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**Second Annual Report
An Evaluation Of The Central American
Peace Scholarships Program**

October 1, 1986 - September 30, 1987

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Office of Development Resources
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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.

This annual (1987) report summarizes data collected from the six participating AID Missions (Belize, Costa Rica, El Salvador, Guatemala, Honduras, and Panama), as well as the ROCAP program, which is also funded by CLASP funds. Total figures shown in this report include data for ROCAP, though our discussions generally focus on the six Missions.

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EXECUTIVE SUMMARY

The Agency for International Development (AID) was charged by the U.S. Congress to implement the Central American Peace Scholarships project (CAPS) to achieve two primary goals. AID's CLASP Project Paper, revised 1987, expresses the dual goal as follows:

The goal of CLASP is to contribute to the formation of more effective manpower resources, thereby ensuring the leadership and technical skills needed for the progressive, balanced and pluralistic development of selected Caribbean basin and South American countries and to strengthen mutual understanding between the United States and its Latin and Caribbean neighbors.

This report provides program managers and other interested individuals with information regarding the extent to which this dual goal is being realized and suggestions as to how they can further refine and improve the implementation of the CAPS project.

GENERAL CONCLUSIONS

Overall, the CAPS project in the six Missions and the Regional Office for Central America and Panama (ROCAP) can be considered a success, both by the objective standards defined for the CLASP and by the personal reactions of the Trainees. Though there are deficiencies in some areas, particularly in fostering ongoing ties between Trainees and the U.S., the program is clearly promoting its primary goals to the extent that Trainees report a positive image of the U.S. and that training has helped them reach their own and their countries' objectives.

INTRODUCTION

Several documents provide the bases for implementation of the Central American Peace Scholarships project. Two of these, the "Report of the National Bipartisan Committee on Central America" (i.e., the Kissinger Report) and the "CLASP Project Paper," set forth general objectives and guidelines applicable to the CAPS project in all countries where it exists. Seven other documents, Country Training Plans for each of the six Central American countries and ROCAP, along with policy guidance cables offer country or context-specific interpretations of the general objectives and guidelines. An assessment of the project's performance must take all of these documents into consideration since each document represents some element of the background against which the project is to be evaluated.

The Kissinger Report

The Kissinger Report provides the policy goals to be assessed: (1) the foreign policy/democracy goal and (2) the skills/training goal. The central message of the report was that Central America's crisis is real and acute; that the U.S. must act boldly to meet it; and that

the stakes are large for the United States, for the hemisphere, and most poignantly, for the people of Central America. The Commission expressed the conviction that political, social, and economic development goals must be addressed simultaneously. Perhaps the most important emphasis in the report is its insistence that social and economic progress would not be obtained without providing access to that process for those who previously have not been an integral part of it. Three of the report's most potent recommendations follow from that conviction; the report recommends:

- the establishment of a program of 10,000 government-sponsored scholarships to bring Central American students to the United States;
- careful targeting to ensure participation of people from all social and economic classes; and
- adequate preparation, such as English-language training or necessary remedial academic work, in order to satisfy admission requirements for programs in the United States.

According to the guidance given in the Kissinger Report, CAPS requires two essential phases: (1) Trainee selection in accordance with overall policy goals and (2) provision of appropriate training to chosen candidates.

The CLASP Project Paper

AID interpretation of the Kissinger Report targets the socially and economically disadvantaged--70 percent economically disadvantaged and 40 percent women. Other specified target groups--actual and potential leaders, youth and special-concern groups--have no percentages designated in either document. Thus, the final decisions are left to implementors at AID Missions. They have decided what percentages to assign to targeted sub-groups in accordance with demographic and social conditions existing in a given country. The Kissinger Report stipulates 10,000 scholarships. CLASP, which encompasses two separate regional projects--CAPS and LAC II--was originally assigned 7,833 (later raised to 8,500) scholarships: 7,063 for CAPS; 770 scholarships (later changed to 5,000) for LACII. The United States Information Agency (USIA) will fund an additional 3,000 scholarships.

Recruitment and selection of Trainees is a very important step in the implementation of the CAPS project. Missions are obliged to select women (at least 40%) and the socially/economically disadvantaged (at least 70%). Missions also are encouraged to select actual and potential leaders, youth, and persons living in rural areas.

Training--the other area of decision-making--involves two components: (1) Experience America, which responds to the goal of strengthening mutual understanding; and (2) Skills Training, which responds to the skills development goal. These components make up the training process.

The Country Training Plans

Based on the CLASP Project Paper, each Mission is required to develop a Country Training Plan (CTP). The CTP may be regarded as a "road map" that guides the implementation process. CTPs offer a level of concreteness and specificity much greater than that of policy documents such as the Kissinger Report and the CLASP Project Paper. CTPs provide clear-cut objectives and strategies to define Mission training programs.

SELECTION

Are those targeted to be served being served?

Yes. The population targeted for the CAPS project is being reached. CAPS Missions select Trainees according to established selection criteria--consistent with the Kissinger Report, the CLASP Project Paper and Country Training Plans--(i.e., women, youth, leadership, and the economically disadvantaged.) As of September 1987, 6,189 Central Americans were trained through CAPS. These Trainees were classified as follows: women, 2,162 (36%); leadership, 5,274 (89%); economically disadvantaged, 4,804 (82%); rural, 4,367 (73%); and youth, 1,085 (18%). (It is important to note that there are overlapping categories of Trainees. For example, a Trainee can be classified as a woman, an actual leader, and economically disadvantaged. The effect is that numbers reflected in each category will add up to more than 6,189 Trainees.) A very high proportion of Trainees was selected on the criteria of leadership and economic disadvantage. This reflects the priority given these criteria by the CAPS Missions and ROCAP. The following paragraphs discuss each target group in terms of selection (see Figure 1).

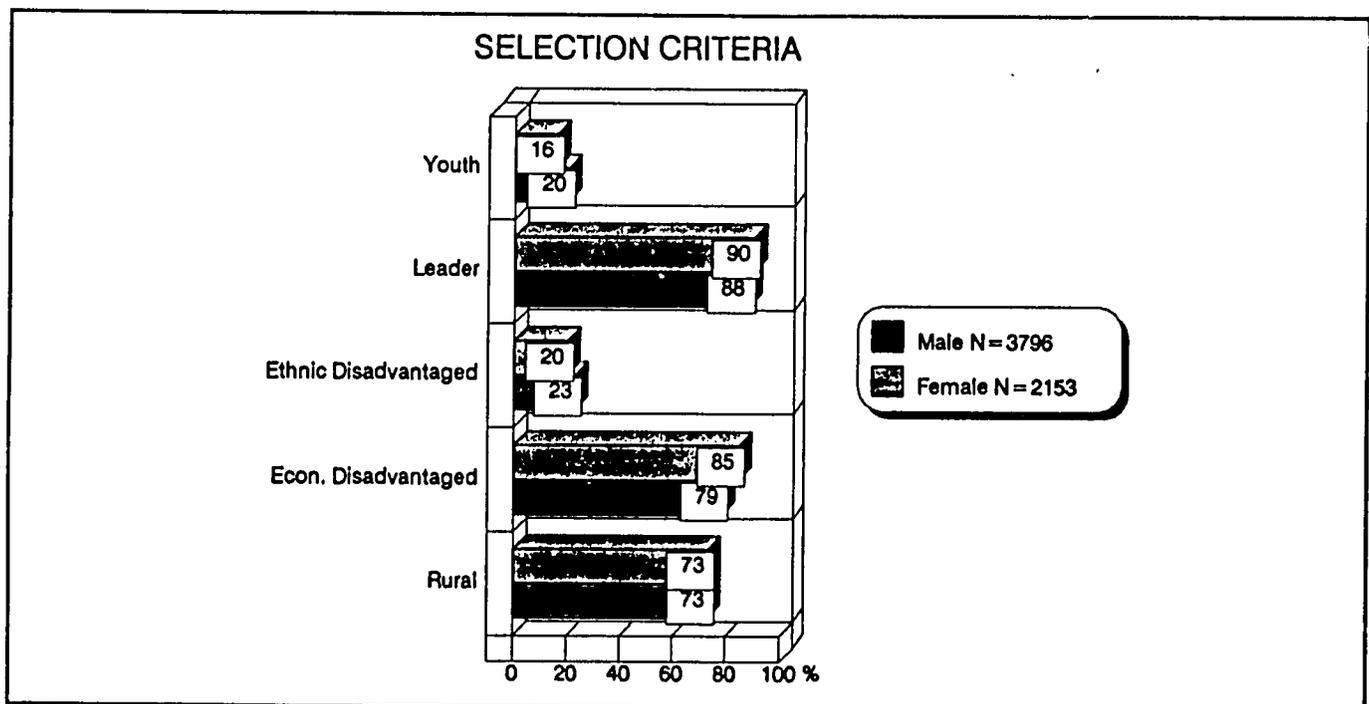


FIGURE 1

Does the proportion of scholarships given to women reflect program targets?

Almost. The overall total percentage of awards to women since the program's inception is 36%, which falls slightly short of the AID mandate. However, in FY 1987 the overall target of 40% women was exceeded, reaching 45% (see Figure 2). Belize, Costa Rica and Guatemala have met the 40% women target established by the project. Other Missions have not.

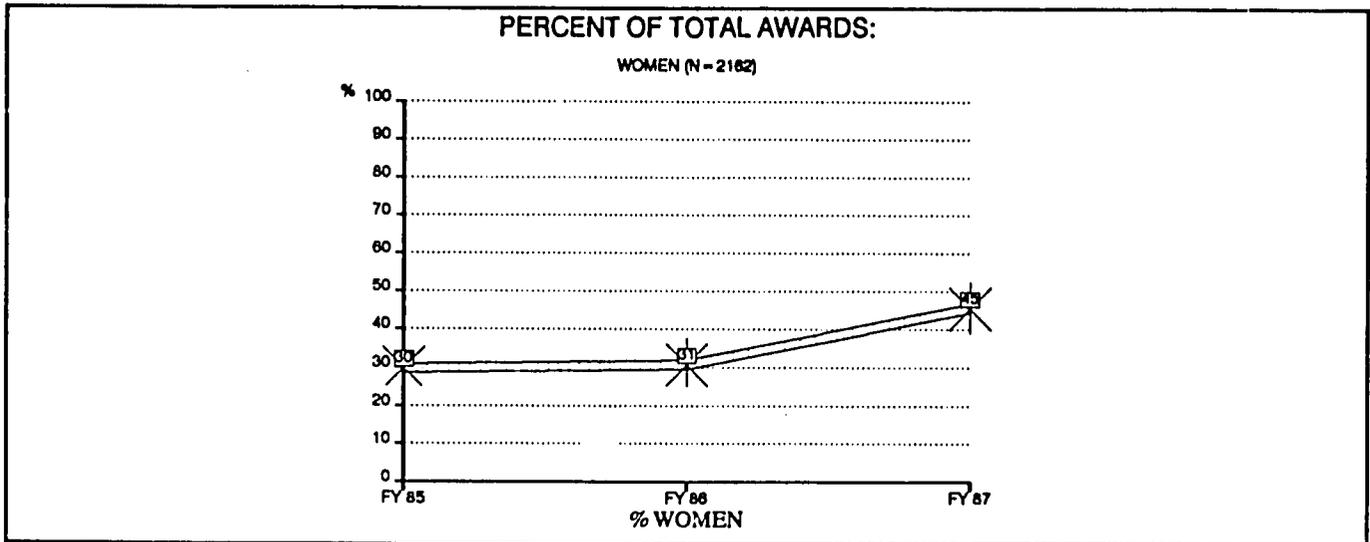


FIGURE 2

Are the scholarships given to women qualitatively different from those given to men?

No. The quality of the awards issued to women does not vary from the quality of those issued to men, indicating that program implementors are conscientiously carrying out the spirit of the project vis-a-vis participation of women (see Figure 3).

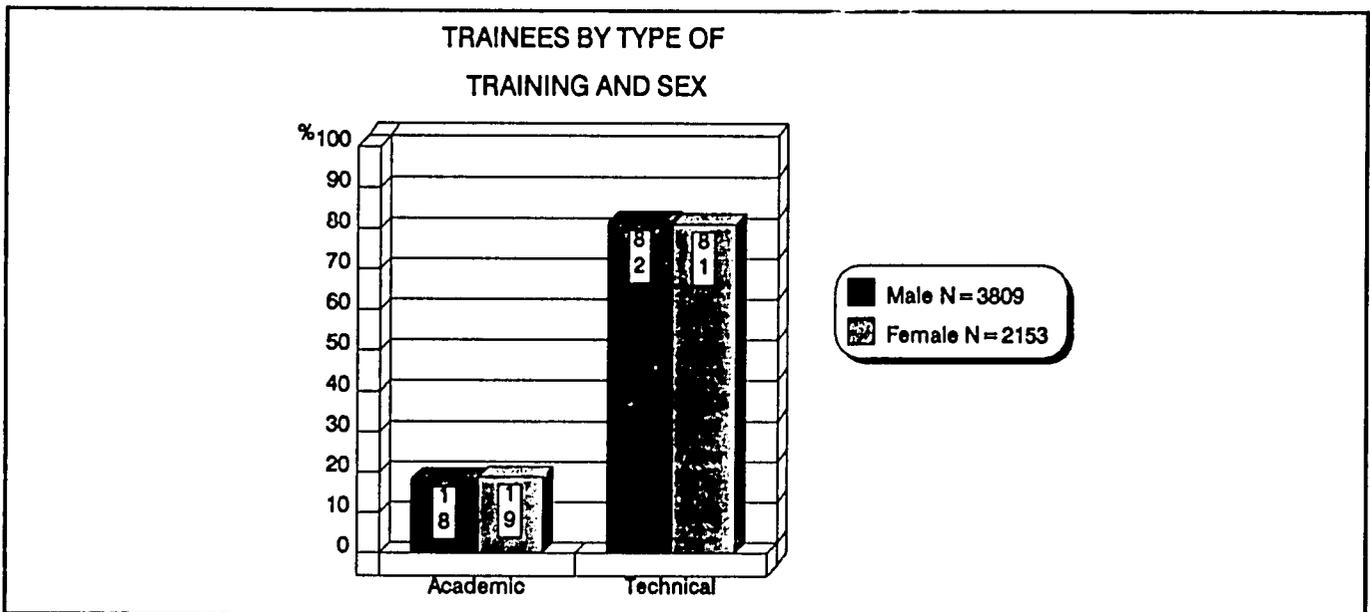


FIGURE 3

Are scholarships being given to rural populations?

Yes. Although there is no concrete policy mandating a set percentage for rural-urban distribution, program managers gave preference to candidates from rural areas, thereby using rurality as part of the selection criteria. In FY 1987 over 80% of all awards were given to rural populations.

Are scholarships being given to the economically (and socially) disadvantaged?

Yes. Most awards were granted to the economically disadvantaged as defined by the Missions and coded into the Missions' computerized CLASP Information Systems (CIS). Although the proportion of total awards granted to the economically disadvantaged in FY 1985 was not very high (48%), the proportion for FY 1986 jumped to 85%; and in FY 1987 there was further increase--to 93%.

Does the educational level of Trainees reflect that a broad spectrum of society is participating in CAPS?

Yes. To the extent that years of schooling is an indicator of social context, we would expect to see a wide range of years of schooling among Trainees reflecting the wide range of target groups. This is indeed the case as noted by the following figures. Most Trainees completed at least some junior high or high school. More than one-third of the Trainees (38.4%) completed between 7 and 12 years of formal schooling, and slightly less than one-third (32.1%) completed 13 years or more. Just under 30% completed less than 7 years of schooling (see Figure 4).

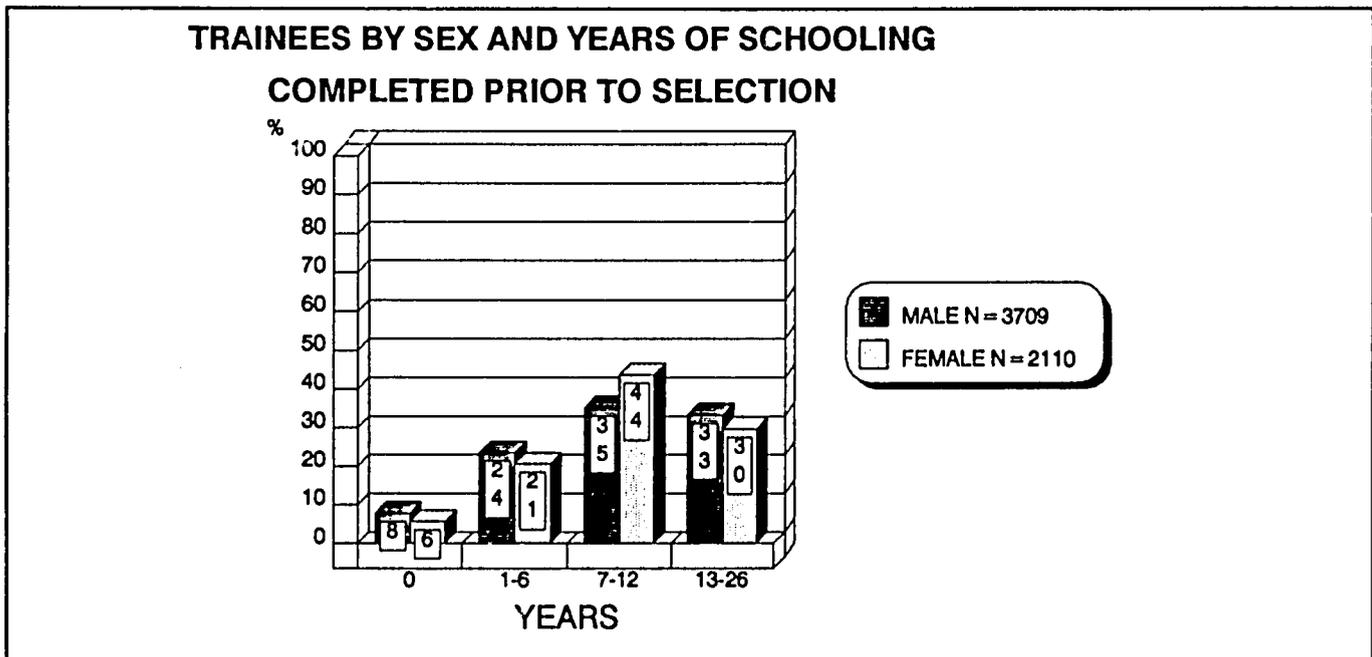


FIGURE 4

Does the schooling of Trainees' parents provide further evidence that the CAPS program is serving the targeted population?

Yes. When we look at the years of schooling of the parents of Trainees we find even more convincing evidence that program implementors are reaching their target populations. Parents of the CAPS Trainees typically had much less schooling than their children. More than one-third (39%) of the Trainees' parents had completed no (zero) years of schooling, and less than half (43.5%) had completed 1 to 6 years of schooling, as shown in Figure 5. Only 13.5% and 4%, respectively, had completed some secondary schooling and some college-level courses (see Figure 5).

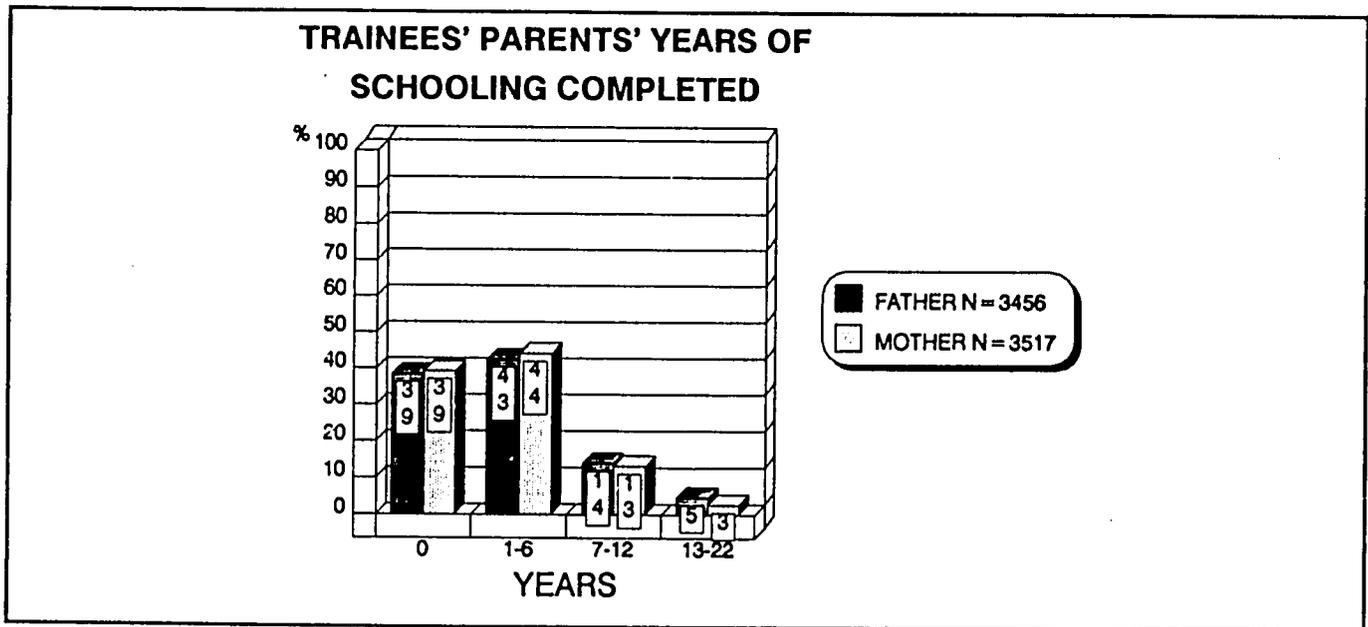


FIGURE 5

Are CAPS Trainees selected from a variety of fields?

Yes. Most of the Trainees had been prepared in agriculture (27.7%), followed by education (14.0%), business (6.6%), manufacturing (5.5%), and health (5.3%). One-quarter (25%) of Trainees had been prepared in other fields of study.

Are CAPS Trainees selected from a range of occupational areas?

Yes. Trainees most frequently classified their occupations as unskilled worker (24.8%), student (18.3%), and skilled worker (15.9%), according to Table 1. Other categories were professional (13.9%), technician (9.0%), and business (9.0%).

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TABLE 1
SCHOLARS BY SEX AND OCCUPATION
PRIOR TO SELECTION

| AREA OF PREPARATION | FEMALE | MALE | TOTAL |
|---------------------|----------|----------|----------|
| | N = 1845 | N = 3206 | N = 5051 |
| STUDENT | 20.6% | 17.0% | 18.3% |
| BUSINESSMAN | 14.1% | 6.0% | 9.0% |
| UNSKILLED WORKER | 27.5% | 23.2% | 24.8% |
| MANAGER | 1.1% | 3.4% | 2.6% |
| SKILLED WORKER | 11.6% | 18.4% | 15.9% |
| SEMI-SKILLED WORKER | 2.1% | 2.7% | 2.5% |
| PROFESSIONAL | 14.6% | 13.5% | 13.9% |
| TECHNICIAN | 3.7% | 12.1% | 9.0% |
| OTHER | 4.6% | 3.6% | 4.0% |
| TOTAL | 100.0% | 100.0% | 100.0% |

Are Trainees selected from both the private and public sectors?

Yes. About two-thirds (66%) of Trainees were employed in the private sector at the time of their selection, 51% in private for-profit organizations, and 15% in nonprofit organizations. More than one-quarter (30%) of the Trainees were employed in the public sector. This proportion includes those who worked for the public schools. The remainder were employed in the autonomous sector (2%, publicly funded but not administered by the government) and the mixed sector (2%, co-funded by public and private agencies) (see Figure 6).

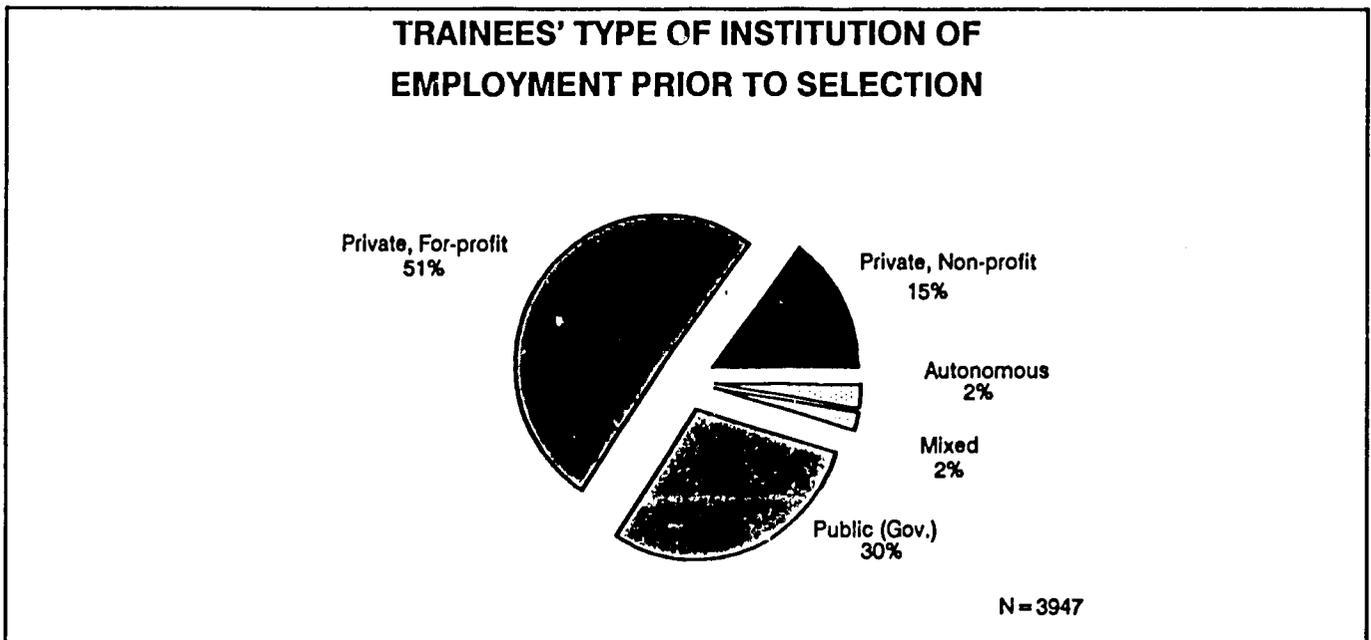


FIGURE 6

TRAINING

What training is provided?

This section considers the extent to which the general CAPS training process has been carried out by the objectives outlined in the Kissinger Report, CLASP PP and all CTPs. The following areas are discussed: Trainees' assessment of training -- both Skills Training and Experience America components (including impact of the training on Trainees' careers); Trainees' recommendations for improvements in the programs; and the degree to which the CAPS program appears to have met its objective of building stronger ties between U.S. and Central American citizens.

Training is comprised of two essential components: Experience America and Skills/Education training. Each section is discussed below.

EXPERIENCE AMERICA

Do Trainees complete their training with positive views of the U.S.?

Yes. Trainees consistently perceived the U.S. positively and felt that the program had increased their understanding of U.S. life. A majority visited or lived with U.S. families and attended cultural, athletic, and civic events. They expressed positive views toward the U.S. (see Figures 7 & 8).

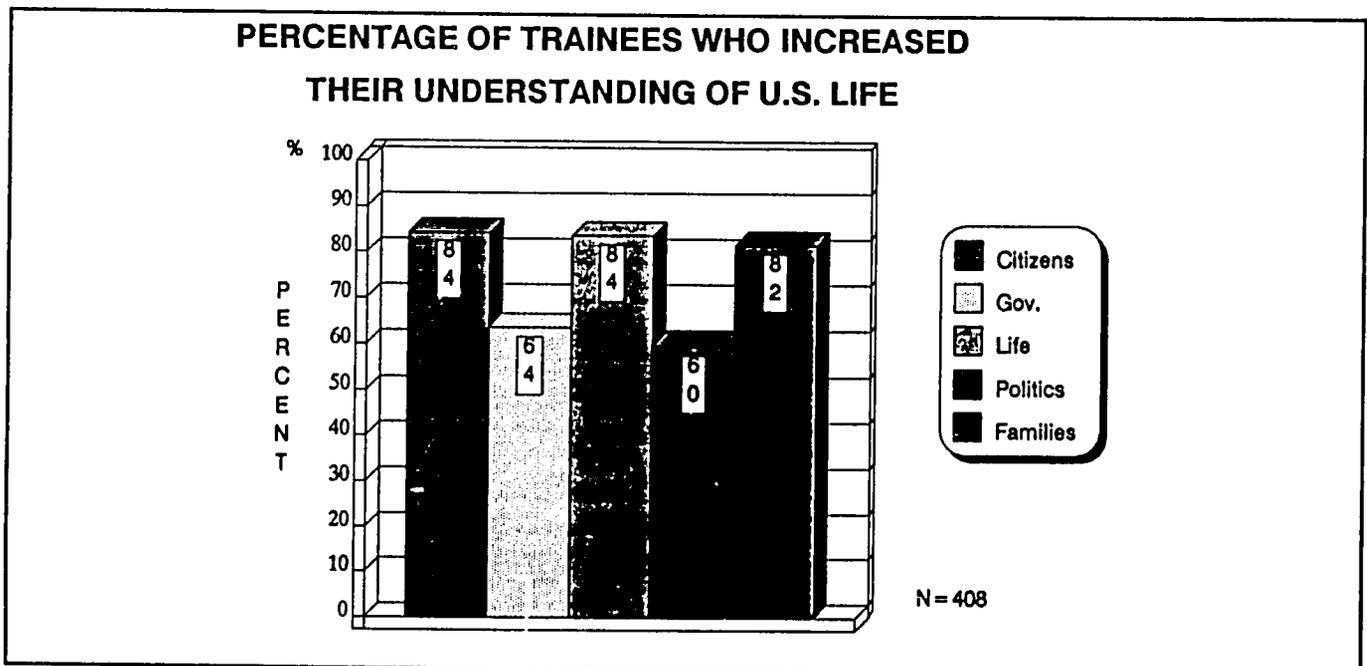


FIGURE 7

RETURNEES: PERCENTAGE OF TRAINEES WHO VIEW THE U.S. ON CHARACTERISTICS

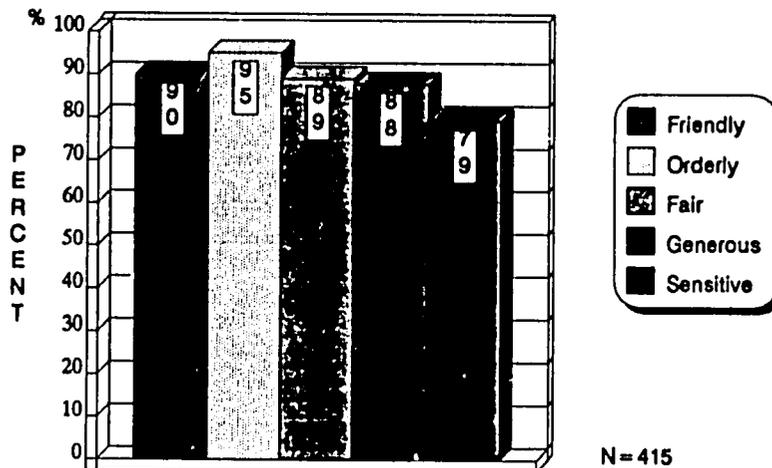


FIGURE 8

Are Trainees provided with a range of activities?

Somewhat. Perhaps the lesson to be learned from this is that although articulation of the Experience America Component did not begin until the February 1987 CAPS Conference in Antigua, Guatemala, the Missions have begun to respond. However, the Missions must continue their efforts to describe the Experience America Component in their Country Training Plans; and the Agency should continue to insist on more detailed plans of this component through the Country Training Plans review process. The contractors, in turn, should be required to offer involvement with U.S. citizens. For example, contractors should arrange for affiliations with counterpart organizations as well as professional and occupational associations. In addition, there should be opportunities for experiencing the way U.S. institutions function.

Skills Training

Were the skills training objectives realized?

Yes. Trainees were satisfied about their training programs and felt that the training improved their work performance. Ninety-six percent were satisfied with their scholarship programs, and 82% felt that their training objectives had been achieved. These figures drop slightly for returned Trainees, to 92% and 78%, but are still overwhelmingly positive. Of returned Trainees, most reported that the training was useful for their jobs (89%), improved their work performance (82%), and helped them in faster career advancement (84%).

Are there areas in which the CAPS program can be improved?

Yes. Trainees provided many suggestions for program improvement. The biggest complaint that Trainees had was that the programs were often too short for the material covered and that

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the Trainees in a program were sometimes too diverse in backgrounds and skills. These problems have implications both for the Missions and for the contractors and training institutions. Missions must use selection criteria that group Trainees appropriately. Contractors and institutions must make greater efforts to determine the preparation of the group before the program begins and to adjust materials accordingly. From Trainee comments, we also know that most Trainees prefer a practical, rather than theoretical, training approach focused on a few specific topics.

An area where improvements in the program are clearly needed is that of creating lasting ties--social, professional, and economic--between Trainees and U.S. citizens. Social activities with volunteer families, such as homestays, are only one source of ongoing ties. Another approach might be volunteer contacts in the U.S., recruited from professional organizations or Chambers of Commerce.

Although follow-up is a recent add on, its importance is evident. The lack of current ties may also be due in part to the lack of follow-up services. Better follow-up services might support the continuation of contact between U.S. citizens and Trainees as well as help Trainees to maintain contact with each other and to share their new skills with others in their countries.

