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**First Annual Report:
Central American Peace Scholarship Program**

Honduras

Submitted to:

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

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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 that best meets the needs of project managers. To this end, enclosed are data from the Central American Peace Scholarship Computerized 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 manager and staff within missions, and selection committee members are integrated into the first annual CAPS evaluation report.

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FIRST ANNUAL REPORT:
CENTRAL AMERICAN PEACE SCHOLARSHIP PROGRAM
HONDURAS

EXECUTIVE SUMMARY

Introduction

The Central American Peace Scholarship Program (CAPS) was established by the United States 1) to further positive attitudes toward and social/economic ties with the United States among citizens of countries served by CAPS, and 2) to provide technical training to individuals in support of their individual development as well as that of their country. The purpose of this first annual evaluation report is to provide the CAPS Program Managers with information that will assist in the management of the CAPS program. Data are drawn from the Central American Peace Scholarship Computerized Management Information System (C.A.P.S.-M.I.S., a mission-based computerized management information system), interviews of CAPS trainees, Program Managers and staff, and observations made during technical assistance visits to the Honduran AID mission. Even though the Aguirre Evaluation project began a little over a year ago, the data reflect the first two years of implementation of the CAPS program. This lag time required that the data base be reconstructed from available archival records of those trainees entering the program prior to C.A.P.S.-M.I.S. The results of

this data collection effort are summarized below. They are organized and presented as answers to the key evaluation questions addressed by this study. Program recommendations conclude this summary.

FINDINGS

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

- o Yes. Consistent with CAPS objectives, CAPS trainees are selected for one or more of the following criteria: 1) leaders or potential leaders, 2) socially or economically disadvantaged, 3) from rural areas, and/or 4) from the private sector. Whether male or female, the largest numbers of CAPS trainees in the first year-and-a-half of the CAPS program are poor rural leaders from the private sector.

Key Question 2a: How has the Honduran mission country training plan (CTP) responded to the special focus of CLASP?

- o To properly answer this question the differences between CLASP 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 CLASP 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 for Honduras reflects this special focus of CAPS. A review of the CTP for Honduras shows that it includes a statement of the selection criteria to be used for identifying CAPS trainees. Moreover, the plan describes a selection process to identify potential CAPS trainees. The CTP also identifies the developmental needs of Honduras. This information reflects the

special CAPS focus.

Key Question 2b: How has the CTP been implemented in Honduras?

- o As noted, all of the selection criteria have been used to identify CAPS trainees. The Honduran CAPS programs have been quite successful in drawing from the private sector and from business. However, women and youth are under represented. Men are selected twice as often as are women. Almost no programs are directly related towards youth.

- o It is difficult to distinguish CAPS's training in Honduras from traditional training. This is particularly problematic in that CAPS training oftentimes was closely coordinated with mission projects. However, if the selection procedures implemented in Fall 1986 continue, CAPS training will be more clearly differentiated.

- o Intermediary agencies (eg. National Cattlemen's Association) are used to select short-term training trainees. There is nothing inherently wrong with this approach. In fact, using an intermediary agency could actually facilitate broadening the applicant

pool. However, in light of trainee feedback that the selection process should be improved in Honduras, selection guidelines should be provided to intermediary agencies to ensure an equitable and objective review process. Moreover, greater efforts need to be made to publicize the availability of scholarships among a wider spectrum of the population target.

- o CAPS guidelines require that at least 70% of the trainees be economically disadvantaged. However, as these data are not entered into the Central American Peace Scholarship Computerized Management Information System systematically it is difficult to determine the degree to which this requirement is being met.

Key Question 3a: Are trainees adequately oriented?

- o 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.

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

- o At this point in time, the majority of CAPS trainees received short-term training. Consequently, little pre-departure training is provided in English or study skills. As the number of CAPS trainees in long-term academic programs increase we will be better able to answer this question.

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

- o Yes. CAPS trainees report a wide range of enrichment activities. These include 1) attending cultural events, 2) attending athletic events, 3) visiting or living with U.S. citizens, and 4) attending civic activities (e.g., council 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 candidates receiving follow-up support upon return?

- o No. Less than 30% of the Honduran CAPS trainees received follow-up services. The few that did, tended to receive them from individual U. S. citizens incidently rather than from an organized effort. 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 the high proportion of trainees seeking follow-up training.

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?

- o Approximately 80% of the CAPS trainees received short-term training, 10% were undergraduates (AA, BA or BS) and 10% graduate students. Moreover, approximately 24% of the

CAPS trainees are employed by a public agency and 76% for a private agency (i.e., 10% Private Non-Profit, 51% Private-Profit, 1% Autonomous, and 14% other). These distributions are consistent with the CTP 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?

- o In the absence of detailed data on training activities, the question of innovation in training models cannot be answered at this time.

A few training contractors provide follow-up services at their own expense. 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, on-going training of their CAPS trainees.

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

- o As noted earlier, women are under-represented. CAPS targeted goal is that 40% of the CAPS trainees should be women. Through November, 1986, approximately 31% of all CAPS trainees are women.

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

- o Both USIA and 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. Peace Corps volunteers have provided follow-up services in terms of technical support. A volunteer worked with ceramicists in helping them to implement/adapt production procedures learned in their training. Other volunteers followed-up

merchants who had been trained in accounting techniques. Where this coordination 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?

- o Outstanding characteristics were noted above for the University of New Mexico and Partners of the Americas, Vermont, 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.

One outstanding feature is worthy of note. 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 rather than an overview and when training was directed towards demonstrating "implementation" rather than "theory".

Programs that are focused and provide follow-up services meet the CAPS objectives very well and create positive feelings towards U.S. citizens among trainees.

Significant problems included the following: Few training plans specify 1) objectives; 2) instructional activities; 3) evaluation activities; or 4) follow-up procedures. While some training programmers provide an "evaluation report", they provide little or no substantive information as to what was done in training, why it was done, or results of these efforts. At best they describe the topic(s) covered and how happy the CAPS trainees were. Consequently the AID Mission is not in a position to assess the relevance or effectiveness of those training efforts.

Finally, CAPS trainees indicated the need for more opportunities to meet and interact with non-Spanish speaking U.S. citizens. That is, training programmers should consider that, in addition to or instead of activities such as going to a concert, fair or meeting as a

group, CAPS trainees be divided into individual or small groups where they have an opportunity to interact more personally and directly with U.S. citizens.

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

- o Yes. CAPS trainees return home. However, few trainees are being followed up on a systematic basis. When follow-up services are provided they tend to reflect the diligence and commitment of the training programmer, rather than an agency plan.

Based on the follow-up interviews of trainees 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 S&T/IT?

CAPS training costs are equal to or less than those at S&T/IT. S&T/IT costs range from a low of \$623/training month to a high of \$19,022/training month. CAPS cost per

training month ranges from a low of \$1,099/training month to a high of \$19,022/training month.

ISSUES:

Future exit data collection will be restricted. First, questionnaires normally given to CAPS trainees at the end of training will be unavailable from those CAPS training programmers arranged through S&T/IT. To minimize data collection costs for the CAPS evaluation, the exit questionnaires are forwarded by Aguirre International to 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. Second, many CAPS trainees tend to be sent in groups of 1, 2, or 3 people. Usually, there is no single entity available to ensure that they complete and return exit-questionnaires. Both situations will substantially affect future exit questionnaire data on the majority of Honduran CAPS trainees.

RECOMMENDATIONS:

1. Increase enrollment of women and youth.
2. Broaden the recruitment procedures to ensure accessibility

of information to target populations.

3. If intermediary agencies are used to select CAPS trainees, guidelines should be provided to ensure an equitable and objective screening process.
4. Short-term training should be focused 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.
5. Provide guidance to training contractors in the form of reasonable ranges (specifying extremes) for technical training costs.
6. The AID mission should require that contractors 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.
7. The AID mission 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.
8. Training activities should provide opportunities for individual and small group interactions with U.S. citizens, especially those that are non-Spanish speaking.
9. The AID mission should have on file for each training program an implementation plan before it is to begin which minimally includes: 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 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.

10. Require that training programmers submit an evaluation at the end of training pursuant to their training plan.
11. In most cases, short-term training should be provided in Spanish or with the assistance of translators. Preferably translators should be familiar with the content.
12. The AID mission should detail and implement a plan to provide follow-up services to returned CAPS trainees. It should specify the objectives of the follow-up services to be provided, when, by whom, and how their effectiveness will be determined.
13. The mission should ensure the timely and accurate input of CAPS data into C.A.P.S.-M.I.S.

CHAPTER 1
CENTRAL AMERICAN PEACE SCHOLARSHIP COMPUTERIZED
MANAGEMENT INFORMATION SYSTEM
(C.A.P.S.-M.I.S.)

SUMMARY

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

- o to describe the 1986 cohort of Honduran CAPS trainees in terms of key descriptors like gender and selection criteria;
- o 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;
- o to describe competencies of the trainees, such as the pre-departure orientation received, highest educational level attained, and ability to speak English;
- o to describe the life conditions of Honduran CAPS trainees prior to selection, particularly as concerns employment status, occupation, and previous overseas travel or training experiences; and
- o to measure the average amount of time devoted to a variety of CAPS program components, including pre-departure orientation, pre-departure training.

CONCLUSIONS:

The C.A.P.S.-M.I.S. Data on Honduras reveal that within the total of 473 CAPS trainees, males outnumbered females by slightly less than 2 to 1. With the exception of the special mission requirements, about which nothing is known, the Honduran men and

women chosen exhibit, to varying degrees, all of the program selection criteria -- rurality, leadership potential, ethnic disadvantage, economic disadvantage and youth.

Given the unbalanced male-female ratio for Honduran CAPS trainees, and given the low percentage of people categorized as "ethnic disadvantaged" and youth, greater efforts must be made to increase the number of people with these characteristics in the remaining part of the program.

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

In terms of the preparation and training brought to the CAPS endeavor, the majority of Honduran 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 Honduran CAPS trainees indicated that agriculture was their area of preparation prior to selection. The group as a whole was distributed over a wide variety of skills and occupations.

Only a small minority of Honduran CAPS trainees had been previous scholarship recipients, had competency in the English language. None had traveled abroad before.

The Honduran 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.

The fields of study undertaken by the Honduran CAPS trainees were strongly related to development strategies outlined in the USAID FY1986 CAPS Country Training Plan for Honduras. While the pre-eminent fields were related to agriculture and business, Honduran 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 Honduran CAPS program so far appears to have successfully matched its trainees with diverse training types and fields identified by the government of Honduras as critical to development. Upon completion of their training, and with the proper placement and support, these individuals are likely to meet all expectations that their leadership and expertise will make a difference in a new future for Honduras.

RECOMMENDATIONS:

1. Increase the number of trainees who are women, youth, and

ethnically disadvantaged in the remaining years of the program.

2. Increase the amount of the pre-departure orientation to better prepare trainees for life in the U.S. as well as details regarding training activities and requirements, (e.g. what to bring).
3. Provide greater care in entering data into C.A.P.S.-M.I.S. to ensure that it is complete, current, and correct.

**CENTRAL AMERICAN PEACE SCHOLARSHIP COMPUTERIZED MANAGEMENT
INFORMATION SYSTEM
(C.A.P.S.-M.I.S.)**

INTRODUCTION

Effective program management requires timely and accurate information on the success with which program goals are realized. The Central American Peace Scholarship Computerized Management Information System Information System (C.A.P.S.-M.I.S.) was designed to provide such information to CAPS program managers. This database 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 six CAPS countries: Belize, Costa Rica, El Salvador, Guatemala, Honduras, and Panama. The data are drawn from trainee application forms, and various AID mission evaluation, management, budgeting, and reporting documents.

The following report summarizes the data gathered in-country, from the C.A.P.S.-M.I.S., for all CAPS trainees from Honduras through November 1986.

When examined in conjunction with the reports for the Exit

Questionnaire, Returnee Interview Form, and Long-Term Academic Trainee Questionnaire, the C.A.P.S.-M.I.S. Report adds yet another dimension towards a full understanding of who was involved in the CAPS Program and the training they received.

Does the Honduran CAPS training reflect program objectives?

Yes. With one exception the Honduran CAPS training reflects program objectives in terms of the selection criteria for trainees, the type of training offered, and the subjects studied. The ensuing discussion will reveal the ways in which it does so.

Does the type of training received by Honduran CAPS trainees vary by gender?

The distribution of all Honduran CAPS trainees by training type finds the majority enrolled in technical training (80%), with the remaining trainees (20%) undertaking academic training leading toward a degree. (Table 1.1)

The percentage of Honduran females enrolled in academic training was nearly double that for Honduran males - 28% of all females, 15% of all males.

While the distribution of the sexes by academic training type approaches parity (54% male, 46% female), the percentage of males enrolled in technical training far exceeds that of females (72% male, 28% female).

TABLE 1.1

HONDURAS CAPS PARTICIPANTS BY TYPE OF TRAINING AND SEX

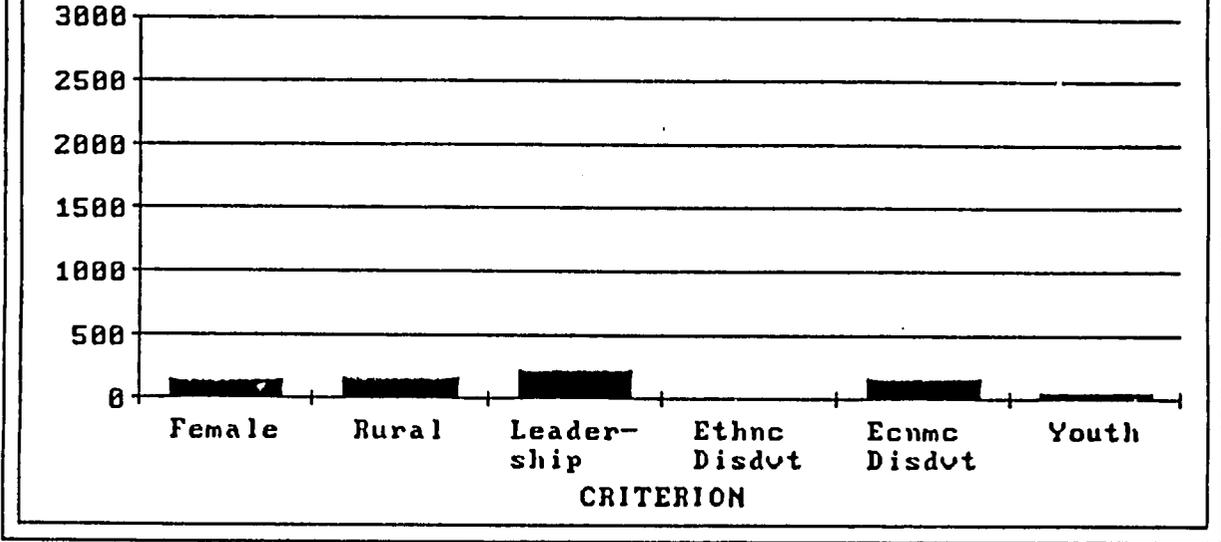
TYPE OF TRAINING	MALE N=322	FEMALE N=151	TOTAL N=473
ACADEMIC	15.5%	28.5%	19.7%
TECHNICAL	84.5%	71.5%	80.3%
TOTAL	100.0%	100.0%	100.0%

Is the population targeted by the Honduran CAPS Program being served?

Yes. The CAPS Program includes Hondurans who represent each of the selection criteria (Figure 1.1) -- female gender (19%), rural origins (22%), leadership abilities or potential (30%), ethnic disadvantage (0.7%), economic disadvantage (22%), and youth (7%).

However, women appear to be under-represented. Of a total of 473 scholarship recipients, 322 (68%) are male and 151 (32%) are female. Of the selection criteria, leadership is the quality for which Honduran trainees are most often selected, regardless of sex. Leadership is a characteristic of 38% of the males and 17% of the females chosen. After leadership, minor differences are noted among other selection criteria by sex. Rurality is also a major selection criteria for men (27%). In contrast, women are selected as frequently on the basis of economic disadvantage (17%) as they are for leadership. Rurality (14%) is also another important selection criterion for Honduran women. The criterion of ethnic disadvantage is selected for with the least frequency of all, though twice as many females are found in this category as males. The data are not available to describe the extent to which the selection of CAPS trainees from Honduras met specific mission requirements.

FIGURE 1.1
CAPS PARTICIPANTS BY SELECTION CRITERIA
HONDURAS



What are the training objectives of the programs offered to Honduran trainees?

The training objectives of the programs offered to Honduran CAPS trainees are not only numerous, but also vary by gender. The highest percentage of all trainees (65%), whether male (64%) or female (66%), were in programs to pursue short courses (Table 1.2). After that, the differences by sex are noted.

Honduran male CAPS trainees were in programs with the objectives of offering observational tours (10%) and MA/MS degrees (10%). Honduran female trainees, in contrast, largely were in programs leading to a BA/BS degree (14%) or an MA/MS degree (13%).

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

Information on the educational level of Honduran CAPS trainees is available for only 40% of the trainees. (Educational data were not entered onto C.A.P.S.-M.I.S. for the remaining trainees.) Of those trainees for whom data are available, they are almost evenly divided between those who completed college (bachelors degree - 43.5%) and those who never attended college (elementary school - 27.7%, and high school - 20.4%). (Figure 1.2)

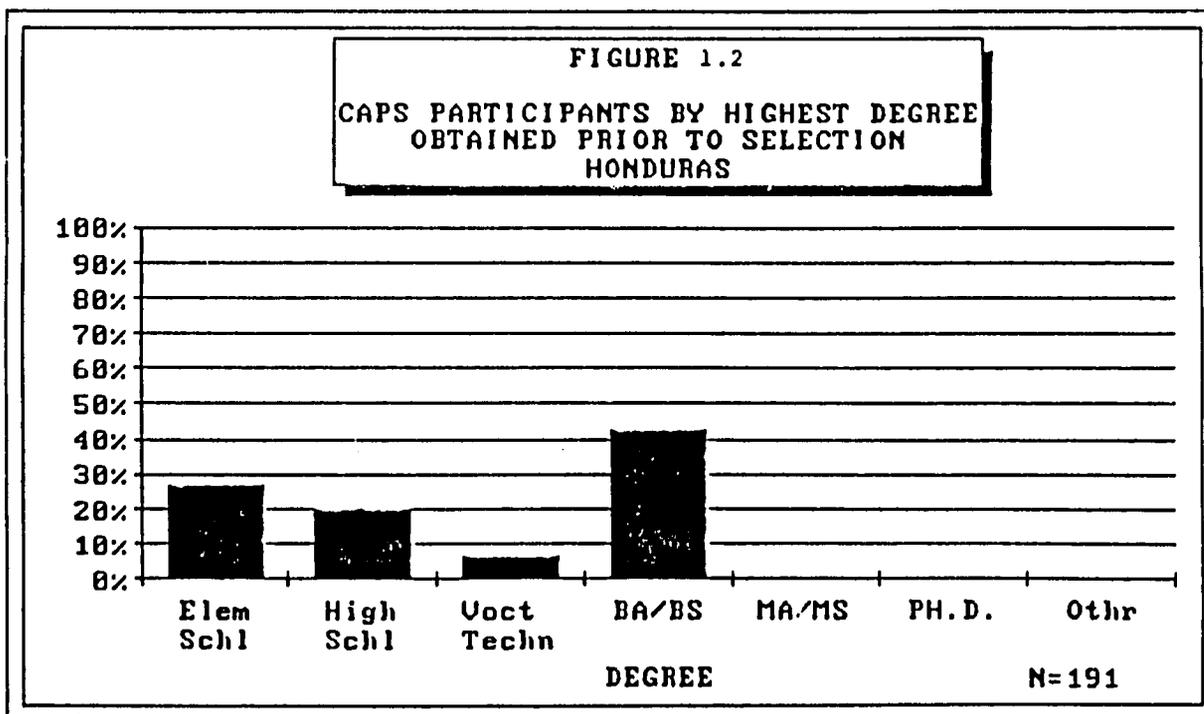
Differences by sex are evident. Proportionately men are

TABLE 1.2

PARTICIPANTS BY TRAINING OBJECTIVE AND SEX

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
PH.D.	0.0	0.0	0.0
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
TOTAL	100.0	100.0	100.0



better educated than women, almost half of the male trainees have attained the BA/BS degree (48%) as compared to approximately one fourth of the women (28.3%).

However, when college is not considered, proportionately more women than men have completed high school.

