGRAM	7	19	$73,038	$3,776
SMALL BUSINESS	42 PROGRAMS	899	938	$3,583,313	$3,819
INDUSTRY/EQUIP REPAIR	2 PROGRAMS	13	17	$68,714	$3,938
PUBLIC AFFAIRS	6 PROGRAMS	124	181	$725,747	$4,006
FORESTRY, GENERAL	10 PROGRAMS	99	103	$424,165	$4,118
CITY/REGIONAL PLANNING	3 PROGRAMS	9	8	$37,503	$4,636
MARKETING/BUSINESS	7 PROGRAMS	86	101	$466,991	$4,641
MATERIALS PROCESSING	1 PROGRAM	2	8	$36,600	$4,841
CIVIC ACTIVITIES	5 PROGRAMS	101	93	$463,010	$4,987
ARTS	2 PROGRAMS	16	27	$140,198	$5,223
AIR TRAFFIC CONTROLLERS	1 PROGRAM	5	9	$46,485	$5,437
JOURNALISM	1 PROGRAM	21	33	$191,835	$5,786
COMPUTERS/COMMUNICATION	3 PROGRAMS	3	2	$12,700	$6,791
CLOTHING/TEXTILES	6 PROGRAMS	57	27	$194,500	$7,172
ACCOUNTING/COMPUTING	1 PROGRAM	4	1	$6,100	$9,531
TOTAL	171	3060	5306	$13,573,050	$2,558

It is important to note, that through December, 1986, 68% of all training programs were provided by contracting agents arranged through the office of International Training (S&T/IT). These programming agents managed 115 different programs ranging from one to 40 trainees per group. All other contractors (i.e., those not arranged through S&T/IT) handled a total of only 47 programs. Of the 21 programming agents who were not arranged through S&T/IT, 11 managed only one or two programs.

Table 4.3 indicates the total funding received by each contractor, their lowest and the highest cost programs, and the mean cost per training month for each contractor.

Are contractor costs in line with S&T/IT costs?

Yes, we specifically looked at the comparison between S&T/IT's costs and costs of contractors hired by Missions. Table 4.3 indicates that the mean cost for S&T/IT programs is close to the mean for all contractors, especially if the 4-H type programs are discounted. This table also shows that S&T/IT's lowest cost program was $643 per training month (one of the lowest). On the other hand, all of the extremely high cost programs were programmed through S&T/IT. It should be noted here that S&T/IT's programming agents handle thousands of trainees from all Missions each year. To ensure that these programming agents place sufficient emphasis on cost of training programs, Missions must specify in the PIO/P or training request that cost is a major consideration. Many Missions specify desired programs and then are surprised by the cost of these requested programs.

TABLE 4.3

CAPS CONTRACTORS RANKED BY TOTAL FUNDING FOR TECHNICAL PROGRAMS

CONTRACTOR	TOTAL PROGRAMS	TOTAL TRAINEES	TOTAL TRAINING MONTHS	TOTAL FUNDING	LOWEST COST/ TRAINING-MONTH PROGRAM	HIGHEST COST/ TRAINING-MONTH PROGRAM	AVERAGE COST/ TRAINING-MONTH
TOTAL S&T/IT	115	1831	1994	$7,421,616	$623	$19,022	$3,721
TOTAL 4-H COUNCIL	3	265	1822	$1,118,517	$501	$860	$614
TOTAL INCAE	5	137	304	$920,850	$2,252	$3,818	$3,033
TOTAL ZAMORANO	5	131	318	$895,242	$2,562	$3,532	$2,816
TOTAL USA	5	121	125	$641,435	$4,887	$5,786	$5,125
TOTAL CONSORTIUM (CSL	4	100	92	$469,920	$5,108	$5,500	$5,108
TOTAL U OF NEW MEXICO	3	74	100	$409,500	$3,889	$3,889	$4,099
TOTAL EIL	2	31	188	$251,705	$1,310	$1,346	$1,341
TOTAL PARTNERS/AMERIC	7	115	57	$224,800	$3,019	$6,002	$3,934
ANITA F. ALLEN	1	20	25	$171,020	$6,841	$6,841	$6,841
TOTAL WINROCK INTL	5	50	29	$170,470	$5,071	$7,120	$5,818
I.I.TRAINING	1	20	38	$146,980	$3,919	$3,919	$3,919
SCHL INT'L TRAINING	1	19	26	$137,351	$5,360	$5,360	$5,360
TOTAL ACDI	2	35	48	$119,072	$2,177	$4,117	$2,473
TOTAL HAMPTON U.	2	24	32	$105,400	$3,256	$3,256	$3,294
FERRIS STATE COLLEGE	1	15	20	$75,000	$3,707	$3,707	$3,707
TOTAL NEW MEX. STATE	2	35	20	$74,580	$3,817	$3,817	$5,285
NRECCA	1	7	19	$73,038	$3,776	$3,776	$3,776
NO INFO	1	4	7	$37,740	$5,422	$5,422	$5,422
LAND O' LAKES	1	8	8	$27,912	$3,673	$3,673	$3,673
GALLOWAY FARMS	1	13	8	$25,051	$3,108	$3,108	$3,108
TOTALS		3055	5279	$13,517,199			$2,560

This table displays cost data by individual contractor. Some contractors managed many CAPS contracts while others managed only one or two.

Contractors are ranked by total CAPS funding received to date for technical training programs ("TOTAL FUNDING AMOUNT"). Also displayed are each contractor's least expensive ("LOWEST COST/TRAINING-MONTH PROGRAM") and most expensive ("HIGHEST COST/TRAINING-MONTH PROGRAM"). The final column indicates the mean cost for each contractor ("AVERAGE COST/TRAINING-MONTH"). See Appendix B for more detailed data.

Appendix B, Section 2 contains much more detailed information on each training program managed by contractors including, field of study training months, trainees per month, total program costs, and cost per trainee month.

Are there trade-offs between different types of training?

Yes, academic training generally costs significantly more per person than does technical training per person. AID training is divided into two basic types of programs: 1) Academic programs which are designed to lead to a degree, and 2) Technical programs which comprise the other group entirely (i.e., not designed to lead to a degree). The trade-offs can be dramatic. The following sections discuss each type of program in general terms (not specifically in terms of CAPS training) to give the reader a general understanding of training cost parameters. This report does not discuss academic program costs because very few academic programs have been in effect long enough to reveal established expenditure patterns. The next quarterly report (October, 1987) will include academic costs.

ACADEMIC PROGRAM COSTS

In the absence of actual expenditure data for academic programs at this point, Table 4.4 below shows a typical expenditure pattern for a hypothetical 48 month BA program with English Language training. This projection was generated using standard AID allowance rates.

TABLE 4.4

TYPICAL 4 YEAR BA PROGRAM
WITH ENGLISH LANGUAGE TRAINING

COST	YR1 6 MONTHS	YR2*	YR3*	YR4*	YR5*	TOTAL
TUITION & FEES	$0	$5,000	$5,200	$5,408	$5,624	$21,232
ALLOWANCES	$3,600	$7,200	$7,488	$7,788	$8,099	$34,175
BOOKS, ETC.	$360	$720	$749	$779	$810	$3,417
INSURANCE	$300	$600	$624	$649	$675	$2,848
US TRAVEL	$200	$450	$468	$487	$506	$2,111
SUPPLEMENTARY	$900	$200	$208	$216	$225	$1,749
ESL TUITION/FEES	$2,392	$0	$0	$0	$0	$2,392
CONTRACTOR ADMIN.	$2,220	$2,220	$2,309	$2,401	$2,497	$11,647
TOTAL	$9,972	$16,390	$17,046	$17,727	$18,437	$79,572

ASSUMES 4% ANNUAL INFLATION

TECHNICAL PROGRAM COSTS

In the absence of Work Breakdown Structure reporting of the cost of technical training, Table 4.5, below, details costs for a hypothetical non-academic program of about one month duration. As in Table 4.4, Table 4.5 was constructed using standard AID allowance rates.

TABLE 4.5

TYPICAL TECHNICAL TRAINING PROGRAM
WITH INTERPRETER

EXPENDITURE	COST
SCHOLAR ALLOWANCE	$1,800
COURSE FEE	$500
US TRAVEL	$400
INTERPRETER	$1,200
INSURANCE	$40
ADMIN	$200
	$4,140

Obviously, expenditures associated with allowances, education, and administration are the best candidates for serious cost containment for both academic and technical programs.

The above tables show that the cost for a single typical BA/BS program for one trainee ($79,552) would purchase over 19 one month programs costing $4,140 each. This same BA/BS program would purchase over 30 months of youth (4-H type) training. These trade-offs are important for project managers and Agency decision-makers to consider in making programming and policy decisions.

First Annual Report:

Central American Peace Scholarship Program

Appendices

Submitted to:

Office of Development Resources
Latin American/Caribbean Bureau
Agency for International Development

Submitted by:

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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

July 31, 1987

Under Contract LAC-0001-C-00-6003-00

18

FIGURE A1

USEFULNESS OF PRE-DEPARTURE PROGRAM INFORMATION
COSTA RICA

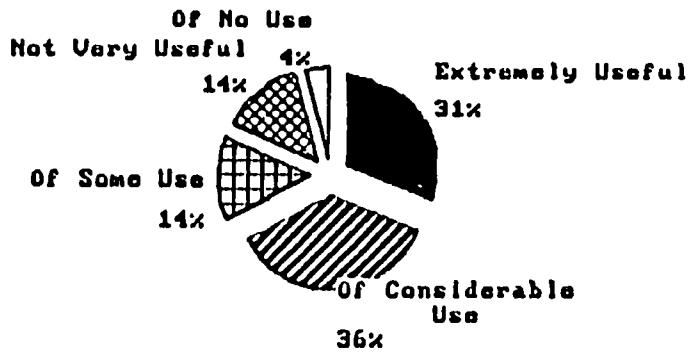

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FIGURE A2

USEFULNESS OF PRE-DEPARTURE PROGRAM INFORMATION
EL SALVADOR

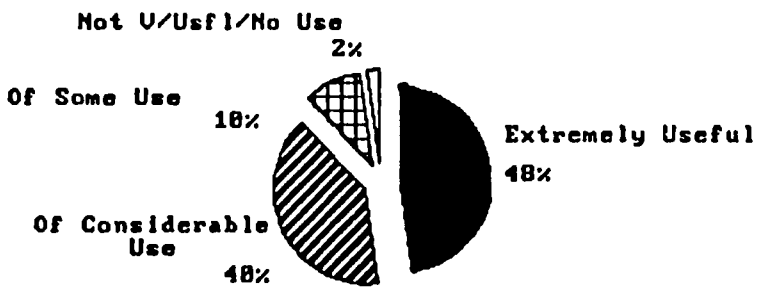

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FIGURE A3

USEFULNESS OF PRE-DEPARTURE PROGRAM INFORMATION
GUATEMALA

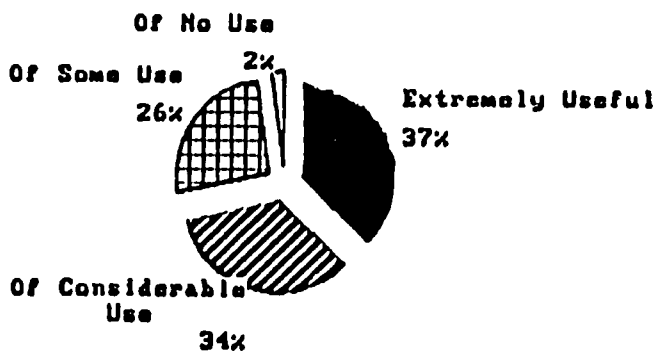

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FIGURE A4

USEFULNESS OF PRE-DEPARTURE PROGRAM INFORMATION HONDURAS

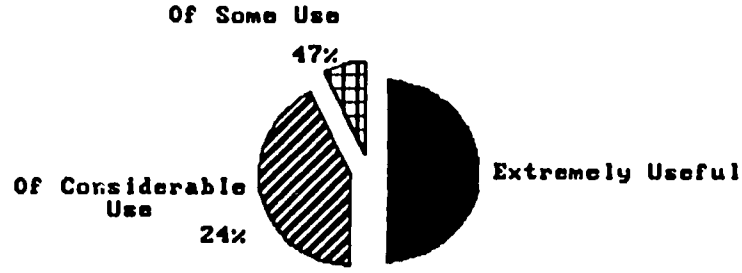

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FIGURE A5

USEFULNESS OF PRE-DEPARTURE PROGRAM INFORMATION PANAMA

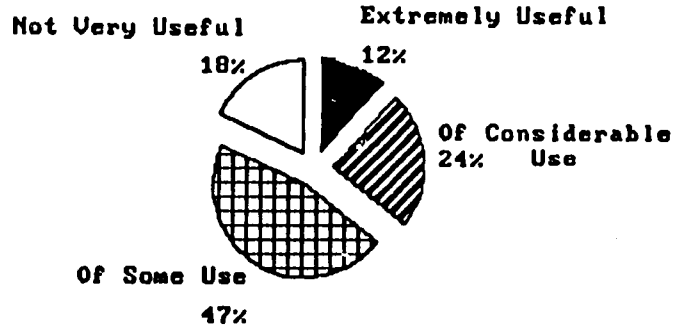

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FIGURE A9

USEFULNESS OF PRE-DEPARTURE ORIENTATION TO U.S. CULTURE
HONDURAS

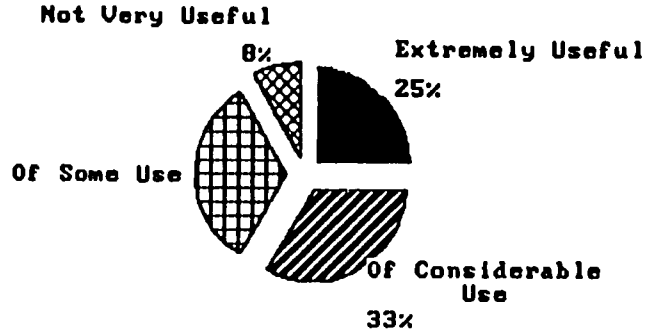

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FIGURE A10

USEFULNESS OF PRE-DEPARTURE ORIENTATION TO U.S. CULTURE
PANAMA

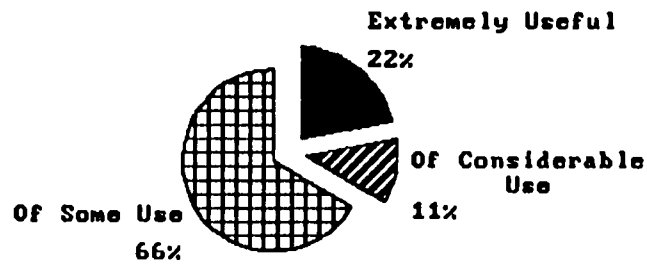

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FIGURE A 11

USEFULNESS OF PRE-DEPARTURE ENGLISH TRAINING
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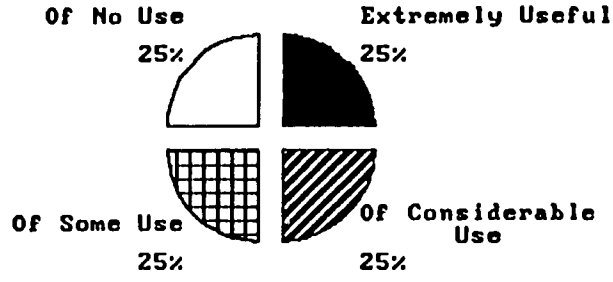

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FIGURE A12

USEFULNESS OF PRE-DEPARTURE ENGLISH TRAINING
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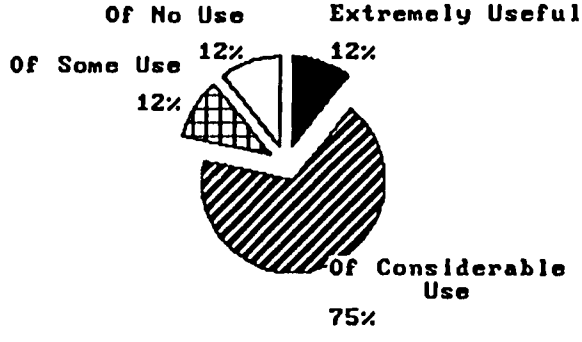

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FIGURE A13

USEFULNESS OF PRE-DEPARTURE ENGLISH TRAINING
GUATEMALA

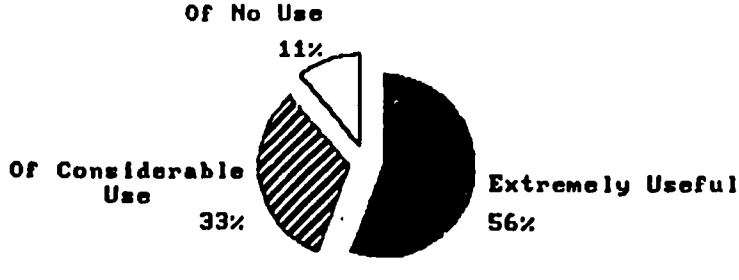

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FIGURE A14

USEFULNESS OF PRE-DEPARTURE ENGLISH TRAINING
HONDURAS

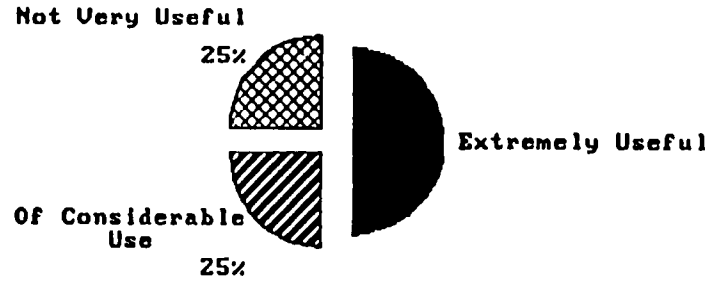

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FIGURE A15

USEFULNESS OF PRE-DEPARTURE ENGLISH TRAINING
PANAMA

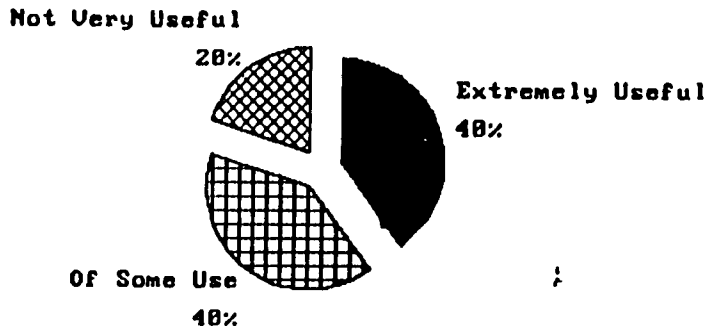

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FIGURE A16

USEFULNESS OF OTHER PRE-DEPARTURE TRAINING
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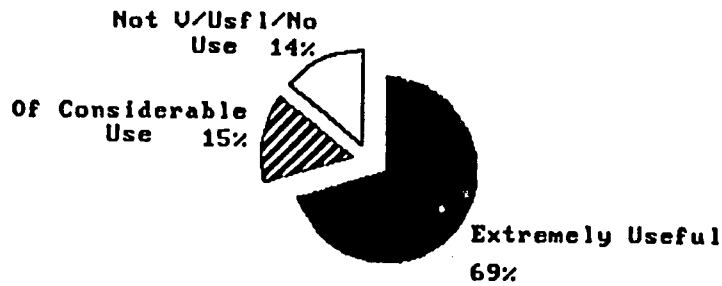

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FIGURE A17

USEFULNESS OF OTHER PRE-DEPARTURE TRAINING
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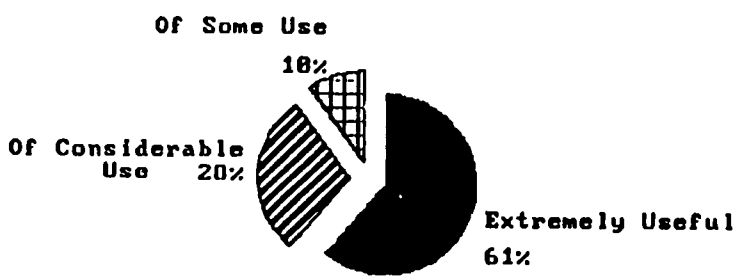

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FIGURE A18

USEFULNESS OF OTHER PRE-DEPARTURE TRAINING
GUATEMALA

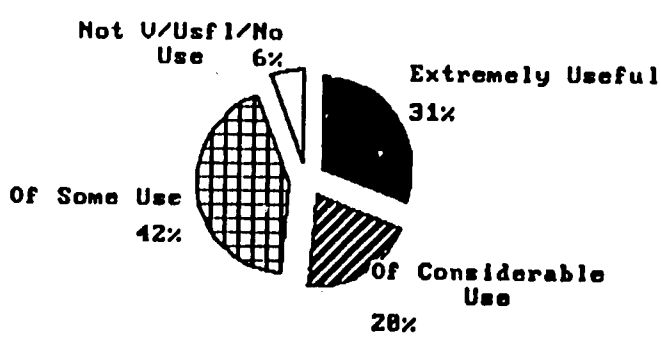

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FIGURE A19

USEFULNESS OF OTHER PRE-DEPARTURE TRAINING
HONDURAS

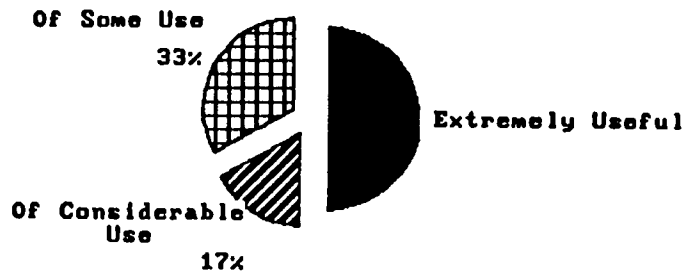

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FIGURE A20

HOW PREPARED DID RESPONDENTS FEEL FOR THEIR TRAINING PROGRAM?
COSTA RICA

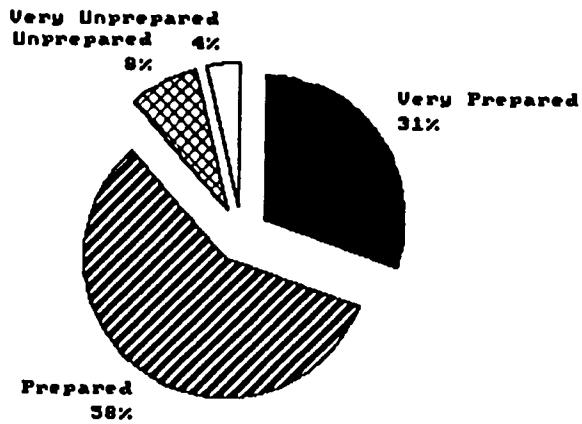

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FIGURE A21

HOW PREPARED DID RESPONDENTS FEEL FOR THEIR TRAINING PROGRAM?
EL SALVADOR

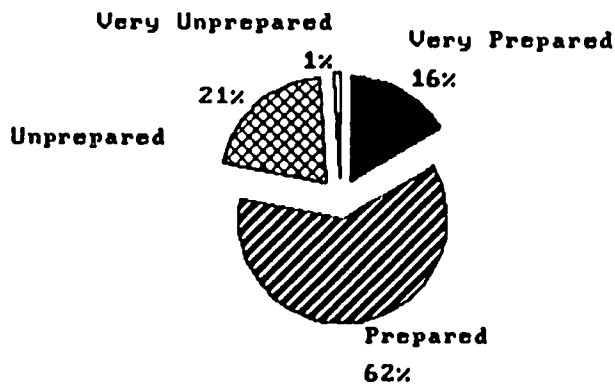

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FIGURE A22

HOW PREPARED DID RESPONDENTS FEEL FOR THEIR TRAINING PROGRAM?
GUATEMALA

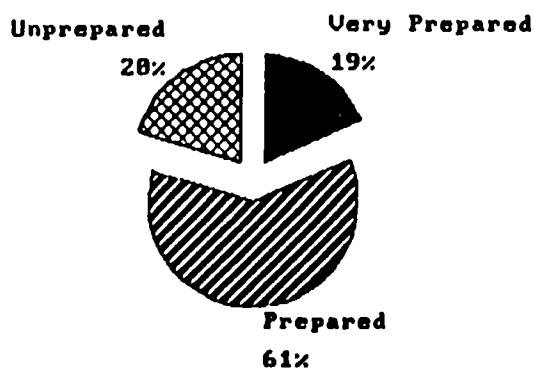

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FIGURE A23

HOW PREPARED DID RESPONDENTS FEEL FOR THEIR TRAINING PROGRAM? HONDURAS

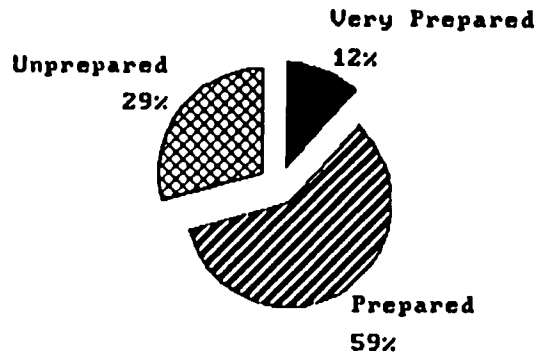

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FIGURE A24

HOW PREPARED DID RESPONDENTS FEEL FOR THEIR TRAINING PROGRAM? PANAMA

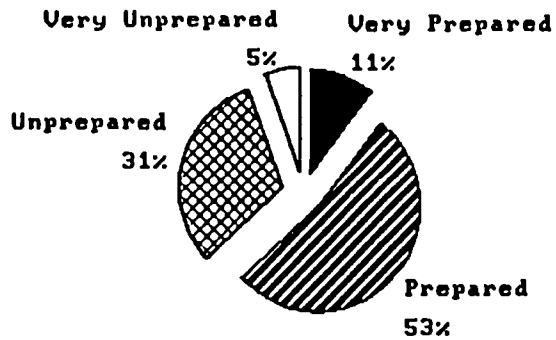

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FIGURE A25

TO WHAT EXTENT DID RESPONDENTS REALIZE THEIR EXPECTATIONS?
COSTA RICA

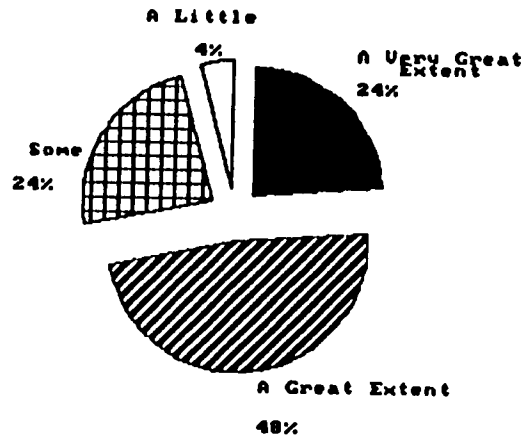

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FIGURE A26

TO WHAT EXTENT DID RESPONDENTS REALIZE THEIR EXPECTATIONS?
EL SALVADOR

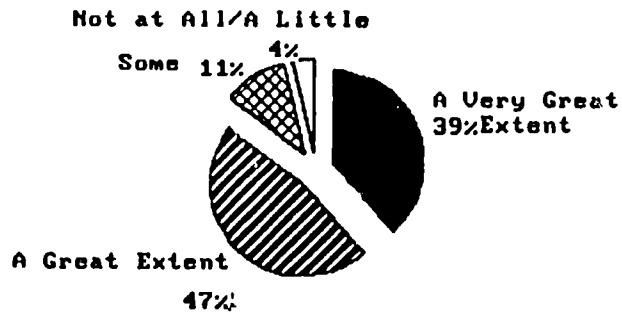

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FIGURE A27

TO WHAT EXTENT DID RESPONDENTS REALIZE THEIR EXPECTATIONS?
GUATEMALA

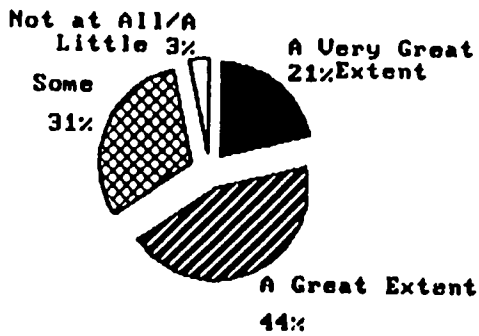

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FIGURE #28
TO WHAT EXTENT DID RESPONDENTS REALIZE THEIR EXPECTATIONS?
HONDURAS

