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

**Submitted to:**

**Office of Development Resources  
Latin American/Caribbean Bureau  
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## FOREWORD

The purpose of the Aguirre International evaluation contract is to provide technical implementation assistance to CAPS project managers through formative evaluation and computerized management information system support. Central to this technical assistance is identifying what and how critical management information should be presented in a fashion that best meets the needs of project managers. To this end, enclosed are data from the Central American Peace Scholarship Management Information System (C.A.P.S.-M.I.S) and the interviews of participants taken at the end of their training. These data along with those collected from the interviews of participants who have returned to their home country, project managers and staff within missions, and selection committee members are integrated into the first annual CAPS evaluation report.

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**FIRST ANNUAL REPORT:**  
**CENTRAL AMERICAN PEACE SCHOLARSHIP PROGRAM**  
**GUATEMALA**

**EXECUTIVE SUMMARY**

## EXECUTIVE SUMMARY

### Introduction

The Central American Peace Scholarship Program (CAPS) was established by the United States 1) to further positive attitudes towards 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 managers with information that will assist them in the management of the CAPS program. Data are drawn from the Central American Peace Scholarship Management Information System (C.A.P.S.-M.I.S.), interviews of CAPS trainees, program managers and their staff, and observations made during technical assistance visits to the AID mission.

Although 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 lagtime required that the database be reconstructed from available 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:** Do in-country selection committees select CAPS trainees according to required criteria (i.e. socially and economically disadvantaged, etc.)?

- o Yes. Consistent with CAPS objectives, CAPS trainees are selected relative to one or more of the following criteria: 1) leadership or potential leadership, 2) social or economic disadvantage, 3) residency in rural areas, and/or 4) occupation in 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, from rural areas, display leadership qualities, or are from the private sector.

**Key Question 2a:** How has the Guatemalan mission country training plan (CTP's) responded to the special focus of CAPS?

- o To properly answer this question the differences between CAPS and traditional training must first be clarified. Traditionally, the AID training process involves identifying the country's developmental needs, designing projects to meet these needs, and, where necessary,

searching for the people to be trained. In contrast, the CAPS training process requires identifying the people to be trained, determining their training needs, matching these needs to the country's developmental needs, and then designing/implementing the training. Consequently, CAPS training may focus on training in new fields outside of AID's traditional areas of interest. Non-traditional training is defined as that which may be outside of traditional country development sector strategy. The CTP's reflect this special focus of CAPS.

- o A review of Guatemala's CTP shows that it includes a statement of the selection criteria to be used for identifying CAPS trainees. Moreover, each plan describes a selection process to identify potential CAPS trainees. The CTP also identifies the developmental needs of Guatemala. These items reflect the special CAPS focus.

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

- o As noted, all of the selection criteria have been used to identify CAPS trainees. The CAPS program has been quite successful in drawing

from the private sector and from business. However, women and youth are under-represented. Women represent 30% of the trainees rather than the target of 40%.

- o Intermediary agencies are used to select short-term training candidates. 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 indicating that the selection process should be improved in Guatemala, selection guidelines should be reviewed and/or revised so as to ensure an equitable and objective process.
  
- o CAPS guidelines require that at least 70% of the trainees be economically disadvantaged. Income data on this variable are not systematically entered into the Management Information System. As such, it is not possible at this time to determine the extent to which trainees are economically disadvantaged. Our observations suggest that this requirement is being met.

**Key Question 3a: Are trainees adequately oriented?**

- o No. Trainee feedback regarding preparation for training is not consistent with that provided by mission personnel. Only 79% of the trainees reported having been provided with an orientation. Mission statements indicate that all trainees were given pre-departure orientation. Trainees indicated that their preparation tended to focus on travel and administrative procedures. Both trainees and Mission staff agree that such preparation was limited to one day.
  
- o In some instances, trainees expressed dissatisfaction with their orientation stating that they were not told to bring materials necessary for training or that their training was not what they had been told to expect. While, overall, Guatemalans view U.S. citizens as friendly, some did not. The nature of those negative comments suggests that unpleasant experiences might have been avoided had trainees been provided a more thorough orientation regarding U.S. culture and customs.

- o Direct observation of pre-departure training suggests that it is exemplary compared to training that is provided by other countries. Nonetheless, the lack of agreement between trainees and Mission personnel regarding the administration of preparation services, trainee perceptions of U.S. culture and the limited background of trainees present a strong case for expanding the preparation sessions beyond one day and for providing a more focused agenda that better prepares trainees for their program.

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

- o At this point in time, all of the CAPS trainees receive only rudimentary language training given that their U.S. training program is primarily short-term. Mission staff indicate that some trainees were placed in long-term programs, but that those data were not entered into C.A.P.S.-M.I.S. and consequently, little is known about their preparation in English language skills. Once Mission staff enter this information, future evaluation will determine the extent to which

the English language skills of long-term academics are being developed.

**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., local government meetings). All of these are consistent with 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 Yes. As of December, 1986, at least 79% of the Guatemalan CAPS trainees reported that they had received follow-up services, primarily provided by the AID mission through follow-up conferences. Of the CAPS trainees that did receive follow-up services, almost all (>97%) found them to be of some use.
- o The importance of follow-up services is demonstrated by the Guatemalan CAPS trainees.

Approximately 80% of the returned CAPS trainees attended an AID mission conference organized for them. These CAPS trainees, although very poor, paid for their own transportation and arranged for their own lodging in order to attend the conference. Those trainees who were unable to attend the conference subsequently visited the AID office. This demonstrates CAPS trainees' outstanding interest in and commitment to continuing their relationship with the CAPS program.

- o Recognizing the need for follow-up services, Mission staff report that all short-term trainees will receive a month of in-country follow up training. Future evaluation activities will document these efforts.

**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 The C.A.P.S.-M.I.S. indicates that as of December, 1986, all (100%) of the Guatemalan CAPS trainees received short-term training.

None were in an academic program.\* Moreover, approximately 16% of the CAPS trainees are employed by a public agency and 84% by a private agency (8% Private Non-Profit, 56% Private-Profit, 8% Autonomous, 4% mixed Public and Private and 12% other). These distributions are consistent with the CTP's in that, in general, they target technical training of people in the private sector.

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

- o Evidence of innovation in training models is limited. A few training contractors provide follow-up services at their own expense. The AID mission in Guatemala provides national conferences for CAPS trainees as well as follow up reinforcement training. This facilitates networking and other on-going training which is an innovative way to extend the training programs duration while making it relevant to host country realities.
  
- o Use of in-country U.S. affiliated institutions for the first two years of a training program

with a second two year component in a "partner" U.S. institution for a BA or BS is both innovative and cost effective. Future data collection will document these efforts.

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

- o As noted earlier, women are under represented. CAPS targeted goal is that 40% of the CAPS trainees be women. Through November, 1986, approximately 30% of all Guatemalan CAPS trainees are women.

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

- o USIA and Peace Corp personnel have been involved in the screening, selection and orientation of CAPS trainees as well as handling press coverage and promotion of the CAPS program in Guatemala. USIA personnel have participated in the screening and selection of CAPS trainees.

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

- o Outstanding characteristics were noted above for the Guatemalan AID mission, principally for the follow-up procedures in providing returned CAPS trainees with additional in-country training and attempts to assess the relevance and effects of their training. These efforts meet the CAPS objectives, very well and create positive feelings between Central Americans and U.S. citizens.
  
- o With few exceptions, there are few training plans by contractors that specify objectives, instructional activities, evaluation activities, or follow-up procedures. While some training programmers provide an "evaluation report," these provide little or no substantive information regarding what was done in training, why it was done, or what the results of such efforts were. At best they describe the topic(s) covered and the enthusiasm of the CAPS trainees. Consequently

the AID mission is not in a position to assess the relevance or effectiveness of those training efforts.

- o Finally, Guatemalan CAPS trainees indicated the need for more opportunities to meet and interact with non-Spanish speaking U.S. citizens. That training programmers should consider that in addition to or instead of activities such as going to a concert, fair or meeting as a group, individual or small group activities be provided Guatemalan CAPS trainees so they might 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 the skills they have acquired being used productively?

- o Yes. CAPS trainees return home and are being followed-up through national conferences specifically oriented to the needs of returned trainees.

Based on the follow-up interviews of trainees in Guatemala, over three-fourths of the CAPS trainees report that they feel that the skills they have acquired are being used productively.

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

- o 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 in Guatemala range from a low of \$1,206/training month to a high of \$7,476/training month.

## **RECOMMENDATIONS:**

1. Increase enrollment of women.
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 reviewed and/or revised 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. Encourage 4-H and A.F.S. programs wherever they are consistent with mission objectives.
6. S&T/IT should implement the Work Breakdown Structure (or S&T/IT's Training Cost Breakdown Structure) reporting system as requested by the Mission so that they can be monitored.
7. Training activities should provide opportunities for individual and small group interactions with U.S. citizens, especially those that are non-Spanish speaking.
8. The AID mission should have an implementation plan on file for each training program before the program is to begin. This should include: 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) an outline of 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) an explanation of follow-up services to be provided to CAPS trainees after they have returned home.

9. Require that training programmers submit an evaluation at the end of training evaluating the success of their training plan.
10. In most cases, short-term training should be provided in Spanish or with the assistance of translators. Preferably translators should be familiar with the subject content
11. 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.
12. Mission staff report that they will respond to this need for follow up services in the following ways: in-country reinforcement training, CAPS conferences several times a year, the formation of a CAPS alumni association, quarterly newsletters, and the availability of a special project fund to implement community projects. Future data collection efforts will document these activities.

## CHAPTER 1

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

### CHAPTER SUMMARY

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

- o to describe the 1986 cohort of Guatemalan scholarship recipients in terms of key descriptors such as sex 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 such competencies of the trainees, as the pre-departure orientation received, highest educational level attained, and ability to speak English;
- o to describe the life conditions of Guatemalan CAPS trainees prior to selection, particularly as they concern 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 and pre-departure training.

**Trainee Selection:**

The C.A.P.S.-M.I.S. Data on Guatemala reveal that within the total of 1,302 CAPS trainees, 70 percent were men and 30 percent were women.

The percentage of individuals characterized as socially disadvantaged was less than one-fifth of the total number of men, and less than one-tenth of the total number of women. However, direct observations of the trainees at the national conferences would suggest that this data element is not being entered systematically as it appears that the majority of trainees could be classified as socially disadvantaged.

**Training:**

The training accorded to the Guatemalan CAPS trainees was short-term and technical. There were no candidates for academic training entered onto the C.A.P.S.-M.I.S. as of December 1986. Mission staff report, however, that some long-term academic trainees participated even though this data was not entered into the C.A.P.S.-M.I.S. Future evaluation reports will assess the extent that academic training is consistent with the CAPS Country Plan for Guatemala.

The largest percentage of Guatemalan males and also of Guatemalan females in the CAPS program had completed at least an elementary school education. On the whole, more men were represented at the various levels of educational attainment than women, except at the high school level, where the two groups

approached (but still did not reach) parity. Within this group, at the advanced degree level the gap between Guatemalan men and women in terms of access to educational opportunities is also evident.

Most of the Guatemalan CAPS trainees were not employed as salaried workers at the time of selection. Many listed agriculture as their chief area of preparation prior to embarking upon the CAPS experience. Hardly any of the trainees had travelled abroad, nor had any been previous scholarship recipients.

The fields of study undertaken by the trainees were limited to the four previously mentioned, with most workers (whether skilled or unskilled) opting for training in business and management. Health science was the second choice among the total number of Guatemalan trainees. Some variation could be seen among the skilled workers in the field chosen for training. For instance, white collar workers were concentrated heavily in education.

Guatemalan CAPS trainees apparently had very little in the way of pre-departure preparation. While no information was available on the latter, an average of one day was devoted to pre-departure orientation for all the trainees. A group with such little overseas travel experience and limited English competency requires more in the way of pre-departure preparation.

The Guatemalan CAPS program appears to have been successful with respect to the congruence between the country's urgent

development needs, USAID training strategies, and the kinds of training experiences available to trainees fitting the selection criteria.

The Guatemalan CAPS Program appears to have been deficient, however, in the areas of pre-departure orientation and training, particularly as regards language competency in both Spanish and English. Nevertheless, the training offered in four fields-- business and management, health science, education, and home economics -- appears to have been consistent with USAID's decreased emphasis on long-term, academic training, and promotion of practical, hands-on courses suitable for immediate implementation upon return to the home country.

**Recommendations:**

1. Increase recruitment of women.
2. Increase recruitment of the socially disadvantaged.
3. Consider increasing the proportion of academic training provided.
4. Increase the amount of pre-departure orientation or training.

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

**INTRODUCTION**

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

A question-and-answer format is used in order to efficiently communicate what the C.A.P.S.-M.I.S. data reveal about the central issues of who was to be trained and whether training objectives were actually met for Guatemala.

When examined in conjunction with the reports for the Exit

Questionnaire, Returnee Interview Form, and Fiscal Report, the C.A.P.S.-M.I.S. Report becomes a valuable tool to those seeking a full understanding of the CAPS Project in Guatemala.

**Does the Guatemalan CAPS training reflect program objectives?**

The specific objectives outlined for the CAPS training in Guatemala are as follows:

- 1) to provide training in the administration of justice to newly elected officials and judges;
- 2) to design a training package on macroeconomic policy and macroeconomic performance in the public and private sectors;
- 3) to provide leadership training aimed toward integrating those who are socially and otherwise disadvantaged into the mainstream of Guatemalan life;
- 4) to upgrade and promote all aspects of public administration;
- 5) to use education to improve small farmer-agribusiness links in order to strengthen the nation's export capability;
- 6) to upgrade business, managerial, and technical capability by addressing specific training needs;
- 7) to improve the administration and delivery of bilingual education in both rural and urban areas;
- 8) to upgrade university faculty and enhance their role in the promotion of ideas;

- 9) to improve the management and delivery of low-cost public health services; and
- 10) to respond to the sharply higher training investments of Communist Bloc countries in Guatemala.

Many of the above mentioned objectives were met in the first year of operation. The training received by this first cohort of Guatemalan CAPS trainees was geared toward immediate, specific needs for leadership development, business administration, public health services, education, and community development.

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

No. All (100%) Guatemalan trainees, whether male or female, received technical training during the CAPS program. (Table 1.1) Data on academic training was not entered into the C.A.P.S.-M.I.S. Future evaluation reports will reflect this data. More than twice as many men (70%) as women (30%) participated in the CAPS program.

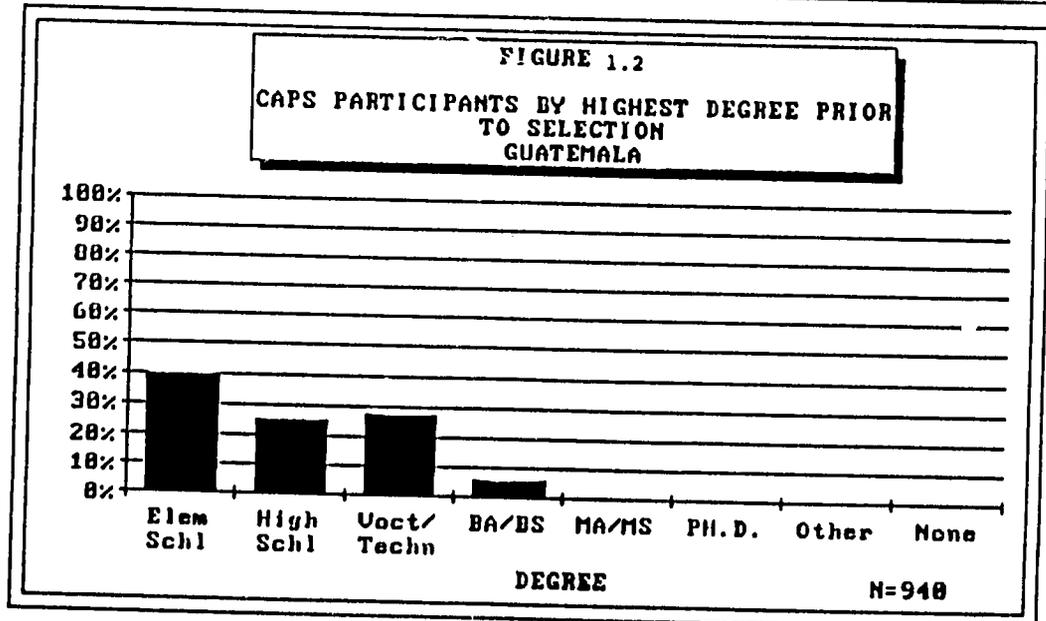
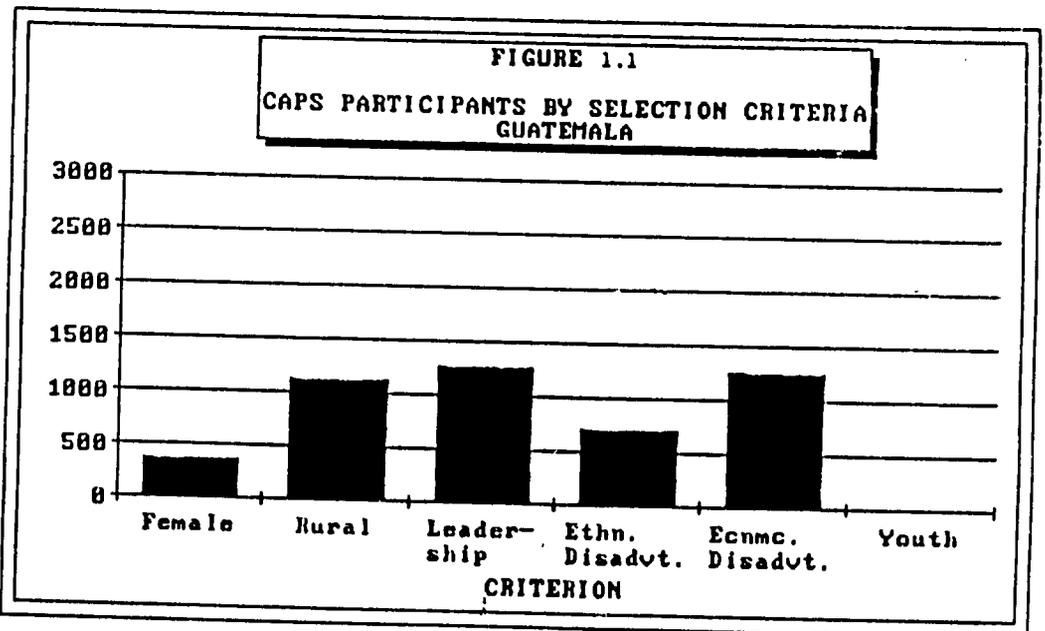
**Is the population targeted by the Guatemalan CAPS Program being served?**

Yes, with one major exception. The CAPS Program trainees in Guatemala are selected if they are female from rural origins, have leadership abilities or potential, are socially or economically disadvantaged. Of these conditions, most trainees

TABLE 1.1

GUATEMALA CAPS PARTICIPANTS BY TRAINING OBJECTIVE AND SEX

TRAINING OBJECTIVE	MALE N=707	FEMALE N=383	TOTAL N=1290
ASSOCIATES OF ARTS			
BA OR BS			
MA OR MS			
SEMINAR			
ON THE JOB TRAINING	100.0%	100.0%	100.0%
OBSERVATIONAL TOUR			
SHORT COURSE			
OTHER			
	100.0%	100.0%	100.0%



were selected on the basis of their leadership (26.8%) and economic status (26.4%).