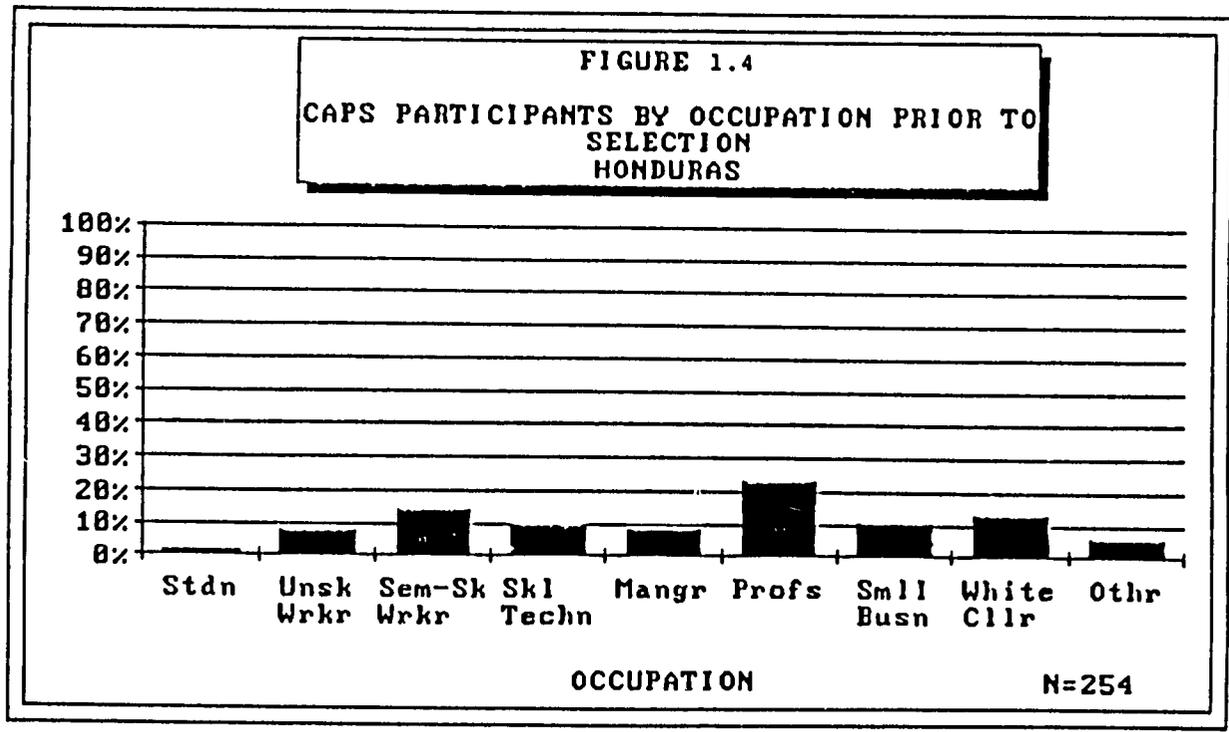
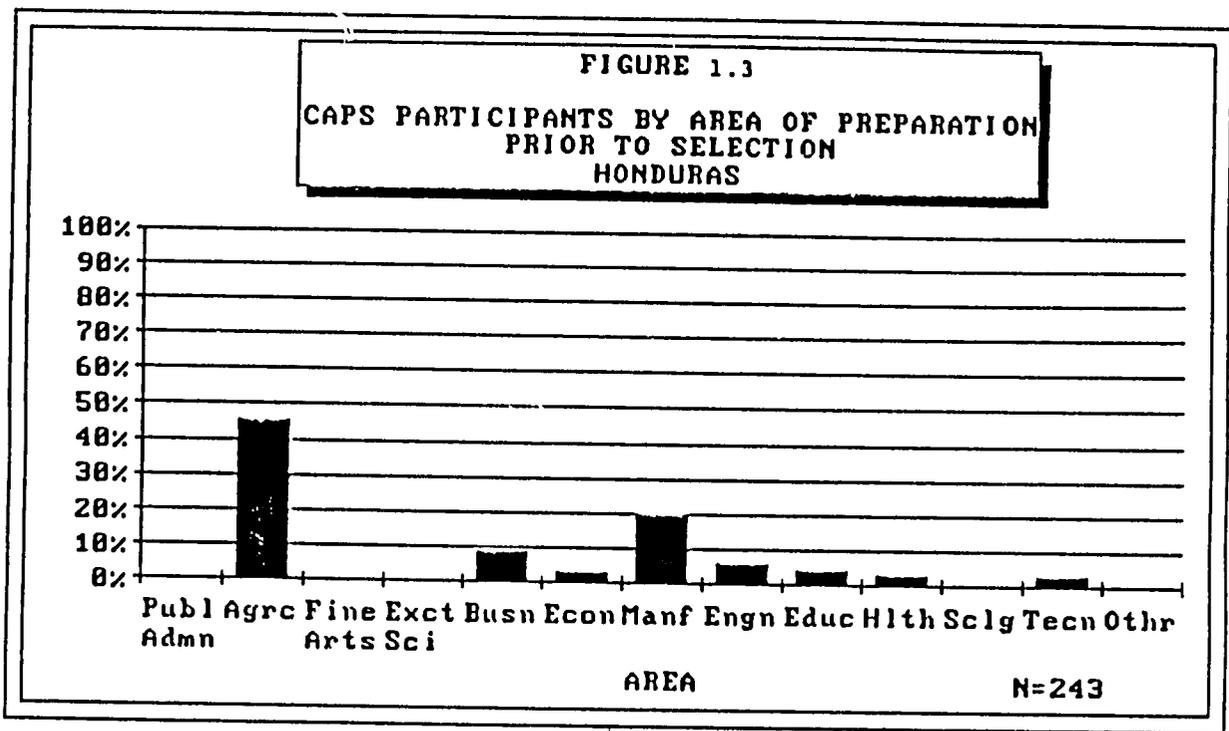
What is the area of preparation of Honduran CAPS trainees prior to selection?

Information on area of preparation prior to selection is available for only half of all Honduran CAPS trainees.

(Figure 1.3) Data were not entered onto C.A.P.S.-M.I.S. for the remaining trainees. Of those for whom data are available, almost half report preparation in agriculture (46.1%), followed by manufacturing (20.6%). Differences are noted by sex. Over half of the males (58%) have a background in agriculture and 16% in manufacturing. In contrast one-third of the Honduran female CAPS trainees have preparation in manufacturing (33%) prior to selection, and roughly one-third have small business experience (30%).

What occupations do Honduran CAPS trainees have prior to selection?

With two exceptions, Honduran CAPS trainees are drawn from most occupational levels. Approximately one fourth are professionals (24%). (Figure 1.4) One fourth are skilled or semi-skilled workers (10.6% and 14.6% respectively) and another quarter are small business/merchants (11%) or white collar/clerks



(13.4%). Noticeably unskilled workers and students are represented in smaller number. As these groups might be considered a risk population, consideration might be given to providing these groups with some training opportunities.

Sex differences by occupations are also evident. Men tend to hold better positions. Slightly more than one fourth of the men are professionals (27%), 16% are white collar/clerks, and 12% skilled technicians. In contrast, one fourth of the women are semi-skilled workers, one fourth are small businesswomen/merchants and 16% are professionals.

Have the Honduran CAPS trainees previously been scholarship recipients?

No. A scant 13% (27 out of 473) of all Honduran CAPS trainees are previous scholarship recipients.

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

The majority of all Honduran CAPS trainees (69.7%) had no competency in English at all prior to selection. Twenty-eight percent, however, were reported to have good competency and a fraction (2%) were described as having an excellent command of the English language.

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

No. None of the reported Honduran CAPS trainees had ever taken a trip abroad.

Is training for Honduran CAPS trainees primarily short- or long-term?

The length of time devoted to study by Honduran CAPS trainees appears to vary according to whether the training is academic or technical and, in some instances, according to gender.

Training was provided to men in 16 fields of study. Of these, most training took one month or less. Only two fields of study were longer than one year, engineering (35.2 months) and social sciences (24.4 months). Training for women was provided in 15 fields of study, and were for longer duration than that provided to men. Almost half (6 fields of study) required 12 months or longer: agriculture sciences (23.8 months), allied health (22.8 months), computer/information sciences (21.2 months), engineering (16.9 months), education (12.9 months), and social sciences (12 months).

Courses for which the average period of training was two months or less, regardless of gender, were: agricultural business and production, health science, and transportation. In some courses, the average length of study for males and females varied for reasons which are unclear, but which may have to do

with individual training objectives and qualifications. In the social sciences, for instance, men spent twice as many months in training as women. In agricultural sciences, the average periods of study for males was 4.89 months, in contrast to the two-year period for females. Female students studied renewable natural resources only half as long as their male counterparts. However, Honduran women studied business and management 1 1/2 times longer than Honduran men and spent nearly twice as much time in education. While there is no obvious rule governing the average months of study of Honduran CAPS trainees, type of training and gender appear to be related factors.

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

Yes. Honduran CAPS trainees took part in academic and technical training, offered in both short-term and long-term duration. The USAID/Honduras FY1986 Country Training Plan Update identified the following as priority areas for Honduran development: Agriculture, Export Promotion, Small Business Development, Education, Health and Population, Housing and Other Infrastructure, and Public Administration. Honduran CAPS trainees are primarily enrolled in technical training courses (86%) related to these fields. (Table 1.3) It appears that only the objectives of training in Housing and Other Infrastructure and Public Administration have gone unfulfilled within this first cohort of Honduran CAPS trainees.

TABLE 1.3

HONDURAS CAPS PARTICIPANTS BY FIELD OF STUDY AND TRAINING TYPE

FIELD OF STUDY	ACADEMIC %	TECHNICAL %	TOTAL %
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%	0.0%	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%	0.0%	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%
ENGINEERING/VOCATIONAL	0.0%	0.0%	0.0%
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%	0.0%	0.0%
LETTERS	0.0%	0.0%	0.0%
LIFE SCIENCES	0.0%	0.0%	0.0%
MATHEMATICS	0.0%	0.5%	0.5%
CIVIC ACTIVITIES	0.0%	0.0%	0.0%
PHYSICAL SCIENCES	0.0%	0.0%	0.0%
PSYCHOLOGY	0.0%	0.0%	0.0%
PUBLIC AFFAIRS	0.0%	0.0%	0.0%
SOCIAL SCIENCES	5.0%	0.0%	0.7%
CONSTRUCTION TRADES	0.0%	0.0%	0.0%
MECHANICS/REPAIRS	0.0%	0.3%	0.2%
PRECISION PRODUCTION	0.0%	0.0%	0.0%
TRANSPORTATION	0.0%	1.3%	1.1%
VISUAL/PERFORM. ARTS	0.0%	0.0%	0.0%
INTENSIVE ENGLISH	0.0%	0.0%	0.0%
NO INFORMATION	0.0%	0.0%	0.0%
	----- 100.0%	----- 100.0%	----- 100.0%

The largest group of technically-oriented trainees are found in business and management (39%), agricultural business and production (35%), and agricultural sciences (13%). The largest group of academically-oriented trainees pursue education (38%), business and management (18%), and agricultural sciences (13%).

Both academic and technical courses were offered to Honduran CAPS trainees in the following fields of study: renewable natural resources (14% vs. 86%), business and office (20% vs. 80%), and computer/information sciences (40% vs. 60%). (Table 1.3)

Academic training only was offered in engineering (8%), social sciences (5%), and allied health (2%). Technical training only was available for the fields of architecture and design (2%), marketing and distribution (2%), health science (3%), industrial arts (0.5%), mathematics (0.5%), mechanics/repairs (0.3%), and transportation (0.3%).

Do the fields of study and training objectives of the Honduran CAPS trainees reflect those outlined for the program?

Yes. Honduran CAPS trainees have undertaken fields of study consistent with most, though not all, of the training objectives outlined in the USAID/Honduras FY1986 Country Training Plan. The trainees, furthermore, pursued their goals within both academic and technical training courses.

At the AA level, two of the three Honduran CAPS trainees sought degrees in computer/information sciences, while the third was in agricultural business and production. Most of the

Honduran CAPS trainees were in business and management at the BA/BS (39%) and MA/MS (41%) levels. (Table 1.4)

Short-term, technical training was offered to Honduran CAPS trainees in a variety of formats: seminars, short courses, on-the-job training, and observational tours. The largest single group of trainees in this category were enrolled in short courses on business and management (48%), followed by agricultural business and production (33%). Slightly more than half of those who took seminars (54%) studied health science. While virtually all of the on-the-job training was conducted in the area of agricultural business and production (93%), nearly half of those involved in observational tours (44%) were also in this field.

When training objectives are examined as a function of field of study, it is plain to see that almost three-fourths (71%) of all Honduran CAPS trainees were enrolled in short courses. This was the only training mode for the fields of architecture and design, marketing and distribution, industrial arts, mathematics, mechanics/repairs and transportation. The seminar, meanwhile, was the only mode of instruction in health science. Engineering and social sciences were offered strictly as academic pursuits. Business and office training was given in seminar and on-the-job training formats. Otherwise, for all other fields, Honduran CAPS trainees were distributed among two or more of all possible training modes.

TABLE 1.4

HONDURAS CAPS PARTICIPANTS BY FIELD OF STUDY AND TRAINING OBJECTIVE

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%
INDUSTRIAL ARTS									0.0%
LAW					0.7%				0.5%
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									1.2%
VISUAL/PERFORM. ARTS									0.0%
INTENSIVE ENGLISH									0.0%
NO INFORMATION									0.0%
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Does the amount of pre-departure information (measured in days) for Honduran CAPS trainees vary by field of study?

No. The average number of days that pre-departure information was imparted to Honduran CAPS trainees does not vary according to field of study (e.g., agriculture, health, business, etc.), but rather according to training type (i.e., academic vs. technical). Pre-departure information was offered to those pursuing academic training for an average length of 14 days. Pre-departure information for those pursuing technical training had an average duration of 11 days.

What is the average length (measured in days) of pre-departure orientation for Honduran CAPS trainees?

One day is the average length, in days, of pre-departure orientation for the 254 Honduran CAPS trainees who received it.

Do training objectives of Honduran CAPS trainees vary by type of training?

Yes. Training objectives for Honduran CAPS trainees most definitely vary by type of training. (Table 1.5) Those pursuing academic objectives -- AA, BA/BS, MA/MS -- naturally are categorized under the academic training type (20%) As might be expected, those pursuing technical fields (80%) are identified with the technical training type.

TABLE 1.5

PARTICIPANTS BY TYPE OF TRAINING AND TRAINING OBJECTIVES

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%

Does length of training (measured in months) for Honduran CAPS trainees vary by training type?

Yes. The average length of training for Honduran CAPS trainees selecting academic training was 26 months, 7 days. The average length of training for those selecting technical training was 23 to 24 days.

Does field of study for Honduran CAPS trainees vary according to selection criteria?

Yes. When different selection criteria are used as the basis for analysis, the first choice of fields of study among Honduran CAPS trainees also varies. When female gender is the key discriminator, nearly half of those in this category (49%) choose the field of business and management first and foremost. The same first choice is made by two-thirds of all those selected on the basis of ethnic disadvantage, and by nearly half of those labeled "economically disadvantaged" (49%). (Table 1.6) When rurality is the distinguishing characteristic, 42% of all those so designated are found concentrated in the field of agricultural business and production. When trainees are selected on the basis of leadership, the largest percentage of these trainees (38%) also are in agriculture business and production. Of the few trainees selected on the basis of youth, more (42%) are also in this field of study than any other.

TABLE 1.6

HONDURAS CAPS PARTICIPANTS BY FIELD OF STUDY AND SELECTION CRITERIA

FIELD OF STUDY	FEMALE N=195	RURAL N=170	LEADER N=208	DISADVANTAGED		YOUTH N=43	MISSION CRITERIA1	MISSION CRITERIA2	MISSION CRITERIA3	TOTAL N=736
				ETHNIC N=6	ECON. N=164					
AG. BUS. & PRODUCTION	22.1%	42.4%	37.5%	33.3%	33.5%	41.9%				34.9%
AG. SCIENCES	0.7%	11.8%	11.1%		12.8%	7.0%				9.2%
RENEW. NAT. RESOURCES	3.4%	5.9%	6.7%		3.0%	16.3%				5.6%
ARCHITECTURE & DESIGN	1.4%									0.3%
AREA/ETHNIC STUDIES										0.0%
BUSINESS & MANAGEMENT	49.0%	37.6%	33.7%	66.7%	48.8%	20.9%				40.5%
BUSINESS & OFFICE	1.4%									0.3%
MARKET. & DISTRIB.	0.7%		2.4%			9.3%				1.4%
COMMUNICATIONS										0.0%
COMPUTER/INFO SCIENCES	2.1%		1.0%			2.3%				0.8%
EDUCATION	13.8%	1.2%	2.9%		0.6%					3.9%
ENGINEERING	0.7%	0.6%	0.5%		0.6%	2.3%				0.7%
ENGINEERING/VOCATIONAL										0.0%
ALLIED HEALTH	0.7%									0.1%
HEALTH SCIENCE	2.1%	0.6%	3.4%							1.5%
INDUSTRIAL ARTS			0.5%							0.0%
LAW										0.1%
LETTERS										0.0%
LIFE SCIENCES										0.0%
MATHEMATICS	0.7%									0.0%
CIVIC ACTIVITIES										0.1%
PHYSICAL SCIENCES										0.0%
PSYCHOLOGY										0.0%
PUBLIC AFFAIRS										0.0%
SOCIAL SCIENCES	0.7%		0.5%		0.6%					0.4%
CONSTRUCTION TRADES										0.0%
MECHANICS/REPAIRS										0.0%
PRECISION PRODUCTION										0.0%
TRANSPORTATION	0.7%									0.0%
VISUAL/PERFORM. ARTS										0.1%
INTENSIVE ENGLISH										0.0%
NO INFORMATION										0.0%
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	0	0	0	100.0%

Does the field of study vary by classification at selection among Honduran CAPS trainees?

Yes. There appears to be a relationship between the job classification at selection and the field of study. The majority of those classified as students (67%), semi-skilled workers (86%) small business/merchants (96%), and "other" (69%) undertake training in business and management. (Table 1.7)

The largest percentage of those trainees classified at selection as unskilled (95%), skilled technician (52%), manager (46%), and professional (39%) are found in agricultural business and production. The majority of white-collar workers (52%) pursue the related field of agricultural science.

TABLE 1.7

HONDURAS CAPS PARTICIPANTS BY FIELD OF STUDY AND CLASSIFICATION AT SELECTION

FIELD OF STUDY	STUDENT N=3	UN- SKILLED N=21	SEMI SKILLED N=37	SKILLED TECH. N=21	MANAGER N=22	PROFES- SIONAL N=46	SM BUS/ MERCHANT N=28	WHITE COLLAR N=29	OTHER N=16	TOTAL N=223
AG. BUS. & PRODUCTION		95.2%	10.8%	52.4%	45.5%	39.1%	3.6%	44.8%	25.0%	36.3%
AG. SCIENCES		4.8%	2.7%	4.8%		8.7%		51.7%		9.9%
RENEW. NAT. RESOURCES				33.3%	4.5%	13.0%				6.3%
ARCHITECTURE & DESIGN						2.2%				0.4%
AREA/ETHNIC STUDIES										0.0%
BUSINESS & MANAGEMENT	66.7%		86.5%	9.5%	18.2%	4.3%	96.4%	3.4%	68.8%	36.3%
BUSINESS & OFFICE										0.0%
MARKET. & DISTRIB.					22.7%					2.2%
COMMUNICATIONS										0.0%
COMPUTER/INFO SCIENCES					4.5%	2.2%				0.9%
EDUCATION						13.0%		6.3%		3.1%
ENGINEERING										0.0%
ENGINEERING/VOCATIONAL										0.0%
ALLIED HEALTH										0.0%
HEALTH SCIENCE					4.5%	15.2%				3.6%
										0.0%
INDUSTRIAL ARTS						2.2%				0.4%
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	33.3%									0.4%
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%
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

CHAPTER 2

TRAINEE FEEDBACK AT END OF TRAINING

SUMMARY AND CONCLUSIONS

The CAPS Program for Honduras proved to be a great success by both the objective standards set out for the program, and the subjective reactions of the trainees.

The C.A.P.S.-M.I.S. Data on Honduras CAPS Program measures the extent to which aims and standards, outlined in the program objectives, were actually met. However, the Exit Questionnaire permits one to hear, from the trainees themselves, what the experience meant to them from beginning to completion.