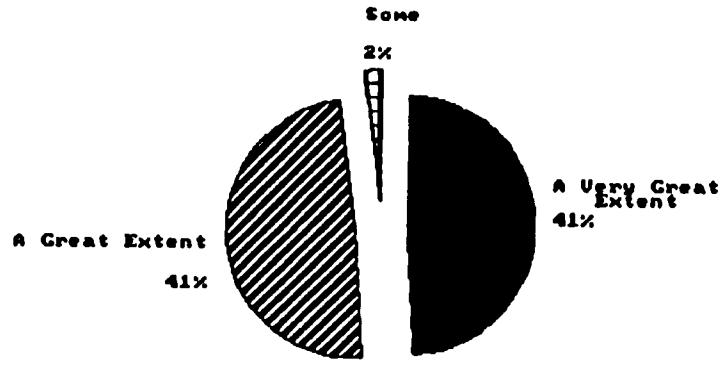

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FIGURE #29
TO WHAT EXTENT DID RESPONDENTS REALIZE THEIR EXPECTATIONS?
PANAMA

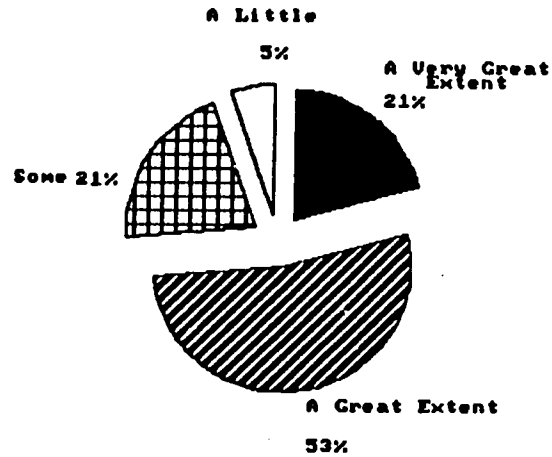

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FIGURE A30
HOW DID RESPONDENTS RATE THEIR TRAINING COMPARED TO THEIR EXPECTATIONS?
COSTA RICA

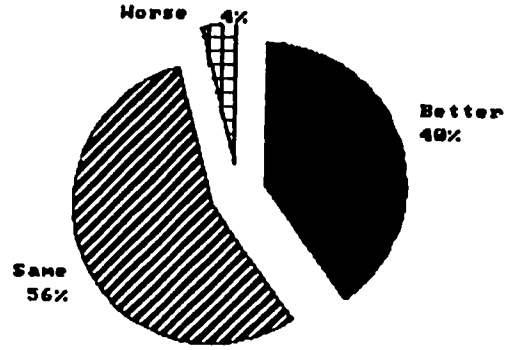

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FIGURE A31
HOW DID RESPONDENTS RATE THEIR TRAINING COMPARED TO THEIR EXPECTATIONS?
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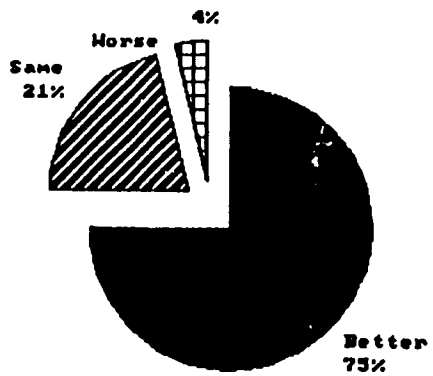

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FIGURE A32
HOW DID RESPONDENTS RATE THEIR TRAINING COMPARED TO THEIR EXPECTATIONS?
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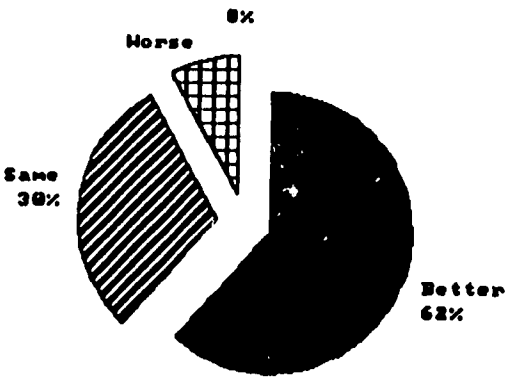

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FIGURE A33

HOW DID RESPONDENTS RATE THEIR TRAINING COMPARED TO THEIR EXPECTATIONS?
HONDURAS

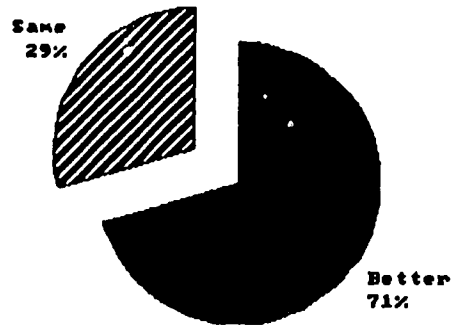

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FIGURE A34

HOW DID RESPONDENTS RATE THEIR TRAINING COMPARED TO THEIR EXPECTATIONS?
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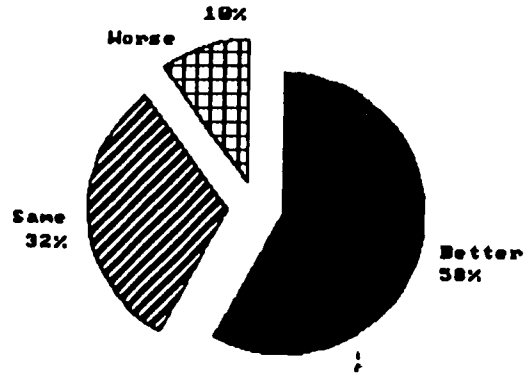

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FIGURE A35

HOW SATISFIED WERE RESPONDENTS WITH HOUSING ARRANGEMENTS? COSTA RICA

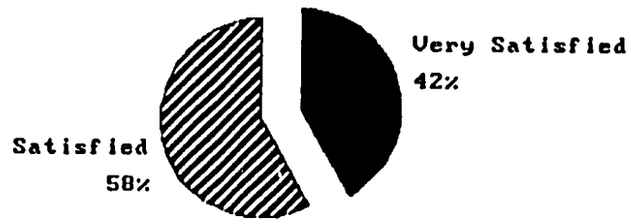

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FIGURE A36

HOW SATISFIED WERE RESPONDENTS WITH HOUSING ARRANGEMENTS? EL SALVADOR

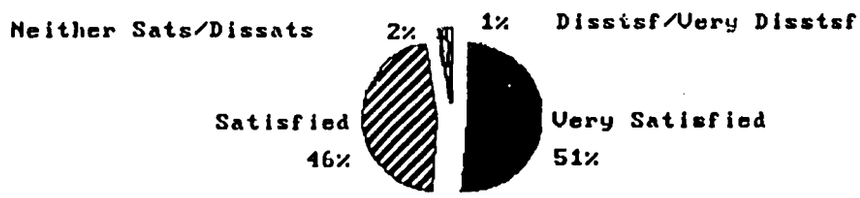

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FIGURE A37

HOW SATISFIED WERE RESPONDENTS WITH HOUSING ARRANGEMENTS? GUATEMALA

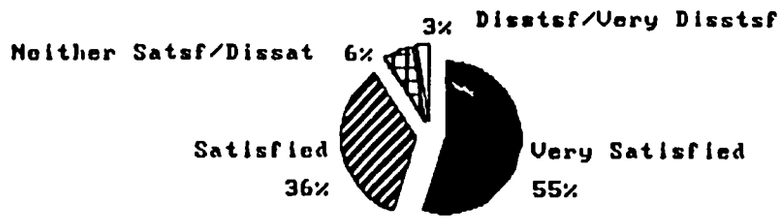

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FIGURE A38

HOW SATISFIED WERE RESPONDENTS WITH HOUSING ARRANGEMENTS? HONDURAS

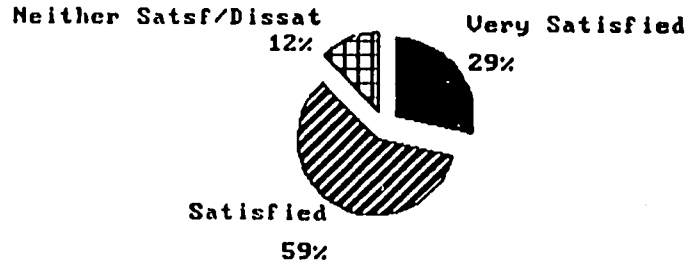

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FIGURE A39

HOW SATISFIED WERE RESPONDENTS WITH HOUSING ARRANGEMENTS? PANAMA

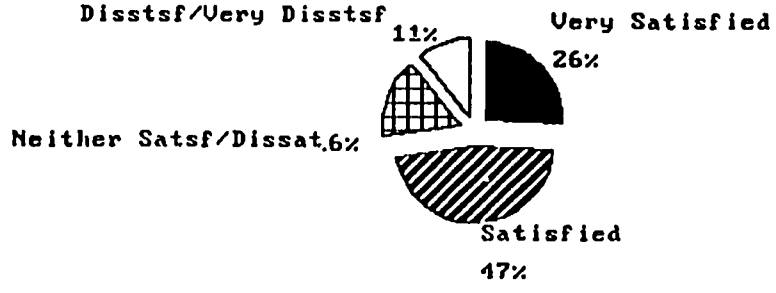

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FIGURE A40

HOW SATISFIED WERE RESPONDENTS WITH THEIR OPPORTUNITY TO CONTACT AMERICAN CITIZENS
COSTA RICA

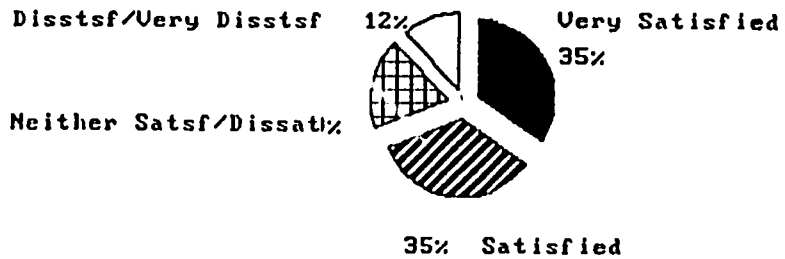

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FIGURE A41

HOW SATISFIED WERE RESPONDENTS WITH THEIR OPPORTUNITIES TO CONTACT AMERICAN CITIZENS?
EL SALVADOR

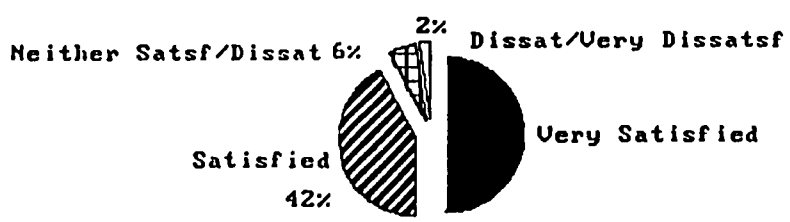

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FIGURE A42

HOW SATISFIED WERE RESPONDENTS WITH THEIR OPPORTUNITIES TO CONTACT AMERICAN CITIZENS?
GUATEMALA

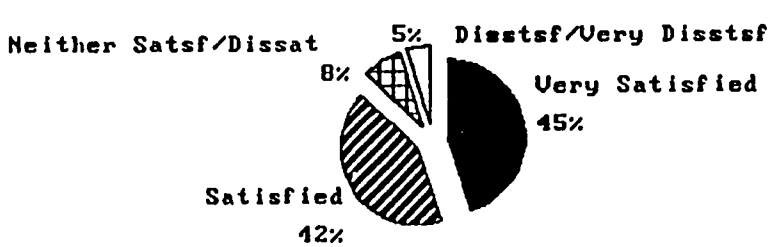

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FIGURE A43

HOW SATISFIED WERE RESPONDENTS WITH THEIR OPPORTUNITIES TO CONTACT AMERICAN CITIZENS?
HONDURAS

N=17

FIGURE A44

HOW SATISFIED WERE RESPONDENTS WITH THEIR OPPORTUNITY TO CONTACT AMERICAN CITIZENS?
PANAMA

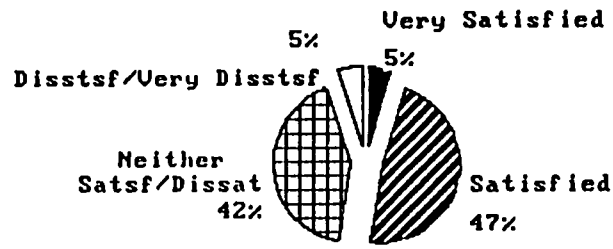

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FIGURE A45

HOW SATISFIED WERE RESPONDENTS WITH ARRANGEMENTS MADE FOR THEIR TRAVELLING TO THE U.S.?
COSTA RICA

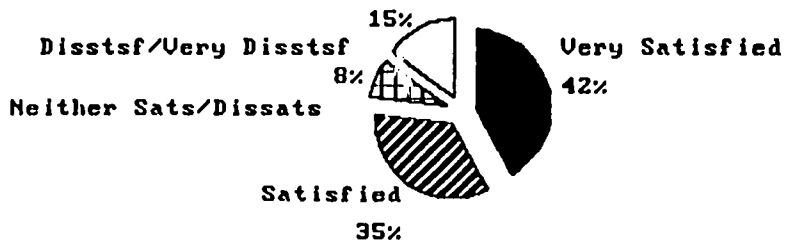

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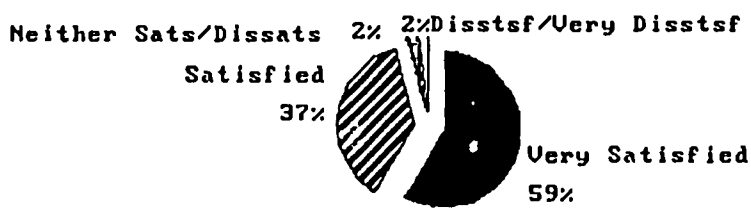
FIGURE A46

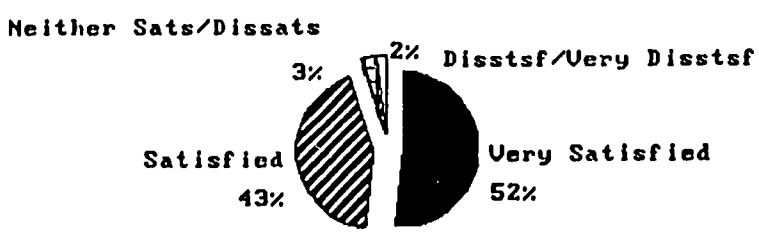
HOW SATISFIED WERE RESPONDENTS WITH ARRANGEMENTS MADE FOR THEIR TRAVELLING TO THE U.S.?
EL SALVADOR



N=18

FIGURE A47

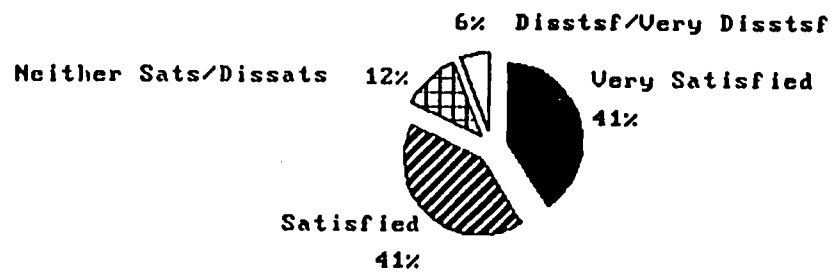
HOW SATISFIED WERE RESPONDENTS WITH ARRANGEMENTS MADE FOR THEIR TRAVELLING TO THE U.S.?
GUATEMALA



N=61

FIGURE A48

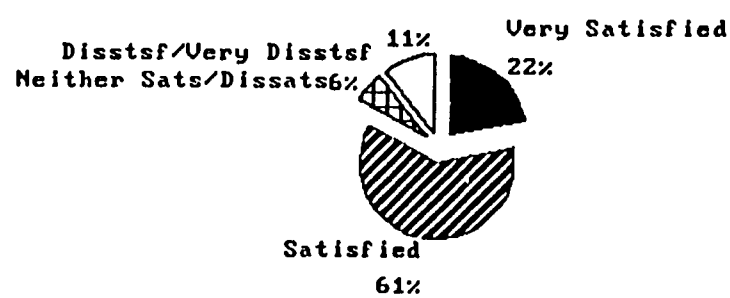
HOW SATISFIED WERE RESPONDENTS WITH THE ARRANGEMENTS MADE FOR THEIR TRAVELLING TO THE U.S.?
HONDURAS



N=17

FIGURE A49

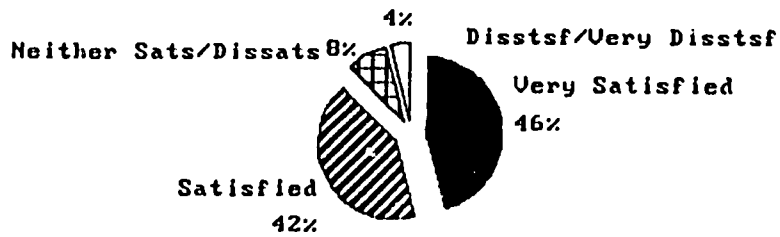
HOW SATISFIED WERE RESPONDENTS WITH ARRANGEMENTS MADE FOR THEIR TRAVELLING TO THE U.S.?
PANAMA



N=18

FIGURE A50

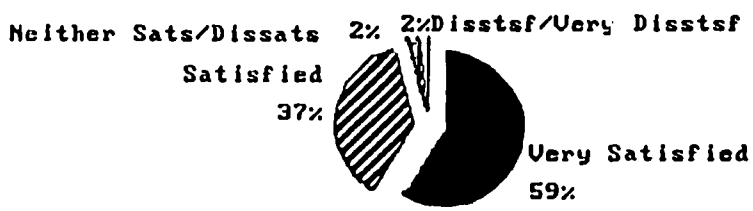
HOW SATISFIED WERE RESPONDENTS WITH ARRANGEMENTS MADE FOR THEIR TRAVELLING IN THE U.S.?
COSTA RICA



N=26

FIGURE A51

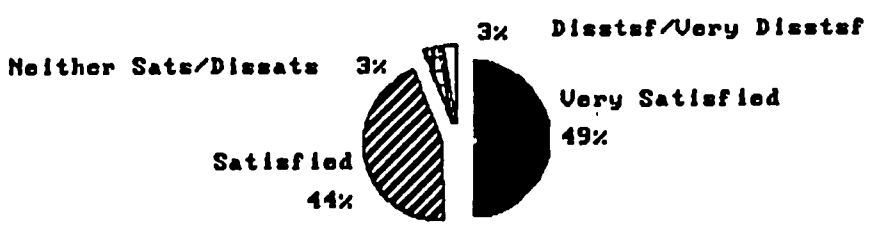
HOW SATISFIED WERE RESPONDENTS WITH ARRANGEMENTS MADE FOR THEIR TRAVELLING TO THE U.S.?
EL SALVADOR



N=10

FIGURE A52

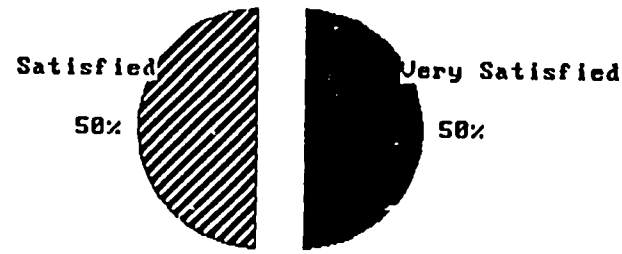
HOW SATISFIED WERE RESPONDENTS WITH ARRANGEMENTS MADE FOR THEIR TRAVELLING IN THE U.S.?
GUATEMALA



N=63

FIGURE A53

HOW SATISFIED WERE RESPONDENTS WITH THE ARRANGEMENTS MADE FOR THEIR TRAVELLING IN THE U.S.?
HONDURAS



N=16

FIGURE A54

HOW SATISFIED WERE RESPONDENTS WITH ARRANGEMENTS MADE FOR THEIR TRAVELLING IN THE U.S.?
PANAMA

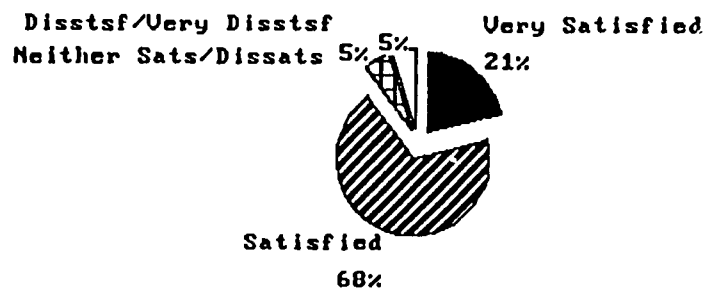


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FIGURE A55

HOW SATISFIED WERE RESPONDENTS WITH THE AMOUNT OF STIPENDS THEY RECEIVED? COSTA RICA

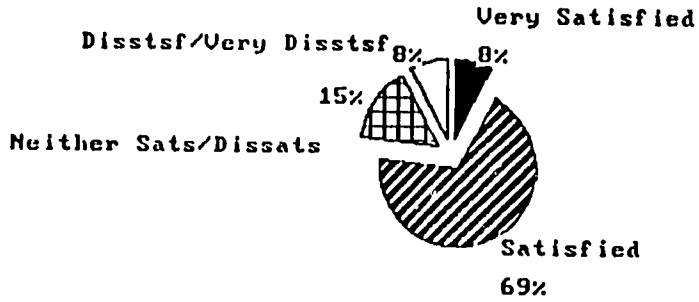

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FIGURE A56

HOW SATISFIED WERE RESPONDENTS WITH THE AMOUNT OF STIPENDS THEY RECEIVED? EL SALVADOR

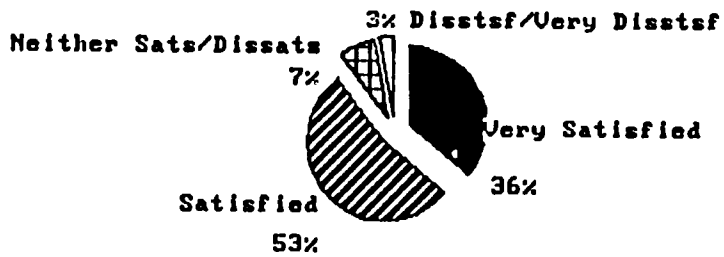

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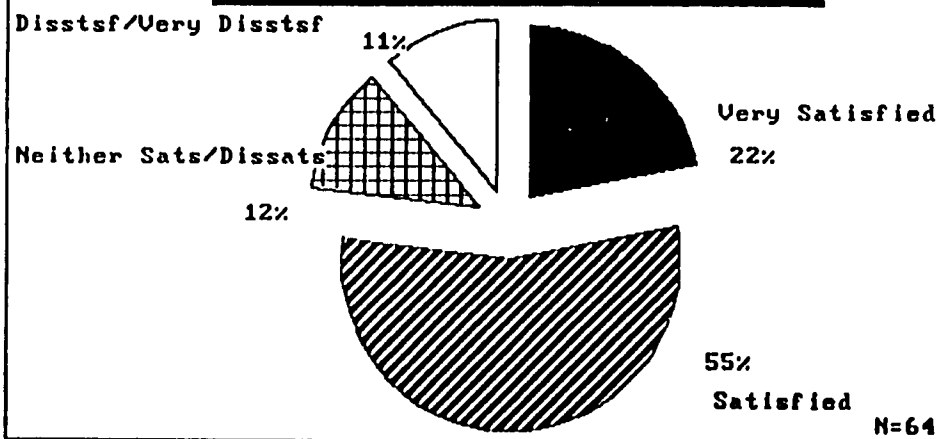
FIGURE A57

HOW SATISFIED WERE RESPONDENTS WITH THE AMOUNT OF STIPENDS THEY RECEIVED? GUATEMALA



N=64

FIGURE A58

HOW SATISFIED WERE RESPONDENTS WITH THE AMOUNT OF STIPENDS THEY RECEIVED? HONDURAS

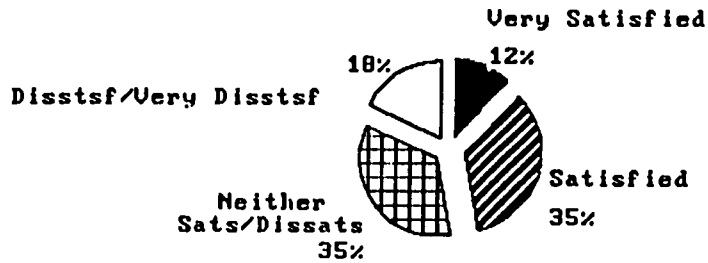


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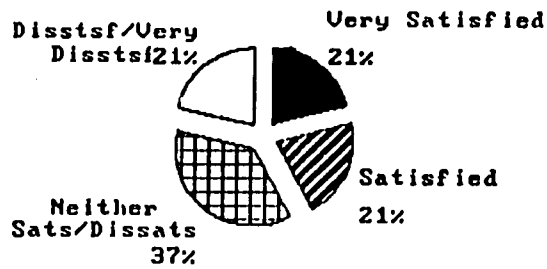
FIGURE A59

HOW SATISFIED WERE RESPONDENTS WITH THE AMOUNT OF STIPENDS THEY RECEIVED? PANAMA



N=19

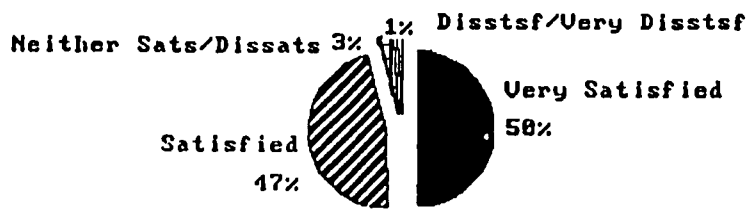
FIGURE A60

HOW SATISFIED WERE RESPONDENTS WITH THE PUNCTUALITY OF THEIR STIPENDS? COSTA RICA

N=26

FIGURE A61

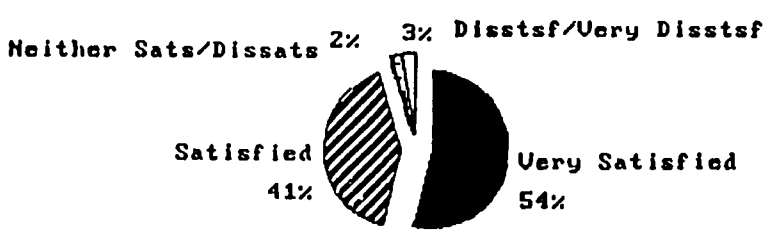
HOW SATISFIED WERE RESPONDENTS WITH THE PUNCTUALITY OF THEIR STIPENDS? EL SALVADOR



N=107

FIGURE A62

HOW SATISFIED WERE RESPONDENTS WITH THE PUNCTUALITY OF THEIR STIPENDS? GUATEMALA



N=63

FIGURE A63

HOW SATISFIED WERE RESPONDENTS WITH THE PUNCTUALITY OF THEIR STIPENDS? HONDURAS

N=17

FIGURE A64

HOW SATISFIED WERE RESPONDENTS WITH THE PUNCTUALITY OF THEIR STIPENDS? PANAMA

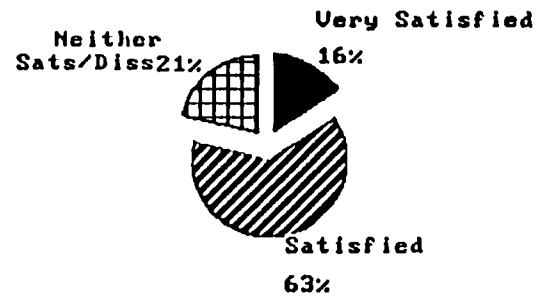


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FIGURE A65

HOW SATISFIED WERE RESPONDENTS WITH THE OVERALL QUALITY OF THEIR TRAINING? COSTA RICA

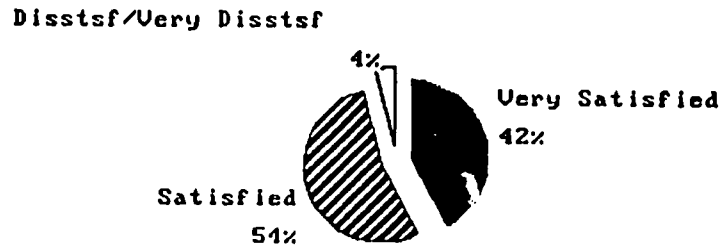

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FIGURE A66

HOW SATISFIED WERE RESPONDENTS WITH THE OVERALL QUALITY OF THEIR TRAINING? EL SALVADOR

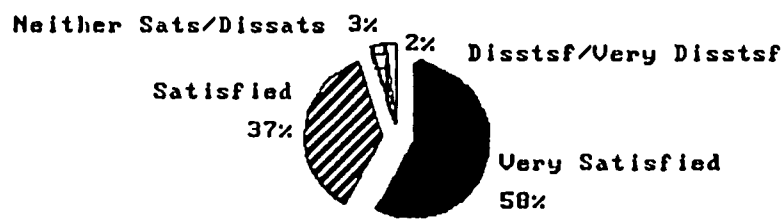

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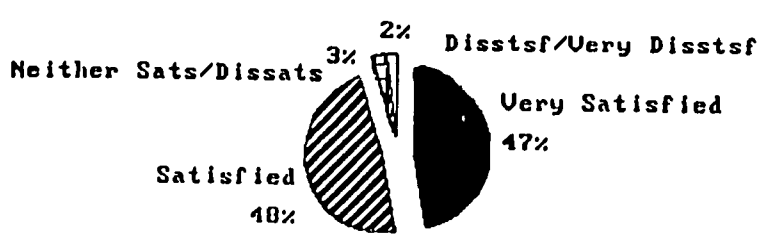
FIGURE A67