PROJECT ADMINISTRATION

An important activity of evaluation is to inform AID of the administrative and management issues which affect project implementation performance. These issues are often discussed informally or observed during the technical implementation field visits. The following sections discuss the more important issues which have arisen during FY 1987.

Our observations and opinions were formulated over the past year during visits to AID Missions, participation in AID conferences and contractor conferences (which we have facilitated on a regular monthly basis), visits to Trainees, and from the various data collection instruments which we have administered to Trainees, contractors, AID staff, and trainers.

What innovative methods does the Bureau use to manage the CAPS project?

Regular contractor meetings in Washington. The Bureau hosts a monthly meeting of CAPS, PTIIC and APSP contractor personnel to discuss issues of relevance to the contractors. Topics of meetings have included the Historical Black Colleges and Universities programming requirements, AID program duration requirements, Experience America activities, new U.S. tax policy and its impact on Trainees, and other topics.

Many contractor personnel have commented on the usefulness of these meetings in providing them with a sense of Agency commitment to the project and its goals.

The meetings have played very important roles in team building which incorporates contractor, Agency and evaluation personnel.

Regional conferences. At least once each year, regional conferences have been held which include AID/Washington, USAID, and contractor personnel. The conferences have provided an opportunity for all parties to discuss issues of interest, problems, and share experiences. They have been fundamental in conveying a sense of the nontraditional aspects of scholarship projects.

Use of a process evaluator. The Aguirre International/Checchi contract is unique in that it makes provisions for an evaluator from the project start-up in order to provide data needed for ongoing project implementation assessment and improvement.

Institutionalization of Country Training Plans (CTPs). The use of CTPs for project implementation is unique and has provided a context in which to assess project implementation and accomplishments. The plans have evolved over the past two years and now provide a more accurate projection of expected activities.

Development of Experience America objectives. At project start-up, most Agency managers and decision-makers were unable to distinguish between the nature of the CAPS training and traditional AID development training. LAC/DR/EST has excelled in clarifying the difference between the two types of training and ensures that CAPS training is focused on both Skills Training and Experience America activities. The Agency has successfully transmitted the concern of the Congress to Missions.

Is the Training Cost Analysis (TCA) being implemented?

Yes, in part. TCA has been used successfully to review and select proposals for several contracts in the region.

The use of the TCA for reporting expenditures has been more difficult to implement due in part to the lack of an adequate reporting form in the initial TCA system. (No ability to report in-country costs was provided and the level of reporting was too aggregated.) These problems have been confronted by the Bureau in coordination with OIT and a revised system will be issued early in FY 88.

Are follow-up activities being provided?

Yes, albeit limited at this time. Our first visit to Central American Missions almost two years ago identified the follow-up problem. Many Trainees had returned and were quite distressed that they had not received any contact from the Mission. They expected to participate in some sort of ongoing activity.

Follow-up activities to date have been fragmentary. Some Missions, primarily Guatemala, have implemented follow-up programming. Funds have been allocated to conferences and projects which incorporate returned Trainees. Costa Rica has hired a part time staff person who debriefs returning Trainees, as has El Salvador. Panama has stipulated that its contractor design a follow-up program which encompasses all U.S.- trained Panamanians (the current uncertainty over the Panama program may affect follow-up plans). The Georgetown CASP

program has identified outstanding leaders from its programs and has provided them with additional training to allow them to form a base for follow-up in country. In addition, LAC/DR/EST's Tom Donnelly has recently been loaned to the Georgetown program in Central America to help coordinate follow-up.

Guidance Cable (STATE 322904) stipulated the importance of follow-up activities. However, no additional funds have been allocated nor activities stipulated as yet.

Is the lead time provided for Trainee placement adequate?

Yes, overall. However, some Missions have sent Trainees to the U.S. with only a few day's notice. Contractors must then program and place the arriving Trainees with little or no information on Trainee background or skills. "Sudden" placement increases the chance for poor training.

Do the staffs at CAPS training institutions receive an orientation to the CAPS program?

Somewhat. This is perhaps the most sensitive and yet the most serious element in the implementation of CAPS and other scholarship programs. The people who will contribute most to the success of the Trainees' experience are the local Americans who teach, train and interact with the Trainees on a daily basis. These people must understand the special focus of CAPS to adequately program the Trainees. Over the course of our evaluation, we have visited several training programs in the U.S. and spoken with many people who are charged with the implementation of programs at the local level. Many of them have not received adequate information on the program purpose and their responsibilities. Many contractors attempt to convey the CAPS objectives to the training institution; others do not. Achieving a clear understanding of project goals by the local trainer is impaired by the many levels of organizations that separate the local trainer from the Mission Project staff. A Trainee may pass from the Mission to a local contractor representative, to the U.S. contractor, and to a training institution.

COST OF CAPS TRAINING

Have CAPS cost-containment efforts been successful?

Yes. Expenditures by the Agency on training costs for CAPS are very low and they have been contained over the life of the project. This containment can be attributed in part to careful attention to cost by Agency managers at the highest levels. Contractors and other project implementors are very aware of the need to contain costs. The implementation of the Agency's Training Cost Analysis (TCA) has helped focus attention on the issue of costs; however few contractors are reporting consistently using TCA.

Training costs presented below are divided into two logical categories: costs for technical training and costs for academic training.

Technical Training Costs

Technical training is defined as all training not designed to lead to a degree from an academic institution. Costs remain quite low for overall technical training. The \$2,535 per training month figure has not changed significantly since last year; however it is appreciably lower than the FY 85 cost figures (see Figure 9).

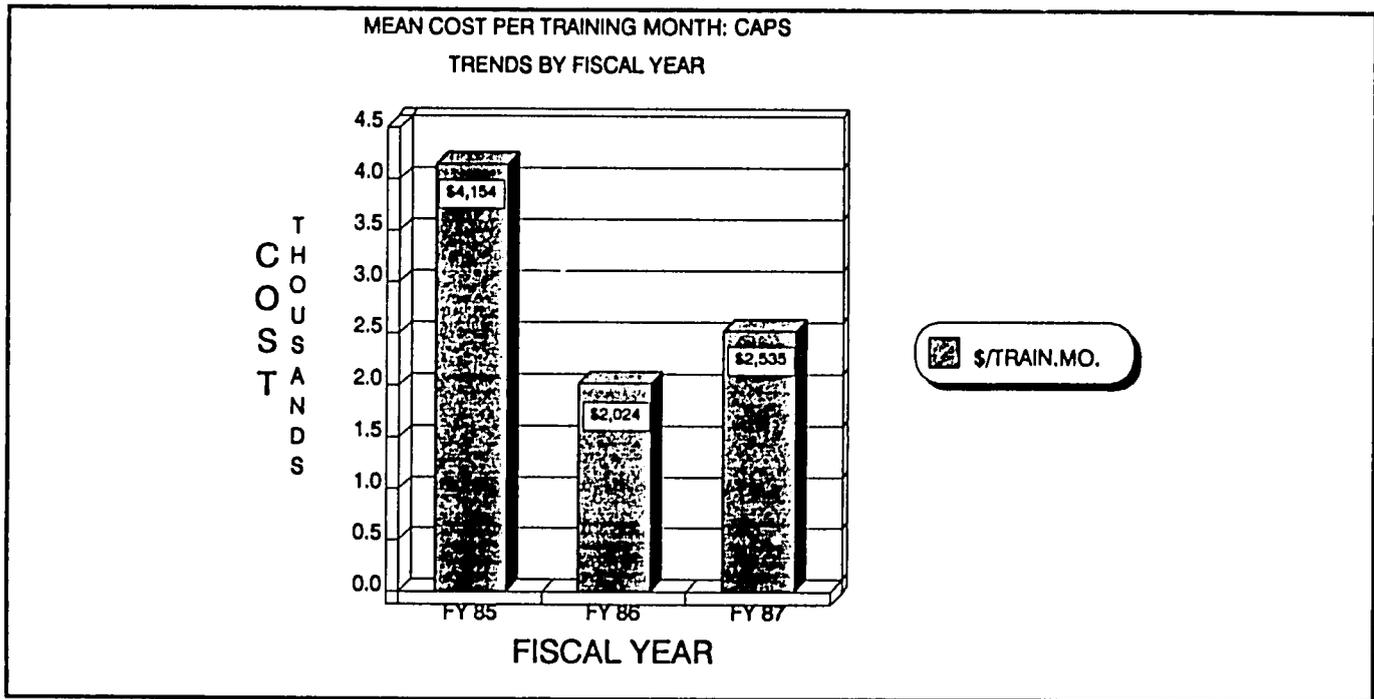


FIGURE 9

ROCAP and Guatemala have demonstrated the largest cost decline over the period of the project. Belize's and Panama's costs have risen. Belize's cost rose into the high range for FY87 while Panama's costs rose to the mid range (Panama's costs in FY 86 were very low.)

Costa Rica's costs are stable and very low. Honduras' and El Salvador's costs are high and have not varied much over the life of the project.

Considerable cost differences exist among Missions. Both Panama and Costa Rica continue to show very low costs per training month. The primary reason for these low costs is the decision by these Missions to train large numbers of youth through 4-H type programs. These programs are very low cost.

The Mission spending most on training is Honduras followed by El Salvador. Even though costs in these Missions were higher, we note that the portion of extremely high cost programs (those costing over \$5,000 per training month) has been eliminated. The difference among Missions is quite marked. Costa Rica will provide almost four times as many months of training

for their program as the higher-cost Missions will provide at current spending levels. Higher-cost Missions either will have to send fewer Trainees or provide shorter training programs than Costa Rica (see Figure 10).

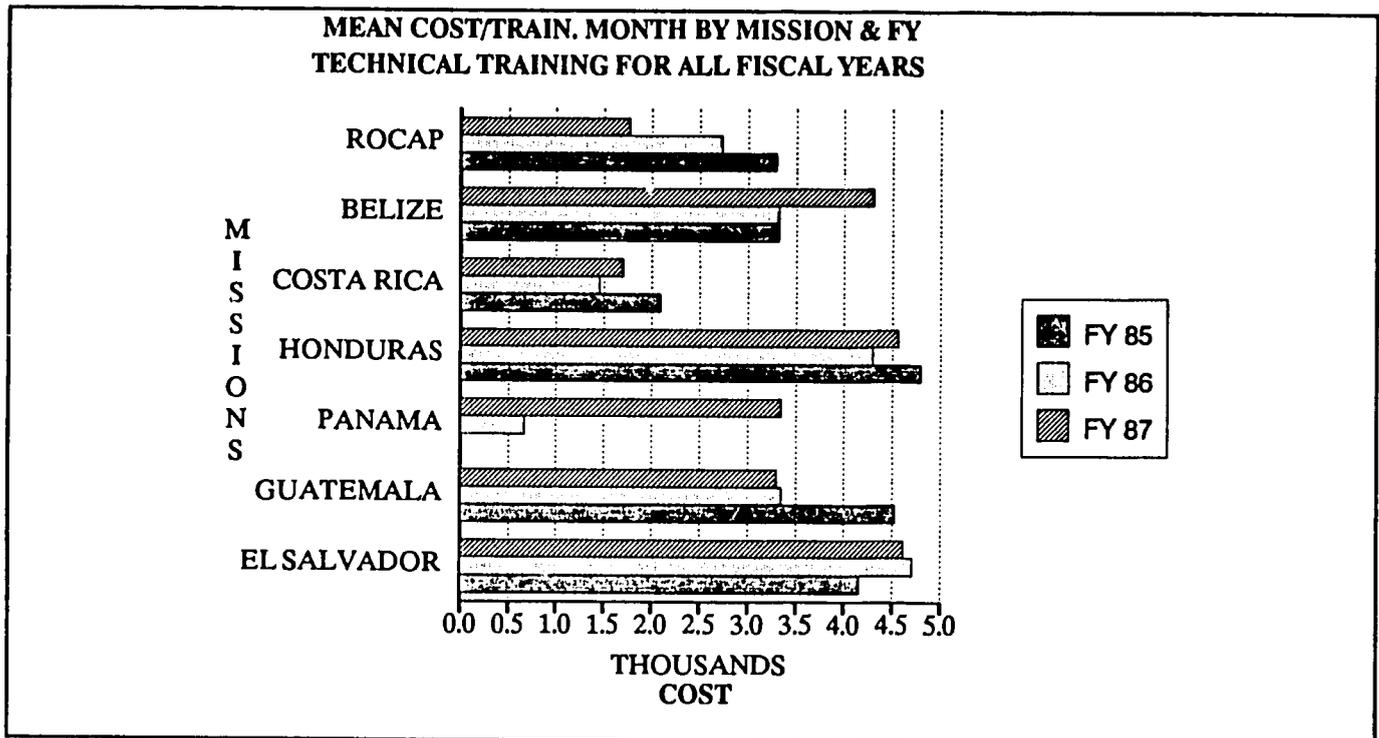


FIGURE 10

Academic Training Costs

Academic training costs are also quite low. Honduras has the lowest overall cost. Academic costs are especially low considering that they include costs of significant in-country training and programming. The contractors for Panama and Honduras maintain in-country staff and perform many predeparture activities. The contractor for El Salvador performs some activities in country (Note: the costs reported for Honduras include several in-country training months for many Trainees which lower the overall cost per training month.) (see Figure 11).

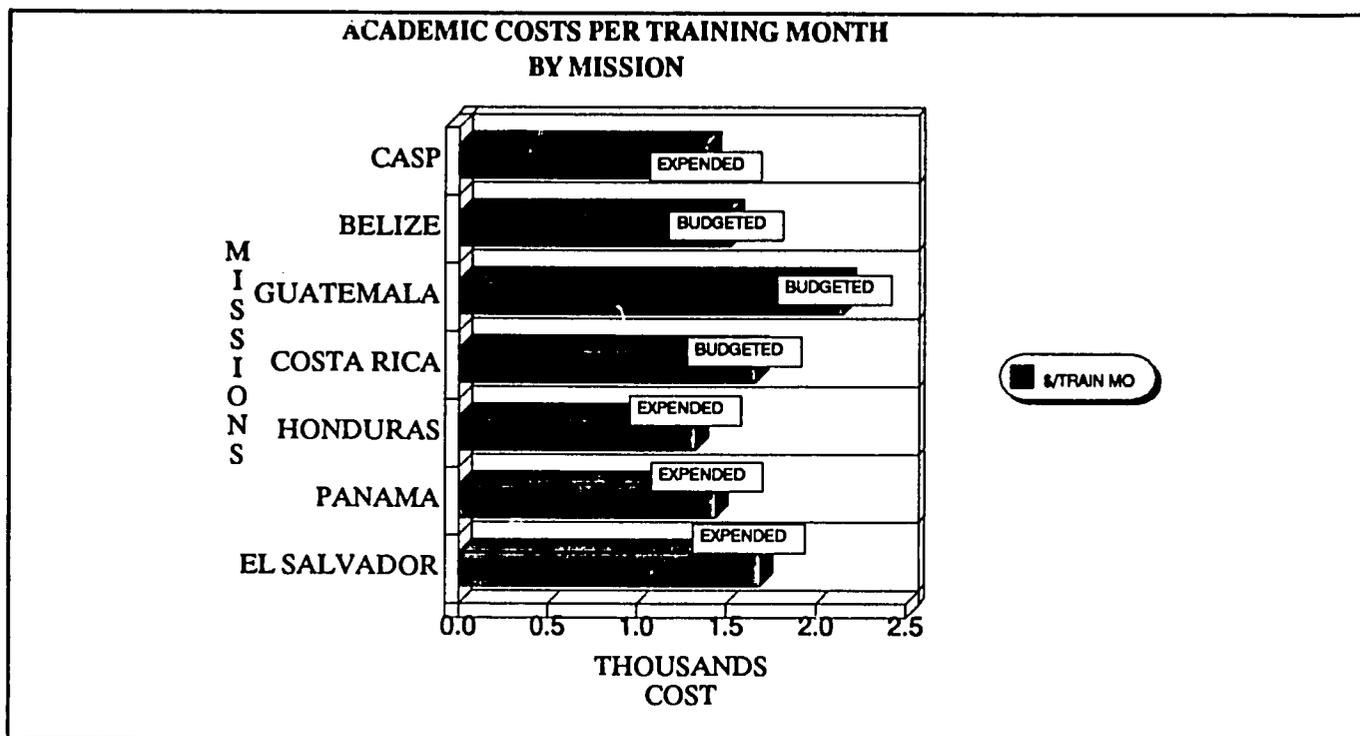


FIGURE 11

Many academic Trainees to date have been enrolled in community colleges, which helps maintain low costs. In this context, we may expect costs to rise somewhat as trainees enter four-year institutions.

Unlike technical training costs, academic-cost figures should be viewed with care since some of the costs (especially OITs) are budgeted and others are actual expenditures. OITs costs reflect total expected program costs while other contractors' costs are actual expenditures to date which may rise significantly over time. As Training Cost Analysis use expands, we can expect all costs to reflect actual expenditures.

RECOMMENDATIONS

The results of this Second Annual Report lead to a number of recommendations:

1. More awards should be given to women. To date, 36% of all awards have been to women. This is very close to the goal of 40%. Missions that have not reached their goals are: Honduras, El Salvador and ROCAP.
2. AID, contractors, and institutions must make greater efforts to determine the preparation of the group before the program begins and to adjust materials accordingly. From Trainee comments, we also know that most Trainees prefer a practical, rather than theoretical, training approach focused on a few specific topics.

3. Strategies must be sought to ensure a greater tie between U.S. life and culture and the returned Trainees in light of the fact that, overall, 65% of respondents report they maintained no links with the U.S. after their return to their home country.
4. LAC/DR/EST should continue using its working group to standardize TCA reporting formats and procedures for all contractors, Mission Project Officers, and Contract Officers. This effort by LAC/DR/EST will help alleviate confusion on the part of all parties regarding how cost data should be reported, when data should be delivered, and to whom. The working group should also address the use of TCA for management purpose (e.g., define issues such as the appropriate unit of analysis Project Officers should use to assess the cost of training as well as the frequency with which such assessments should be done).
5. LAC/DR/EST should closely monitor short-term training of less than one month to determine if it falls within the CAPS mandate. The Country Training Plan reviews and recent cable guidance clarifying the Agency policy vis-a-vis length of training are positive steps in guiding the Missions.
6. LAC/DR/EST should develop a strategy to highlight the need for follow-up, how it may be implemented and funded, and what activities prove to be successful. Many Agency managers may not focus on follow-up as an integral action related to project goals.
7. Attention should be paid to developing a training module for CAPS implementors to assist them in developing training requests that adequately describe the Trainees, their social context, and follow-up activities subsequent to the training.
8. Related to Recommendation #7, training should be provided to CAPS Mission staff that will enable them to develop clear instructions for contractor programming agents. CAPS implementors should understand the importance of receiving a Training Implementation Plan that contains at a minimum: 1) a discussion of how the proposed training relates to CAPS goals; 2) clear training objectives; 3) description of activities to be performed in order to reach objectives; 4) an evaluation plan that will monitor progress towards reaching objectives as well as final program outcome; and 5) possible follow-up activities in country.
9. LAC/DR/EST should continue its efforts to ensure that all Mission and field staff understand that considerable lead time is required to program and place Trainees. The standard already established by LAC/DR/EST is to allow contractors six months to program academic Trainees and three months to program technical Trainees. This standard should be enforced.
10. LAC/DR/EST should develop a concise official description of what it expects from the skills/training and Experience America programs. CAPS contractors should be required to distribute this statement to all training institutions and individuals who may become involved with the Trainees if they can be identified beforehand.
11. LAC/DR/EST should sponsor a symposium for experts, contractors, and Mission staff to review progress to date in realizing Experience America objectives and implementing alternative follow-up strategies.

CHAPTER 1

GENERAL INTRODUCTION

The purpose of this annual report is to review the accomplishments of the Central American Peace Scholarship (CAPS) project so that experience can serve as a source of guidance to decision makers. The premise of this report is that the process evaluation, which assesses program performance for FY 1987, must link performance data to goals and criteria set forth in the various documents that are the foundation of the program. Performance data are no more than numbers and percentages; their true meaning and relevance are to be determined by viewing the actual outcomes in light of the intended outcomes--those stated by policy makers and program planners. Comparing performance with project goals and guidelines serves not only to measure what has been attained but also to remind implementors of what their actions are supposed to accomplish.

The focus of Chapter One of this report is on the key documents that have guided program implementation. Chapter Two takes up the question of who has benefited from the program, and Chapter Three reports on how they have benefited. Chapter Four centers on a discussion of management issues. Program costs for FY 1987 are the subject of Chapter Five.

Introduction

Several documents provide the basis for implementation of the Central American Peace Scholarship project (CAPS). Two of these, the Kissinger Report and the AID Project Paper, set forth general objectives and guidelines applicable to the CAPS project in all countries where the project exists. The other documents, the Seven Country Training Plans (CTPs) for the six Central American countries and ROCAP programs involved in the project, offer country or context-specific interpretations of the general CAPS objectives and guidelines. An assessment of the project's performance must take all three documents into account as each contains information critical to the design and implementation of CAPS and provides the framework against which the project is to be evaluated.

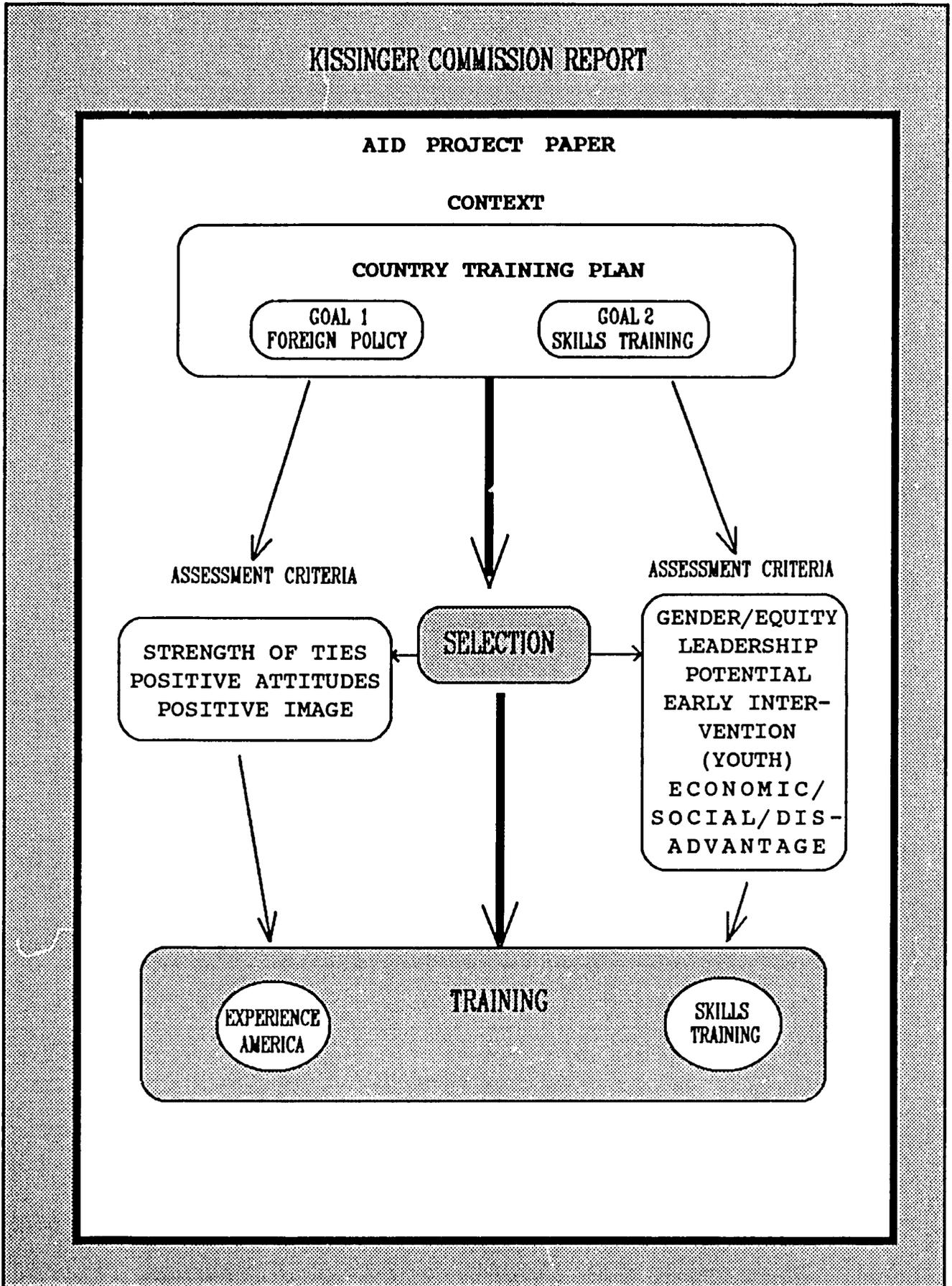
In this chapter we describe the assessment model used as the framework for evaluating the performance of the CAPS project. The model is based on the Kissinger Report, AID Project Paper and CTPs. The roles of the Kissinger Report and AID Project Paper are discussed in detail. Finally, we describe the role of Country Training Plans and the particulars of the CTP's for each of the six countries (Belize, Costa Rica, El Salvador, Guatemala, Honduras, and Panama) as well as the ROCAP program.

The Assessment Model

The purpose of this process evaluation is to assess the extent to which the goals for the CAPS project have been met. Figure 1.1 represents the assessment model used in this evaluation, showing the relationships of the major elements that influenced design of the CAPS project.

- At the broad policy level, the Kissinger Report specifies two major goals: (1) a foreign policy/democracy goal, and (2) a skills/academic training goal.
- At the level of project design, the AID Project Paper addresses further requirements for addressing the two goals.
- At the implementation level, the Country Training Plans for each country provide details of how each AID Mission planned to carry out the project within the unique needs and context of each country.

**FIGURE 1.1
ASSESSMENT MODEL**



The AID Missions have two basic tasks to perform in order to carry out the CAPS project:

- (1) Select project participants. Target groups include women and economically disadvantaged as well as youth, potential leaders, and those from rural areas.
- (2) Design the training program. Each program must incorporate both "Skills Training" and an "Experience America" component.

Each Country Training Plan addresses these two major tasks. The assessment model shows the kinds of assessment criteria that were used in the evaluation and how these relate to both the two project goals and the two Mission tasks. We analyze data from several sources to evaluate the effectiveness of the CAPS project.

The focus of this chapter, however, is on the documents themselves. Here we examine the requirements of the Kissinger Report and the AID Project Paper, in order to analyze how well the Country Training Plans address these requirements.

The Kissinger Report

The Caribbean and Latin American Scholarship Program (LAC II) and the Central American Peace Scholarship project (CAPS) result from a January, 1984 report prepared by the National Bipartisan Commission on Central America. That document is frequently referred to as the Kissinger Report. The central message of the report is that Central America's "crisis is real and acute, and the U.S. must act to meet it, and act boldly; that the stakes are large for the United States, for the hemisphere, and most poignantly, for the people of Central America". The Commission expressed the conviction that "political, social, and economic development goals must be addressed simultaneously".

However, the Commission recognized that the United States could not provide what is most vitally needed: "a positive Central American vision of the future, and a process for translating that vision into reality." The Commission felt that the vision and process could only be achieved by "engaging the initiative, the energy, and the dedication of the Central Americans themselves, with the cooperation of their allies".

The report strongly emphasizes that social and economic progress cannot be obtained without "providing access to that process for those who have not before been an integral part of it".

Ajit Kumar Singh, a development scholar, recently argued that development ultimately depends upon social mobilization rather than resource mobilization. He argues that problems develop when there is an attempt to assist with the developmental efforts of a country when the preoccupation of development planners is with economic advancement at the cost of the socio-cultural context. Socio-cultural relevance has been a missing link in development planning.

Three of the report's most important recommendations directly address the issue of socio-cultural relevance:

- the establishment of a program of 10,000 government-sponsored scholarships to bring Central American students to the United States,
- careful targeting to ensure participation of young people from all social and economic classes, and
- adequate preparation, such as English language training or necessary remedial academic work, in order to satisfy admission requirements for programs in the United States.

The Agency for International Development (AID) has been charged with implementation of the Caribbean and Latin American Scholarship Program (CLASP). It was recommended that AID establish a regional fund of \$225 million in grant assistance for the period 1984-1993 to provide training programs in the United States for selected individuals from the Caribbean and from Central and South America. The CLASP program is divided into two separate regional projects: (1) the Central American Peace Project (CAPS #597-0001), and (2) the Latin American and Caribbean Regional Training II Project (LAC II #598-0640). CLASP would train at least 10,000 Peace Scholars: The Central American Peace Scholarship (CAPS) would train 7,800 (later revised to 8,500) and 3,000 would be funded through USIA. In addition LAC II would provide U.S. scholarship opportunities to approximately 5,000 peace scholars through two additional projects: the Presidential Training Initiative for the Island Caribbean (PTIIC) and the American Peace Scholarship Program (APSP).

The CLASP Project Paper stipulates that the two projects would provide for training in the U.S. either long-term (largely academic) or short term (largely technical for professionals, blue collar workers, and others). The report further specifies that funds be provided to evaluate the projects.

CLASP is intended to incorporate four programmatic elements now known as the "foreign" policy or "democracy" objectives.

- CLASP candidates are to be selected on the basis of membership in specific leadership groups that are of special local concern, rather than on the basis of expected impact on more general development goals or objectives.
- CLASP Peace Scholars are to have an opportunity to experience America.

- CLASP Peace Scholars are to have an opportunity to share their culture and values with North Americans.
- CLASP Peace Scholars are to receive training that is seen as preliminary to the most important goals of the program: not only the application of training upon returning home, but provisions for continued contact leading to the development of strong friendship ties over time between individual Latin Americans and North Americans.

In view of these guidelines, each AID Mission is to develop selection criteria that takes into account the financial need of the individual; academic performance and leadership potential; membership in a USAID Mission-defined special concern group, such as women, rural and urban youth, indigenous populations, Blacks, or other minority group; the importance of the training to the development needs of the country; and the appropriateness of the training level to the requirements of the country.

Each Mission, according to the Kissinger Report, is to bear responsibility for day-to-day implementation. Funds are to be allocated from AID/Washington, D.C. to U.S. AID Missions on the basis of approved Country Training Plans (CTPs), which are updated on an annual basis. Missions can elect to use either AID's own internal participant programming structure or outside contractors. If outside contractors are used, however, Missions are required to justify contractor costs following Handbook 10 procedures.

Each Mission is to establish a screening and selection committee with in-country implementation of the program, including follow-up and evaluation activities after training. At no time is preselection or selection to be left in the hands of only one individual.

According to the Kissinger Report, the CLASP (CAPS and LAC II) project is conceptualized as primarily, people-to-people programs that focus on the "people" side of development. The underlying assumption of the CLASP project rests on the belief that people make the crucial difference.

Several characteristics distinguish the CLASP (CAPS, LAC II) program:

- First, the training that is provided recognizes the priority of the political, economic, and social development needs of the country. However, training is determined by the needs of the groups targeted by the AID Mission. Minimally, the targeted groups are the economically disadvantaged and women, as well as other identified special groups.
- Second, CLASP training has two components. The first, Experience America, clearly provides an exposure to U.S. culture. Its goal is to introduce participants to all phases of life in the United States --family, work, local government, etc. The second component, Skills Academic Training, emphasizes mainly short-term, nonacademic programs.

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- Third, CLASP training shall have a minimum of 20% long-term Academic Trainees, the remainder being short-term technical.
- Fourth, in CLASP long-term academic programs, preference is given to training undergraduate rather than graduate, unless graduate training is for special concern groups.
- Fifth, the primary focus of CLASP projects is on training programs that support the private sector, instead of programs that are development-project-related or public-sector-related.
- Sixth, AID is charged to look for ways to involve the sponsors in sharing costs.
- Seventh, the Missions are required, in light of U.S. legislation, to place ten percent of CLASP trainees in historically Black colleges and universities (HBCUS) and other minority institutions.
- Eighth, the CLASP projects are to allocate monies specifically for formative process evaluation and impact evaluation.

The Kissinger Report has identified goals and provides some direction for the CLASP program. The critical points of the Kissinger Report are summarized in Exhibit 1.1. However, more delineation of objectives and procedures has been needed to provide structure to the CLASP program. This has been accomplished through the AIDS-CAPS Project Paper.

The CLASP Project Paper

AID's CLASP Project Paper closely reflects the groups targeted in the Kissinger Report--70 percent economically disadvantaged and 40 percent women. Other target groups--rural and urban youth and ethnic minorities--have no percentages designated in either document. Thus, the final decisions are left to implementors at AID Missions. They have to decide what percentages to assign to targeted subgroups in accordance with demographic and social conditions existing in a given country.