What has been learned here is that Hondurans, for the most part, went to the U.S. with some information about the CAPS program and with some orientation about life in the U.S., but with little or no training in English language skills. Most felt they were ready to undertake the journey and for the most part had the goal of being trained in a specific area of knowledge. Honduran CAPS trainees overwhelmingly felt that they had achieved their training objectives.

Furthermore, they felt enriched by the cultural, athletic, and civic activities in which they participated. Living, studying, and traveling in the United States improved their knowledge of U.S. politics and culture and U.S. lifestyles.

Their opinions of the U.S. as a country was overwhelmingly favorable, despite the fact that some found certain individuals to be impersonal, even unfriendly.

Honduran CAPS trainees felt that when they needed medical care or had problems, there was someone available to help them—usually AID personnel or training institute personnel. They felt that the U.S. program compared well to similar overseas programs, and would recommend the CAPS Program to their compatriots. They had no doubt that the information acquired would be useful in Honduras upon their return. There was also no doubt that the trainees would have welcomed additional time spent in the training program.

TRAINEE FEEDBACK AT END OF TRAINING

INTRODUCTION

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 to trainees. That is, what activities are being provided to trainees? 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 were interviewed 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 and recommendations for improving future training efforts.

METHODOLOGY

Honduran CAPS trainees were administered exit questionnaires in Spanish, by the contractors, beginning in August, 1986, following completion of their training program in the United States, and prior to their return to Honduras. This report is based on 17 out of 66 trainees who were trained from August through November 1986. Those not interviewed participated in CAPS training programs arranged through S&T/IT. These

training contractors declined to administer the evaluation instrument developed specifically for the CAPS evaluation.

LIMITATIONS

As noted above, exit questionnaires are available for only about one-fourth of all Honduran CAPS trainees. This Chapter does not include any data for the majority of trainees who received training arranged by S&T/IT.

As is normally the case in such surveys, the number of respondents and/or responses per item vary throughout this report. In some instances, the variation occurs because the item did not apply to the trainee. In other cases, the respondent simply chose not to reply. It is also possible that in still other cases, a lack of response or an incomplete response to an item reflects a problem in the design, or administering of, the instrument. The reader is therefore cautioned to read percentages with the understanding that they may represent the proportion of responses to a given item based from a small number of trainees.

How many CAPS respondents came from Honduras?

Out of the 236 respondents from all six CAPS countries trained between August and November, 1986, 17 (i.e., 7%) came from Honduras.

To what extent were Honduran women represented in the CAPS Program?

Honduran men outnumbered Honduran women in the CAPS Program by 4 to 1. Of fifteen respondents to the item on gender, three (20%) were women and twelve (80%) were men.

Did Honduran respondents receive any specific preparation for the CAPS program prior to departure for the United States?

Most Honduran respondents received program information (82%) and an orientation to U.S. life and culture (71%, Table 2.1), as part of their in-country preparation for the CAPS scholarship program.

In terms of specific academic skills, three-fourths of the scholarship recipients reported that they had not received similar pre-departure training in the English language (76%, Table 2.1).

Slightly more than one-third of the Honduran respondents indicated they had received "other" preparation prior to beginning the CAPS training.

Did Honduran respondents find the pre-departure information or training useful?

Yes. Of those trainees who received pre-departure information or training, half (50%) felt that the pre-departure program information (Figure 2.1), the English language preparation (Figure 2.2), and the "other" preparation (Figure 2.3) received were "extremely useful". The rest of the respondents rated these three areas of pre-departure training as either "of considerable use" or "of some use".

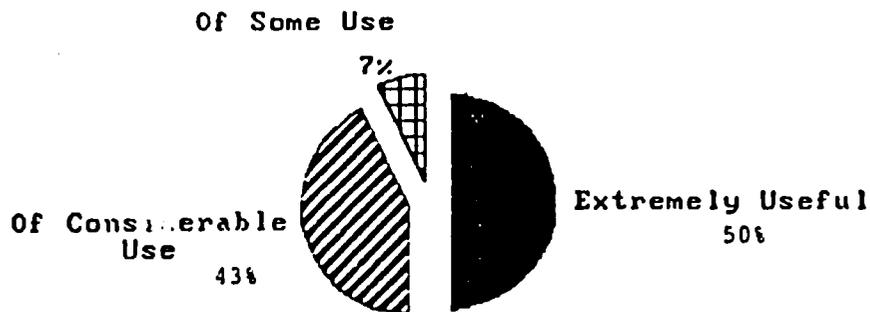
TABLE 2.1

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

HONDURAS

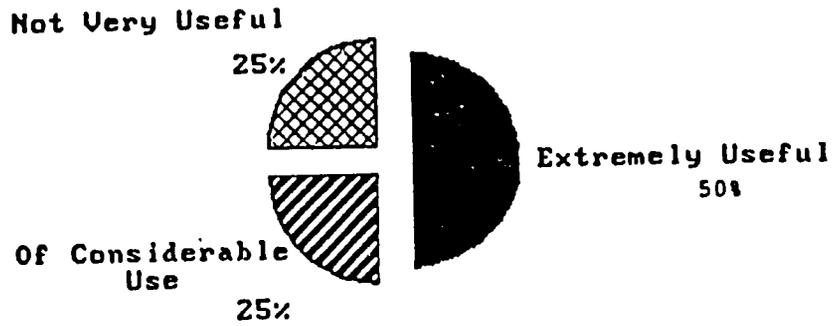
PRE-DEPARTURE INFORMATION	
	N=17
	%
RECEIVED	82.4
DID NOT RECEIVE	17.6
TOTAL	100.0

FIGURE 2.1
USEFULNESS OF PRE-DEPARTURE PROGRAM
INFORMATION
HONDURAS



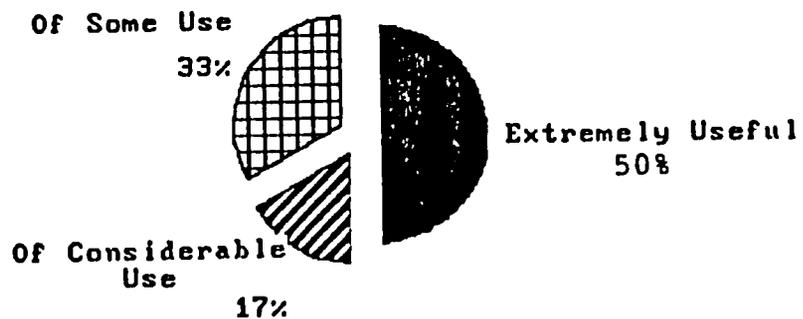
N=14

FIGURE 2.2
USEFULNESS OF PRE-DEPARTURE ENGLISH TRAINING HONDURAS



N=4

FIGURE 2.3
USEFULNESS OF OTHER PRE-DEPARTURE TRAINING HONDURAS



N=6

The orientation to U.S. life and culture was rated as, at least, of "some use" by 91% of all the respondents. (Figure 2.4)

Did Honduran CAPS trainees feel prepared for the trip and training program?

Yes. More than half of the 17 Honduran CAPS trainees felt prepared for the trip to and training program in the United States (59%, Figure 2.5). A couple of individuals confidently reported that they felt "very prepared" (12%). Noteworthy is that slightly more than one-fourth of the Honduran respondents (29%) indicated that they felt "unprepared" to undertake the CAPS training.

Why did some Honduran trainees feel unprepared for the trip and the training program?

The responses of Honduran CAPS trainees who reportedly felt unprepared for the trip and the training program (i.e., 5), suggest only that they considered themselves unprepared in general. Future data collection will attempt to clarify this issue.

What main objective did Honduran respondents have upon entering the CAPS program?

When asked what they originally hoped to get out of the CAPS program, slightly more than half of the written responses identified "knowledge of a specific area" (52%, Table 2.2) as the chief objective of the Honduran trainees. Other trainees reported

FIGURE 2.4
USEFULNESS OF PRE-DEPARTURE ORIENTATION TO
U.S. CULTURE
HONDURAS

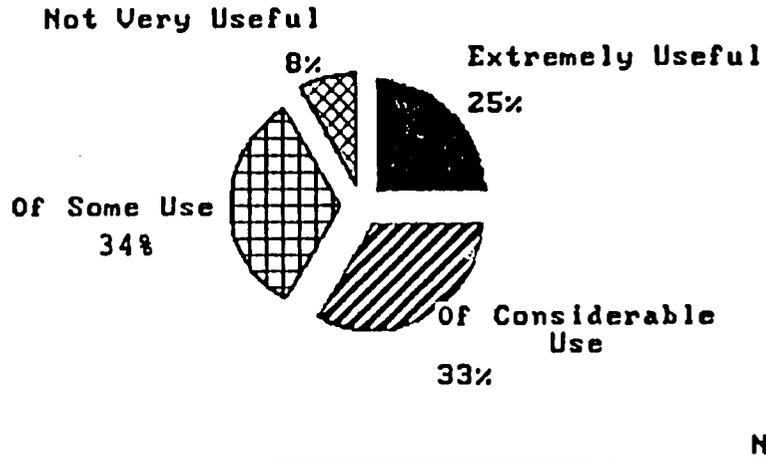


FIGURE 2.5
HOW PREPARED DID RESPONDENTS FEEL FOR
THEIR TRAINING PROGRAM?
HONDURAS

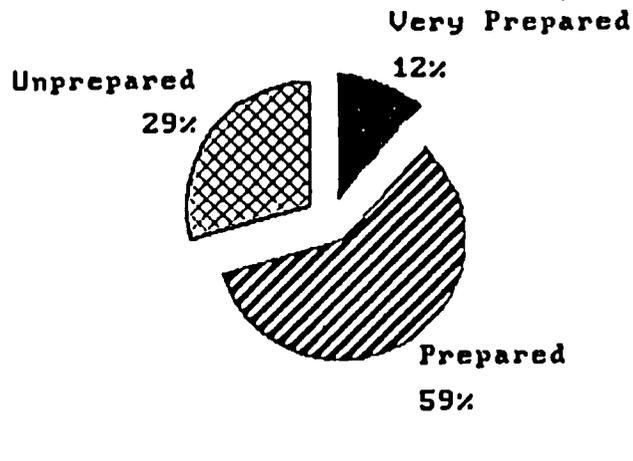


TABLE 2.2
 DISTRIBUTION OF PARTICIPANT OBJECTIVES
 FOR COMING TO THE U.S.
 HONDURAS

OBJECTIVES	N=23
	%
ACQ. KNOWLEDGE (GENERAL)	4.3
KNOWLEDGE OF SPECIFIC AREA	52.2
KNOWLEDGE OF U.S. CULTURE	8.7
SELF-KNOWLEDGE, DEVELOPMENT	13.0
LEARNING ENGLISH	13.0
DEGREE, CAREER/BUSINESS IMPROVE	0.0
SHARE HOME CULTURE	4.3
MAKE FRIENDS, INTERACT	0.0
TRAVELLING	4.3
TOTAL	100.0

that their objectives included "self-knowledge or development" (13%) and "learning English" (13%). Other trainees indicated an interest in gaining greater "knowledge of U.S. culture" (9%).

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

Yes. Just over four-fifths of the 17 Honduran trainees found that their training objectives were realized either to "a very great extent" (41%, Figure 2.6), or to "a great extent" (41%). Nevertheless, another 18% reported that their training objective was reached only to "some" extent. Future data collection will amplify our understanding of this issue.

Did the training received compare with the original expectations of Honduran respondents?

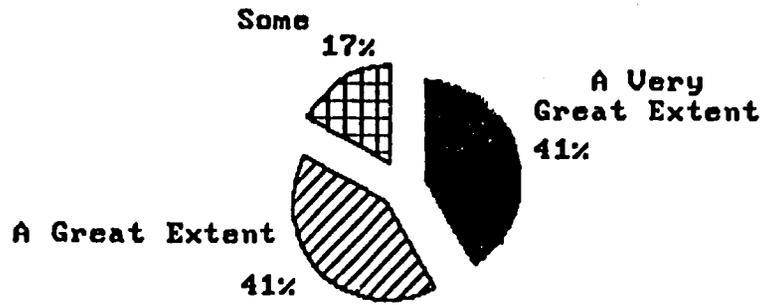
Yes. Almost three-fourths of the Honduran respondents (71%) found the training received to have been better than expected. About a third assessed the training as "about the same" as expected (29%). No one felt, then, that the CAPS training was worse than expected.

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

Yes. With one exception, Honduran respondents were clearly pleased with all aspects of their overseas training experience. The exception was the amount of monthly stipend. More than half of the 17 trainees (53%) were dissatisfied with the amount.

FIGURE 2.6

**TO WHAT EXTENT DID RESPONDENTS REALIZE
THEIR TRAINING EXPECTATIONS?
HONDURAS**



N=17

RANK	LISTING OF PROGRAM ELEMENTS	PERCENTAGE OF ALL RESPONDENTS
1	Travel Arrangements to the U.S.	100%
1	Opportunity for Contact With U.S. Citizens	94%
2	Overall Quality of the Training	94%
2	Support Personnel	94%
2	Organization That Arranged Program and Provided Stipend	94%
3	Amount of Effort Program Required of Individual	93%
4	Housing Arrangements	88%
5	Appropriateness of Level of Difficulty of Training	87%
6	Travel Arrangements Within the U.S.	82%
7	Punctuality of Stipends	82%
8	Amount of Monthly Stipend	47%

What additional comments were offered by Honduran respondents on program elements?

Positive comments offered by Honduran respondents on program elements tended to be very general in nature:

- "I think the program was quite good."
- "I am very content."
- "All of the training appeared to me to be very good."

On the other hand, the criticisms of program elements were direct and to the point:

- "I'm not satisfied with the housing arrangements they gave us because of the inconvenience."
- "Dissatisfied because I don't know how to speak English and I only spoke with Americans who are immigrants."
- "The amount of [the] stipends was insufficient."
- "I would have liked to have attended more activities. I feel that I should have done more."
- "We had too much contact with people who speak Spanish and who wanted to practice it."
- "[If] the service in the hotels were improved, I think the trainees would be even more satisfied."

Two specific recommendations were offered, however, for improving the CAPS program:

- "The program should be restructured in order to improve [it]."
- "I think they can give more practical training to the trainees."

Did Honduran respondents experience problems with the various elements of their scholarship program?

No. The majority (66%) of Honduran respondents reported that they had experienced no problems during the CAPS program. Of the 5 respondents reporting, only one specified an element.

The sole problem had to do with the English language. Future data collection will amplify our knowledge in this area.

Did Honduran respondents receive any help or support with these problems? From whom?

Yes. The one Honduran respondent who indicated that he had

problems reported that he had been helped by both AID personnel and training institute personnel.

Did Honduran respondents require medical care while in the United States? If so, did they receive it? How satisfied were they with the care received?

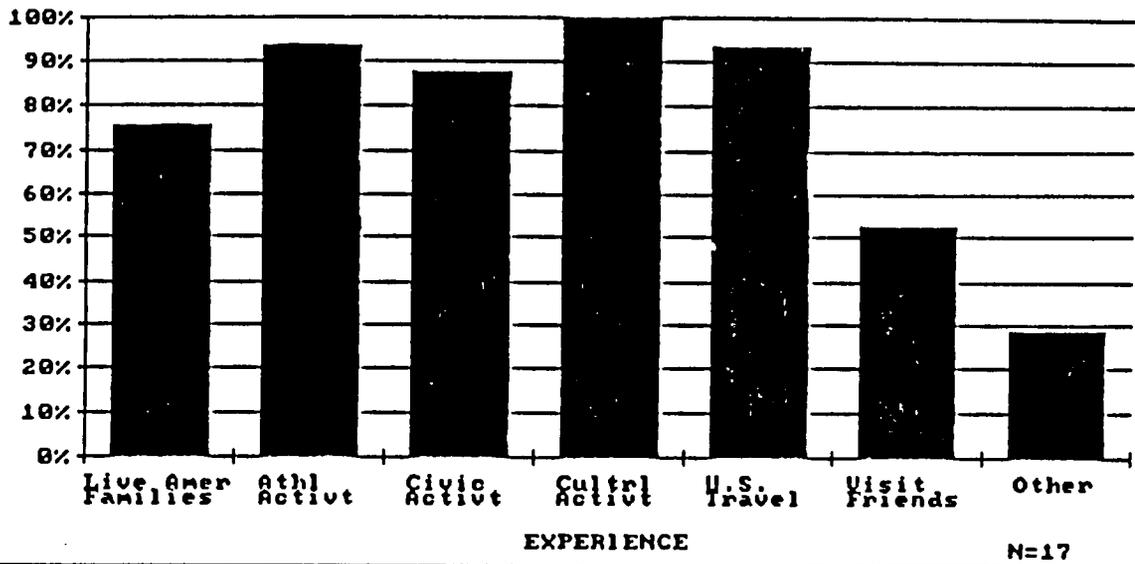
Yes, some did. One-fourth of the 17 Honduran respondents reported a need for medical care while in the United States. All of the Honduran respondents who needed medical care in the U.S. indicated that they had received it (100%).

Of the respondents who received medical care, three-fourths reported that they were satisfied with the medical care received (75%); the remaining respondent was "neither satisfied nor dissatisfied" (25%).

What experiences did Honduran respondents have while in the United States?

The 17 Honduran respondents participated in a wide variety of activities while in the United States. Activities depended on program priorities, as well as personal preferences. When asked to indicate "yes" or "no" to questions about what kinds of experiences they had had while in the U.S., the largest percentage of "yes" responses went to attendance at cultural events (100%, Figure 2.7), followed, in second place, by attendance at athletic events and travel around the U.S. (94%). Nearly as many "yes" responses were accorded to attendance at civic activities (88%).

FIGURE 2.7
WHAT EXPERIENCES DID RESPONDENTS HAVE WHILE IN THE U.S.? HONDURAS



At least three-fourths of the affirmative responses indicated that a majority of respondents visited or lived with American families (76%). A slim majority of "yes" responses were also received for "visited with friends in the U.S." (53%). The lowest level of participation went to "other activities" (29%).

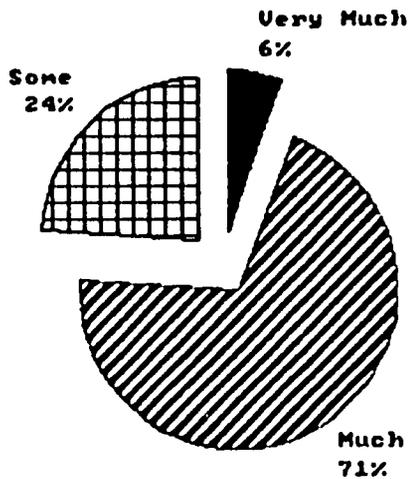
Did Honduran respondents find that their experiences in the CAPS Program increased their understanding of certain aspects of U.S. life?

Yes. Upon combining the top two of five possible ratings (on a five-point scale ranging from "not at all" to "very much"), it becomes clear that at least two-thirds of the 17 Honduran respondents felt that the CAPS Program contributed most to increasing their understanding of U.S. politics (77%, Figure 2.8) and U.S. lifestyles (77%, Figure 2.9). Following in close succession, each with nearly two-thirds of all responses, Honduran CAPS trainees reported that their experiences had increased their awareness of U.S. citizens (65%, Figure 2.10), how the government functions at the state and local levels (65%, Figure 2.11), and of U.S. families (64%, Figure 2.12).

How did Honduran respondents characterize the United States as a country upon completion of the training program?