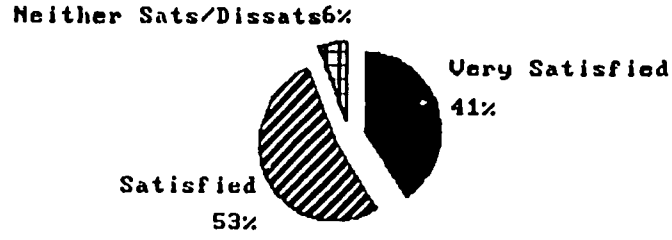
HOW SATISFIED WERE RESPONDENTS WITH THE OVERALL QUALITY OF THEIR TRAINING? GUATEMALA



N=64

FIGURE A68

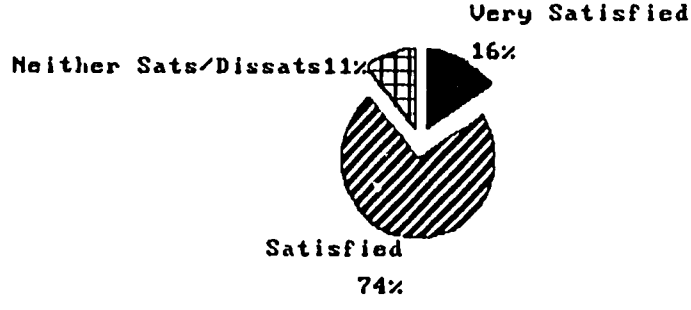
HOW SATISFIED WERE RESPONDENTS WITH THE OVERALL QUALITY OF THEIR TRAINING? HONDURAS



N=17

FIGURE A69

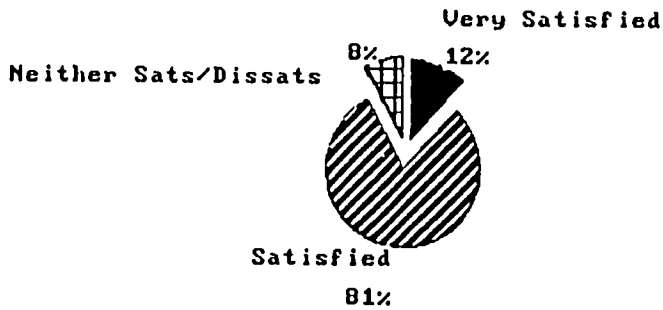
HOW SATISFIED WERE RESPONDENTS WITH THE OVERALL QUALITY OF THEIR TRAINING? PANAMA



N=19

FIGURE A70

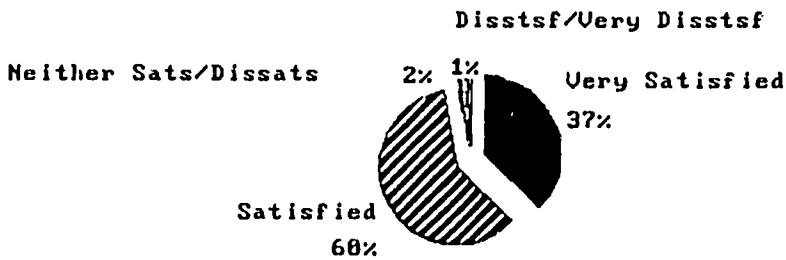
HOW SATISFIED WERE RESPONDENTS WITH THE APPROPRIATENESS OF THE DIFFICULTY LEVEL OF TRAINING?
COSTA RICA



N=26

FIGURE A71

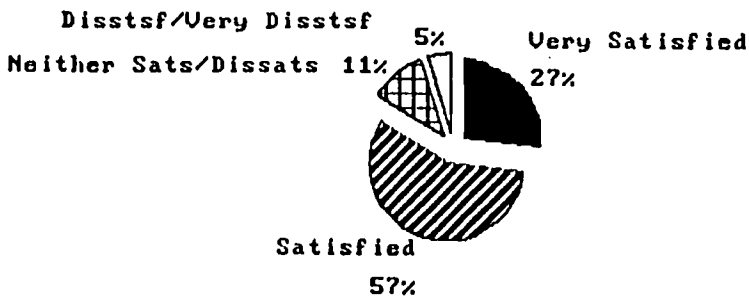
HOW SATISFIED WERE RESPONDENTS WITH THE APPROPRIATENESS OF THE DIFFICULTY LEVEL OF TRAINING?.
EL SALVADOR



N=96

FIGURE A72

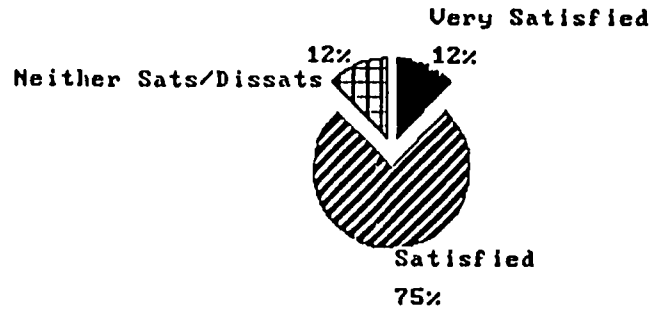
HOW SATISFIED WERE RESPONDENTS WITH THE APPROPRIATENESS OF THE DIFFICULTY LEVEL OF TRAINING?
GUATEMALA



N=62

FIGURE A73

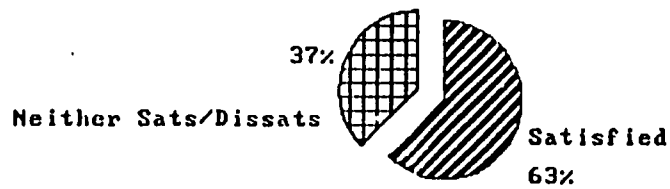
HOW SATISFIED WERE RESPONDENTS WITH THE APPROPRIATENESS OF THE DIFFICULTY LEVEL OF TRAINING?
HONDURAS



N=16

FIGURE A74

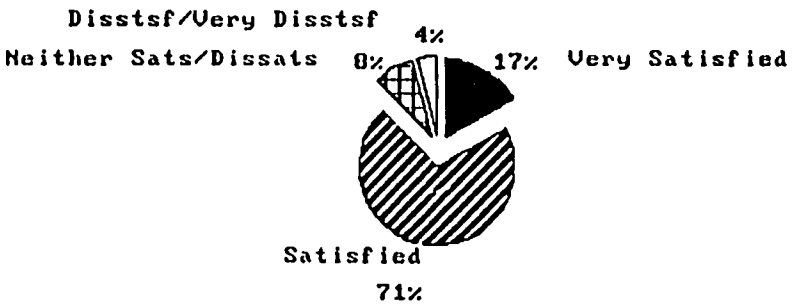
HOW SATISFIED WERE RESPONDENTS WITH THE APPROPRIATENESS OF THE DIFFICULTY LEVEL OF TRAINING?
PANAMA



N=19

FIGURE A75

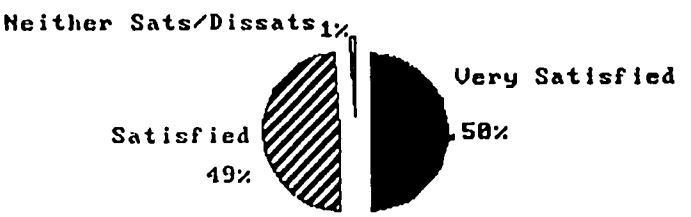
HOW SATISFIED WERE RESPONDENTS WITH THE AMOUNT OF EFFORT REQUIRED IN THE TRAINING? COSTA RICA



N=24

FIGURE A76

HOW SATISFIED WERE RESPONDENTS WITH THE AMOUNT OF EFFORT REQUIRED IN THE TRAINING? EL SALVADOR



N=102

FIGURE A77

HOW SATISFIED WERE RESPONDENTS WITH THE AMOUNT OF EFFORT REQUIRED IN THE TRAINING? GUATEMALA

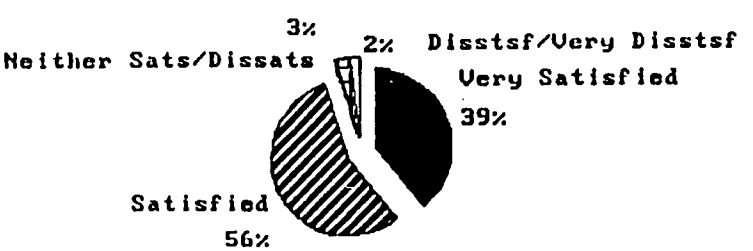


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FIGURE A78

HOW SATISFIED WERE RESPONDENTS WITH THE AMOUNT OF EFFORT REQUIRED IN THE TRAINING
HONDURAS

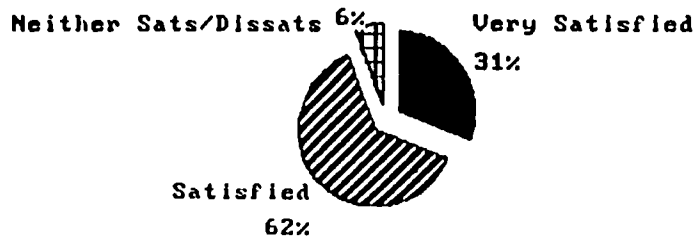

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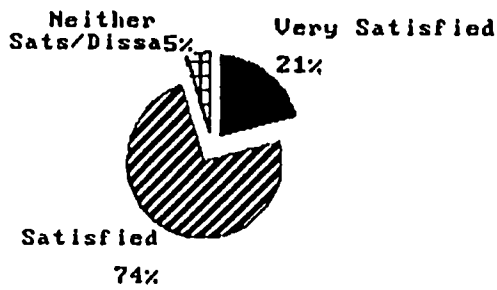
FIGURE A79

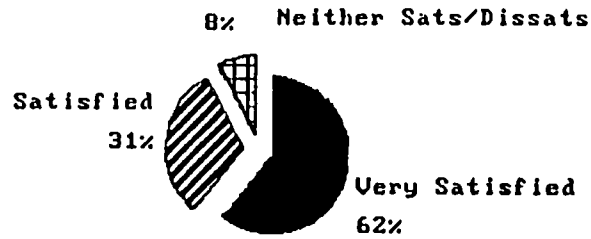
HOW SATISFIED WERE RESPONDENTS WITH THE AMOUNT OF EFFORT REQUIRED IN THE TRAINING
PANAMA



N=19

FIGURE A80

HOW SATISFIED WERE RESPONDENTS WITH THE PROGRAM SUPPORT PERSONNEL? COSTA RICA



N=26

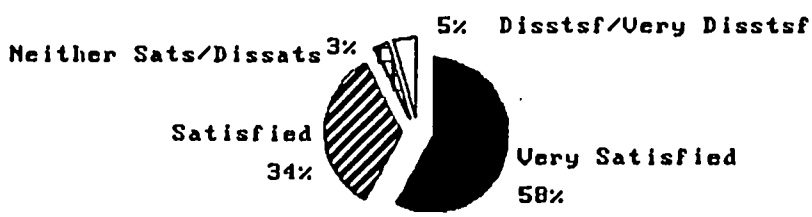
FIGURE A81

HOW SATISFIED WERE RESPONDENTS WITH THE PROGRAM SUPPORT PERSONNEL? EL SALVADOR

N=18

FIGURE A82

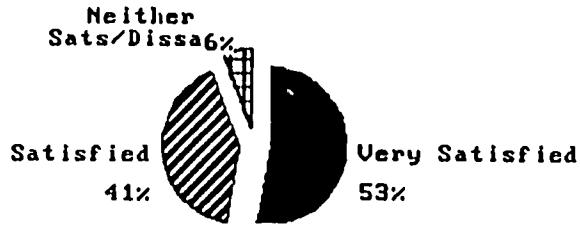
HOW SATISFIED WERE RESPONDENTS WITH THE PROGRAM SUPPORT PERSONNEL? GUATEMALA



N=64

FIGURE A83

HOW SATISFIED WERE RESPONDENTS WITH THE PROGRAM SUPPORT PERSONNEL? HONDURAS



N=17

FIGURE A84

HOW SATISFIED WERE RESPONDENTS WITH THE PROGRAM SUPPORT PERSONNEL? PANAMA

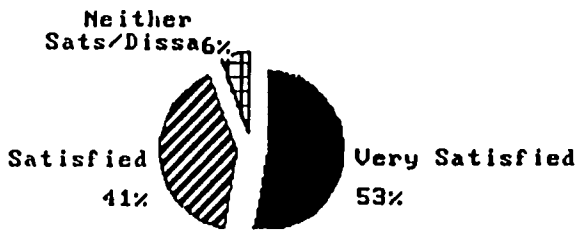


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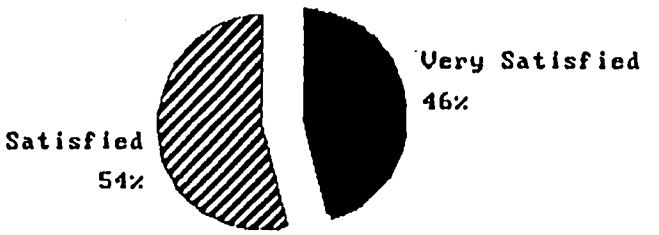
FIGURE A85

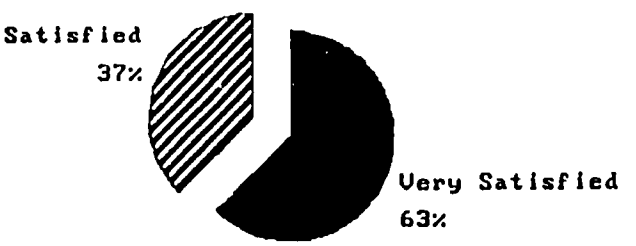
HOW SATISFIED WERE RESPONDENTS WITH THE ORGANIZATION THAT ARRANGED THEIR PROGRAM? COSTA RICA



N=26

FIGURE A86

HOW SATISFIED WERE RESPONDENTS WITH THE ORGANIZATION THAT ARRANGED THEIR PROGRAM? EL SALVADOR



N=189

FIGURE A87

HOW SATISFIED WERE RESPONDENTS WITH THE ORGANIZATION THAT ARRANGED THEIR PROGRAM? GUATEMALA

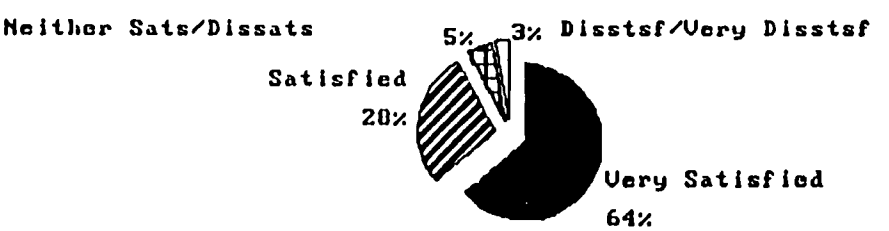


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FIGURE A88

HOW SATISFIED WERE RESPONDENTS WITH THE AMOUNT OF EFFORT REQUIRED IN THE PROGRAM? HONDURAS

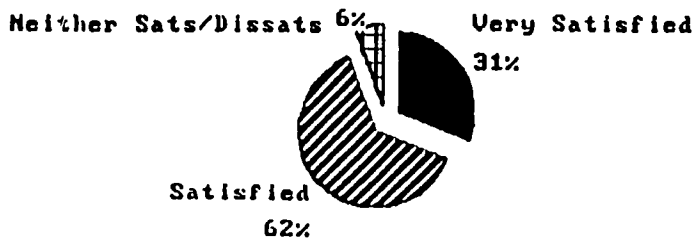

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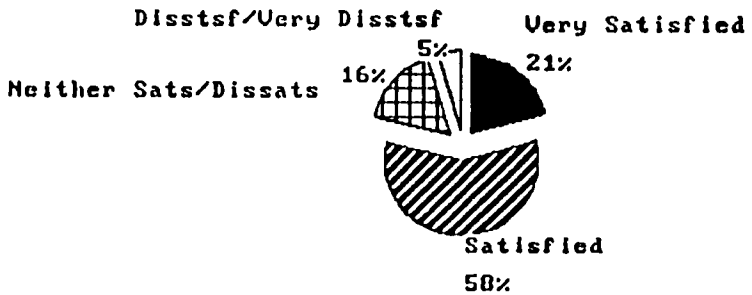
FIGURE A89

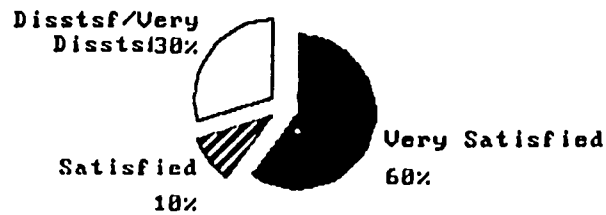
HOW SATISFIED WERE RESPONDENTS WITH THE ORGANIZATION THAT ARRANGED THEIR PROGRAM? PANAMA



N=19

FIGURE A90

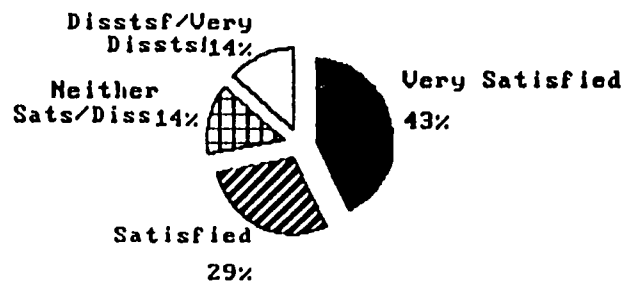
HOW SATISFIED WERE RESPONDENTS WITH THE MEDICAL CARE THEY RECEIVED?
COSTA RICA



N=10

FIGURE A91

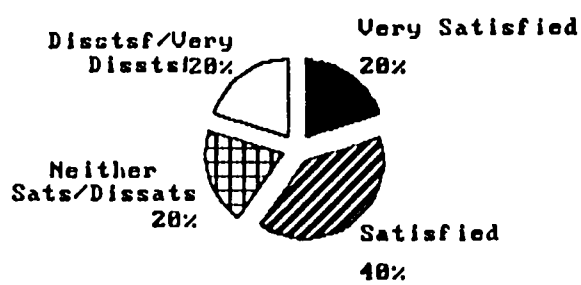
HOW SATISFIED WERE RESPONDENTS WITH THE MEDICAL CARE RECEIVED?
EL SALVADOR



N=14

FIGURE A92

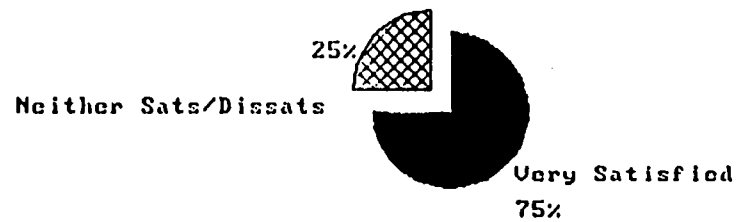
HOW SATISFIED WERE RESPONDENTS WITH THE MEDICAL CARE RECEIVED?
GUATEMALA



N=15

FIGURE A93

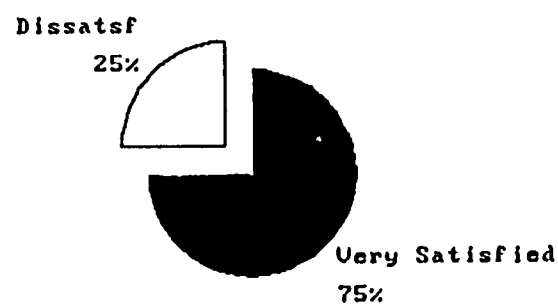
HOW SATISFIED WERE RESPONDENTS WITH THE MEDICAL CARE THEY RECEIVED?
HONDURAS



N=4

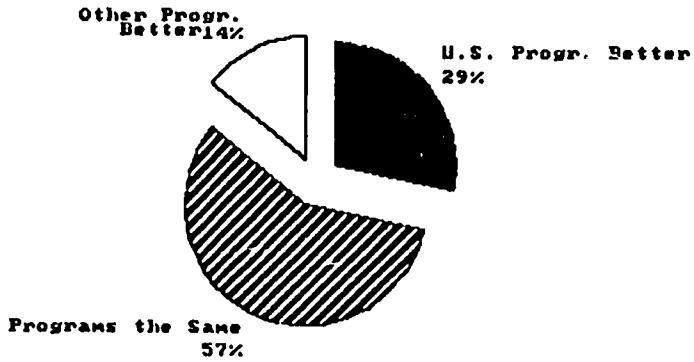
FIGURE A94

HOW SATISFIED WERE RESPONDENTS WITH THE MEDICAL CARE THEY RECEIVED?
PANAMA



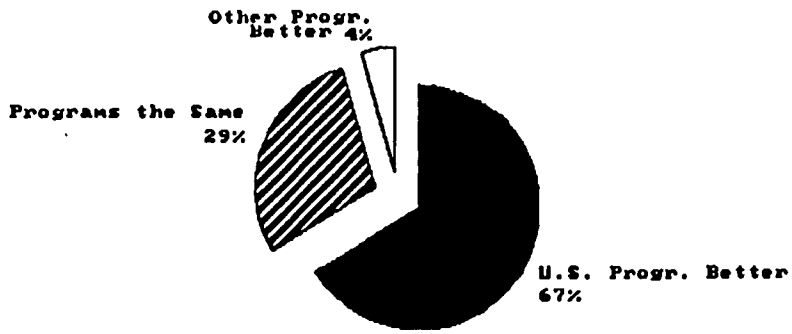
N=4

FIGURE A95
HOW DO RESPONDENTS COMPARE THEIR EXPERIENCE IN THE U.S. WITH OTHER PEOPLE'S EXPERIENCE IN OTHER COUNTRIES?
COSTA RICA



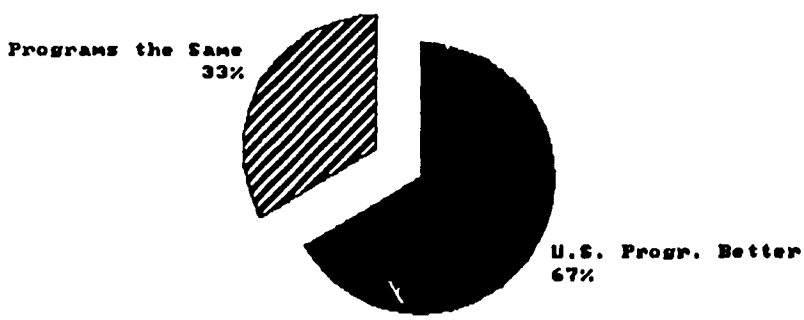
N=7

FIGURE A96
HOW DO RESPONDENTS COMPARE THEIR EXPERIENCE IN THE U.S. WITH OTHER PEOPLE'S EXPERIENCES IN TOEHR COUNTRIES?
EL SALVADOR



N=24

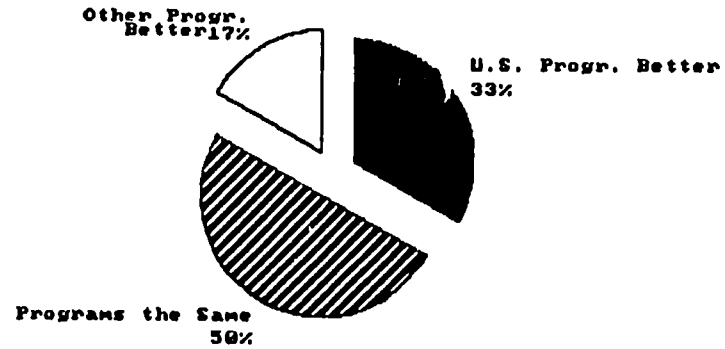
FIGURE A97
HOW DO RESPONDENTS COMPARE THEIR EXPERIENCE IN THE U.S. WITH OTHER PEOPLE'S EXPERIENCE IN OTHER COUNTRIES?
GUATEMALA



N=9

FIGURE A98

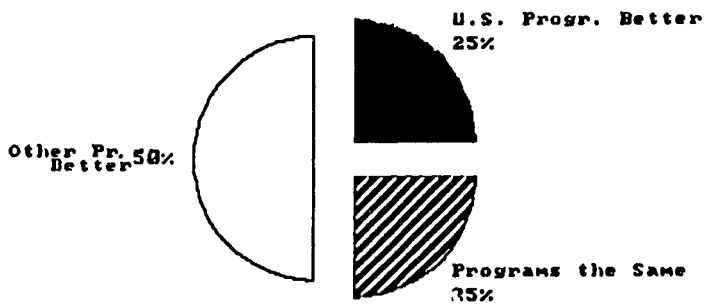
HOW DO RESPONDENTS COMPARE THEIR EXPERIENCE IN THE U.S. WITH OTHER PEOPLE'S EXPERIENCE IN OTHER COUNTRIES?
HONDURAS



N=6

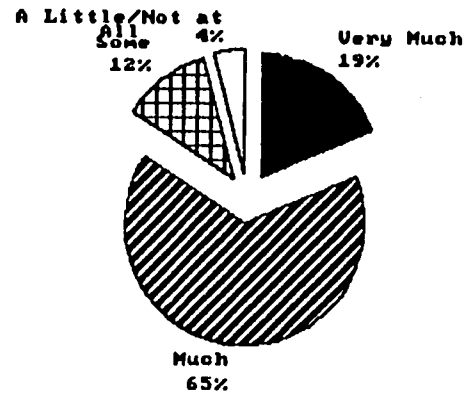
FIGURE A99

HOW DO RESPONDENTS COMPARE THEIR EXPERIENCE IN THE U.S. WITH OTHER PEOPLE'S EXPERIENCE IN OTHER COUNTRIES?
PANAMA



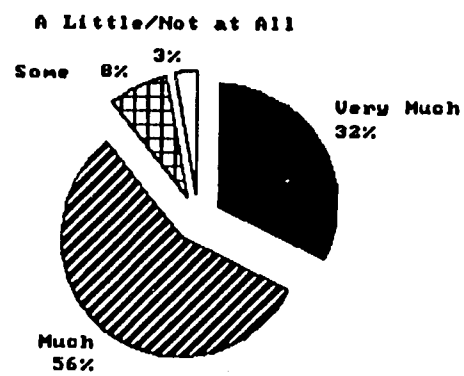
N=4

FIGURE A100
HOW MUCH RESPONDENTS FEEL THAT THE TRAINING INCREASED THEIR UNDERSTANDING ABOUT U.S. CITIZENS?
COSTA RICA



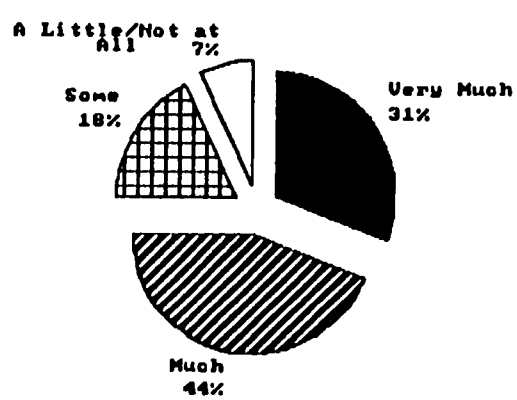
N=26

FIGURE A101
HOW MUCH DID RESPONDENTS FEEL THAT THE TRAINING INCREASED THEIR UNDERSTANDING ABOUT U.S. CITIZENS?
EL SALVADOR