The distribution of men and women closely parallels the overall distribution (Figure 1.1). Of the data entered into C.A.P.S.-M.I.S. it appears that only socially disadvantaged males are selected at a slightly higher rate (17.9%) than females (9.5%).

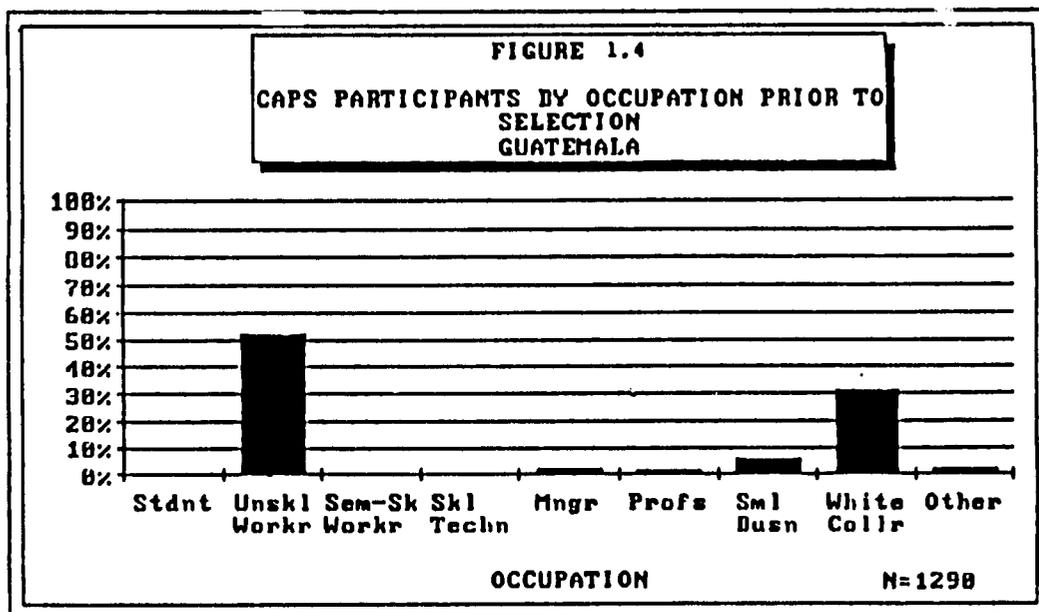
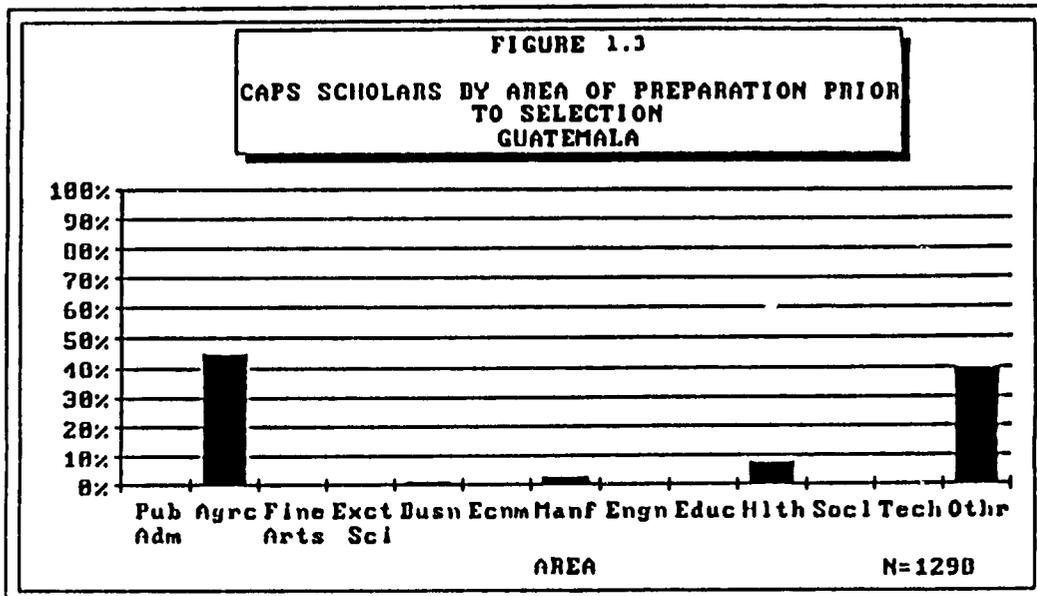
**What are the training objectives of the programs offered by Missions'?**

All training offered to 1,290 Guatemalan CAPS trainees have the same objective -- technical training (100%).

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

On the whole, the educational level of trainees is limited. The highest level attained prior to selection by Guatemalan CAPS trainees is distributed as follows: 40% completed elementary school; 26% completed high school, and 28% completed vocational/technical school. (Figure 1.2) With respect to higher education, only 6% of all the trainees had attained a B.A. or a B.S. degree. Fewer than 1% had attained an M.A. or M.S.

Women tended to be slightly better educated than men. Proportionately more women had completed high school (32.6%) than had men (21.7%).



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

Prior to selection, the major, identifiable areas of preparation for all Guatemalan CAPS trainees included: agriculture (45.6%), other (40%), health (8%), and manufacturing (3.1%). (Figure 1.3) While this rank order holds for men, it is somewhat different for women. In this group, "other" (50%) is mentioned most often, followed by agriculture (24.3%), health (15.9%), and manufacturing (5.2%).

**What occupations do Guatemalan CAPS trainees have prior to selection?**

Slightly over half of the trainees are unskilled workers (53.2%). (Figure 1.4) Approximately one third are white collar/clerks (32%). These findings are consistent for both men and women. Minor differences are noted between data for men and women. More men (56%) than women (45.7%) are unskilled workers. Whereas more women are small business/merchants (11.7%) and white collar workers (35.8%) than are men (4.9% and 30.4% respectively).

**Have the Guatemalan CAPS trainees previously been scholarship recipients?**

No. There are no previous scholarship recipients among Guatemalan CAPS trainees.

TABLE 1.2

GUATEMALA CAPS PARTICIPANTS BY FIELD OF STUDY AND TYPE OF TRAINING

FIELD OF STUDY	ACADEMIC TECHNICAL TOTAL	
	N=0	N=1291
AG. BUS. & PRODUCTION		
AG. SCIENCES		
RENEW. NAT. RESOURCES		
ARCHITECTURE & DESIGN		
AREA/ETHNIC STUDIES		
BUSINESS & MANAGEMENT	34.2%	34.2%
BUSINESS & OFFICE		
MARKET. & DISTRIB.		
COMMUNICATIONS		
COMPUTER/INFO SCIENCES		
EDUCATION	8.4%	8.4%
ENGINEERING		
ENGINEERING/VOCATIONAL		
HEALTH SCIENCE	30.1%	30.1%
HOME ECONOMICS	11.5%	0.0%
INDUSTRIAL ARTS		
LAW		
LETTERS		
LIFE SCIENCES		
MATHEMATICS		
CIVIC ACTIVITIES		
PHYSICAL SCIENCES		
PSYCHOLOGY		
PUBLIC AFFAIRS		
SOCIAL SCIENCES		
CONSTRUCTION TRADES		
MECHANICS/REPAIRS		
PRECISION PRODUCTION		
TRANSPORTATION		
VISUAL/PERFORM. ARTS		
INTENSIVE ENGLISH		
NO INFORMATION	16.0%	16.0%
	0	100.0%
		100.0%

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

None. Not one Guatemalan CAPS trainee had competency in English prior to selection for the training program.

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

No, for the majority. Fewer than one-fifth (17%) of the 1,302 Guatemalan CAPS trainees have taken trips abroad prior to selection. This was true for both men and women. However, the limited resources and backgrounds of the trainees would suggest that the trips that were taken were limited to the countries bordering Guatemala (eg, Mexico) and were of short duration. Future data collection will clarify this issue.

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

The 1986 training program for Guatemalan CAPS trainees covered four areas: business and management, education, health science, and home economics. (Table 1.2) All subjects were offered as short-term, technical training, not exceeding one month in duration, give or take a few days. As noted, while long-term academics were served, information on these trainees was not entered into C.A.P.S.-M.I.S. Mission staff is updating the database accordingly.

TABLE 1.3

GUATEMALA CAPS PARTICIPANTS BY FIELD OF STUDY AND TRAINING OBJECTIVE

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

TABLE 1.4

GUATEMALA CAPS PARTICIPANTS BY TYPE OF TRAINING

FIELD OF STUDY	ON/JOB	TOTAL
	TRAINING	N=1085
AG. BUS. & PRODUCTION		
AG. SCIENCES		
RENEW. NAT. RESOURCES		
ARCHITECTURE & DESIGN		
AREA/ETHNIC STUDIES		
BUSINESS & MANAGEMENT	40.6%	40.6%
BUSINESS & OFFICE		
MARKET. & DISTRIB.		
COMMUNICATIONS		
COMPUTER/INFO SCIENCES		
EDUCATION	10.0%	10.0%
ENGINEERING		
ENGINEERING/VOCATIONAL		
HEALTH SCIENCE	35.8%	35.8%
HOME ECONOMICS	13.6%	0.0%
INDUSTRIAL ARTS		
LAW		
LETTERS		
LIFE SCIENCES		
MATHEMATICS		
CIVIC ACTIVITIES		
PHYSICAL SCIENCES		
PSYCHOLOGY		
PUBLIC AFFAIRS		
SOCIAL SCIENCES		
CONSTRUCTION TRADES		
MECHANICS/REPAIRS		
PRECISION PRODUCTION		
TRANSPORTATION		
VISUAL/PERFORM. ARTS		
INTENSIVE ENGLISH		
NO INFORMATION		
	100.0%	100.0%

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

Yes. Guatemalan CAPS trainees all took part in short-term, technical, on-the-job training. In keeping with the priority areas for training as identified by the objectives, the largest numbers of trainees were found in the fields of business and management (34.2%) and health science (30.1%). Eight percent of the trainees received training in education. For another 16%, no information is available. (Table 1.3)

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

Yes. Reflecting the goals of the Guatemala Country Training Plan, CAPS trainees were trained in business and management (41%), health science (36%), Home Economics (14%) and Education (10%). (Table 1.4)

**What is the average length, in days, of pre-departure orientation provided to Guatemalan CAPS trainees?**

One day is the average length, in days, of pre-departure orientation for the 1,290 Guatemalan CAPS trainees.

**Do training objectives of Guatemalan CAPS trainees vary by type of training?**

As of December 1986 all (100%) trainees in the C.A.P.S.-M.I.S. were enrolled in short-term, technical courses, not intended to lead toward an academic degree. Mission staff report

TABLE 1.5

GUATEMALA CAPS PARTICIPANTS BY FIELD OF STUDY AND SELECTION CRITERIA

FIELD OF STUDY	FEMALE N=369	RURAL N=1004	LEADER N=1085	DISADVANTAGED		YOUTH N=0	MISSION CRITERIA1 N=1085	MISSION CRITERIA2	MISSION CRITERIA3	TOTAL N=4541
				ETHNIC N=646	ECON. N=1085					
AG. BUS. & PRODUCTION										
AG. SCIENCES										
RENEW. NAT. RESOURCES										
ARCHITECTURE & DESIGN										
AREA/ETHNIC STUDIES										
BUSINESS & MANAGEMENT	45.3%	38.3%	40.6%	40.2%	40.6%		40.6%			47.0%
BUSINESS & OFFICE MARKET. & DISTRIB.										
COMMUNICATIONS										
COMPUTER/INFO SCIENCES										
EDUCATION	9.2%	10.0%	10.0%	2.9%	10.0%		10.0%			10.5%
ENGINEERING										
ENGINEERING/VOCATIONAL										
HEALTH SCIENCE	31.4%	37.1%	35.8%	42.9%	35.8%		35.8%			42.5%
HOME ECONOMICS	14.1%	14.6%	13.6%	13.9%	13.6%		13.6%			
INDUSTRIAL ARTS										
LAW										
LETTERS										
LIFE SCIENCES										
MATHEMATICS										
CIVIC ACTIVITIES										
PHYSICAL SCIENCES										
PSYCHOLOGY										
PUBLIC AFFAIRS										
SOCIAL SCIENCES										
CONSTRUCTION TRADES										
MECHANICS/REPAIRS										
PRECISION PRODUCTION										
TRANSPORTATION										
VISUAL/PERFORM. ARTS										
INTENSIVE ENGLISH										
NO INFORMATION										
	100.0%	100.0%	100.0%	100.0%	100.0%		100.0%			100.0%

that long-term academics were served, but this data was not entered into the C.A.P.S.-M.I.S. The database is being updated to reflect this information.

**Does length of training for Guatemalan CAPS trainees vary by type of training?**

All Guatemalan CAPS trainees (100%) undertook technical training for a period of 1.2 months. Hence, no variation was noted.

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

No. Regardless of the selection criteria used as the basis for analysis, the rank order of the fields of study for the Guatemalan CAPS trainees continues to be the same: first, business and management; second, health science; third, home economics; and fourth, education. (Table 1.5)

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

Yes, by degrees. The majority of unskilled workers are almost evenly divided between two fields -- business and management (37.9%), and health science (38.5%). (Table 1.6) In contrast, more white collar workers study health science (39.1%), followed by business management (26.8%), education (22.5%), and home economics (11.6%).

As might be expected, those classified at selection as "managers," "small business/merchants," and "skilled technicians"

TABLE 1.6

GUATEMALA CAPS PARTICIPANTS BY FIELD OF STUDY AND CLASSIFICATION CRITERIA

FIELD OF STUDY	STUDENT N=0	UN- SKILLED N=631	SEMI SKILLED N=0	SKILLED TECH. N=1	MANAGER N=27	PROFES- SIONAL N=3	SM BUS/ MERCHANT N=87	WHITE COLLAR N=302	OTHER N=30	TOTAL N=1081
AG. BUS. & PRODUCTION										
AG. SCIENCES										
RENEW. NAT. RESOURCES										
ARCHITECTURE & DESIGN										
AREA/ETHNIC STUDIES										
BUSINESS & MANAGEMENT		37.9%		100.0%	88.9%	33.3%	96.6%	26.8%	23.3%	40.4%
BUSINESS & OFFICE										
MARKET. & DISTRIB.										
COMMUNICATIONS										
COMPUTER/INFO SCIENCES										
EDUCATION		6.3%						22.5%		10.0%
ENGINEERING										
ENGINEERING/VOCATIONAL										
HEALTH SCIENCE		38.5%				66.7%	3.4%	39.1%	73.3%	35.9%
HOME ECONOMICS		17.3%			11.1%			11.6%	3.3%	13.7%
INDUSTRIAL ARTS										
LAW										
LETTERS										
LIFE SCIENCES										
MATHEMATICS										
CIVIC ACTIVITIES										
PHYSICAL SCIENCES										
PSYCHOLOGY										
PUBLIC AFFAIRS										
SOCIAL SCIENCES										
CONSTRUCTION TRADES										
MECHANICS/REPAIRS										
PRECISION PRODUCTION										
TRANSPORTATION										
VISUAL/PERFORM. ARTS										
INTENSIVE ENGLISH										
NO INFORMATION										
		100.0%		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

are overwhelmingly concentrated in business and management.

It is noteworthy that only those trainees who are classified as "unskilled" or "white collar" workers are found within each of the four fields of study. The other types of workers tend to be concentrated in just one or two fields of study.

## CHAPTER 2

### SUMMARY OF FINDINGS -- TRAINEE FEEDBACK AT END OF TRAINING

#### OVERVIEW

The CAPS Program for Guatemala is realizing its two program objectives of fostering positive attitudes towards and understanding of the United States and technical training. Most trainees appreciated the opportunity to learn English, acquire new skills, interact with U.S. citizens, and gain greater insights into U.S. politics, lifestyles, and culture.

Trainees were interviewed at the end of their training session in an effort to gather information that would assist CAPS program managers in determining whether required services are being provided and whether the goals of the CAPS program are being realized. This information is needed to identify those areas of program implementation that are successful as well as those in need of further support and development.