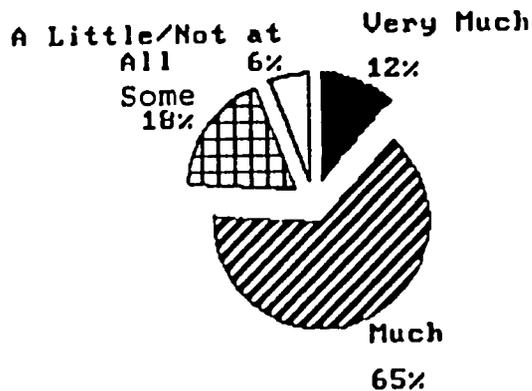
Using a seven-point scale to demonstrate the degree to which they leaned toward one or the other end of a dichotomy of attributes, all CAPS trainees had been asked to "characterize the United States as a country." (NOTE: With 4 as the mid-point of the scale, a belief that the U.S. was characterized by the

FIGURE 2.8
HOW MUCH DID RESPONDENTS FEEL THAT THE TRAINING
INCREASED THEIR UNDERSTANDING ABOUT U.S.
POLITICS?
HONDURAS



N=17

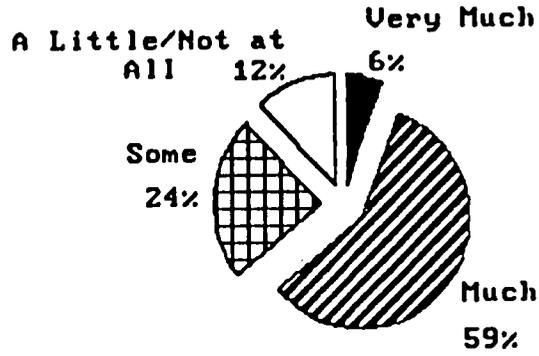
FIGURE 2.9
HOW MUCH DID RESPONDENTS FEEL THAT THE
TRAINING INCREASED THEIR UNDERSTANDING
ABOUT U.S. LIFE STYLES?
HONDURAS



N=17

FIGURE 2.10

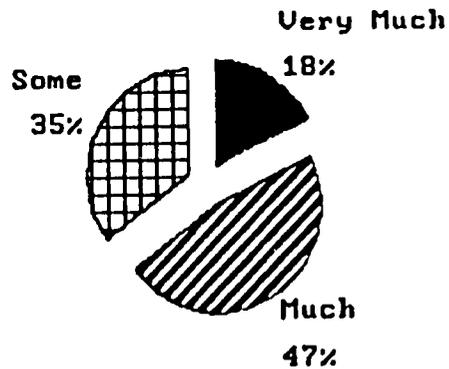
HOW MUCH DID RESPONDENTS FEEL THAT THE TRAINING INCREASED THEIR UNDERSTANDING ABOUT U.S. CITIZENS?
HONDURAS



N=17

FIGURE 2.11

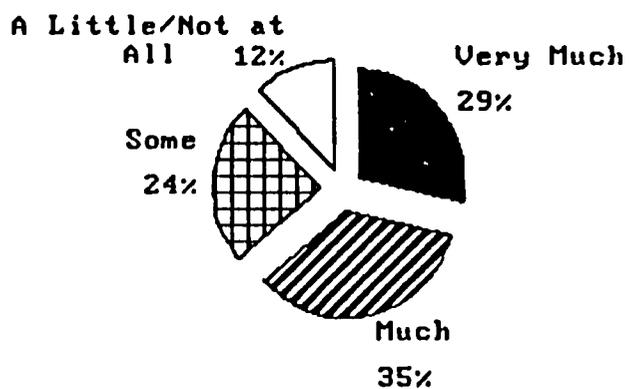
HOW MUCH DID RESPONDENTS FEEL THAT THE TRAINING INCREASED THEIR UNDERSTANDING ABOUT THE U.S. GOVERNMENT AT THE STATE AND LOCAL LEVELS?
HONDURAS



N=17

FIGURE 2.12

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



N=17

positive attribute was represented by a single choice of 5, or more, for an answer. A choice of 3, or less, reflected the respondent's belief that the opposite attribute was true.)

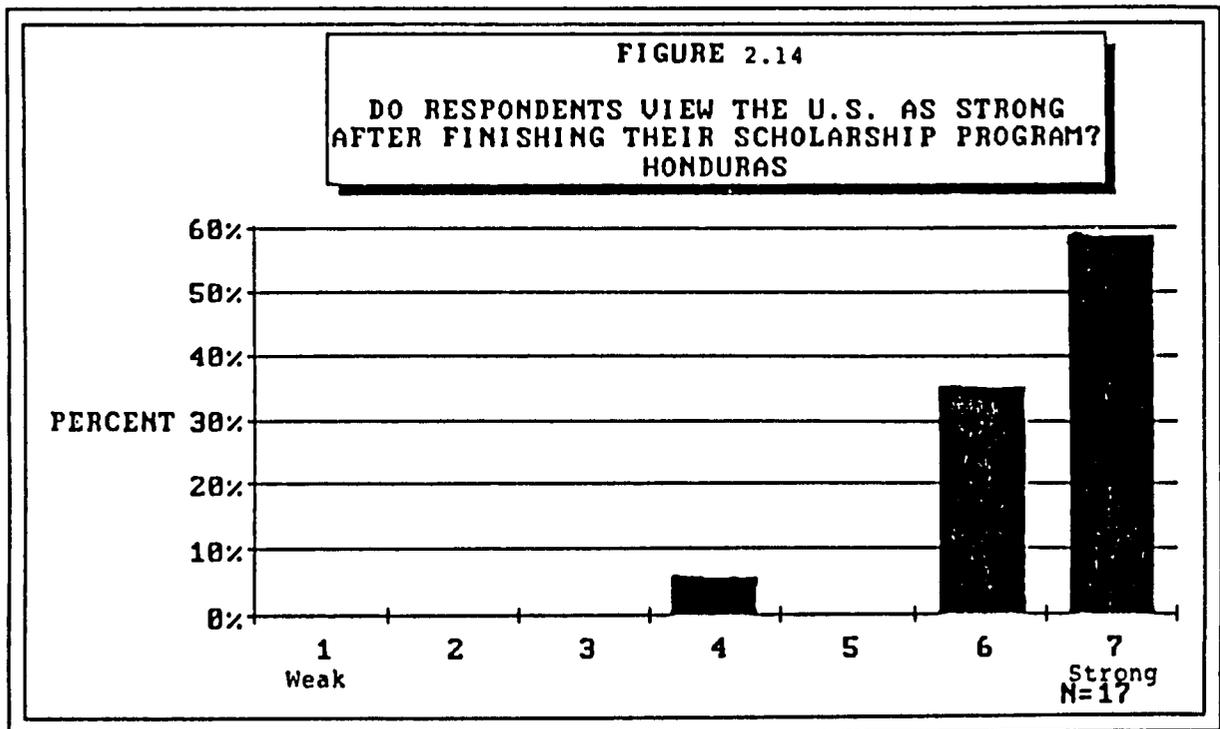
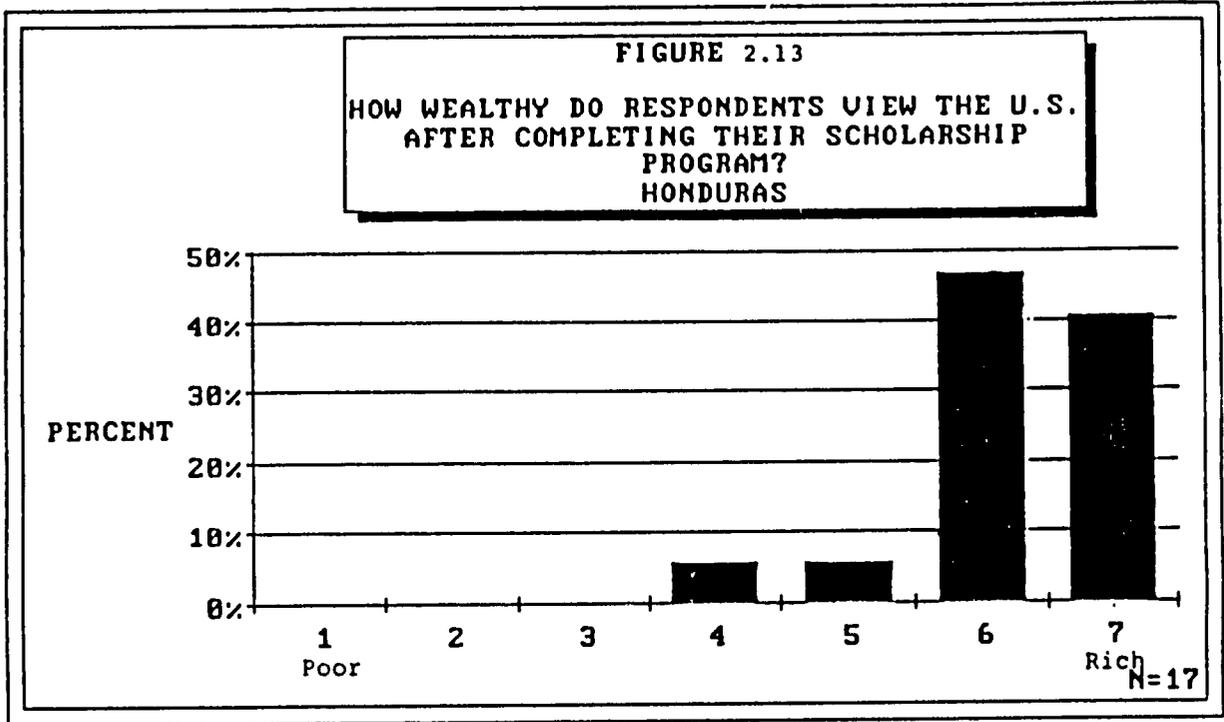
By combining the percentages of those respondents who characterized the United States favorably (i.e., by rating the positive attribute of a pair with 5, 6, or 7), the opinions are placed in stark relief.

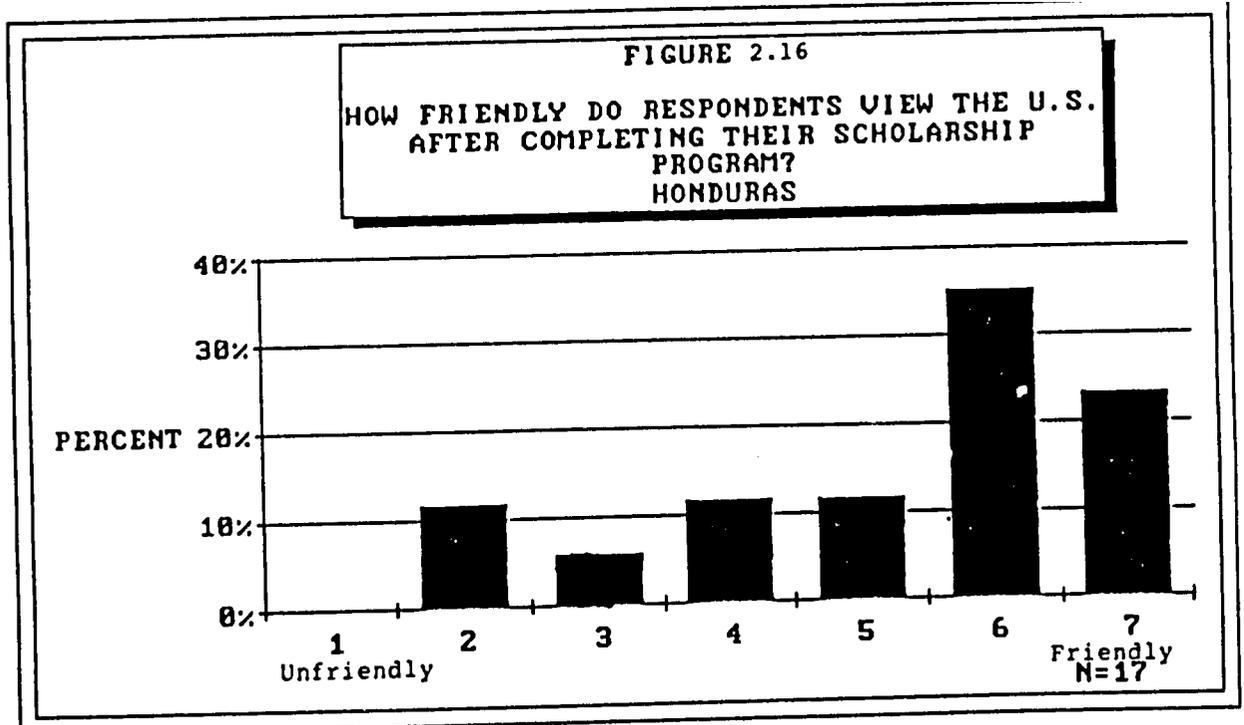
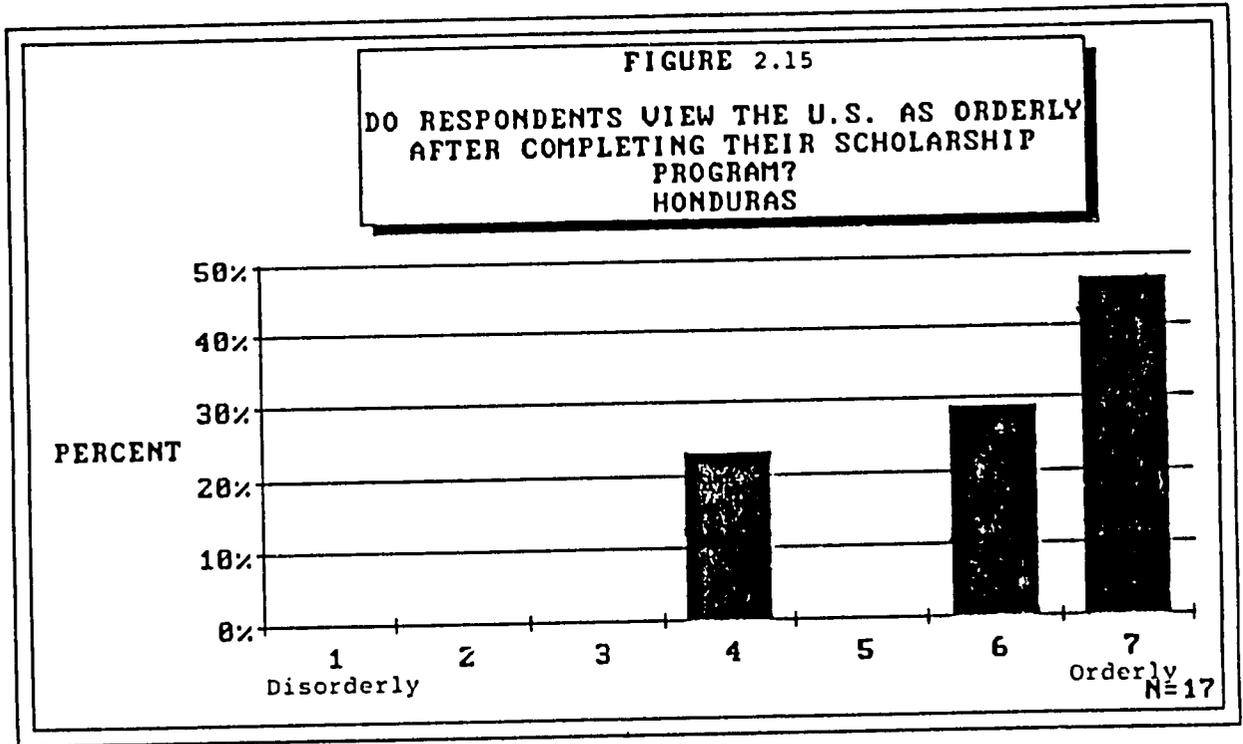
Upon completion of the training program, Honduran CAPS respondents overwhelmingly characterized the U.S. as a country which is rich (94%, Figure 2.13) and strong (94%, Figure 2.14). Most also positively evaluated the U.S. as orderly (76%, Figure 2.15). Better than two-thirds of all Honduran CAPS trainees found the U.S. to have been friendly (71%, Figure 2.16), fair (71%, Figure 2.17), generous (71%, Figure 2.18), militarily peaceful (70%, Figure 2.19), and sensitive (70%, Figure 2.20).

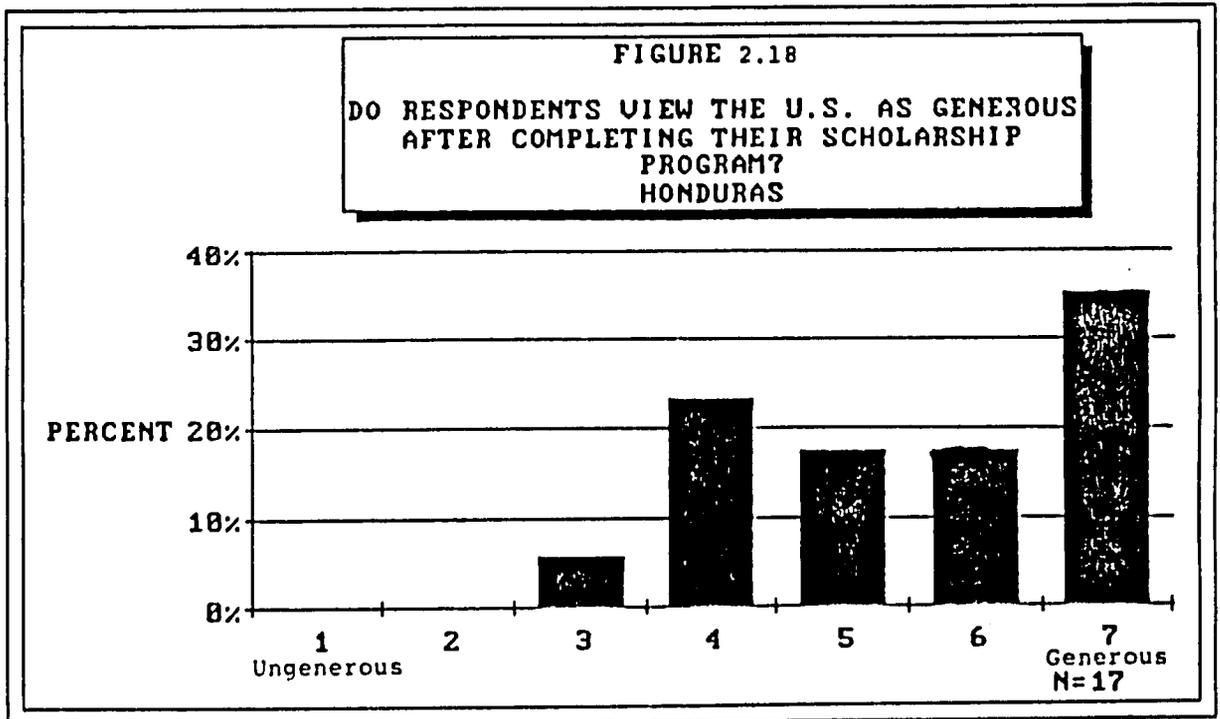
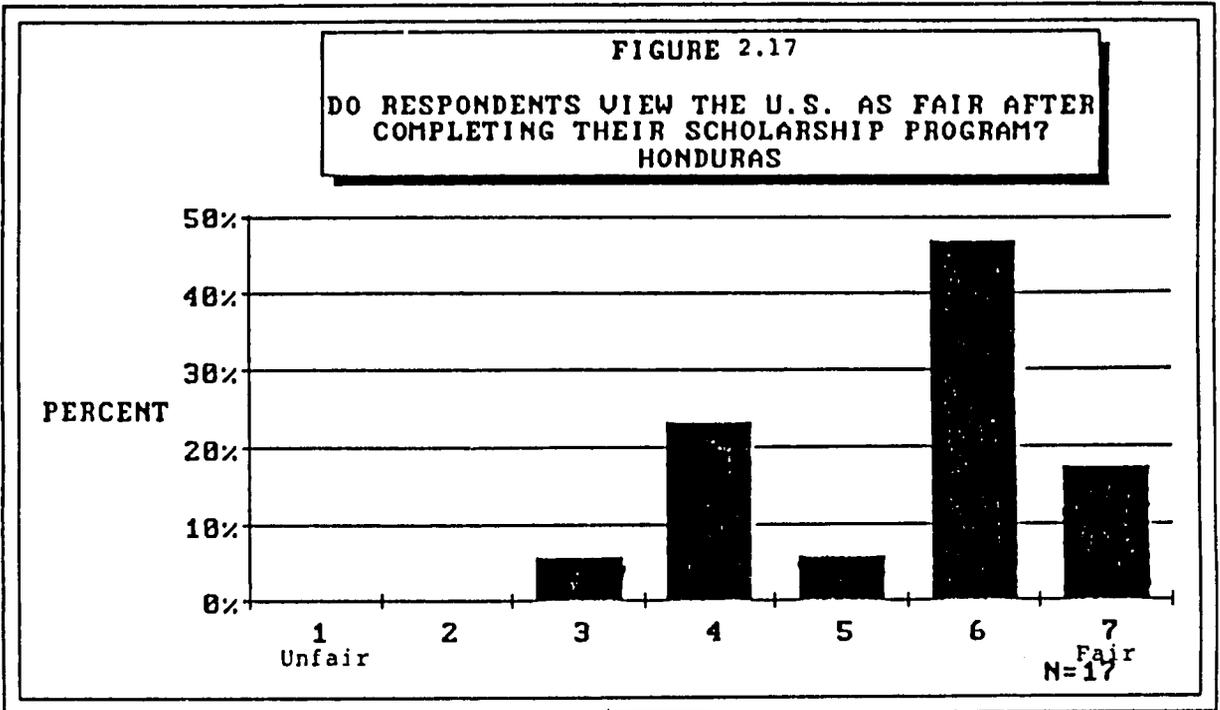
All in all, Honduran respondents looked favorably upon their host country upon completion of the CAPS training program.