N=108

FIGURE A102
HOW MUCH DID RESPONDENTS FEEL THAT THE TRAINING INCREASED THEIR UNDERSTANDING ABOUT U.S. CITIZENS?
GUATEMALA



N=61

FIGURE A103
HOW MUCH DID RESPONDENTS FEEL THE TRAINING INCREASED THEIR UNDERSTANDING ABOUT U.S. CITIZENS?
HONDURAS

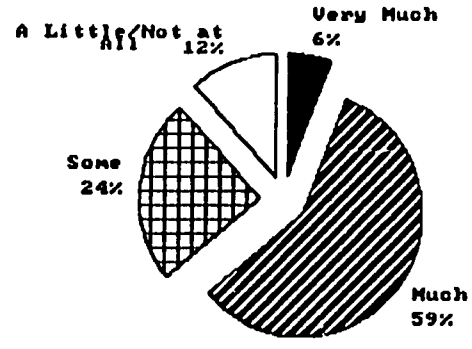


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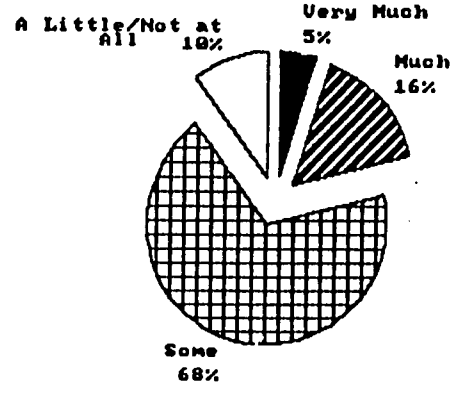
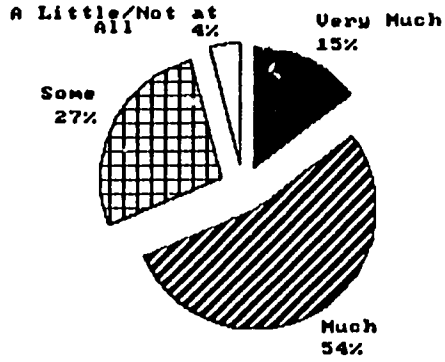
FIGURE A104
HOW MUCH DID RESPONDENTS FEEL THAT THE TRAINING INCREASED THEIR UNDERSTANDING ABOUT U.S. CITIZENS?
PANAMA



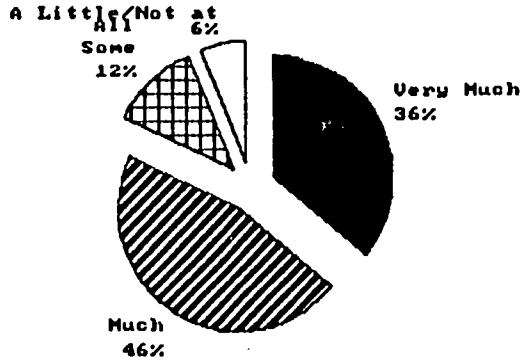
N=19

FIGURE A105
HOW MUCH DID RESPONDENTS FEEL THAT THE TRAINING INCREASED THEIR UNDERSTANDING ABOUT U.S. POLITICS?
COSTA RICA



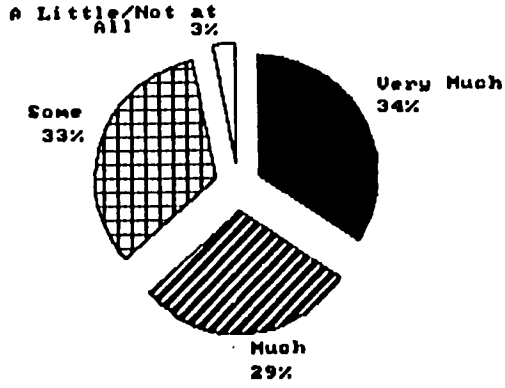
N=26

FIGURE A106
HOW MUCH DID RESPONDENTS FEEL THAT THE TRAINING INCREASED THEIR UNDERSTANDING ABOUT U.S. POLITICS?
EL SALVADOR



N=105

FIGURE A107
HOW MUCH DID RESPONDENTS FEEL THAT THE TRAINING INCREASED THEIR UNDERSTANDING ABOUT U.S. POLITICS?
GUATEMALA



N=58

FIGURE A108
HOW MUCH DID RESPONDENTS FEEL THAT THE TRAINING INCREASED THEIR UNDERSTANDING ABOUT U.S. POLITICS?
HONDURAS

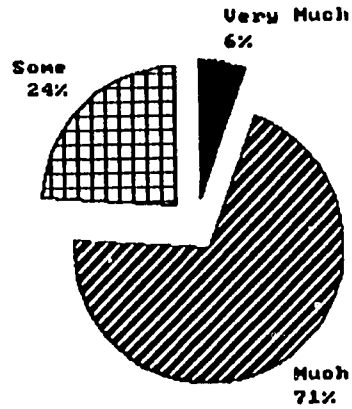


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FIGURE A109
HOW MUCH DID RESPONDENTS FEEL THAT THE TRAINING INCREASED THEIR UNDERSTANDING ABOUT U.S. POLITICS?
PANAMA

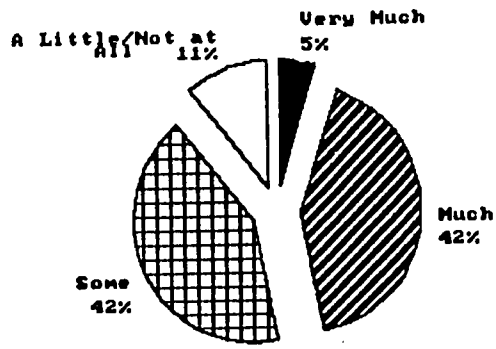

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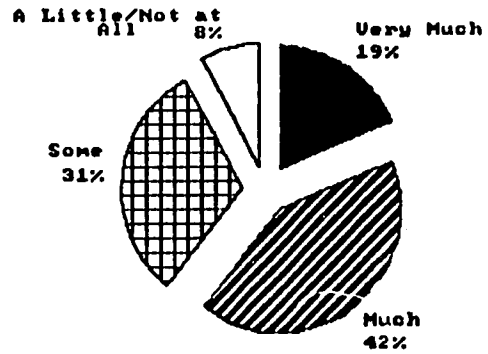
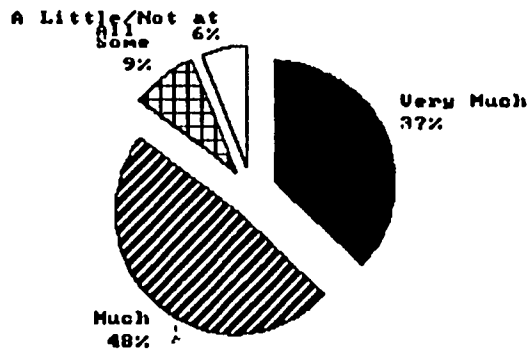
FIGURE A110
HOW MUCH DID RESPONDENTS FEEL THAT THE TRAINING INCREASED THEIR UNDERSTANDING ABOUT THE U.S. GOVERNMENT AT THE STATE AND LOCAL LEVELS?
COSTA RICA



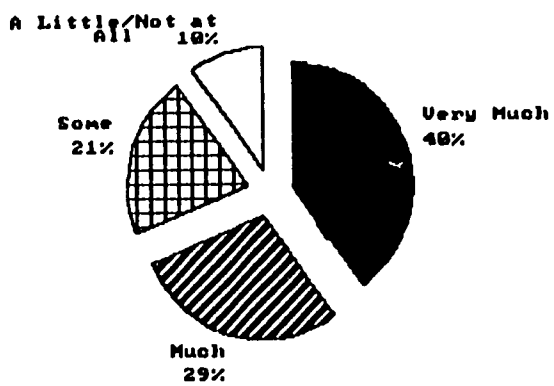
N=26

FIGURE A111
HOW MUCH DID RESPONDENTS FEEL THAT THE TRAINING INCREASED THEIR UNDERSTANDING ABOUT THE U.S. GOVERNMENT AT THE STATE AND LOCAL LEVELS?
EL SALVADOR



N=107

FIGURE A112
HOW MUCH DID RESPONDENTS FEEL THE TRAINING INCREASED THEIR UNDERSTANDING ABOUT THE U.S. GOVERNMENT AT THE STATE AND LOCAL LEVELS?
GUATEMALA



N=62

FIGURE A113
HOW MUCH DID RESPONDENTS FEEL THE TRAINING INCREASED THEIR UNDERSTANDING ABOUT THE U.S. GOVERNMENT AT THE STATE AND LOCAL LEVELS?
HONDURAS

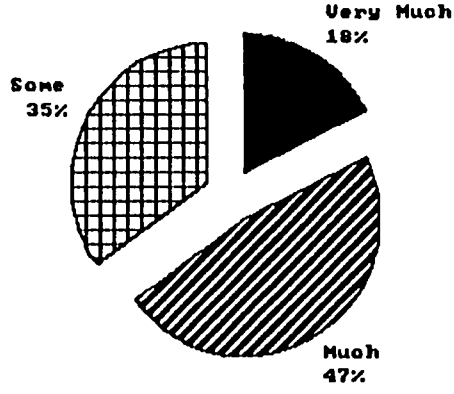


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FIGURE A114
HOW MUCH DID RESPONDENTS FEEL THE TRAINING INCREASED THEIR UNDERSTANDING ABOUT THE U.S. GOVERNMENT AT THE STATE AND LOCAL LEVELS?
PANAMA

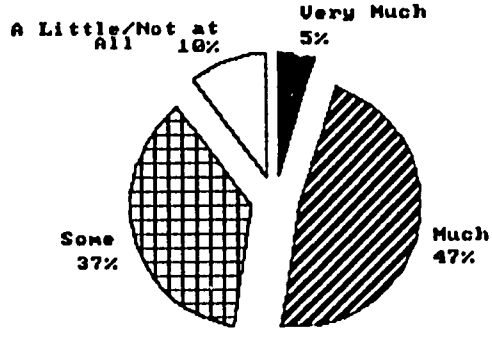

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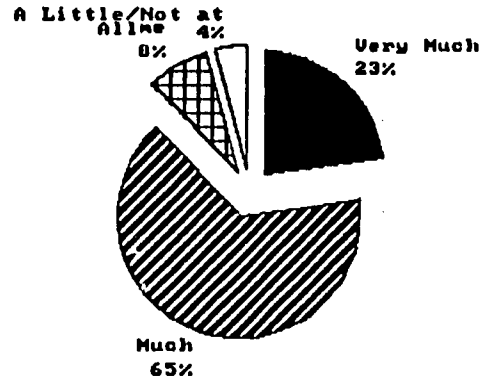
FIGURE A 115
HOW DID RESPONDENTS FEEL THAT THE TRAINING INCREASED THEIR UNDERSTANDING ABOUT U.S. LIFE STYLES?
COSTA RICA



N=26

FIGURE A 116
HOW MUCH DID RESPONDENTS FEEL THE TRAINING INCREASED THEIR UNDERSTANDING ABOUT U.S. LIFE STYLES?
EL SALVADOR

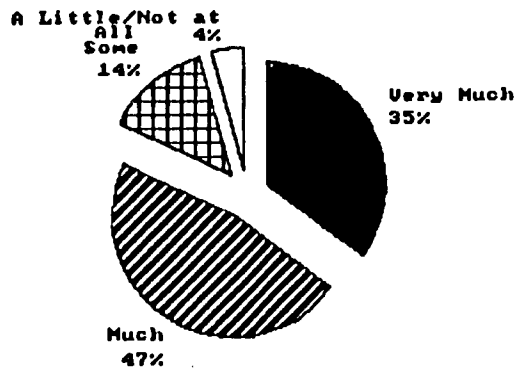


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FIGURE A 117
HOW MUCH DID RESPONDENTS FEEL THE TRAINING INCREASED THEIR UNDERSTANDING ABOUT U.S. LIFE STYLES?
GUATEMALA

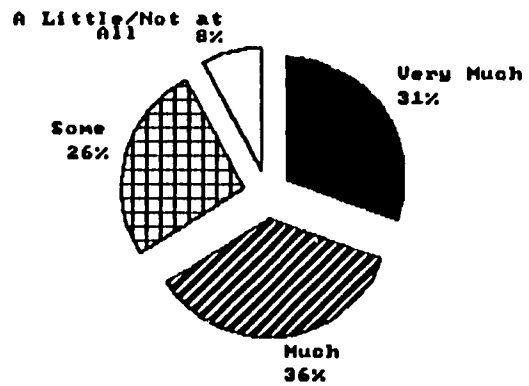

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FIGURE A118

HOW MUCH DID RESPONDENTS FEEL THAT THE TRAINING INCREASED THEIR UNDERSTANDING ABOUT U.S. LIFE STYLES?
HONDURAS

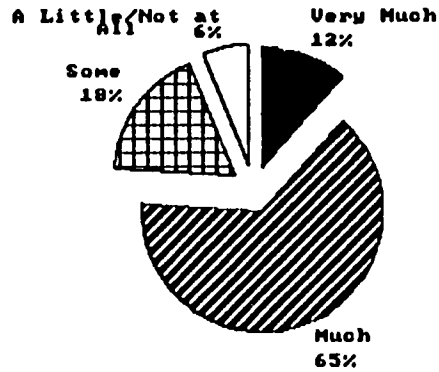

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FIGURE A119

HOW MUCH DID RESPONDENTS FEEL THAT THE TRAINING INCREASED THEIR UNDERSTANDING ABOUT U.S. LIFE STYLES?
PANAMA

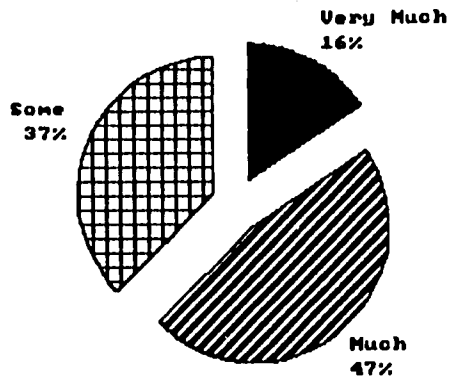

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FIGURE A120
HOW MUCH DID RESPONDENTS FEEL THAT THE TRAINING INCREASED THEIR UNDERSTANDING ABOUT U.S. FAMILIES?
COSTA RICA

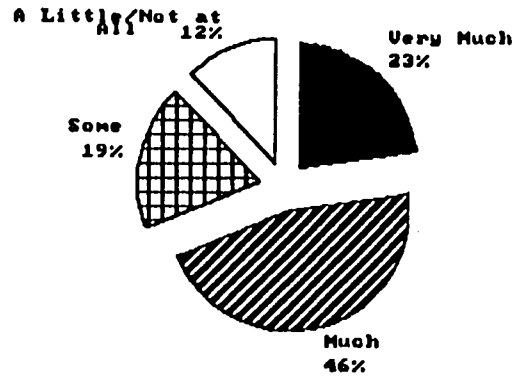

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FIGURE A121
HOW MUCH DID RESPONDENTS FEEL THAT THE TRAINING INCREASED THEIR UNDERSTANDING ABOUT U.S. FAMILIES?
EL SALVADOR

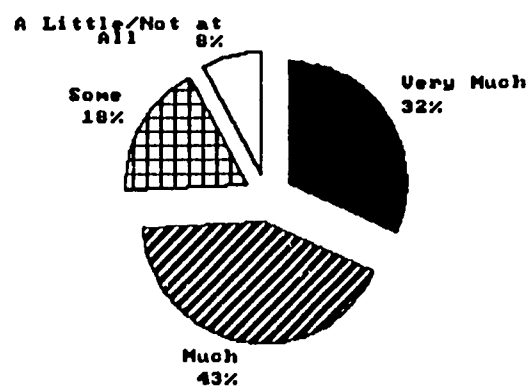

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FIGURE A122
HOW MUCH DID RESPONDENTS FEEL THAT THE TRAINING INCREASED THEIR UNDERSTANDING ABOUT U.S. FAMILIES?
GUATEMALA

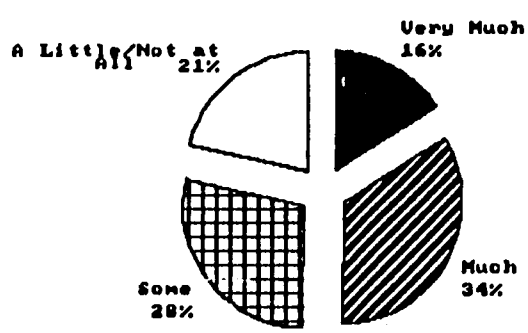

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FIGURE A 123
HOW MUCH DID RESPONDENTS FEEL THAT THE TRAINING INCREASED THEIR UNDERSTANDING ABOUT U.S. FAMILIES?
HONDURAS

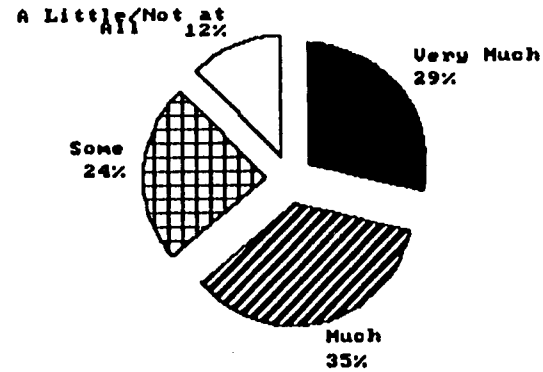

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FIGURE A 124
HOW MUCH DID RESPONDENTS FEEL THAT THE TRAINING INCREASED THEIR UNDERSTANDING ABOUT U.S. FAMILIES?
PANAMA

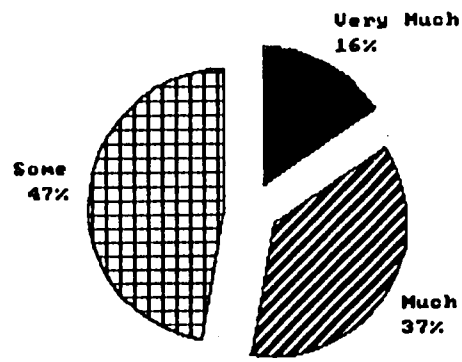

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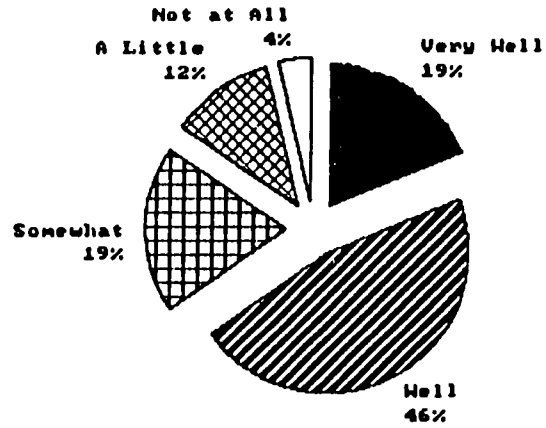
FIGURE A125
HOW WELL DO RESPONDENTS THINK U.S. CITIZENS ARE AWARE OF OR UNDERSTAND THEIR COUNTRY?
COSTA RICA



N=26

FIGURE A126
HOW WELL DO RESPONDENTS THINK U.S. CITIZENS ARE AWARE OF OR UNDERSTAND THEIR COUNTRY?
EL SALVADOR

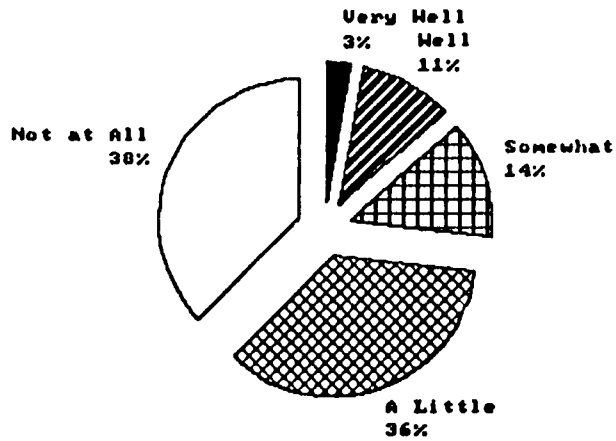


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FIGURE A127
HOW WELL DO RESPONDENTS THINK U.S. CITIZENS ARE AWARE OF OR UNDERSTAND THEIR COUNTRY?
GUATEMALA

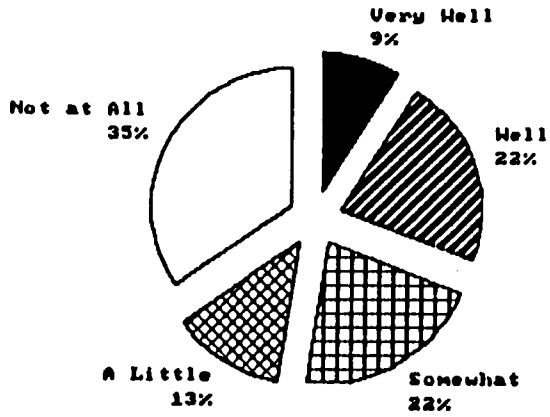

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FIGURE A128
HOW WELL DO RESPONDENTS THINK U.S. CITIZENS ARE AWARE OF OR UNDERSTAND THEIR COUNTRY?
HONDURAS

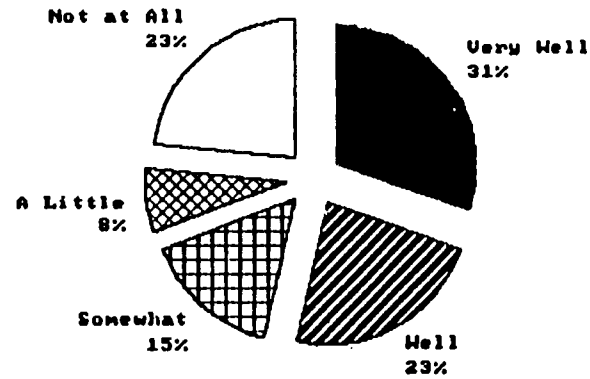

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FIGURE A129
HOW WELL DO RESPONDENTS THINK U.S. CITIZENS ARE AWARE OF OR UNDERSTAND THEIR COUNTRY?
PANAMA

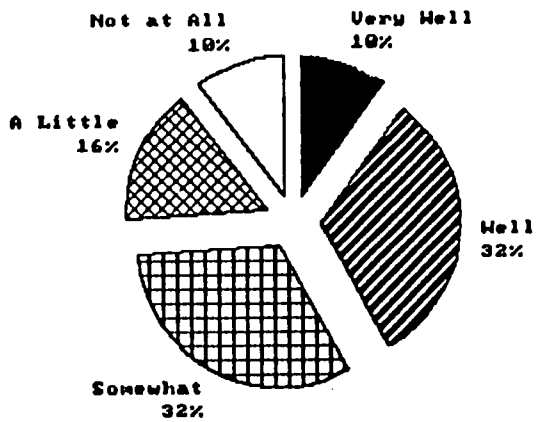

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FIGURE A 130
HOW DID RESPONDENTS RATE THEIR SCHOLARSHIP PROGRAM?
COSTA RICA

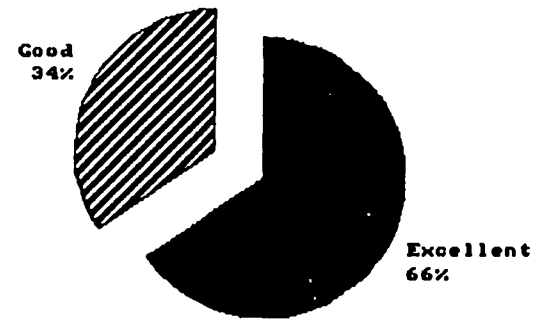

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FIGURE A 131
HOW DID RESPONDENTS RATE THEIR SCHOLARSHIP PROGRAM?
EL SALVADOR

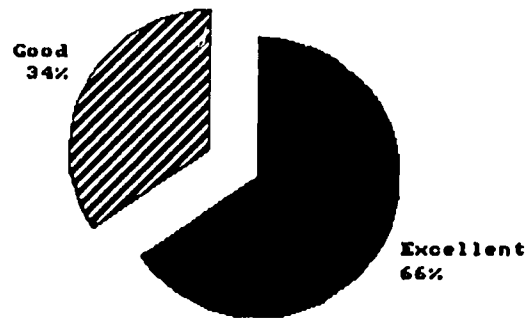

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FIGURE A 132
HOW DID RESPONDENTS RATE THEIR SCHOLARSHIP PROGRAM?
GUATEMALA

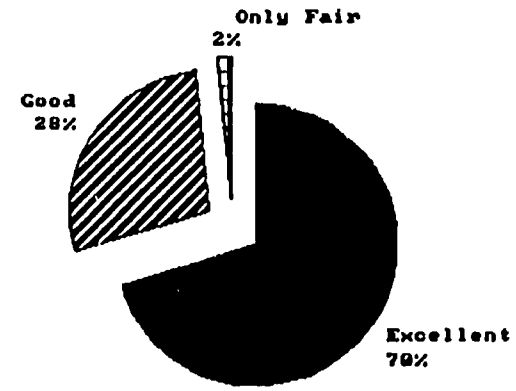

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FIGURE A133
HOW DID RESPONDENTS RATE THEIR SCHOLARSHIP PROGRAM?
HONDURAS

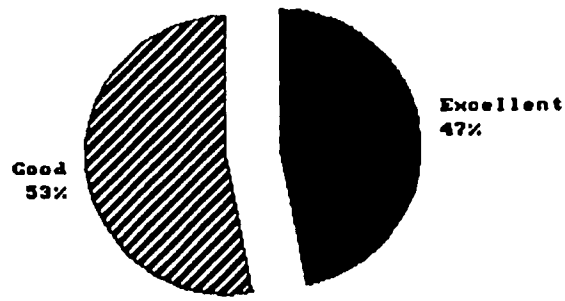

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FIGURE A134
HOW DID RESPONDENTS RATE THEIR SCHOLARSHIP PROGRAM?
PANAMA

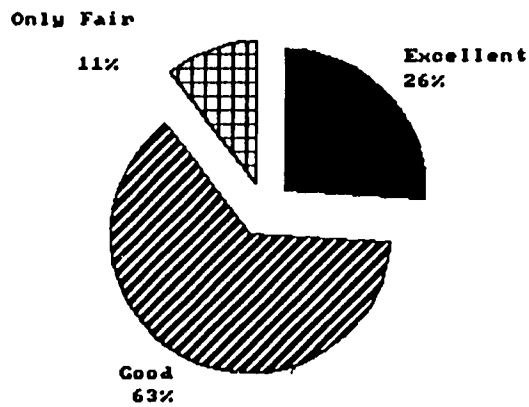

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FIGURE A135
HOW SATISFIED OVERALL WERE RESPONDENTS WITH THEIR PROGRAM?
COSTA RICA

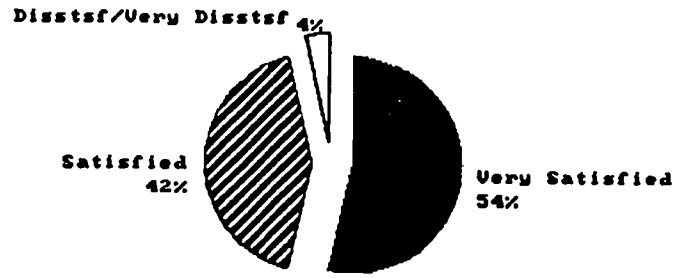

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FIGURE A136
HOW SATISFIED OVERALL WERE RESPONDENTS WITH THEIR PROGRAM?
EL SALVADOR

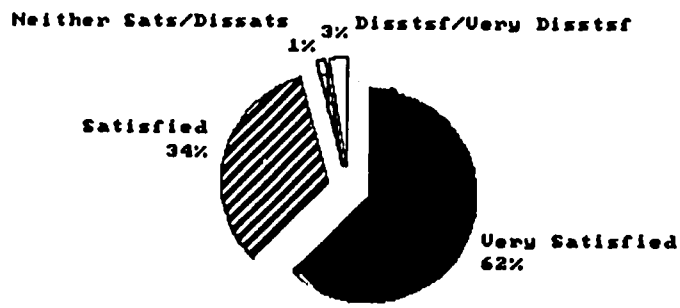

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FIGURE A137
HOW SATISFIED OVERALL WERE RESPONDENTS WITH THEIR PROGRAM?
GUATEMALA