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EXHIBIT 1.1

| | KISSINGER REPORT | CLASP PROJECT PAPER |
|-------------------------|--|--|
| POLICY EMPHASIS | <p>Program to have two components:</p> <p>1) Foreign policy/democracy objectives</p> <p>2) Technical training</p> <p>Foreign policy objectives:</p> <ul style="list-style-type: none"> -Trainees selected on basis leadership qualities and membership in specific groups of local concern. -Experience America. -Share own culture with Americans. -Follow-up activities to form continuing ties. | <p>Dual Objectives: Foreign policy and technical training</p> <ul style="list-style-type: none"> -Actual & potential leaders -Experience America -Share own culture with Americans -Follow-up activities to form continuing links. |
| CENTRAL STATEMENT | <p>Social and economic progress could only be obtained by providing access to those who have not previously been an integral part of it.</p> | <p>Experience America is an important component.</p> |
| TARGET GROUP | <p>Target population of young people in Central America from all social classes.</p> | <p>Targets to include: Youth; 70% economically disadvantaged; 40% actual and potential leaders; and special concern groups.</p> |
| SELECTION CRITERIA | | <ul style="list-style-type: none"> -Selection based primarily on financial need rather than on development objectives. -Criteria to meet foreign policy objective. |
| TYPE OF TRAINING | <ul style="list-style-type: none"> -5,000 4-6 year university. -5,000 2-4 year vocational technical. | <ul style="list-style-type: none"> -Primary emphasis on short term. -U.S. training to include varied exposure to U.S. life and customs. -Most important aspect of training is application of learning in home country and development of continuing ties. -Include as needed ELT and other remedial work. |
| IMPLEMENTATION GUIDANCE | <ul style="list-style-type: none"> -Total 10,000 Trainees. -Provide ELT and other remedial training. -Mechanisms to encourage Trainees to return home. -Arrangements for cost sharing. | <ul style="list-style-type: none"> -Each Mission to develop economic means test. -Screening process should be described in CTP. -Selection process should be described in CTP. -Thorough documentation of screening and selection process for each applicant. -Screening and selection to be conducted by a broad-based committee with strong non-governmental representation. -Final selection in hands of AID. -Funds earmarked for formative evaluation and implementation assistance. -AID to train 8,500. |

With regard to prescreening and selection procedures, the Project Paper stipulates the following:

- Each Mission is to develop an economic needs test.
- Trainees are to be selected on the basis of an economic needs test and not on the basis of development objectives.
- Final selection authority is to reside with AID.
- Each Mission is to establish a crucial screening and selection committee to exercise in-country implementation responsibility including follow-up activities after training.
- The screening process is to be fully described in the CTP.
- In general, screening is to be separated from selection, be conducted by broad-based committees with strong non-governmental representation, and not be placed in the hands of any one individual.

CLASP Project Paper's guidelines reflects the Kissinger Report goals:

- Peace Scholars should be programmed for specific activities that expose them to a broad cross-section of North Americans and provides them with an opportunity to learn and participate in a variety of events and activities at the family, local, state, and national level.
- U.S. training should actually be preliminary to the most important aspect of the program--the application of the training upon return home and the continued development of strong friendship ties over time between CAPS Trainees and North Americans.
- Peace Scholars should receive English language training (ELT) and remedial academic work if needed.
- Short-term training programs should be budgeted on an average of three months to allow Trainees to "experience" America.
- Undergraduate training need not necessarily have a degree as a major objective. One year of undergraduate training (that is, a junior year abroad, an associate level program, other certificate programs, and other programs less than four years in duration) should be sought.
- Use of one geographic area for all orientation, training, or exit programs should be avoided.
- Training for the private sector should take precedence over training for the public sector.

Country Training Plans

A Country Training Plan (CTP) guides the implementation of the CAPS project in a given country. CTPs offer a level of concreteness and specificity much greater than that of policy documents such as the Kissinger Report and the CLASP Project Paper. CTPs provide clear cut objectives and strategies to define Mission training programs.

At the time the project was first implemented (1985), Core Country Training Plans had not yet been written, and CTP tables from Missions to Washington had to fill the gap. It was during FY 86 that full-fledged documents, or core plans, were prepared. These were reviewed by AID/Washington which offered guidelines for strengthening the documents. The original project paper did not delineate Experience America adequately, and as a result the original CTPs did not specify this component. Since the inception of the CAPS project, AID/Washington has added additional emphasis to cost containment, follow-up, and Experience America. These began to appear in the FY 1987 CTPs. For the most part, core CTPs need not be rewritten for the duration of the project, although yearly updates are required. The FY 87 and FY 88 output targets (i.e. number of Trainees to be trained) have been updated by means of CTP cables. For the CAPS project, the FY 87 update was particularly important, as each Mission was encouraged to include its own agenda in light of experience gained during the first year or so of implementation.

A FY 1986 CTP review cable directed to all CAPS Missions offered a reaction to original CTPs. The areas in which nearly all of the original CTPs needed strengthening are as follows: (1) specification of a strategy to counter Soviet Bloc influence in the Country; (2) elaboration of clear training objectives instead of a list of categories of training; (3) statement of a clear sense of the estimate of resources needed to fulfill the training objectives; (4) plans for observance of the Gray amendment; (5) plans for follow-up of returnee participants; (6) information concerning management of participant training, i.e., functions to be performed by contractor and at what costs; and (7) plans for possible cost reductions.

Policy implementation is an evolving process, and its dynamic nature is best appreciated by noting modifications or updates across the life of the program. The present report, while focusing on FY 87, looks both backward and forward in time--back to the CTP cables and core CTPs written from FY 85 through FY 87 and ahead to the FY 88 update as well.

Apart from their value for AID/Washington, documents such as CTPs play an important role in process evaluation. On the one hand, they provide specificity in the articulation of objectives, which facilitates comparison between anticipated and actual outcomes. On the other hand, the CTPs themselves can be studied with regard to clarity in articulating the policy goals issued from Congress and AID. The general, and sometimes vague, policy statements have to be made concrete if they are to facilitate Mission-level decision making and also serve as the standard against which to compare outcome data.

The next part of this chapter summarizes the Country Training Plans according to (where applicable): general goals, specific objectives, target groups, recruitment, selection, economic means test, training programs, output targets (excluding CASP, ROCAP, and Arkansas), innovative planning, remedial preparation, ELT, predeparture preparation, other provisions and follow-up. Subsequent CTP review cables from AID/Washington offered suggestions for strengthening the FY 87 updates. The major points addressed in the cables are listed at the end of each CTP summary under the heading "AID/Washington CTP Review."

The Country Training Plan Matrix shown in Exhibit 1.2 provides a synopsis of the CTP summaries that follow. (Please note that not all categories listed along the vertical axis of the matrix are applicable to all countries. Original CTP tables, core CTP's, as well as Fy 1987 updates were used in creating the matrix.)

COUNTRY TRAINING PLAN MATRIX: FY 87

| | BELIZE | COSTA RICA | SALVADOR | GUATEMALA | HONDURAS | PANAMA | ROCAP |
|---------------------------|--------|------------|----------|-----------|----------|--------|-------|
| GENERAL GOALS | | | | | | | |
| Experience Amer. | ○ | ● | ○ | ● | ○ | ● | ● |
| Skills Training | ● | ● | ● | ● | ● | ● | ● |
| SPECIFIC OBJ. | | | | | | | |
| Experience Amer. | ○ | ● | ● | ● | ○ | ○ | ● |
| Skills Training | | ● | ● | ● | ● | ● | ● |
| TARGET GROUPS | | | | | | | |
| Women | ● | ● | ○ | ● | ● | ● | ● |
| Disadvantaged | ● | ● | ● | ● | ● | ● | |
| Rural | ● | ● | | ● | ○ | ● | |
| Youth | ● | ● | | ● | ● | ● | |
| Indigenous | ● | ● | | ● | ● | ● | |
| RECRUITMENT | | | | | | | |
| Procedures | ○ | ● | ● | ● | ● | ● | ● |
| Local Intermed. Orgs. | ● | ● | ○ | ● | ● | ● | ● |
| Peace Corps | ● | | ● | ● | ● | ● | |
| Varies with target pop. | ● | ● | ● | ● | ○ | ● | |
| SELECTION | | | | | | | |
| Procedures | ○ | ● | ● | ● | ● | ● | ● |
| Women | ● | ● | ○ | ● | ○ | ● | ● |
| Disadvantaged | ● | ● | ● | ● | ● | ● | ● |
| Leadership | ● | ● | ○ | ● | ● | ● | |
| Predeparture outselection | | | | ● | | ● | ● |
| Indigenous | | | | ● | | | |
| Academic Grade Point Avg. | | ● | | ● | ● | | |
| Differential Means Test | ○ | ● | ● | ● | ● | ○ | |
| Private Sector | | ● | ● | ○ | ○ | | |
| Youth | | ● | ● | ○ | | ● | ● |
| TRAINING PROGRAMS | | | | | | | |
| Experience America | ○ | ● | ○ | ● | ● | ○ | ● |
| Short-term | ● | ● | ● | ● | ● | | ● |
| Long-term | ● | ● | ● | ● | | | ● |
| Priority areas | ● | | ● | ● | ● | | ● |
| Innovative Planning | | | | ● | | | |
| - Experience America | ● | ● | ● | ● | ● | ● | ● |
| - Skills training | ● | ● | ● | ● | ● | ● | ● |
| Remedial prep. | ○ | ○ | ○ | ● | ● | ● | ● |
| ELT | | ● | ○ | ● | ● | ● | ● |
| Spanish Training | | | ○ | ● | ○ | ● | |
| Predepart. home stay, etc | ● | ● | | | ○ | | |
| Follow up | | | | | | | |
| Exit Orientation | ○ | ○ | ● | ● | ● | ● | ● |
| Newsletters, etc. | ○ | ○ | | ● | | ● | ● |
| Alumni Groups | ○ | ○ | | ● | | ● | |
| Follow-up training | | | | ● | ○ | ● | ● |

● GREAT DETAIL ● SOME DETAIL ○ LITTLE DETAIL

NOTE: No significance should be attached to blank spaces because the category may not be relevant for a given country.

Summaries of Country Training Plans

BELIZE

GENERAL GOAL: The Mission's goal for training in Belize under the CAPS project is to lessen constraints to economic growth by focusing on economic stability measures, agricultural diversification, export promotion, infrastructure development, and development training of selected human resources.

SPECIFIC OBJECTIVE: The central objective of the CAPS project is to increase the number of U.S. trained individuals from socially and economically disadvantaged groups in Latin America--recognizing that the political benefits of the program are in countering the increasing Soviet Bloc training efforts in the region.

TARGET GROUP: People of low socioeconomic status; forty (40%) of Trainees should be women; rural poor; indigenous; Black and other ethnic populations in rural Belize; and influential citizens and opinion leaders from all walks of life. Youth will not make up a large proportion of the regular programming but are to be accounted for through supplemental funding.

RECRUITMENT: Recruitment is to vary according to the target group.

In the case of the socially and economically disadvantaged the scholarship opportunities will be widely advertised by radio and newspaper in the rural districts.

- The Mission also will work through Peace Corps volunteers and private voluntary organizations in identifying candidates from rural areas.
- Identifying youth is not difficult because 57 percent of the population is under 19 years of age. To target poor rural youth the Mission will contact secondary schools and obtain names of former scholarship recipients as possible candidates. (Being a former scholarship student in Belize is an indication of low socio-economic status.)
- Meeting the target of 40 percent women is not difficult. The same procedures as for identifying youth will be utilized.

SELECTION: The Belize Mission believes that if the target group is low socioeconomic status, the counterpart requirement (matching of funds) is inappropriate, and in some cases, counterproductive. It is recommended that there be a waiver of this requirement. The selection process will consist of two levels of review with the final decision resting with the Mission's Selection Committee.

ECONOMIC MEANS TEST: In defining "socially disadvantaged" for Belize, it is apparent that ethnic grouping, locality, and family structure are associated with unequal access to education and professional opportunity. The poverty line is estimated at \$7,000 for a family of four. The majority of the rural residents fall into this category. Many rural poor are unable to attend secondary school; the government of Belize awards scholarships for books, board, and lodging to students who have a grade point average of 90 percent or above and are socially disadvantaged.

TRAINING PROGRAM: There are two broad categories of training, long-term and short-term. However, the main focus is on short-term training. Key aspects of the training program are highlighted below.

- Long-term training will focus on the education sector (especially postsecondary level) and on the private sector (in the areas of management, economics, finance, and tourism).
- Short-term training will encompass all sectors of the Belizean economy. The two components of the CAPS Project, Experience America and Skills Training, will be realized primarily through short-term training.
- The Experience America component will be accomplished with two weeks of observation and on-the-job training and the opportunity to participate in "small town" America.
- Skills Training will include approximately four weeks of academic work within a U.S. university.

OUTPUT TARGETS: The projected output targets for FY 87 were 13 for long-term training and 115 for short-term training.

REMEDIAL PREPARATION: Remedial courses to upgrade reading comprehension and writing skills will be offered for the long-term academic Trainees.

ELT: No English language training will be offered because English is the official language of Belize.

PREDEPARTURE PREPARATION: Orientation will cover U.S. customs and attitudes, technology, and the U.S. political system. For academic Trainees the U.S. system of higher education will be described.

INNOVATIVE PROGRAMMING: An example of innovative programming to be encouraged is two six-week courses for nurses, one in maternal and child care and one in neonatal care, designed to reinforce the community leadership role that nurses play in rural areas.

FOLLOW-UP: The follow-up aspect of the project is designed to: (1) ensure that returned participants use their training as planned; (2) assist returned Trainees in reinforcing, extending, and transmitting to others the technical and managerial knowledge and skills acquired during training; and (3) strengthen the bonds of friendship between Belize and the U.S. (Recommended activities include site visits, alumni clubs, professional linkages, and annual gatherings of returned scholars.)

AID/Washington CTP Review: In FY 1985 the Mission in Belize was asked to more adequately address the Soviet Bloc training section, to develop specific economic needs criteria, and to provide a more fully developed follow-up program.

COSTA RICA

GENERAL GOALS: There are two general goals that guide the Costa Rica CAPS project. The first is to contribute to the maintenance of peace in the region by strengthening democratic leadership linkages between Costa Rica and the United States. A second is to contribute to the improvement of the Costa Rican economy via varied technical and professional training offered primarily to the private sector and those entities that serve it but offered to a lesser extent to the public sector.

SPECIFIC OBJECTIVES: The objectives of the CAPS program in Costa Rica are keyed to: (1) broadening democratic linkages with the U.S. by emphasizing the inclusion of actual and potential leaders from a wide spectrum of Costa Rican society; (2) expanding the focus of the Mission's training activities from the long-term academic scholarships in AID's traditional areas of interest to training in new fields; (3) providing for a more equitable participation of individuals who would otherwise be unable to study in the U.S.; (4) increasing the participation of the rural population; (5) responding to the training needs of Costa Rica during its reorientation toward an export-led economy while improving the productive and marketing capabilities of the agricultural and other natural resources sectors; and (6) contributing to the institutional strengthening of private sector organizations in a wide variety of fields.

TARGET GROUPS: People who are socially/economically disadvantaged; 40 percent of Trainees should be women; rural populations; members of minority groups (specifically, the Black population from the province of Limón and various Indian groups); actual and potential leaders.

RECRUITMENT: The Mission has identified 30 institutions that can participate in identifying, recruiting, and screening candidates. These institutions will send a short list of candidates to USAID/CR for final selection. Intermediary institutions are to be used because they have in-country networks and some have comparable organizations in the United States that could be useful for placement.

SELECTION: Selection will be based on:

- leadership potential/experience for all candidates;
- work experience (in the case of short-term training);
- academic record (in the case of academic training);
- preference for rural background, financial need, and letters of recommendation.

Selection will remain in the hands of USAID/CR.

ECONOMIC MEANS TEST: Financial need is a primary criterion for selection; however, the Mission believes that it is not wise to apply the same economic means test to all target groups. Therefore, the Mission will use separate measures of financial need for each program. The counterpart requirement is to be met by using local currency ESF funds up to 25 percent. The funds are to be used for airfare, medical examinations, in-country English language training, etc.

TRAINING PROGRAMS: Both short- and long-term training will include an Experience America component to be realized through homestays and other face-to-face activities. Skills/Technical Training will include four programs. The first program is short-term and consists of (1) attendance at existing courses given by U.S. institutions, (2) participation in an individually tailored course at a U.S. institution, and (3) observation travel, and participation in seminars and workshops connected with the field of interest including travel in the U.S.. The second program, the high school program, is regarded as a short-term technical program. Finally, the undergraduate and the graduate programs are long-term and academic.

OUTPUT TARGETS: The projected output targets for FY 87 were 300 technical Trainees and 47 academic Trainees.

INNOVATIVE PROGRAMMING: The Costa Rica CAPS project is to focus on non-traditional types of programs such as short-term training courses for journalists, ballet dancers, rural firefighters, and women community leaders from rural areas. In the academic areas as well, the Costa Rica CAPS project is to permit the candidates to pursue non-traditional project-related programs.

REMEDIAL PREPARATION: If justified, remedial courses in areas other than English language are to be provided in-country at the time of language training, although little need is anticipated.

ELT: In-country English language training will consist of at least one week of survival English for short-term Trainees and up to intermediate-level English for long-term Trainees.

PREDEPARTURE PREPARATION: predeparture orientation will be offered for both long- and short-term Trainees, including in-country homestays with American families during English language training.

OTHER PROVISIONS: Where economic resources are limited, family support is to be provided during the Trainee's absence.

FOLLOW-UP: All Trainees will participate in an evaluation feedback session. An association of returned participants is a possibility under study. No other specific follow-up activities are described in the FY 87 plan, but the Mission is studying alternatives.

AID/Washington CTP Review: In FY 1987 the Mission in Costa Rica was asked to provide greater specificity in selection criteria for major categories of scholars, in identification of intermediaries, in discussion of the screening process, and in the selection criteria employed by intermediaries. They were also reminded of the need to press for increasing percentages of undergraduate scholars.

EL SALVADOR

GENERAL GOAL: The overall goal of the CAPS project is to contribute to the formation of more effective manpower resources, thereby ensuring the leadership and technical skills needed for progressive, balanced, and pluralistic development of selected Central American countries.

SPECIFIC OBJECTIVE: The purpose is to increase the number of U.S. trained public and private sector individuals, especially the socially and economically disadvantaged, at the planning, implementation, technical, and administrative levels. The purpose is also to provide training for those with leadership capabilities and those from lower-income groups, as well as to provide U.S. training opportunities to Salvadoran individuals from a broad spectrum of Salvadoran society in order that they become favorably disposed to the U.S..

TARGET GROUPS: People of low socioeconomic status (no percentages reported); high percentage of women (no specific percentages reported); local leaders; and private sector workers. The Mission sent a cable to AID/Washington in June 1985 arguing against the application of too stringent economic means criteria.

RECRUITMENT: The screening and preselection work will be based on a ranking of the candidates using a matrix and a point system and employing preselection criteria developed by the Mission for each of the four target group categories.

SELECTION: The Mission has developed two sets of criteria to guide the candidate selection process. One set is to apply to all scholarship requests/candidates and another is to apply to the scholarship requests of specific program components. The general criteria for all program components are as follows:

- (1) The candidate must be a citizen and living in El Salvador at the time of application, screening, and selection.
- (2) Proficiency in the English language is not a prerequisite.

Selection criteria specific to certain groups are as follows:

- (1) The disadvantaged should have a better than average academic grade point average and demonstrate economic need; and preference is to be given to development-related areas.
- (2) Candidates who are local leaders should be in a position, or have the potential, to influence a political or development goal or activity.
- (3) Candidates who are private sector workers should be employed in the private sector or have assurance of employment in the private sector. Preference is to be given to persons employed as production line workers, technicians and supervisors, or managers in small and medium-sized firms, or as production line workers, technicians, or supervisors in large firms. In addition, preference is to be given to firms willing to contribute to the counterpart costs of training and--at minimum--to payment of salaries of scholarship candidates.
- (4) Candidates who are in public administration should be employed in managerial/decision-making levels and, preferably, working in agriculture, health, education, public works, or economic planning and having career status in the civil service of the government of El Salvador.

ECONOMIC MEANS TEST: Preference is to be given to students with family income of up to \$500 a month in the local currency. Special justification, such as leadership potential, in addition to criteria specifically discussed above in the SELECTION section, are to be required for any candidate having a family income over the local currency equivalent of \$500 a month.

TRAINING PROGRAMS:

- Long-term training usually will be two years of academic/technical training leading to an Associate of Science degree plus one year of ELT. Major areas of specialization include computer sciences, business administration, agribusiness administration, agricultural machinery repair and maintenance, electronic equipment repair and maintenance, and construction trades supervision.

- Short-term training will focus on agrarian reform, local leaders (mayors), and small entrepreneurs.
- The Experience America component will focus on smaller rural U.S. communities that offer Trainees ample and varied experiences and contacts with American families in the U.S..

OUTPUT TARGETS: The projected output targets for FY 87 were 104 academic Trainees and 120 technical Trainees.

INNOVATIVE PROGRAMMING:

- A contract with a Louisiana consortium includes "Experience America" elements and strengthens the linkages that Louisiana has with El Salvador through "Partners of the Americas" at low costs.
- Emphasis is to be given to nontraditional courses such as construction management, agricultural machinery repair, and computer sciences.

ELT: English language training will be provided.

PREDEPARTURE PREPARATION: Predeparture orientation is to be provided.

FOLLOW-UP:

- Pre-exit leadership training workshop will be offered.
- Re-entry job placement service will be offered for disadvantaged Trainees in long-term program.

AID/Washington CTP Review: In FY 1987 the Mission in El Salvador was asked to address more fully a Trainee follow-up program. Acknowledgement was given for the Mission's targeting of the disadvantaged; and it was suggested that the Mission make a judgment as to how its economic needs criteria were working.

GUATEMALA

GENERAL GOALS: The CAPS project is consistent with the Mission's longer-term development strategy in advancing both growth with equity for all Guatemalans and the promotion of a more vigorous private sector to underwrite future growth and democracy prospects.

SPECIFIC OBJECTIVES: The principal purpose of the CAPS project is to promote democratic processes and to counter direct Soviet Bloc efforts in the region by reducing the exploitable conditions that give them the opportunity to promote their ideas and interests.

TARGET GROUPS: Women, indigenous populations, and economically/socially disadvantaged especially among the rural population are targeted to be served.

RECRUITMENT: Technical committees will be charged with dissemination of publicity and information on the training program to interested institutions or individuals, as well as with recruitment of candidates. Recruitment is to conform to the skills-training design in the general subject areas of scholarship concentration. An example would be short-term scholarships for representative rural officials, such as mayors and local council members. An intermediary institution, INTECAP, will be used for recruitment and follow-up activities. The Mission also is to use regional extension centers of the major universities to identify some candidates from the principal target groups.

SELECTION: Selection criteria include:

- Different criteria will apply for different target groups, such as rural and marginal urban, public sector employees, etc.
- A special academic attainments (compatibility) test will be used for short-term candidates to ensure homogeneity of groups.
- Two more general academic attainments tests will be used, one for elementary levels one to three and the other for levels four to six.
- Biographical data forms will be used to provide indications of an individual's capacity to absorb training as well as other important information.

ECONOMIC MEANS TEST: The Guatemalan tax system establishes what may be considered a bare minimum for living (Q1,800,000 or below). Even income up to Q5,000,000 are in fact barely enough for subsistence. Trainees are to come primarily from families living near or below the poverty level.

TRAINING PROGRAMS:

- Experience America component: Each scholarship offering is to be combined with significant exposure to the democratic process and activities that characterize daily life in America.
- Skills training: The programs designed for scholarship concentration are those that currently suggest themselves as most compatible with the generally low-income, low-education, and rural backgrounds of the target groups. The general areas of scholarship concentration include:
 - (1) strengthening of democratic process with scholarships to rural officials;
 - (2) enhancing Indian leadership and administration in indigenous areas;
 - (3) upgrading skills of personnel charged with the collection, analysis, and application of statistics (particularly in rural areas) as well as more general public administration skills;

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- (4) promoting exportation through specific short-term courses;
- (5) upgrading business, managerial, and technical skills;
- (6) improving the administration of rural (primary) education;
- (7) upgrading faculty in higher education and enhancing their role as a leading force; and
- (8) promoting better administration of public health.

OUTPUT TARGETS: The projected output targets for FY 87 were 50 academic Trainees and 1,000 technical Trainees.

INNOVATIVE PROGRAMMING:

- The Groups-in-Spanish model is to be employed for some short-term training. For these groups training is provided exclusively in Spanish because more than 50 percent of the population is composed of indigenous persons for whom even Spanish may be a second language. The use of Spanish during training maximizes the number of possible applicants.
- A special in-country Rural Scholarships Program (coordinated with the Del Valle Program) funded by CAPS is to provide two-year remedial courses to qualify long-term candidates for undergraduate scholarships.
- Priority training areas are specified so that U.S. contractors can better research appropriate training sites and better place Trainees.

REMEDIAL PREPARATION: A special two-year remedial program is provided to identify and upgrade skills (especially in math and science) of long-term academic Trainees.

ELT: English language training is offered in -country prior to departure and in the U.S. for long-term candidates.

SPANISH TRAINING: Groups in Spanish will be the model for some short-term training so as to reduce language and culture shock problems, as described above.

PREDEPARTURE PREPARATION: Predeparture orientation will be provided.

OTHER PROVISIONS:

- Cost sharing of travel costs by participant or host country sponsor will be waived.

FOLLOW-UP:

- An evaluation will be carried out in order to test impact against political and development objectives.
- Collaborating institutions will provide feedback on progress to date.

AID/Washington CTP Review: In FY 1986 the Mission in Guatemala was asked to more adequately address the Soviet Bloc training section, to elaborate on its economic needs criteria, and to provide a more fully developed follow-up program.

HONDURAS

GENERAL GOALS: The Mission program strategy is to help the government of Honduras (1) stabilize the economy and decrease social pressures from rising unemployment and (2) progressively increase investment in long-term development.

PURPOSE: to contribute to the formation of more effective manpower resources in Honduras.

SPECIFIC OBJECTIVES: The specific objectives of the CAPS project are to increase the number of U.S.-trained public and private sector individuals at the planning, technical, implementation, and managerial levels and to increase the number of U.S. trained workers from socially and economically disadvantaged classes.

TARGET GROUPS: Targeted groups include socially/economically disadvantaged; youth; women; indigenous; Blacks; and other ethnic groups.

RECRUITMENT: In general, intermediary institutions such as local cooperatives and the federation of farmers, will be used for recruitment and prescreening. These agencies are to present a short list to AID for final selection. USIA is expected to use the Peace Corps. Application forms will not be distributed freely. In the case of the high school program, secondary public and private schools are to be contacted.

SELECTION: Trainees will be selected from groups of low socioeconomic status, leadership potential, superior academic achievement, and the potential to be effective social multipliers upon return. Out-selection will take place during the remedial in-country and English language training.

ECONOMIC MEANS TEST: The test was developed by an outside contractor and involves a competitive scoring procedure. The upper limit for eligibility is a family income of Lps. 7,500. However, there will be different means requirements for different programs: short-term, Lps. 500-1,500 per family; A.A. level, 500-3,000; B.A./B.S. level, 500-5,000; M.A. level, 500-7,500. A 9 percent inflation rate will be applied for each case per year. When adding an inflation rate of 9 percent, the upper limit is Lps. 8,175. If a candidate's family income exceeds the amount stipulated by the economic means test requirement but he/she has leadership potential, he/she may be selected and offered a partial scholarship.

TRAINING PROGRAMS: Based on the country's development needs, the following priority areas have been identified: agriculture; export promotion; small business development; education; health and population; housing; and public administration. Both short-term skills/technical training and academic training are to be fit into priority areas first. Youth high school programs for the economically and socially disadvantaged are to be emphasized.

OUTPUT TARGETS: The projected output targets for FY 87 were 130 academic Trainees and 290 technical Trainees. (These figures do not include the Georgetown/CASP and Arkansas programs.)

INNOVATIVE PROGRAMMING:

- Residential Programs in-country for two years to provide remedial training for academic candidates.
- Partial scholarships for middle class candidates with leadership potential.
- Spanish enhancement for indigenous groups for whom Spanish is a second language.
- Puerto Rico placement for short-term training.

REMEDIAL PREPARATION: In-country remedial courses will be offered in mathematics and physics.

ELT: Predeparture English language training will be offered.

OTHER PROVISIONS:

- Maintenance allowances and income replacement stipends will be provided as needed.
- ESF counterpart funds will be used as needed.

FOLLOW-UP: Follow-up is to include pre-returnee orientation (conducted by the contractor) and exit interviews.

AID/Washington CTP Review: In FY 1986 the Mission in Honduras was asked to amplify the Soviet Bloc training section, provide information on the effectiveness of proposed economic needs criteria (which were deemed to be well developed), and provide a more fully developed follow-up program.

PANAMA

GENERAL GOALS: The Mission proposes to use CAPS funds to promote democratic values, strengthen bonds with the U.S., and contribute to Panama's political, social, and economic development.

SPECIFIC OBJECTIVES: Objectives of the project are to directly counter Soviet Bloc influence in Panama and, as far as consistent with the first objective, to further the development process.

TARGET GROUPS: The major target groups in Panama are not the poor but the blue collar working class and the aspiring middle class. There are three categories of targets: influential professionals; other opinion leaders; and key development personnel.

RECRUITMENT: Recruitment for four-year undergraduates will receive widespread promotion, including media coverage, etc.. In other cases, local committees will assist in recruitment and pre-screening.

SELECTION: Highest value will be given to leadership potential; degree of economic and social disadvantage; academic or professional talent; interest or participation in activities with a significant development impact; and geographic distribution (outside Panama City and Colon).

ECONOMIC MEANS TEST: The average income for a family of five is \$728 per month for Panama City and \$423 outside Colon and Panama City. In the case of middle class "leaders" or "opinion leaders," the monthly family income cut-off points will be \$2,500 for Panama City and \$1,500 for Colon. Anyone having income above these levels would not qualify. Other factors used to establish financial need include place of residence, parents educational levels, parents' type of employment, and the number of working adults in the family. Indigenous, Black, and female populations would receive points for both social and economic disadvantage.

TRAINING PROGRAMS:

- Three types of training will be provided: (1) standard, short-term training for specific groups such as English teachers and student leaders, can be repeated periodically (e.g., once each year.); (2) individualized short and long-term training designed to foster attitudes favorable to the U.S., to democratic values, and to the free market system; and (3) four-year undergraduate programs which will be individualized rather than packaged. Preference will be given to students wishing to major in the priority fields of study.
- For the Experience America component, if time permits, all short-term training is to include a visit to Washington D.C.--to Congress and other sites selected to leave the participants with strongly favorable impressions of the U.S. Examples of other Experience America activities include: Rural youth and their teachers living with U.S. farm families and, in some cases, attending high school for 8 months. Politicians are to be sent for 3 or 4 weeks to observe the functioning of U.S. Congress and state legislature and election campaigns.

INNOVATIVE PROGRAMMING:

- Academic Trainees will receive extensive remedial training.
- Union leaders will receive short-term training.
- Indigenous groups will visit model community action programs among U.S. indigenous and ethnic groups.
- Politicians and legislators will observe U.S. Congress and state legislatures and election campaigns in operation.
- Community action and youth group leaders will contact and observe comparable U.S. groups in action.
- Panamanian sponsors will counsel undergraduate students and assist them in maintaining ties with the home country.
- Room and board will be provided in Panama City during ELT and predeparture orientation.

ELT: One year of English language training will be offered to Academic Trainees.

PREDEPARTURE PREPARATION: Cross-cultural orientation will be included.

FOLLOW-UP: Follow-up activities will include:

- Exit evaluations, questionnaires, and career counseling.
- Periodic informative newsletters and bulletins sent to students.
- Periodic Trainee meetings to set up alumni associations.

- Reinforcement of the Panamanian sponsorship component to develop and support ties within Panama and between Panama and the U.S.

AID/Washington CTP Review: In FY 1986 the Mission in Panama was commended on its outstanding program and innovative sponsorship idea. The Mission was asked to review its economic needs criteria with attention to making more explicit the degree of flexibility afforded.

ROCAP

GENERAL GOAL: The goal of the five-year ROCAP CAPS project is to upgrade the training capabilities of national training institutions, colleges, and universities in the critical development areas of vocational agricultural education, health and nutrition, and business and public administration.

SPECIFIC OBJECTIVE: The purpose of the program is to provide quality short- and long-term training to staff and faculty of national training and educational institutions, including organizations that train their own staff and memberships such as cooperatives, small business associations, and nonprofit organizations, especially those that serve target groups of low income.

TARGET GROUPS: People targeted include those of low socioeconomic status; 40 percent women; public sector auditors; public sector fiscal managers; and secondary school vocational agricultural education administrators, teachers, or supervisors.

RECRUITMENT: Intermediary agencies such as INCAE, ICAITI, ZAMORANO, INCAP, and other regional educational institutions, small business associations and nonprofit organizations that need to train workers will be involved in recruiting candidates.

SELECTION: Selection will be based on low socioeconomic status, the target of 40% women, and other development needs of the region.

TRAINING PROGRAMS: Both short-term and long-term training will include an Experience America component to be realized through homestays and other face-to-face activities such as visits to council meetings, small farmer organizations, and local community groups. Both short-term and long-term programs will focus on Skills Training. Short-term Skills Training programs will be of four months duration. The long-term programs will provide two years of undergraduate training for transfer students, so that they may finish a B.S. degree from a U.S. institution. This will be accomplished through agreements with certain U.S. universities.

OUTPUT TARGETS: The projected output targets for FY 87 were 75 vocational agricultural education (short-term); 10 vocational agricultural education (long-term); and 125 public fiscal managers.