Do Honduran respondents think that U.S. citizens are aware of, or understand, their home country, Honduras?

No. When asked to answer this question (by choosing from a five-point scale, ranging from "not at all" to "very well"), 23% of Honduran respondents indicated that U.S. citizens understood their country "very well" while another 8% felt that the U.S. understood their country "well" (Figure 2.21). At the opposite end of the spectrum, 31% of Honduran respondents asserted that U.S. citizens did not understand their country at all. When







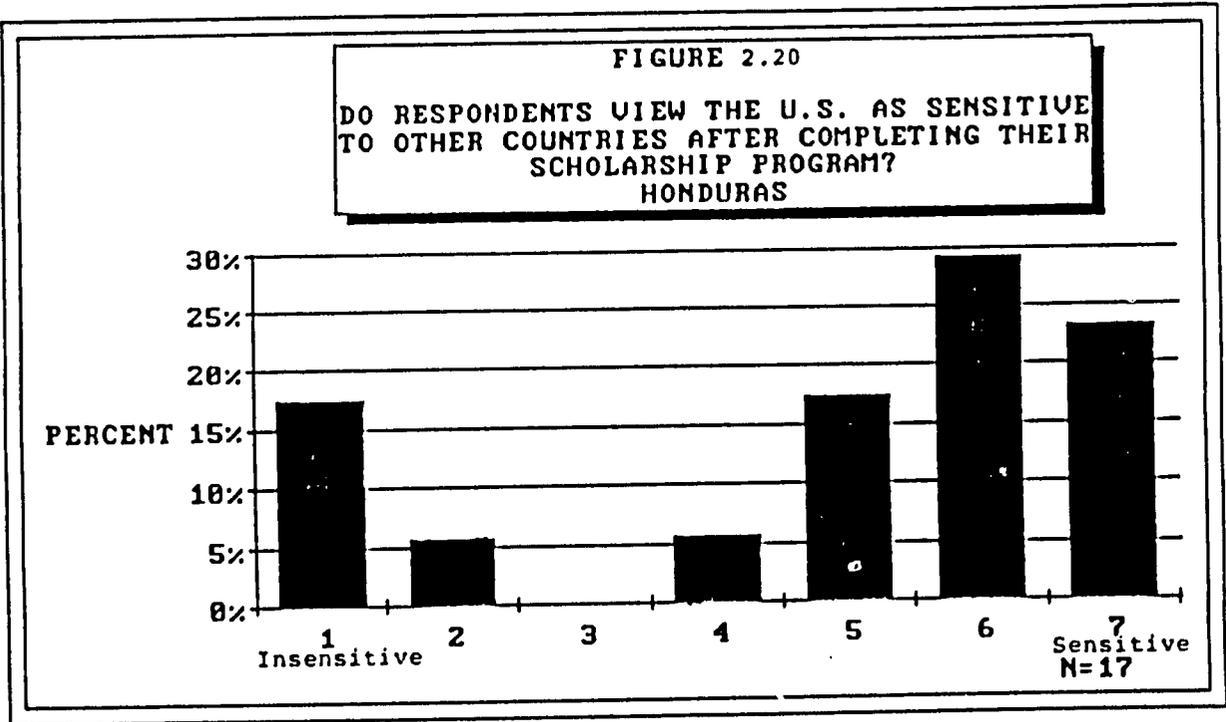
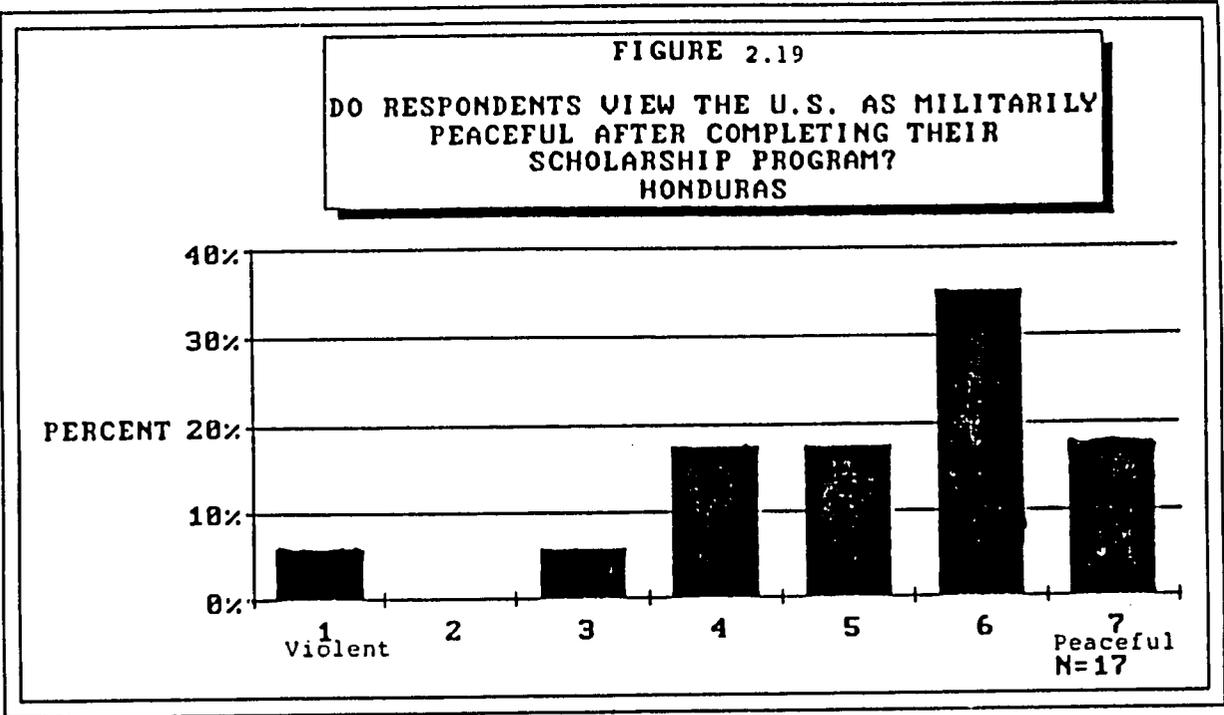
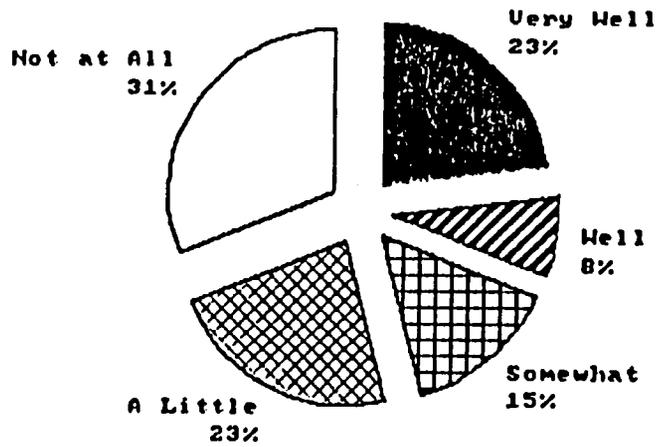


FIGURE 2.21
HOW WELL DO RESPONDENTS THINK U.S. CITIZENS ARE
AWARE OF OR UNDERSTANDING THEIR COUNTRY?
HONDURAS



N=19

combined with those who felt there was only "a little" awareness (23%) and those who felt U.S. citizens were "somewhat" (15%) aware of Honduras, the overall impression is that slightly more than two-thirds of all CAPS respondents believed that U.S. citizens had little, if any, knowledge of Honduras.

Had Honduran respondents ever been involved in a training program in a country other than the United States?

No. The majority of Honduran respondents (69%) had never been involved in a training program in a country other than the United States.

In which other countries was training undertaken by those Hondurans who had been in overseas training programs?

The five Honduran respondents who responded affirmatively listed Costa Rica, Honduras, and Japan as the host countries for training in countries other than the U.S. In three out of five cases, the training consisted of short-term, technical education. The nature of the training for the remaining two respondents is given as "other", without further explanation.

How did Honduran respondents compare their training program in the U.S. with that provided in another country?

Two out of five Honduran respondents to this question rated the non-U.S. training program as the same. The opinions of the other three were evenly divided: one indicated that the U.S. program was better, one indicated that the non-U.S. program was

better, and the other indicated that the programs could not be compared.

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

Yes. Over half of the Honduran respondents (59%) knew others who had studied in training programs similar to theirs, but in a country other than the U.S.

With regard to just which countries had hosted those training programs, Honduran respondents mentioned the following clusters of countries, listed in order of frequency: France, Italy, and Spain (each with 16% of all responses, Table 2.3); Brazil, Israel, Japan, and Russia (each with 10% of all responses); and Colombia and Mexico (each with 5% of all responses).

How did Honduran respondents compare their experience in the U.S. with those of their acquaintances in other countries?

Among the six Honduran respondents who compared the training experience of others to their own in the United States, half believed the two programs were the same, two rated the U.S. program as better, and the remaining one rated the other program as better.

What did Honduran respondents believe were the reasons that the U.S. government funded the CAPS Program?

More so than any other reason, Honduran respondents offered that the U.S. government funded the CAPS Program in order to aid

TABLE 2.3

DISTRIBUTION OF PEOPLE KNOWN BY RESPONDENTS TO HAVE BEEN
TRAINED IN COUNTRIES OTHER THAN THE U.S.

HONDURAS

CATEGORY	N=19
	%
ARGENTINA	0.0
BRAZIL	10.5
CHILI	0.0
COLOMBIA	5.3
COSTA RICA	0.0
ECUADOR	0.0
ENGLAND	0.0
FRANCE	15.8
GUATEMALA	0.0
HOLLAND	0.0
HONDURAS	0.0
ISRAEL	10.5
ITALY	15.8
JAPAN	10.5
MEXICO	5.3
PANAMA	0.0
PUERTO RICO	0.0
SAUDI ARABIA	0.0
SPAIN	15.8
VENEZUELA	0.0
WEST GERMANY	0.0
RUMANIA	0.0
RUSSIA	10.5
EAST GERMANY	0.0
	100.0

the development of other countries (50%, Table 2.4). The second most frequently indicated motive was that of promoting friendship and good international relations (27%). Mentioned third was the exchange of knowledge (12%). In last place was the view that the U.S. sought to expand its area of political influence through the CAPS Program (4.5%). Tied for last place was the view that the CAPS Program was undertaken to promote the union of Central American peoples (4.5%).

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

Yes. All 17 Honduran CAPS respondents unanimously agreed that they would recommend a similar U.S. training program to others.

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

The highest percentage of Honduran responses to this question revealed that what CAPS trainees liked most about their U.S. experiences (28%, Table 2.5) was U.S. politics and culture. The second highest percentage of "most liked" responses went to learning English (24%). Honduran respondents mentioned acquiring knowledge of a specific area and social interaction/travel (both at 16%) as the third 'most liked' aspect. Program organization (12%) and positive support in general (4%) were mentioned last.

TABLE 2.4

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

HONDURAS

REASON	N=22
	%
EXCHANGE OF KNOWLEDGE	13.6
HELP DVLPMNT OTHER COUNTRIES	50.0
FRIENDSHIP, INTN'L GOOD RELAT	27.3
EXPAND POLITICAL AREA INFL	4.5
MARKET, COMMERCIAL INTERESTS	0.0
OTHER	4.5
TOTAL	100.0

*MULTIPLE RESPONSES ALLOWED.

TABLE 2.5
ASPECTS OF TRAINING WHICH PARTICIPANTS LIKED THE BEST
HONDURAS

ASPECT	N=25
	%
GENERAL POSITIVE	4.0
ACQUIRE KNOWLEDGE SPECIFIC AREA	16.0
LEARNING ENGLISH	24.0
SOCIAL INTERACTION, TRAVEL	16.0
U.S. POLITICS, CULTURE	28.0
PROGRAM ORGANIZATION	12.0
TOTAL	100.0

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

The responses to this question indicate two things that Honduran respondents liked least about their U.S. experiences: U.S. culture and the program organization in general (each with 25% of all responses, Table 2.6). Other aspects of their experiences, which were least liked by the respondents, included the following, all with 12.5% of written comments: aspects of the knowledge being acquired, social interaction, food, and the lack of coordinated interaction between respondents in Honduras and the U.S.

With respect to U.S. culture, two of the negative comments had to do with social interactions:

- "the culture - the impersonal treatment and the decline in family relations"
- "the lack of friendliness of students in the United States"

How did Honduran respondents rate the overall quality of their U.S. scholarship program?

Honduran CAPS respondents rated the overall quality of the CAPS scholarship program as either good (53%) or "excellent" (47%).

Were Honduran respondents satisfied with the U.S. scholarship program?

Yes. Again, Honduran respondents were either "very

TABLE 2.6
ASPECTS OF TRAINING PARTICIPANTS LIKED THE LEAST
HONDURAS

ASPECT	N=8
	%
GENERAL NEGATIVE	0.0
ASPECTS OF ACQ KNOWLEDGE	12.5
SOCIAL INTERACTION	12.5
U.S. CULTURE	25.0
PROGRAM ORGANIZATION:GENERAL	25.0
PROGRAM WORKLOAD	0.0
FOOD	12.5
PROGRAM ACTIVITIES	0.0
STIPENDS	0.0
LACK OF COORD COUNTRY/U.S.	12.5
TOTAL	100.0

satisfied" (47%) or "satisfied" (53%) with the U.S. scholarship program.

Which of their U.S. experiences did respondents think would be most useful or most helpful in Honduras?

Honduran respondents overwhelmingly believed that the knowledge acquired during the training program would be most useful in Honduras (94% of the responses, Table 2.7). Special mention was made by one individual of the value of the experience for personal development (6%): "I am a much richer person within."

What advice would Honduran respondents give to compatriots who were about to begin a similar U.S. training program?

The two responses given most frequently by Hondurans as to the advice they would give others (Table 2.8) were: first, learn as much as you can (21%); and second, learn English well prior to going to the U.S. (17%). Additional advice included the adoption of positive attitudes in general (12%), but in particular, attitudes which enabled one to be prepared, personally committed, and ready to take advantage of any opportunities presented (each with 8% of all responses).

What final comments or recommendations did Honduran respondents have about the scholarship program, or, about experiences in the United States?

Honduran respondents volunteered only a couple of positive, general comments about the CAPS program:

TABLE 2.7

TRAINING EXPERIENCE PARTICIPANTS FOUND MOST USEFUL
HONDURAS

TRAINING EXPERIENCE	N=18

	%
KNOWLEDGE ACQUIRED	94.4
PERSONAL DEVELOPMENT	5.6
VALUES ACQUIRED	0.0

TOTAL	100.0

TABLE 2.8

WHAT ADVICE WOULD HONDURAN RESPONDENTS GIVE TO
COMPATRIOTS WHO WERE ABOUT TO BEGIN A SIMILAR PROGRAM

HONDURAS

CATEGORY	N=24

PREPARATION PRIOR TO COMING	
LEARN IN GENERAL	0.0
LEARN ENGLISH WELL	16.7
LEARN ABOUT U.S. CULTURE	0.0
LEARN ABOUT OWN COUNTRY	0.0
LEARN ABOUT PROGRAM	4.2
LEARN ABOUT OWN SELF	4.2
LEARN ABOUT PERSONAL OBJEC.	4.2
LEARN: OTHER RESPONSE	0.0
LEARN WHILE IN U.S.	
LEARN IN GENERAL	0.0
LEARN ENGLISH WELL	0.0
LEARN ABOUT PERNSONAL OBJEC.	0.0
LEARN ABOUT U.S. CULTURE	0.0
LEARN AS MUCH AS YOU CAN	20.8
LEARN TO BRING BACK	0.0
ATTITUDES	
GOOD ATTITUDES IN GENERAL	12.5
PERSONAL COMMITMENT	8.3
PREPARE FOR EVERYTHING	8.3
BE ADAPTABLE, FLEXIBLE	0.0
PARTICIPATE, TRY EVERYTHING	4.2
TAKE ADVANTAGE OPPORTUNITY	8.3
OTHER	8.3

TOTAL	100.0

- "everything has been extremely interesting"
- "everything was like a dream...very good"

Furthermore, few negative comments were received. Those offered had to do with the subject matter learned, selection procedures, and the duration of the program. Below are the respective views offered on each of these themes:

- "The teaching of English was not all that it could have been."
- "The selection process is unsatisfactory on the whole."
- "The time we spent here was very short."

Honduran respondents did make a number of recommendations for improving the implementation of the CAPS Program (Table 2.9): (1) that the pre-departure preparation include an extended period for learning English; (2) that there be fewer visits to agricultural cooperatives; (3) that the last part of the program be oriented toward the return home and include discussions of how the newly acquired knowledge will be applied; (4) that the time-frame for the program be extended to allow for more in-depth study of subjects; (5) that trainees be allowed to live with a family, thereby reinforcing the interaction; (6) that there be timely communications and exchange of information between the training contractors in the U.S. and the Honduran AID mission regarding training activities and requirements, so that scholarship recipients will have sufficient time for travel and training preparations; and (7) that another scholarship be

offered which would allow for higher certification than the present program.

TABLE 2.9

TYPES OF PARTICIPANT RECOMMENDATIONS FOR
IMPROVING CAPS TRAINING

HONDURAS

CATEGORY	N=20
REQUESTS/RECOMMDTS	%
GENERAL	0.0
CONTENT LEARNED	5.0
GENERAL ORGNZ PROGRAM	10.0
PREPARATION PROGRAM	25.0
FAMILY SELECTION PROCED	5.0
FOOD	0.0
WORKLOAD	0.0
STIPENDS	5.0
HOUSING	0.0
TRAVEL, TRANSPORTATION	5.0
PROGRAM PERSONNEL	0.0
PROGRAM ACTIVITIES	25.0
SELECTION PROCEDURE	0.0
COORDNT WITH HOSTS	5.0
DURATION OF PROGRAM	10.0
OTHER	5.0
TOTAL	100.0

CHAPTER 3

FOLLOW-UP INTERVIEWS WITH RETURNED TRAINEES

SUMMARY OF FINDINGS

The information in this chapter was collected to assess the long term effects (i.e. success) of the CAPS programs. The primary questions to be answered are, "Is the CAPS program realizing its goals of 1) developing strong positive feelings towards the United States and ties with U.S. citizens/agencies and 2) of 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 and positive terms. They describe the United States as a rich, strong, orderly country, yet, friendly and sensitive to the needs of other countries.

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

No. These ongoing linkages are not being formed. It appears that training and follow-up activities are not addressing this program objective. There does not appear to be an

articulated plan to realize this program objective by either the trainers or the AID mission.

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 in 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 implied 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. Both of these would suggest that the country as well as the individual is benefitting.

Recommendations

1. Better match between trainees needs and training content.
2. Increase amount of training, either in U.S. and or at home on a follow-up basis.
3. Training content should be practically oriented (How to...)

and should represent implementation strategies that are realistic in the trainees' communities.

4. Ensure that trainees are either sufficiently English proficient to profit from English only instruction and/or provide translators who are familiar with the content to be taught.
5. Increase the pre-program length and provide better pre-departure information so that trainees know about their training activities, schedules, etc.
6. Provide follow-up activities for returned trainees.

FOLLOW-UP INTERVIEWS WITH RETURNED TRAINEES

INTRODUCTION

Is the CAPS program effective? Program managers must address this basic question: "Are the two CAPS goals being realized -- 1) fostering of positive attitudes towards and relationship between citizens of the trainee country and the United States and, 2) increasing the technical skills of citizens in support of the trainee country's developmental efforts?" 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 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 awhile. 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 that have been home for three months or more. This pool of trainees is divided into three groups. Those that have been back for 12 months or more, 6 to 11 months, or 3 to 5 months. A

random sample of trainees is selected from each group without replacement. An attempt is made to minimally interview 150 trainees from each CAPS country.

LIMITATIONS

Contacting and interviewing trainees was problematic in Honduras. Approximately half of the targeted trainees could not be located. Their addresses and contacts were outdated. In each instance they were replaced by another trainee from their respective group. In effect, the data collection in Honduras represented an attempt to interview the entire population of returned trainees that had been home for three months or more. Unfortunately, it is not possible to compare the trainees who were interviewed with those whom we were unable to contact. Nonetheless, as the data in this report are consistent with those obtained from the exit questionnaire, we can assume that they are representative of all Honduran trainees.