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

training.

**Are those people targeted to be trained selected?**

Yes, on the whole. The Guatemalan CAPS scholarship recipients were predominantly males who entered the program with the objective of acquiring specific knowledge. Women were under-represented. For the most part participants felt that they had achieved their training objectives and would recommend the training program to others.

**Are required pre-departure training activities provided?**

Yes. Almost all trainees receive a one-to-two day pre-departure orientation. This orientation consists primarily of information about the training program the trainee will enter. This suggests that Guatemala makes an effort to help trainees understand what to expect in their training. Most trainees felt that they were well prepared in this regard.

However, little or no training is provided in English language development. The lack of training in English prior to departure may result because 1) post-departure training is provided in Spanish such that English is not needed, or 2) training is of such short duration that training in English is impractical, or 3) that although such training is needed it is not being provided. Future data collection will clarify this issue.

**Are required training activities provided?**

Yes. Trainees are provided with a range of experiences designed to make the trainee familiar with a cross section of U.S. culture such as: 1) attending cultural events (e.g., concerts and museums), 2) attending athletic events, 3) visiting or living with U.S. citizens, and 4) attending civic activities (e.g., local government meetings). All of these activities are directed towards the primary goal of the CAPS program, fostering better understanding of and positive attitudes towards the United States.

**Are training programs meeting CAPS program objectives?**

Yes. The CAPS training program is very successful in fostering positive attitudes towards the United States. Trainees overwhelmingly view the United States as wealthy, friendly, orderly, peaceful, unaffected (i.e. natural/open), fair, generous, and as a strong country, sensitive to the needs of other countries.

**Did trainees realize their training objectives?**

Yes. Unequivocally, all trainees achieved their objectives and are most satisfied with all aspects of training such as opportunities to meet U.S. citizens, travel within the U.S., and housing. This suggests that trainees meet their primary objective of technical training and their secondary objective of

learning more about the United States.

Data collected from trainees after they had returned home for a period of time indicate dissatisfaction with short-term training programs with respect to technical training. It appears that in retrospect, trainees feel that training programs of less than one month did not provide sufficient time to acquire the desired knowledge and skills. As previously noted, the Mission recognizes this problem and is planning to address it by providing CAPS trainees with four one week training seminars over a period of two years. This is an example of the importance of viewing the exit questionnaire data within the context of the C.A.P.S.-M.I.S. and returnee data sets. Also, while trainees were pleased with the opportunities they had to meet U.S. citizens, they expressed a desire and need to have more of these opportunities.

**Do trainees feel that their training is good?**

Yes. Most respondents feel that training is appropriate in terms of level of difficulty and work required of them. The majority report that the training will be most useful to them upon their return home. Moreover, they feel that their training is as good as or better than that offered by countries other than the U.S.. (Most non-U.S. sponsored training is provided by western nations.)

**Are contractors meeting the needs of trainees?**

Yes. Trainees are provided with proper support during training by contractors. Of those few trainees who experience problems, over three-fourths are resolved through the efforts of the contractor's staff or AID personnel. Nonetheless, the types of problems cited can be avoided in future programs by better planning and monitoring by contractors.

## **RECOMMENDATIONS:**

1. Provide more substantive pre-departure training or orientation, especially with respect to customs and communication styles of people in the U. S. Also, some training in English language should be provided.
2. Improve recruitment of women and youth. Review the entire recruitment process to ensure that scholarships are being distributed equitably.
3. Review the training programs to ensure that they will provide for greater opportunities to meet U.S. citizens and families and that they provide a plan that details objectives, activities, monitoring and evaluation activities.
4. Examine the adequacy of the amount of monthly stipends to ensure that it meets the needs of trainees.
5. Limit printed materials to Spanish, as materials in English are not often utilized by trainees.
6. Trainers should improve their planning so as to avoid problems with housing, traveling, food, medical care.

## TRAINEE FEEDBACK AT END OF TRAINING

### GUATEMALA

#### 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 training activities are being provided to trainees? Are the required support services being provided? Are these services effective? What problems, if any, are there? And, are these problems being resolved?, 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 attitudes towards the United States, perceived benefits of training, and recommendations for improving future training efforts.

#### METHODOLOGY

Guatemalan 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 Guatemala. This report is based on 64 out of 428 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**

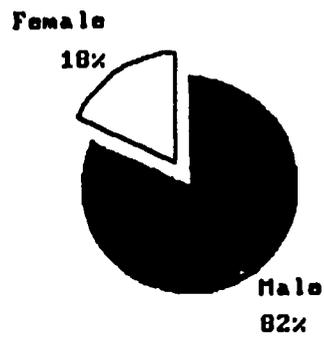
As is normally the case with surveys, the number of respondents and/or responses per item will vary. In some instances, the variation occurs because the item did not apply to the trainee. In other cases, the respondent simply chose not to reply. It is also possible that, in still other cases, a lack of response or an incomplete response reflects a problem in the design or administration of the instrument. The latter is pertinent given the low level of literacy among Guatemalan trainees. The reader is therefore cautioned to read percentages with the understanding that they represent the proportion of responses to a given item within the Exit Questionnaire, and will at times represent a small absolute count.

As noted above, training contractors who provided CAPS training through S&T/IT declined to administer the CAPS evaluation form (Exit Questionnaire) to trainees. Consequently, this Chapter does not include data for the majority of CAPS participants from Guatemala trained through December 1986.

**How many CAPS respondents came from Guatemala?**

A total of 64 questionnaires were received from Guatemalans

**FIGURE 2.1**  
**RESPONDENTS BY SEX**  
**GUATEMALA**



N=49

**TABLE 2.1**

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

**GUATEMALA**

-----	
<b>PRE-DEPARTURE</b>	
<b>INFORMATION</b>	<b>N=64</b>
-----	
	<b>%</b>
<b>RECEIVED</b>	<b>76.6</b>
<b>DID NOT RECEIVE</b>	<b>23.4</b>
-----	
<b>TOTAL</b>	<b>100.0</b>

trained between August and November, 1986. This represents 15% of the total number of Guatemalan trainees actually trained during our period of data collection.

**Were all the groups targeted to receive training trained?**

No. Women were under-represented. Of the Guatemalans from whom questionnaires were received slightly fewer than one-fifth were women (18%). (Figure 2.1) However, as noted in Chapter 2, the actual proportion of women served was 30%.

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

Yes, although there is disagreement between trainees and Mission staff as to what was provided and to whom. Over three-fourths (77%, Table 2.1) of the Guatemalan respondents reported that they received some kind of program information. Over two-thirds (67%) of those responding received an orientation to U.S. life and culture as part of their in-country preparation for the CAPS scholarship program. Just over half also reported having received "other" preparation (55%). However, Mission staff state that all trainees received an orientation and that all trainees received the same information. This discrepancy may be a function of poor trainee memory or failure to recognize the one day orientation as an attempt to prepare them for their training. Nonetheless, this discrepancy suggests a need to provide a better organized orientation which is more focused and comprehensible to the skill levels of the trainees.

The in-country program provided little academic skill preparation prior to training. The majority (86%) of respondents did not receive training in the English language. This low figure on incidence of academic skill preparation reflects the fact that data on long-term academic trainees were not entered into the C.A.P.S.-M.I.S.

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

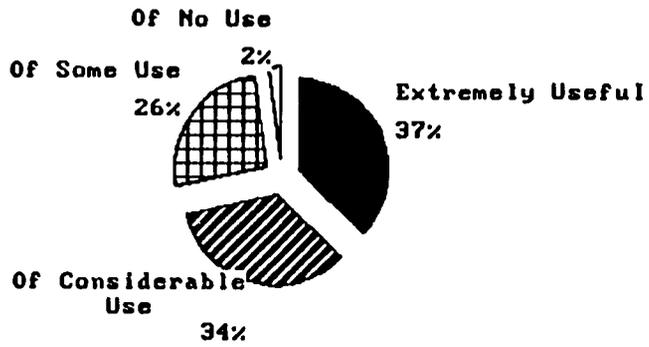
Yes. Of those Guatemalan respondents who received pre-departure information or training, three-fourths felt that the pre-departure program information (98%, Figure 2.2) and the orientation to U.S. life and culture (96%, Figure 2.3) received was useful.

The small number of Guatemalan respondents who had received English language preparation reported that what they'd learned had been either "extremely useful" (56%) or "of considerable use" (33%). (Figure 2.4)

**Did Guatemalan trainees feel prepared for the trip and training program?**

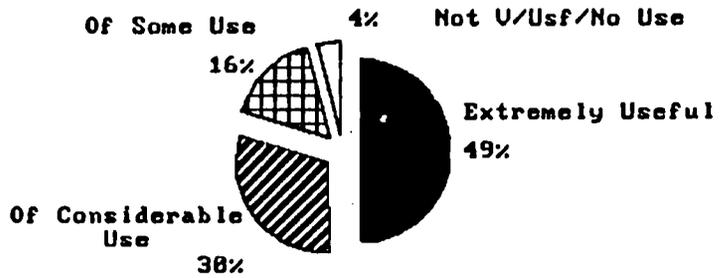
Yes. Over three fourths of all Guatemalan respondents felt that they were adequately prepared for their trips and training program. (Figure 2.5) One fifth (19%) felt "very prepared" for the training program and sixty one percent felt "prepared" for the training program. Nonetheless, one-fifth of the respondents

**FIGURE 2.2**  
**USEFULNESS OF PRE-DEPARTURE PROGRAM**  
**INFORMATION**  
**GUATEMALA**



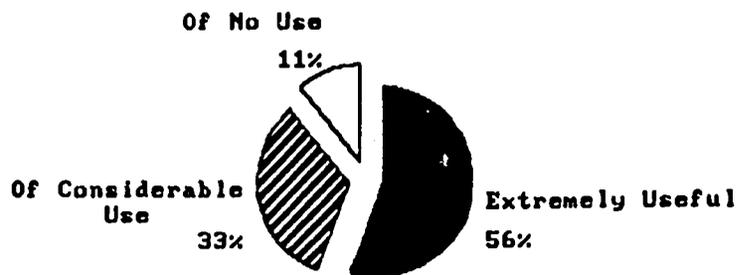
N=49

**FIGURE 2.3**  
**USEFULNESS OF PRE-DEPARTURE ORIENTATION TO**  
**U.S. CULTURE**  
**GUATEMALA**



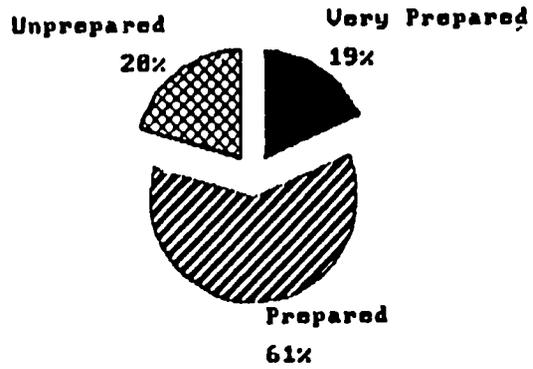
N=43

**FIGURE 2.4**  
**USEFULNESS OF PRE-DEPARTURE ENGLISH**  
**TRAINING**  
**GUATEMALA**



N=9

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



**TABLE 2.2**

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

**GUATEMALA**

-----	
<b>REASON UNPREPARED</b>	<b>N=18</b>
-----	
	<b>%</b>
<b>GENERAL</b>	<b>27.8</b>
<b>LANGUAGE</b>	<b>0</b>
<b>U.S. CULTURE</b>	<b>5.6</b>
<b>PROGRAM INFORMATION</b>	<b>0</b>
<b>OTHER</b>	<b>66.7</b>
-----	
<b>TOTAL</b>	<b>100.0</b>

TABLE 2.3  
 DISTRIBUTION OF PARTICIPANT OBJECTIVES  
 FOR COMING TO THE U.S.

GUATEMALA

OBJECTIVES	N=74
	%
ACQ. KNOWLEDGE (GENERAL)	12.2
KNOWLEDGE OF SPECIFIC AREA	45.9
KNOWLEDGE OF U.S. CULTURE	18.9
SELF-KNOWLEDGE, DEVELOPMENT	10.8
LEARNING ENGLISH	8.1
DEGREE, CAREER/BUSINESS IMPROVE	0.0
SHARE HOME CULTURE	4.1
MAKE FRIENDS, INTERACT	0.0
TRAVELLING	0.0
	100.0

(20%) indicated that they felt "unprepared" to undertake the CAPS training. This figure suggests that in-country project managers need to re-evaluate the basic eligibility requirements for Guatemalan CAPS candidates, and/or improve the kinds of pre-departure information and training provided to trainees.

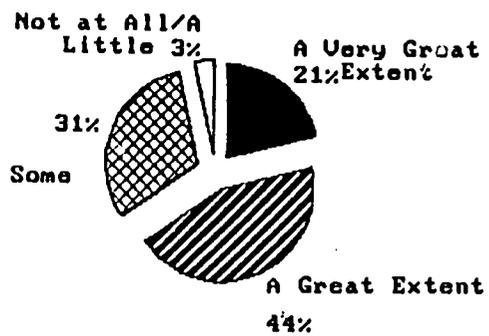
**Why did some Guatemalan trainees feel unprepared for the trip and the training program?**

Of those trainees who felt unprepared (20%), two-thirds of the reasons provided fall under a general category labeled "other" (66.7%) or "in general" (27.8%). (Table 2.2) Regrettably trainees failed to explain their reasons for their feelings of unpreparedness. Future data collection will attempt to specify the reasons some trainees felt unprepared.

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

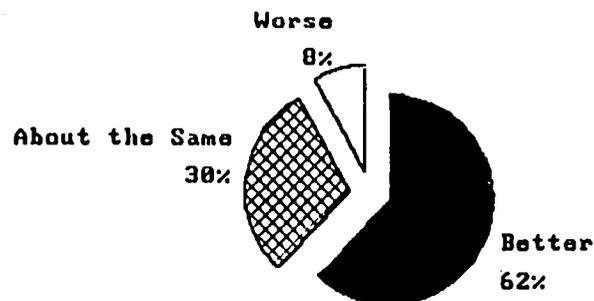
The objectives of respondents are consistent with those of the CAPS program, albeit in reverse order. When asked what they originally hoped to realize from their participation in the CAPS program, nearly half of all Guatemalan responses identified "knowledge of a specific area" (46%) as the main objective. "Knowledge of U.S. culture" (19%) and "acquisition of general knowledge" (12%) were the second and third objectives most often cited. (Table 2.3)

**FIGURE 2.6**  
**EXTENT TO WHICH RESPONDENTS REALIZED THEIR TRAINING EXPECTATIONS GUATEMALA**



N=61

**FIGURE 2.7**  
**HOW DID TRAINING COMPARE TO RESPONDENTS' EXPECTATIONS? GUATEMALA**



N=63

Smaller percentages of the total number of responses favored "self-knowledge" or "self-development" (10%), learning English (8%), and sharing the home culture (4%) as main objectives for Guatemalan CAPS trainees.

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

Yes. A total of 65% of respondents indicated that their training objectives were realized either to "a great extent" (44%), or to "a very great extent" (21%). (Figure 2.6) Nevertheless, another third reported that their training objective was reached only to "some" extent (31%), or, in the case of two respondents, "not at all" (3%). However, when asked to explain why their training objective was not realized, respondents did not provide any explanations. Future data collection will attempt to detail this failure to meet personal training objectives.

**Did the training received compare with the original expectations of Guatemalan respondents?**

Yes. Almost two-thirds of all Guatemalan respondents (62%) found the training received to have been better than expected. (Figure 2.7) Approximately one-third of the respondents judged the training received as "about the same" as expected (30%). Eight percent of total respondents (ie, four), however, rated the

training as "worse than expected".

**Why did some Guatemalan respondents assess the training as worse than expected?**

Each of the four Guatemalan respondents who expressed disappointment with the training program gave a different reason for this attitude. One respondent, cited the experience of travel in the U.S., stating that "a lack of organization meant that a lot of time was lost travelling." The respondent who cited the general quality of the training as a problem wrote that s/he "had hoped that the quality of the training would be better." Another respondent cited the level of difficulty of the CAPS training. In this case, the respondent offered this opinion: "I had hoped that the program would require more of us." The last respondent reported disillusionment with the support personnel stating, "I think the group coordinators should be chosen using better criteria." While the incidence of failing to realize personal objectives was quite small, that it did occur to any extent requires careful monitoring of contractors, their staff, training content, and activities by Mission personnel.

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

Yes. Overall, respondents were satisfied with all aspects of their training program. The following lists the program elements, beginning with the one which gave Guatemalan respondents the most satisfaction (i.e. satisfied and very satisfied), and ending with that which gave them the least.

<b>RANK</b>	<b>PROGRAM ELEMENTS</b>	<b>PERCENTAGE OF RESPONDENTS</b>
1	Timeliness of Delivery of Stipends	95.3%
1	Travel Arrangements to the U.S.	95.1%
1	General Quality of Training	95.3%
1	Amount of Effort Required of Individual	95.2%
2	Travel Arrangements Within the U.S.	93.6%
3	Organization That Arranged Program and Provided Stipend	92.2%
3	Support Personnel	92.2%
4	Housing Arrangements	90.6%
5	Opportunity for Contact With U.S. Citizens	87.5%
6	Appropriateness of Level of Difficulty of Training	83.9%
7	Amount of Monthly Stipend	76.6%

In sum, Guatemalan respondents were highly pleased with all aspects of their overseas training experience. Recognizing the lower levels of satisfaction, future data collection will explore the issues of difficulty of training and amount of monthly stipend to identify ways in which problem areas may be resolved.