INNOVATIVE PLANNING: Examples of innovative planning for short-term Skills Training include:

- a course will be provided for vocational agricultural education administrators, teachers, and supervisors;
- selection of trainees is to be done early in the year to allow for three months of in-country ELT;
- the actual CAPS project is to be of four months duration--one month at the Pan American School of Agriculture (El Zamorano) and three months in the United States;
- the emphasis at Zamorano is to provide an opportunity to work with the school's staff in whatever area of agricultural education the participants may choose. Orientation in preparation for the U.S. portion of the training is provided;
- the activities at Zamorano will be conducted in Spanish except for one period of ELT a day;
- the first part of the U.S. experience will be in an intensive ELT program combined with cross-cultural orientation. The following six weeks will be at a U.S. university/institution where Trainees will receive a detailed orientation of how vocational agricultural teachers and agricultural extension agents are trained as well as visits to several secondary vocational agricultural schools in the area.

ELT: All scholars are to receive in-country ELT and more advanced ELT in the U.S. All scholars must attain an adequate level of conversational English prior to leaving for the U.S.

PREDEPARTURE PREPARATION: Predeparture orientation will cover U.S. customs and attitudes.

FOLLOW-UP:

- Regional institutions will be involved in follow-up for CAPS activities.
- Trainees will have a two-day debriefing and evaluation activity.
- There will be one seminar per year to review how the ideas and skills acquired from CAPS training are being applied as well as to present certain aspects of U.S. culture via movies, speakers, etc..
- In addition, there is to be a monthly newsletter to provide information on developments in agricultural education as well as items promoting the U.S. way of life.

- Part of the subcontract with Zamorano will be to provide up-dated articles for inclusion in the bulletin..

AID/Washington CTP Review: In FY 1985 it was suggested that ROCAP elaborate on the economic needs criteria, focus more on follow-up activities, and concentrate on awarding more undergraduate scholarships.

In FY 1986 it was suggested that ROCAP provide more information about the intermediary institutions and how CAPS will impact on them.

In FY 1987 ROCAP was asked to develop an economic needs criteria for selection.

SUMMARY AND CONCLUSIONS:

Exhibit 1.3, the Country Training Plan Matrix, provides an overview of the contents of the CTPs (including the ROCAP plan). The list of elements is organized according to the categories in the preceding CTP summaries. It should be noted that not all elements listed along the vertical axis of the matrix are applicable to all countries. The Matrix reflects original CTP cables and core CTPs along with FY 87 updates.

An analysis of the contents of a CTP can help the implementors of a CAPS program examine whether their program is addressing the objectives set forth by the Kissinger Report and the AID Project Papers. Likewise, an overview such as that in Exhibit 1.3 can be used to review the success of the CAPS program as a whole in meeting its objectives. This is a vital step in the evaluation of CAPS because there is no point in measuring outcomes based on program goals unless the CTPs in fact address those goals

The two major program components, Skills Training and Experience America, are discussed in all seven CTPs, though in a variety of contexts:

- **Skills Training.** All CTPs include a discussion, in great detail or some detail, under general goals, and almost all under specific objectives. All programs offer a Skills Training component within their short-term programs, and four offer Skills Training under their innovative planning approaches.
- **Experience America.** All CTPs discuss the Experience America component under innovative programming approaches. It is also discussed under general goals within three CTPs, under specific objectives within three others, and under training programs in still another three CTPs. The CTPs from Costa Rica and Guatemala include the most detail on this component, while the CTPs from Belize, El Salvador, and Honduras offer the least detail.

As for target groups, all seven CTPs provide a detailed discussion of their plans for the disadvantaged. Indigenous populations and women are discussed in great detail or some detail in five of the CTPs, while youth and rural populations are addressed in four CTPs and three CTPs, respectively.

Recruitment procedures are discussed in some detail in five of the plans. Use of local intermediate organizations is described in four, with use of the Peace Corps specified in three. All the CTPs make at least some mention of varying their recruitment strategies according to the target population.

All seven CTPs offer great detail or some detail on their selection strategies for the disadvantaged, and five discuss the importance of leadership potential in selecting candidates. Four discuss details of their recruitment strategies for women, and four discuss their use of a differential means test. Only three describe selection strategies for youth, two for the private sector, and one for indigenous populations. Three discuss the requirement of an academic grade point average, and two mention predeparture out selection.

The elements of the training programs themselves are varied. All seven CTPs offer great detail or some detail on their plans for short-term training and on the five Experience America components within their innovative planning approaches. Four offer detail on their long-term programs, on their priority areas for training, on their ELT programs, and on innovative plans for Skills Training. Only three discuss remedial preparation in much detail, and only two give much information on plans for predeparture orientation.

Plans for a follow-up exit orientation are discussed in six of the CTPs. Other activities (newsletter, alumni group, follow-up training) are discussed in detail in no more than two CTPs. None of the CTPs makes specific mention of plans to help Trainees maintain their ties with the U.S..

Overall, the CTPs appear to do a good job of addressing the goals and requirements of the Kissinger Report and CLASP Project Paper, especially in the area of Skills Training. AID/Washington reinforces CTP guidance through the CTP reviews and cables CTP updates. Specific areas that could be strengthened include: (1) recruitment and selection strategies for women, youth, and rural populations; (2) plans for predeparture preparation of Trainees; (3) follow-up activities especially with regard to strengthening ties between Trainees and U.S. citizens; and (4) more detail in plans for an Experience America component for all Trainees.

CHAPTER TWO

WHO IS BEING SERVED -- WHO BENEFITS?

INTRODUCTION

This section considers the question: To what extent is the CAPS project reaching its intended target population? We will also comment on the participation of special subgroups of the target population (e.g., male and female), to assess the degree to which they are participating in the types of services offered. The economic needs test will be analyzed to determine the extent to which the CAPS project has defined and implemented the selection of economically disadvantaged Trainees.

The computerized CLASP Information System (CIS) used by the Missions provides the data that describe total awards granted for FY 1985, 1986, and 1987. The discussion that follows describes how these awards were distributed to women, rural candidates, and the economically disadvantaged. The figures reported in this chapter were based on data available at the time the report was written. More up-to-date figures were used when preparing the Executive Summary of this report.

RESULTS

Is the CAPS Project serving the targeted population?

Yes. Figure 2.1 demonstrates that the CAPS Missions select Trainees according to established selection criteria--consistent with the Kissinger Report, the CLASP Project Paper and Country Training Plans--(i.e., women, youth, leadership, and the economically disadvantaged). As of September, 1987, 5,981 Central Americans were served through CAPS. These Trainees were classified as follows: women, 2,162; leadership, 5,274; economically disadvantaged, 4,804; rural, 4,367; and youth, 1,085. A very high proportion of Trainees were selected on the criteria of leadership (98%) and economic disadvantage (82%). This reflects the priority given these criteria by the CAPS Missions and by ROCAP and CASP. (As Trainees may be classified under more than one category, to avoid double counting, the totals for each category should not be added. For example, a women who is economically disadvantaged would be classified as both economically disadvantaged and female.)

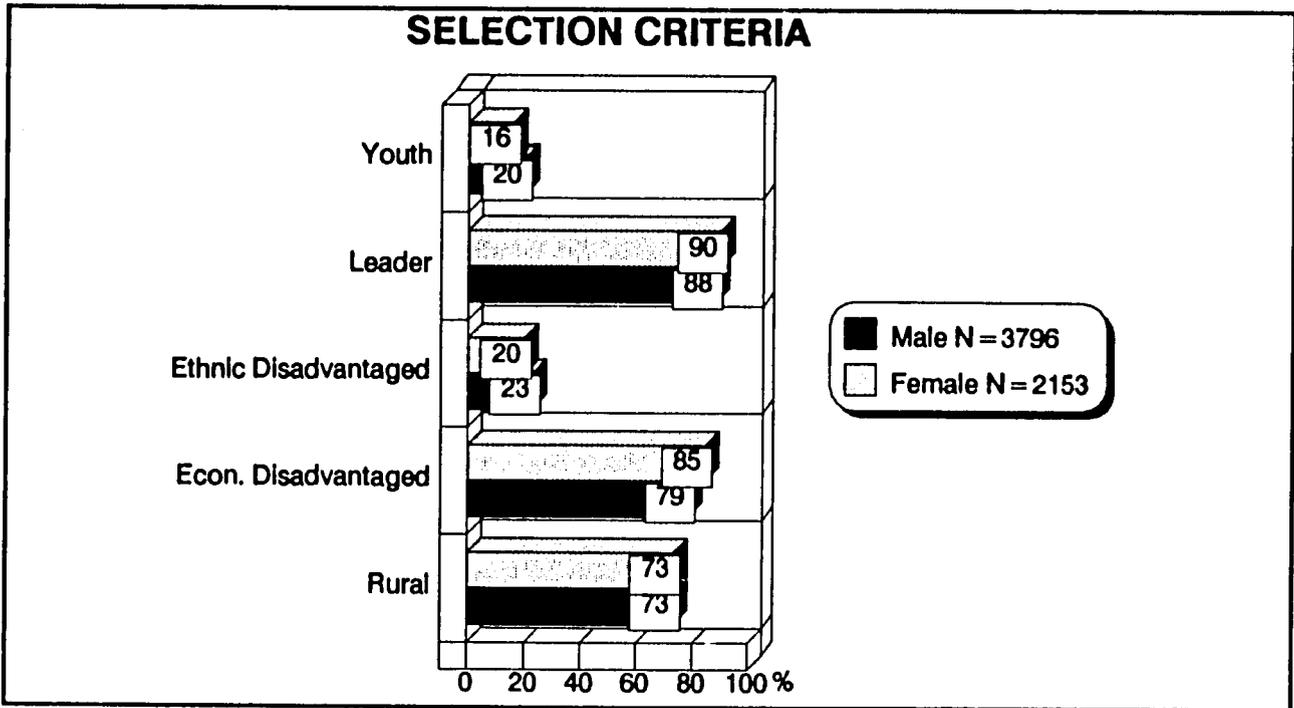


Figure 2.1

Did women receive a 40% share of the awards?

Yes, but only for FY 1987 when 45% of Trainees were women. In FY 1985, only 30% of the total awards were granted to women; the figure for FY 1986 was 31%. The percentages are reported in Figure 2.2. As illustrated in Figure 2.3, the overall total percentage (36%) of awards to women since the program's inception falls slightly short of the AID mandate. If this trend continues, the targeted goal will be met.

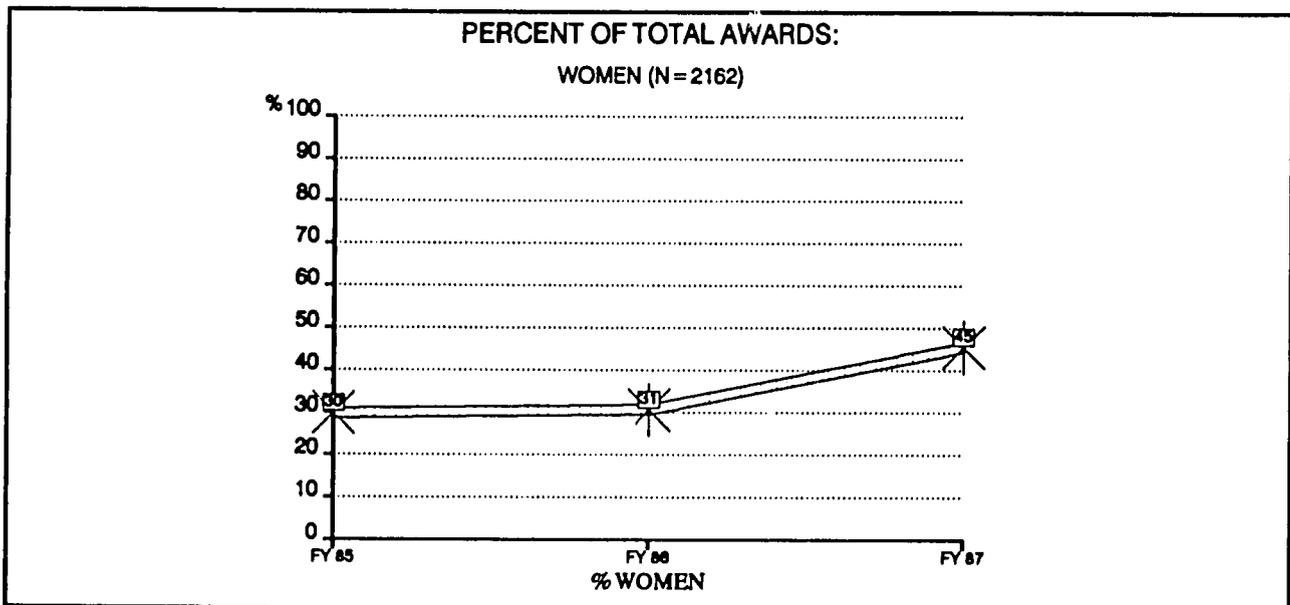


Figure 2.2

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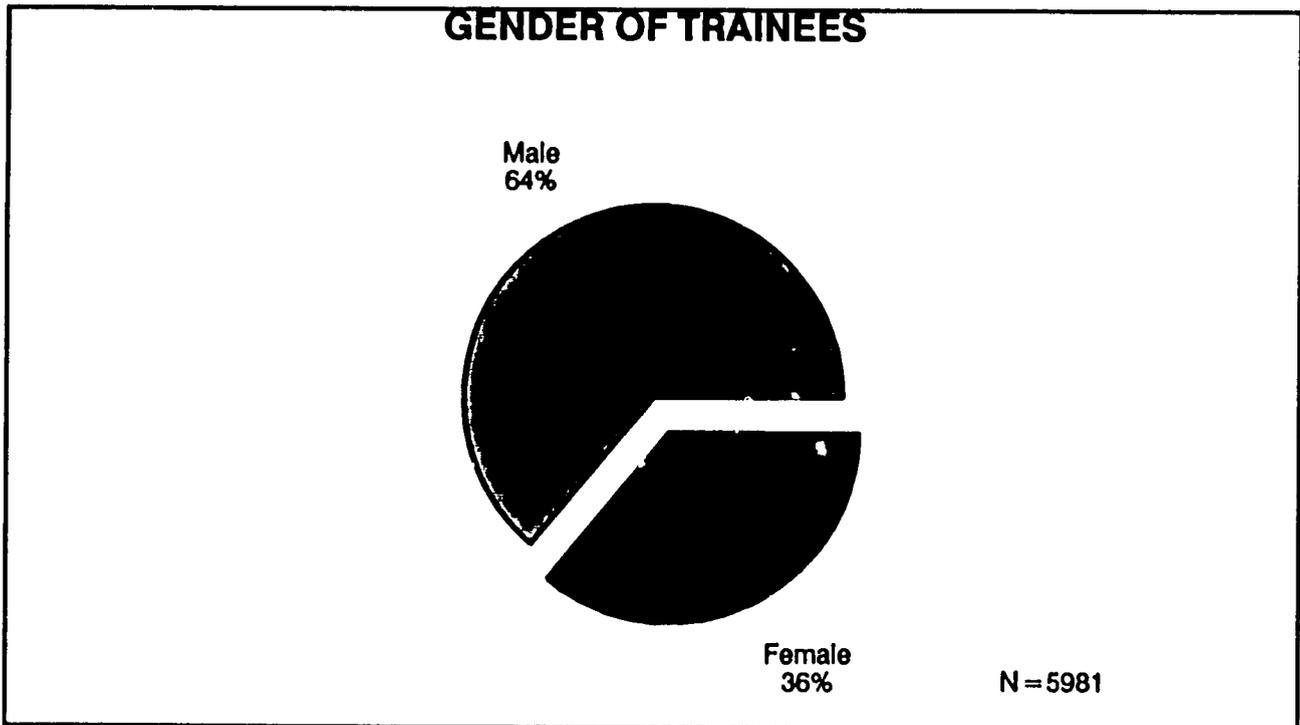
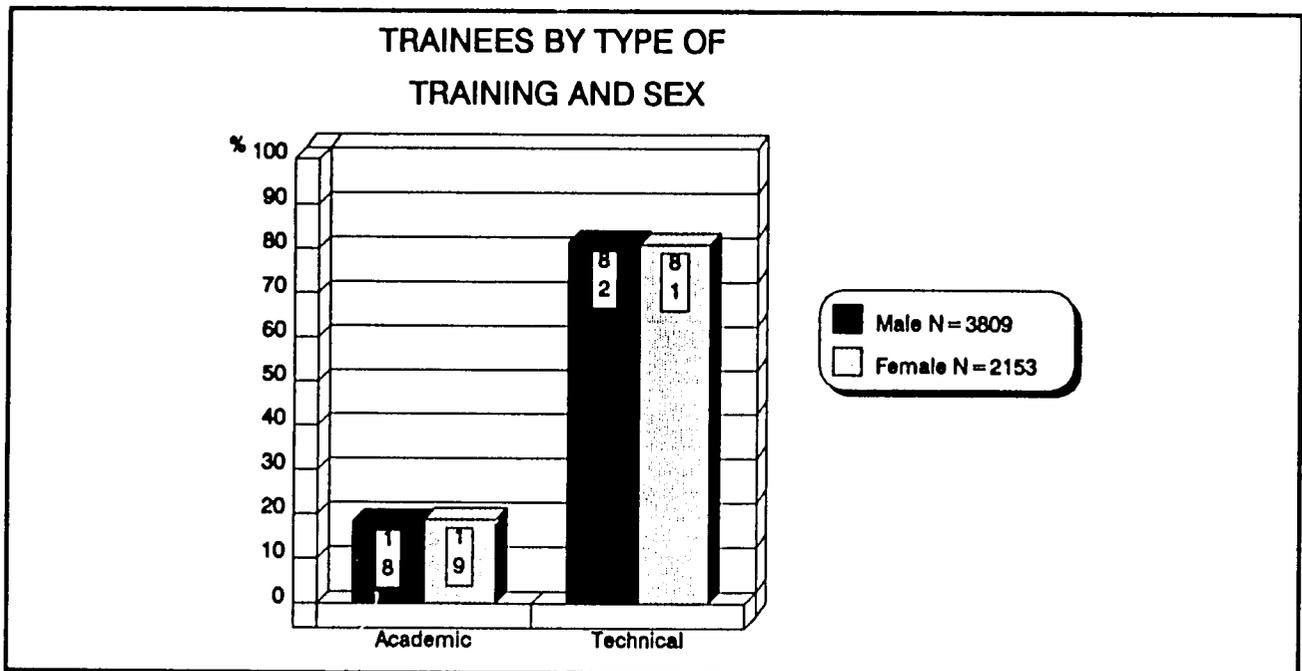


Figure 2.3

When total awards to date are used to determine percentages, three Missions--Belize, Costa Rica, and Guatemala--show percentages slightly above the target for awards to women.

When considering women as a target group, it is necessary to analyze both the quantity and the quality of awards to determine whether the awards are in meaningful training areas rather than in areas that constitute token efforts to involve women but restrict them to insignificant training programs.

The quality of awards offered to women does not differ from that of awards to men when considering short-term technical versus long-term (academic) scholarships. It is assumed that because an academic scholarship may cost up to 20 times more than a typical short-term program, the academic awards are more valuable. Figure 2.4 shows that men and women received short- and long-term scholarships in comparable proportions. Furthermore, the proportion of long-term awards granted to women (36%) was close to expectations



TRENDS BY MISSION

AWARDS TO WOMEN

BELIZE: In FY 1985 only 20% of awards went to women, but this was offset by the high proportion (59%) of awards to women in FY 1986. The proportion for FY 1987 dropped to 34%. This pattern suggests a need for the Mission to strive for more consistency from year-to-year in the granting of awards to women to ensure that they realize the targeted goal of 40% awards to women while ensuring that they receive quality training programs.

COSTA RICA: Although in FY 1985 only 21% of awards went to women, the two subsequent years showed the Mission to be in line with expectations--47% and 39% for FY 1986 and FY 1987, respectively.

GUATEMALA: In FY 1985 the Mission's awards to women made up exactly 40%. However, the two subsequent years showed first a sharp decline (23% in FY 1986) and then a sharp rise (57% in FY 1987). This suggests a need to strive for more consistency in the proportion of awards granted to women to ensure that the targeted goal of 40% awards to women is realized.

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HONDURAS: For each year of the program the Mission has been below the target for awards granted to women. When total number of awards to date (i.e., through September, 1987) is used to determine percentages, the Mission's awards to women represent 31%. A consideration of gender in relation to the type of training (long term versus short term) indicates that the Mission might consider meeting the target by granting proportionately more short-term scholarships to women. (Women have received 39% of the Mission's total long-term training awards to date but only 28% of short-term training awards.) More awards to women from rural areas are recommended since over the life of the program only 28% of awards to rural candidates have gone to women.

PANAMA: There has been a steady increase in awards to women over the course of the program so that the Mission achieved the target in FY 1987.

EL SALVADOR: For each year of the program the Mission has been below the expected percentage for awards granted to women. When the Mission's awards to date (i.e., through September, 1987) are used to determine percentages, awards to women represent 32%.

CASP: Although in FY 1985 only 12% of the awards went to women, the two subsequent years showed CASP to be in line with expectations--40% and 42% for FY 1986 and FY 1987, respectively.

ROCAP: For each year of the program, ROCAP has been below the expected percentage for awards granted to women. However, the proportion for FY 1987 (26%) showed a marked increase over the two previous years, in both of which women received only 14% of awards.

AWARDS TO RURAL CANDIDATES

Has the CAPS project met its targets with respect to awards given to rural populations?

Yes. although there is no concrete policy mandating a set percentage for rural-urban distribution, program managers gave preference to candidates from rural areas. Program managers also identified as "rural" those candidates from economically deprived urban areas who are involved in rural development. Figure 2.5 traces the results of those decisions with respect to the rural criteria for fiscal years 1985 through 1987 making it possible to see the trend over time.

In FY 1985, 50% of the total awards were granted to Trainees from rural populations compared to 77% in FY 1986 and 81% in FY 1987. The data show a noticeable upward trend. Some Missions excelled in targeting rural Trainees: For Guatemala the figure for FY 1987 was 93% and for Costa Rica, 88%. Other Missions also granted sizeable

proportions of awards to rural candidates in FY 1987--El Salvador gave 74%, Honduras gave 71% and Belize gave 69%. The proportions for ROCAP, CASP, and Panama were smaller, 51%, 49%, and 42%, respectively. (Figure 2.5)

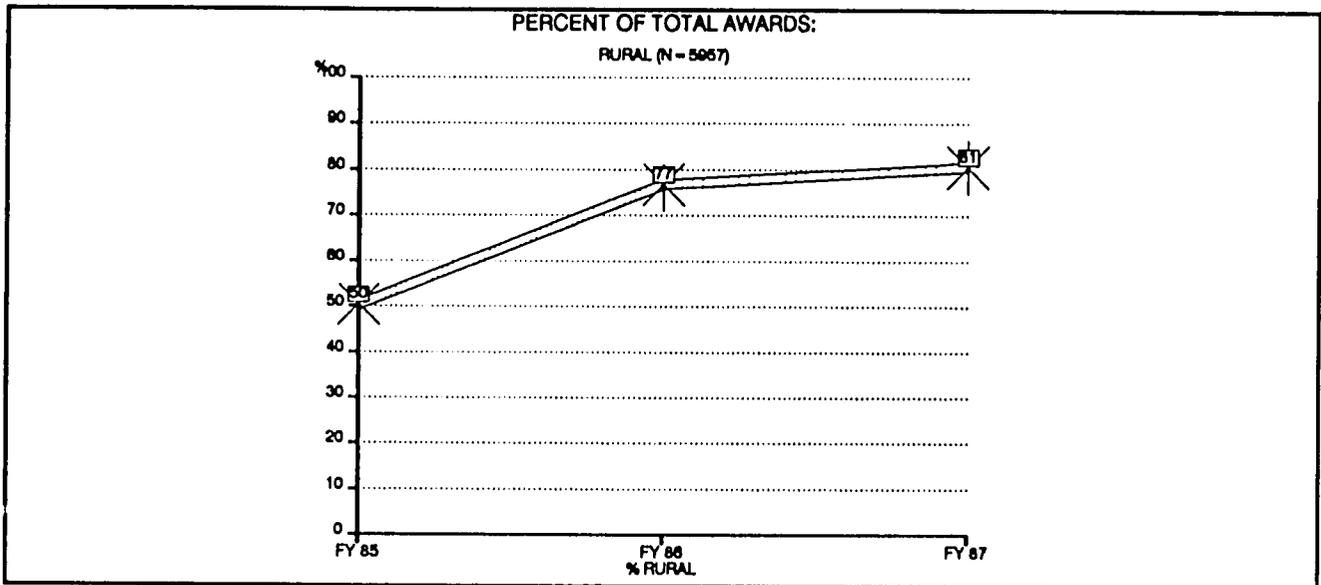


Figure 2.5

BELIZE: The Mission's pattern of awards to rural candidates demonstrates a consistent upward trend--from 46% in FY 1985 to 69% in FY 1987.

COSTA RICA: The Mission's pattern of awards to rural candidates shows a consistently high proportion being granted and a steady rise from 80% in FY 1985 to 88% in FY 1987.

GUATEMALA: The Mission's pattern of awards to rural candidates shows a substantial increase from FY 1985 (71%) to FY 1986 (94%) and the commendably high proportion was maintained in FY 1987 when 93% of the Mission's awards went to rural candidates.

HONDURAS: While the proportion of awards to rural candidates was moderately high (71%) for both FY 1985 and FY 1987, the figure for FY 1986 was somewhat lower (58%).

PANAMA: This Mission's pattern of awards to rural candidates shows a moderately high proportion being granted in FY 1985 (69%) and FY 1986 (77%) followed by a sizeable drop in FY 1987 when only 41% of the Mission's awards went to rural candidates.

EL SALVADOR: Although this Mission granted only a small proportion (13%) of awards to rural candidates in FY 1985, the proportion jumped to a moderately high 70% in FY 1986 and increased to 74% in FY 1987.

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CASP: Although the FY 1985 proportion was small (19%), CASP'S awards to rural candidates increased markedly in FY 1986 (to 52%) and remained at about the same level in FY 1987 (49%).

ROCAP: From a very high 87% in FY 1985, ROCAP's awards to rural candidates dropped to 65% for FY 1986 and still further (to 51%) for FY 1987.

AWARDS TO THE ECONOMICALLY DISADVANTAGED

Have the Missions met the target with respect to awards given to the economically disadvantaged?

Yes. Figure 2.6 reveals that most awards were granted to the economically disadvantaged as defined by the Missions and entered into the CIS. Although the proportion of total awards granted to the economically disadvantaged in FY 1985 was not very high (48%), the proportion for FY 1986 jumped to 85%; and in FY 1987 there was a further increase to 93%. The data show a strong upward trend. For FY 1987 only one Mission, El Salvador (60%), fell short of the 70% target.

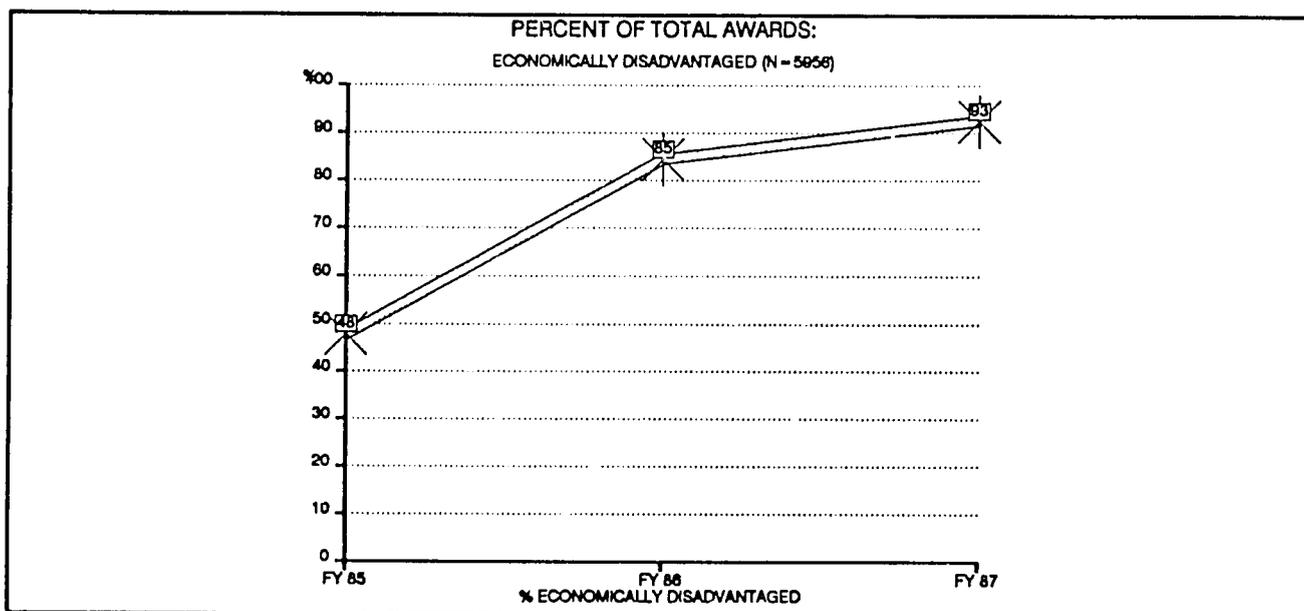


Figure 2.6

At the end of this chapter additional results are reported by Mission and by fiscal year to present a summary picture for the three variables treated above--women, rural candidates, and the economically disadvantaged.

BELIZE: The CIS system was not installed at this Mission until FY 1986. (Figure 2.7) Thus, the reported percentage of awards granted to the economically disadvantaged in FY 1985 (0%) is not reliable. Percentages for subsequent years--67% and 73% for FY 1986 and FY 1987, respectively--show the Mission to be in line with the target.

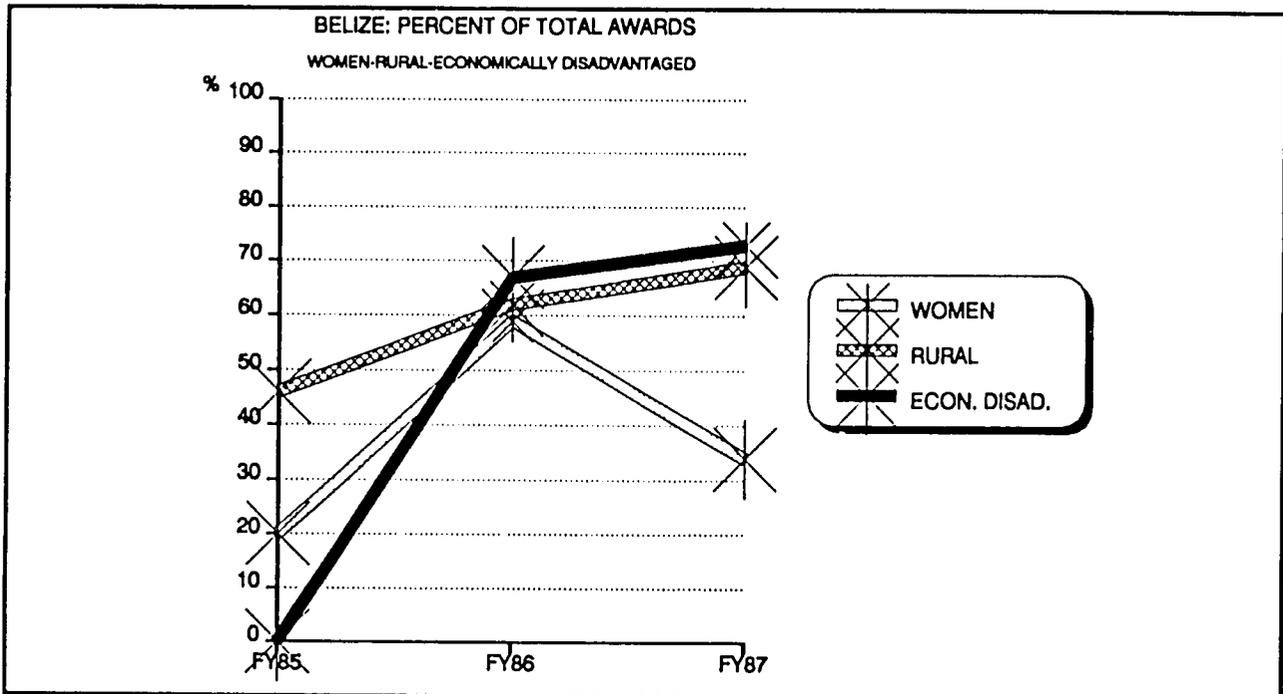


FIGURE 2.7

COSTA RICA: For each year of the program, the Mission has been far above the target for awards to the economically disadvantaged. (Figure 2.8) (FY85 - 100%, FY86 - 96.7%, FY87 - 93.4%)

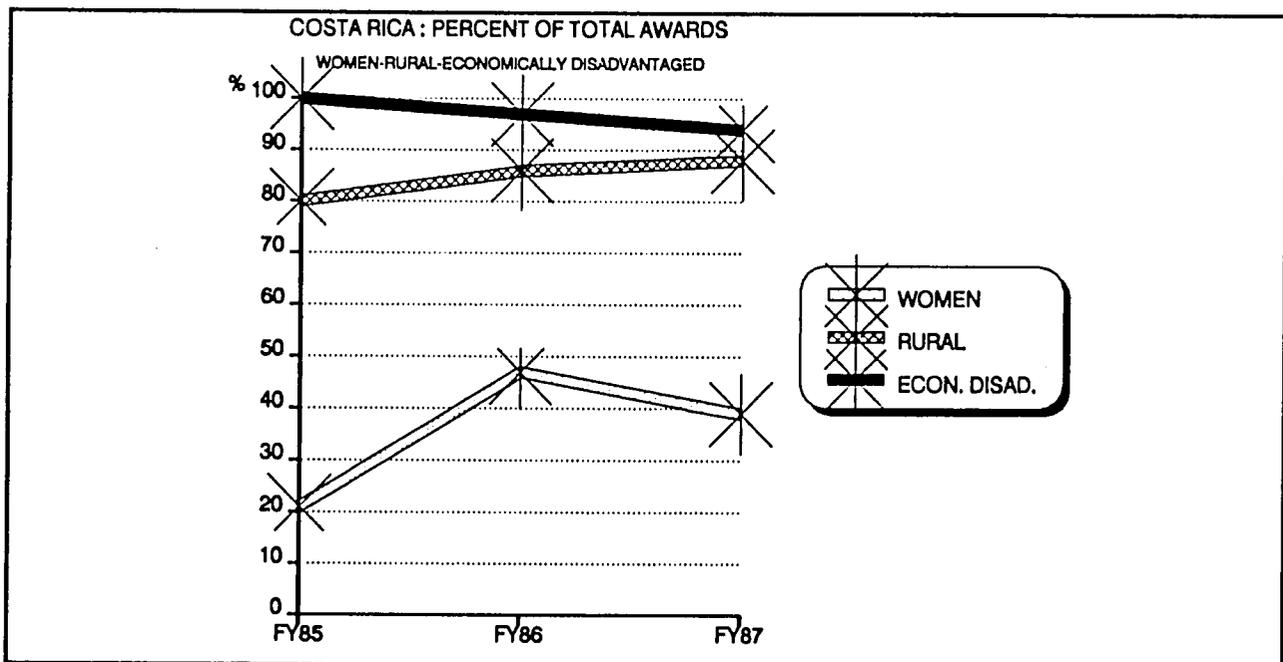


FIGURE 2.8

EL SALVADOR: The CIS system was not installed at this Mission until FY 1986. (Figure 2.9) Thus, the reported percentage of awards granted to the economically disadvantaged in FY 1985 (0%) is not reliable. Awards granted in subsequent years--52% and 59% for FY 1986 and FY 1987, respectively--fell short of expectations. Although no exact target was specified in the Country Training Plan, it is a policy and guidance from AID/Washington which states that all Missions should strive to grant 70% of awards to the economically disadvantaged. However, a June, 1985, cable from the Mission to AID/Washington argued against overemphasizing economic disadvantage in relation to potential for leadership and influence.