FINDINGS

Who was interviewed?

A total of 115 trainees were interviewed. Over two-thirds (70%) of the trainees were men and less than one-third (30%) women.

ATTITUDES TOWARD TRAINING

Were trainees satisfied with their training program?

Yes. Almost all of the Honduran trainees were satisfied (96% - satisfied and very satisfied, Figure 3.1) with the training they received. "It helped me put theory into practice" is a typical positive comment. The few negative comments made included:

"The irrigation procedures that are used in the U.S. are technologically too advanced to be used in Honduras, given the financial limitations that we have."

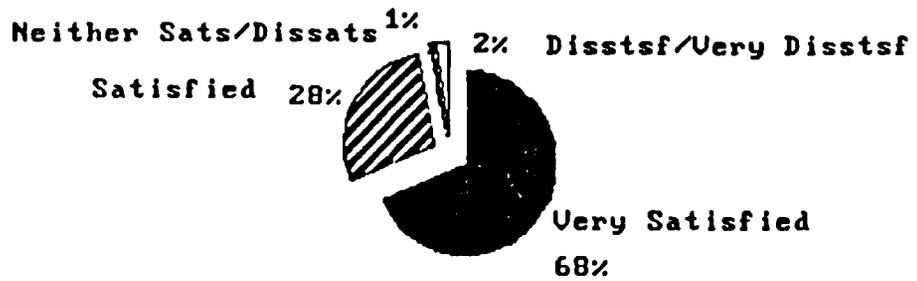
"Dissatisfied...the training was too advanced. They placed us together with economists, engineers, lawyers...perhaps they used the eight of us from small businesses to justify the course."

"The procedures used with cattle which I observed, 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 these methods..."

What did trainees hope to realize from their training?

The training objectives of trainees are consistent with the CAPS goals of knowledge of U.S. society, culture and training. Over three-fourths of the trainees want to learn a specific field of knowledge (67%) or improve their general knowledge (24%). Only 2% wanted to learn about U.S. society and culture. (Table 3.1)

FIGURE 3.1
SATISFACTION WITH TRAINING
HONDURAS



N=143

TABLE 3.1

CAPS PARTICIPANTS' TRAINING EXPECTATIONS

CATEGORY	HONDURAS n=154
SPECIFIC FIELD OF KNOWLEDGE	66.9
ACQUIRING KNOWLEDGE IN G'HRL	24.0
LEARN ABOUT U.S. SOCIETY & CULT	1.9
SELF KNOWLEDGE, SELF IMPROVEMENT	2.6
CAREER ADVANCEMENT	3.2
SHARE HOME COUNTRY CULTURE	1.3
MAKE FRIENDS/MEET PEOPLE	0.0
OTHER	0.0
TOTAL	100.0

Did trainees realize their training objectives?

Yes. Over three fourths (82%) of the trainees indicated that they had realized their training objectives to a great or very great extent. (Figure 3.2) While no comments were received from those trainees who were satisfied, those that were not expressed their dissatisfaction. The following comments are representative:

"U.S. technology is much better than our own, and which is very difficult to implement in Honduras without government support [i.e. financial, technical]..."

"Actually, all that we wanted to learn, we couldn't learn because of the language and very little time..."

"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."

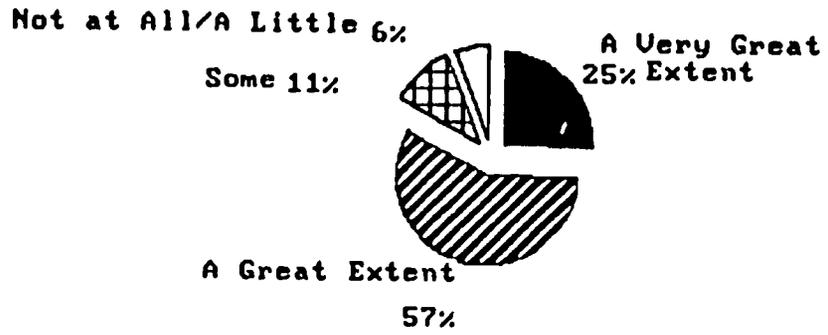
"It was too short of a time to successfully master the information. One can learn very little in 15 days, only an orientation of theory and nothing practical, which was what we would have liked to learn."

"The basic problem is that we were not told ahead of time what samples and information we should bring along [to training]... I had to act as an intermediary because AID did not give us any information."

Did trainees find that training matched their expectations?

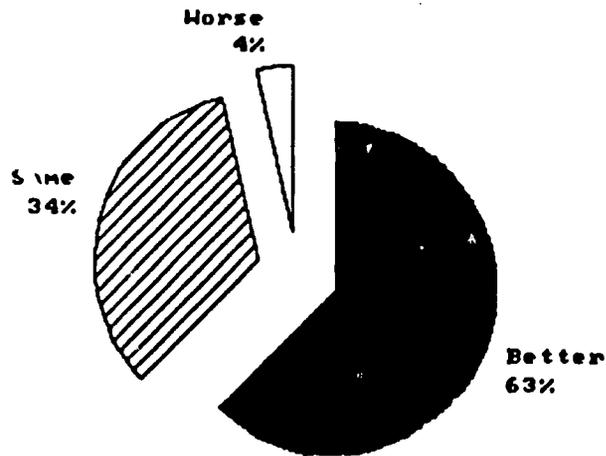
Yes. Almost two-thirds (63%) of the trainees indicated that their training was better than their expectations. (Figure 3.3) An additional 34% felt that training matched their expectations.

FIGURE 3.2
PARTICIPANT OBJECTIVES MET
HONDURAS



N=142

FIGURE 3.3
DID TRAINING MATCH PARTICIPANT EXPECTATIONS?
HONDURAS



N=142

Employment

Almost all (90%) trainees were employed at the time of their interview. Trainees represented a number of different occupational levels. The largest groups included managers (27%), semi-skilled workers (18%), merchant/businessmen (18%), educators (11%), and technicians (10%). (Table 3.2)

Do trainees benefit from 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 as the area in which they received CAPS training. Similarly, almost three-fourths (73%) are in the same job they held prior to their training. This suggests a rather mobile work force. That trainees are working in the area in which they were trained speaks to the relevance of the training, particularly in that over half (58%) of the trainees state that their jobs are better than the ones they held prior to training. (Figure 3.4) Further, most trainees report that their training was of much use (61%) or of some use (31%) in their present position. (Figure 3.5) In fact, three fourths of the trainees (75%) indicated that the training had helped them advance (Some + much + very much) in their careers faster than their peers. (Figure 3.6) Over one-third (37%) of the trainees also reported that the training had helped them obtain a salary increase at a faster rate than that of their peers. (Figure 3.7)

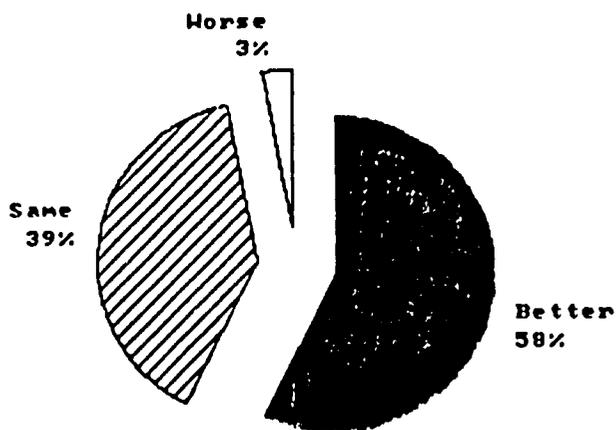
More than three-fourths (80%) of the trainees report that

TABLE 3.2

CAPS PARTICIPANTS BY OCCUPATION

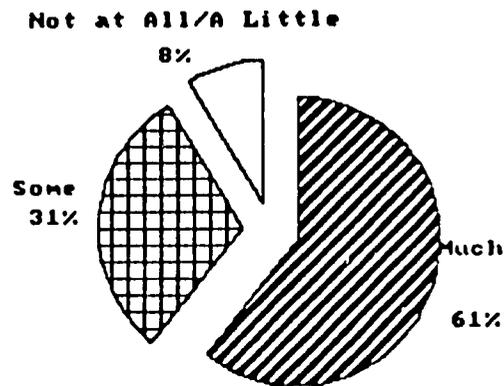
CATEGORY	HONDURAS n=134
STUDENT	2.2
MERCHANT/BUSINESS	17.9
WHITE COLLAR	7.5
MANAGER	26.9
BLUE COLLAR	0.7
SEMI-SKILLED	17.9
TECHNICIANS	9.7
NOT RELEVANT	0.0
ACCOUNTANT	1.5
EDUCATION	11.2
LIBRARIAN	0.0
AVIATION	1.5
ECONOMIST/STATC	3.0
SOCIAL WORKER	0.0
TOTAL	100.0

FIGURE 3.4
COMPARISON OF PRESENT JOB TO JOB PRIOR TO TRAINING
HONDURAS



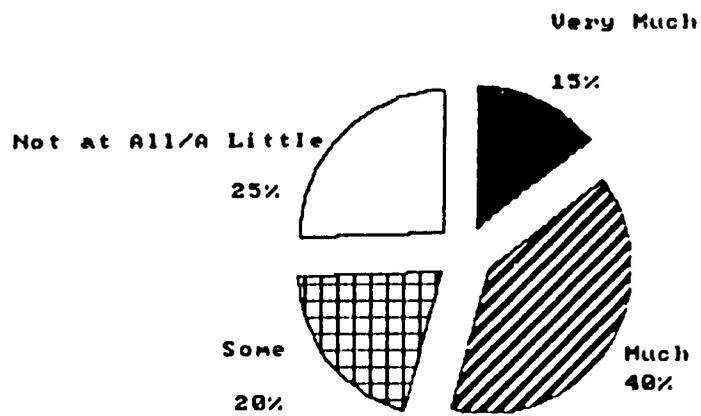
N=66

FIGURE 3.5
HOW USEFUL WAS TRAINING FOR THE PARTICIPANT'S
CURRENT JOB?
HONDURAS



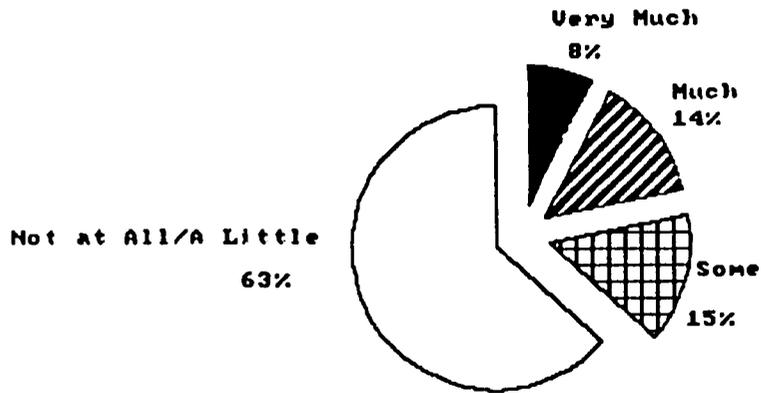
N=131

FIGURE 3.6
DID TRAINING HELP PARTICIPANT'S CAREER
ADVANCEMENT?
HONDURAS



N=123

FIGURE 3.7
DID TRAINING HELP TO INCREASE PARTICIPANT'S
SALARY?
HONDURAS



N=129

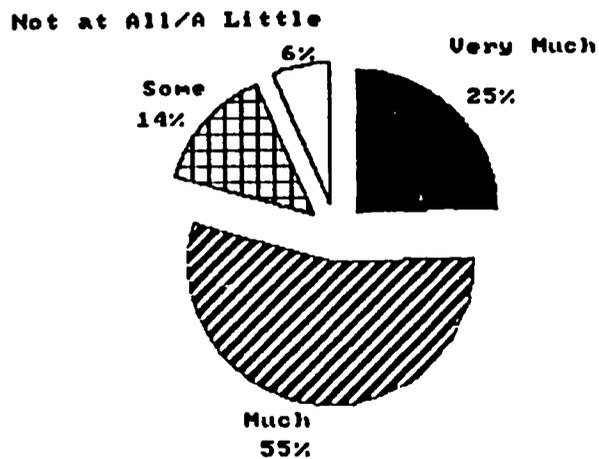
they feel that they are being used productively to a great or very great extent in their current position. (Figure 3.8)

Approximately two-thirds (68%) of the trainees note that they have the resources available in their jobs to enable them to use their training to some (24%), a great (33%) or a very great extent (11%). (Figure 3.9)

Trainees identified the skills they felt that they had developed in their CAPS training program. These skills represent a very broad range of areas. Skills most frequently mentioned include those in organization (26%), business (25%), special content areas (10%), and public community affairs (10%). (Table 3.3)

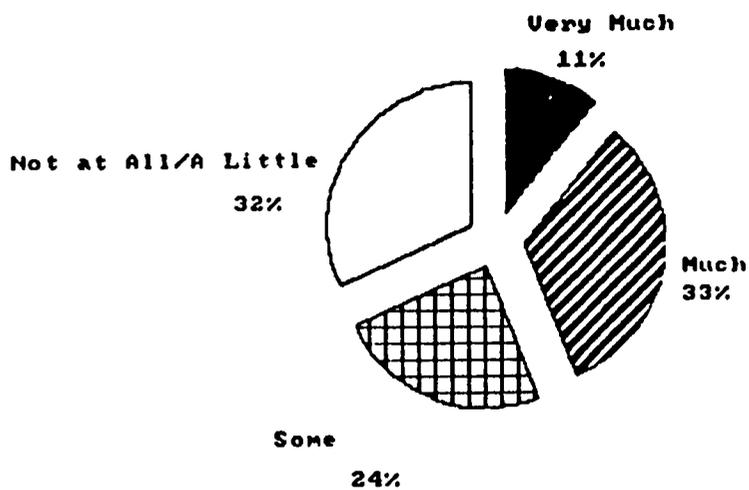
When pointedly asked how useful the training had been to help them develop specific job-related or life-related skills, 93% of the trainees reported that it had been useful or very useful. (Figure 3.10) Ninety-six percent reported that it was useful or very useful in acquiring general knowledge. (Figure 3.11) Further, almost three-fourths (71%) of the trainees who considered themselves professionals stated that the training had increased their professional competence. (Figure 3.12) Finally, the respondents overwhelmingly (85%) indicated that they were able to use the skills and abilities acquired in training some or most of the time. (Figure 3.13)

FIGURE 3.8
DO PARTICIPANTS FEEL THEY ARE EMPLOYED PRODUCTIVELY?
HONDURAS



N=129

FIGURE 3.9
ARE RESOURCES AVAILABLE TO IMPLEMENT TRAINING?
HONDURAS



N=129

TABLE 3.3

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

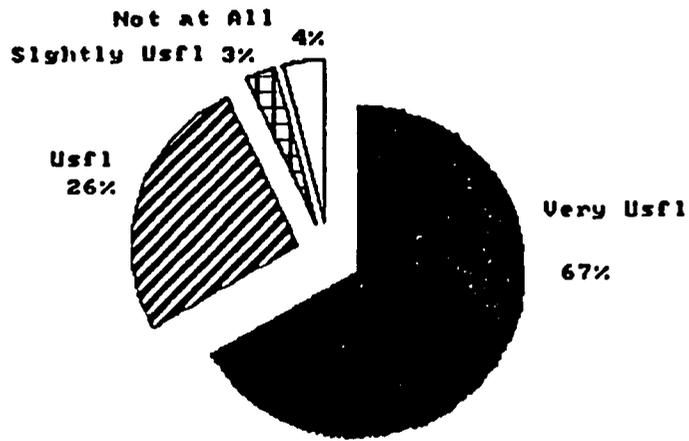
HONDURAS

CATEGORY	

	%
BUSINESS	30.2
SPEC AREA OF CONTENT	28.9
ORGANIZATIONAL SKILLS	0.7
PUBLIC/COMMUNITY AFFAIRS	0.0
GENERAL TRAINING	1.3
BASIC SKILLS (ORGANZTN, GOAL-SET)	0.0
HEALTH SCIENCE	0.7
EDUCATION	6.0
COMPUTER/INFO SCIENCES	5.4
INDUSTRIAL ARTS (CERAMICS, ETC)	4.7
PRODUCTION (PROCESS, ASSMBL)	4.7
RENEW NAT' RESOURCES	2.0
OTHER	1.3
SOCIAL SCIENCES	2.0
COMMUNICATIONS	2.0
MARKETING & DISTRIB	2.0
IMPORT/EXPORT	2.0
LIFE SCIENCE	1.3
TRANSPORTATION	1.3
PRECISION PRODUCTION	1.3
VOC HOME ECONOMICS (BAKING, SEW)	1.3
HOME EC II (FAMILY RELATIONS, E)	0.0
MATHEMATICS	0.0
SCIENCE TECHNOLOGY	0.0
MECHANICS/REPAIRS	0.7
HEALTH PROMOTION	0.0

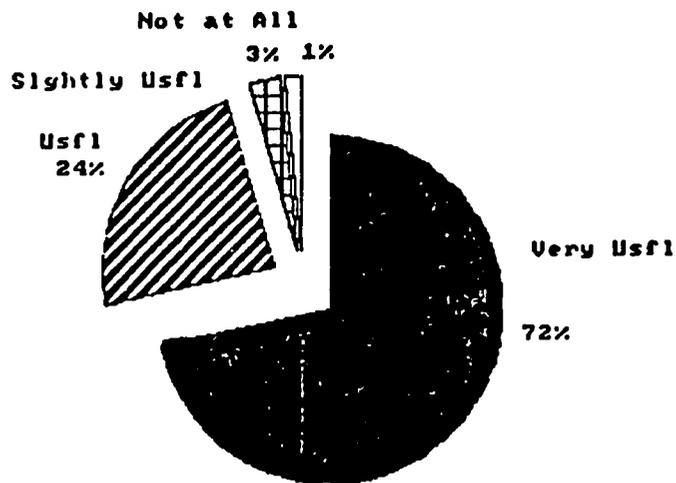
	100.0

FIGURE 3.10
HOW USEFUL WAS TRAINING TO PROMOTE JOB OR LIFE-RELATED SKILLS?
HONDURAS



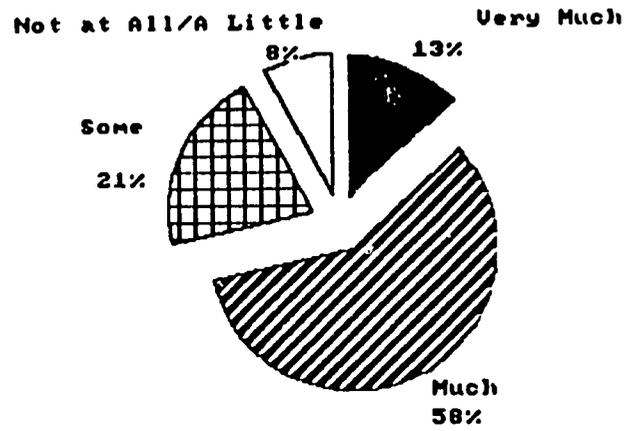
N=142 ;

FIGURE 3.11
HOW USEFUL WAS TRAINING TO ACQUIRE KNOWLEDGE?
HONDURAS



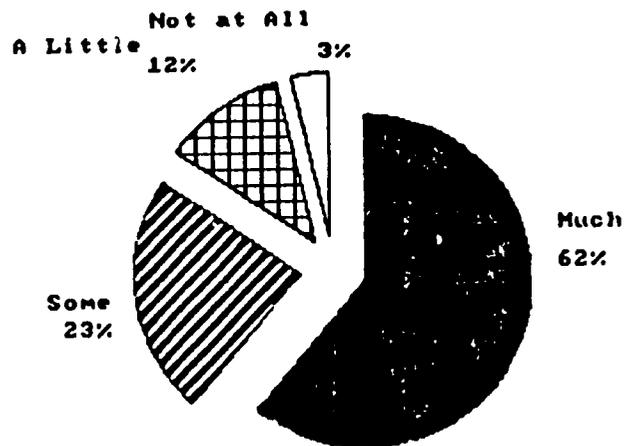
N=142

FIGURE 3.12
DID TRAINING INCREASE PARTICIPANT'S PROFESSIONAL
COMPETENCE?
HONDURAS



N=91

FIGURE 3.13
HOW MUCH ARE PARTICIPANTS ABLE TO USE THE SKILLS
ACQUIRED IN TRAINING?
HONDURAS



N=117

Are trainees continuing their education?