**What additional comments were offered by Guatemalan respondents on program elements?**

Many positive comments were offered by Guatemalan respondents on program elements:

- "Everything was very good because they gave me much to benefit from."
- "The housing arrangements in the three places we visited were very good."
- "The contact with American families was very good."
- "The courses on leadership and organization, and the projects, were very well planned."
- "In general terms, the level of training was very appropriate, that which we needed."

On the other hand, there were also respondents who held negative views of program elements:

- "In Washington we were dissatisfied because we had to cook and we didn't have the necessary cooking materials."
- "No effort of any kind was made to make contacts in Miami. There was no contact of any kind in Miami with Americans, only with Cubans."
- "For me it was very expensive because we weren't given supper, we had to prepare our own, and the money wasn't enough."
- "We had problems with what was required of us."
- "There were no rules; various people came and went as they pleased without anyone telling them yes or no."

Guatemalan respondents did, however, make numerous recommendations for improving the CAPS program:

- "The living quarters should be made larger and more comfortable for all, not just some."
- "Increase contact with people and families."
- "The stipend needs to be increased a little more."
- "The coordinators should have at least some contact with the scholarship recipients throughout the whole time."
- "The teachers should speak the language well; that way we would benefit more."

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

In general, no. Ninety-seven percent of Guatemalan respondents reported that they had experienced no problems during the CAPS program. This is further evidence that the CAPS program was a resounding success for virtually all Guatemalan trainees.

The problems of the remaining three percent of Guatemalan respondents should not, however, be completely overlooked.

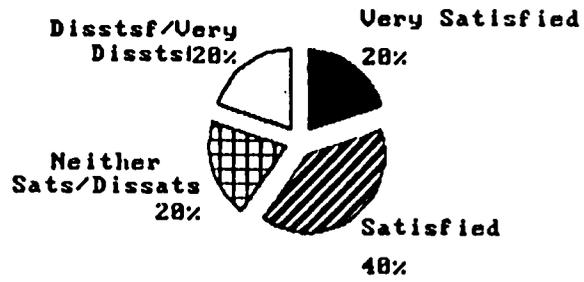
The two respondents who did report problems, cited the following:

- "During the third week, they put more people in the rooms than they could hold, resulting in various ones of us having to pass the night [sleeping] on the floor of the hotel."
- "I didn't have an opportunity to really know North Americans as they went about their daily lives."

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

Yes. Both of the Guatemalan respondents who reported problems (100%), also received help for them. In both instances, this help was received exclusively from training institute personnel.

**FIGURE 2.8**  
**HOW SATISFIED WERE RESPONDENTS WITH THE**  
**MEDICAL CARE RECEIVED?**  
**GUATEMALA**



N=15

**FIGURE 2.9**  
**WHAT EXPERIENCES DID RESPONDENTS HAVE WHILE IN**  
**THE U.S.?**  
**GUATEMALA**



N=64

**Did Guatemalan 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. Slightly more than one-third (36%), of the Guatemalan respondents did require medical care while in the United States. Almost two-thirds (64%), however, did not. Most of the respondents who needed medical care in the U.S. indicated that they had received it (83%).

Nearly two-thirds (60%), of the respondents who needed medical care reported that they were satisfied with the care received; 20% were "neither satisfied nor dissatisfied"; and another 20% were "very dissatisfied". (Figure 2.8) Respondents did not elaborate as to the reasons for their dissatisfaction. Future data collection will attempt to clarify these reasons.

**What experiences did Guatemalan respondents have while in the United States?**

Guatemalan respondents participated in a wide variety of activities while in the United States. Their choices 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 while in the U.S., the largest percentage of "yes" responses went to attendance at cultural events (84%, Figure 2.9) and travel around the U.S. (83%). More than half of the total respondents "visited or lived with U.S. families" (55%) and "attended athletic or similar events" (53%). Forty-one

percent of the respondents participated in civic activities. Fewer Guatemalan respondents visited with friends around the U.S. (30%) and engaged in "other" activities (11%).

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

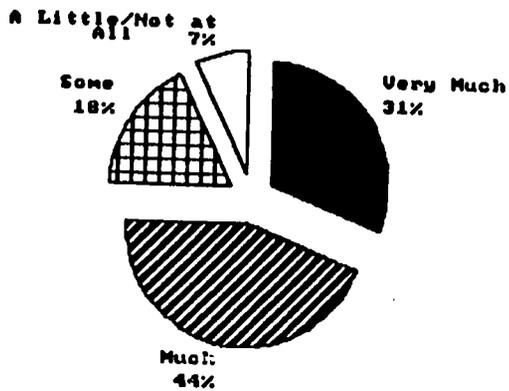
Yes. The great majority of Guatemalan respondents felt that the CAPS Program did more to increase their understanding of U.S. citizens (75%,) than anything else. (Figure 2.10) CAPS trainees also reported an increased awareness of how the U.S. government functions at the state and local levels (69%, Figure 2.11), of U.S. lifestyles (67%, Figure 2.12), of U.S. politics (63%, Figure 2.13) and of U.S. families (50%, Figure 2.14).

At least half of all Guatemalan respondents reported that their experiences had enlightened them about key aspects of U.S. life. The Guatemalan CAPS Program clearly succeeded in improving intercultural awareness within the group which is a major goal of the CAPS program.

**Did Guatemalan respondents characterize the United States positively as a country upon completion of the training program?**

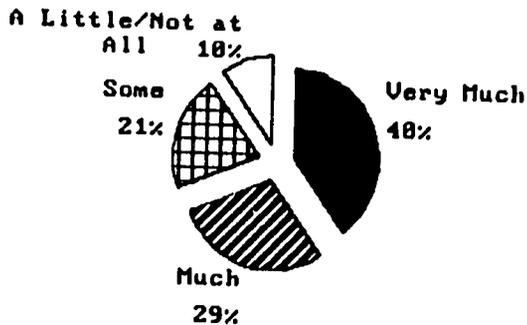
Yes. Unquestionably, on all attributes but one, respondents view the United States very positively. Using a seven-point scale to demonstrate the degree to which they leaned toward one or the other end of a dichotomy of attributes, all CAPS trainees were asked to "characterize the United States as a

**FIGURE 2.10**  
**HOW MUCH DID RESPONDENTS FEEL THAT THE TRAINING**  
**INCREASED THEIR UNDERSTANDING ABOUT U.S.**  
**CITIZENS?**  
**GUATEMALA**



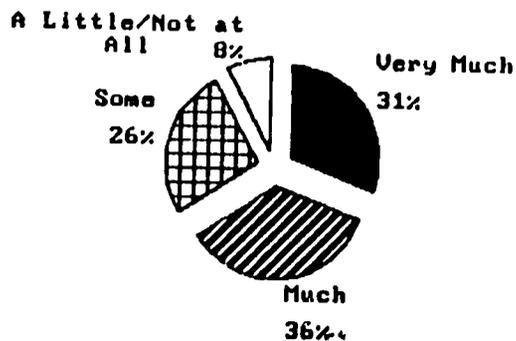
N=61

**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?**  
**GUATEMALA**



N=62

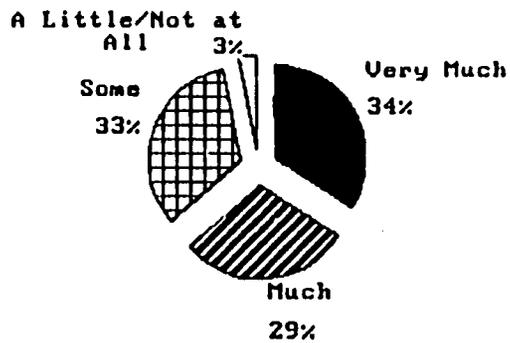
**FIGURE 2.12**  
**HOW MUCH DID RESPONDENTS FEEL THAT THE**  
**TRAINING INCREASED THEIR UNDERSTANDING**  
**ABOUT U.S. LIFE STYLES?**  
**GUATEMALA**



N=62

FIGURE 2.13

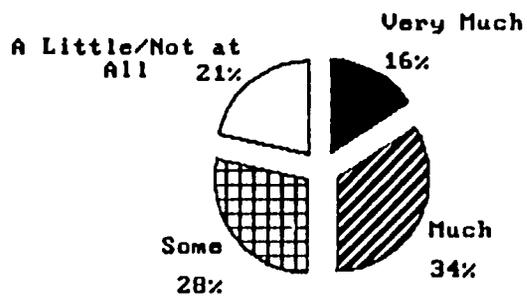
HOW MUCH DID RESPONDENTS FEEL THAT THE TRAINING INCREASED THEIR UNDERSTANDING ABOUT U.S. POLITICS? GUATEMALA



N=58

FIGURE 2.14

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



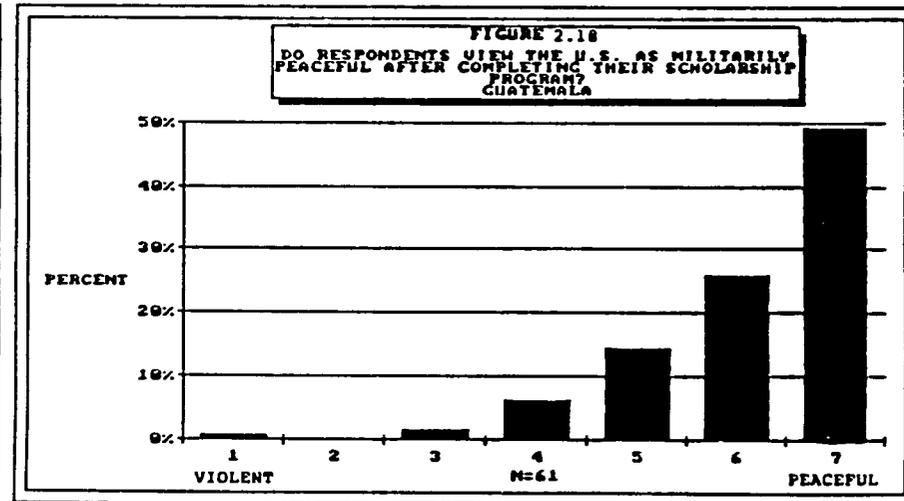
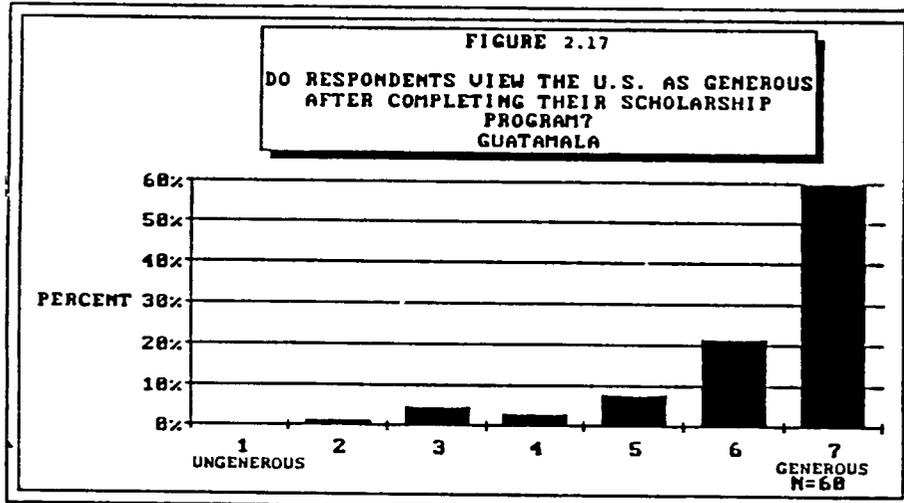
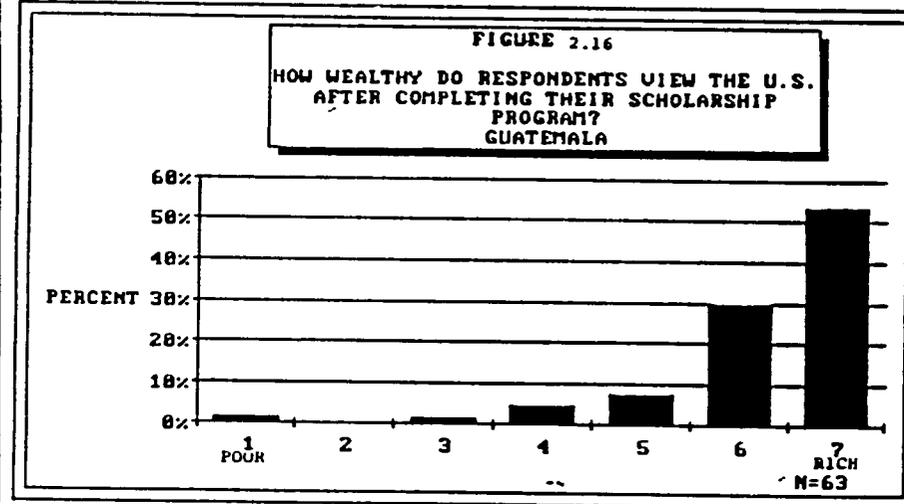
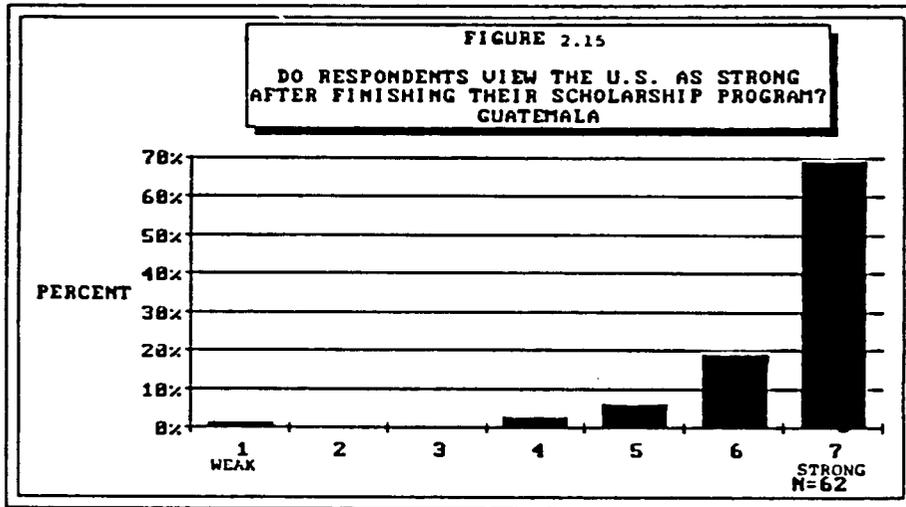
N=61

country." (NOTE: With 4 as the mid-point of the scale, a belief that the U.S. was characterized by the 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 collapsing all positive ratings together and all negative ratings together the opinions are placed in stark relief.

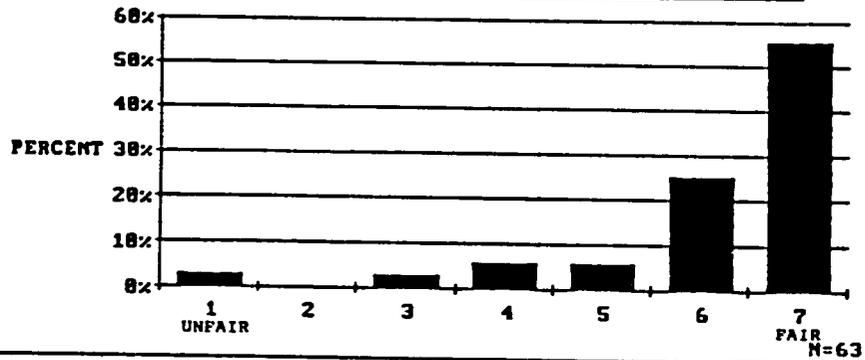
Upon completing the training program, Guatemalan respondents overwhelmingly characterize the U.S. as a country which is strong (94%, Figure 2.15), rich (92%, Figure 2.16), and generous (90%, Figure 2.17). Most also positively evaluate the U.S. as peaceful (88%, Figure 2.18), fair (87%, Figure 2.19), orderly (86%, Figure 2.20), friendly (85%, Figure 2.21), and sensitive (84%, Figure 2.22).

With one exception, on all pairs of attributes, at least half of all Guatemalan respondents accorded the U.S. the highest possible rating on the scale. The exception is on the unfriendly/cold vs. friendly/warm item, where just 44% of the respondents selected the top rating. (Figure 2.21) While still a positive rating, further work is needed to clarify the reasons why this attribute was not rated as highly as other attributes.

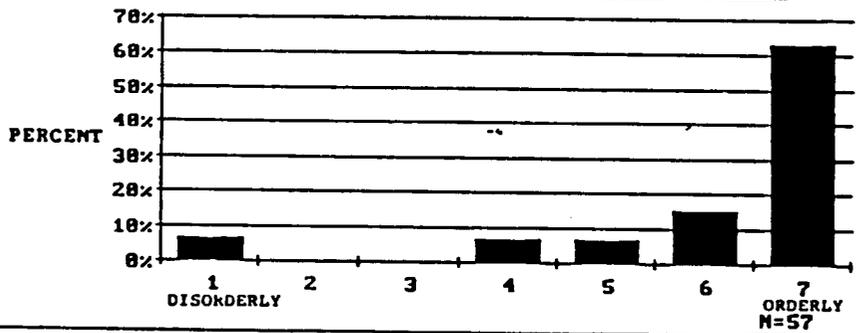
All in all, Guatemalan respondents looked very favorably upon the United States upon completion of the CAPS training program. This provides further evidence that the CAPS program objectives are being realized.