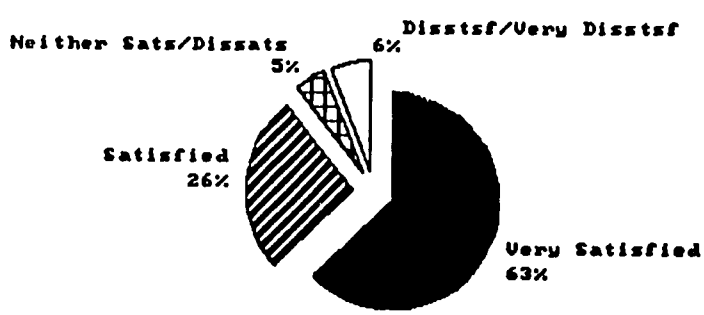

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FIGURE A 138
HOW SATISFIED OVERALL WERE RESPONDENTS WITH THEIR PROGRAM?
HONDURAS

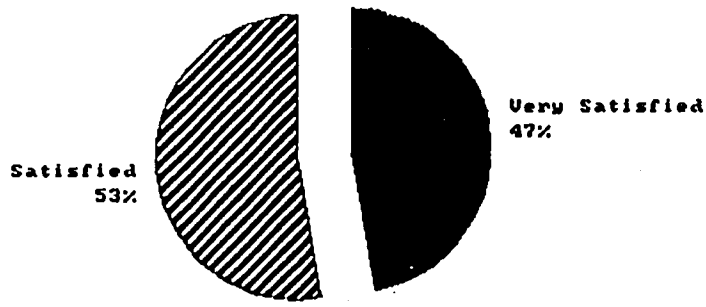

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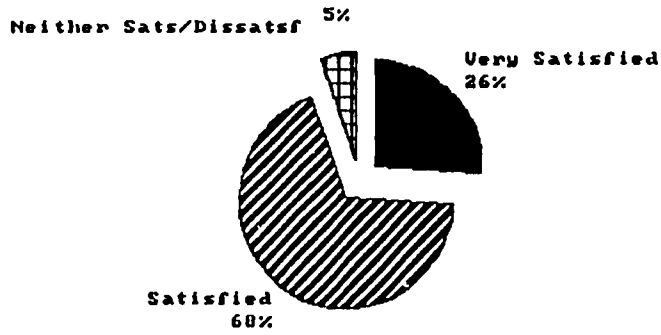
FIGURE A 139
HOW SATISFIED OVERALL WERE RESPONDENTS WITH THEIR PROGRAM?
PANAMA



N=19

Program Cost Details

APPENDIX D, SECTION 1: CAPS TECHNICAL TRAINING COST, ROCAP

PIO/P NO.	PROGRAM DESCRIPTION	PROGRAM ENHANCEMENTS AFFECTING COST	CONTRACTOR	DEPT DATE	RETRUN DATE	TRAINING MONTHS/ PROGRAM	TOTAL NUMBER TRAINEES	TOTAL TRAIN. MONTHS/ PROGRAM	TOTAL BUDGET	COST PER TRAINING MONTH
50032	Cooperative Management	Short-term training at INCAE, 2 wks in Miami, 3 wk observation tour throughout the US conducted by ACDI. Interpreters and extensive US travel.	INCAE	12-Aug-85	02-Nov-85	2.7	40	108	$356,000	$3,300
50034	Vocational Agricultural Education	Short-term training at Zamorano. Travel within the US and study at University of Florida.	ZAMORANO	12-Jan-86	05-Mar-86	1.7	30	51	$172,242	$3,357
60042	Vocational Agricultural Education	Short-term training at Zamorano. Survival English training and travel within the US to EIL and Tuskeegee University.	ZAMORANO	14-Sep-86	03-Dec-86	2.6	27	71	$171,900	$2,419
60043	Vocational Agricultural Education	Short-term training at Zamorano. Survival English training and travel within the US to EIL and Louisiana State University.	ZAMORANO	11-May-86	03-Aug-86	2.8	25	69	$171,500	$2,483
60044	Vocational Agricultural Education	Short-term training at Zamorano. Survival English training and travel within the US to EIL and Tuskeegee University.	ZAMORANO	10-Aug-86	29-Oct-86	2.6	24	63	$172,800	$2,736
60045	Vocational Agricultural Education	Short-term training at Zamorano. Survival English training and travel within the US to EIL and Louisiana State University.	ZAMORANO	04-May-86	20-Jul-86	2.5	25	63	$171,500	$2,708

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APPENDIX D, SECTION 1: CAPS TECHNICAL TRAINING COST, ROCAP

PIO/P NO.	PROGRAM DESCRIPTION	PROGRAM ENHANCEMENTS AFFECTING COST	CONTRACTOR	DEPT DATE	RETRUN DATE	TRAINING MONTHS/ PROGRAM	TOTAL NUMBER TRAINEES	TOTAL TRAIN. MONTHS/ PROGRAM	TOTAL BUDGET	COST PER TRAINING MONTH
70011	Cooperative Management	1 month short-term training in Costa Rica, 1 month Survival ELT at EIL in Mass, 1 month training in Miami including observation tour of coops in Florida.	INCAE	06-Jul-86	28-Sep-86	2.8	47	130	$298,623	$2,299
70015	Small Business Management	1 month short-term training in Costa Rica, 1 month Survival ELT at EIL in Mass, 1 month training in Miami.	INCAE	06-Jul-86	28-Sep-86	2.8	47	130	$413,777	$3,186
TOTAL PROGRAMS: 8							265.0	686	$1,928,342	$2,813

APPENDIX D, SECTION 1: CAPS TECHNICAL TRAINING COST, BELIZE

PIO/P NO.	PROGRAM DESCRIPTION	PROGRAM ENHANCEMENTS AFFECTING COST	CONTRACTOR	DEPT DATE	RETURN DATE	TOTAL TRAIN MONTHS	TOTAL NUMBER TRAINEES	TOTAL PROGRAM TRAINING MONTHS	TOTAL BUDGET	COST PER TRAINING MONTH
50001	High school principals attend course at Ferris State College.	In-country contractor activities; considerable "Experience America" activities.	FERRIS ST COLLEGE	14-Jul-85	24-Aug-85	1.3	15	20	$75,000	$3,707
50007	High School principals attend course at Ferris State College.	In-country contractor activities; considerable "Experience America" activities.	PIET	16-Jun-86	25-Jul-86	1.3	15	19	$80,000	$4,157
50006	Rural primary school teachers attend skills training course.	Some US travel.	PIET	07-Jul-86	25-Aug-86	1.6	25	40	$111,875	$2,776
50019	Twelve rural nurses attend skills enhancement course.	Considerable "Experience America" activities.	HAMPTON UNIV	10-Aug-86	20-Sep-86	1.3	12	16	$52,700	$3,256
50020	Twelve rural nurses attend skills enhancement course.	Considerable "Experience America" activities.	HAMPTON UNIV	21-Sep-86	01-Nov-86	1.3	12	16	$52,700	$3,256
	TOTAL BELIZE: 5 PROGRAMS						79	112	$372,275	$3,320

APPENDIX A, SECTION 1: CAPS TECHNICAL TRAINING COSTS FOR HONDURAS

PIO/P NO.	PROGRAM DESCRIPTION	PROGRAM ENHANCEMENTS AFFECTING COSTS	CONTRACTOR	DEPARTURE DATE	RETURN DATE	TRAIN MONTHS	TOTAL SCHOLARS	TOTAL PRGRM TRAIN MONTHS	TOTAL BUDGET	COST PER TRAINING MONTH

APPENDIX A, SECTION 1: CAPS TECHNICAL TRAINING COSTS FOR HONDURAS

PIO/P NO.	PROGRAM DESCRIPTION	PROGRAM ENHANCEMENTS AFFECTING COSTS	CONTRACTOR	DEPARTURE DATE	RETURN DATE	TRAIN MONTHS	TOTAL SCHOLARS	TOTAL PRGRM TRAIN MONTHS	TOTAL BUDGET	COST PER TRAINING MONTH
50064	Agricultural economics.	No information.	GALLOWAY FARMS	21-Apr-85	10-May-85	0.62	13	8.06	$25,051	$3,108
50074	Irrigation course at Utah State.	No information.	S&T/IT	12-May-85	30-Jun-85	1.61	2	3.22	$13,500	$4,193
50085	Tulane/SDC Population Workshop.	No information.	S&T/IT	06-May-85	01-Jun-85	0.85	5	4.25	$16,535	$3,891
50102	City, community and regional planning course at M.I.T.	No information.	S&T/IT	17-Jun-85	28-Jun-85	0.36	1	0.36	$2,790	$7,750
50103	Investments and securities course at Harvard Institute for International Development.	No information.	S&T/IT	24-Jun-85	07-Aug-85	1.45	1	1.45	$8,738	$6,026
50106	Dept of Labor statistics course "Agricultural Data Systems for Developing Countries."	No information.	S&T/IT	13-Jun-85	26-Jul-85	1.41	1	1.41	$5,671	$4,022
50108	Agricultural business and management course at Kansas State Food & Grain Institute.	No information.		03-Jun-85	26-Jul-85	1.74	4	6.96	$37,740	$5,422
50119	City, community and regional planning course at M.I.T.	No information.	S&T/IT	17-Jun-85	29-Jul-85	0.39	7	2.73	$21,504	$7,877

APPENDIX A, SECTION 1: CAPS TECHNICAL TRAINING COSTS FOR HONDURAS

PIO/P NO.	PROGRAM DESCRIPTION	PROGRAM ENHANCEMENTS AFFECTING COSTS	CONTRACTOR	DEPARTURE DATE	RETURN DATE	TRAIN MONTHS	TOTAL SCHOLARS	TOTAL PRGRM TRAIN MONTHS	TOTAL BUDGET	COST PER TRAINING MONTH
50159	International business management course at Harvard Business School.	No information.	S&T/IT	03-Feb-85	11-May-85	3.19	1	3.19	$27,806	$8,532
50160	Irrigation course at Utah State.	No information.	S&T/IT	05-Jul-85	20-Jul-85	0.59	1	0.59	$5,034	$8,532

APPENDIX A, SECTION 1: CAPS TECHNICAL TRAINING COSTS FOR HONDURAS

PIO/P NO.	PROGRAM DESCRIPTION	PROGRAM ENHANCEMENTS AFFECTING COSTS	CONTRACTOR	DEPARTURE DATE	RETURN DATE	TRAIN MONTHS	TOTAL SCHOLARS	TOTAL PRGRM TRAIN MONTHS	TOTAL BUDGET	COST PER TRAINING MONTH
50163	Accounting and computing course given at Office of Budget & Management, Puerto Rico.	No information.	S&T/IT	24-Jun-85	29-Jun-85	0.16	4	0.64	$6,100	$9,531
50164	Agricultural economics course at Kansas State University.	No information.	S&T/IT	08-Jul-85	20-Jul-85	0.39	6	2.34	$14,298	$6,110
50183	Maternal and child health course given by La Leche League.	No information.	S&T/IT	23-Jul-85	26-Jul-85	0.10	8	0.8	$11,504	$14,380
50191	Irrigation course at Utah State.	No information.	S&T/IT	28-Jul-85	31-Aug-85	1.12	1	1.12	$7,755	$6,924
50192	Meat and milk production for cattlemen associated with Livestock Fund.	In-country and US orientation, social/cultural enrichment activities, in-country training needs assessment, recruitment.	WINROCK INT	09-Jun-85	29-Jun-85	0.66	10	6.6	$34,990	$5,302
50193	Meat and milk production for cattlemen associated with Livestock Fund.	In-country and US orientation, social/cultural enrichment activities, in-country training needs assessment, recruitment.	WINROCK INT	07-Jul-85	27-Jul-85	0.66	10	6.6	$34,990	$5,302
50194	Visit and exchange program in crop diversification, livestock production, and farmer organizations.	In-country and US orientation, social/cultural enrichment activities, in-country training	NEW MEXICO ST	20-Jul-85	05-Aug-85	0.53	15	7.95	$31,963	$4,021
50196	Business management for small entrepreneurs. Course designed to improve management capabilities and to expose participants to new ideas and techniques by visits to similar US operations.	In-country and US orientation, social/cultural enrichment activities, in-country training needs assessment, recruitment, placement, monitoring, follow-up. Training in Spanish.	PARTNERS/AMERICAS	1[illegible]-Apr-85	29-Apr-85	0.49	17	8.33	$50,000	$6,002

APPENDIX A, SECTION 1: CAPS TECHNICAL TRAINING COSTS FOR HONDURAS

PIO/P NO.	PROGRAM DESCRIPTION	PROGRAM ENHANCEMENTS AFFECTING COSTS	CONTRACTOR	DEPARTURE DATE	RETURN DATE	TRAIN MONTHS	TOTAL SCHOLARS	TOTAL PRGRM TRAIN MONTHS	TOTAL BUDGET	COST PER TRAINING MONTH
50209	Meat and milk production for cattlemen associated with Livestock Fund.	In-country and US orientation, social/cultural enrichment activities, in-country training	WINROCK INT	04-Aug-85	29-Apr-85	0.69	10	6.9	$34,990	$5,071
50230	Forestry course at U of Michigan.	No information.	S&T/IT	21-Sep-85	21-Oct-85	0.99	1	0.99	$3,977	$4,017
50231	Business management for small entrepreneurs. Course designed to improve management capabilities and to expose participants to new ideas and techniques by visits to similar US operations.	In-country and US orientation, social/cultural enrichment activities, in-country training needs assessment, recruitment, placement, monitoring, follow-up. Training in Spanish.	PARTNERS/AMERICAS	03-Aug-85	18-Aug-85	0.49	20	9.8	$50,000	$5,102
50232	Visit and exchange program in crop diversification, livestock production, and farmer organizations.	In-country and US orientation, social/cultural enrichment activities, in-country training	NEW MEXICO STATE	22-Aug-85	09-Sep-85	0.59	20	11.8	$42,618	$3,612
50235	Irrigation course.	No information.	S&T/IT	06-Oct-85	16-Nov-85	1.35	2	2.7	$14,260	$5,281
50255	Forest hydrology.	No information.	S&T/IT	30-Sep-85	30-Dec-85	3.00	1	3.0	$16,398	$5,466
50280	Swine production for women. Course provided first-hand experience and exposure to various technology levels by visits to farms, processing plants and swine facilities.	In-country and US orientation, social/cultural enrichment activities, in-country training needs assessment, recruitment.	WINROCK INT	08-Sep-85	22-Sep-85	0.46	10	4.6	$32,750	$7,120

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APPENDIX A, SECTION 1: CAPS TECHNICAL TRAINING COSTS FOR HONDURAS

PIO/P NO.	PROGRAM DESCRIPTION	PROGRAM ENHANCEMENTS AFFECTING COSTS	CONTRACTOR	DEPARTURE DATE	RETURN DATE	TRAIN MONTHS	TOTAL SCHOLARS	TOTAL PRGRM TRAIN MONTHS	TOTAL BUDGET	COST PER TRAINING MONTH
50286	Taxation course given by IRS.	No information.	S&T/IT	30-Sep-85	08-Nov-85	1.28	1	1.28	$7,062	$5,517
50296	Bureau of Labor Statistics course.	No information.	S&T/IT	06-Oct-85	07-Dec-85	2.04	1	2.04	$8,590	$4,211
50301	Swine production for women. Course provided first-hand experience and exposure to various technology levels by visits to farms, processing plants and swine facilities.	In-country and US orientation, social/cultural enrichment activities, in-country training needs assessment, recruitment.	WINROCK INT	29-Sep-85	13-Oct-85	0.46	10	4.6	$32,750	$7,120
50304	Milk production: collection, hauling handling procedures, quality control standards. Two course sessions on same PIO/P.	In-country and US orientation, social/cultural enrichment activities, in-country training needs assessment, recruitment, monitoring of participants. Training in Spanish.	LAND O' LAKES	06-Oct-85 03-Nov-85	02-Nov-85 02-Dec-85	0.95	8	7.6	$27,912	$3,673
50320	Industrial equipment maintenance and repair. Course described as technical although 12 months duration.	No information.	S&T/IT	02-Jan-85	31-Dec-85	11.93	1	11.93	$20,714	$1,736
50331	Elementary education.	Travel in US for site visits.	S&T/IT	03-Mar-86	22-Mar-86	0.62	2	1.24	$10,498	$8,466
50339	Manufacturing and materials processing at Technical Training Center, Huntley, IL.	No information.	S&T/IT	05-Jan-86	30-Apr-86	3.78	2	7.56	$36,600	$4,841

APPENDIX A, SECTION 1: CAPS TECHNICAL TRAINING COSTS FOR HONDURAS

PIO/P NO.	PROGRAM DESCRIPTION	PROGRAM ENHANCEMENTS AFFECTING COSTS	CONTRACTOR	DEPARTURE DATE	RETURN DATE	TRAIN MONTHS	TOTAL SCHOLARS	TOTAL PRGRM TRAIN MONTHS	TOTAL BUDGET	COST PER TRAINING MONTH
50354	Investments and securities.	No information.	S&T/IT	01-Jun-86	01-Jul-86	1.00	1	1.0	$8,800	$8,800
50367	Elementary education.	Travel in US for site visits.	S&T/IT	03-Jul-86	27-Jul-85	0.79	3	2.37	$14,283	$6,027
50368	Elementary education.	Travel in US for site visits.	S&T/IT	03-Aug-86	16-Aug-86	0.43	3	1.29	$15,000	$11,628
50392	Banking and finance.	No information.	S&T/IT	15-Feb-86	01-Mar-86	0.46	4	1.84	$35,000	$19,022
50411	Air traffic control.	No information.	S&T/IT	26-Mar-86	17-May-86	1.71	5	8.55	$46,485	$5,437
50426	4 week program with case studies of Central American and US businesses and simulations. Topics included decision-making, management skills competition strategies and implementation plans.	In-country and US orientation, social/cultural enrichment activities, in-country training needs assessment, recruitment, monitoring of participants. Training in Spanish.	INCAE	22-Feb-86	28-Mar-86	1.12	40	44.8	$153,600	$3,429
50428	Forestry course at U of Michigan.	No information.	S&T/IT	11-Apr-86	29-Apr-86	0.59	1	0.59	$2,815	$4,771
50437	Business management for small entrepreneurs. Course designed to improve management capabilities and to expose participants to new ideas and techniques by visits to similar US operations.	In-country and US orientation, social/cultural enrichment activities, in-country training needs assessment, recruitment, placement, monitoring, follow-up. Training in Spanish.	PARTNERS/AMERICAS	25-Mar-86	09-Apr-86	0.49	19	9.31	$30,400	$3,265
50444	International marketing (export) course at World Trade Institute.	No information.	S&T/IT	21-Apr-86	02-May-86	0.36	3	1.08	$11,212	$10,381

APPENDIX A, SECTION 1: CAPS TECHNICAL TRAINING COSTS FOR HONDURAS

PIO/P NO.	PROGRAM DESCRIPTION	PROGRAM ENHANCEMENTS AFFECTING COSTS	CONTRACTOR	DEPARTURE DATE	RETURN DATE	TRAIN MONTHS	TOTAL SCHOLARS	TOTAL PRGRM TRAIN MONTHS	TOTAL BUDGET	COST PER TRAINING MONTH
50452	Investments and securities.	No information.	S&T/IT	30-Jun-86	18-Aug-86	1.61	1	1.61	$8,800	$5,466
50459	Forestry course at U of Tennessee.	No information.	S&T/IT	12-May-86	24-May-86	0.39	2	0.78	$8,075	$10,353
50461	Small business crop production.	No information.	ACDI	06-Jul-86	21-Jul-86	0.49	15	7.35	$30,260	$4,117
50466	Investments and securities.	No information.	S&T/IT	30-Jun-86	18-Aug-86	1.64	1	1.64	$8,000	$4,878
50470	Farm management course, U of Minn.	No information.	S&T/IT	16-Jun-86	12-Jul-86	0.85	3	2.55	$16,371	$6,420
50472	Dairy production course for dairy industry technicians. Main course objective is to improve capability of milk handling and production of milk by-products.	In-country and US orientation, social/cultural enrichment activities, in-country training needs assessment, recruitment, placement, monitoring, follow-up.	PARTNERS/AMERICAS							
50502	Business management for small entrepreneurs. Course designed to improve management capabilities and to expose participants to new ideas and techniques by visits to similar US operations.	In-country and US orientation, social/cultural enrichment activities, in-country training needs assessment, recruitment, placement, monitoring, follow-up. Training in Spanish.	PARTNERS/AMERICAS	25-Mar-86	09-Apr-86	0.49	19	9.31	$30,400	$3,265
50510	Business management for small entrepreneurs. Course for women. To improve management capabilities and expose participants to new ideas and techniques by visiting similar US operations.	In-country and US orientation, social/cultural enrichment activities, in-country training needs assessment, recruitment, placement, monitoring, follow-up. Training in Spanish.	PARTNERS/AMERICAS	09-Aug-86	25-Aug-86	0.53	20	10.6	$32,000	$3,019

APPENDIX A, SECTION 1: CAPS TECHNICAL TRAINING COSTS FOR HONDURAS

PIO/P NO.	PROGRAM DESCRIPTION	PROGRAM ENHANCEMENTS AFFECTING COSTS	CONTRACTOR	DEPARTURE DATE	RETURN DATE	TRAIN MONTHS	TOTAL SCHOLARS	TOTAL PRGRM TRAIN MONTHS	TOTAL BUDGET	COST PER TRAINING MONTH
50522	Export marketing for small business. Study of methods for exporting, marketing fruits and vegetables to North America. Analysis of markets, specific product information, and regulations.	In-country and US orientation, social/cultural enrichment activities, in-country training needs assessment, recruitment, placement, monitoring, follow-up. Training in Spanish.	PARTNERS/AMERICAS	20-Sep-86	05-Oct-86	0.49	20	9.8	$32,000	$3,265
60092	Micro-computers.	NO information.	S&T/IT	11-Aug-86	30-Aug-86	0.62	1	0.62	$4,450	$7,177
60107	Intensive English language training.	No information.	S&T/IT	18-Aug-86	20-Dec-86	3.06	1	3.06	$2,960	$967
60108	Forest products and processing.	No information.	S&T/IT	18-Sep-86	28-Sep-86	0.33	1	0.33	$1,280	$3,879
60109	Micro-computers.	No information.	S&T/IT	11-Aug-86	29-Aug-86	0.59	1	0.59	$4,500	$7,627
60115	Forestry products and processing.	No information.	S&T/IT	06-Sep-85	09-Nov-85	2.10	10	21	$85,950	$4,093
60137	Pumps and drainage.	No information.	S&T/IT	20-Sep-86	18-Oct-86	0.92	1	0.92	$5,300	$5,761
60138	Export marketing.	No information.	S&T/IT	06-Sep-86	19-Sep-86	0.43	3	1.29	$12,000	$9,302
60147	Forest resources.	No information.	S&T/IT	28-Sep-86	25-Oct-86	0.89	2	1.78	$6,630	$3,725
60158	Telecommunications.	No information.	S&T/IT	28-Sep-86	18-Oct-86	0.66	1	0.66	$3,750	$5,682
TOTAL	HONDURAS: 68 PROGRAMS						377	287.3	$1,305,409	$4,543

APPENDIX D, SECTION 1: CAPS TECHNICAL TRAINING COST, GUATEMALA

PIO/P NO.	PROGRAM DESCRIPTION	PROGRAM ENHANCEMENTS AFFECTING COST	CONTRACTOR	DEPT DATE	RETURN DATE	TRAIN. MONTHS/ PROGRAM	TRAINEES PER PROGRAM	TOTAL TRAIN. MONTHS	TOTAL BUDGET	COST PER TRAINING-MONTH
50060	Health Promoters	Training conducted in Spanish. Orientation program at the Washington International Center. Travel within the US.	PIET	05-May-85	05-Jun-85	1.0	30	31	$129,300	$4,227
50061	Small Rural Enterprises	Training conducted in Spanish. Orientation program at the Washington International Center. Travel within the US.	PIET	26-May-85	26-Jun-85	1.0	30	31	$129,300	$4,227
50062	Health Promoters	Training conducted in Spanish. Orientation program at the Washington International Center. Travel within the US.	PIET	16-Jun-85	16-Jul-85	1.0	30	30	$87,880	$2,968
50063	Non-Traditional Exports	Training conducted in Spanish. Orientation program at the Washington International Center. Travel within the US.	PIET	07-Jul-85	07-Aug-85	1.0	30	31	$123,000	$4,021
50064	Small Rural Enterprises	Training conducted in Spanish. Orientation program at the Washington International Center. Travel within the US.	PIET	28-Jul-85	28-Aug-85	1.0	33	34	$128,400	$3,816
50065	Cooperative Administration	Training conducted in Spanish. Orientation program at the Washington International Center. Travel within the US.	PIET	18-Aug-85	18-Sep-85	1.0	25	25	$129,971	$5,098

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APPENDIX D, SECTION 1: CAPS TECHNICAL TRAINING COST, GUATEMALA (CONTINUED)

PIO/P NO.	PROGRAM DESCRIPTION	PROGRAM ENHANCEMENTS AFFECTING COST	CONTRACTOR	DEPT DATE	RETURN DATE	TRAIN. MONTHS/ PROGRAM	TRAINEES PER PROGRAM	TOTAL TRAIN. MONTHS	TOTAL BUDGET	COST PER TRAINING-MONTH
50072	Bilingual Promoters	Training conducted in Spanish. Orientation program at the Washington International Center. Travel within the US.	PIET	02-Jun-85	02-Jul-85	1.0	24	24	$89,680	$3,786
50075	Bilingual Promoters	Training conducted in Spanish. Orientation program at the Washington International Center. Travel within the US.	PIET	30-Jun-85	30-Jul-85	1.0	24	24	$177,004	$7,474
50080	Health Promoters	Training conducted in Spanish. Orientation program at the Washington International Center. Travel within the US.	PIET	23-Jun-85	23-Jul-85	1.0	10	10	$67,000	$6,789
50093	Health Promoters	Training conducted in Spanish. Orientation program at the Washington International Center. Travel within the US.	PIET	08-Sep-85	08-Oct-85	1.0	30	30	$129,300	$4,367
50094	Non-Traditional Exports	Training conducted in Spanish. Orientation program at the Washington International Center. Travel within the US.	PIET	08-Sep-85	08-Oct-85	1.0	26	26	$130,500	$5,086
50122	Small Rural Enterprises	Training conducted in Spanish. Orientation program at the Washington International Center. Travel within the US.	PIET	13-Oct-85	13-Nov-85	1.0	40	41	$138,000	$3,383

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APPENDIX D, SECTION 1: CAPS TECHNICAL TRAINING COST, GUATEMALA (CONTINUED)

PIO/P NO.	PROGRAM DESCRIPTION	PROGRAM ENHANCEMENTS AFFECTING COST	CONTRACTOR	DEPT DATE	RETURN DATE	TRAIN. MONTHS/ PROGRAM	TRAINEES PER PROGRAM	TOTAL TRAIN. MONTHS	TOTAL BUDGET	COST PER TRAINING-MONTH
50123	Small Rural Enterprises	Training conducted in Spanish. Orientation program at the Washington International Center. Travel within the US.	PIET	10-Nov-85	10-Dec-85	1.0	44	43	$136,800	$3,151
50124	Health Promoters	Training conducted in Spanish. Orientation program at the Washington International Center. Travel within the US.	PIET	13-Oct-85	13-Nov-85	1.0	45	46	$136,500	$2,975
50125	Health Promoters	Training conducted in Spanish. Orientation program at the Washington International Center. Travel within the US.	PIET	10-Nov-85	10-Dec-85	1.0	46	45	$136,200	$3,000
50126	Natural Resources	Training conducted in Spanish. Orientation program at the Washington International Center. Travel within the US.	PIET	07-Oct-85	07-Nov-85	1.0	36	37	$116,700	$3,179
50127	Melon	Training conducted in Spanish. Orientation program at the Washington International Center. Travel within the US.	PIET	04-May-86	24-Jun-86	1.7	29	49	$91,800	$1,887
50128	Apple Harvesting	Training conducted in Spanish. Orientation program at the Washington International Center. Travel within the US.	PIET	20-Oct-85	20-Nov-85	1.0	25	25	$114,500	$4,491

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APPENDIX D, SECTION 1: CAPS TECHNICAL TRAINING COST, GUATEMALA (CONTINUED)