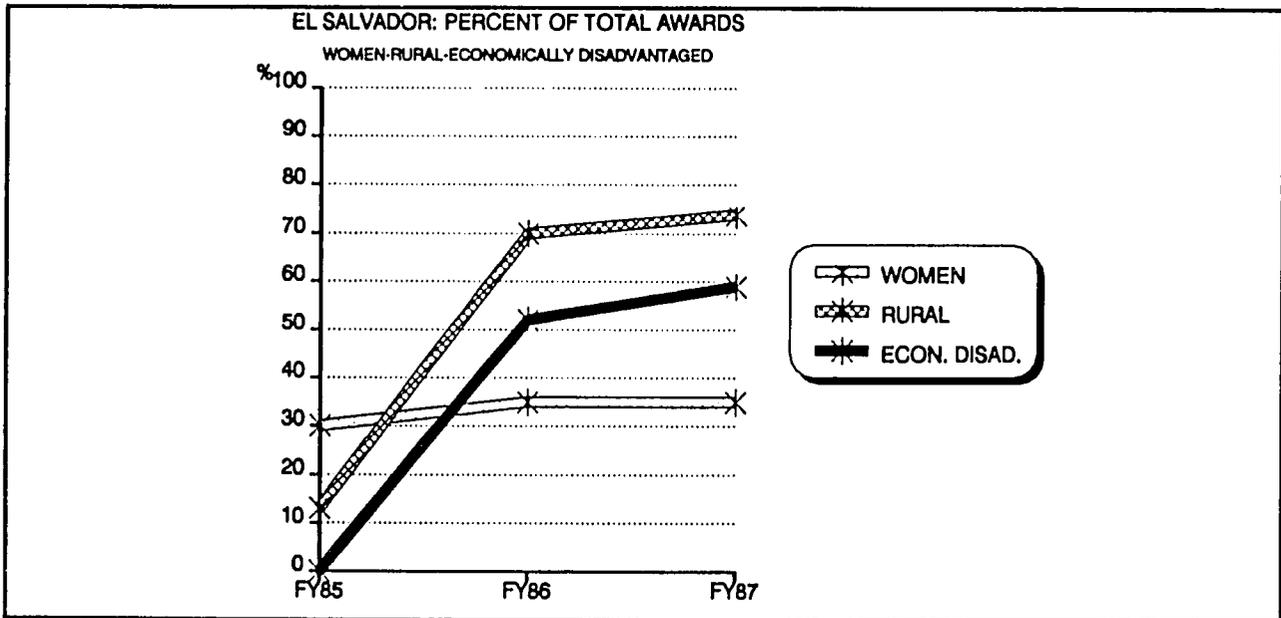


FIGURE 2.9

GUATEMALA: For each year of the program, the Mission has surpassed the target for awards to the economically disadvantaged, and in both FY 1986 (98.5%) and FY 1987 (99.5%) the Mission was far above the target. (Figure 2.10)

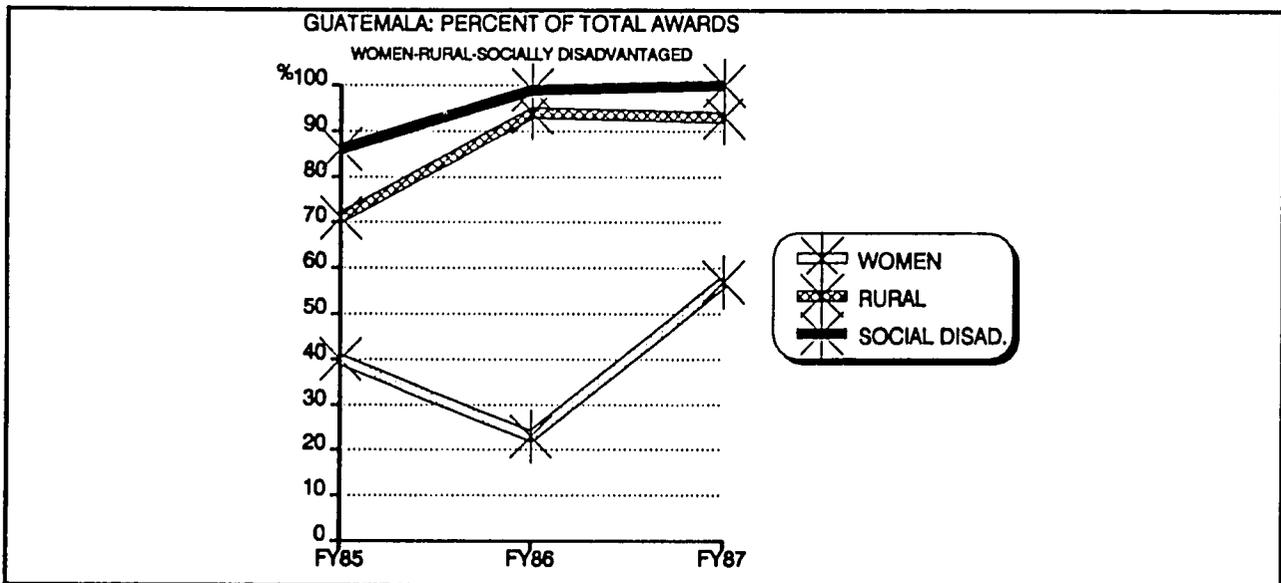


FIGURE 2.10

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HONDURAS: During the first two years of the program, the Mission fell short of the target for awards to the economically disadvantaged 41% and 56% in FY 1985 and FY 1986, respectively. (Figure 2.11) However, in FY 1987 the Mission surpassed the target by granting 81% of awards to the economically disadvantaged.

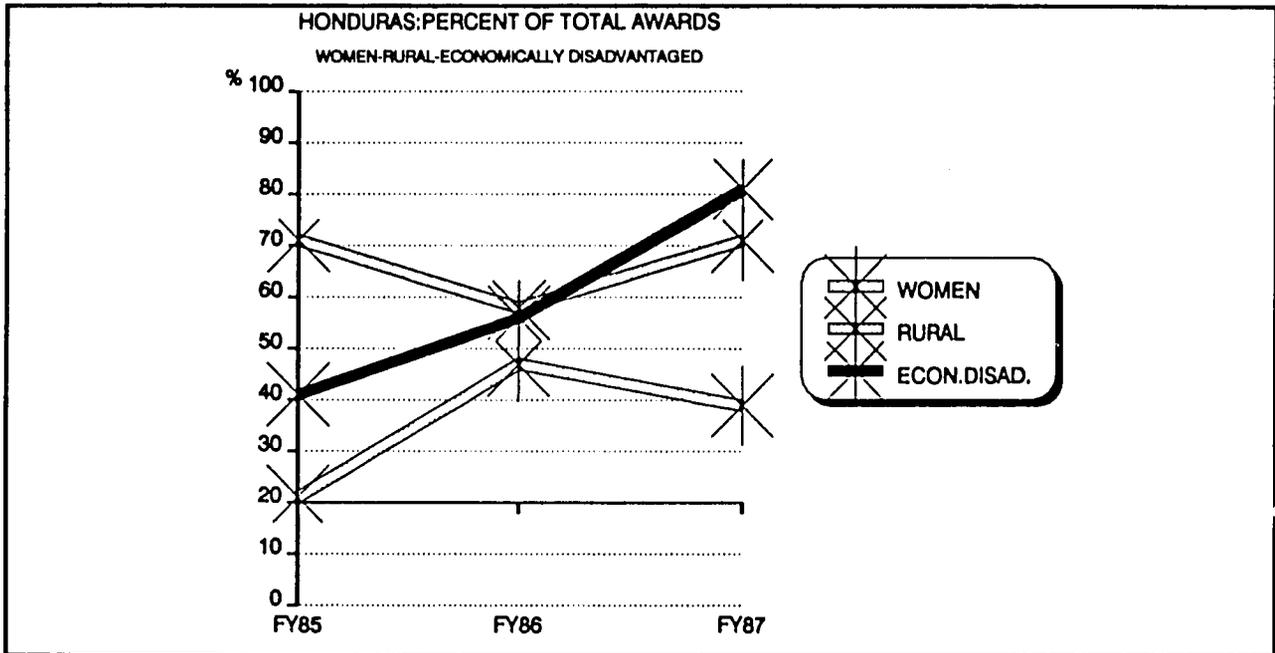


FIGURE 2.11

PANAMA: Since the inception of the program, the Mission has exceeded the target for awards granted to the economically disadvantaged. (Figure 2.12) The proportion has grown steadily from 75% in FY 1985 to 100% in FY 1987.

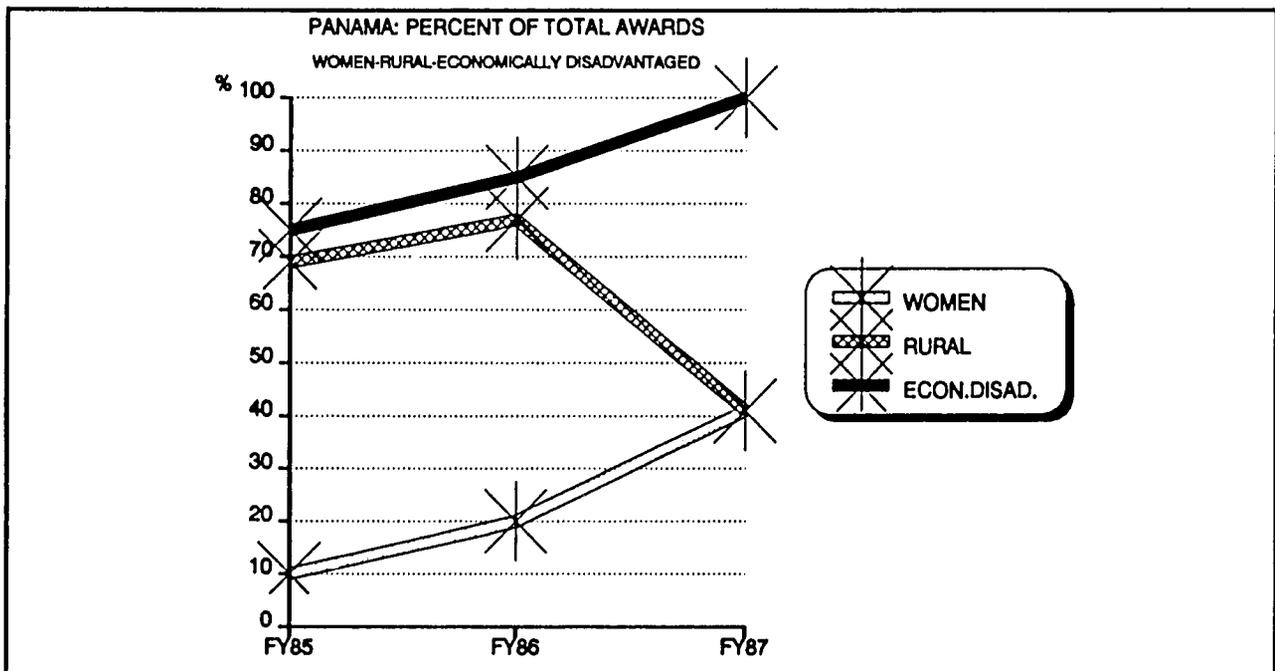


FIGURE 2.12

CASP: Since the inception of the program, CASP has granted 100% of awards to the economically disadvantaged. (Figure 2.13)

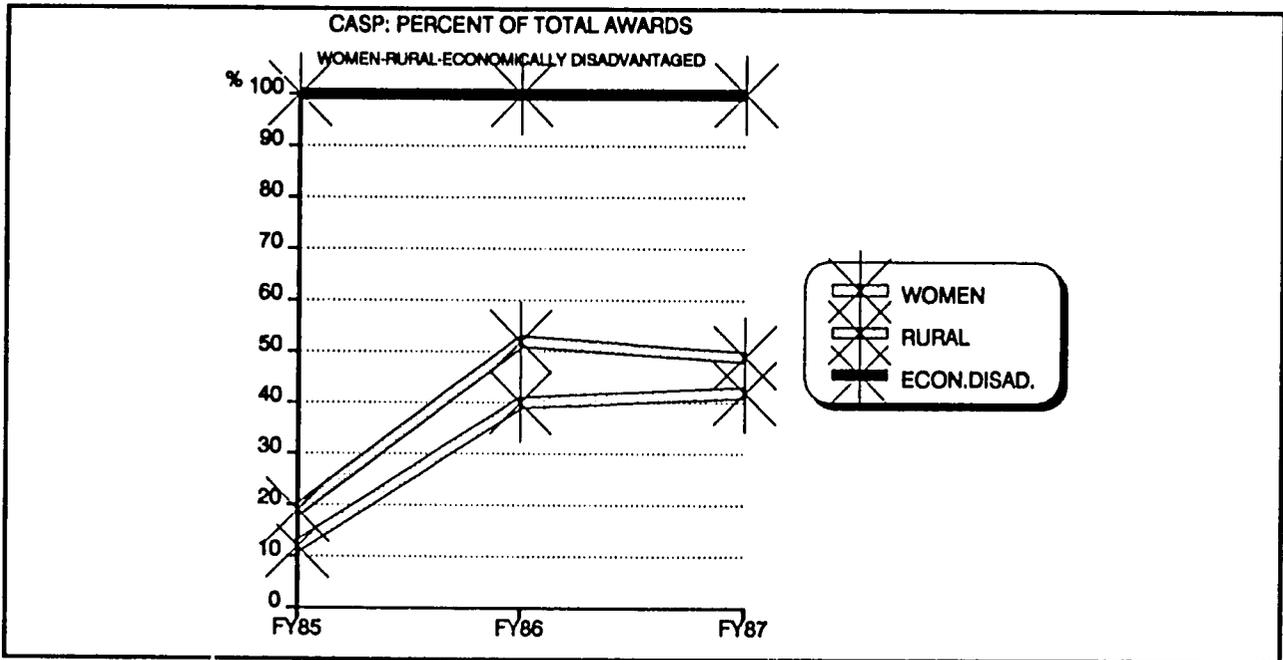


FIGURE 2.13

ROCAP: The percentage of awards to the economically disadvantaged for FY 1985 (1%) may be unreliable as the information system had not been installed during the first year of operation. (Figure 2.14) The proportion granted in FY 1986 (75%) slightly surpassed the target; and the proportion granted in FY 1987 (100%) greatly exceeded the target.

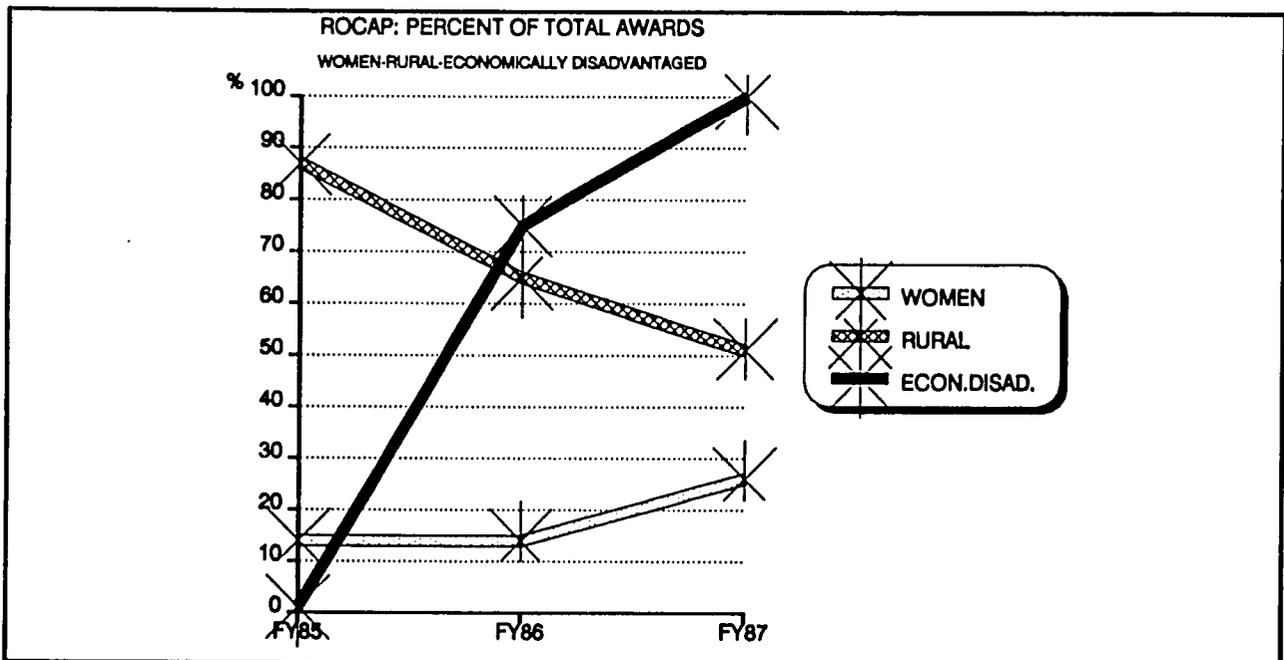


FIGURE 2.14

ECONOMIC MEANS TEST

What criteria do Missions use for identifying the economically disadvantaged?

The criteria suggested in the Kissinger Report (i.e., the inability to afford to come to the U.S. for study) is not well suited to the Central American situation because it would include 99 percent of the Central American population. The CLASP Project Paper, in turn, requires every Mission to develop a universal (country specific) economic means test denoting the criteria to be used to determine income for selection. It is extremely difficult to develop and document a reliable economic means test, as the conventional criteria based on individual salary or family income are not totally valid in the case of the Central American countries. Thus, each Mission has established different economic means tests for the various programs and groups within programs.

Are the Missions justified in using a different economic means test for the different programs?

Yes. The use of different economic means criteria is justifiable as the pools from which to recruit candidates for each of the programs vary greatly. The Missions select candidates on the basis of some measure of social well-being. There is no single indicator for social well-being. Thus the Missions use surrogate measures such as: 1) level of education; 2) income--individual and family; and 3) place of residence/work--rural or urban. The following considers each of these measures in the Central American context.

ANALYSIS OF ECONOMIC MEANS CRITERIA

There are several factors that could be used to develop an economic means test although each by itself is problematic.

Level of educational attainment: For example, in Costa Rica current enrollment for basic education (nine years) is almost universal (99.5 percent). In contrast, ten years ago the figure was 68 percent; and the completion rate in secondary or technical high schools was only 42.5 percent. Thus, if the Mission were to use low educational attainment as a universal element in an economic means test, it would discriminate against target groups with younger applicants since the average years of schooling of these younger applicant groups is much higher now than it was ten years ago.

Using level of educational attainment is also problematic in selecting undergraduates and postgraduates. The pool of university students and post graduates available for CLASP training may be assumed to be economically better off than the non-university population. If the Mission restricts its selection to the poorest university students, the pool of available candidates would shrink substantially. The resulting pool of "poor" university undergraduates and postgraduates might contain very few of the proven young leaders. Thus, to choose only from this very restricted pool would seriously jeopardize the mandate to select leaders and potential leaders. However, some of the poorest of the poor do reach the university level, and CAPS staff are sensitive to this fact. In any case, final selection is based on the total evidence gathered about the candidate, including a screening and a selection interview. Thus, educational attainment, while helpful in indicating economic need, is not sufficient by itself.

Salary or income: The use of a candidate's salary (or parents' salary in the case of the younger unemployed candidates) by itself is not entirely valid either. It is possible that a great number of Central Americans have only one source of income that is traceable by some type of official document. However, most economies in Central America have large informal sectors, and many families have additional sources of income that are not declared or traceable. For example, women participate in many cottage industries and this source of income is usually invisible. (Similar rationale could be applied to a composite of family income.)

Even if income could be measured accurately, income is not the same as wealth. Some families have great wealth but low annual income. Since we are seeking a measure of social well-being, wealth would be a better indicator. But wealth is equally difficult to measure.

CAPS Staff have considered establishing criteria for estimating wealth even for rural families by counting such items as household appliances, automobiles, etc. The objective of using these measures is to separate out the relatively better off people from those who are very poor. However, we have seen cases where a rural farmer through his and his family's hard work and industry has risen to a position of relative well-being in the community. Although still poor, the farmer is better off than his neighbors. This type of person is an appropriate CAPS target (many would argue that industrious rural farmers are the most relevant CAPS targets.) However, ironically, using strict economic means criteria as outlined above would lead to the rejection of this farmer.

Geographical residence: It is generally believed that those in rural areas have fewer social opportunities due to the lower quality of school teachers and the generally lower level of economic development (by comparison with urban areas). Thus, typical applicants coming from rural areas would be more likely to have a lower level of social well-being. Conversely, the urban pool of applicants would on average have a higher level of economic well-being. However, there are sections of urban areas which have economically disadvantaged populations that would not be selected if rural residence were the fundamental criteria for economic handicap.

The foregoing discussion argues that each criterion by itself might not be a reliable indicator of economic disadvantage. However, as each indicator reflects an aspect of economic well-being, they can be used collectively to provide a profile that could be scaled to give a more accurate assessment of economic need. That is, if three out of four indicators suggest economic need, it is likely that such a need exists.

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CHAPTER 3

WHAT SERVICES ARE PROVIDED?

As noted in earlier chapters, the traditional AID approach to training consists of identifying the country's development needs, designing projects to meet these needs, and (where necessary) the people to be trained. The selection of candidates was in the hands of the host country and in a sense already preselected by the very nature of the development project. In contrast, the Kissinger Report and AID CLASP Project Paper call for a totally different approach. The CLASP training process requires that the groups to be trained must first be identified. Then the training needs of those populations must be assessed, those needs matched to the country's development needs, and the training designed and implemented.

CLASP training includes two components. The first, Experience America, is designed to provide opportunities for Trainees to gain first hand experience of U.S. life, customs, and people and to establish links between Trainees and U.S. citizens. The second, Skills/Academic Training, is designed to provide Trainees with skills necessary to assist their country's progress, though the training is not intended to be related to a specific development project within the Trainee's country.

The purpose of this chapter is to assess the extent to which the CLASP training process has been carried out by describing how the objectives outlined in the Kissinger Report, CLASP Project Paper and all CTP have been met. The discussion in this chapter addresses these topics:

- Background of the Trainees--their training needs, demographic characteristics, education levels, and occupations.
- Components of the program--Trainees' perceptions of the Experience America and the Skills Training components, as well as their perceptions of the U.S. This section also includes discussion of the predeparture and follow-up services offered to Trainees.
- Impact of the training on Trainees' careers.
- Trainees' recommendations for improvements in the programs.
- The degree to which the various CLASP programs appear to have met the objective of building stronger ties between U.S. and Central American citizens.
- A summary of the successes and weaknesses of the entire CAPS project.

Data for this chapter are drawn from three sources:

- The CLASP Information System (CIS) based on data as of September 30, 1987 from 5,981 Trainees-Belize (162), Costa Rica (800), El Salvador (742),

Guatemala (2,167), Honduras (810), Panama (368), ROCAP (382), and CASP (550).

- ° Of the 5,981 Trainees served through September 1987, a total of 2,020 Trainees were trained through the CAPS program in FY1987 (Table 3.0). Of these, 419 completed and returned Exit Questionnaires to Aguirre International. These Data are augmented by information received from an additional 585 Trainees. Thus, the exit data is based on approximately 50% of all Trainees served in FY 1987. These Exit Questionnaires were completed at the end of training by Trainees prior to their return home. The following lists the number of Trainees by country and the number of Exit Questionnaires received.

TABLE 3.0

TRAINEES BY COUNTRY AND NUMBER OF EXIT QUESTIONNAIRES RECEIVED: FY 1987

| Country | Total Trainees FY 1987 | Number of Exit Questionnaires Returned | Response Rate |
|--------------|---------------------------|--|---------------|
| BELIZE | 24 | 19 | 79% |
| COSTA RICA | 198 | 105 | 53% |
| EL SALVADOR | 271 | 150 | 55% |
| GUATEMALA* | 903 | 13 | 1% |
| HONDURAS** | 193 | 8 | 4% |
| PANAMA | 92 | 72 | 78% |
| ROCAP | 153 | 22 | 14% |
| CASP | 186 | 30 | 16% |
| TOTAL | 2,020 | 419 | 20% |

* These data are augmented with data from 585 Guatemala Trainees interviewed at the end of their training in groups by PIET and Creative associates. These data are summarized at the end of this Chapter.

** Data from Honduras are incomplete.

Only 8 exit questionnaires have been received from Honduras. The results of these questionnaires are reported here in abbreviated form and should be interpreted with caution because they are not representative of the entire program.

The Exit Questionnaire data were collected mainly from Trainees from five of the six countries. Returnee Interviews were conducted with Trainees in Costa Rica and El Salvador only. A total of 590 Trainees were interviewed after they had returned to their

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home country (244 Costa Ricans and 246 Salvadorans). Interviews were conducted at least three months after completion of their training. These interviews represents a 31% sample of all Costa Rican and 33% of all El Salvadoran Trainees served through FY 1982 (N = 800 and 742 respectively)..

The discussion that follows is organized by topical questions. Under each question, we first describe the responses according to the data from the Exit Questionnaire, summarized across all Missions. If there were significant differences in responses among Missions, these are discussed next. Then the responses to the Returnee Interviews are summarized, followed by a breakdown by individual Missions if necessary. This organization allows us to perceive how Trainees' impressions of the program may have changed from time of completing training to the time interviewed after they had returned and been home for 3 months or more. (Data for individual Missions usually are not included in graphic format here. Those wishing to know more about results f. om a particular Mission can consult that Mission's evaluation report.)

BACKGROUND OF THE TRAINEES

What is the gender of the Trainees?

The following is based on data drawn from all 5,981 Trainees. As noted in Chapter 2, approximately two-thirds (64%) of all CAPS trainees are male and one-third (36%) are female. As discussed in Chapter Two, a goal of the CAPS project is that 40% of Trainees be women. Although overall participation has fallen slightly short of this target, in some countries the goal has been exceeded. Training groups from Belize, Costa Rica, and Guatemala contained 44%, 41.8%, and 41.7% women, respectively. In contrast, Panama, Honduras, and El Salvador still need to increase women's level of participation, from 26.9%, 31%, and 31.5%, respectively. The levels of participation of women will need to be substantially higher than 40% in future training programs if these three Missions are to meet the goal by the end of the project.

What is the average age of the Trainees prior to selection?

The average age for all Trainees is 29 years. Trainees from El Salvador, on the average, are the oldest at 35 years of age. Trainees from Panama and ROCAP are the youngest at 22 years of age.

What is the number of years of schooling of CAPS Trainees prior to selection?

The following is based on data drawn from all 5,981 Trainees. Figure 3.2 shows that most Trainees completed at least some junior high or high school. More than one-third of the Trainees (38.4%) completed between 7 and 12 years of formal schooling, and slightly less than one-third (32.1%) completed 13 years or more. Just under 30% completed less than 7 years of schooling. The levels of schooling are very similar for

men and women. Results by Mission are very different. More than 72% of Trainees from Belize have at least some college, while only 13% of Salvadoran Trainees and 12% of Guatemalan Trainees have any college work. More Costa Rican, Guatemalan, and Panamanian Trainees have had 7-12 years of school (48.5%, 39.7%, and 59.5%, respectively).

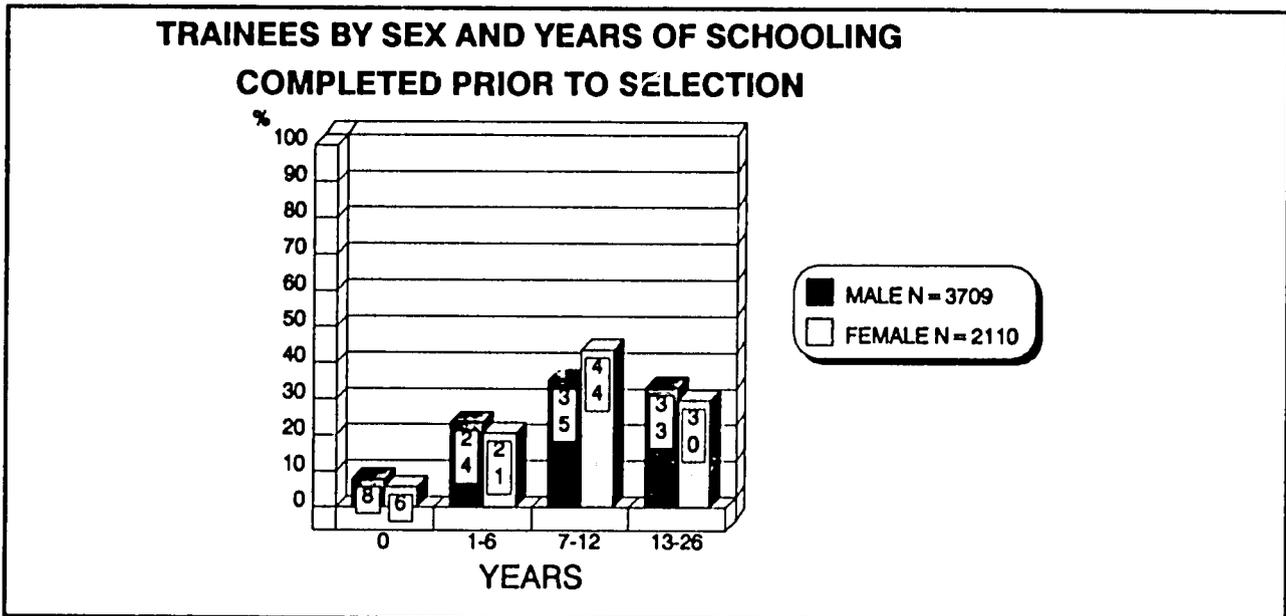


Figure 3.1

How many years of schooling had parents of Trainees completed prior to the Trainees' selection?

The following is based on data drawn from all 5,981 Trainees. Parents of the CAPS Trainees typically have had much less schooling than their children. More than one-third (39%) of the Trainees' parents have completed no (zero) years of schooling, and less than half (43.5%) have completed 1 to 6 years of schooling, as shown in Figure 3.2. Only 13.5% and 4%, respectively, had completed some secondary schooling and some college level courses. Of all Trainee parents, those from El Salvador have the least amount of schooling: 71.4% of fathers and 69% of mothers have no (zero) years of school. Parents of Panamanian Trainees have by far the highest levels of education: 52.4% of fathers have 7 or more years of schooling, while 54.2% of mothers have 7 or more years.