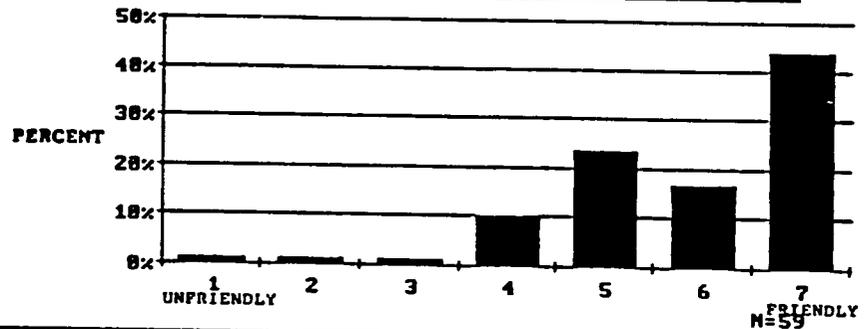
**FIGURE 2.19**  
**DO RESPONDENTS VIEW THE U.S. AS FAIR AFTER**  
**COMPLETING THEIR SCHOLARSHIP PROGRAM?**  
**GUATEMALA**



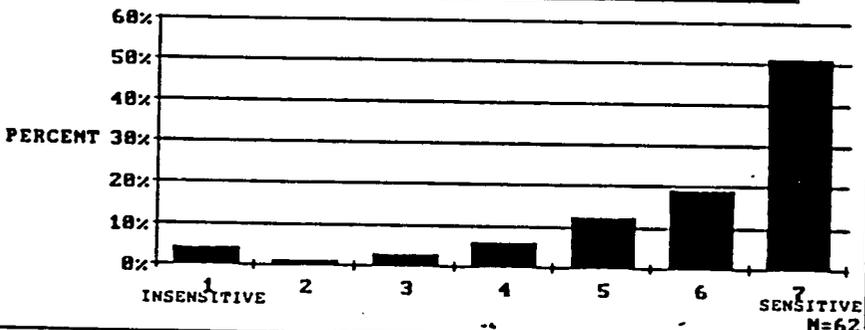
**FIGURE 2.20**  
**DO RESPONDENTS VIEW THE U.S. AS ORDERLY**  
**AFTER COMPLETING THEIR SCHOLARSHIP**  
**PROGRAM?**  
**GUATEMALA**



**FIGURE 2.21**  
**HOW FRIENDLY DO RESPONDENTS VIEW THE U.S.**  
**AFTER COMPLETING THEIR SCHOLARSHIP**  
**PROGRAM?**  
**GUATEMALA**



**FIGURE 2.22**  
**DO RESPONDENTS VIEW THE U.S. AS SENSITIVE**  
**TO OTHER COUNTRIES AFTER COMPLETING THEIR**  
**SCHOLARSHIP PROGRAM?**  
**GUATEMALA**



**Do Guatemalan respondents think that U.S. citizens are aware of, or understand their home country, Guatemala?**

No. Only 9% of the Guatemalan respondents indicated that U.S. citizens understood their country "very well," 22% felt that U.S. citizens understood their country "well," and 22% felt that U.S. citizens were aware of their country "somewhat." In other words, almost half of the respondents felt that U.S. citizens knew little (13%) or nothing (35%) about Guatemala. (Figure 2.23)

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

No. Almost all of the Guatemalan respondents had never been involved in a training program in a country other than the United States. Only two trainees indicated that they had received training in a country other than the United States.

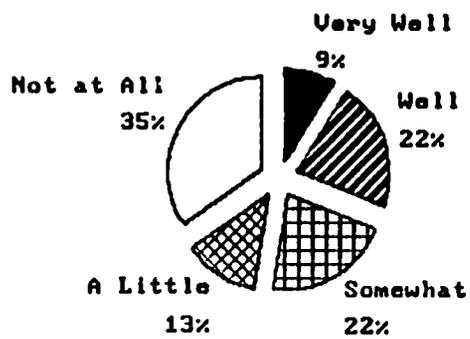
**In which other countries was training undertaken by those who had been involved in an overseas training program?**

The two Guatemalan respondents who responded affirmatively had undertaken short-term, technical training in Costa Rica and Puerto Rico.

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

One of two Guatemalan respondents to this item rated the non-U.S. training program as the same. However, the other

**FIGURE 2.23**  
**HOW WELL DO RESPONDENTS THINK U.S. CITIZENS ARE AWARE OF OR UNDERSTAND THEIR COUNTRY? GUATEMALA**



N=55

reported that the U.S. program was better.

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

Yes. Slightly more than two-thirds of the Guatemalan respondents (69%) knew others who had studied in training programs similar to theirs, but in a country other than the U.S.. With respect to which country had hosted those training programs, Guatemalan respondents mentioned West Germany most frequently (14% of all responses). There was a six-way tie for the host country mentioned in second place, each with 10% of the responses: Colombia, Costa Rica, Israel, Italy, Mexico and Spain. The other countries mentioned (all with 5% of the total responses) were: Brazil, Chile, Holland, Panama, Puerto Rico, and Venezuela.

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

Among those Guatemalan respondents who knew others who had participated in training programs in other countries, two-thirds of them (67%), believed the U.S. program to have been better. The remaining one-third (33%), rated the programs as the same

Those who volunteered comments in support of the view that the U.S. training program was better gave the following reasons:

- "I consider the experience I had better because of the intensity of managerial training."
- "The program in the United States was better because of living with the citizens."

TABLE 2.4

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

GUATEMALA

REASON	N=75
	§
EXCHANGE OF KNOWLEDGE	9.3
HELP DVLPMNT OTHER COUNTRIES	53.3
FRIENDSHIP, INTN'L GOOD RELAT	24.0
EXPAND POLITICAL AREA INFL	12.0
MARKET, COMMERCIAL INTERESTS	1.3
OTHER	0.0
TOTAL	100.0

\*MULTIPLE RESPONSES ALLOWED.

TABLE 2.5

ASPECTS OF TRAINING WHICH PARTICIPANTS LIKED THE BEST

GUATEMALA

ASPECT	N=64
	§
GENERAL POSITIVE	17.2
ACQUIRE KNOWLEDGE SPECIFIC AREA	14.1
LEARNING ENGLISH	29.7
SOCIAL INTERACTION, TRAVEL	9.4
U.S. POLITICS, CULTURE	21.9
PROGRAM ORGANIZATION	7.8
TOTAL	100.0

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

More so than any other reason (53%), Guatemalan respondents volunteered that the U.S. government funded the CAPS program in order to assist the development of other countries. (Table 2.4) Others felt that the U.S. was motivated to promote friendship and good international relations (24%). Some felt that the program reflected the expansion of U.S. political influence in the region (12%). The exchange of knowledge was indicated by 9% of Guatemalan responses, while market or commercial interests were listed for 1% of the total registered.

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

Yes. Guatemalan respondents would certainly recommend a similar U.S. training program to others (85%). Slightly more than one-tenth (22%) of the respondents selected "maybe" for an answer; meanwhile, only 3% responded with a definite "no".

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

Guatemalan respondents indicated that what they liked best about their U.S. experiences was the opportunity to learn English (30%). (Table 2.5)

Approximately one fifth (22%) of all respondents indicated that what they liked most was U.S. politics and culture. One

TABLE 2.6

ASPECTS OF TRAINING PARTICIPANTS LIKED THE LEAST  
GUATEMALA

ASPECT	N=23
	%
GENERAL NEGATIVE	0.0
ASPECTS OF ACQ KNOWLEDGE	4.5
SOCIAL INTERACTION	4.5
U.S. CULTURE	59.1
PROGRAM ORGANIZATION:GENERAL	18.2
PROGRAM WORKLOAD	4.5
FOOD	4.5
PROGRAM ACTIVITIES	0.0
STIPENDS	4.5
LACK OF COORD COUNTRY/U.S.	0.0
TOTAL	100.0

trainee wrote that he enjoyed "the advanced science, the punctuality, the participation in work." Another simply stated, "I liked democracy."

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

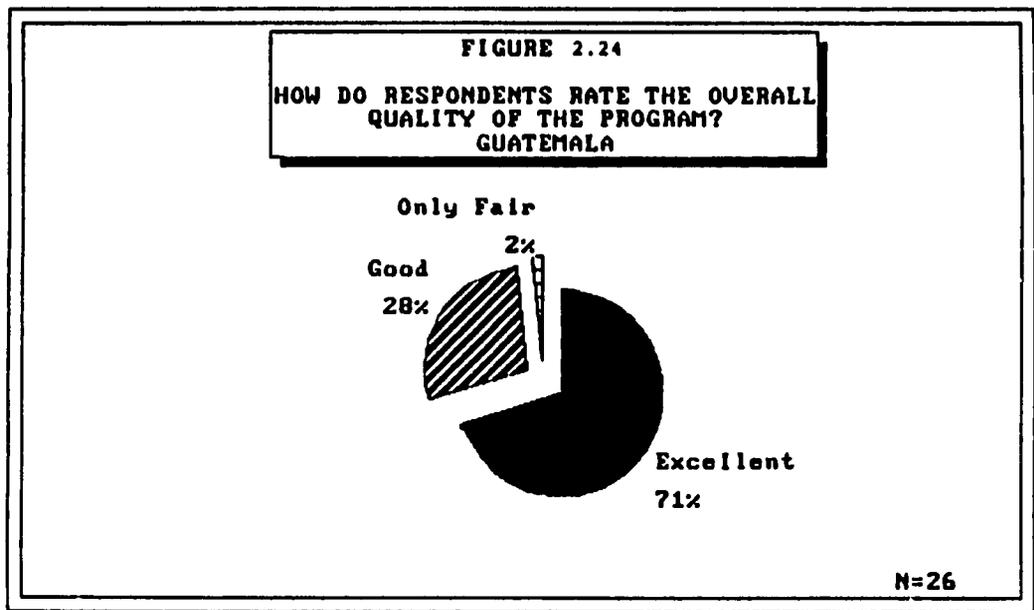
Less than half of the total respondents responded to this question. Most of the written answers to this question indicate that what Guatemalan respondents least liked about their U.S. experiences was U.S. culture (59%, Table 2.6). The program organization, in general, was the second least liked aspect of the program (18%).

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

- "The coldness of some people and the lack of help for us."
- "The indifference of the people...I think it's part of the culture."
- "The racism in the culture, not overt, but sentimental and emotional."

This would suggest a need for pre-departure training on how people interact/relate in the United States. Future data will clarify this issue. As for program organization, the following criticisms were made:

- "The organization of the program needs to be improved."



**TABLE 2.7**

**TRAINING EXPERIENCE PARTICIPANTS FOUND MOST USEFUL  
GUATEMALA**

-----	
TRAINING EXPERIENCE	N=56
-----	
	%
KNOWLEDGE ACQUIRED	92.9
PERSONAL DEVELOPMENT	1.8
VALUES ACQUIRED	5.4
-----	
TOTAL	100.0

- "The coordination and organization of the program was not very good."
- "I wasted a lot of time on [doing] nothing during the trip to Orlando and the visit to Key West."

These comments suggest the need to gather data on how training programs are being implemented.

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

Nearly three-quarters (71%), of all Guatemalan respondents rated the overall quality of the CAPS scholarship program as "excellent". (Figure 2.24) This positive view was echoed by the 28% share of respondents who saw the program as "good".

**Were Guatemalan respondents satisfied with the U.S. scholarship program?**

Yes. Guatemalan respondents were either "very satisfied" (63%) or "satisfied" (26%), with the U.S. scholarship program. Thus, only 11% of all respondents give the program a less than enthusiastic rating.

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

Guatemalan respondents overwhelmingly believed that the knowledge acquired during the training program would be most useful in Guatemala (93% of the responses, Table 2.7). Special

TABLE 2.8

WHAT ADVICE WOULD GUATEMALA RESPONDENTS GIVE TO  
COMPATRIOTS WHO WEREABOUT TO BEGIN A SIMILAR PROGRAM

GUATEMALA

CATEGORY	N=53
PREPARATION PRIOR TO COMING	
LEARN IN GENERAL	9.4
LEARN ENGLISH WELL	20.8
LEARN ABOUT U.S. CULTURE	3.8
LEARN ABOUT OWN COUNTRY	0.0
LEARN ABOUT PROGRAM	5.7
LEARN ABOUT OWN SELF	1.9
LEARN ABOUT PERSONAL OBJEC.	1.9
LEARN: OTHER RESPONSE	9.4
LEARN WHILE IN U.S.	
LEARN IN GENERAL	3.8
LEARN ENGLISH WELL	0.0
LEARN ABOUT PERNSONAL OBJEC.	1.9
LEARN ABOUT U.S. CULTURE	0.0
LEARN AS MUCH AS YOU CAN	13.2
LEARN TO BRING BACK	3.8
ATTITUDES	
GOOD ATTITUDES IN GENERAL	5.7
PERSONAL COMMITMENT	3.8
PREPARE FOR EVERYTHING	1.9
BE ADAPTABLE, FLEXIBLE	1.9
PARTICIPATE, TRY EVERYTHING	1.9
TAKE ADVANTAGE OPPORTUNITY	0.0
OTHER	9.4
TOTAL	100.0

mention was made by two individuals of "technology related to agriculture and cattle-raising" and "learning the English language".

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

Less than one fourth (21%) are concerned that future trainees learn English well. (Table 2.8) Others admonished that trainees should learn as much as they can (13%). Additional, specific advice called for learning about the program and displaying good attitudes (each with 6% of the total responses). There was also a sprinkling of comments concerning the need for personal commitment (4%), flexibility (2%), preparedness (2%), and participation (2%).

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

Slightly more than three-quarters of the Guatemalan respondents' positive (76%) comments about the CAPS program were of a general nature. (Table 2.9) Representative statements include the following:

- "I am proud, very satisfied with and grateful for the program."
- "The experience has been fruitful given all the information I have acquired, and because it has changed my way of thinking. I think what I have learned has changed or is going to change my life completely."

**TABLE 2.9**

**TYPES OF POSITIVE PARTICIPANT COMMENTS REGARDING  
THEIR TRAINING EXPERIENCE**

**GUATEMALA**

<b>CATEGORY</b>	<b>N=38</b>
<b>POSITIVE COMMENTS</b>	<b>‡</b>
<b>GENERAL</b>	<b>76.0</b>
<b>CONTENT LEARNED</b>	<b>3.0</b>
<b>GENERAL ORGANIZATION PROGRAM</b>	<b>0.0</b>
<b>PREPARATION PROGRAM</b>	<b>0.0</b>
<b>FOOD</b>	<b>3.0</b>
<b>HOUSING</b>	<b>3.0</b>
<b>PROGRAM PERSONNEL</b>	<b>3.0</b>
<b>PROGRAM ACTIVITIES</b>	<b>0.0</b>
<b>LEARNING TO SHARE</b>	<b>5.0</b>
<b>CULTURE VALUES</b>	<b>0.0</b>
<b>OTHER</b>	<b>7.0</b>
<b>TOTAL</b>	<b>100.0</b>

- "I liked it -- even the variety of foods."
- "All those who guided us were good; they shared the experience we had."

Very few negative comments were received from Guatemalan respondents regarding the CAPS program. Those offered had to do with the general organization of the program, stipends, selection procedures, and program duration. (Table 2.10) Below are the responses given on each of these themes:

- "The last few weeks were not well planned, because they did not include an opportunity to make the contacts that interested us."
- "The money [stipend] given is very little for adjusting to the budget. It's painful to be measuring it out, for example, in a restaurant."
- "I disagree with the selection process for the scholarships."
- "The time we spent here was very short."

Guatemalan respondents had several recommendations to make (Table 2.11): (1) that only Spanish language pamphlets be distributed, given that English language materials are frequently wasted or end up in the trash; (2) that more direct communication occur with the co-ops since sometimes the scholarships don't go where they are needed; (3) that CAPS personnel evaluate each trainee in order to see how they are applying their experiences.

TABLE 2.10

TYPES OF NEGATIVE PARTICIPANT COMMENTS REGARDING  
THEIR TRAINING EXPERIENCE

GUATEMALA

CATEGORY	N=4
NEGATIVE COMMENTS	%
GENERAL	0.0
CONTENT LEARNED	0.0
GENERAL ORGANIZATION PROGRAM	25.0
FOOD	0.0
STIPENDS	25.0
TRAVELLING	0.0
PROGRAM ACTIVITIES	0.0
SELECTION PROCEDURES	25.0
LACK COORD HOSTS	0.0
DURATION OF PROGRAM	25.0
OTHER	0.0
TOTAL	100.0

TABLE 2.11

TYPES OF PARTICIPANT RECOMMENDATIONS FOR  
IMPROVING CAPS TRAINING

GUATEMALA

CATEGORY	N=40
REQUESTS/RECOMMDTS	%
GENERAL	13.0
CONTENT LEARNED	13.0
GENERAL ORGNZ PROGRAM	2.0
PREPARATION PROGRAM	5.0
FAMILY SELECTION PROCED	0.0
FOOD	5.0
WORKLOAD	2.0
STIPENDS	0.0
HOUSING	0.0
TRAVEL, TRANSPORTATION	0.0
PROGRAM PERSONNEL	2.0
PROGRAM ACTIVITIES	23.0
SELECTION PROCEDURE	2.0
COORDNT WITH HOSTS	5.0
DURATION OF PROGRAM	2.0
OTHER	25.0
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 question to be answered is, is the CAPS program realizing its primary goal of developing strong positive feelings towards the United States and ties with U.S. citizens or agencies among trainees and its secondary goal 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 inferred from the responses of trainees. Trainees indicate that they are being used productively in their jobs and that they are able to use the skills and information they acquired during training. Both of these would then suggest that the country as well as the individual is benefitting.

## **RECOMMENDATIONS**

1. Ensure a 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. The latter is now reportedly in progress.
3. Training content should be practically oriented (How to...) and should only incorporate implementation strategies that are realistic in the trainees' countries.
4. Either ensure that trainees are sufficiently proficient in English to benefit from training rendered in English and/or provide translators who are familiar with the content of the course work.
5. Provide longer and better pre-departure information so that trainees know about their training activities, schedules, etc.
6. Provide follow-up activities for returned trainees. Mission staff report that many activities will be implemented to meet this need, including but not limited to in-country reinforcement training, CAPS conferences, formation of an alumni association, a quarterly newsletter, and a special project fund for community projects. These activities, if realized, will offer a tremendous source of continued support and contact with trainees.