Yes, some are. Eleven percent of the trainees reported that they are currently enrolled in an educational program. Of these, over half (58%) are pursuing educational objectives "other" than a formal degree (i.e. A.A., B.A./B.S., or M.A./M.S., Figure 3.14). Some of these educational objectives include becoming a secretary, a better farmer, factory manager, teacher or health worker. The remaining trainees who are continuing their education are pursuing a Bachelor's degree (24%), Associate of Arts degree (12%) or a Master's degree (6%).

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

Statements made by trainees regarding what they liked most about their U.S. experiences are consistent with CAPS goals. One third (33%) of the trainees rated acquiring knowledge the best. Trainees also like the organization of the program (29%), U.S. society and culture (12%), and social interaction with U.S. citizens (16%). (Table 3.4) Comments provided by trainees to support their positive comments were grouped by topic. In summary, less than one-third (31%) of the trainees specified that they most liked the content they learned, followed by general comments (22%) and support personnel (22%).

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

Trainees' comments stated that they least liked the short

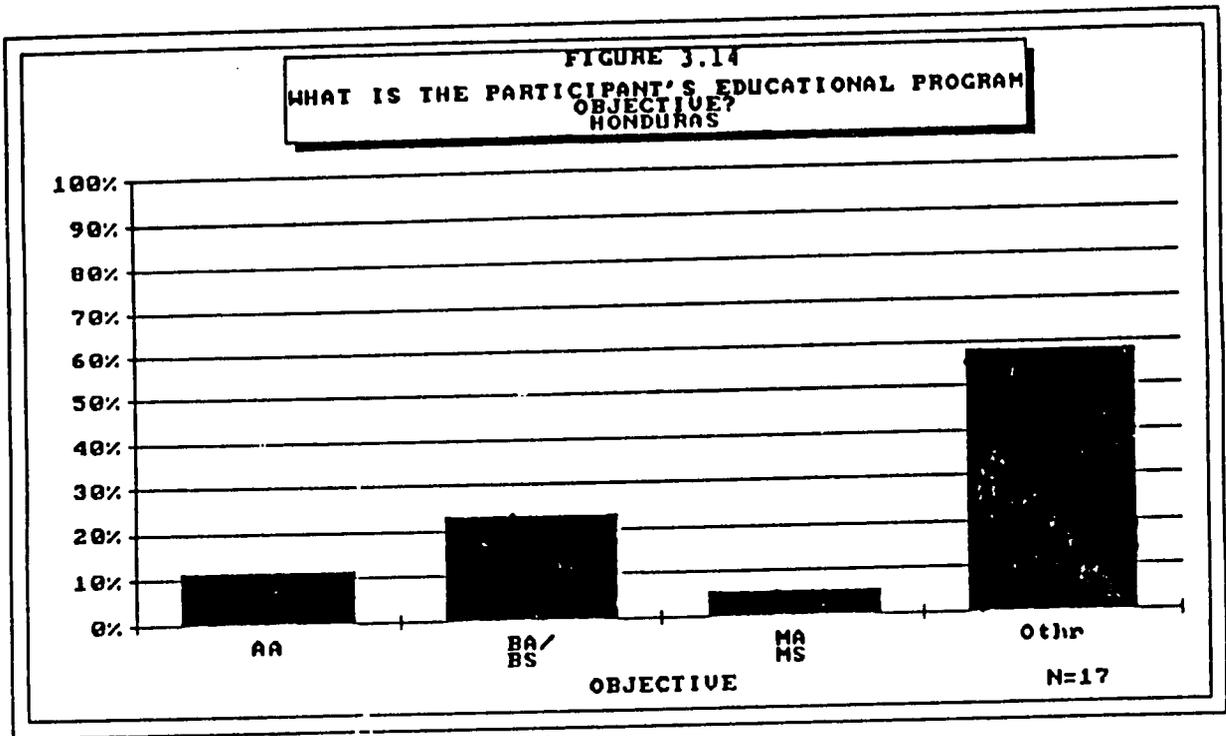


TABLE 3.4

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

CATEGORY	%
ACQUIRING KNOWLEDGE	32.9
PROGRAM ORGANIZATION	28.6
U.S. SOCIETY AND CULTURE	12.4
SOCIAL INTERACTION	15.7
GENERAL POSITIVE	6.7
U.S. TECHNOLOGICAL ADVANCE	3.8
AMBIGUOUS	0.0
TOTAL	100.0

duration of the training (18%), the knowledge they acquired (15%), U.S. weather (10%) and "other" (10%). (Table 3.5)

The negative comments notwithstanding, over three-fourths (83%) of the trainees felt that the overall quality of training was good or excellent. (Figure 3.15)

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

Yes. Overwhelmingly, (96%) of the trainees would definitely recommend a similar U.S. training program to others. (Figure 3.16)

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

Yes. While a range of comments and recommendations were provided by trainees, proportionately more recommendations were made concerning extending the training content and knowledge acquired (20%), selection criteria (19%), and duration of training (16%). (Table 3.6)

Do trainees characterize the United States positively as a country?

Yes. Honduran students view the United States in very strong positive terms. (Figure 3.17) Overwhelmingly, they view the United States as rich (99%), strong (98%), orderly (97%), fair (93%), generous (92%), friendly (91%), sensitive to other countries (90%), and militarily peaceful (87%). Thus, even after

TABLE 3.5

WHAT DID YOU LIKE LEAST ABOUT YOUR U.S. EXPERIENCE

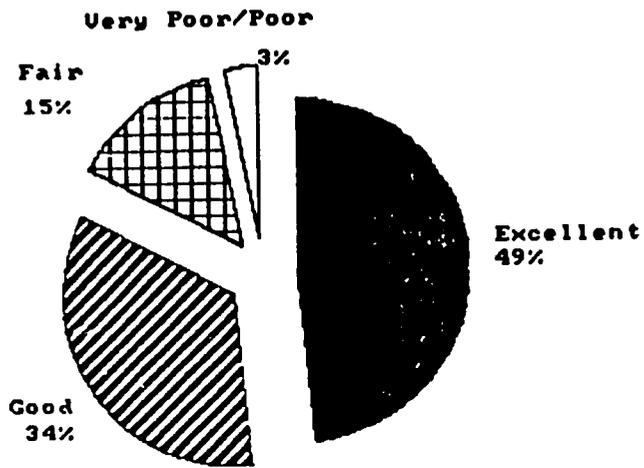
HONDURAS

CATEGORY	

	§
FOOD	9.6
DURATION OF PROGRAM	18.3
OTHER	10.4
ASPECT OF KNOWLEDGE ACQUIRED	14.8
U.S. CULTURE	2.6
U.S. WEATHER	10.4
SOCIAL INTERACTION	5.2
SPECIFIC TRAINING ACTIVITIES	7.0
TRAVELLING, ARRANGEMENTS	5.2
PROGRAM ORGANIZATION IN GENERAL	5.2
HOUSING	1.7
ACTIVITIES	3.5
PROGRAM PERSONNEL	2.6
PROGRAM SELECTION CRITERIA	1.7
STIPENDS	0.9
GENERAL NEGATIVE	0.9

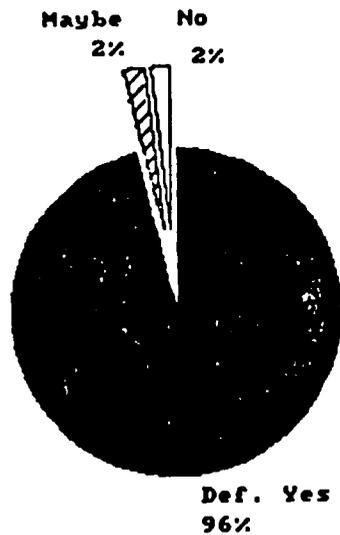
TOTAL	100.0

FIGURE 3.15
PARTICIPANT RATING OF QUALITY OF TRAINING
HONDURAS



N=144

FIGURE 3.16
WOULD RESPONDENT RECOMMEND PROGRAM TO OTHERS?
HONDURAS



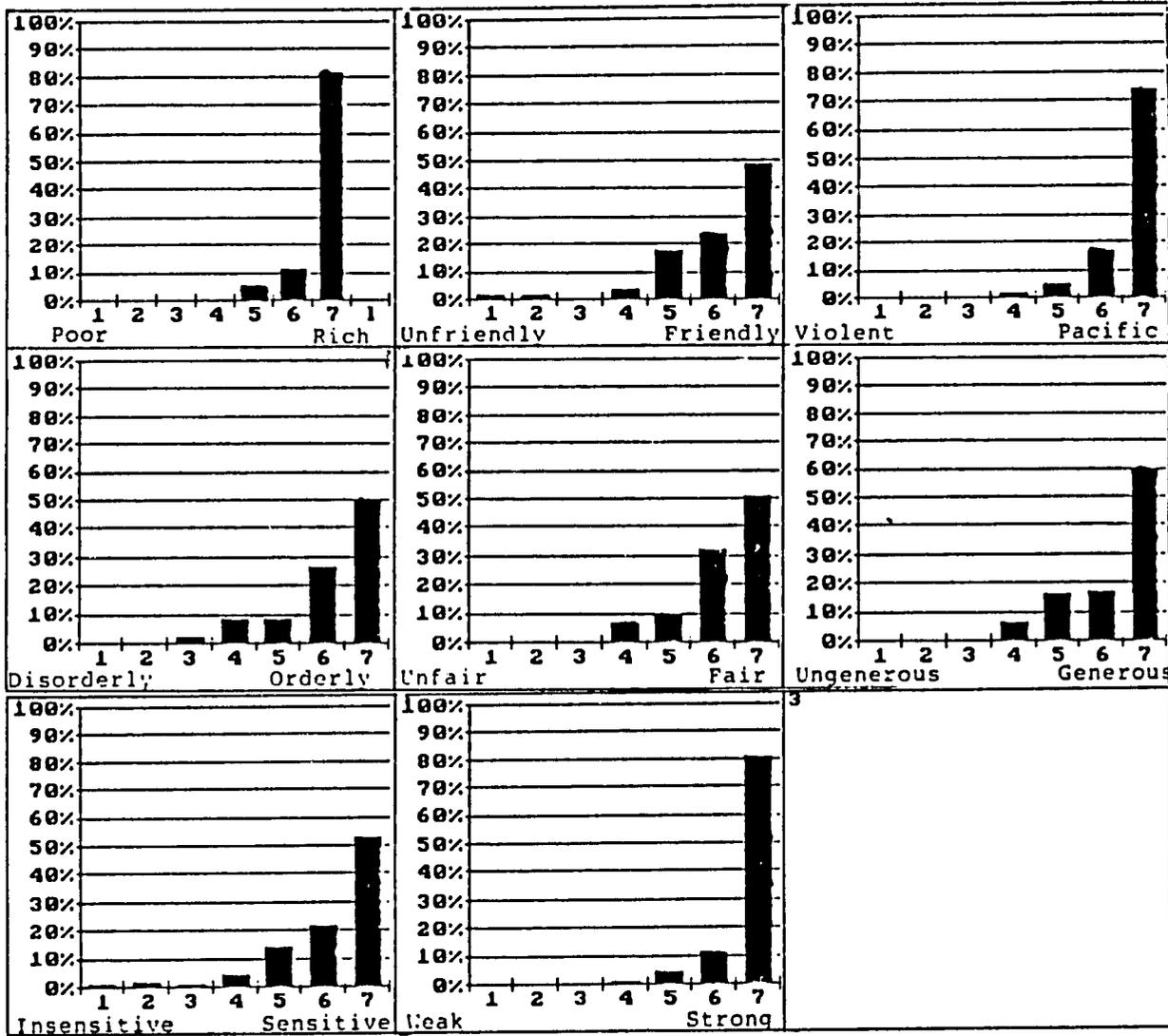
N=144

TABLE 3.6
JUSTIFICATION FOR RATING OF PROGRAM
HONDURAS

CATEGORY	%
POSITIVE COMMENTS	
GENERAL	5.9
TRNING/ACQ KNOWLDEGE	0.5
NEGATIVE COMMENTS	
DURATION	1.5
TRNING/ACQ KNOWLEDGE	1.0
TRAVELLING	1.0
LEVEL OF DIFFICULTY	0.0
FOLLOW-UP	0.5
COMMENTS OR RECOMMEND	
DURATION	16.1
SELECT CRITERIA	18.5
TRNING/ACQ KNOWLEDGE	20.0
EXPAND GRANTS	7.8
FOLLOW-UP	2.0
PREPARATION PROG	2.9
LANGUAGE ASPECTS	3.9
SUPPORT PERSONNEL	3.4
POST-TRNING SUPPORT	1.0
IN-CNTRY INSTIT AID	0.5
STIPENDS	2.0
PROVIDE LITERATURE	0.5
GENERAL	1.5
TRAVELLING	0.5
ROOM & BOARD	1.0
SOCIAL ASPECTS	0.0
ACTIVITIES	0.5
OTHER	7.8
TOTAL	100.0

FIGURE 3.17

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



trainees have been home for a period of time they maintain very strong and positive views of the United States.

FOLLOW-UP ACTIVITIES

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

Some. Almost two-thirds (65%) of the trainees (75 out of 115) reported receiving some follow-up service. (Figure 3.18) Follow-up services tended to be provided by citizens in the U.S. through correspondence (38.7%) or visits (13%). Although not identified, follow-up was provided by "others" (20%). When asked to identify the agency or personnel that had provided the service, 24% cited the training contractor, and only 10% cited the AID mission. One fourth (28%) cited individual people in the U.S. This suggests the need for the AID mission and training contractor to provide follow-up activities. This will be needed to ensure that the goal of maintaining and supporting ties with the United States is realized.

Were the follow-up services useful to the trainees?

Yes. Over half of the few trainees that received follow-up services found them to be useful whether provided by individuals in the U.S. (59%, Figure 3.19), contractors (62%, Figure 3.20), AID (78%, Figure 3.21), other agencies (50%, Figure 3.22), and non-specified other entities (43%, Figure 3.23).

FIGURE 3.18
WHO PROVIDED FOLLOW-UP SERVICES TO PARTICIPANTS?
HONDURAS

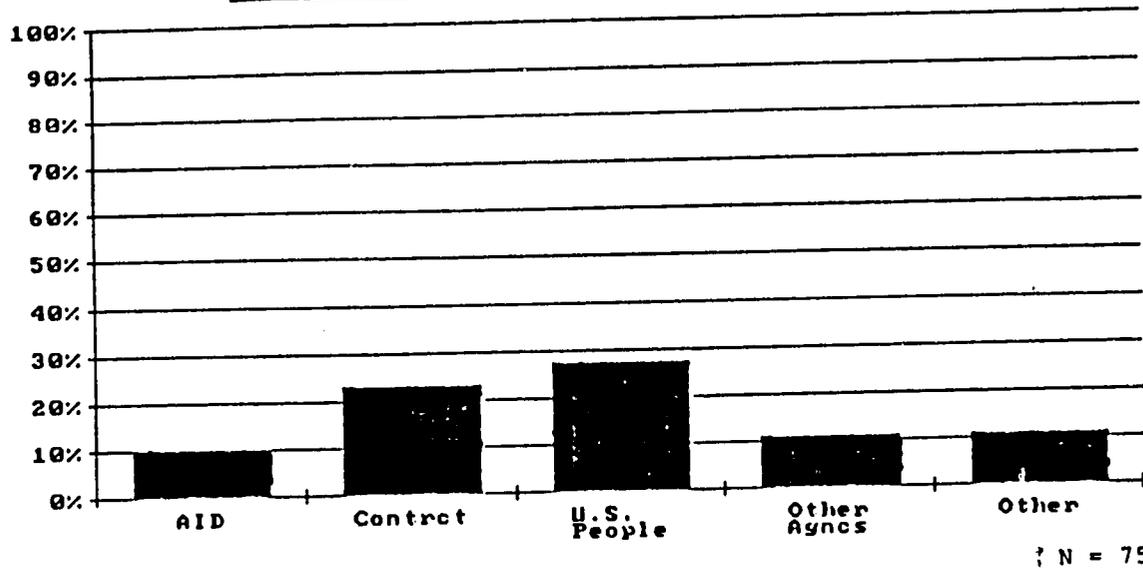
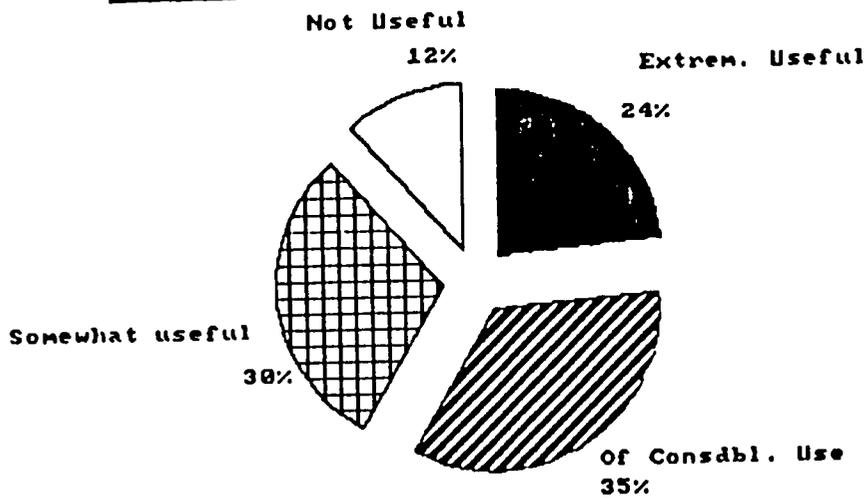
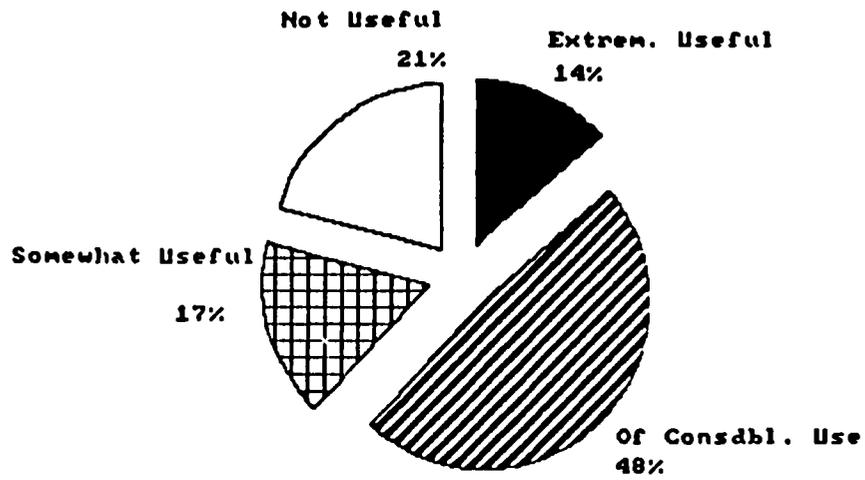


FIGURE 3.19
HOW USEFUL WAS FOLLOW-UP PROVIDED BY AMERICAN PEOPLE?
HONDURAS



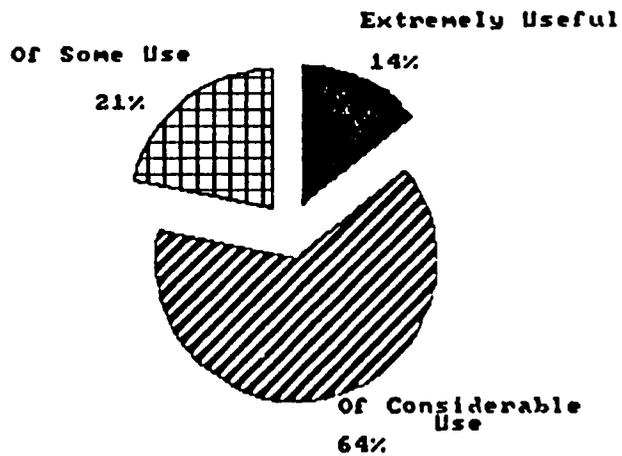
N=43

FIGURE 3.20
HOW USEFUL WAS FOLLOW-UP PROVIDED BY CONTRACTORS? HONDURAS



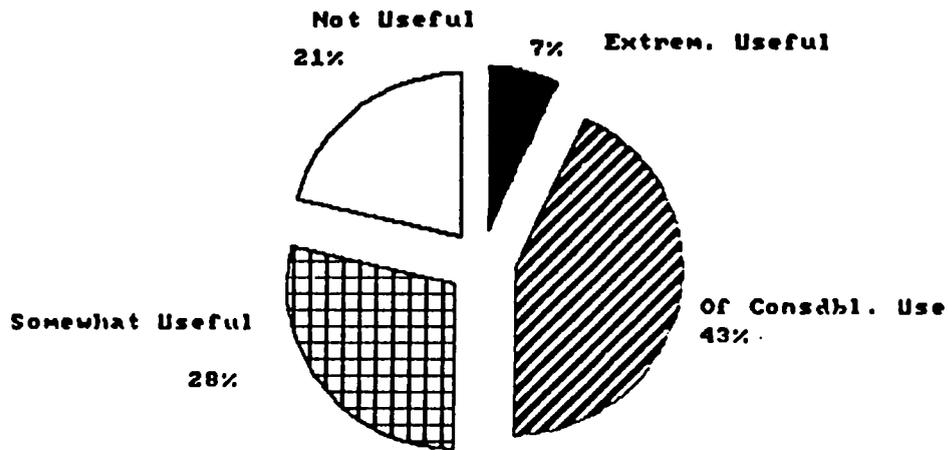
N=29

FIGURE 3.21
HOW USEFUL WAS FOLLOW-UP PROVIDED BY AID? HONDURAS



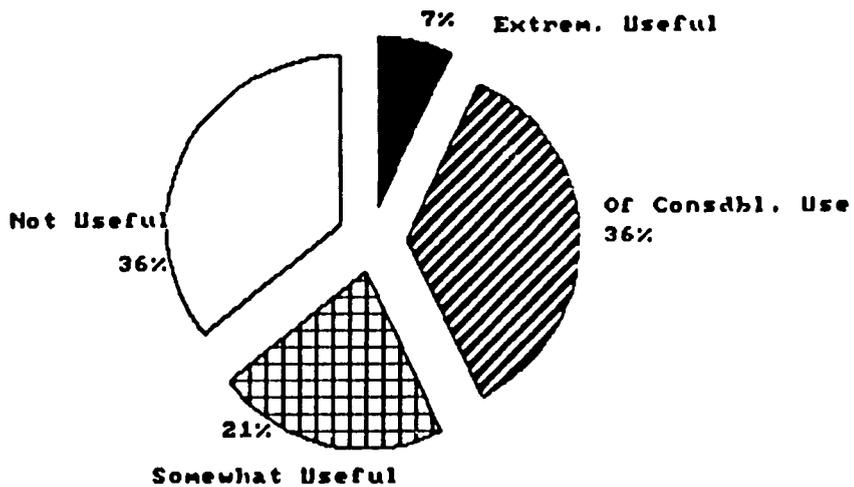
N=14

FIGURE 3.22
HOW USEFUL WAS FOLLOW-UP PROVIDED BY OTHER AGENCIES? HONDURAS



N=14

FIGURE 3.23
HOW USEFUL WAS FOLLOW-UP PROVIDED BY OTHERS? HONDURAS



N=14

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

"The extension supervisor from the University of New Mexico was writing us to see how well we were doing."