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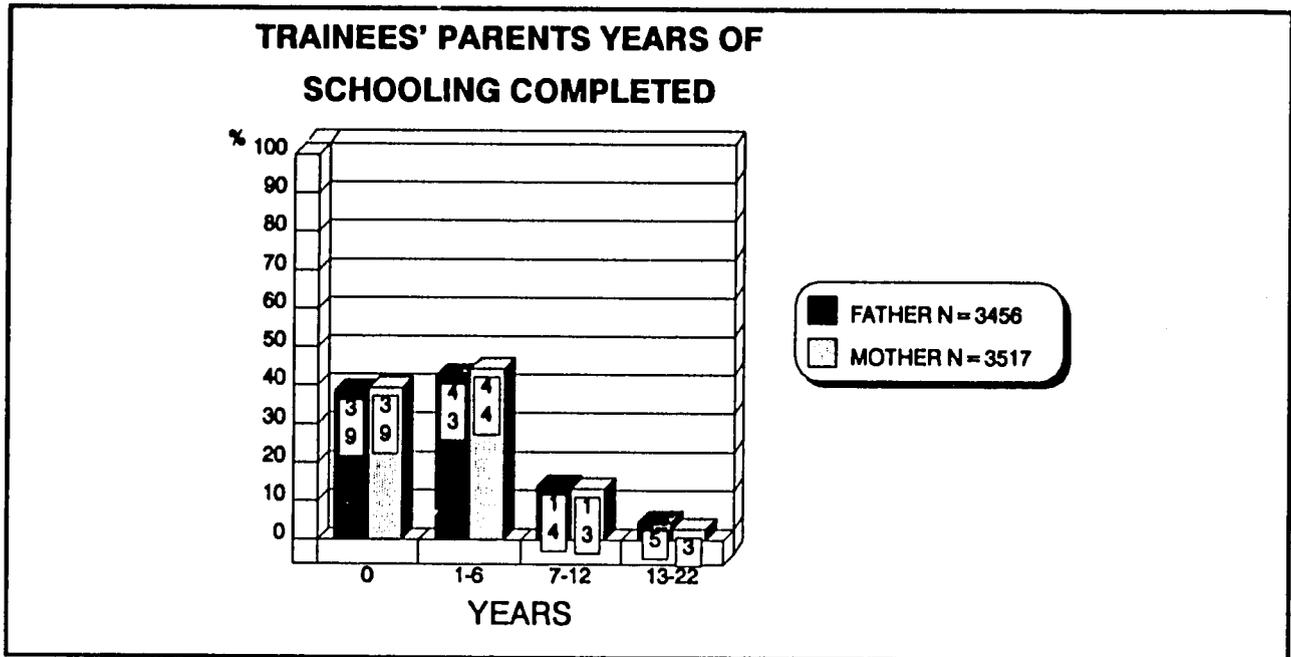


Figure 3.2

What is the area of preparation of CAPS Trainees prior to training?

The following is based on data drawn from all 5,981 Trainees. As seen in Table 3.1, most of the Trainees have been prepared in agriculture (27.7%), followed by education (14.0%), business (6.6%), manufacturing (5.5%), and health (5.3%). One-quarter (25%) of Trainees have been prepared in other fields of study too numerous to detail.

TABLE 3.1
TRAINEES BY AREA OF PREPARATION

| AREA OF PREPARATION | FEMALE | MALE | TOTAL |
|---------------------|--------|--------|--------|
| | N=1965 | N=3365 | N=5330 |
| PUBLIC ADMIN | 2.4% | 4.2% | 3.6% |
| AGRICULTURE | 10.2% | 37.8% | 27.7% |
| FINE ARTS | 1.0% | .3% | .5% |
| EXACT SCIENCES | 3.5% | 4.6% | 4.2% |
| BUSINESS | 8.4% | 5.5% | 6.6% |
| ECONOMICS | 1.4% | 1.3% | 1.4% |
| MANUFACTURING | 9.0% | 3.5% | 5.5% |
| ENGINEERING | 1.1% | 2.8% | 2.2% |
| EDUCATION | 20.5% | 10.2% | 14.0% |
| HEALTH | 9.1% | 3.0% | 5.3% |
| SOCIOLOGY | .5% | .2% | .3% |
| APPLIED TECH | 1.5% | 5.1% | 3.8% |
| OTHER | 31.5% | 21.3% | 25.0% |
| TOTAL | 100.0% | 100.0% | 100.0% |

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What occupations did CAPS Trainees have prior to selection?

The following is based on data drawn from all 5,981 Trainees. Trainees most frequently classify their occupations as unskilled worker (24.8%), student (18.3%), and skilled worker (15.9%) as shown in Table 3.2. Other categories are professional (13.9%), technician (9.0%), and business (9.0%). The unskilled worker, student, and professional categories have approximately equal proportions of men and women, while men predominate in the technician category and women in the unskilled worker and business categories.

TABLE 3.2
SCHOLARS BY SEX AND OCCUPATION
PRIOR TO SELECTION

| AREA OF PREPARATION | FEMALE N = 1845 | MALE N = 3206 | TOTAL N = 5051 |
|---------------------|--------------------|------------------|-------------------|
| STUDENT | 20.6% | 17.0% | 18.3% |
| BUSINESSMAN | 14.1% | 6.0% | 9.0% |
| UNSKILLED WORKER | 27.5% | 23.2% | 24.8% |
| MANAGER | 1.1% | 3.4% | 2.6% |
| SKILLED WORKER | 11.6% | 18.4% | 15.9% |
| SEMI-SKILLED WORKER | 2.1% | 2.7% | 2.5% |
| PROFESSIONAL | 14.6% | 13.5% | 13.9% |
| TECHNICIAN | 3.7% | 12.1% | 9.0% |
| OTHER | 4.6% | 3.6% | 4.0% |
| TOTAL | 100.0% | 100.0% | 100.0% |

Are Trainees being selected from the private sector?

Yes. The following are data drawn from all 5,981 Trainees. Figure 3.3 shows that about two-thirds (66%) of Trainees were employed in the private sector at the time of their selection, 51% in private for-profit organizations and 15% in nonprofit organizations. More than one-quarter (30%) of the Trainees were employed in the public sector. This proportion includes those who worked for the public schools. The remainder (4%) were employed in the autonomous sector. Guatemala has the highest percentage of CAPS Trainees (96%) employed in the private sector, while Belize has the lowest (6%). More than 17% of Costa Rican Trainees were employed in the autonomous sector (i.e., financed by public monies, but administratively answerable only to the President of the country). Costa Rica has been the most successful at drawing CAPS Trainees from all parts of the private sector (a total of 66% from the private for-profit, private nonprofit, and autonomous sectors).

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TRAINEES' TYPE OF INSTITUTION OF EMPLOYMENT PRIOR TO SELECTION

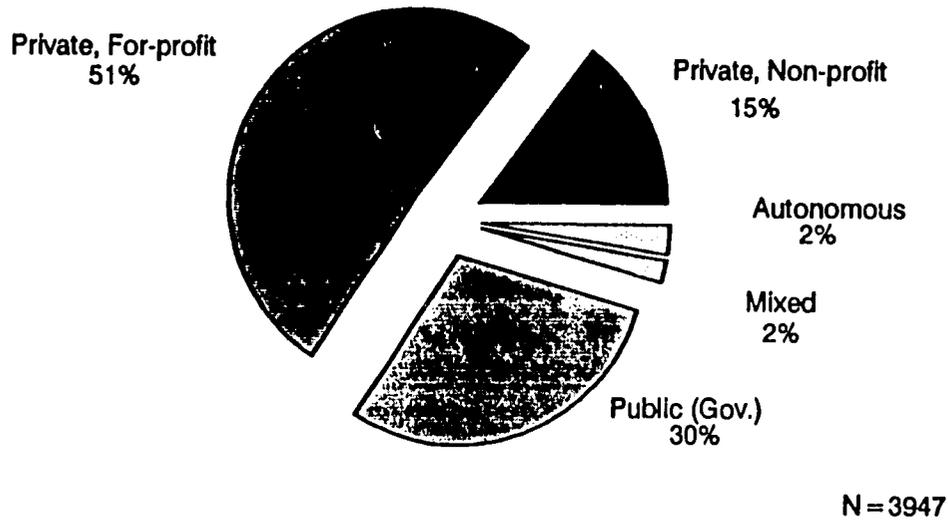


Figure 3.3

What are the training objectives that the programs offered to Trainees?

There are various training objectives which the programs offered to the trainees. More Trainees (42%) opt for "On the Job Training". (see Figure 3.4) The second choice of Trainees is "Short Courses" (28%), followed by "AA" degrees (11%) and "Seminars" (7%). Trainees from Belize favor "Short Course" training (85%); Costa Rican Trainees favor "On the Job Training" (31%) and "Short Course" (27%); El Salvadoran Trainees favor "Short Course" (69%); Guatemalan Trainees are most interested in "On the Job Training" (99%); Honduran Trainees "Short Course" (62%); Panamanian Trainees choose "AA" (47%) and "On the Job Training" (27%); ROCAP Trainees, "Seminar" (73%); and CASP Trainees are divided between "AA" (68%) and "Short Course" (32%).

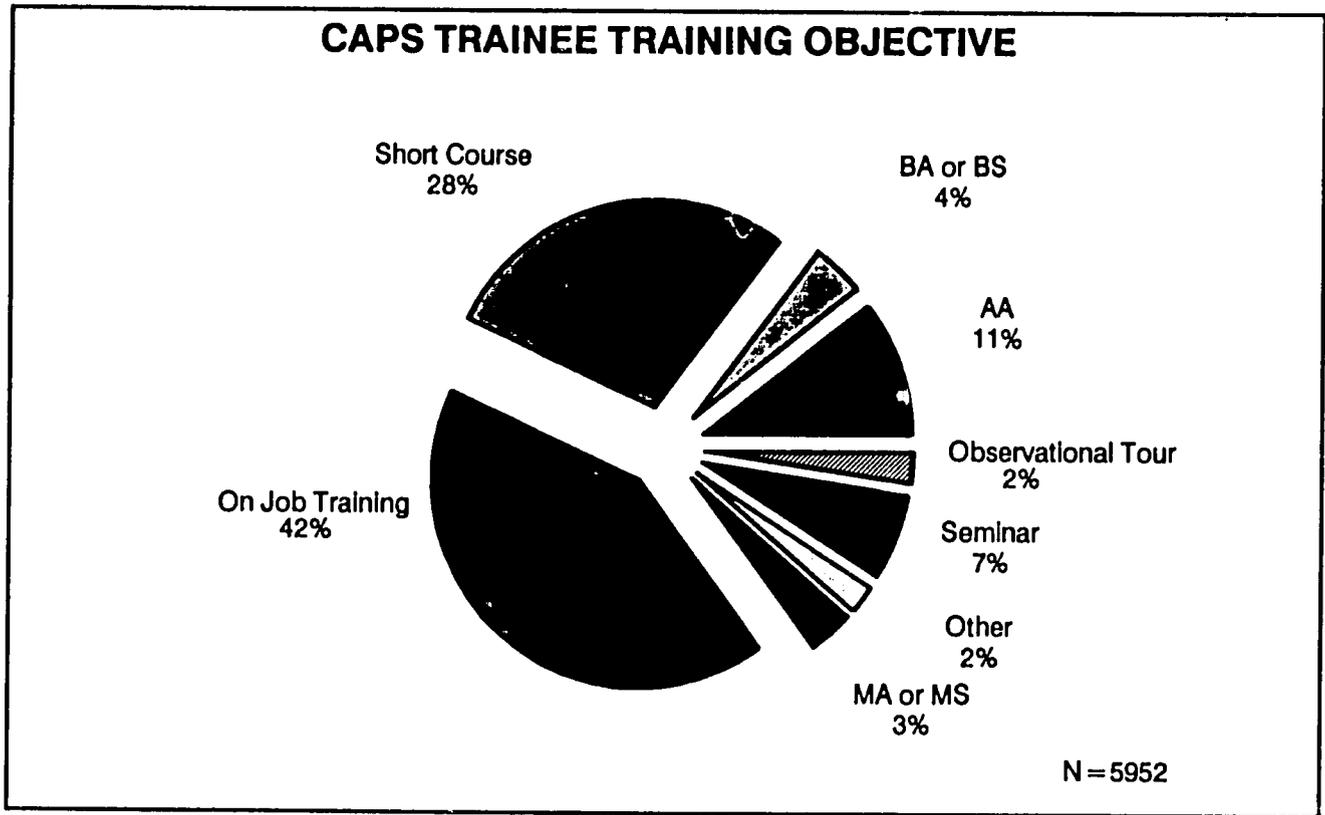


Figure 3.4

TYPES OF TRAINING

This section on types of training addresses two questions:

Are the AID Missions meeting their objectives in terms of the types of training activities provided?

Do the Missions provide adequate predeparture preparation to CAPS Trainees?

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TRAINING COMPONENTS

EXPERIENCE AMERICA ACTIVITIES

In what "Experience America" activities did Trainees participate while in the United States?

Data for this question were collected only on the Exit Questionnaire.

Responses of CAPS Trainees indicate a wide variety of experiences. While sample sizes are not large enough from which to draw substantive conclusions, there is evidence of particular patterns of responses.

According to Figure 3.5, most of the respondents indicate that they attended cultural events (95%), had contact with families (87%), traveled around the U.S. (86%), attended sporting events (80%), and attend civic activities (71%).

Within individual Missions, there are some differences. Few Trainees from Belize (47%) had contact with U.S. families. This percentage is low in light of the program's goal of bringing Trainees into closer contact with U.S. citizens.

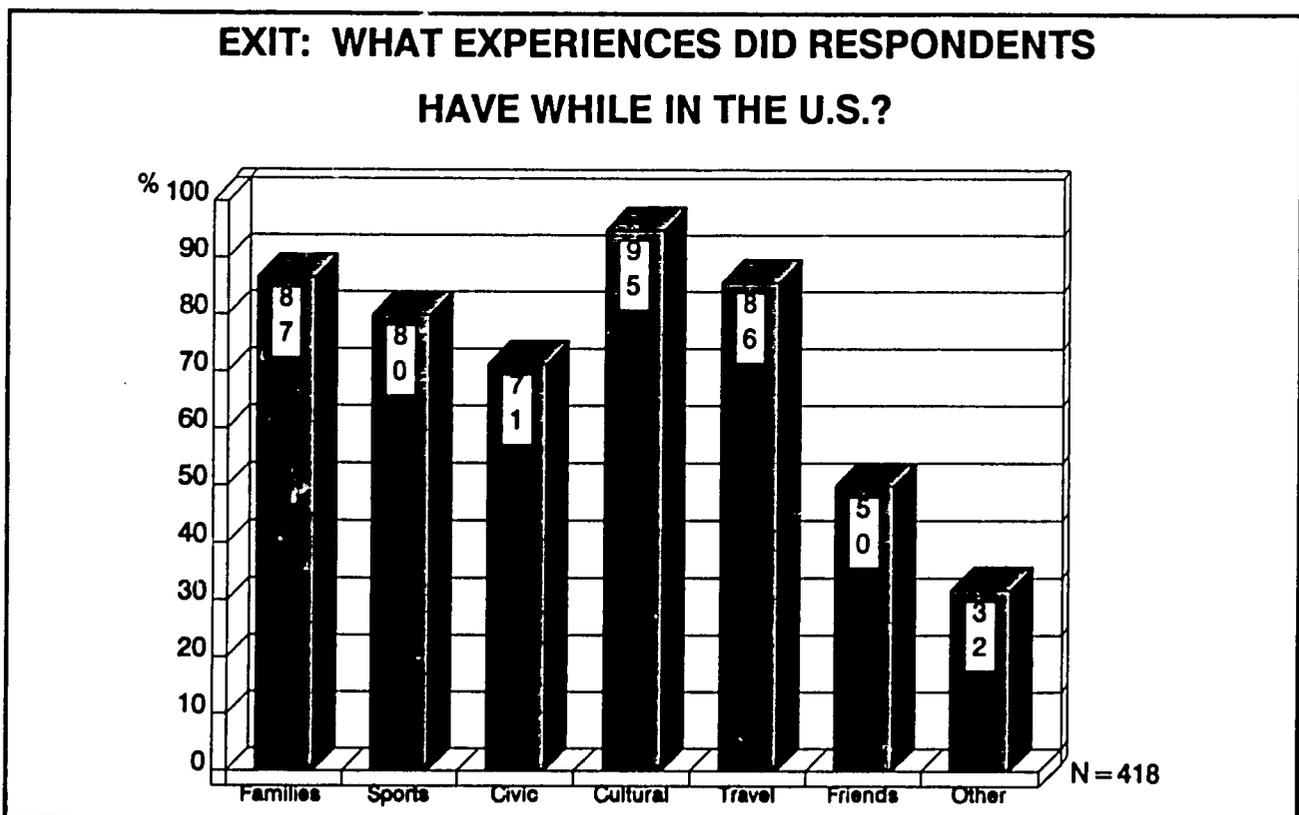


Figure 3.5
3.9

What did Trainees like most about their experience in the United States?

Table 3.3 shows that 26% of the answers to this question on the Exit Questionnaire refer to social interaction as the thing Trainees most liked about their U.S. experience. Participating in U.S. culture was a close second (24%). Acquiring specific knowledge and learning about U.S. institutions are next, accounting for 15% and 14% of comments, respectively. It appears that Trainees think that sharing experiences with people from the U.S. is a very worthwhile aspect of the program. One respondent commented that the best thing about the program was "My relationship with the public of the United States. Their warmth, friendliness and hospitality."

Within the individual Missions, patterns were fairly similar. In Belize and Guatemala, respondents chose acquiring specific knowledge more often than any other category (47% and 36% of comments, respectively). In Costa Rica, respondents chose social interaction by a wide margin (39%). These differences may indicate differences in types of programs and selection procedures.

TABLE 3.3
WHAT TRAINEES LIKED MOST ABOUT U.S. EXPERIENCES

| | BELIZE N= 15 | COSTA RICA N= 104 | EL SALVADOR N= 138 | GUATEMALA* N= 12 | HONDURAS** N= 7 | PANAMA N= 67 | ROCAP N= 22 | CASP N= 29 | TOTAL N= 394 |
|---------------------------|-----------------|----------------------|--------------------------|---------------------|--------------------|-----------------|----------------|---------------|-----------------|
| GENERAL | 6% | 5% | 11% | 5% | 9% | 3% | | 2% | 6% |
| LEARNING ENGLISH | | 8% | 1% | 9% | | 13% | 4% | 11% | 6% |
| ACQUIRING KNOWLEDGE | 47% | 14% | 10% | 36% | 18% | 13% | 8% | 26% | 15% |
| SOCIAL INTERACTION | 18% | 39% | 19% | 18% | 27% | 25% | 15% | 24% | 26% |
| U.S. CULTURE | 18% | 22% | 26% | 5% | 9% | 26% | 23% | 28% | 24% |
| U.S. INSTITUTIONS | 6% | 5% | 22% | 14% | 9% | 10% | 50% | 7% | 14% |
| U.S. PHYSICAL ENVIRONMENT | | 3% | 3% | 5% | 9% | 3% | | 2% | 3% |
| ASPECTS OF PROGRAM | 5% | 2% | 7% | 8% | 19% | 7% | | | 5% |
| OTHER | | 2% | 1% | | | | | | 1% |
| TOTAL | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |

* These data are augmented with data from 585 Guatemala Trainees interviewed at the end of their training in groups by PIET and Creative associates. These data are summarized at the end of this Chapter.

** Data from Honduras are incomplete.

Responses to the Returnee Interview are shown in Table 3.4. The largest category of responses (27%) related to various aspects of the training programs themselves, such as training activities, workload, and housing arrangements. Second was social interaction with U.S. citizens (24%), experiencing the culture and society (19%), and learning about U.S. institutions such as educational and legal systems (10%).

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Respondents in Costa Rica and El Salvador differed somewhat in their patterns of responses. Thirty-two percent of Costa Rican Trainees who responded chose social interaction as their best experience, while 24% chose culture and society. These responses are comparable to those found for Costa Rica in the Exit Questionnaire. One Costa Rican Trainee stated, "The type of life which people live in the rural area is friendly, simple and conservative." In El Salvador, 33% of those who responded chose aspects of the training program as their best experience, while 15% chose culture and society.

TABLE 3.4
RETURNEE: WHAT TRAINEES LIKED MOST ABOUT U.S.EXPERIENCES

| | COSTA RICA N = 188 | EL SALVADOR N = 229 | TOTAL N = 417 |
|--------------------|-----------------------|------------------------|------------------|
| GENERAL | 7% | 8% | 7% |
| ENGLISH KNOWLEDGE | 3% | 1% | 2% |
| GENERAL KNOWLEDGE | 4% | 10% | 7% |
| SOCIAL INTERACTION | 31% | 18% | 24% |
| CULTURE, SOCIETY | 23% | 15% | 19% |
| U.S. INSTITUTIONS | 6% | 14% | 10% |
| ENVIRONMENT | 5% | 2% | 3% |
| ASPECTS OF PROGRAM | 19% | 33% | 27% |
| OTHER | 2% | | 1% |
| TOTAL | 100% | 100% | 100% |

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

On the Exit Questionnaire, no aspect of the program was named as least liked in more than a small percentage of cases. Sixteen percent of the answers referred to the U.S. environment, while 15% mentioned social interaction. (see Table 3.5) Ten percent concerned some aspect of the learning program.

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TABLE 3.5
EXIT: WHAT TRAINEES LIKED LEAST ABOUT U.S. EXPERIENCES

| | BELIZE N=8 | COSTA RICA N=91 | EL SALVADOR N=88 | GUATEMALA ^{8*} N=8 | HONDURAS ^{**} N=7 | PANAMA N=55 | ROCAP N=21 | CASP N=25 | TOTAL N=303 |
|----------------------------------|---------------|--------------------|------------------------|--------------------------------|-------------------------------|----------------|---------------|--------------|----------------|
| ASPECT OF LEARNING | | 1% | 21% | | | 10% | 12% | 20% | 10% |
| LEARNING ENGLISH | | 2% | | | 14% | | | | 15% |
| SOCIAL INTERACTION | | 17% | 5% | 14% | 14% | 20% | 24% | 20% | 14% |
| HOMESICKNESS | 14% | 2% | 4% | 14% | | | | | 2% |
| U.S. CULTURE | | 4% | 4% | 57% | 30% | 8% | | | 5% |
| U.S. ENVIRONMENT | 43% | 16% | 18% | | 43% | 14% | | 13% | 15% |
| GEN. ORG & TREATMENT FAMILIES | | 15% | | | | 20% | | | 8% |
| WORKLOAD | | 2% | | | | | | | |
| FOOD | | 7% | 20% | | | 4% | 6% | | 7% |
| TRAVELLING | 14% | | 2% | | | 4% | 6% | | 1% |
| SPECIFIC TRN ACTVT | | 1% | 2% | | | 4% | 6% | 13% | 2% |
| HOUSING | | 1% | 5% | | | 2% | 6% | 7% | 2% |
| STIPENDS | | | 2% | | | | | | |
| DURATION | 14% | 10% | 5% | 15% | | 2% | 6% | | 5% |
| ACTIVITIES | | 2% | 7% | | | 6% | | 7% | 3% |
| OTHER | 15% | 20% | 5% | | | 2% | 35% | 20% | 11% |
| TOTAL | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |

* These data are augmented with data from 585 Guatemala Trainees interviewed at the end of their training in groups by PIET and Creative associates. These data are summarized at the end of this Chapter.

** Data from Honduras are incomplete.

Answers by Mission differed greatly. In El Salvador, answers involved aspects of the learning program (21%), food (20%), and the U.S. environment (18%). In Costa Rica, 17% of answers related to social interaction, 16% to the U.S. environment, and 15% to families. Panamanian answers referred to social interaction (20%), families (20%), and the U.S. environment (14%).

On the Returnee Interview, the duration of the program was mentioned in 13% of answers, food in 12%, training activities in 10%, and U.S. culture in 10%. (Table 3.6). Other categories were mentioned in less than 10% of answers. Results by Mission were quite different. Of the Trainees from El Salvador, 25% chose duration of the program as their least-liked aspect. This result appears to relate to Trainees' reaction that their particular program offered too much information in too short a time. The second least-liked aspect for Salvadoran Trainees was training and activities (13%), followed

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by aspects of the learning experience (12%) and food (11%). No Costa Rican Trainees selected program duration as the aspect liked least. U.S. culture topped their list (15%), with food (13%) and social interaction (10%) following. Since social interaction and U.S. culture were also the most-liked aspects by Costa Ricans (see question above), it appears that different individuals had different experiences in their contacts with U.S. citizens.

TABLE 3.6
RETURNEE: WHAT TRAINEES LIKED LEAST ABOUT U.S. EXPERIENCES

| | COSTA RICA N = 122 | EL SALVADOR N = 215 | TOTAL N = 337 |
|-------------------------|------------------------------|-------------------------------|-------------------------|
| ENGLISH KNOWLEDGE | 5% | | 3% |
| GENERAL KNOWLEDGE | 3% | | 1% |
| SOCIAL INTERACTION | 10% | 2% | 6% |
| DURATION OF THE PROGRAM | | 25% | 13% |
| ASPECTS OF LEARNING EXP | | 12% | 6% |
| CULTURAL ADAPTATION | 1% | | |
| U.S. CULTURE | 15% | 6% | 10% |
| U.S. ENVIRONMENT | 8% | 2% | 5% |
| GENERAL ORG & TREATMENT | 5% | 1% | 3% |
| FAMILIES | 7% | | 4% |
| WORKLOAD | 2% | 8% | 5% |
| FOOD | 13% | 11% | 12% |
| TRAVEL & TRANSPORTATION | 5% | 2% | 4% |
| TRAINING AND ACTIVITIES | 7% | 13% | 10% |
| HOUSING | 2% | 3% | 3% |
| STIPENDS | 3% | 4% | 3% |
| DURATION | 4% | | 2% |
| PERSONNEL ACTIVITIES | 1% | 5% | 4% |
| GROUP COMPOSITION | 1% | 2% | 1% |
| PARTICIPANTS' ATTITUDES | | 1% | |
| MEDICAL | 1% | | |
| OTHER ACTIVITIES | 2% | | 1% |
| OTHER | 5% | 3% | 4% |
| TOTAL | 100% | 100% | 100% |

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

Yes. Data on this question were collected only on the Exit Questionnaire. Figure 3.6 shows percentages of Trainees who felt that the program had increased their understanding of aspects of U.S. life either "very much" or "much". Eighty-four percent reported an increased understanding of U.S. citizens, and the same percentage felt they better understood life in the U.S. Eighty-two percent understood U.S. families better, while 64% and 60%, respectively, better understood U.S. government and politics. Responses by Mission were fairly similar, with one exception: El Salvador. Percentages for Trainees from El Salvador were consistently higher than the average for all Missions. Percentages ranged from 91% who better understood U.S. government to 81% who better understood U.S. politics. It appears that the program in El Salvador was especially effective in meeting the goal of increasing Trainees' understanding of U.S. life.

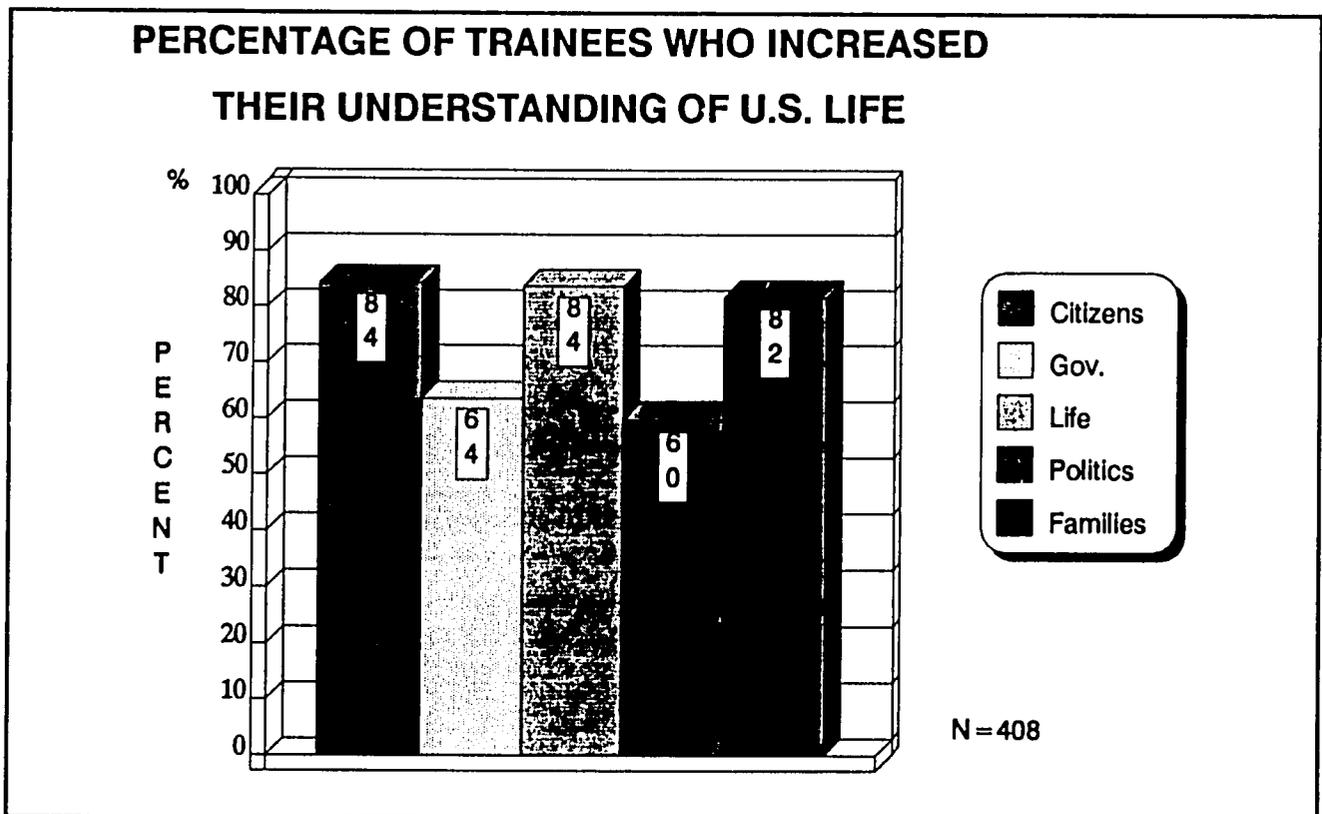


Figure 3.6

How do Trainees characterize the U.S. as a country?

Data shown in Figure 3.7 were collected on the Exit Questionnaire. On the whole, Trainees think very well of the U.S. The highest number of Trainees (94%) chose the adjective strong, followed by wealthy (92%), generous (89%), natural (88%), and fair (87%).

Among individual Missions, responses were more mixed. Responses from Salvadorans were consistently higher than average, ranging from 91% (for "friendly") to 98% (for "strong").

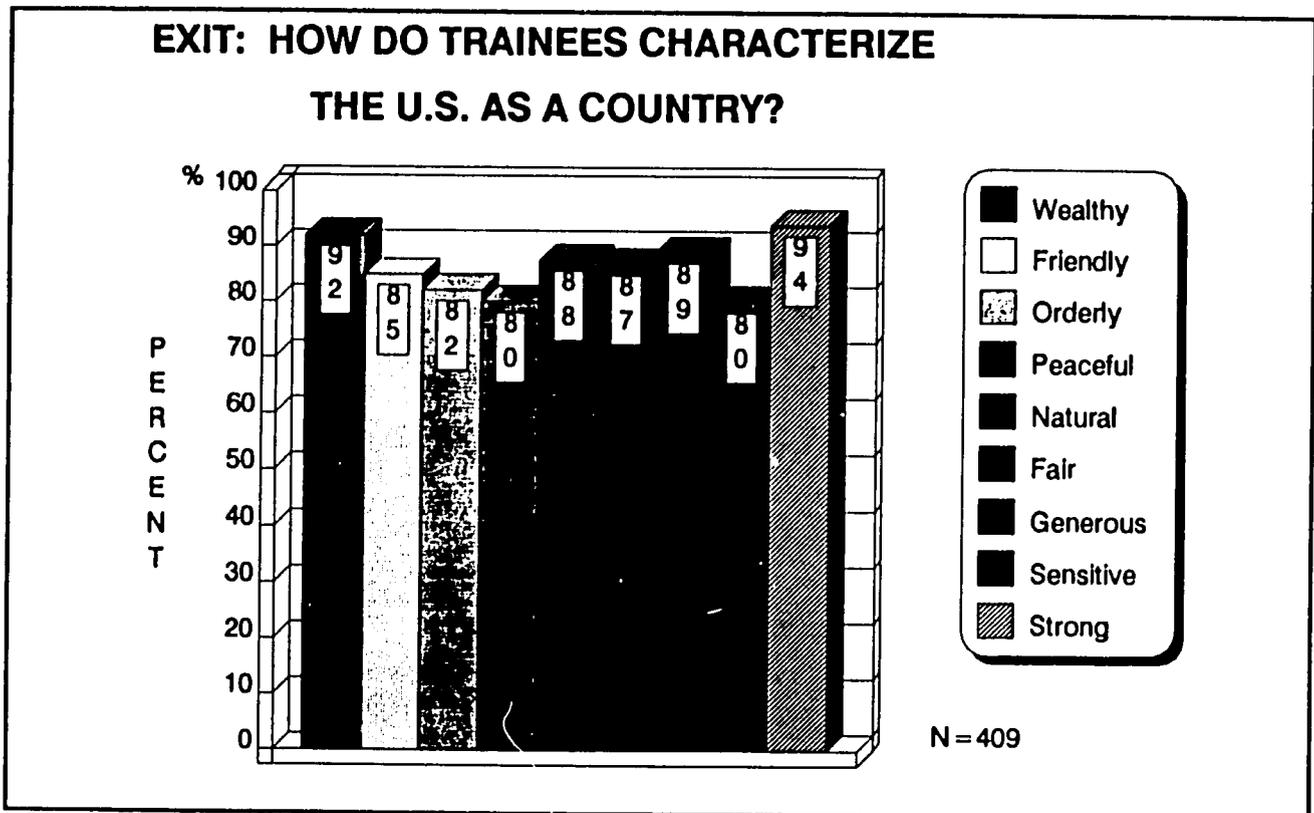


Figure 3.7

Data from the Returnee Interviews are shown in Figure 3.8, based on responses on the same seven-point scale. Most Trainees had good opinions of the U.S., ranging from 95% who felt the U.S. was "orderly" to 79% who felt it was "sensitive." In most categories, Trainees from El Salvador had slightly higher opinions than those from Costa Rica. In only one category was the difference large: 92% of Trainees from El Salvador felt the U.S. was "sensitive," while only 66% of Costa Ricans felt so.