7. Ensure that training programs provide a well articulated Experience America component.
8. Develop a plan to ensure that Mission and training personnel foster professional or personal links between participants and U.S. agencies and citizens.

## **FOLLOW-UP INTERVIEWS WITH RETURNED TRAINEES**

### **INTRODUCTION**

Is the CAPS program effective? Program managers must address the two CAPS goals: 1) foster positive attitudes towards the United States and, 2) increase the technical skills of citizens in support of their country's training needs. Aguirre International's technical assistance provides CAPS program managers with data that address these issues. In contrast to the data presented in Chapter 2 which were collected at the end of training, this chapter summarizes the information collected from 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**

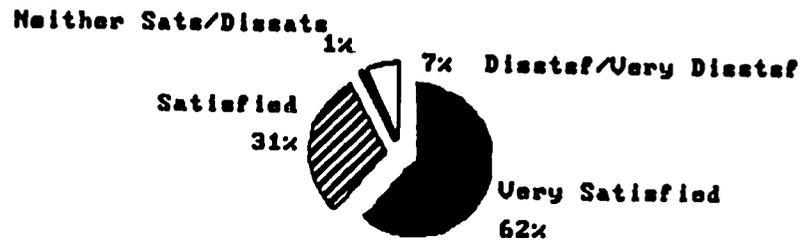
CAPS trainees are interviewed after their training is completed and they have been home for awhile. This is done to minimize any overly enthusiastic responses that might have been generated by their participation in the training program. The sample of trainees to be interviewed in each CAPS country is drawn from those that participated in the CAPS program since it was initiated and 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, those back for 6 to 11 months, and those back for 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. This data collection effort takes place over a two to three week period.

#### **LIMITATIONS**

Contacting and interviewing trainees was problematic in Guatemala. While trainees identified for interviews were selected as per the procedures outlined above, the actual contacts were made both during a national conference to which all returned trainees had been invited and during follow-up home interviews with those unable to attend. At the conference, participating trainees were divided into groups with a facilitator and were then asked to complete the questionnaire on their own. This was problematic at times given the literacy level of the trainees and their lack of familiarity with some of the relational questions. This resulted in our having to disregard some of the responses as invalid. These constraints notwithstanding, as the results are consistent with those obtained from the exit questionnaire, we can only assume that the data presented here represent the views of most Guatemalan trainees.

**FIGURE 3.1**  
**SATISFACTION WITH TRAINING**  
**GUATEMALA**



**N=227**

## FINDINGS

### Who was interviewed?

A total of 204 trainees were interviewed. Almost three fourths (73%) of the trainees were men and one quarter (27%) women.

### ATTITUDES TOWARD TRAINING

#### Were trainees satisfied with their training program?

Yes. Guatemalan trainees were overwhelmingly satisfied (93% -- "satisfied" and "very satisfied") with the training they received. (Figure 3.1) The following reflects some of their positive comments:

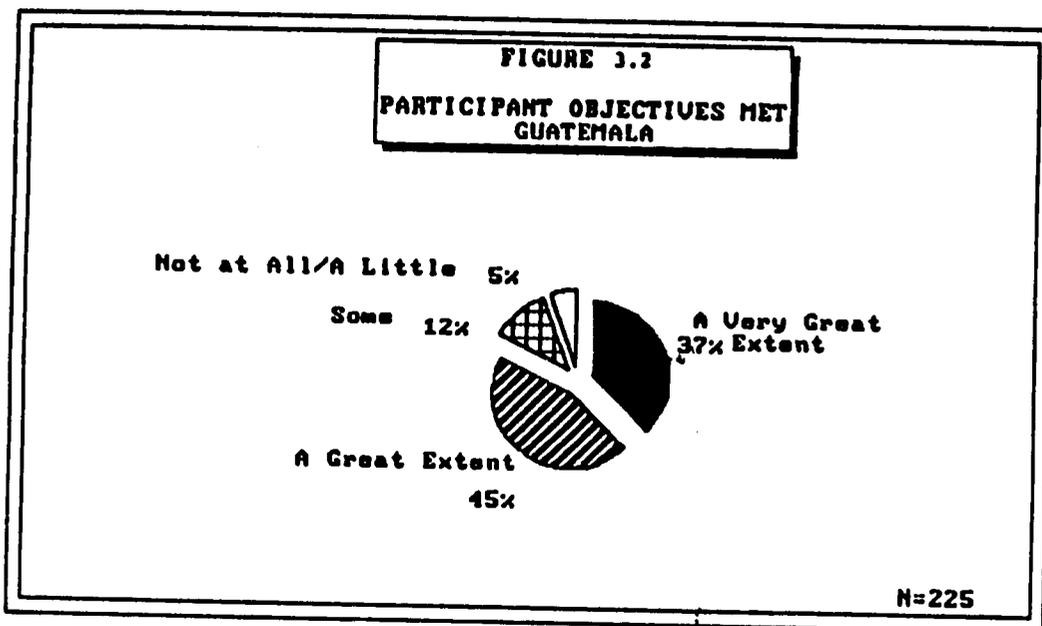
"I found it to be very profitable, I feel very proud, I thank God...."

"I am very satisfied, while I am not an educated person I was given an opportunity to learn, which I needed to better my life."

#### The few negative comments made included:

"My diploma was cheap, as it was on tag board, written on a typewriter."

"I was unable to learn much given the brevity of the training."



**TABLE 3.1**

**CAPS PARTICIPANTS' TRAINING EXPECTATIONS**

CATEGORY	GUATEMALA n=209
SPECIFIC FIELD OF KNOWLEDGE	42.1
ACQUIRING KNOWLEDGE IN G'NRL	44.0
LEARN ABOUT U.S. SOCIETY & CULT	11.5
SELF KNOWLEDGE, SELF IMPROVEMENT	1.4
CAREER ADVANCEMENT	0.0
SHARE HOME COUNTRY CULTURE	0.0
MAKE FRIENDS /MEET PEOPLE	0.5
OTHER	0.5
<b>TOTAL</b>	<b>100.0</b>

### **What did trainees hope to realize from their training?**

The training objectives of trainees are consistent with CAPS goals. Over three fourths of the trainees want to learn a specific field of knowledge (42%) or improve their general knowledge (44%, Table 3.1). Approximately 12% wanted to learn about U.S. society and culture.

### **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) Comments ranged from such positive comments as:

"Because I learned a lot of methodology..."

"I learned to become a leader and community worker."

"Because of my training my business is prospering more each day..."

"Now I don't need an accountant. I can maintain my own records."

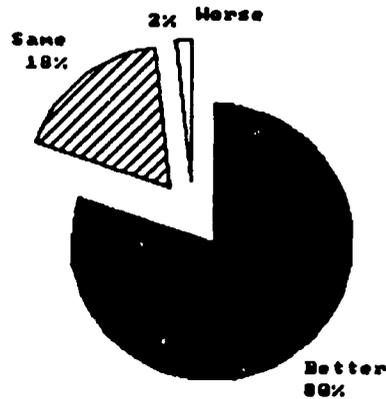
"I was given the tools to avoid making mistakes and the ability to create a greater market for my business, I was able to expand my sales into another department [i.e. state]..."

to a few negative comments such as:

"The training was at a much higher educational level than the educational background of the trainees..."

"Financing is not available for small businesses [to implement training]..."

**FIGURE 3.3**  
**DID TRAINING MATCH PARTICIPANT EXPECTATIONS?**  
**GUATEMALA**



N=224

**TABLE 3.2**

**CAPS PARTICIPANTS BY OCCUPATION**

CATEGORY	GUATEMALA n=112
STUDENT	0.0
MERCHANT/BUSINESS	8.9
WHITE COLLAR	8.9
MANAGER	25.9
BLUE COLLAR	2.7
SEMI-SKILLED	21.4
TECHNICIANS	17.0
NOT RELEVANT	0.9
ACCOUNTANT	8.0
EDUCATION	4.5
LIBRARIAN	0.9
AVIATION	0.0
ECONOMIST/STATC	0.0
SOCIAL WORKER	0.9
<b>TOTAL</b>	<b>100.0</b>

### **Did trainees find that training matched their expectations?**

Yes. Overwhelmingly (80%) trainees indicated that their training was better than their expectations. (Figure 3.3) An additional 18% felt that training matched their expectations.

### **EMPLOYMENT**

Almost all (92%) trainees were employed at the time of their interview. This is a higher rate of employment than that noted in Chapter 1. These differences may result from either increased probability of employment for CAPS trainees since completion of the CAPS program, or, more likely, the probability of locating a trainee for an interview is greater when they are employed than when they are not.

Trainees represented a number of different occupational levels. The largest groups included managers (26%), semi-skilled workers (21%) and technicians (17%). (Table 3.2)

### **Do trainees benefit from training?**

Yes. CAPS training has helped improve the skills, careers, and salaries of trainees. The majority (86%) of the trainees are working in the same field as the area in which they received CAPS training. Similarly, most (81%) are in the same job they held prior to their training. This suggests a somewhat stable work force in comparison to other countries such as Honduras. That trainees are working in the area in which they were trained speaks to the relevance of the training, particularly in that the

majority (82%) of the trainees state that their jobs are better than the ones they held prior to training. Further, most trainees report that their training was of much use (68%) or of some use (27%) in their present position. (Figure 3.4) In fact, the majority of trainees (90%) indicated that the training had helped them advance in their careers faster than their peers. (Figure 3.5) Approximately one third (37%) of the trainees also reported that the training had helped them obtain a salary increase at a faster pace than that of their peers. (Figure 3.6)

More than three-fourths (78%) of the trainees report that they feel that they are being used productively to a great or very great extent in their current position. (Figure 3.7)

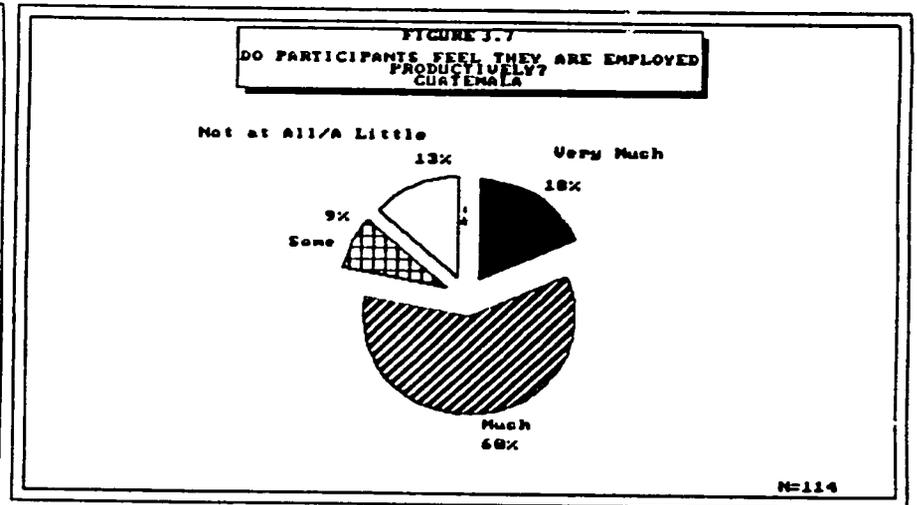
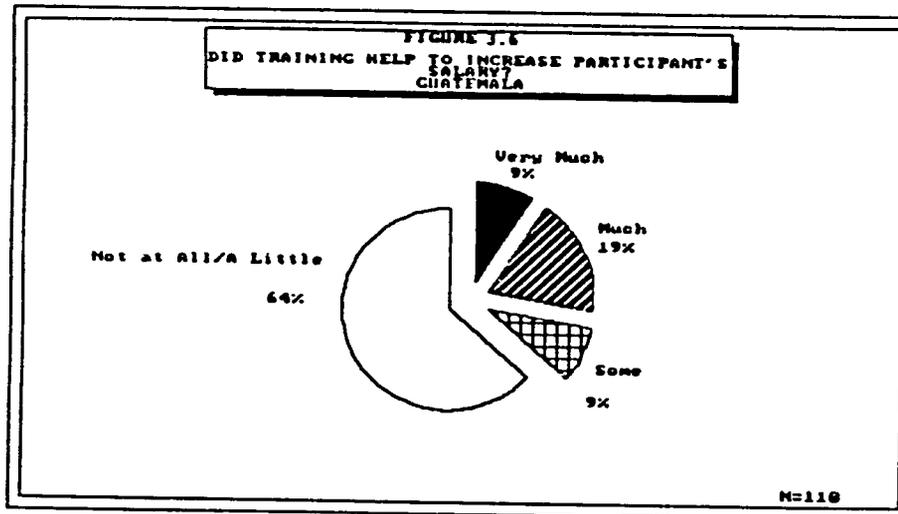
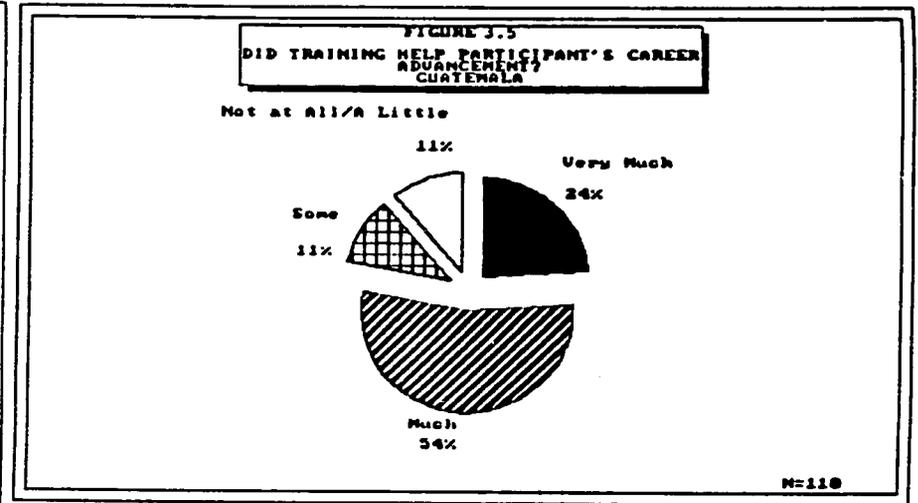
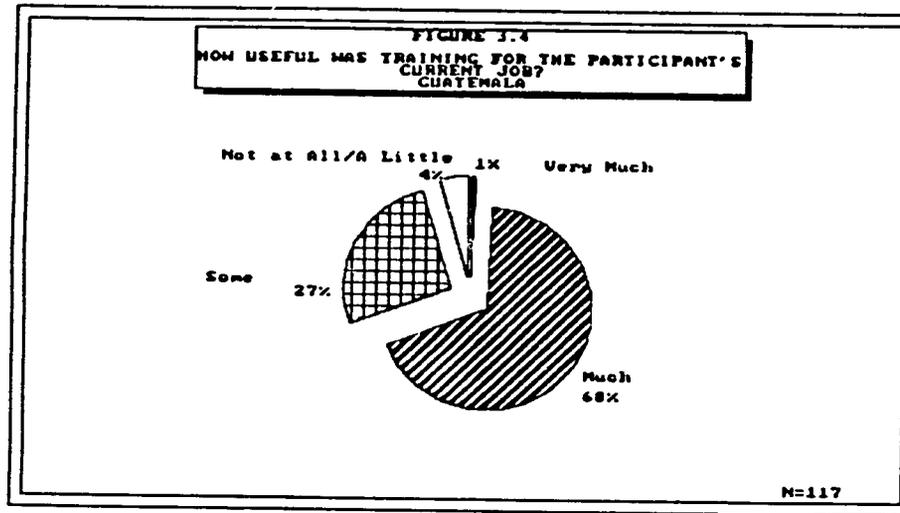
Almost three-fourths (73%) of the trainees note that they have the resources available in their jobs to enable them to use their training to some (13%), a great (50%) or a very great extent (7%). (Figure 3.8)