PIO/P NO.	PROGRAM DESCRIPTION	PROGRAM ENHANCEMENTS AFFECTING COST	CONTRACTOR	DEPT DATE	RETURN DATE	TRAIN. MONTHS/ PROGRAM	TRAINEES PER PROGRAM	TOTAL TRAIN. MONTHS	TOTAL BUDGET	COST PER TRAINING-MONTH
50134	Community Volunteers	Training conducted in Spanish. Orientation program at the Washington International Center. Travel within the US.	PIET	27-Oct-85	27-Nov-85	1.0	34	35	$41,800	$1,206
50135	Community Volunteers	Training conducted in Spanish. Orientation program at the Washington International Center. Travel within the US.	PIET	25-May-86	22-Jun-86	0.9	34	31	$165,300	$5,278
50136	Non-Formal Education	Training conducted in Spanish. Orientation program at the Washington International Center. Travel within the US.	PIET	11-Sep-85	11-Oct-85	1.0	20	20	$94,000	$4,763
50140	Natural Resources	Training conducted in Spanish. Orientation program at the Washington International Center. Travel within the US.	PIET	10-May-86	07-Jun-86	0.9	35	32	$165,000	$5,118
50141	Cooperative Administration	Training conducted in Spanish. Orientation program at the Washington International Center. Travel within the US.	PIET	24-Nov-85	24-Dec-85	1.0	40	39	$171,000	$4,332
60059	Health Promoters	Training conducted in Spanish. Orientation program at the Washington International Center. Travel within the US.	PIET	31-Aug-86	05-Oct-86	1.2	39	45	$148,300	$3,303

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APPENDIX D, SECTION 1: CAPS TECHNICAL TRAINING COST, GUATEMALA (CONTINUED)

PIO/P NO.	PROGRAM DESCRIPTION	PROGRAM ENHANCEMENTS AFFECTING COST	CONTRACTOR	DEPT DATE	RETURN DATE	TRAIN. MONTHS/ PROGRAM	TRAINEES PER PROGRAM	TOTAL TRAIN. MONTHS	TOTAL BUDGET	COST PER TRAINING-MONTH
60060	Health Promoters	Training conducted in Spanish. Orientation program at the Washington International Center. Travel within the US.	PIET	31-Aug-86	05-Oct-86	1.2	40	46	$148,000	$3,214
60061	Health Promoters	Training conducted in Spanish. Orientation program at the Washington International Center. Travel within the US.	PIET	07-Sep-86	12-Oct-86	1.2	38	44	$148,600	$3,397
60062	Health Promoters	Training conducted in Spanish. Orientation program at the Washington International Center. Travel within the US.	PIET	07-Sep-86	12-Oct-86	1.2	40	46	$148,000	$3,214
60063	Cooperative Administration	Training conducted in Spanish. Orientation program at the Washington International Center. Travel within the US.	PIET	14-Sep-86	19-Oct-86	1.2	37	43	$148,900	$3,495
60064	Health Promoters	Training conducted in Spanish. Orientation program at the Washington International Center. Travel within the US.	PIET	14-Sep-86	19-Oct-86	1.2	37	43	$148,900	$3,495
60065	Cooperative Administration	Training conducted in Spanish. Orientation program at the Washington International Center. Travel within the US.	PIET	21-Sep-86	26-Oct-86	1.2	36	41	$149,200	$3,600

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APPENDIX D, SECTION 1: CAPS TECHNICAL TRAINING COST, GUATEMALA (CONTINUED)

PIO/P NO.	PROGRAM DESCRIPTION	PROGRAM ENHANCEMENTS AFFECTING COST	CONTRACTOR	DEPT DATE	RETURN DATE	TRAIN. MONTHS/ PROGRAM	TRAINEES PER PROGRAM	TOTAL TRAIN. MONTHS	TOTAL BUDGET	COST PER TRAINING-MONTH
60068	Cooperative Administration	Training conducted in Spanish. Orientation program at the Washington International Center. Travel within the US.	PIET	21-Sep-86	26-Oct-86	1.2	38	44	$148,600	$3,397
60069	Cooperative Administration	Training conducted in Spanish. Orientation program at the Washington International Center. Travel within the US.	PIET	28-Sep-86	02-Nov-86	1.2	40	46	$148,000	$3,214
60070	Cooperative Administration	Training conducted in Spanish. Orientation program at the Washington International Center. Travel within the US.	PIET	28-Sep-86	02-Nov-86	1.2	38	44	$148,600	$3,397
60075	Community Development	Training conducted in Spanish. Orientation program at the Washington International Center. Travel within the US.	PIET	26-Oct-86	23-Nov-86	0.9	40	37	$148,000	$4,017
60076	Small Enterprise	Training conducted in Spanish. Orientation program at the Washington International Center. Travel within the US.	PIET	02-Nov-86	07-Dec-86	1.2	40	46	$148,000	$3,214
60077	Training of Trainers	Training conducted in Spanish. Orientation program at the Washington International Center. Travel within the US.	PIET	02-Nov-86	07-Dec-86	1.2	40	46	$148,000	$3,214
60078	Community Development	Training conducted in Spanish. Orientation program at the Washington International Center. Travel within the US.	PIET	23-Nov-86	21-Dec-86	0.9	40	37	$148,000	$4,017
TOTAL: 37 PROGRAMS							1263.0	1344	$4,906,035	$3,652

APPENDIX D, SECTION 1: CAPS TECHNICAL TRAINING COSTS, EL SALVADOR

PIO/P NO.	PROGRAM DESCRIPTION	PROGRAM ENHANCEMENTS AFFECTING COSTS	CONTRACTOR (Trg Institution)	DEPARTURE DATE	RETURN DATE	TRAIN. MONTHS	NUMBER TRAINEES/ PROGRAM	TOTAL MONTHS/ PROGRAM	TOTAL PROGRAM BUDGET	COST PER TRAINING MONTH
50024	Bureau of Labor Statistics course.	No information.	S&T/IT	09-Apr-85	30-May-85	1.68	1	1.68	$5,233	$3,115
50026	Bureau of Labor Statistics course.	No information.	S&T/IT	20-May-85	02-Apr-85	1.05	1	1.05	$3,850	$3,667
50033	Tulane/SDC Population Control Workshop.	No information.	S&T/IT	05-May-85	31-May-85	0.85	1	0.85	$3,250	$3,824
50043 through 50053	Credit Analysis course given specifically for Salvadoran bankers by Citibank, Puerto Rico.	Course designed for Salvadoran credit situation. Training in Spanish	S&T/IT	04-May-85	22-May-85	0.59	23	13.57	$69,713	$5,137
50058	Women in Development seminar on entrepreneurship.	No information.	S&T/IT	23-Apr-85	27-Apr-85	0.13	1	0.13	$1,650	$12,692
50060 through 50065	7-week course for irrigation workers given at Utah State University. Participants were from both private and public sectors.	Program required travel to irrigation sites in Utah and Colorado. Interpreter service.	USDA	11-May-85	29-Jun-85	1.61	18	28.98	$128,268	$4,426
50094	One of 7 2-wk courses for apparel industry managers and workers. This course was for plant managers.	A Spanish-speaking guide was available during non-class time to aid participants.	PIET	05-Jul-85	20-Jul-85	0.46	9	4.14	$34,100	$8,237
50096	One of 7 2-wk courses for apparel industry managers and workers. This course was for supervisors.	A Spanish-speaking guide was available during non-class time to aid participants.	PIET	20-Jul-85	02-Aug-85	0.46	10	4.60	$34,100	$7,413

APPENDIX D, SECTION 1: CAPS TECHNICAL TRAINING COSTS, EL SALVADOR

PIO/P NO.	PROGRAM DESCRIPTION	PROGRAM ENHANCEMENTS AFFECTING COSTS	CONTRACTOR (Trg Institution)	DEPARTURE DATE	RETURN DATE	TRAIN. MONTHS	NUMBER TRAINEES/ PROGRAM	TOTAL MONTHS/ PROGRAM	TOTAL PROGRAM BUDGET	COST PER TRAINING MONTH
50097	One of 7 2-wk courses for apparel industry managers and workers. This course was for plant managers.	This group had opportunity to attend the apparel industry's yearly exposition in Atlanta.	PIET	10-Sep-85	28-Sep-85	0.56	9	5.04	$33,000	$6,548
50118	One of 7 2-wk courses for apparel industry managers and workers. This course was for quality control supervisors.	A Spanish-speaking guide was available during non-class time to aide participants.	PIET	03-Aug-85	17-Aug-85	0.46	10	4.60	$31,100	$6,761
50119	One component of 5 groups of bankers, credit agents, and small businessmen who attended a 4-wk course on small business loans. This group from SCIS.	Training in Spanish.	PIET	03-Aug-85	31-Aug-85	0.92	13	11.96	$34,007	$3,061
50120	One component of 5 groups of bankers, credit agents, and small businessmen who attended a 4-wk course on small business loans. This group from Banco Hipotecario.	Training in Spanish.	PIET	03-Aug-85	31-Aug-85	0.92	17	15.64	$47,870	$3,061
50121	One component of 5 groups of bankers, credit agents, and small businessmen who attended a 4-wk course on small business loans. This group from FEDECCREDITO.	Training in Spanish.	PIET	10-Aug-85	07-Sep-85	0.92	26	23.92	$73,215	$3,061

APPENDIX D, SECTION 1: CAPS TECHNICAL TRAINING COSTS, EL SALVADOR

PIO/P NO.	PROGRAM DESCRIPTION	PROGRAM ENHANCEMENTS AFFECTING COSTS	CONTRACTOR (Trg Institution)	DEPARTURE DATE	RETURN DATE	TRAIN. MONTHS	NUMBER TRAINEES/ PROGRAM	TOTAL MONTHS/ PROGRAM	TOTAL PROGRAM BUDGET	COST PER TRAINING MONTH
50122	One component of 5 groups of bankers, credit agents, and small businessmen who attended a 4-wk course on small business loans. This group from Banco Hipotecario.	Training in Spanish.	PIET	10-Aug-85	07-Sep-85	0.92	6	5.52	$16,896	$3,061
50123	One component of 5 groups of bankers, credit agents, and small businessmen who attended a 4-wk course on small business loans. This group from FEDECCREDITO.	Training in Spanish.	PIET (United Schools)	17-Aug-85	14-Sep-85	0.92	31	28.52	$84,568	$3,061
50137	One component of 5 groups of bankers, credit agents, and small businessmen who attended a 4-wk course on small business loans. This group from FEDECCREDITO.	Training in Spanish.	PIET (United Schools)	24-Aug-85	21-Sep-85	0.92	30	27.60	$97,549	$3,061
50138	One component of 5 groups of bankers, credit agents, and small businessmen who attended a 4-wk course on small business loans. This group from SCIS.	Training in Spanish.	PIET (United Schools)	31-Aug-85	28-Sep-85	0.92	9	8.28	$28,926	$3,061
50139	One component of 5 groups of bankers, credit agents, and small businessmen who attended a 4-wk course on small business loans. This group from Banco Hipotecario.	Training in Spanish.	PIET (United Schools)	31-Aug-85	28-Sep-85	0.92	15	13.80	$48,210	$3,061

APPENDIX D, SECTION 1: CAPS TECHNICAL TRAINING COSTS, EL SALVADOR

PIO/P NO.	PROGRAM DESCRIPTION	PROGRAM ENHANCEMENTS AFFECTING COSTS	CONTRACTOR (Trg Institution)	DEPARTURE DATE	RETURN DATE	TRAIN. MONTHS	NUMBER TRAINEES/ PROGRAM	TOTAL MONTHS/ PROGRAM	TOTAL PROGRAM BUDGET	COST PER TRAINING MONTH
50140	One component of 5 groups of bankers, credit agents, and small businessmen who attended a 4-wk course on small business loans. This group from Banco Hipotecario.	Training in Spanish.	PIET (United Schools)	31-Aug-85	28-Sep-85	0.92	5	4.60	$19,290	$3,061
50151	One of 7 2-wk courses for apparel industry managers and workers. This course was for sewing machine operators.	A Spanish-speaking guide was available during non-class time to aide participants.	PIET (Kurt Salmon)	17-Aug-85	31-Aug-85	0.46	9	4.14	$31,100	$7,512
50152	One of 7 2-wk courses for apparel industry managers and workers. This course was for plant supervisors.	A Spanish-speaking guide was available during non-class time to aide participants. This group also attended the	PIET (Kurt Salmon)	31-Aug-85	13-Sep-85	0.46	10	4.60	$31,100	$6,761
50178 through 50188	Credit Analysis course given specifically for Salvadoran bankers by Citibank, Puerto Rico.	Course designed for Salvadoran credit situation. Training in Spanish.	S&T/IT (Citibank)	30-Sep-85	19-Sep-85	0.62	22	13.64	$63,954	$4,689

APPENDIX D, SECTION 1: CAPS TECHNICAL TRAINING COSTS, EL SALVADOR

PIO/P NO.	PROGRAM DESCRIPTION	PROGRAM ENHANCEMENTS AFFECTING COSTS	CONTRACTOR (Trg Institution)	DEPARTURE DATE	RETURN DATE	TRAIN. MONTHS	NUMBER TRAINEES/ PROGRAM	TOTAL MONTHS/ PROGRAM	TOTAL PROGRAM BUDGET	COST PER TRAINING MONTH
50192	One of 7 2-week courses for apparel industry workers. This course for sewing machine mechanics.	Travel necessary to Valdosta, GA. These participants stayed in motel rather than apartments as other 6 groups.	PIET (Kurt Salmon)	30-Sep-85	12-Oct-85	0.46	12	5.52	$48,000	$8,696
60049	One of 4 6-week Public Administration courses given in Spanish for public sector workers from the Ministries of Health, Agriculture, Educaton, Public Works and Planning.	In-country orientation provided by UNM. Air fare paid UNM. Training in Spanish.	U of New Mexico	14-Jun-85	25-Jul-85	1.35	24	32.40	$122,124	$3,769
60081	One of 4 6-week Public Administration courses given in Spanish for public sector workers from the Ministries of Health, Agriculture, Educaton, Public Works and Planning.	In-country orientation provided by UNM. Air fare paid UNM. Training in Spanish.	U of New Mexico	02-Aug-85	12-Sep-85	1.35	25	33.75	$121,525	$3,601
60132	One of 2 4-week courses for agricultural cooperative members.	In-country orientation provided by United Schools of	United Schools	30-Aug-85	26-Sep-85	0.92	25	23.00	$104,900	$4,561
60133	One of 4 4-week courses for Salvadoran mayors.	In-country orientation provided by the Consortium	Consortium	06-Sep-85	03-Oct-85	0.92	25	23.00	$77,224	$3,358
60134	One of 2 4-week courses for small businessmen and women.	In-country orientation provided by the Consortium	Consortium	06-Sep-85	03-Oct-85	0.92	25	23.00	$76,846	$3,341

APPENDIX D, SECTION 1: CAPS TECHNICAL TRAINING COSTS, EL SALVADOR

PIO/P NO.	PROGRAM DESCRIPTION	PROGRAM ENHANCEMENTS AFFECTING COSTS	CONTRACTOR (Trg Institution)	DEPARTURE DATE	RETURN DATE	TRAIN. MONTHS	NUMBER TRAINEES/ PROGRAM	TOTAL MONTHS/ PROGRAM	TOTAL PROGRAM BUDGET	COST PER TRAINING MONTH
60135	One of 2 4-week courses for agricultural cooperative members.	In-country orientation provided by United Schools of	United Schools			0.92	25	23.00	$104,900	$4,561
60136	One of 4 4-week courses for Salvadoran mayors.	In-country orientation provided by United Schools of	United Schools	27-Sep-85	25-Oct-85	0.92	25	23.00	$104,900	$4,561
60137	One of 2 4-week courses for small businessmen and women.	In-country orientation provided by the Consortium	Consortium	08-Nov-85	06-Dec-85	0.92	25	23.00	$76,508	$3,326
60148	One of 4 6-week Public Administration courses given in Spanish for public sector workers from the Ministries of Health, Agriculture, Educaton, Public Works and Planning.	In-country orientation provided by UNM. Air fare paid UNM. Training in Spanish.	U of New Mexico	20-Sep-85	31-Oct-85	1.35	25	33.75	$121,525	$3,601
60153	One of 4 4-week courses for Salvadoran mayors.	In-country orientation provided by the Consortium	Consortium	08-Nov-85	04-Dec-85	0.92	25	23.00	$72,473	$3,151
60154	One of 4 4-week courses for Salvadoran mayors.	In-country orientation provided by United Schools of America. Air fare paid by USA. Training in Spanish.	United Schools	08-Nov-85	06-Dec-85	0.92	25	23.00	$104,900	$4,561
TOTAL PROGRMS: 34							562	516	$2,076,777	$4,023

Note: Most air travel was not charged to CAPS.
The local currency account paid air fares in Colones.

APPENDIX D, SECTION 1: CAPS TECHNICAL TRAINING COSTS, COSTA RICA

PIO/P NO.	PROGRAM DESCRIPTION	PROGRAM ENHANCEMENTS AFFECTING COST	CONTRACTOR	DEPT DATE	RETURN DATE	TRAIN. MONTHS/ PROGRAM	TOTAL TRAINEES	TOTAL TRAIN. MONTHS	TOTAL BUDGET	COST PER TRAINING MONTH
50021	No Information		INCAE	23-Feb-86	23-Mar-86	0.9	1	1	$3,450	$3,746
50032	Grain Storage and Marketing course..			06-Feb-86	27-Jul-86	5.6	3	17	$17,609	$1,043
50036	Institute for Studies of Non-formal education conference.		PIET	01-Jun-85	30-Jun-85	1.0	8	8	$18,009	$2,360
50038	Emergency Disater Science Course		PIET	07-Aug-85	07-Dec-85	4.0	1	4	$2,500	$623
50052	No information	Interpreter services substantial U.S. travel.	USDA	29-Mar-86	30-Apr-86	1.1	3	3	$17,795	$5,635
& 50053	No information									
50059	Agricultural Cooperative Studies, on-the-job training.	Considerable U. S. travel.	ACDI	14-Sep-85	15-Nov-85	2.0	20	41	$88,812	$2,177
50071	University student leaders tour U.S. Educational Institutions.	Considerable U. S. travel.	PIET	24-Oct-85	15-Dec-85	1.7	20	34	$121,267	$3,545
50079	Indigenous leaders visit U.S. indigenous communities and organizations and attend Inter-American Indian Congress.	Some travel in U. S.	PIET	06-Jan-86	28-Feb-86	1.7	21	37	$110,643	$3,022
50080	To study modern and classic ballet and dance in various U.S. institutions.	Considerable travel in U. S.	PIET	06-Jan-86	28-Feb-86	1.7	15	26	$130,467	$4,989
50081	English teachers live with US families, visit English teaching organizations, gain exposure to US culture, and attend conferences.		PIET	11-Jan-86	08-Mar-86	1.8	30	55	$131,025	$2,371

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APPENDIX D, SECTION 1: CAPS TECHNICAL TRAINING COSTS, COSTA RICA

PIO/P NO.	PROGRAM DESCRIPTION	PROGRAM ENHANCEMENTS AFFECTING COST	CONTRACTOR	DEPT DATE	RETURN DATE	TRAIN. MONTHS/ PROGRAM	TOTAL TRAINEES	TOTAL TRAIN. MONTHS	TOTAL BUDGET	COST PER TRAINING MONTH
50084	Green House Operation/Mgmt course		USDA	12-Dec-85	31-Dec-86	12.6	1	13	$31,656	$2,506
50098	Instruction in leather production.		PIET	09-Apr-86	30-Apr-86	0.7	1	1	$9,731	$14,087
50101	Secondary English School Teacher Training. Cross-cultural and intercultural programming.	International travel paid under grant. Substantial home-stay.	AMERICAN FRIENDS SERVICE							
50103	Secondary School English language teachers upgrading.	Home Stay.	EXPERIMENT IN INT'L LIVING	07-Jan-86	02-Mar-86	1.8	15	27	$34,905	$1,310
50121	Training program for business managers from small and midium sized firms.		INCAE	23-Feb-86	23-Mar-86	0.9	4	4	$13,800	$3,746
50130	Reinforce practical teaching methodology of rural vocational teachers.		USDA	21-Jun-86	21-Aug-86	2.0	20	40	$131,720	$3,282
50131	Youth exchange program which brought approximately 100 rural youth (11th grade) to U.S. rural sites for 4 or 7 months.	Use of U.S. rural 4-H volunteer families reduced costs significantly.	NATIONAL 4-H COUNCIL	10-May-86	30-Sep-86	4.7	99	466	$400,455.00	$860
50133	Youth exchange program which brought approximately 100 rural youth (11th grade) to U.S. rural sites for 4 or 7 months.	Use of U.S. rural 4-H volunteer families reduced costs significantly.	NATIONAL 4-H COUNCIL	10-May-86	31752	6.9	66	456	$266,970	$586
50134	Rural small farmers and fishermen observe how rural North Carolina counterparts reacted over the past 30 years to development of their region.		EASTERN CAROLINA UNIVERSITY	05-Jun-86	22-Jun-86	0.6	10	6	$17,340	$3,101

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APPENDIX D, SECTION 1: CAPS TECHNICAL TRAINING COSTS, COSTA RICA

PIO/P NO.	PROGRAM DESCRIPTION	PROGRAM ENHANCEMENTS AFFECTING COST	CONTRACTOR	DEPT DATE	RETURN DATE	TRAIN. MONTHS/ PROGRAM	TOTAL TRAINEES	TOTAL TRAIN. MONTHS	TOTAL BUDGET	COST PER TRAINING MONTH
50136	Practical administrative training for leaders of Costa Rican private voluntary organizations.	Home Stays.	SCHOOL FOR INTERNATIONAL TRAINING	26-Oct-86	06-Dec-86	1.3	19	26	$137,351	$5,360
50139	Small business enterprise training for rural women homesteaders.	Home stays with U.S. families.	INSTITUTE FOR INT'L TRAINING	29-Jul-86	24-Sep-86	1.9	20	38	$146,980	$3,919
50140	Journalism		USA	18-Aug-86	05-Oct-86	1.6	21	33	$191,835	$5,786
50151	Small business entrepreneurs (small retail general store owners).	Simultaneous translators & equipment, considerable U.S.	INT'L SCIENCE AND TECHNOLOGY	29-Oct-86	06-Dec-86	1.3	20	25	$171,020	$6,841
50152	Electrical Technology		NRECCA	27-Sep-86	20-Dec-86	2.8	7	19	$73,038	$3,776
50154	Skills training for one-room school house teachers. Cross-cultural experiences.	U.S. home stays. Translators. Substantial travel in the U.S.	PIET							
TOTAL PROGRAMS: 33							425	1377	$2,268,378	$1,647

APPENDIX D, SECTION 2: COST OF CAPS TECHNICAL TRAINING BY CONTRACTOR

	CONTRACTOR	USAID	PIO/P NUMBER	FIELD OF STUDY	DEPT DATE	RETRUN DATE	TRAINING MONTHS/ PROGRAM	TRAINEES PER PROGRAM	TOTAL TRAINING MONTHS	TOTAL PROGRAM COST	COST/ TRAINEE-MONTH
1.	ACDI	COSTA RICA	50059	Agri Sciences	14-Sep-85	15-Nov-85	2.0	20	41	$88,812	$2,177
	ACDI	HONDURAS	50461	Crop Production (Sm Bus)	06-Jul-86	21-Jul-86	0.49	15	7	$30,260	$4,117
	TOTAL ACDI		2 PROGRAMS					35	48	$119,072	$2,473
2.	ANITA F. ALLEN	COSTA RICA	50151	Wholesaling	29-Oct-86	06-Dec-86	1.3	20	25	$171,020	$6,841
3.	CONSORTIUM (CSLA)	SALVADOR	60134	Small Bus Mgmt	06-Sep-86	03-Oct-86	0.92	25	23	$76,846	$5,500
	CONSORTIUM (CSLA)	SALVADOR	60133	Citizenship/Civic Activit	06-Sep-86	03-Oct-86	0.92	25	23	$77,224	$5,500
	CONSORTIUM (CSLA)	SALVADOR	60153	Citizenship/Civic Activit	08-Nov-86	04-Dec-86	0.92	25	23	$72,473	$5,500
	CONSORTIUM (CSLA)	SALVADOR	60137	Small Bus Mgmt	08-Nov-86	06-Dec-86	0.92	25	23	$76,508	$5,321
	TOTAL CSLA		4 PROGRAMS					100	92	$303,051	$3,294
4.	EIL-JACKSONVILLE	PANAMA	50133	Intensive English	28-Jul-86	30-May-87	10.1	16	161	$216,800	$1,346
	EIL	COSTA RICA	50103	High School ESL	07-Jan-86	02-Mar-86	1.8	15	27	$34,905	$1,310
	TOTAL EXPERIMENT INT'L LIVING		2 PROGRAMS					31	188	$251,705	$1,341
5.	FERRIS STATE COLLEGE	BELIZE	50001		14-Jul-85	24-Aug-85	1.3	15	20	$75,000	$3,707
6.	GALLOWAY FARMS	HONDURAS	50064	Agri Economics	21-Apr-85	10-May-85	0.62	13	8	$25,051	$3,108
7.	HAMPTON UNIVERSITY	BELIZE	50019	Maternal/Child Care	10-Aug-86	20-Sep-86	1.3	12	16	$52,700	$3,256
	HAMPTON UNIVERSITY	BELIZE	50020	Pediatrics	21-Sep-86	01-Nov-86	1.3	12	16	$52,700	$3,256
	TOTAL HAMPTON UNIVERSITY		2 PROGRAMS					24	32	$105,400	$3,256
8.	I. I. TRAINING	COSTA RICA	50139	Community Services	29-Jul-86	24-Sep-86	1.9	20	38	$146,980	$3,919
9.	INCAE	HONDURAS	50426	Small Bus Mgmt	22-Feb-86	28-Mar-86	1.12	40	45	$153,600	$3,429
	INCAE	COSTA RICA	50121	Bus Mgmt	23-Feb-86	23-Mar-86	0.9	4	4	$13,800	$3,746
	INCAE	COSTA RICA	50021		23-Feb-86	23-Mar-86	0.9	1	1	$3,450	$3,746
	INCAE	ROCAP	70011	Cooperative Mgmt	06-Jul-86	28-Sep-86	2.8	51	141	$317,423	$2,252
	INCAE	ROCAP	70015	Small Bus Mgmt	06-Jul-86	28-Sep-86	2.8	41	113	$432,577	$3,818
	TOTAL INCAE		5 PROGRAMS					137	304	$920,850	$3,033

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APPENDIX D, SECTION 2: COST OF CAPS TECHNICAL TRAINING BY CONTRACTOR, CONTINUED

	CONTRACTOR	USAID	PIO/P NUMBER	FIELD OF STUDY	DEPT DATE	RETRUN DATE	TRAINING MONTHS/ PROGRAM	TRAINEES PER PROGRAM	TOTAL TRAINING MONTHS	TOTAL PROGRAM COST	COST/ TRAINEE-MONTH
10.	LAND O' LAKES	HONDURAS	50304	Dairy (Production)	06-Oct-85	02-Nov-85	0.95	8	8	$27,912	$3,673
11.	NATIONAL 4-H COUNCIL	PANAMA	50129	Agri Sciences	20-Sep-85	20-Jun-86	9.0	50	450	$225,546	$501
	NATIONAL 4-H COUNCIL	COSTA RICA	50133	High School 4-H	10-May-86	06-Dec-86	6.9	66	456	$266,970	$586
	NATIONAL 4-H COUNCIL	COSTA RICA	50131		10-May-86	30-Sep-86	4.7	99	466	$400,455	$860
	TOTAL 4-H COUNCIL		3 PROGRAMS					215	1372	$892,971	$651
12.	NEW MEXICO ST	HONDURAS	50194	Agri Production	20-Jul-85	05-Aug-85	0.53	15	8	$48,780	$6,136
	NEW MEXICO STATE	HONDURAS	50232	Agri Production	22-Aug-85	09-Sep-85	0.59	20	12	$55,600	$4,712
	TOTAL NEW MEXICO STATE		2 PROGRAMS					35	20	$104,380	$5,285
13.	NRECCA	COSTA RICA	50152	Electrical Technology	27-Sep-86	20-Dec-86	2.8	7	19	$73,038	$3,776
14.	PARTNERS/AMERICAS	HONDURAS	50472	Dairy (Production)							
	PARTNERS/AMERICAS	HONDURAS	50196	Small Bus Mgmt	14-Apr-85	29-Apr-85	0.49	17	8	$50,000	$6,002
	PARTNERS/AMERICAS	HONDURAS	50231	Small Bus Mgmt	03-Aug-85	18-Aug-85	0.49	20	10	$50,000	$5,102
	PARTNERS/AMERICAS	HONDURAS	50502	Small Bus Mgmt	25-Mar-86	09-Apr-86	0.49	19	9	$30,400	$3,265
	PARTNERS/AMERICAS	HONDURAS	50437	Small Bus Mgmt	25-Mar-86	09-Apr-86	0.49	19	9	$30,400	$3,265
	PARTNERS/AMERICAS	HONDURAS	50510	Small Bus Mgmt	09-Aug-66	25-Aug-86	0.53	20	11	$32,000	$3,019
	PARTNERS/AMERICAS	HONDURAS	50522	Small Bus Mgmt	20-Sep-86	05-Oct-86	0.49	20	10	$32,000	$3,265
	TOTAL PARTNERS/AMERICAS		7 PROGRAMS					115	57	$224,800	$3,934
15.	S&T/IT (PIET)	GUATEMALA	50060	Heath Related Activities	05-May-85	05-Jun-85	1.0	30	31	$129,300	$4,227
	S&T/IT (PIET)	GUATEMALA	50061	Small Bus Mgmt/Ownership	26-May-85	26-Jun-85	1.0	30	31	$129,300	$4,227
	S&T/IT (PIET)	COSTA RICA	50036	Teacher Ed	01-Jun-85	30-Jun-85	1.0	8	8	$24,009	$3,146
	S&T/IT (PIET)	GUATEMALA	50072	Bilingual/Bicultural Ed	02-Jun-85	02-Jul-85	1.0	24	24	$89,680	$3,786
	S&T/IT (PIET)	GUATEMALA	50062	Heath Related Activities	16-Jun-85	16-Jul-85	1.0	30	30	$87,880	$2,968
	S&T/IT (PIET)	GUATEMALA	50080	Heath Related Activities	23-Jun-85	23-Jul-85	1.0	10	10	$67,000	$6,789
	S&T/IT (PIET)	GUATEMALA	50075	Bilingual/Bicultural Ed	30-Jun-85	30-Jul-85	1.0	24	24	$177,004	$7,474