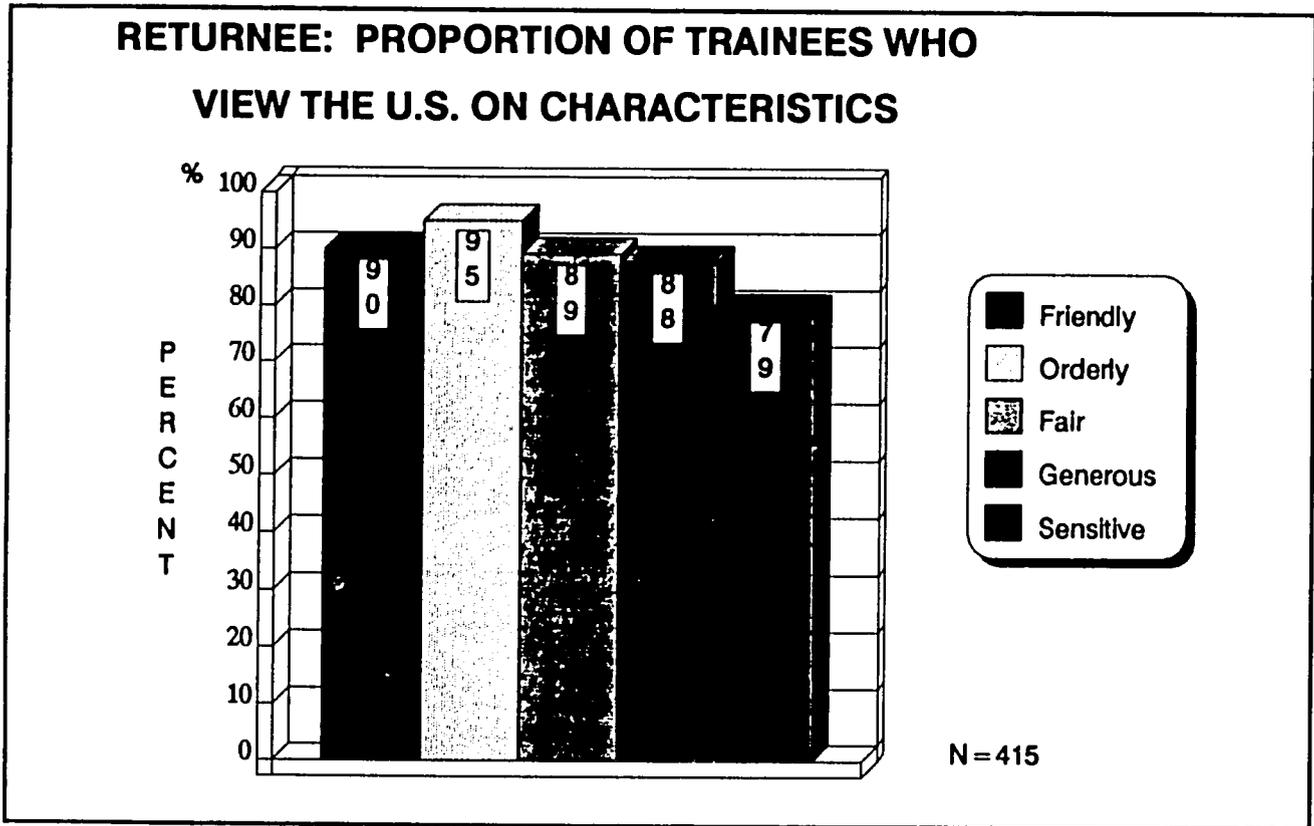


Figure 3.8

SKILLS TRAINING

The purpose of this section is to assess Trainees' perceptions of the quality of the Skills Training component. The analyses are grouped into these areas:

- Predeparture preparation
- Training objectives of Trainees themselves
- Trainees' perceptions of the program
- Follow-up services

PREDEPARTURE PREPARATION

Did respondents find the predeparture preparation useful?

Yes. Figure 3.9 shows that overall, nearly all respondents to the Exit Questionnaire felt that the predeparture preparation ranged from somewhat useful to extremely useful. Ninety-seven percent of respondents found the training on U.S. culture useful; 96%

found the training in English and in other areas useful; and 94% found the information on the training program useful.

Within the individual Missions, more than 90% of the respondents agreed on most items. The exception was training in English. Few respondents from El Salvador (55%) found their English language training useful.

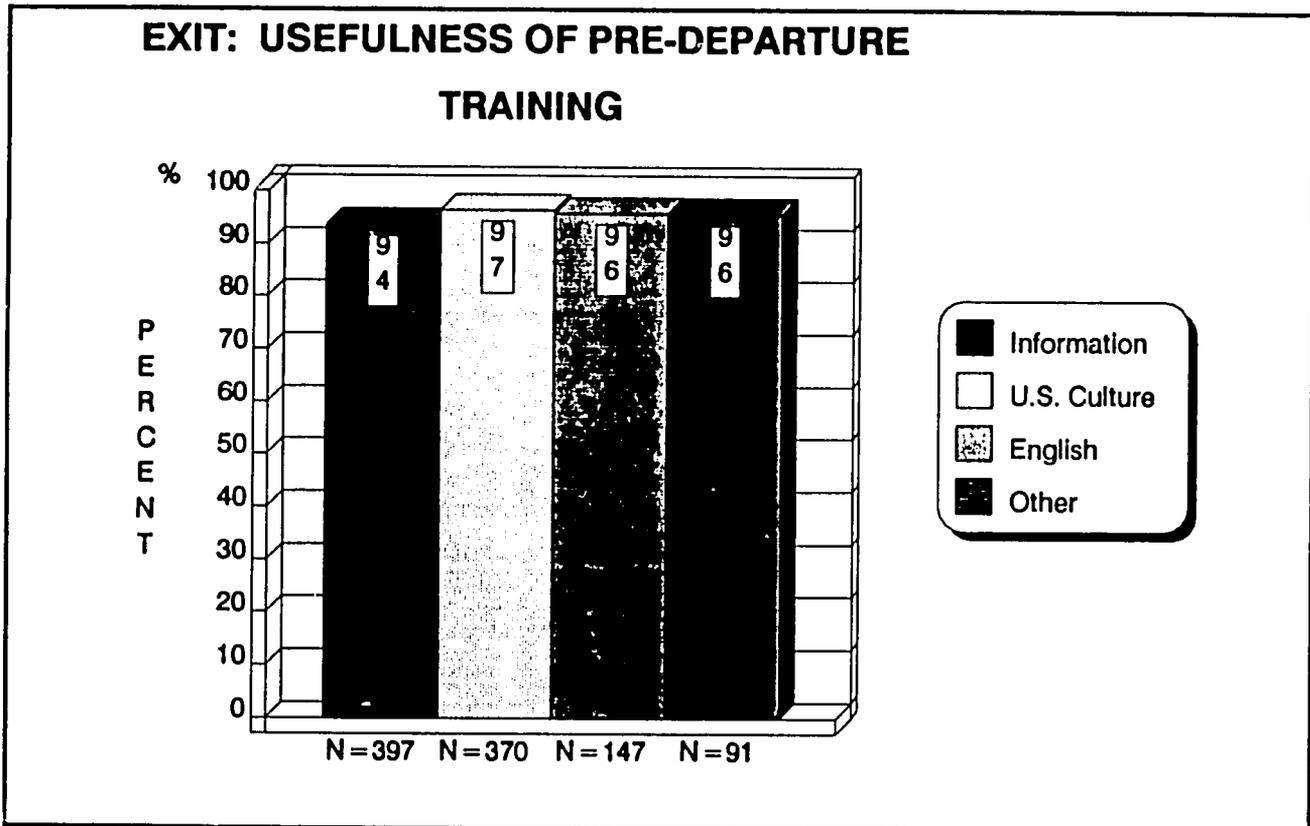


Figure 3.9

Did the CAPS Trainees feel prepared for the trip and the training program?

Yes. Figure 3.10 shows that over four-fifths (85%) of the respondents felt that they were either very prepared (22%) or prepared (63%) for the trip and training program. Only a small percentage felt unprepared (13%) or very unprepared (2%) to undertake the training. Results are similar for two of the Missions, Costa Rica and El Salvador. But more respondents felt prepared in Panama (96%, 72 respondents total).

EXIT: HOW PREPARED DID RESPONDENTS FEEL FOR THEIR TRAINING PROGRAM

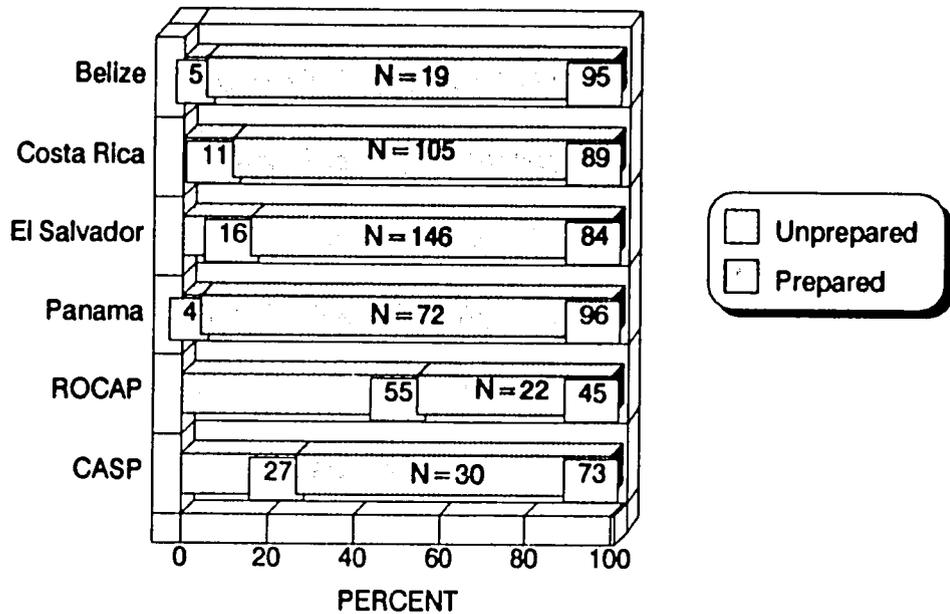


Figure 3.10

TRAINING OBJECTIVES OF TRAINEES

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

Table 3.7 shows the areas of respondents' training objectives as specified on the Exit Questionnaire. When asked what they originally hoped to get out of the CAPS program, more than two-fifths (41%) of the respondents identified "specific field knowledge" as their chief objective. "English knowledge" was second (17%), while the areas of "general knowledge" and "U.S. culture knowledge" were tied for third (15% each). Each of the other six objectives (making friends, sharing culture, career development, self-knowledge improvement, traveling, and other) was selected by less than 5% of the respondents.

TABLE 3.7
EXIT: TRAINING OBJECTIVES

| | Belize N=19 | Costa Rica N=103 | El Salvador N=131 | Guatemala* N=12 | Honduras** N=6 | Panama N=61 | ROCAP N=22 | CASP N=28 | TOTAL N=382 | |
|----------------------------|----------------|---------------------|-------------------------|--------------------|-------------------|----------------|---------------|--------------|----------------|------|
| GENERAL KNOWLEDGE | | 12% | 9% | 21% | 13% | 67% | 13% | 15% | 14% | 15% |
| SPECIFIC FIELD KNOWLEDGE | | 64% | 26% | 49% | 53% | 33% | 48% | 42% | 44% | 41% |
| U.S. CULTURE KNOWLEDGE | | 23% | 19% | 12% | 14% | 32% | 14% | 9% | 6% | 15% |
| SELF KNOWLEDGE IMPROVEMENT | | 1% | 2% | 5% | | 1% | | | 1% | |
| ENGLISH KNOWLEDGE | | | 26% | 3% | 20% | | 18% | 27% | 28% | 17% |
| SHARE CULTURE | | | 7% | 1% | | | 1% | | 2% | 3% |
| MAKE FRIENDS | | | 7% | 1% | | | 5% | 7% | | 4% |
| TRAVELING | | | 2% | | | | | | | 1% |
| CAREER DEVELOPMENT | | | 2% | 8% | | | | | 5% | 3% |
| OTHER | | | | | | | 1% | | | 1% |
| TOTAL | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |

* These data are augmented with data from 585 Guatemala Trainees interviewed at the end of their training in groups by PIET and Creative associates. These data are summarized at the end of this Chapter.

** Data from Honduras are incomplete.

Figure 3.11 shows that respondents to the Returnee Interview placed a heavier emphasis on "specific field knowledge" (77%). Two other objectives, "U.S. culture knowledge" and "English knowledge", ran a poor second at 10% each, while "making friends" and "other" were selected by only 2% and 1%, respectively.

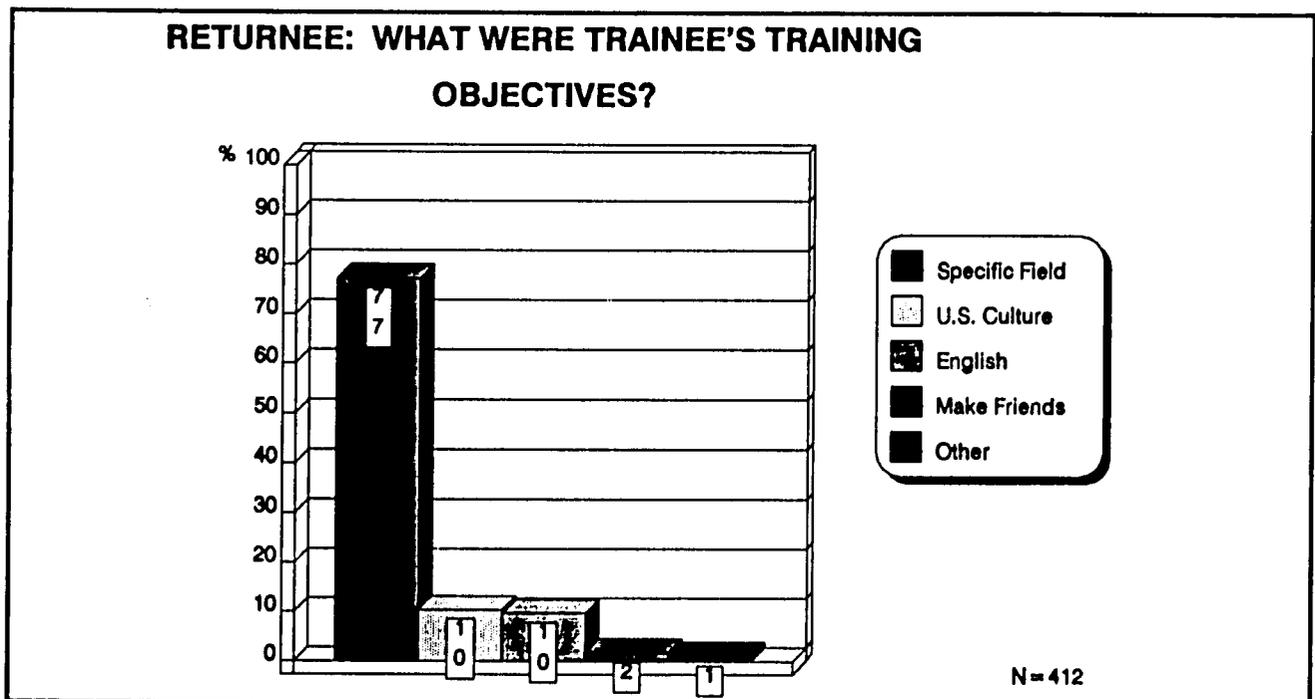


Figure 3.11

To what extent did respondents realize their training expectations?

Figure 3.12 shows that 82% of respondents to the Exit Questionnaire indicated that their original objectives were realized to "a very great extent" (28%) or "a great extent" (54%). Fourteen percent of respondents felt that their objectives were met somewhat, leaving 4% who felt that their objectives were met only "a little" or "not at all."

Results at most individual Missions were the same as or better than the overall results. The percent of respondents who indicated that their objectives were met to a "great" or "very great extent" was from 87% for Honduras and 87% Costa Rica (105 respondents total). Results for Panama were lower, however, with only 65% reporting that their objectives were met to a "great" or "very great extent" (70 respondents total).

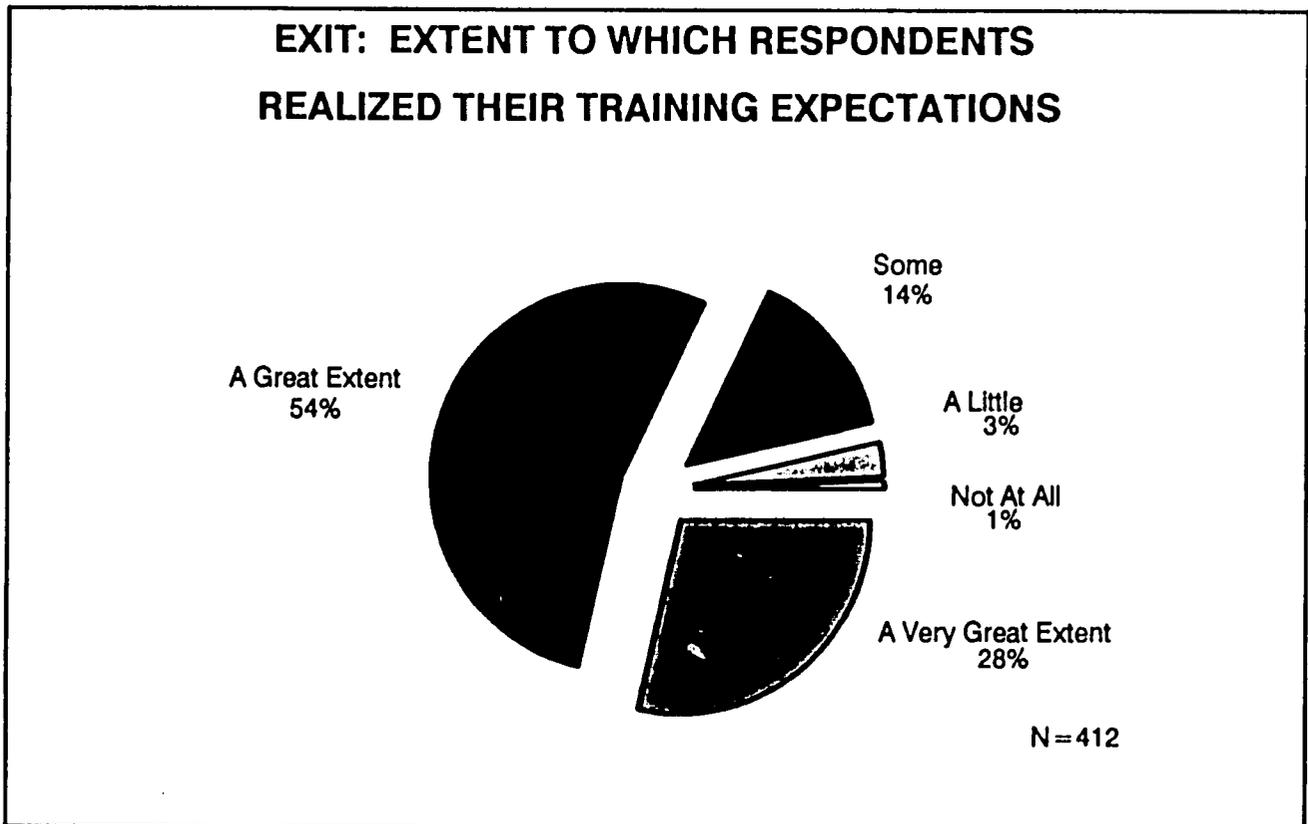


Figure 3.12

Responses to the Returnee Interview were similar. Figure 3.13 shows that 78% of respondents felt that their objectives were realized "very much" (20%) or "much" (58%), while 14% felt that their objectives were realized "some" and only 8% felt that their objectives were met only "a little" or "not at all". Results at both Missions (i.e. El Salvador and Costa Rica) were similar.

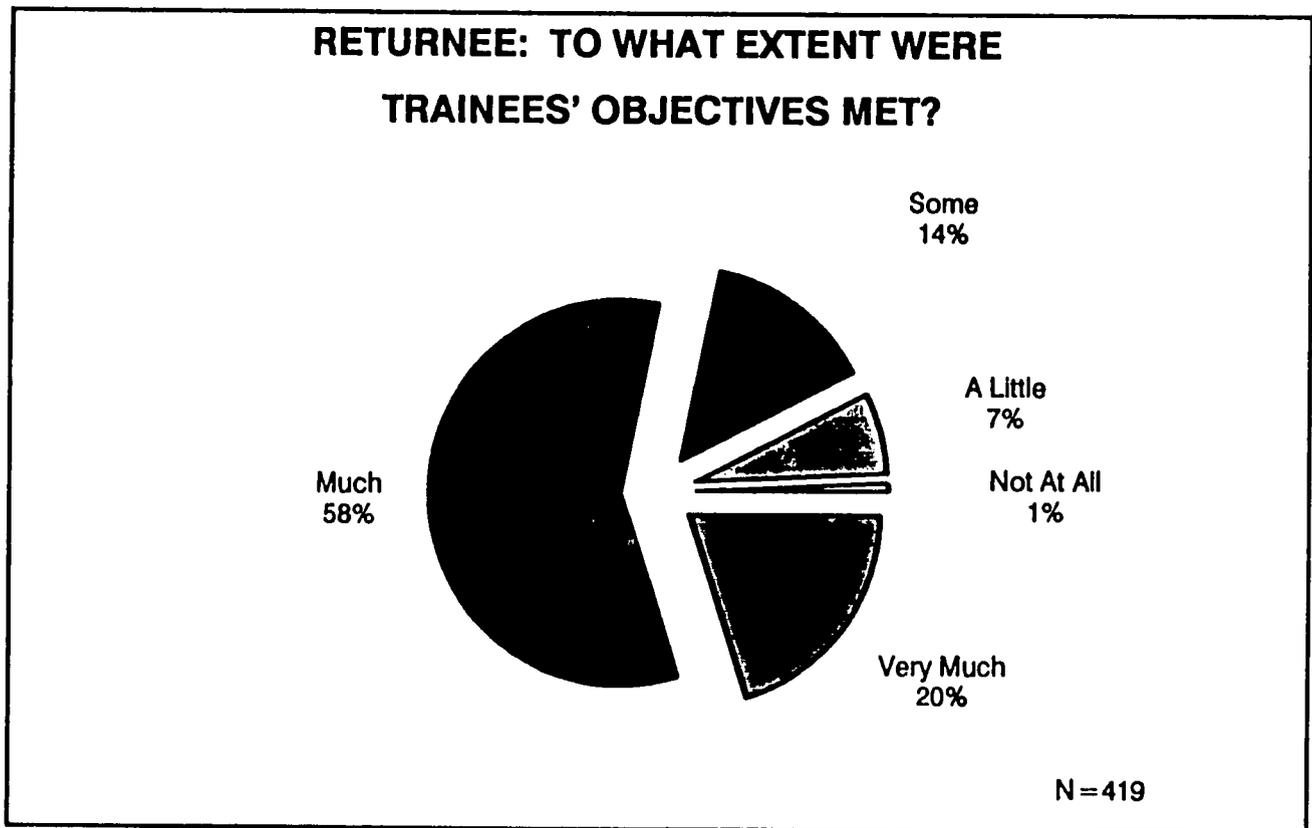


Figure 3.13

TRAINEE SATISFACTION

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

Yes. Figure 3.14 shows that an overwhelming majority (96%) of respondents to the Exit Questionnaire were either "very satisfied" (55%) or "satisfied" (41%) with their programs. Only 3% were neither satisfied nor dissatisfied, with only a total of 1% indicating that they were "dissatisfied" or "very dissatisfied."

Within the individual Missions, results were similar. In Guatemala (13 respondents total) 100% were "satisfied" or "very satisfied". In Panama (72 respondents total), 10% rated themselves as "neither satisfied" nor "dissatisfied", but none assigned a lower rating.

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**EXIT: TO WHAT EXTENT WERE TRAINEES
SATISFIED WITH THE TRAINING?**

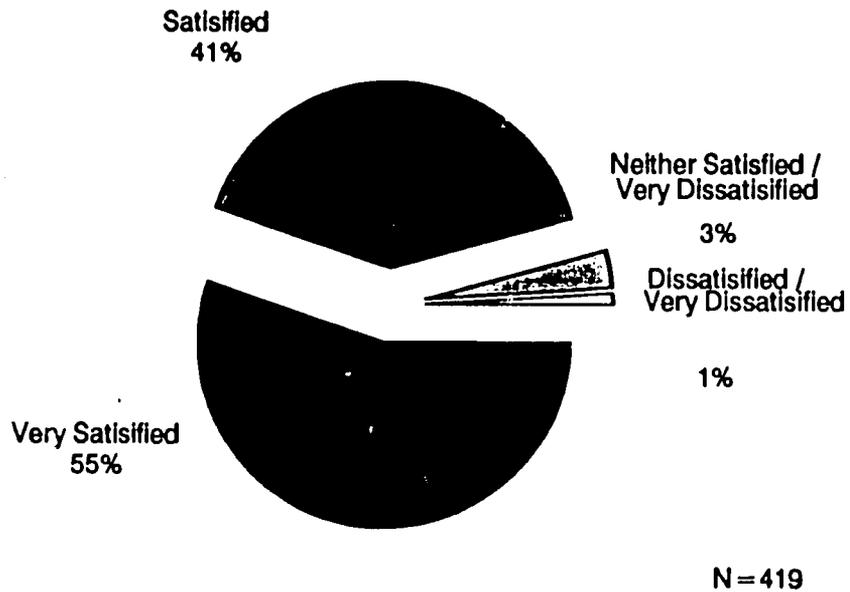


Figure 3.14

Figure 3.15 represents responses to the Returnee Interview. Respondents in Costa Rica and El Salvador rated the overall quality of their training programs highly. A total of 92% rated themselves as either "very satisfied" (48%) or "satisfied" (44%).

**RETURNEE: TO WHAT EXTENT WERE TRAINEES
SATISFIED WITH THE TRAINING?**

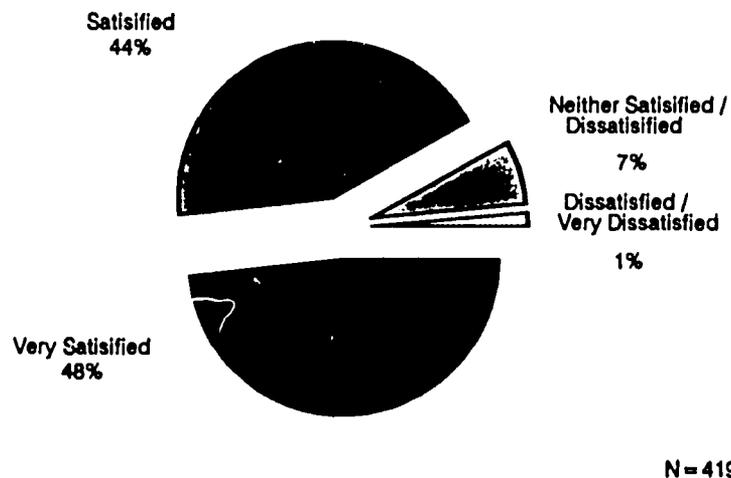


Figure 3.15

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Are Trainees in long-term academic programs satisfied with their training?

Yes. On the Exit Questionnaire, more than 85% of Trainees who responded rated themselves as "very satisfied" (29%) or "satisfied" (56%) with their long-term academic programs. Just over 11% rated themselves as "neither satisfied nor dissatisfied", while a total of only 3% rated themselves as "dissatisfied" or "very dissatisfied".

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

Responses to the Exit Questionnaire are shown graphically in Figure 3.16. A total of 97% rated their programs as either "excellent" (49%) or "good" (48%), with only 3% total responding with "fair" or "poor." Individual Mission results were similar. All respondents in Belize rated their programs as either "excellent" or "good". In Panama, 8% (72 respondents total) rated their programs as "fair", but none assigned a lower rating.

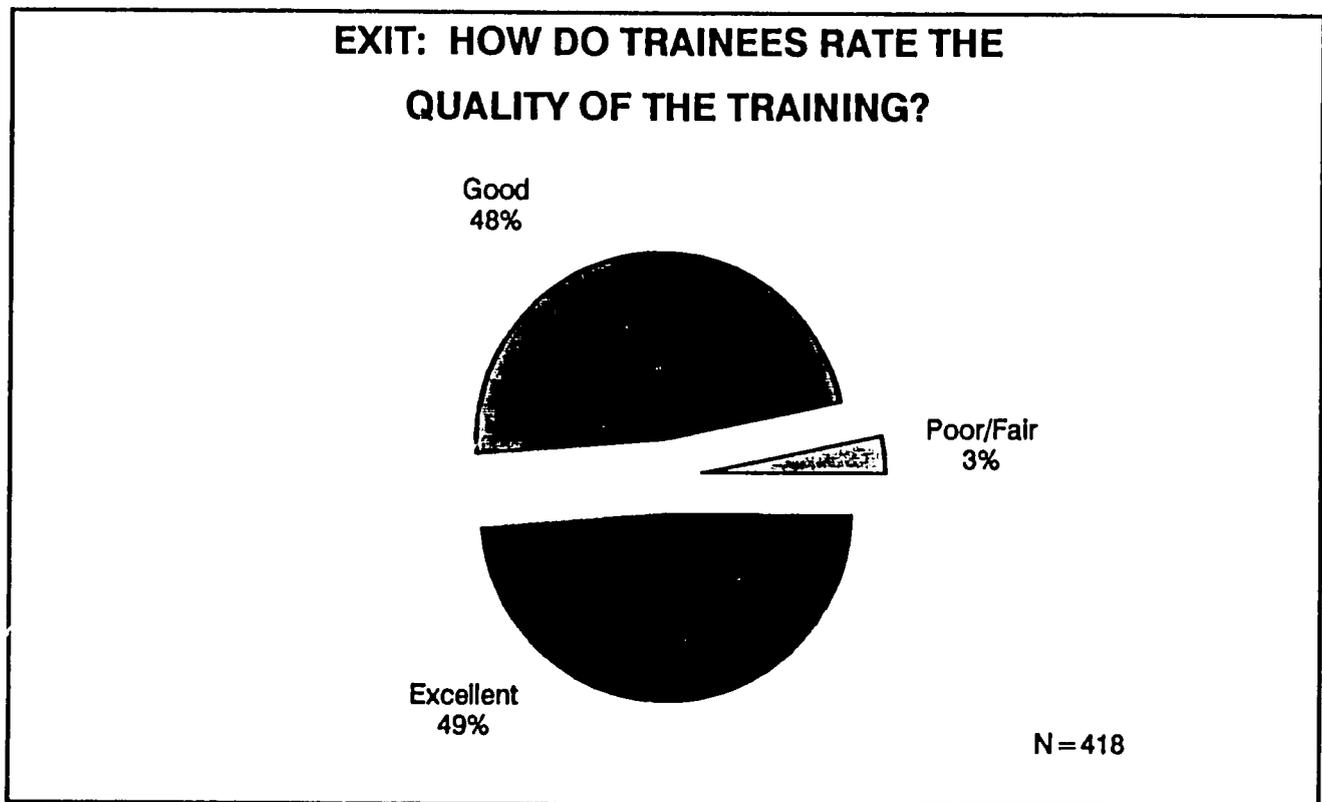


Figure 3.16

Figure 3.17 shows that overall, respondents to the Returnee Interview were less enthusiastic, but still had generally high opinions of their programs. A total of 80% rated the quality of their training as "excellent" (34%) or "good" (46%). The rating "fair" was given by 16%, while a total of 4% rated their programs as "poor" or "very poor."

RETURNEE: HOW DO TRAINEES RATE THE QUALITY OF TRAINING?

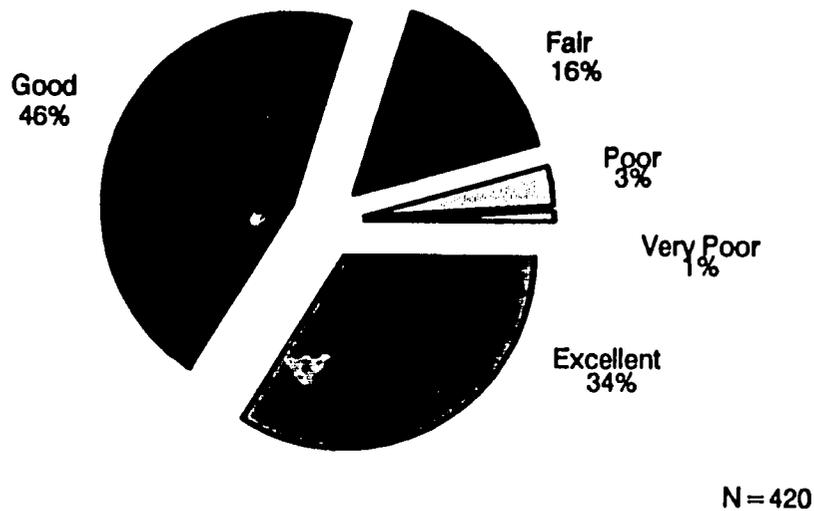


Figure 3.17

TRAINEES' PERCEPTIONS OF THE PROGRAM

What were the most positive elements of Trainees' experiences?