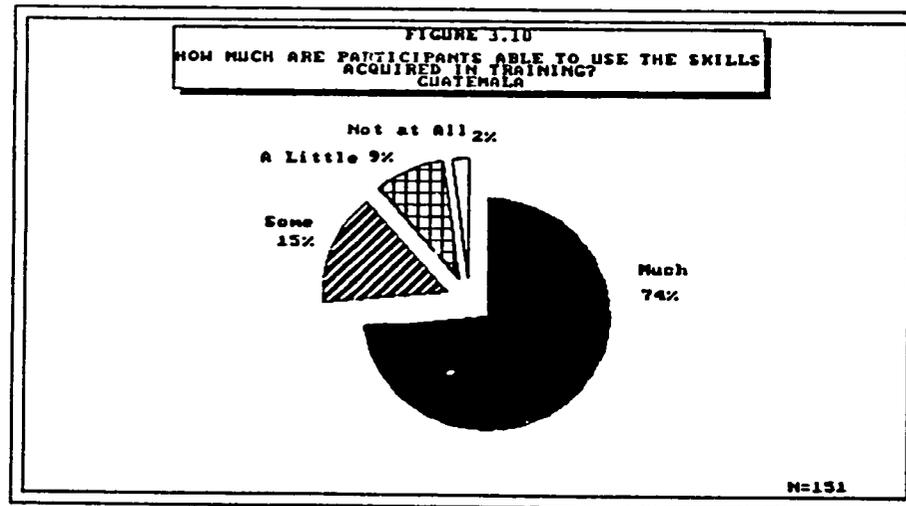
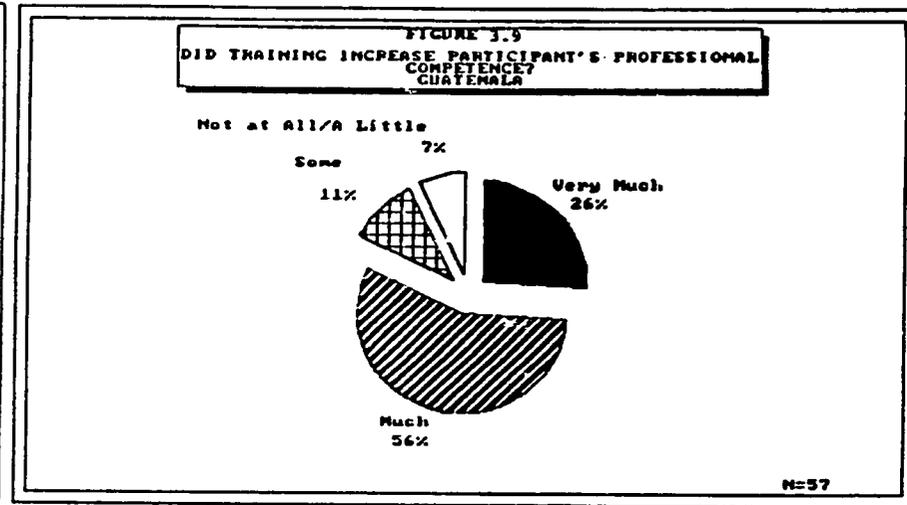
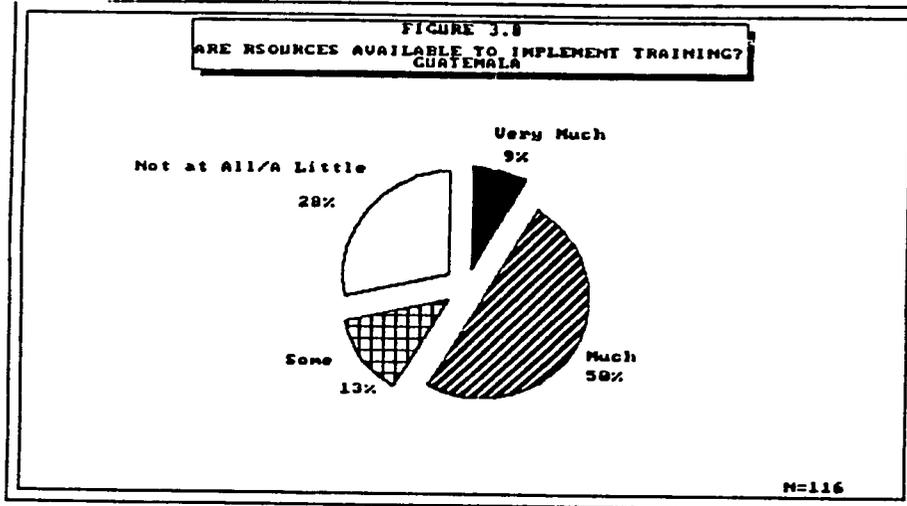
Trainees identified the skills they felt that they had developed in their CAPS training program. These skills represent a very broad range of areas. Skills most frequently mentioned include those in business (27%), special content areas (18%), and organization (16%). (Table 3.3) Further, the majority of the trainees who considered themselves professionals (82%) stated that the training had increased their professional competence. (Figure 3.9) Finally, the majority (88%) also indicated that they were able to use the skills and abilities acquired in training some or much of the time. (Figure 3.10).

TABLE 3.3

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

CATEGORY	GUATEMALA n=222
BUSINESS	24.8
SPEC AREA OF CONTENT	10.4
ORGANIZATIONAL SKILLS	25.7
PUBLIC/COMMUNITY AFFAIRS	10.4
GENERAL TRAINING	7.7
BASIC SKILLS (ORGANZTN, GOAL-SET)	7.7
HEALTH SCIENCE	6.3
EDUCATION	2.3
COMPUTER/INFO SCIENCES	0.0
INDUSTRIAL ARTS (CERAMICS, ETC)	0.0
PRODUCTION (PROCESS, ASSMBL)	0.0
RENEW NAT RESOURCES	1.4
OTHER	0.9
SOCIAL SCIENCES	0.0
COMMUNICATIONS	0.0
MARKETING & DISTRIB	0.0
EXPORT/IMPORT	0.0
LIFE SCIENCE	0.0
TRANSPORTATION	0.0
PRECISION PRODUCTION	0.0
VOC HOME ECONOMICS (BAKING, SEW)	0.0
HOME EC II (FAMILY RELATIONS, E)	0.9
MATHEMATICS	0.9
SCIENCE TECHNOLOGY	0.5
MECHANICS/REPAIRS	0.0
HEALTH PROMOTION	0.5
TOTAL	59.8





**TABLE 3.4**

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

CATEGORY	GUATEMALA n=268
ACQUIRING KNOWLEDGE	34.7
PROGRAM ORGANIZATION	15.3
U.S. SOCIETY & CULTURE	27.6
SOCIAL INTERACTION	7.8
GENERAL POSITIVE	12.7
U.S. TECHNOLOGICAL ADVANCE	0.7
AMBIGUOUS	1.1
TOTAL	56.1

### **Are trainees continuing their education?**

Yes, some are. Thirteen percent of the trainees reported that they are currently enrolled in an educational program. Of these, almost all (96%) are pursuing educational objectives "other" than a formal degree (i.e. A.A., B.A./B.S., or M.A./M.S.). Some of these educational objectives include: becoming a secretary, a better farmer, a factory manager, teacher or health worker.

### **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 (34%) of the trainees rate acquiring knowledge as the best facet of their CAPS experience. Trainees also like the organization of the program (21%), U.S. society and culture (21%), and social interaction with U.S. citizens (11%). (Table 3.4) Comments provided by trainees to support their positive comments were grouped by topic. In summary, less than half (43%) of the trainees specified that they most liked the subject they learned, others made general comments (32%).

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

Less than half of the trainees (88 out of 204) responded to this question. Of those who did, trainees specified that they did not like the food (25%), U.S. culture (17%), or the short

TABLE 3.5

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

## GUATEMALA

-----	
CATEGORY	
-----	
	%
FOOD	25.0
DURATION OF PROGRAM	13.6
OTHER	13.6
ASPECT OF KNOWLEDGE ACQUIRED	4.5
U.S. CULTURE	17.0
U.S. WEATHER	5.7
SOCIAL INTERACTION	8.0
SPECIFIC TRAINING ACTIVITIES	3.4
TRAVELLING, ARRANGEMENTS	3.4
PROGRAM ORGANIZATION IN GENERAL	1.1
HOUSING	2.3
ACTIVITIES	0.0
PROGRAM PERSONNEL	1.1
PROGRAM SELECTION CRITERIA	1.1
STIPENDS	0.0
GENERAL NEGATIVE	0.0
-----	
TOTAL	100.0

TABLE 3.6

## CAPS PARTICIPANTS' RECOMMENDATIONS FOR IMPROVING TRAINING

-----	
CATEGORY	
-----	
	GUATEMALA n=241
-----	
POSITIVE COMMENTS	
GENERAL	7.9
TRNING/ACQ KNOWLDG	0.0
NEGATIVE COMMENTS	
DURATION	0.4
TRNING/ACQ KNOWLDG	0.0
TRAVELLING	0.0
LEVEL OF DIFFICULTY	0.4
FOLLOW-UP	0.0
COMMENTS OR RECOMMEND	
DURATION	18.7
SELECT CRITERIA	12.0
TRNING/ACQ KNOWLDG	7.5
EXPAND GRANTS	14.9
FOLLOW-UP	17.8
PREPARATION PROG	2.1
LANGUAGE ASPECTS	0.8
SUPPORT PERSONNL	1.2
POST-TRAINING SUPPORT	2.9
IN-CTRY INSTITUTIONAL AID	3.3
STIPENDS	0.8
PROVIDE LITERATURE	1.7
GENERAL	0.8
TRAVELLING	0.4
ROOM & BOARD	0.0
SOCIAL ASPECTS	0.4
ACTIVITIES	0.0
OTHER	5.8
-----	
TOTAL	100.0
-----	

duration of the training program (14%). (Table 3.5)

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

Yes. Overwhelmingly (98%), trainees would recommend a similar U.S. training program to others.

**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 duration of training (19%), providing follow-up services (18%), increasing the number of grants (i.e. more trainees, 15%) and improving the selection process/criteria (12%). (Table 3.6)

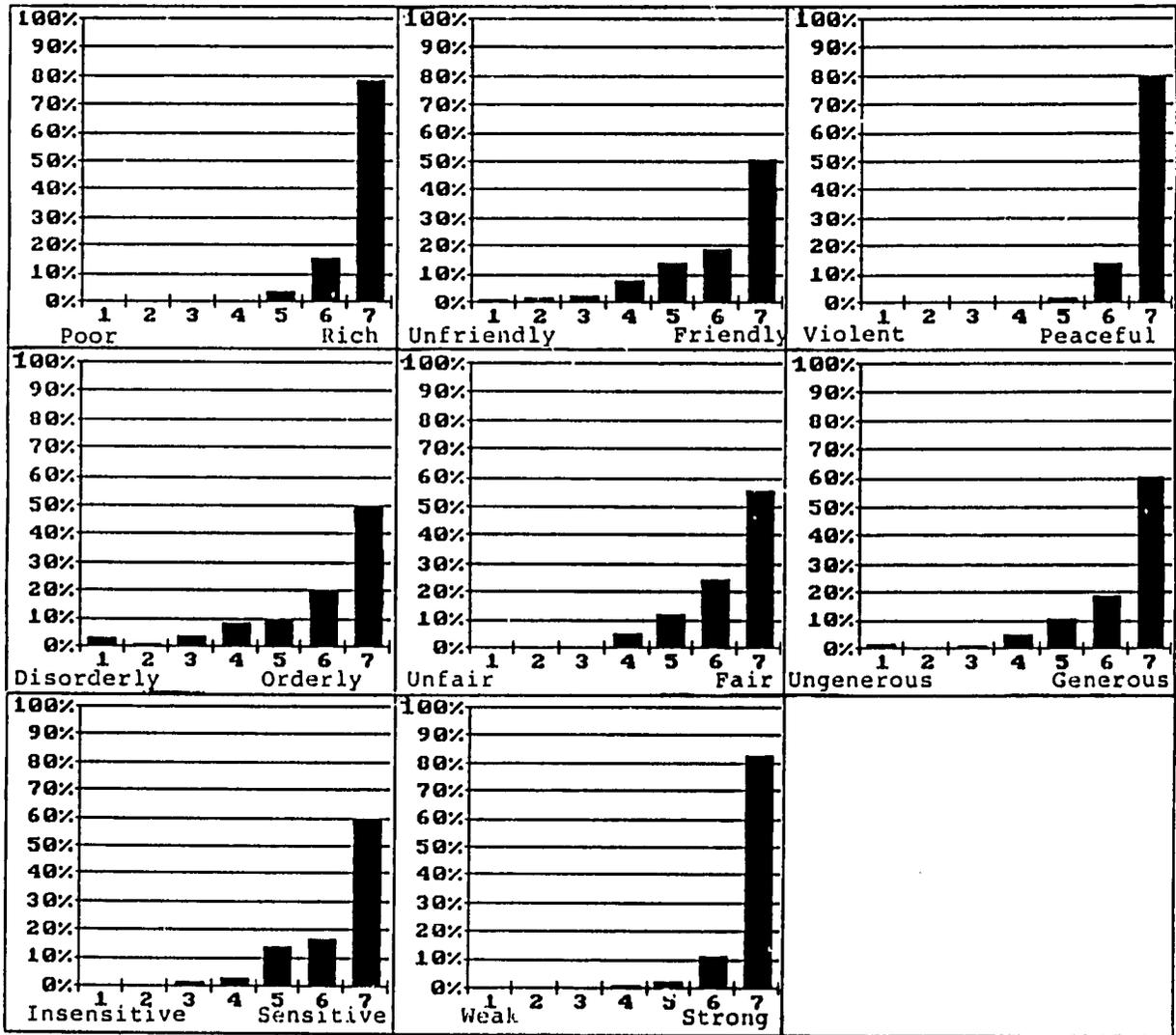
**Do trainees characterize the United States positively as a country?**

Yes. Guatemalan trainees view the United States in very strong positive terms. (Figure 3.11) Overwhelmingly, they view the United States as rich (99%), strong (98%), orderly (97%), fair (93%), sensitive to other countries (93%), generous (92%), friendly (85%) and militarily peaceful (82%). Thus, even after trainees have been home for a period of time they maintain very strong and positive views of the United States.

FIGURE 3.11

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

GUATEMALA



## **FOLLOW-UP ACTIVITIES**

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

Yes. Over three-fourths (79%) of the trainees (173 out of 219) reported receiving some follow-up service. This follow-up service consisted primarily of special conferences (78.6%) for returned trainees. Trainees were asked to identify the agency personnel that had provided the service. (Figure 3.12) Guatemalan trainees received follow-up services primarily from the AID mission (79%). Some trainees also received such services from other trainees (19%), and the training contractor (11%).

**Were the follow-up services useful to the trainees?**

Yes. Trainees who received follow-up services found them to be useful whether provided by the AID mission (82%, Figure 3.13), by the training contractor (76%, Figure 3.14), by another agency (74%, Figure 3.15), by individuals in the U.S. (74%, Figure 3.16), or other entities [not specified] (99%, Figure 3.17).

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

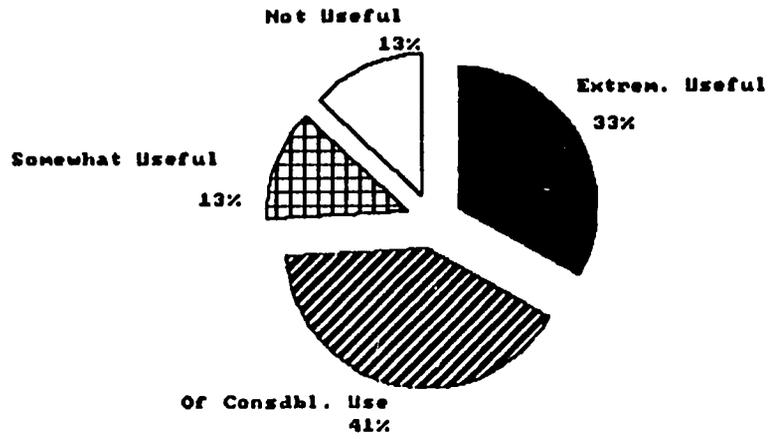
"I was called to form an association of ex-trainees."

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

"Teachers were sent to continue my training."

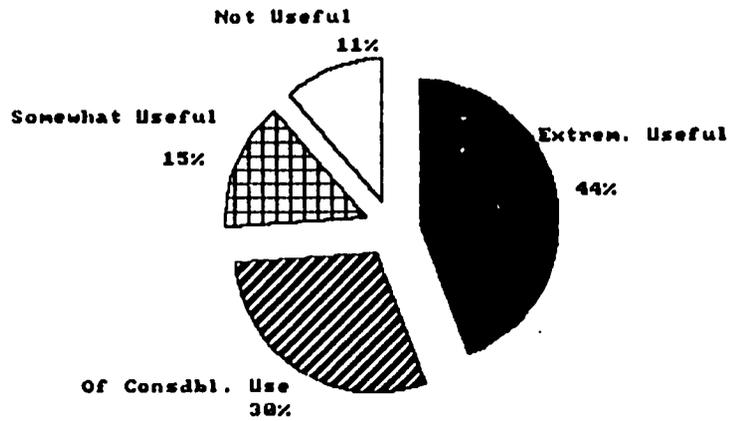
"Literature..."