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APPENDIX D, SECTION 2: COST OF CAPS TECHNICAL TRAINING BY CONTRACTOR, CONTINUED

CONTRACTOR	USAID	PIO/P NUMBER	FIELD OF STUDY	DEPT DATE	RETRUN DATE	TRAINING MONTHS/ PROGRAM	TRAINEES PER PROGRAM	TOTAL TRAINING MONTHS	TOTAL PROGRAM COST	COST/ TRAINEE-MONTH
S&T/IT (PIET)	SALVADOR	50094	Clothing/Apparel/Textiles	05-Jul-85	20-Jul-85	0.46	9	4	$34,100	$8,237
S&T/IT (PIET)	GUATEMALA	50063	Marketing & Distribution	07-Jul-85	07-Aug-85	1.0	30	31	$123,000	$4,021
S&T/IT (PIET)	SALVADOR	50096	Clothing/Apparel/Textiles	20-Jul-85	02-Aug-85	0.46	10	5	$34,100	$7,413
S&T/IT (PIET)	GUATEMALA	50064	Small Bus Mgmt/Ownership	28-Jul-85	28-Aug-85	1.0	33	34	$128,400	$3,816
S&T/IT (PIET)	SALVADOR	50119	Small Bus Mgmt	03-Aug-85	31-Aug-85	0.92	13	12	$34,007	$3,061
S&T/IT (PIET)	SALVADOR	50120	Small Bus Mgmt	03-Aug-85	31-Aug-85	0.92	17	16	$47,870	$3,061
S&T/IT (PIET)	SALVADOR	50118	Clothing/Apparel/Textiles	03-Aug-85	17-Aug-85	0.46	10	5	$31,100	$6,761
S&T/IT (PIET)	COSTA RICA	50038	Emergency Disaster Sci	07-Aug-85	07-Dec-85	4.0	1	4	$2,500	$623
S&T/IT (PIET)	SALVADOR	50122	Small Bus Mgmt	10-Aug-85	07-Sep-85	0.92	6	6	$16,896	$3,061
S&T/IT (PIET)	SALVADOR	50121	Small Bus Mgmt	10-Aug-85	07-Sep-85	0.92	26	24	$73,215	$3,061
S&T/IT (PIET)	SALVADOR	50151	Clothing/Apparel/Textiles	17-Aug-85	31-Aug-85	0.46	9	4	$31,100	$7,512
S&T/IT (PIET)	SALVADOR	50123	Small Bus Mgmt	17-Aug-85	14-Sep-85	0.92	31	29	$84,568	$3,061
S&T/IT (PIET)	GUATEMALA	50065	Small Bus Mgmt	18-Aug-85	18-Sep-85	1.0	25	25	$129,971	$5,098
S&T/IT (PIET)	SALVADOR	50137	Small Bus Mgmt	24-Aug-85	21-Sep-85	0.92	30	28	$97,549	$3,061
S&T/IT (PIET)	SALVADOR	50138	Small Bus Mgmt	31-Aug-85	28-Sep-85	0.92	9	8	$28,926	$3,061
S&T/IT (PIET)	SALVADOR	50140	Small Bus Mgmt	31-Aug-85	28-Sep-85	0.92	5	5	$19,290	$3,061
S&T/IT (PIET)	SALVADOR	50139	Small Bus Mgmt	31-Aug-85	28-Sep-85	0.92	15	14	$48,210	$3,061
S&T/IT (PIET)	SALVADOR	50152	Clothing/Apparel/Textiles	31-Aug-85	13-Sep-85	0.46	10	5	$31,100	$6,761
S&T/IT (PIET)	GUATEMALA	50094	Marketing & Distribution	08-Sep-85	08-Oct-85	1.0	26	26	$130,500	$5,086
S&T/IT (PIET)	GUATEMALA	50093	Heath Related Activities	08-Sep-85	08-Oct-85	1.0	30	30	$129,300	$4,367
S&T/IT (PIET)	SALVADOR	50097	Clothing/Apparel/Textiles	10-Sep-85	28-Sep-85	0.56	9	5	$33,000	$6,548
S&T/IT (PIET)	GUATEMALA	50136	Education (General)	11-Sep-85	11-Oct-85	1.0	20	20	$94,000	$4,763
S&T/IT (PIET)	SALVADOR	50192	Indust Mach Maint & Repaire	30-Sep-85	12-Oct-85	0.46	12	6	$48,000	$8,696
S&T/IT (PIET)	GUATEMALA	50126	Conservation/Regulation	07-Oct-85	07-Nov-85	1.0	36	37	$116,700	$3,179
S&T/IT (PIET)	GUATEMALA	50122	Small Bus Mgmt/Ownership	13-Oct-85	13-Nov-85	1.0	40	41	$138,000	$3,383
S&T/IT (PIET)	GUATEMALA	50124	Heath Related Activities	13-Oct-85	13-Nov-85	1.0	45	46	$136,500	$2,975
S&T/IT (PIET)	GUATEMALA	50128	Agri Production	20-Oct-85	20-Nov-85	1.0	25	25	$114,500	$4,491
S&T/IT (PIET)	COSTA RICA	50071	Public Affairs	24-Oct-85	15-Dec-85	1.7	20	34	$121,267	$3,545
S&T/IT (PIET)	GUATEMALA	50134	Family & Comm Services	27-Oct-85	27-Nov-85	1.0	34	35	$41,800	$1,206

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APPENDIX D, SECTION 2: COST OF CAPS TECHNICAL TRAINING BY CONTRACTOR, CONTINUED

CONTRACTOR	USAID	PIO/P NUMBER	FIELD OF STUDY	DEPT DATE	RETRUN DATE	TRAINING MONTHS/ PROGRAM	TRAINEES PER PROGRAM	TOTAL TRAINING MONTHS	TOTAL PROGRAM COST	COST/ TRAINEE-MONTH
S&T/IT (PIET)	GUATEMALA	50123	Small Bus Mgmt/Ownership	10-Nov-85	10-Dec-85	1.0	44	43	$136,800	$3,151
S&T/IT (PIET)	GUATEMALA	50125	Heath Related Activities	10-Nov-85	10-Dec-85	1.0	46	45	$136,200	$3,000
S&T/IT (PIET)	GUATEMALA	50141	Small Bus Mgmt	24-Nov-85	24-Dec-85	1.0	40	39	$171,000	$4,332
S&T/IT (PIET)	COSTA RICA	50080	Dance	06-Jan-86	28-Feb-86	1.7	15	26	$130,467	$4,989
S&T/IT (PIET)	COSTA RICA	50079	Ethnic Studies	06-Jan-86	28-Feb-86	1.7	21	37	$110,643	$3,022
S&T/IT (PIET)	COSTA RICA	50081	Teaching ESL	11-Jan-86	08-Mar-86	1.8	30	55	$131,025	$2,371
S&T/IT (PIET)	COSTA RICA	50098	Crafts	09-Apr-86	30-Apr-86	0.7	1	1	$9,731	$14,087
S&T/IT (PIET)	GUATEMALA	50127	Agbus & Ag Production	04-May-86	24-Jun-86	1.7	29	49	$91,800	$1,887
S&T/IT (PIET)	GUATEMALA	50140	Conservation & Regulation	10-May-86	07-Jun-86	0.9	35	32	$165,000	$5,118
S&T/IT (PIET)	GUATEMALA	50135	Family & Comm Services	25-May-86	22-Jun-86	0.9	34	31	$165,300	$5,278
S&T/IT (PIET)	PANAMA	50136	Public Affairs	13-Jun-86	12-Jul-86	1.0	10	10	$48,000	$5,032
S&T/IT (PIET)	BELIZE	50007	Education	16-Jun-86	25-Jul-86	1.3	15	19	$80,000	$4,157
S&T/IT (PIET)	BELIZE	50006	Education	07-Jul-86	25-Aug-86	1.6	25	40	$111,875	$2,776
S&T/IT (PIET)	GUATEMALA	60060	Health Related Activit	31-Aug-86	05-Oct-86	1.2	40	46	$148,000	$3,214
S&T/IT (PIET)	GUATEMALA	60059	Health Related Activit	31-Aug-86	05-Oct-86	1.2	39	45	$148,300	$3,303
S&T/IT (PIET)	GUATEMALA	60062	Health Related Activit	07-Sep-86	12-Oct-86	1.2	40	46	$148,000	$3,214
S&T/IT (PIET)	GUATEMALA	60061	Health Related Activit	07-Sep-86	12-Oct-86	1.2	38	44	$148,600	$3,397
S&T/IT (PIET)	GUATEMALA	60064	Health Related Activit	14-Sep-86	19-Oct-86	1.2	37	43	$148,900	$3,495
S&T/IT (PIET)	GUATEMALA	60063	Small Bus Mgmt	14-Sep-86	19-Oct-86	1.2	37	43	$148,900	$3,495
S&T/IT (PIET)	GUATEMALA	60065	Small Bus Mgmt	21-Sep-86	26-Oct-86	1.2	36	41	$149,200	$3,600
S&T/IT (PIET)	GUATEMALA	60068	Small Bus Mgmt	21-Sep-86	26-Oct-86	1.2	38	44	$148,600	$3,397
S&T/IT (PIET)	GUATEMALA	60069	Small Bus Mgmt	28-Sep-86	02-Nov-86	1.2	40	46	$148,000	$3,214
S&T/IT (PIET)	GUATEMALA	60070	Small Bus Mgmt	28-Sep-86	02-Nov-86	1.2	38	44	$148,600	$3,397
S&T/IT (PIET)	GUATEMALA	60075	Family/Community Services	26-Oct-86	23-Nov-86	0.9	40	37	$148,000	$4,017
S&T/IT (PIET)	GUATEMALA	60077	Educ/Cult Disadvantaged	02-Nov-86	07-Dec-86	1.2	40	46	$148,000	$3,214
S&T/IT (PIET)	GUATEMALA	60076	Small Bus Mgmt	02-Nov-86	07-Dec-86	1.2	40	46	$148,000	$3,214
S&T/IT (PIET)	GUATEMALA	60078	Family/Community Services	23-Nov-86	21-Dec-86	0.9	40	37	$148,000	$4,017

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APPENDIX D, SECTION 2: COST OF CAPS TECHNICAL TRAINING BY CONTRACTOR, CONTINUED

CONTRACTOR	USAID	PIO/P NUMBER	FIELD OF STUDY	DEPT DATE	RETRUN DATE	TRAINING MONTHS/ PROGRAM	TRAINEES PER PROGRAM	TOTAL TRAINING MONTHS	TOTAL PROGRAM COST	COST/ TRAINEE-MONTH
S&T/IT	HONDURAS	50320	Indust Equip Maint & Repair	02-Jan-85	31-Dec-85	11.93	1	12	$20,714	$1,736
S&T/IT	HONDURAS	50159	Int'l Bus Mgmt	03-Feb-85	11-May-85	3.19	1	3	$27,806	$8,532
S&T/IT	SALVADOR	50024	Labor Statistics	09-Apr-85	30-May-85	1.68	1	2	$5,233	$3,115
S&T/IT	SALVADOR	50058	General Entrepreneurship	23-Apr-85	27-Apr-85	0.13	1	0	$1,650	$12,692
S&T/IT	SALVADOR	50043-53	Banking & Finance	04-May-85	22-May-85	0.59	23	14	$69,713	$5,137
S&T/IT	SALVADOR	50033	Demography (Pop Control)	05-May-85	31-May-85	0.85	1	1	$3,250	$3,824
S&T/IT	HONDURAS	50085	Family Planning	06-May-85	01-Jun-85	0.85	5	4	$16,535	$3,891
S&T/IT	HONDURAS	50074	Soil & Water Mechanics	12-May-85	30-Jun-85	1.61	2	3	$13,500	$4,193
S&T/IT	SALVADOR	50026	Labor Statistics	20-May-85	02-Apr-85	1.05	1	1	$3,850	$3,667
S&T/IT	HONDURAS	50106	Ag Bus & Mgmt	13-Jun-85	26-Jul-85	1.41	1	1	$5,671	$4,022
S&T/IT	HONDURAS	50119	City, Comm, Regional Plan	17-Jun-85	29-Jul-85	0.39	7	3	$21,504	$7,877
S&T/IT	HONDURAS	50102	City, Comm, Regional Plan	17-Jun-85	28-Jun-85	0.36	1	0	$2,790	$7,750
S&T/IT	HONDURAS	50163	Accounting & Computing	24-Jun-85	29-Jun-85	0.16	4	1	$6,100	$9,531
S&T/IT	HONDURAS	50103	Investments & Securities	24-Jun-85	07-Aug-85	1.45	1	1	$8,738	$6,026
S&T/IT	HONDURAS	50160	Soil & Water Mechanics	05-Jul-85	20-Jul-85	0.59	1	1	$5,034	$8,532
S&T/IT	HONDURAS	50164	Agri Economics	08-Jul-85	20-Jul-85	0.39	6	2	$14,298	$6,110
S&T/IT	HONDURAS	50183	Maternal Child Health	23-Jul-85	26-Jul-85	0.10	8	1	$11,504	$14,380
S&T/IT	HONDURAS	50191	Soil & Water Mechanics	28-Jul-85	31-Aug-85	1.12	1	1	$7,755	$6,924
S&T/IT	HONDURAS	60115	Forestry	06-Sep-85	09-Nov-85	2.10	10	21	$85,950	$4,093
S&T/IT	HONDURAS	50230	Forestry & Related Sci	21-Sep-85	21-Oct-85	0.99	1	1	$3,977	$4,017
S&T/IT	HONDURAS	50255	Forest Hydrology	30-Sep-85	30-Dec-85	3.00	1	3	$16,398	$5,466
S&T/IT	HONDURAS	50286	Taxation	30-Sep-85	08-Nov-85	1.28	1	1	$7,062	$5,517
S&T/IT	SALVADOR	50178-188	Banking & Finance	30-Sep-85	19-Sep-85	0.62	22	14	$63,954	$4,689
S&T/IT	HONDURAS	50235	Soil & Water Mechanics	06-Oct-85	16-Nov-85	1.35	2	3	$14,260	$5,281
S&T/IT	HONDURAS	50296	Statistics	06-Oct-85	07-Dec-85	2.04	1	2	$8,590	$4,211
S&T/IT	HONDURAS	50339	Manu/Materials Processing	05-Jan-86	30-Apr-86	3.78	2	8	$36,600	$4,841
S&T/IT	HONDURAS	50392	Banking & Finance	15-Feb-86	01-Mar-86	0.46	4	2	$35,000	$19,022
S&T/IT	HONDURAS	50331	Elementary Ed	03-Mar-86	22-Mar-86	0.62	2	1	$10,498	$8,466

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APPENDIX D, SECTION 2: COST OF CAPS TECHNICAL TRAINING BY CONTRACTOR, CONTINUED

CONTRACTOR	USAID	PIO/P NUMBER	FIELD OF STUDY	DEPT DATE	RETRUN DATE	TRAINING MONTHS/ PROGRAM	TRAINEES PER PROGRAM	TOTAL TRAINING MONTHS	TOTAL PROGRAM COST	COST/ TRAINEE-MONTH
S&T/IT	HONDURAS	50411	Air Traffic Control	26-Mar-86	17-May-86	1.71	5	9	$46,485	$5,437
S&T/IT	HONDURAS	50428	Forestry & Related Sci	11-Apr-86	29-Apr-86	0.59	1	1	$2,815	$4,771
S&T/IT	HONDURAS	50444	Int'l Marketing (Export)	21-Apr-86	02-May-86	0.36	3	1	$11,212	$10,381
S&T/IT	HONDURAS	40459	Forestry & Related Sci	12-May-86	24-May-86	0.39	2	1	$8,075	$10,353
S&T/IT	HONDURAS	50354	Investments & Securities	01-Jun-86	01-Jul-86	1.00	1	1	$8,800	$8,800
S&T/IT	COSTA RICA	50134	Renewable Resources	05-Jun-86	22-Jun-86	0.6	10	6	$17,340	$3,101
S&T/IT	HONDURAS	50470	Farm Management	16-Jun-86	12-Jul-86	0.85	3	3	$16,371	$6,420
S&T/IT	HONDURAS	50466	Investments & Securities	30-Jun-86	18-Aug-86	1.64	1	2	$8,000	$4,878
S&T/IT	HONDURAS	50452	Investments & Securities	30-Jun-86	18-Aug-86	1.61	1	2	$8,800	$5,466
S&T/IT	HONDURAS	50367	Elementary Ed	03-Jul-86	27-Jul-85	0.79	3	2	$14,283	$6,027
S&T/IT	HONDURAS	50368	Elementary Ed	03-Aug-86	16-Aug-86	0.43	3	1	$15,000	$11,628
S&T/IT	HONDURAS	60109	Micro-Computers	11-Aug-86	29-Aug-86	0.59	1	1	$4,500	$7,627
S&T/IT	HONDURAS	60092	Micro-Computers	11-Aug-86	30-Aug-86	0.62	1	1	$4,450	$7,177
S&T/IT	HONDURAS	60107	Intensive English Trng	18-Aug-86	20-Dec-86	3.06	1	3	$2,960	$967
S&T/IT	HONDURAS	60138	Export Marketing	06-Sep-86	19-Sep-86	0.43	3	1	$12,000	$9,302
S&T/IT	HONDURAS	60108	Forestry Prod & Processing	18-Sep-86	28-Sep-86	0.33	1	0	$1,280	$3,879
S&T/IT	HONDURAS	60137	Pumps & Drainage	20-Sep-86	18-Oct-86	0.92	1	1	$5,300	$5,761
S&T/IT	HONDURAS	60158	Telecommunications	28-Sep-86	18-Oct-86	0.66	1	1	$3,750	$5,682
S&T/IT	HONDURAS	60147	Forest Resources	28-Sep-86	25-Oct-86	0.89	2	2	$6,630	$3,725
S&T/IT (USDA)	SALVADOR	50060-5	Soil/Water Mech Practices	11-May-85	29-Jun-85	1.61	18	29	$128,268	$4,426
S&T/IT (USDA)	COSTA RICA	50084	Green House Operation	12-Dec-85	31-Dec-86	12.6	1	13	$31,656	$2,506
S&T/IT (USDA)	COSTA RICA	50069	Green House Operat/Mgmt	29-Dec-85	31-Dec-86	12.06	1	12	$31,656	$2,638
S&T/IT (USDA)	COSTA RICA	50032	General Marketing	06-Feb-86	27-Jul-86	5.6	3	17	$17,609	$1,043
S&T/IT (USDA)	COSTA RICA	50052		29-Mar-86	30-Apr-86	1.1	3	3	$17,795	$5,635
S&T/IT (USDA)	COSTA RICA	50130	Education	21-Jun-86	21-Aug-86	2.0	20	40	$131,720	$3,282
TOTAL S&T/IT		115 PROGRAMS					1832	2006	$7,453,272	$3,715
16. SCNL INT'L TRAINING	COSTA RICA	50136	Bus Mgmt/Other	26-Oct-86	06-Dec-86	1.3	19	26	$137,351	$5,360

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APPENDIX D, SECTION 2: COST OF CAPS TECHNICAL TRAINING BY CONTRACTOR, CONTINUED

	CONTRACTOR	USAID	PIO/P NUMBER	FIELD OF STUDY	DEPT DATE	RETRUN DATE	TRAINING MONTHS/ PROGRAM	TRAINEES PER PROGRAM	TOTAL TRAINING MONTHS	TOTAL PROGRAM COST	COST/ TRAINEE-MONTH
17.	UNIVERSITY OF NEW MEXICO	SALVADOR	60049	Public Administration	14-Jun-86	25-Jul-86	1.35	24	32	$136,500	$4,213
	UNIVERSITY OF NEW MEXICO	SALVADOR	60081	Public Administration	18-Jun-86	12-Sep-86	1.35	25	34	$136,500	$4,044
	UNIVERSITY OF NEW MEXICO	SALVADOR	60148	Public Administration	20-Sep-86	31-Oct-86	1.35	25	34	$136,500	$4,044
	TOTAL U OF NEW MEXICO		3 PROGRAMS					74	100	$409,500	$4,099
18.	UNITED SCHOOLS OF AMERICA	SALVADOR	60135	Ag Bus & Mgmt (Coop)			0.92	25	23	$112,400	$5,052
	UNITED SCHOOLS OF AMERICA	SALVADOR	60132	Ag Bus & Mgmt (Coop)	30-Aug-86	26-Sep-86	0.92	25	23	$112,400	$5,052
	UNITED SCHOOLS OF AMERICA	SALVADOR	60136	Citizenship/Civic Activit	27-Sep-86	25-Oct-86	0.92	25	23	$112,400	$4,887
	UNITED SCHOOLS OF AMERICA	SALVADOR	60154	Citizenship/Civic Activit	08-Nov-86	06-Dec-86	0.92	25	23	$112,400	$4,887
	UNITED SCHOOLS OF AMERICA	COSTA RICA	50140	Journalism	18-Aug-86	05-Oct-86	1.6	21	33	$191,835	$5,786
	TOTAL UNITED SCHOOLS		5 PROGRAMS					121	125	$641,435	$5,125
19.	WINROCK INTERNATIONAL	HONDURAS	50192	Animal Production	09-Jun-85	29-Jun-85	0.66	10	7	$34,990	$5,302
	WINROCK INTERNATIONAL	HONDURAS	50193	Animal Production	07-Jul-85	27-Jul-85	0.66	10	7	$34,990	$5,302
	WINROCK INTERNATIONAL	HONDURAS	50209	Animal Production	04-Aug-85	29-Apr-85	0.69	10	7	$34,990	$5,071
	WINROCK INTERNATIONAL	HONDURAS	50280	Animal (Swine) Production	08-Sep-85	22-Sep-85	0.46	10	5	$32,750	$7,120
	WINROCK INTERNATIONAL	HONDURAS	50301	Animal (Swine) Production	29-Sep-85	13-Oct-85	0.46	10	5	$32,750	$7,120
	TOTAL WINROCK INTERNATIONAL		5 PROGRAMS					50	29	$170,470	$5,818
20.	ZAMORANO	ROCAP	60034	Voc Ag Education	12-Jan-86	05-Mar-86	1.7	30	51	$181,242	$3,532
	ZAMORANO	ROCAP	60045	Voc Ag Education	04-May-86	20-Jul-86	2.5	25	63	$177,000	$2,795
	ZAMORANO	ROCAP	60043	Voc Ag Education	11-May-86	03-Aug-86	2.8	25	69	$177,000	$2,562
	ZAMORANO	ROCAP	60044	Voc Ag Education	10-Aug-86	29-Oct-86	2.6	24	63	$180,000	$2,850
	ZAMORANO	ROCAP	60042	Voc Ag Education	14-Sep-86	03-Dec-86	2.6	27	71	$180,000	$2,533
	TOTAL ZAMORANO		5 PROGRAMS					131	318	$895,242	$2,816
21.	INCOMPLETE DATA	PANAMA	50031	Housing	08-Jun-85	22-Jun-85	0.46	1	NO DATA	NO DATA	NO DATA
	INCOMPLETE DATA	HONDURAS	50195	Housing/Urban Development	22-Aug-85	22-Jan-86	5.03	1	5	$13,209	$2,642
	INCOMPLETE DATA	PANAMA	50089	Statistics	22-Aug-85	31-Jul-86	11.28	1	NO DATA	NO DATA	NO DATA
	INCOMPLETE DATA	PANAMA	50095	Ag Sciences	20-Sep-85	20-Jun-86	8.97	50	NO DATA	NO DATA	NO DATA
	INCOMPLETE DATA	HONDURAS	50419	Econ Statistics	31-Mar-86	15-Jun-86	2.5	1	10	$10,986	$1,099
	INCOMPLETE DATA	HONDURAS	50108	Ag Products & Processing	03-Jun-85	26-Jul-85	1.74	4	7	$37,740	$5,422
	TOTAL INCOMPLETE DATA		6 PROGRAMS					58			

APPENDIIB, SECTICN 3: CAPS TECHNICAL TRAINING PROGRAMS BY FIELD OF STUDY

USAID	PIO/P NUMBER	FIELD OF STUDY	FIELD NAME	CONTRACTOR	DEPT DATE	RETRUN DATE	TRAIN. MONTHS/ PROSRAM	TRAINEES PER PROGRAM	TOTAL PROSRAM COST	COST/ TRAINEE-MONTH	TOTAL TRAINING MONTHS
HONDURAS	50502		NO INFORMATION	PARTNERS/AMERICAS	25-Mar-86	09-Apr-86	0.49	19	$30,400	$3,265	9
BELIZE	50001		NO INFORMATION	FERRIS STATE COLLEGE	14-Jul-85	24-Aug-85	1.3	15	$75,000	$3,707	20
PANAMA	50031	0	Housing		08-Jun-85	22-Jun-85	0.46	1	$0		
GUATEMALA	50127	1	Agbus & Ag Production	PIET	04-May-86	24-Jun-86	1.7	29	$91,800	$1,887	49
ROCAP	70011	1	Cooperative Mgmt	INCAE	06-Jul-86	28-Sep-86	2.8	51	$317,423	$2,252	141
COSTA RICA	50084	1	Green House Operation	USDA	12-Dec-85	31-Dec-86	12.6	1	$31,656	$2,506	13
COSTA RICA	50069	1	Green House Operat/Mgmt	USDA	29-Dec-85	31-Dec-86	12.06	1	$31,656	$2,638	12
HONDURAS	50064	1	Agri Economics	GALLOWAY FARMS	21-Apr-85	10-May-85	0.62	13	$25,051	$3,108	8
HONDURAS	50106	1	Ag Bus & Mgmt	S&T/IT	13-Jun-85	26-Jul-85	1.41	1	$5,671	$4,022	1
HONDURAS	50461	1	Crop Production (Sm Bus)	ACDI	06-Jul-86	21-Jul-86	0.49	15	$30,260	$4,117	7
HONDURAS	50074	1	Soil & Water Mechanics	S&T/IT	12-May-85	30-Jun-85	1.61	2	$13,500	$4,193	3
SALVADOR	50060-5	1	Soil/Water Mech Practices	USDA	11-May-85	29-Jun-85	1.61	18	$128,268	$4,426	29
GUATEMALA	50128	1	Agri Production	PIET	20-Oct-85	20-Nov-85	1.0	25	$114,500	$4,491	25
HONDURAS	50232	1	Agri Production	NEW MEXICO STATE	22-Aug-85	09-Sep-85	0.56	20	$42,617	$3,805	11
SALVADOR	60132	1	Ag Bus & Mgmt (Coop)	United Schools of America	30-Aug-86	26-Sep-86	0.92	25	$112,400	$5,052	23
SALVADOR	60135	1	Ag Bus & Mgmt (Coop)	United Schools of America			0.92	25	$112,400	$5,052	23
HONDURAS	50209	1	Animal Production	WINROCK INT	04-Aug-85	29-Apr-85	0.69	10	$34,990	$5,071	7
HONDURAS	50235	1	Soil & Water Mechanics	S&T/IT	06-Oct-85	16-Nov-85	1.35	2	$14,260	$5,281	3
HONDURAS	50193	1	Animal Production	WINROCK INT	07-Jul-85	27-Jul-85	0.66	10	$34,990	$5,302	7
HONDURAS	50192	1	Animal Production	WINROCK INT	09-Jun-85	29-Jun-85	0.66	10	$34,990	$5,302	7
HONDURAS	50108	1	Ag Products & Processing	NO INFO	03-Jun-85	26-Jul-85	1.74	4	$37,740	$5,422	7
COSTA RICA	50052	1		USDA	29-Mar-86	30-Apr-86	1.1	3	$17,795	$5,635	3
HONDURAS	60137	1	Pumps & Drainage	S&T/IT	20-Sep-86	18-Oct-86	0.92	1	$5,300	$5,761	1
HONDURAS	50164	1	Agri Economics	S&T/IT	08-Jul-85	20-Jul-85	0.39	6	$14,298	$6,110	2
HONDURAS	50194	1	Agri Production	NEW MEXICO STATE	20-Jul-85	05-Aug-85	0.56	15	$31,963	$3,805	8
HONDURAS	50470	1	Farm Management	S&T/IT	16-Jun-86	12-Jul-86	0.85	3	$16,371	$6,420	3
HONDURAS	50191	1	Soil & Water Mechanics	S&T/IT	28-Jul-85	31-Aug-85	1.12	1	$7,755	$6,924	1
HONDURAS	50301	1	Animal (Swine) Production	WINROCK INT	29-Sep-85	13-Oct-85	0.46	10	$32,750	$7,120	5
HONDURAS	50280	1	Animal (Swine) Production	WINROCK INT	08-Sep-85	22-Sep-85	0.46	10	$32,750	$7,120	5
HONDURAS	50160	1	Soil & Water Mechanics	S&T/IT	05-Jul-85	20-Jul-85	0.39	1	$5,034	$8,532	1
GENERAL AGRICULTURE		27	PROGRAMS					312	$1,407,988	$3,484	404