"I was visited by a professor from the University of New Mexico to determine whether I was implementing what I had been taught in training."

"Winrock has sent me videos, professional literature."

"Exchange of technical ideas with the University of Minnesota - laboratory analyses."

"Imported hand seeders and cultivators."

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 (29%, Figure 3.24), read professional literature (33%), and participate in professional associations (17%).

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. Few are ordering professional publications (8%, Figure 3.25), purchasing commercial goods from the U.S. (20%), purchasing U.S. services (5%), providing the U.S. with goods (5%) or services (2%), or involving themselves with other aspects of U.S. business or economy (1%).

FIGURE 3.24
IN WHAT ACTIVITIES ARE PARTICIPANTS INVOLVED
SINCE THEIR RETURN?
HONDURAS

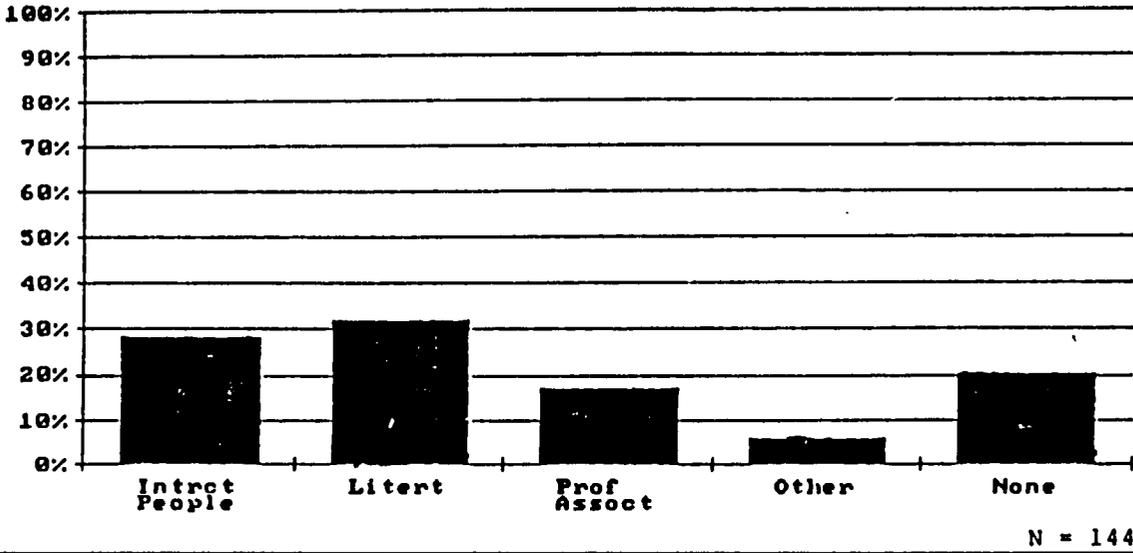
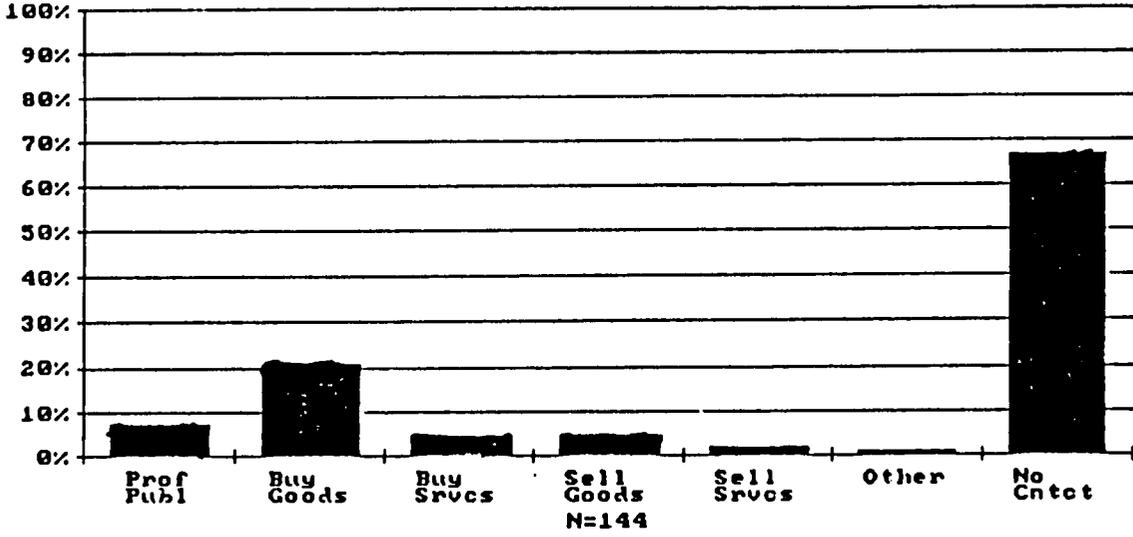


FIGURE 3.25
WHAT CONTACTS DO PARTICIPANTS MAINTAIN WITH THE
U.S. AFTER THEIR RETURN HOME?
HONDURAS



TRAINEES' GENERAL RECOMMENDATIONS

Trainees were asked to make any general comments or recommendations regarding their CAPS training experience. Over three-fourths (87%) of the comments received were recommendations. Examples include:

"The programs should be better organized."

"...we should be given more opportunity to socialize with U.S. citizens"

"The training should focus on crops grown in the Caribbean (e.g. cardamon, vegetables, citrus, sugar cane)."

"The training should be divided according to one's educational level - one for peasants and one for professionals."

"Courses should be more focused, covering a specific topic..."

"We should be taught what we can implement in our own country."

"Extend the training period."

"It is necessary that intensive English classes be provided in the U.S."

"We should be given prior information of the course content so that one can take the necessary documentation."

"More women should be sent [for training] so that they can learn."

"Consider [selecting] professionals working in rural areas."

"AID should exhort public agencies that trainees should be sent without consideration of their political status but only their ability."

"More communication with returned trainees [follow-up]."

"AID should consider allowing returned trainees to purchase equipment in the U.S. and be allowed to import it without having to pay taxes."

"...there are many things that we can do but the resources are not available... financing is needed."

CHAPTER 4

COST OF CAPS TRAINING: HONDURAS

During the first two years of the CAPS program in Honduras few academic trainees have been in the United States long enough to generate adequate data on expenditure patterns; thus this report focuses on technical trainees. The quarterly report due in June, 1987 will contain data on cost (expenditures) by USAID/Honduras on academic training.

The data used in this analysis come from the PIO/Ps and contract (including grant) documents supplied to us by the mission. Appendix A lists all of the Honduran technical training conducted through December 1986.

Calculations of training months and areas of training were derived from the automated Central American Peace Scholarship Computerized Management Information System (C.A.P.S.-M.I.S.) maintained by the mission.

Several observations may be made about the Honduran technical training program which differentiate it from those in other countries. First, the average size of the groups is about 6 people. This group size is significantly smaller than that of other countries (see Table 4.1). The average group size for all CAPS missions is 18 trainees. USAID/Honduras has sent a number of larger groups (over 15 people); however the presence of many groups of 1, 2 or 3 people works to lower the mean group size.

There is no evidence at this time that the small group size affects costs one way or the other, even though Honduras (closely followed by El Salvador) had the highest cost per training month of all programs (see Table 4.1).

TABLE 4.1 TECHNICAL TRAINING COSTS FOR CAPS MISSIONS

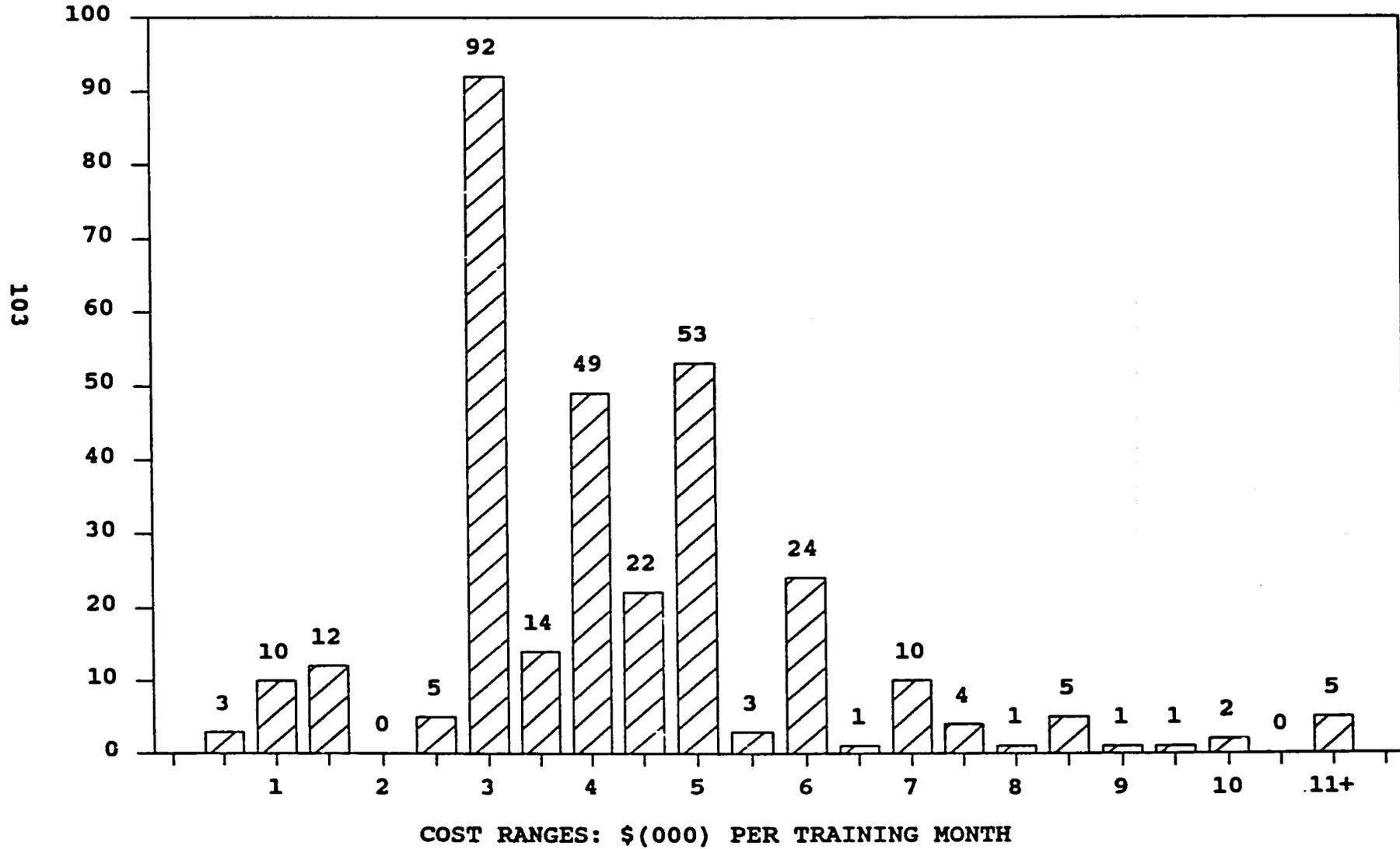
USAID	TRAINEES PER MISSION	TOTAL TRAINING PROGRAMS	AVERAGE TRAINEES/ PROGRAM	TOTAL TRAINING MONTHS	TOTAL PROGRAM COST	COST/ TRAINEE- MONTH
BELIZE	79	5	15.8	112	\$372,275	\$3,320
COSTA RICA	425	23	18.5	1377	\$2,268,378	\$1,647
GUATEMALA	1263	37	34.1	1344	\$4,906,035	\$3,652
HONDURAS	377	68	5.5	287	\$1,305,408	\$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	\$2,193,643	\$4,249
TOTAL	3097	177	17	5381	\$13,689,979	\$2,544

*NO DATA ON TWO PROGRAMS

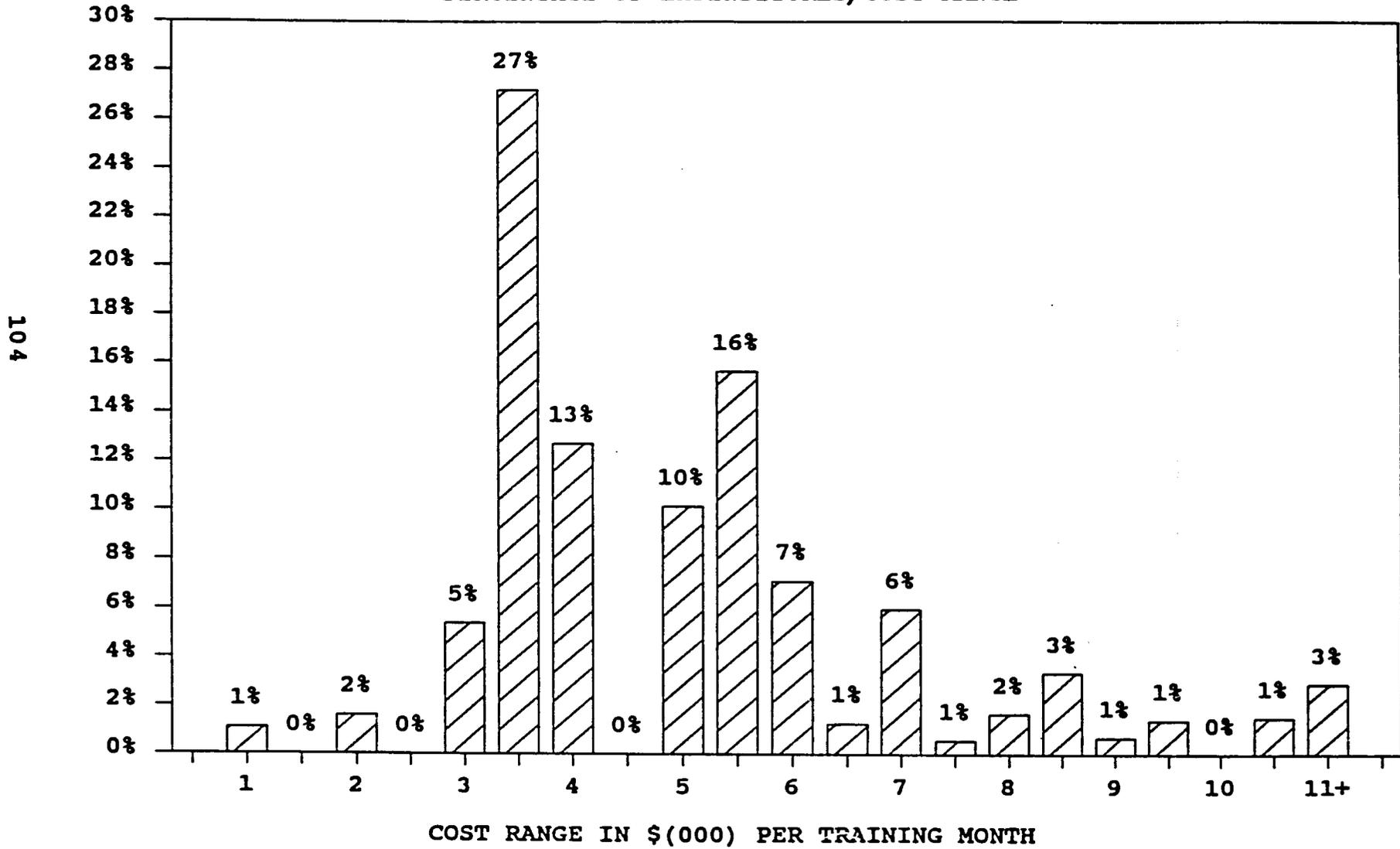
The high cost of programs from Honduras can be attributed in part to a few extremely highly priced programs, some costing more than \$15,000 per training month (compared to the mean for all countries of \$2,700 per training month). The graph in Figure 4.1 shows the distribution of training months purchased by cost category in Honduras. The large number of training months purchased at around \$3,000 per training month are representative of other missions. However, the training months purchased by Honduras at the high end of the scale are atypical. These high cost programs, in the absence of counterbalancing low cost programs, raise the overall mean cost for USAID/Honduras. Figure 4.2 shows the percentage of total expenditures for each cost

FIG. 4.1 HONDURAS TECHNICAL TRAINING

CAPS TRAINEES PER COST RANGE



**FIG.4.2 HONDURAS CAPS TECH. TRAINING
PERCENTAGE OF EXPENDITURES/COST RANGE**



range.

USAID/Honduras overall program costs are high in comparison to Agency standards used for estimation (i.e., \$3,200 per training month).

Even though many of the USAID/Honduras programs were costly, there is evidence that the Mission did receive good value. The quality of the programming seems to have been good. Exit questionnaires and the extensive interviewing of returned trainees conducted in Honduras by our interviewers revealed very positive overall attitudes about the training received by CAPS trainees.

Our review of the scopes of work for technical training programs managed through contractors and grant recipients shows that contractors assisted the Mission in selection, pre-departure orientation and follow-up in country. While all of these factors affect costs, data are presently unavailable. Moreover, little thought was given to the CAPS project objective of fostering good relations between the U.S. and the trainees. The scopes of work mention "experiencing the U.S." in brief or non-existent terms. Thus costs cannot be attributed to either of the special services offered.

We suggest that less expensive training alternatives be considered to meet the goals and objectives of the CAPS program. Even if the Honduras Mission continues to program through its technical offices, less expensive programs should be

considered, especially in light of Agency and LAC Bureau efforts to maintain low cost programming for Scholarship programs.

Appendix A
Program Cost Details

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
50105	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
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

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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
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	14-Apr-85	29-Apr-85	0.49	17	8.33	\$50,000	\$6,002

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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

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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

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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

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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 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

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