**FIGURE 3.15**  
**HOW USEFUL WAS FOLLOW-UP PROVIDED BY OTHER AGENCIES? GUATEMALA**



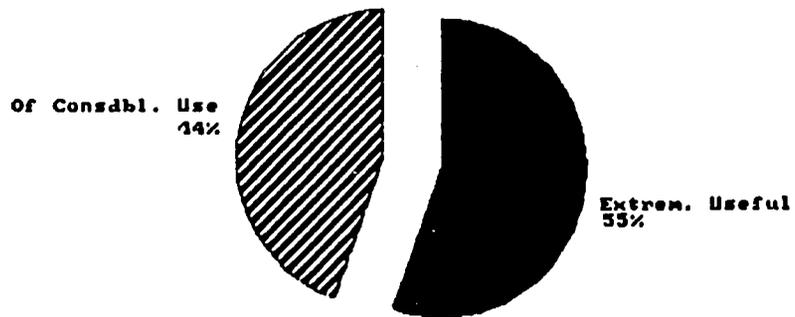
N=39

**FIGURE 3.16**  
**HOW USEFUL WAS FOLLOW-UP PROVIDED BY AMERICAN PEOPLE? GUATEMALA**



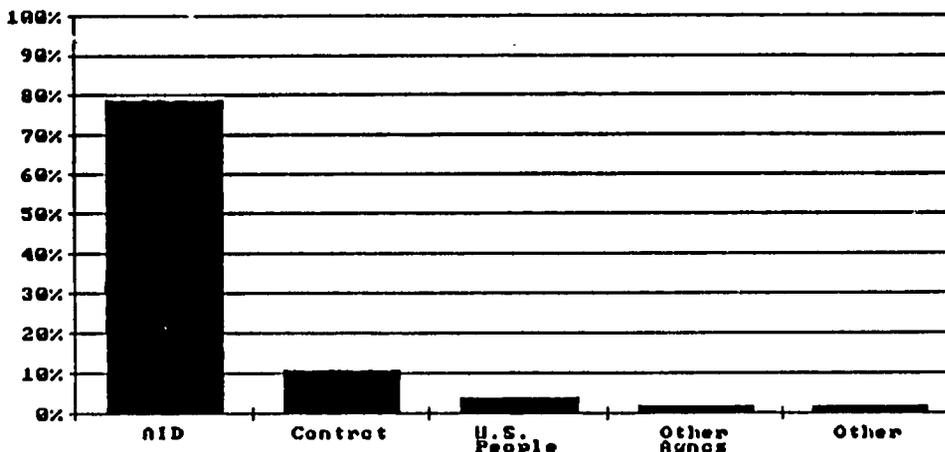
N=27

**FIGURE 3.17**  
**HOW USEFUL WAS FOLLOW-UP PROVIDED BY OTHERS? GUATEMALA**

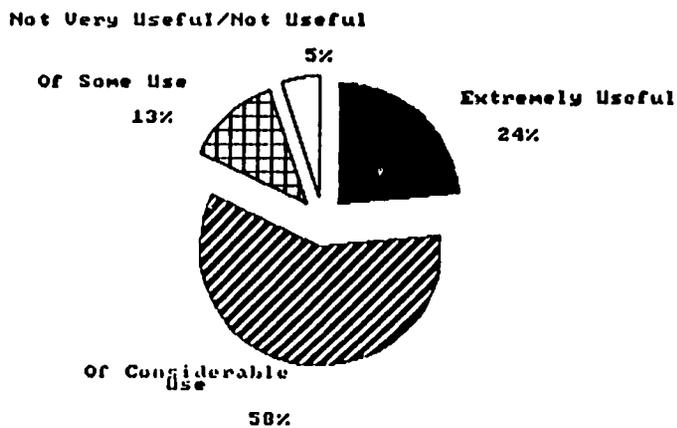


N=9

**FIGURE 3.12**  
**WHO PROVIDED FOLLOW-UP SERVICES TO PARTICIPANTS?**  
**GUATEMALA**

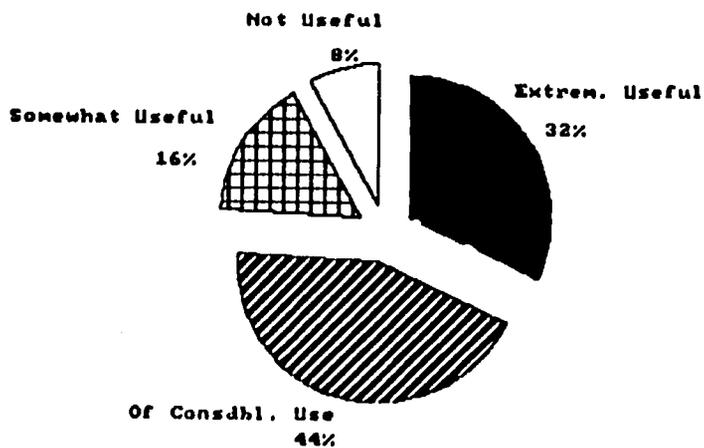


**FIGURE 3.13**  
**HOW USEFUL HAS FOLLOW-UP PROVIDED BY AID?**  
**GUATEMALA**

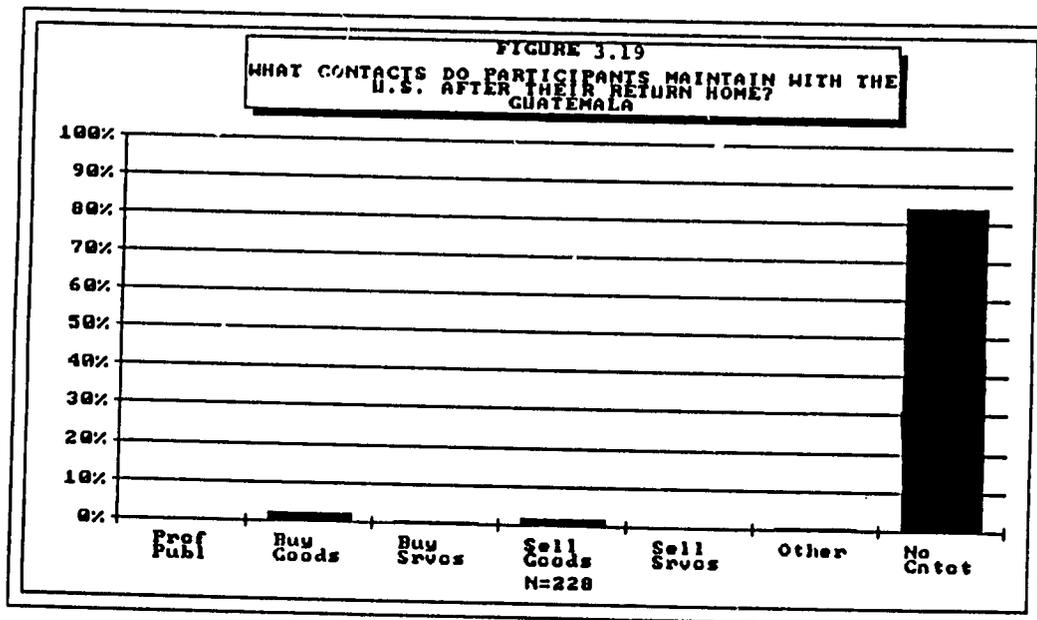
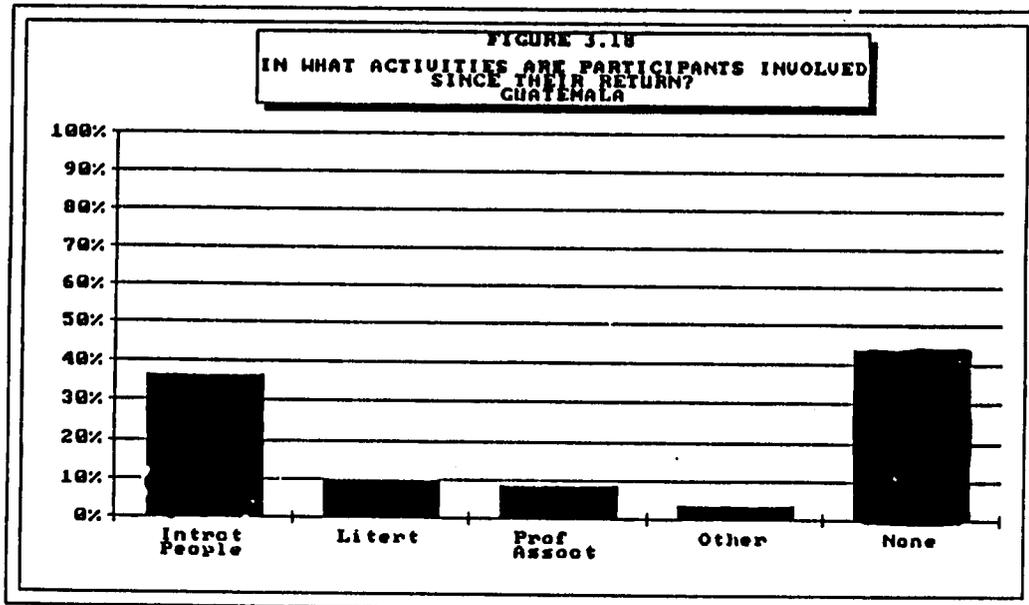


N=173

**FIGURE 3.14**  
**HOW USEFUL WAS FOLLOW-UP PROVIDED BY CONTRACTORS?**  
**GUATEMALA**



N=50



"They helped me get a loan..."

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

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

Yes, to a limited extent. (Figure 3.18) Some trainees report that they interact with other trainees met during training (37%), read professional literature (11%), and participate in professional associations (9%).

**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. (Figure 3.19) Few are ordering professional publications (0.4%), purchasing commercial goods from the U.S. (3%), purchasing U.S. services (1%), providing the U.S. with goods (2%) or services (0%), or involving themselves with other aspects of U.S. business or economy (1%). Mission staff report that on a less formal basis some trainees are maintaining friendship contacts. The nature of these contacts is not known at this time.

#### **TRAINEES' GENERAL RECOMMENDATIONS**

Trainees were asked to make general comments or

recommendations regarding their CAPS training experience. Approximately three-fourths (73%) of the comments received were recommendations. Examples include:

"Develop a training plan identifying selected individuals who in turn will transmit this information to their community."

"Extend the training period."

"Ensure a better match between the training content and the needs of the businessmen... provide better communication [AID and trainees] to trainees."

"Provide follow-up training at home."

"Improve the quality of the conferences for returned trainees, so that we can address the major areas of concern for the development of our country."

"Bring technicians who can show us how to manage and apply pesticides well."

"It is a waste of time to train so many people with theory, when there is no financing available to help with implementation (small and medium-size businesses)."

## CHAPTER 4

### COSTS OF CAPS TECHNICAL TRAINING IN GUATEMALA

Over the first two years of the CAPS project, Guatemala sent more trainees to the U.S. than any other mission. (Table 4.1) In addition, Guatemala has expended more funds on technical training during this period than has any other mission. (Figure 4.2) The average cost per training month for Guatemala CAPS training is \$3,652. (Table 4.1) While this figure represents a moderate range for program costs when compared to Agency standards of \$3,200 per month, it is somewhat high when compared to the regional CAPS mean of \$2,544.

**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
<b>TOTAL</b>	<b>3097</b>	<b>177</b>	<b>17</b>	<b>5381</b>	<b>\$13,689,979</b>	<b>\$2,544</b>

\*NO DATA ON TWO PROGRAMS

The Guatemalan costs for the CAPS program are reasonable. Figure 4.1 shows the cost profile for CAPS. Few high or low cost programs exist. Rather we see a clustering at the mid-range which indicates good control over costs.

In assessing the costs of Guatemala's program, we took into account the special needs of the trainee target group. Most trainees, many of whom lack experience and education, require substantial personal treatment by contractors and trainers. One can reasonably assume that this personal attention increases costs. Unfortunately the lack of work breakdown structure and details of training activities do not allow us to determine the costs of those services.

Program administration in Guatemala is shared between the mission and the country. Local administration is contracted to a Government of Guatemala training unit (PAZAC) while U.S. training is managed by S&T/IT. This arrangement is cost effective. In assessing cost-effectiveness in the case of Guatemala, we must mention the administrative efficiency of the training unit and of the program in general. The training unit is capable of programming over 100 trainees weekly while managing follow-up, program design and planning. Given the very low cost of the grant to the Government of Guatemala, the unit is a bargain.

Our assessment relied on data supplied by the PAZAC office and the mission training office. We also made considerable use of the Management Information System (C.A.P.S - M.I.S.) in deriving statistics on trainees. Appendix A is a summary of the

technical training programmed by the mission through December 1, 1986.

The data will not support analysis of such factors as the impact of contractors or group size on program costs because little variation exists in Guatemala's program (only one contractor is used and groups are roughly the same size).

We did look at the impact of field of study and cost, and no significant correlation was found.

Given the special target group of the Guatemala CAPS project (i.e., disadvantaged), we see little way to lower costs significantly without reprogramming into 4-H type programs which may be less suitable to Guatemala than to other Central American countries. Nonetheless, Mission staff negotiated low price airline tickets, block seating arrangements, free tickets for every 20 purchased, escort services and other such items from the airlines. These are clearly creative cost-reduction measures.

FIG. 4.1

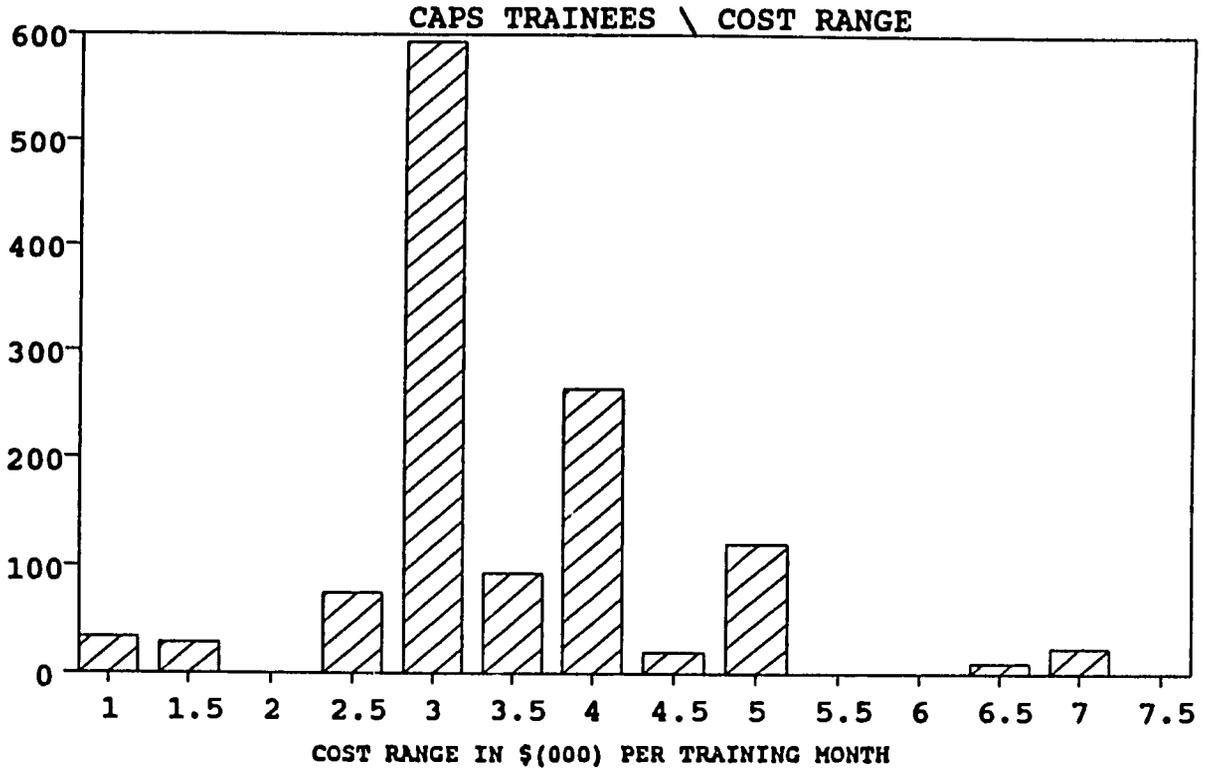
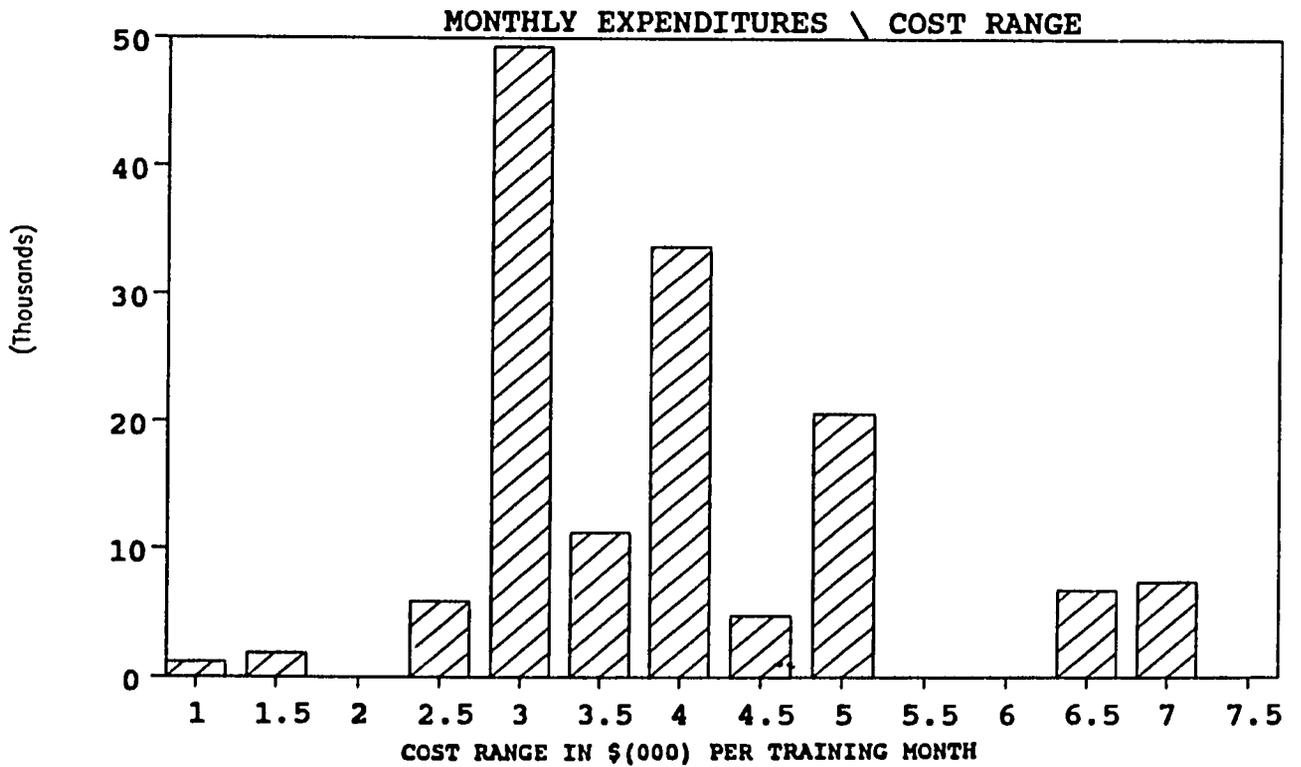


FIG. 4.2



**First Annual Report:**

**Central American Peace Scholarship Program**

**Guatemala -- Appendices**

**Submitted to:**

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

**Submitted by:**

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

**July 31, 1987**

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

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

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

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

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

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

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

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

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

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

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

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

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

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