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APPENDIX B, SECTION 3: CAPS TECHNICAL TRAINING PROGRAMS BY FIELD OF STUDY, CONTINUED

USAID	PIO/P NUMBER	FIELD OF STUDY	FIELD NAME	CONTRACTOR	DEPT DATE	RETRUN DATE	TRAIN. MONTHS/ PROGRAM	TRAINEES PER PROGRAM	TOTAL PROGRAM COST	COST/ TRAINEE-MONTH	TOTAL TRAINING MONTHS
COSTA RICA	50080	50	Dance	PIET	06-Jan-86	28-Feb-86	1.7	15	$130,467	$4,989	26
COSTA RICA	50098	50	Crafts	PIET	09-Apr-86	30-Apr-86	0.7	1	$9,731	$14,087	1
ARTS		2	PROGRAMS					16	$140,198	$5,223	27
HONDURAS	60107	60	Intensive English Trng	S&T/IT	18-Aug-86	20-Dec-86	3.06	1	$2,960	$967	3
COSTA RICA	50103	60	High School ESL	EXPERIMENT IN INT'L LIVING	07-Jan-86	02-Mar-86	1.8	15	$34,905	$1,310	27
PANAMA	50133	60	Intensive English	EIL-JACKSONVILLE	28-Jul-86	30-May-87	10.1	16	$216,800	$1,346	161
ENGLISH		3	PROGRAMS					32	$254,665	$1,335	191
COSTA RICA	50133	99	High School 4-H	NATIONAL 4-H COUNCIL	10-May-86	06-Dec-86	6.9	66	$266,970	$586	456
COSTA RICA	50131	99	High School 4-H	NATIONAL 4-H COUNCIL	10-May-86	30-Sep-86	4.7	99	$400,455	$860	466
PANAMA	50129	2	Agri Sciences	NATIONAL 4-H COUNCIL	20-Sep-85	20-Jun-86	9.0	100	$225,546	$501	450
4-H PROGRAMS		3	PROGRAMS					265	$1,118,517	$614	1822

APPENDIX B, SECTION 3: CAPS TECHNICAL TRAINING PROGRAMS BY FIELD OF STUDY, CONTINUED

USAID	PIO/P NUMBER	FIELD OF STUDY	FIELD NAME	CONTRACTOR	DEPT DATE	RETRUN DATE	TRAIN. MONTHS/ PROGRAM	TRAINEES PER PROGRAM	TOTAL PROGRAM COST	COST/ TRAINEE-MONTH	TOTAL TRAINING MONTHS
GUATEMALA	50134	19	Family & Comm Services	PIET	27-Oct-85	27-Nov-85	1.0	34	$41,800	$1,206	35
GUATEMALA	60075	19	Family/Community Services	PIET	26-Oct-86	23-Nov-86	0.9	40	$148,000	$4,017	37
GUATEMALA	60078	19	Family/Community Services	PIET	23-Nov-86	21-Dec-86	0.9	40	$148,000	$4,017	37
GUATEMALA	50135	19	Family & Comm Services	PIET	25-May-86	22-Jun-86	0.9	34	$165,300	$5,278	31
FAMILY/COMMUN SERVICE		4	PROGRAMS					148	$503,100	$3,602	140
SALVADOR	50097	20	Clothing/Apparel/Textiles	PIET	10-Sep-85	28-Sep-85	0.56	9	$33,000	$6,548	5
SALVADOR	50118	20	Clothing/Apparel/Textiles	PIET	03-Aug-85	17-Aug-85	0.46	10	$31,100	$6,761	5
SALVADOR	50152	20	Clothing/Apparel/Textiles	PIET	31-Aug-85	13-Sep-85	0.46	10	$31,100	$6,761	5
SALVADOR	50096	20	Clothing/Apparel/Textiles	PIET	20-Jul-85	02-Aug-85	0.46	10	$34,100	$7,413	5
SALVADOR	50151	20	Clothing/Apparel/Textiles	PIET	17-Aug-85	31-Aug-85	0.46	9	$31,100	$7,512	4
SALVADOR	50094	20	Clothing/Apparel/Textiles	PIET	05-Jul-85	20-Jul-85	0.46	9	$34,100	$8,237	4
CLOTHING/TEXTILES		6	PROGRAMS					57	$194,500	$7,172	27
HONDURAS	50339	21	Manu/Materials Processing	S&T/IT	05-Jan-86	30-Apr-86	3.78	2	$36,600	$4,841	8
PANAMA	50089	27	Statistics		22-Aug-85	31-Jul-86	11.28	1	$0		
HONDURAS	50419	27	Econ Statistics		31-Mar-86	13-Jun-86	2.5	1	$10,986	$1,099	10
SALVADOR	50024	27	Labor Statistics	S&T/IT	09-Apr-85	30-May-85	1.68	1	$5,233	$3,115	2
SALVADOR	50026	27	Labor Statistics	S&T/IT	20-May-85	02-Apr-85	1.05	1	$3,850	$3,667	1
HONDURAS	50296	27	Statistics	S&T/IT	06-Oct-85	07-Dec-85	2.04	1	$8,590	$4,211	2
STATISTICS		5	PROGRAMS					4	$28,659	$1,940	15
SALVADOR	50033	33	Demography (Pop Control)	S&T/IT	05-May-85	31-May-85	0.85	1	$3,250	$3,824	1
SALVADOR	60154	33	Citizenship/Civic Activit	United Schools	08-Nov-86	06-Dec-86	0.92	25	$112,400	$4,887	23
SALVADOR	60136	33	Citizenship/Civic Activit	United Schools	27-Sep-86	25-Oct-86	0.92	25	$112,400	$4,887	23
SALVADOR	60153	33	Citizenship/Civic Activit	Consortium (CSLA)	08-Nov-86	04-Dec-86	0.92	25	$117,480	$5,500	23
SALVADOR	60133	33	Citizenship/Civic Activit	Consortium (CSLA)	06-Sep-86	03-Oct-86	0.92	25	$117,480	$5,500	23
CIVIC ACTIVITIES		5	PROGRAMS					101	$463,010	$4,987	93

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APPENDIX B, SECTION 3: CAPS TECHNICAL TRAINING PROGRAMS BY FIELD OF STUDY, CONTINUED

USAID	PIO/P NUMBER	FIELD OF STUDY	FIELD NAME	CONTRACTOR	DEPT DATE	RETRUN DATE	TRAIN. MONTHS/ PROGRAM	TRAINEES PER PROGRAM	TOTAL PROGRAM COST	COST/ TRAINEE-MONTH	TOTAL TRAINING MONTHS
GUATEMALA	50062	34	Heath Related Activities	PIET	16-Jun-85	16-Jul-85	1.0	30	$87,880	$2,968	30
GUATEMALA	50124	34	Heath Related Activities	PIET	13-Oct-85	13-Nov-85	1.0	45	$136,500	$2,975	46
GUATEMALA	50125	34	Heath Related Activities	PIET	10-Nov-85	10-Dec-85	1.0	46	$136,200	$3,000	45
GUATEMALA	60060	34	Heath Related Activities	PIET	31-Aug-86	05-Oct-86	1.2	40	$148,000	$3,214	46
GUATEMALA	60062	34	Heath Related Activities	PIET	07-Sep-86	12-Oct-86	1.2	40	$148,000	$3,214	46
GUATEMALA	60059	34	Heath Related Activities	PIET	31-Aug-86	05-Oct-86	1.2	39	$148,300	$3,303	45
GUATEMALA	60061	34	Heath Related Activities	PIET	07-Sep-86	12-Oct-86	1.2	38	$148,600	$3,397	44
GUATEMALA	60064	34	Heath Related Activities	PIET	14-Sep-86	19-Oct-86	1.2	37	$148,900	$3,495	43
GUATEMALA	50060	34	Heath Related Activities	PIET	05-May-85	05-Jun-85	1.0	30	$129,300	$4,227	31
GUATEMALA	50093	34	Heath Related Activities	PIET	08-Sep-85	08-Oct-85	1.0	30	$129,300	$4,367	30
GUATEMALA	50090	34	Heath Related Activities	PIET	23-Jun-85	23-Jul-85	1.0	10	$67,000	$6,789	10
HEALTH RELATED		11	PROGRAMS					385	$1,427,980	$3,447	414
COSTA RICA	50071	44	Public Affairs	PIET	24-Oct-85	15-Dec-85	1.7	20	$121,267	$3,545	34
SALVADOR	60081	44	Public Administration	U of New Mexico	18-Jun-86	12-Sep-86	1.35	25	$136,500	$3,889	34
SALVADOR	60049	44	Public Administration	U of New Mexico	14-Jun-86	25-Jul-86	1.35	24	$136,500	$3,889	32
SALVADOR	60148	44	Public Administration	U of New Mexico	20-Sep-86	31-Oct-86	1.35	25	$136,500	$3,889	34
COSTA RICA	50139	44	Community Services	IITraining	29-Jul-86	24-Sep-86	1.9	20	$146,980	$3,919	38
PANAMA	50136	44	Public Affairs	PIET	13-Jun-86	12-Jul-86	1.0	10	$48,000	$5,032	10
PUBLIC AFFAIRS		6	PROGRAMS					124	$723,747	$4,006	181
HONDURAS	50320	47	Indust Equip Maint & Repair	S&T/IT	02-Jan-85	31-Dec-85	11.93	1	$20,714	$1,736	12
SALVADOR	50192	47	Indust Mach Maint & Repairs	PIET	30-Sep-85	12-Oct-85	0.46	12	$48,000	$8,696	6
INDUSTRY/EQUIP REPAIR		2	PROGRAMS					13	$68,714	$3,938	17
HONDURAS	50411	49	Air Traffic Control	S&T/IT	26-Mar-86	17-May-86	1.71	5	$46,485	$5,437	9

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APPENDIX B, SECTION 3: CAPS TECHNICAL TRAINING PROGRAMS BY FIELD OF STUDY, CONTINUED

USAID	PIO/P NUMBER	FIELD OF STUDY	FIELD NAME	CONTRACTOR	DEPT DATE	RETRUN DATE	TRAIN. MONTHS/ PROGRAM	TRAINEES PER PROGRAM	TOTAL PROGRAM COST	COST/ TRAINEE-MONTH	TOTAL TRAINING MONTHS
COSTA RICA	50081	13	Teaching ESL	PIET	11-Jan-86	08-Mar-86	1.8	30	$131,025	$2,371	55
ROCAP	60042	13	Voc Ag Education	ZAMORANO	14-Sep-86	03-Dec-86	2.6	27	$180,000	$2,533	71
ROCAP	60043	13	Voc Ag Education	ZAMORANO	11-May-86	03-Aug-86	2.8	25	$177,000	$2,562	69
BELIZE	50006	13	Education	PIET	07-Jul-86	25-Aug-86	1.6	25	$111,875	$2,776	40
ROCAP	60045	13	Voc Ag Education	ZAMORANO	04-May-86	20-Jul-86	2.5	25	$177,000	$2,795	63
ROCAP	60044	13	Voc Ag Education	ZAMORANO	10-Aug-86	29-Oct-86	2.6	24	$180,000	$2,850	63
COSTA RICA	50036	13	Teacher Ed	PIET	01-Jun-85	30-Jun-85	1.0	8	$24,009	$3,146	8
GUATEMALA	60077	13	Educ/Cult Disadvantaged	PIET	02-Nov-86	07-Dec-86	1.2	40	$148,000	$3,214	46
COSTA RICA	50130	13	Education	USDA	21-Jun-86	21-Aug-86	2.0	20	$131,720	$3,282	40
ROCAP	60034	13	Voc Ag Education	ZAMORANO	12-Jan-86	05-Mar-86	1.7	30	$181,242	$3,532	51
GUATEMALA	50072	13	Bilingual/Bicultural Ed	PIET	02-Jun-85	02-Jul-85	1.0	24	$89,680	$3,786	24
BELIZE	50007	13	Education	PIET	16-Jun-86	25-Jul-86	1.3	15	$80,000	$4,157	19
GUATEMALA	50136	13	Education (General)	PIET	11-Sep-85	11-Oct-85	1.0	20	$94,000	$4,763	20
HONDURAS	50367	13	Elementary Ed	S&T/IT	03-Jul-86	27-Jul-85	0.79	3	$14,283	$6,027	2
GUATEMALA	50075	13	Bilingual/Bicultural Ed	PIET	30-Jun-85	30-Jul-85	1.0	24	$177,004	$7,474	24
HONDURAS	50331	13	Elementary Ed	S&T/IT	03-Mar-86	22-Mar-86	0.62	2	$10,498	$8,466	1
HONDURAS	50368	13	Elementary Ed	S&T/IT	03-Aug-86	16-Aug-86	0.43	3	$15,000	$11,628	1
EDUCATION		17	PROGRAMS					345	$1,922,336	$3,212	599
COSTA RICA	50152	15	Electrical Technology	NRECCA	27-Sep-86	20-Dec-86	2.8	7	$73,038	$3,776	19
COSTA RICA	50038	18	Emergency Disaster Sci	PIET	07-Aug-85	07-Dec-85	4.0	1	$2,500	$623	4
BELIZE	50020	18	Pediatrics	HAMPTON UNIVERSITY	21-Sep-86	01-Nov-86	1.3	12	$52,700	$3,256	16
BELIZE	50019	18	Maternal/Child Care	HAMPTON UNIVERSITY	10-Aug-86	20-Sep-86	1.3	12	$52,700	$3,256	16
HONDURAS	50085	18	Family Planning	S&T/IT	06-May-85	01-Jun-85	0.85	5	$16,535	$3,891	4
HONDURAS	50183	18	Maternal Child Health	S&T/IT	23-Jul-85	26-Jul-85	0.10	8	$11,504	$14,380	1
HEALTH/CHILD CARE		5	PROGRAMS					38	$135,939	$3,281	41

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APPENDIX B, SECTION 3: CAPS TECHNICAL TRAINING PROGRAMS BY FIELD OF STUDY, CONTINUED

USAID	PIO/P NUMBER	FIELD OF STUDY	FIELD NAME	CONTRACTOR	DEPT DATE	RETRUN DATE	TRAIN. MONTHS/ PROGRAM	TRAINEES PER PROGRAM	TOTAL PROGRAM COST	COST/ TRAINEE-MONTH	TOTAL TRAINING MONTHS
SMALL BUSINESS, CONTINUED											
COSTA RICA	50136	6	Bus Mgmt/Other	SCHL INT'L TRAINING	26-Oct-86	06-Dec-86	1.3	19	$137,351	$5,360	26
HONDURAS	50452	6	Investments & Securities	S&T/IT	30-Jun-86	18-Aug-86	1.61	1	$8,800	$5,466	2
SALVADOR	60134	6	Small Bus Mgmt	Consortium	06-Sep-86	03-Oct-86	0.92	25	$117,480	$5,500	23
HONDURAS	50286	6	Taxation	S&T/IT	30-Sep-85	08-Nov-85	1.28	1	$7,062	$5,517	1
HONDURAS	50196	6	Small Bus Mgmt	PARTNERS/AMERICAS	14-Apr-85	29-Apr-85	0.49	17	$50,000	$6,002	8
HONDURAS	50103	6	Investments & Securities	S&T/IT	24-Jun-85	07-Aug-85	1.45	1	$8,738	$6,026	1
HONDURAS	50159	6	Int'l Bus Mgmt	S&T/IT	03-Feb-85	11-May-85	3.19	1	$27,806	$8,532	3
HONDURAS	50354	6	Investments & Securities	S&T/IT	01-Jun-86	01-Jul-86	1.00	1	$8,800	$8,800	1
HONDURAS	50392	6	Banking & Finance	S&T/IT	15-Feb-86	01-Mar-86	0.46	4	$35,000	$19,022	2
SMALL BUSINESS		42	PROGRAMS					899	$3,583,313	$3,819	938
HONDURAS	50163	7	Accounting & Computing	S&T/IT	24-Jun-85	29-Jun-85	0.16	4	$6,100	$9,531	1
COSTA RICA	50032	8	General Marketing	USDA	06-Feb-86	27-Jul-86	5.6	3	$17,609	$1,043	17
GUATEMALA	50063	8	Marketing & Distribution	PIET	07-Jul-85	07-Aug-85	1.0	30	$123,000	$4,021	31
GUATEMALA	50094	8	Marketing & Distribution	PIET	08-Sep-85	08-Oct-85	1.0	26	$130,500	$5,086	26
COSTA RICA	50151	8	Wholesaling	Anita F. Allen	29-Oct-86	06-Dec-86	1.3	20	$171,020	$6,841	25
HONDURAS	60138	8	Export Marketing	S&T/IT	06-Sep-86	19-Sep-86	0.43	3	$12,000	$9,302	1
HONDURAS	50444	8	Int'l Marketing (Export)	S&T/IT	21-Apr-86	02-May-86	0.36	3	$11,212	$10,381	1
SALVADOR	50058	8	General Entrepreneurship	S&T/IT	23-Apr-85	27-Apr-85	0.13	1	$1,650	$12,692	0
MARKETING/BUSINESS		7	PROGRAMS					86	$466,991	$4,641	101
COSTA RICA	50140	9	Journalism	United Schools of America	18-Aug-86	05-Oct-86	1.6	21	$191,835	$5,786	33
HONDURAS	60159	11	Telecommunications	S&T/IT	28-Sep-86	18-Oct-86	0.66	1	$3,750	$5,682	1
HONDURAS	60092	11	Micro-Computers	S&T/IT	11-Aug-86	30-Aug-86	0.62	1	$4,450	$7,177	1
HONDURAS	60109	11	Micro-Computers	S&T/IT	11-Aug-86	29-Aug-86	0.59	1	$4,500	$7,627	1
COMPUTERS/COMMUNICATION		3	PROGRAMS					3	$12,700	$6,791	2

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APPENDIX B, SECTION 3: CAPS TECHNICAL TRAINING PROGRAMS BY FIELD OF STUDY, CONTINUED

USAID	PIO/P NUMBER	FIELD OF STUDY	FIELD NAME	CONTRACTOR	DEPT DATE	RETRUN DATE	TRAIN. MONTHS/ PROGRAM	TRAINEES PER PROGRAM	TOTAL PROGRAM COST	COST/ TRAINEE-MONTH	TOTAL TRAINING MONTHS
HONDURAS	50510	6	Small Bus Mgmt	PARTNERS/AMERICAS	09-Aug-86	25-Aug-86	0.53	20	$32,000	$3,019	11
SALVADOR	50119	6	Small Bus Mgmt	PIET	03-Aug-85	31-Aug-85	0.92	13	$34,007	$3,061	12
SALVADOR	50137	6	Small Bus Mgmt	PIET	24-Aug-85	21-Sep-85	0.92	30	$97,549	$3,061	28
SALVADOR	50122	6	Small Bus Mgmt	PIET	10-Aug-85	07-Sep-85	0.92	6	$16,896	$3,061	6
SALVADOR	50138	6	Small Bus Mgmt	PIET	31-Aug-85	28-Sep-85	0.92	9	$28,926	$3,061	8
SALVADOR	50139	6	Small Bus Mgmt	PIET	31-Aug-85	28-Sep-85	0.92	15	$48,210	$3,061	14
SALVADOR	50121	6	Small Bus Mgmt	PIET	10-Aug-85	07-Sep-85	0.92	26	$73,215	$3,061	24
SALVADOR	50123	6	Small Bus Mgmt	PIET	17-Aug-85	14-Sep-85	0.92	31	$84,568	$3,061	29
SALVADOR	50120	6	Small Bus Mgmt	PIET	03-Aug-85	31-Aug-85	0.92	17	$47,870	$3,061	16
SALVADOR	50140	6	Small Bus Mgmt	PIET	31-Aug-85	28-Sep-85	0.92	5	$19,290	$3,061	5
GUATEMALA	50123	6	Small Bus Mgmt/Ownership	PIET	10-Nov-85	10-Dec-85	1.0	44	$136,800	$3,151	43
GUATEMALA	60076	6	Small Bus Mgmt	PIET	02-Nov-86	07-Dec-86	1.2	40	$148,000	$3,214	46
GUATEMALA	60069	6	Small Bus Mgmt	PIET	28-Sep-86	02-Nov-86	1.2	40	$148,000	$3,214	46
HONDURAS	50522	6	Small Bus Mgmt	PARTNERS/AMERICAS	20-Sep-86	05-Oct-86	0.49	20	$32,000	$3,265	10
HONDURAS	50437	6	Small Bus Mgmt	PARTNERS/AMERICAS	25-Mar-86	09-Apr-86	0.49	19	$30,400	$3,265	9
GUATEMALA	50122	6	Small Bus Mgmt/Ownership	PIET	13-Oct-85	13-Nov-85	1.0	40	$138,000	$3,383	41
GUATEMALA	60068	6	Small Bus Mgmt	PIET	21-Sep-86	26-Oct-86	1.2	38	$148,600	$3,397	44
GUATEMALA	60070	6	Small Bus Mgmt	PIET	28-Sep-86	02-Nov-86	1.2	38	$148,600	$3,397	44
HONDURAS	50426	6	Small Bus Mgmt	INCAE	22-Feb-86	28-Mar-86	1.12	40	$153,600	$3,429	45
GUATEMALA	60063	6	Small Bus Mgmt	PIET	14-Sep-86	19-Oct-86	1.2	37	$148,900	$3,495	43
GUATEMALA	60065	6	Small Bus Mgmt	PIET	21-Sep-86	26-Oct-86	1.2	36	$149,200	$3,600	41
COSTA RICA	50021	6		INCAE	23-Feb-86	23-Mar-86	0.9	1	$3,450	$3,746	1
COSTA RICA	50121	6	Bus Mgmt	INCAE	23-Feb-86	23-Mar-86	0.9	4	$13,800	$3,746	4
GUATEMALA	50064	6	Small Bus Mgmt/Ownership	PIET	28-Jul-85	28-Aug-85	1.0	33	$128,400	$3,816	34
ROCAP	70015	6	Small Bus Mgmt	INCAE	06-Jul-86	28-Sep-86	2.8	41	$432,577	$3,818	113
GUATEMALA	50061	6	Small Bus Mgmt/Ownership	PIET	26-May-85	26-Jun-85	1.0	30	$129,300	$4,227	31
GUATEMALA	50141	6	Small Bus Mgmt	PIET	24-Nov-85	24-Dec-85	1.0	40	$171,000	$4,332	39
SALVADOR	50178-188	6	Banking & Finance	S&T/IT	30-Sep-85	19-Sep-85	0.62	22	$63,954	$4,689	14
HONDURAS	50466	6	Investments & Securities	S&T/IT	30-Jun-86	18-Aug-86	1.64	1	$8,000	$4,878	2
GUATEMALA	50065	6	Small Bus Mgmt	PIET	18-Aug-85	18-Sep-85	1.0	25	$129,971	$5,098	25
HONDURAS	50231	6	Small Bus Mgmt	PARTNERS/AMERICAS	03-Aug-85	18-Aug-85	0.49	20	$50,000	$5,102	10
SALVADOR	50043-53	6	Banking & Finance	S&T/IT	04-May-85	22-May-85	0.59	23	$69,713	$5,137	14
SALVADOR	60137	6	Small Bus Mgmt	Consortium (CSLAO	08-Nov-86	06-Dec-86	0.92	25	$117,480	$5,321	23

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APPENDIX B, SECTION 3: CAPS TECHNICAL TRAINING PROGRAMS BY FIELD OF STUDY, CONTINUED

USAID	PIO/P NUMBER	FIELD OF STUDY	FIELD NAME	CONTRACTOR	DEPT DATE	RETRUN DATE	TRAIN. MONTHS/ PROGRAM	TRAINEES PER PROGRAM	TOTAL PROGRAM COST	COST/ TRAINEE-MONTH	TOTAL TRAINING MONTHS
PANAMA	50095	2	Ag Sciences		20-Sep-85	20-Jun-86	8.97	50			
HONDURAS	50472	2	Dairy (Production)	PARTNERS/AMERICAS							
COSTA RICA	50059	2	Agri Sciences	ACDI	14-Sep-85	15-Nov-85	2.0	20	$88,812	$2,177	41
HONDURAS	50304	2	Dairy (Production)	LAND O' LAKES	06-Oct-85	02-Nov-85	0.95	8	$27,912	$3,673	8
DAIRY		4	PROGRAMS					78	$116,724	$2,412	48
COSTA RICA	50134	3	Renewable Resources	S&T/IT	05-Jun-86	22-Jun-86	0.6	10	$17,340	$3,101	6
GUATEMALA	50126	3	Conservation/Regulation	PIET	07-Oct-85	07-Nov-85	1.0	36	$116,700	$3,179	37
HONDURAS	60147	3	Forest Resources	S&T/IT	28-Sep-86	25-Oct-86	0.89	2	$6,630	$3,725	2
HONDURAS	60108	3	Forestry Prod & Processing	S&T/IT	18-Sep-86	28-Sep-86	0.33	1	$1,280	$3,879	0
HONDURAS	50230	3	Forestry & Related Sci	S&T/IT	21-Sep-85	21-Oct-85	0.99	1	$3,977	$4,017	1
HONDURAS	60115	3	Forestry	S&T/IT	06-Sep-85	09-Nov-85	2.10	10	$85,950	$4,093	21
HONDURAS	50428	3	Forestry & Related Sci	S&T/IT	11-Apr-86	29-Apr-86	0.59	1	$2,815	$4,771	1
GUATEMALA	50140	3	Conservation & Regulation	PIET	10-May-86	07-Jun-86	0.9	35	$165,000	$5,118	32
HONDURAS	50255	3	Forest Hydrology	S&T/IT	30-Sep-85	30-Dec-85	3.00	1	$16,398	$5,466	3
HONDURAS	40459	3	Forestry & Related Sci	S&T/IT	12-May-86	24-May-86	0.39	2	$8,075	$10,353	1
FORESTRY, GENERAL		10	PROGRAMS					99	$424,165	$4,118	103
HONDURAS	50195	4	Housing/Urban Development		22-Aug-85	22-Jan-86	5.03	1	$13,209	$2,642	5
HONDURAS	50102	4	City, Coun, Regional Plan	S&T/IT	17-Jun-85	28-Jun-85	0.36	1	$2,790	$7,750	0
HONDURAS	50119	4	City, Coun, Regional Plan	S&T/IT	17-Jun-85	29-Jul-85	0.39	7	$21,504	$7,877	3
CITY/REGIONAL PLANNING		3	PROGRAMS					9	$37,503	$4,636	8
COSTA RICA	50079	5	Ethnic Studies	PIET	06-Jan-86	28-Feb-86	1.7	21	$110,643	$3,022	37

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