Thirty-four percent of respondents to the Exit Questionnaire made positive comments on their programs. Table 3.8 lists the types and percentages of positive comments. Overall, more than half of the positive comments made (54%) were of a general nature. Specific comments related to personnel (9%), food (7%), U.S. culture and institutions (6%), being with American citizens (5%), and medical care (5%).

Within El Salvador and Costa Rica, percentages were fairly similar. Within El Salvador (102 positive comments total), 43% were general, 15% concerned personnel, and 11% concerned food. Costa Rican respondents (63 positive comments total) offered general comments (65%), comments on being with American citizens (11%), and comments on medical care (10%).

TABLE 3.8
EXIT: TYPES OF POSITIVE TRAINEES COMMENTS
REGARDING TRAINING

| | BELIZE | COSTA RICA | EL SALVADOR | GUATEMALA* | PANAMA | ROCAP | CASP | TOTAL |
|-------------------------|--------|------------|-------------|------------|--------|-------|-------|---------|
| NUMBER OF TRAINERS | N = 4 | N = 50 | N = 76 | N = 6 | N = 18 | N = 4 | N = 7 | N = 165 |
| NUMBER OF COMMENTS | n = 7 | n = 63 | n = 102 | n = 8 | n = 20 | n = 4 | n = 8 | n = 212 |
| POSITIVE NON-SPECIFIC | 43% | 65% | 43% | 63% | 60% | 100% | 63% | 54% |
| GENERAL ORG & TREATMENT | | | 1% | | | | | |
| ACTIVITIES | | | 4% | | | | | 2% |
| HOUSING | | | 2% | | 5% | | | 5% |
| PUNCTUALITY STIPENDS | | | 1% | | | | | |
| GEN QUALITY TRAINING | 14% | 2% | 3% | 13% | 5% | | | 3% |
| LEVEL DIFFICULTY | | | 1% | | | | | |
| PERSONNEL | | 5% | 15% | | 5% | | 13% | 10% |
| ORG ARRANGED PROGRAM | 14% | | 4% | | | | | 3% |
| EXTEND PROGRAM | | | | | 5% | | 11% | 2% |
| MEDICAL | | 10% | 4% | | | | | 6% |
| FOOD | 14% | 3% | 11% | | | | | 8% |
| FOLLOW UP | | | | 12% | | | | |
| U.S. CULTURE & INSTINS | | 4% | 5% | 12% | 5% | | 11% | 7% |
| ASPECTS OF LANGUAGE | | | 1% | | | | | |
| OTHER | 15% | | 2% | | 10% | | 2% | |
| TOTAL | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |

* These data are augmented with data from 585 Guatemala Trainees interviewed at the end of their training in groups by PIET and Creative associates. These data are summarized at the end of this Chapter.

Fewer categories of comments were made by respondents to the Returnee Interview (N = 590), as shown in Table 3.9. Almost 10% of respondents made positive comments; of these comments most (86%) were of a general nature (eg. training was good), while specific comments concerned training activities (11%) and personnel (3%). It is interesting to note that these results follow the same pattern when data from the two individual Missions are examined.

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TABLE 3.9
RETURNEE: TYPES OF TRAINEES' POSITIVE COMMENTS
REGARDING TRAINING

| | COSTA RICA | EL SALVADOR | TOTALS |
|---------------------------|---------------|---------------|---------------|
| <i>NUMBER OF TRAINEES</i> | <i>N = 20</i> | <i>N = 15</i> | <i>N = 35</i> |
| <i>NUMBER OF COMMENTS</i> | <i>n = 21</i> | <i>n = 16</i> | <i>n = 37</i> |
| POSITIVE NON-SPECIFIC | 86% | 88% | 86% |
| TRAINING ACTIVITIES | 14% | 6% | 11% |
| PERSONNEL | | 6% | 3% |
| TOTAL | 100% | 100% | 100% |

What were the most negative elements of Trainees' experiences?

Of the 419 respondents to the Exit Questionnaire, only 12% (i.e., 50) made negative comments on their programs. Table 3.10 shows that overall, no consistent problems were identified. Of the 340 negative comments made, by these 50 respondents 13% of these comments related to housing arrangements, 13% dealt with the duration of the program, and 10% of the comments concerned Trainee selection procedures. Comments relating to stipend amounts, general quality of the training, personnel, and aspects of use of the language constituted 7% each.

Responses for individual Missions followed the same general pattern. Within Costa Rica (12 negative comments total), 17% each of the comments related to housing arrangements, being with U.S. citizens, stipend amount, and U.S. culture and institutions. Within El Salvador (23 negative comments total), 35% of the comments concerned the duration of the program (too short for the material presented); 13% dealt with selection procedures (grouping of Trainees with widely different skill levels). Thirty-eight percent of negative comments from Panamanian Trainees (13 negative comments total) dealt with housing arrangements.

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TABLE 3.10
EXIT: TYPES OF TRAINEES' NEGATIVE COMMENTS
REGARDING TRAINING

| | COSTA RICA | EL SALVADOR | PANAMA | ROCAP | CASP | TOTAL |
|-------------------------|------------|-------------|----------|---------|---------|----------|
| NUMBER OF TRAINEES | N = 11 | N = 22 | N = 12 | N = 4 | N = 7 | N = 57 |
| NUMBER OF COMMENTS | n = 12** | n = 23** | n = 13** | n = 4** | n = 8** | n = 61** |
| GENERAL | 8% | | 15% | | | 5% |
| ACTIVITIES | | 4% | | | | 3% |
| HOUSING ARRANGEMENTS | 17% | | 38% | 25% | | 13% |
| BEING w/AMER CITIZENS | 17% | | | | | 3% |
| TRAVEL ARRANGEMENTS | | 4% | | | | 2% |
| AMOUNT STIPENDS | 17% | 4% | 8% | | | 7% |
| PUNCT STIPENDS | 8% | 4% | | | | 3% |
| GEN QUALITY TRAINING | | 4% | 8% | | 25% | 7% |
| AMOUNT EFFORT | | | 8% | | 13% | 3% |
| PERSONNEL | | 4% | | 25% | 25% | 7% |
| ORG ARRANGED PROGRAM | 8% | | 8% | | | 3% |
| DURATION PROGRAM | | 35% | | | | 13% |
| SELECTION | | 13% | | | 37% | 10% |
| FOOD | | | 8% | | | 2% |
| FOLLOW UP | | 5% | | 25% | | 3% |
| ENTRY ASSISTANCE | | 5% | | | | 2% |
| U.S. CULTURAL & INSTINS | 17% | | | | | 3% |
| ASPECT OF LANGUAGE | | 13% | 7% | | | 7% |
| OTHER | 8% | 5% | | 25% | | 4% |
| TOTAL | 100% | 100% | 100% | 100% | 100% | 100% |

* These data are augmented with data from 585 Guatemala Trainees interviewed at the end of their training in groups by PIET and Creative associates. These data are summarized at the end of this Chapter.

** n = Number of comments made, not number of Trainees.

Comments made by respondents to the Returnee Interview showed a different pattern, as shown in Table 3.11. Only 24% of the 590 respondents noted anything negative about their programs. The 141 returnees made 340 negative comments. Two categories, training activities and duration, each accounted for 19% of the comments made, while amount of effort required by the program accounted for 16%. Two other categories, housing arrangements and financial assistance, accounted for 6% each.

As in the Exit Questionnaire data, the Trainees from El Salvador made the most comments about program duration (25%). This was followed by amount of effort required (23%) (a related variable) and amount of stipends (16%). Costa Rican Trainees made the most comments about training activities (24%), housing arrangements (14%), and duration of the program (11%). These Trainees had stronger reactions to aspects of the program itself than did those who answered the Exit Questionnaire.

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TABLE 3.11
RETURNEE: TYPES OF TRAINEES' NEGATIVE COMMENTS
REGARDING TRAINING

| | COSTA RICA | EL SALVADOR | TOTAL |
|---------------------------|----------------|----------------|----------------|
| <i>NUMBER OF TRAINEES</i> | <i>N = 31</i> | <i>N = 50</i> | <i>N = 81</i> |
| <i>NUMBER OF COMMENTS</i> | <i>n = 33*</i> | <i>n = 53*</i> | <i>n = 86*</i> |
| GENERAL | | 3% | 2% |
| GENERAL ORG & TREATMENT | 8% | | 3% |
| HOUSING ARRANGEMENTS | 14% | 2% | 6% |
| BEING w/AMERICAN CITIZENS | 5% | | 2% |
| TRAVEL ARRANGEMENTS | | 2% | 1% |
| AMOUNT OF STIPENDS | 5% | 5% | 5% |
| TRAINING ACTIVITIES | 24% | 16% | 19% |
| LEVEL OF DIFFERENCE | 3% | 2% | 2% |
| AMOUNT OF EFFORT | 5% | 23% | 16% |
| PERSONNEL | 3% | | 1% |
| ORG. ARRANGED PROGRAM | 5% | | 2% |
| DURATION | 11% | 25% | 19% |
| PREP FOR PROGRAM | 5% | | 2% |
| GROUP COMPOSITION | 5% | | 3% |
| FOOD | | 2% | 1% |
| SPECIAL PROGRAM CONTENT | | 3% | 2% |
| FOLLOWUP ASSISTANCE | | 2% | 1% |
| FINANCIAL ASSISTANCE | 3% | 7% | 6% |
| ENTRY ASSISTANCE | 5% | | 2% |
| CULTURAL ADAPTATION | 4% | | 1% |
| OTHER | | 3% | 4% |
| TOTAL | 100% | 100% | 100% |

*n = Number of comments, not number of Trainees.

Have the academic in-training Trainees encountered any problems in the CAPS program?

The 75 academic in-training Trainees reported a total of 66 problems. Of the problems mentioned, 16, were related to amount of stipends, while 12 concerned medical care, 10 concerned use of English, and eight related to housing. These problem areas were found with some consistency across all Missions.

Did the CAPS Trainees experience problems with the various elements of their scholarship programs?

Table 3.12 shows that overall, CAPS Trainees encountered problems. Only 45 respondents to the Exit Questionnaire described any kind of problem. The greatest number of these problems was in housing arrangements (21% of problems), followed by travel arrangements (16%), personnel (7%), being with American citizens (5%), and amount of stipend (5%).

TABLE 3.12

EXIT: WHAT PROBLEMS DID TRAINEES HAVE WHILE IN THE U.S.?

| | |
|---------------------------|---------------|
| <i>NUMBER OF TRAINEES</i> | <i>N = 45</i> |
| <i>NUMBER OF COMMENTS</i> | <i>n = 56</i> |
| ASPECTS OF LANGUAGE | 2% |
| GENERAL | 2% |
| ACTIVITIES | 2% |
| HOUSING ARRANGMNTS | 21% |
| BEING w/AMER CTZENS | 5% |
| TRAVEL | 16% |
| AMOUNT STIPENDS | 5% |
| PUNCT STIPENDS | 2% |
| GEN QUALITY TRAINING | 4% |
| AMOUNT EFFORT | 4% |
| PERSONNEL | 7% |
| ORG ARRG PROGRAM | 2% |
| PREP PROGRAM | 4% |
| MEDICAL | 2% |
| FOOD | 3% |
| GEM PROG CONTENT | 5% |
| US CULTURAL & INSTITNS | 1% |
| ASPECTS OF LANGUAGE | 4% |
| OTHER | 7% |
| TOTAL | 100% |

Did respondents receive help concerning problems?

Yes. Of the twenty-seven respondents who reported problems on the Exit Questionnaire almost two-thirds (60%) received help concerning their problems. Figure 3.18 shows that help was received from training personnel (48%), others (26%), AID personnel (15%), and the host family (4%).

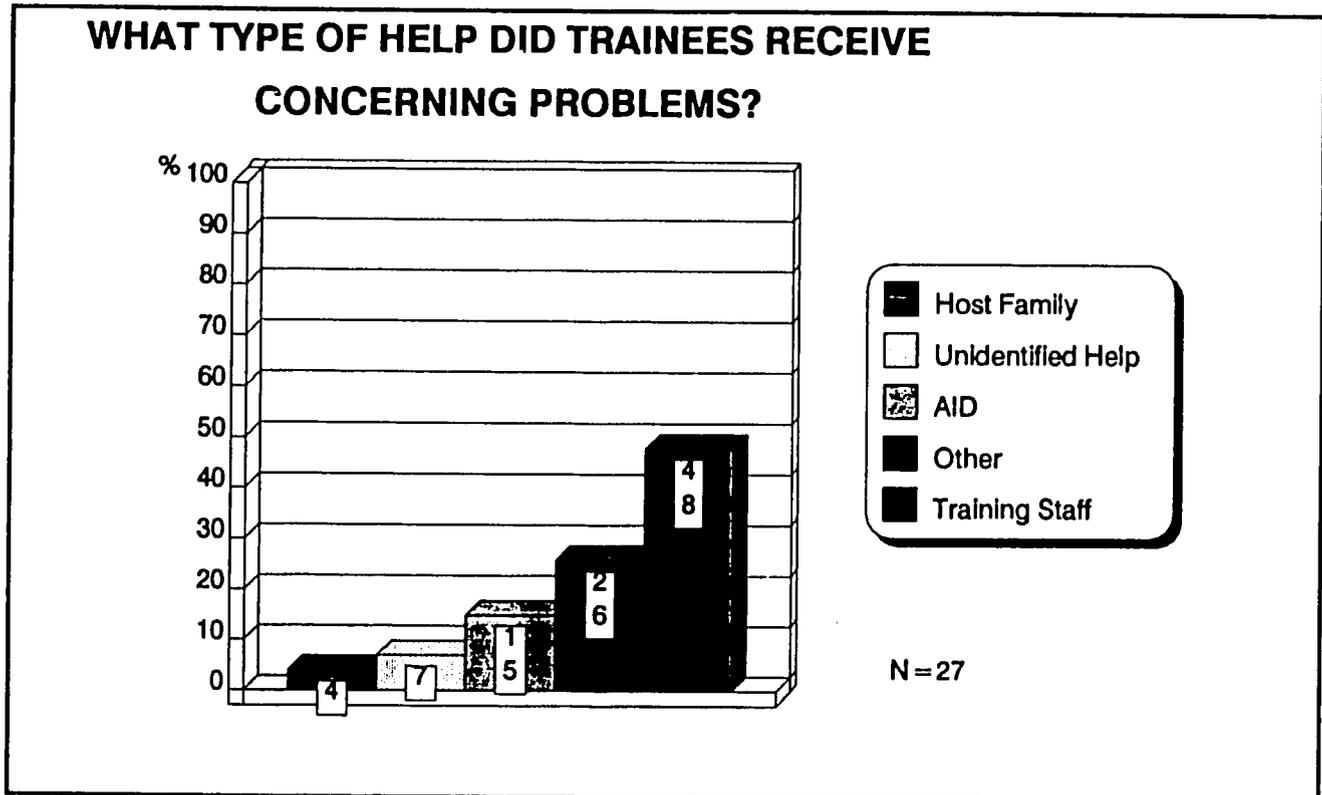


Figure 3.18

FOLLOW-UP SERVICES

The next three questions were asked on the Returnee Interview only.

Were follow-up services offered to the returned Trainees by AID and other agencies or people involved in the training?

Not sufficiently. As shown in Figure 3.19, a slim majority (54%) of the 406 respondents said yes, while 46% said no. Salvadoran and Costa Rican percentages were similar.

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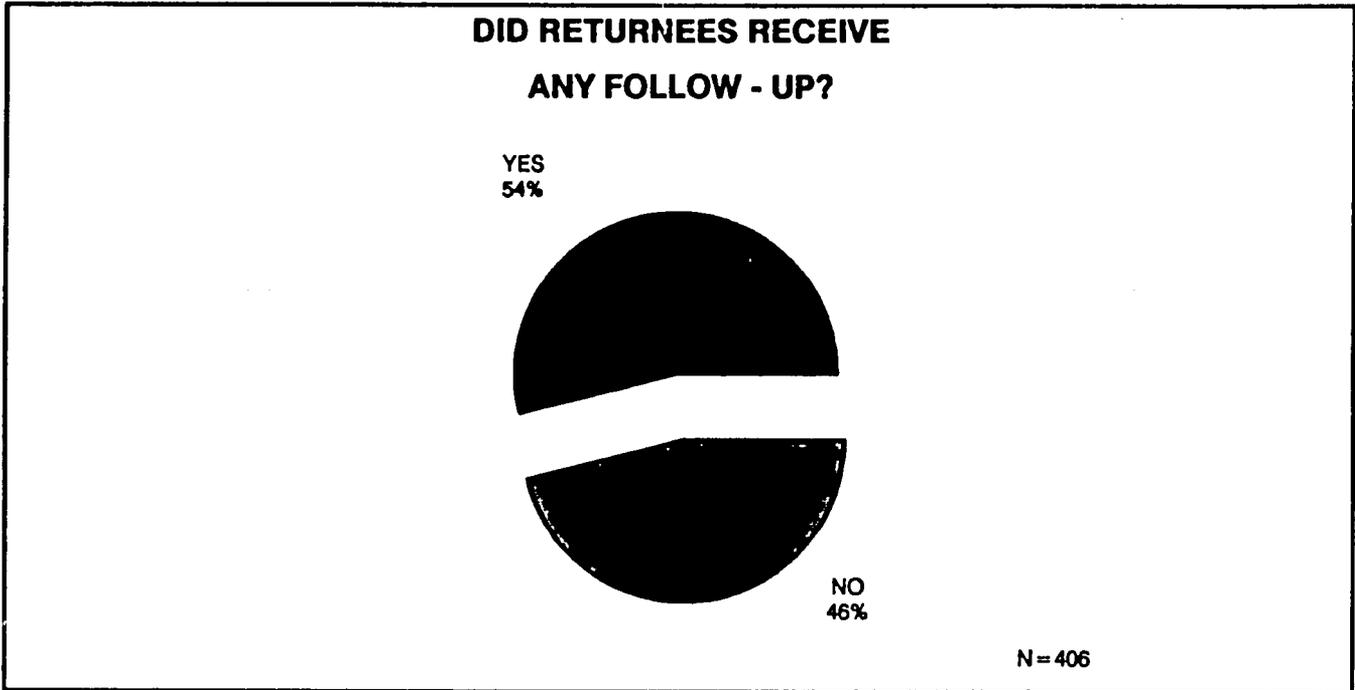


Figure 3.19

When follow-up was offered, Figure 3.20 shows that it was offered by the contractor in 25% of cases, followed by AID (21%), people in the U.S. (15%), and another agency (6%). In El Salvador, more respondents received services from the contractor (31%) and AID (25%), while in Costa Rica, more Trainees received help from people in the U.S. (22%).

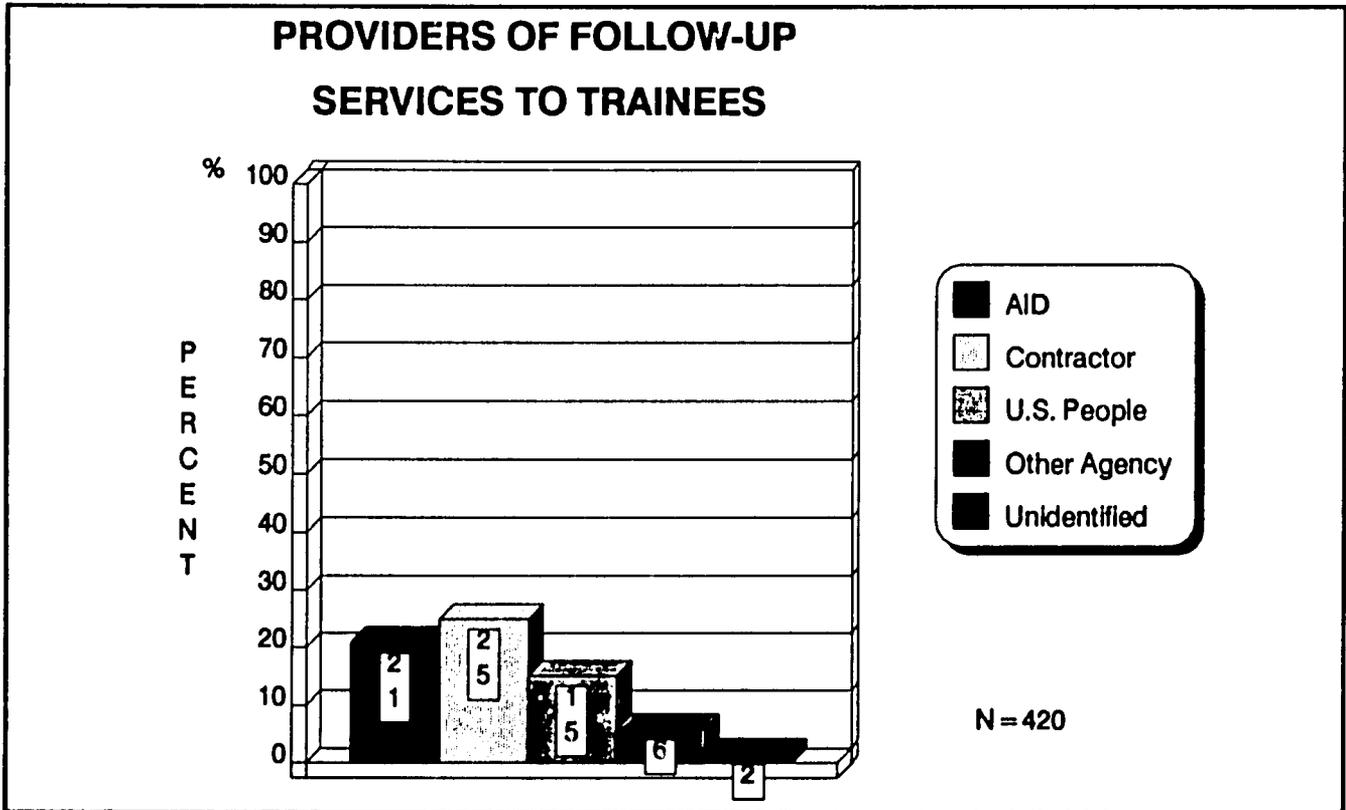


Figure 3.20

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Because a major goal of the CAPS project is to establish and maintain ties between the U.S. and the Trainees' home countries, most or all Trainees should be receiving follow-up services designed to strengthen their connections with the U.S..

How useful were the follow-up services provided?

When follow-up was provided, it was consistently rated useful by the Trainees. Figure 3.21 shows the percentage of respondents who classified follow-up services from each type of provider as either "very useful" or "useful." In all four categories, nearly two-thirds of the respondents found the services offered to be useful or very useful. (Note that "other" referred to several providers such as U.S. clubs, companies, etc., while by themselves were very low in frequency when taken together.) In El Salvador, follow-up from U.S. individuals was found "useful" or "very useful" by 70% of respondents, while in Costa Rica, follow-up from the contractor was judged "useful" or "very useful" by 71%.

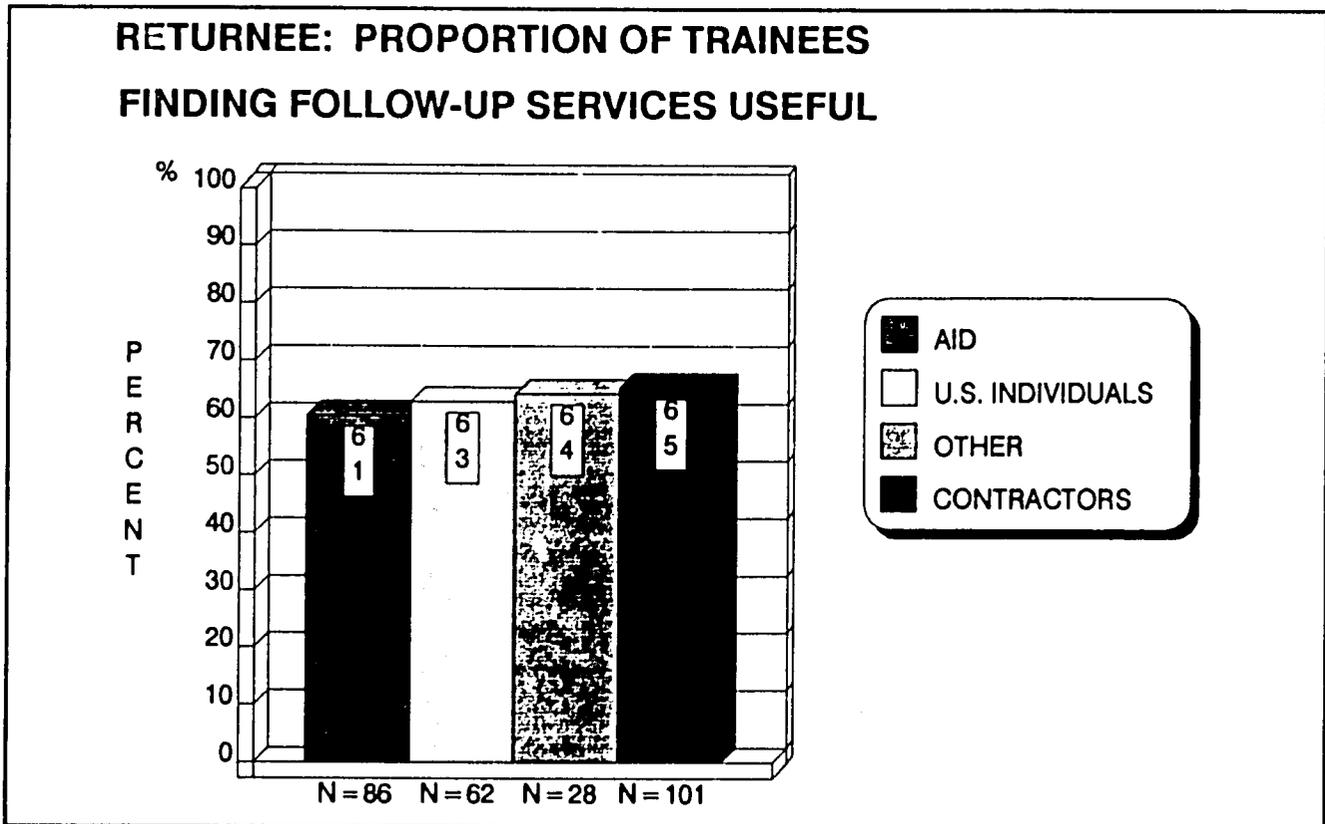


Figure 3.21

What follow-up services did participants receive from contractors?

Figure 3.22 shows that contractors mostly provided literature (56%), correspondence (21%), and visits by professors (10%). Each of the other categories was mentioned in less than 5% of cases.

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RETURNEE: WHAT SERVICES/INFORMATION DID TRAINEES RECEIVE FROM CONTRACTORS?

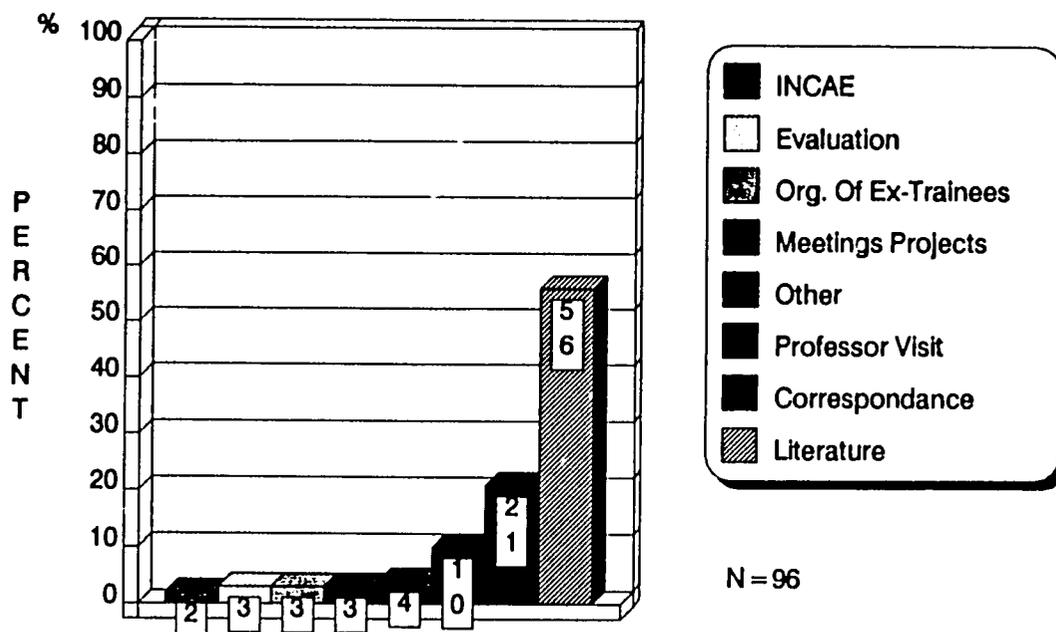


Figure 3.22

IMPACT OF PROGRAM UPON RETURNED TRAINEES

On the Returnee Interview only, a series of questions was asked to estimate the impact of the CAPS training on Trainees' careers. These ranged from items comparing job status at the time of the interview to that existing before training, to others querying the applicability of the knowledge acquired in the program. Responses to these items provided information for assessing the effects of the program on the individuals' lives and on the development of their countries.

Were returned Trainees employed?

Yes. In Costa Rica, 91% of those Trainees interviewed (who were not currently students) were employed. In El Salvador, 97% of those interviewed were employed either full-time or part-time (some were also part-time students).

Did the training improve work performance?

Yes. More than four-fifths of the respondents (82%) indicated that their work performance improved after the training, as shown in Figure 3.23. Sixteen percent stated that their performance was the same, and only 2% indicated that their performance worsened. Results were similar for El Salvador. A somewhat lower percentage of Costa Rican respondents reported work improvement (68%) and a higher percentage reported the same work performance (32%).

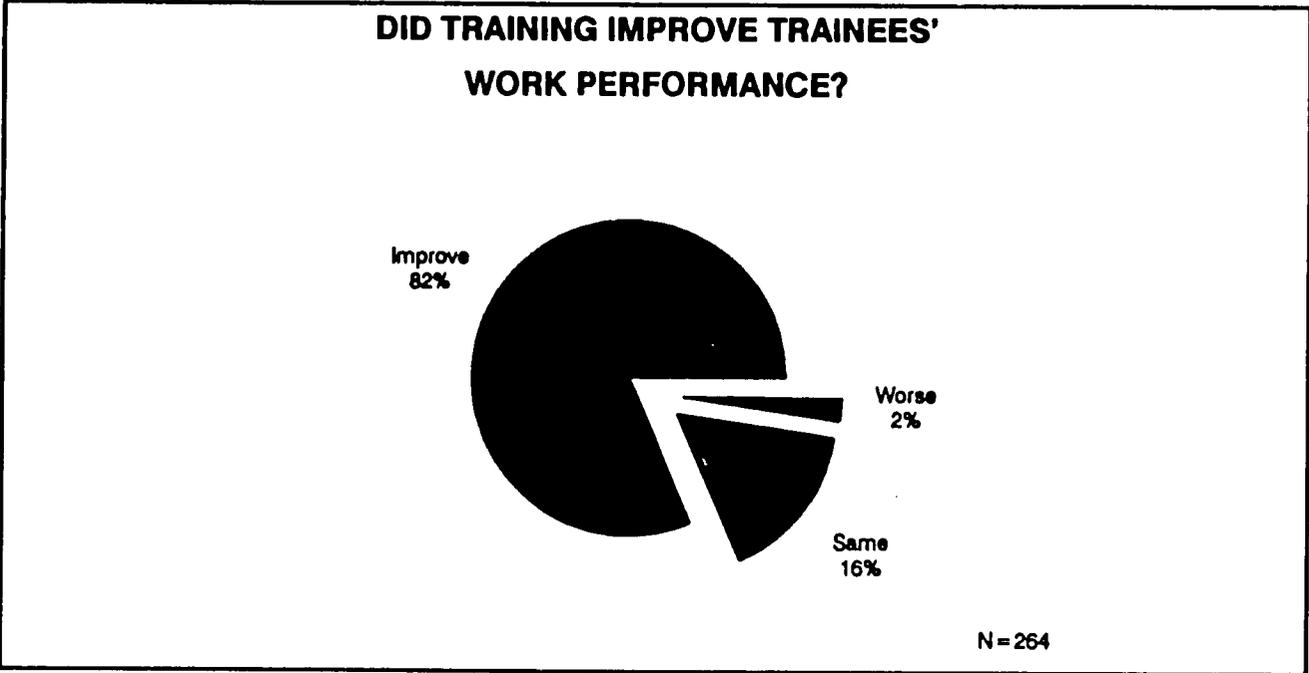


Figure 3.23

Did the training increase Trainees' professional competence?

Yes. Figure 3.24 shows that overall, more than nine-tenths of respondents reported that the training improved their professional competence "very much" (21%), "much" (54%), or "some" (17%). Only 8% of respondents answered "a little" or "not at all." Results were similar for the two Missions, with Salvadorans a bit more positive than Costa Ricans.

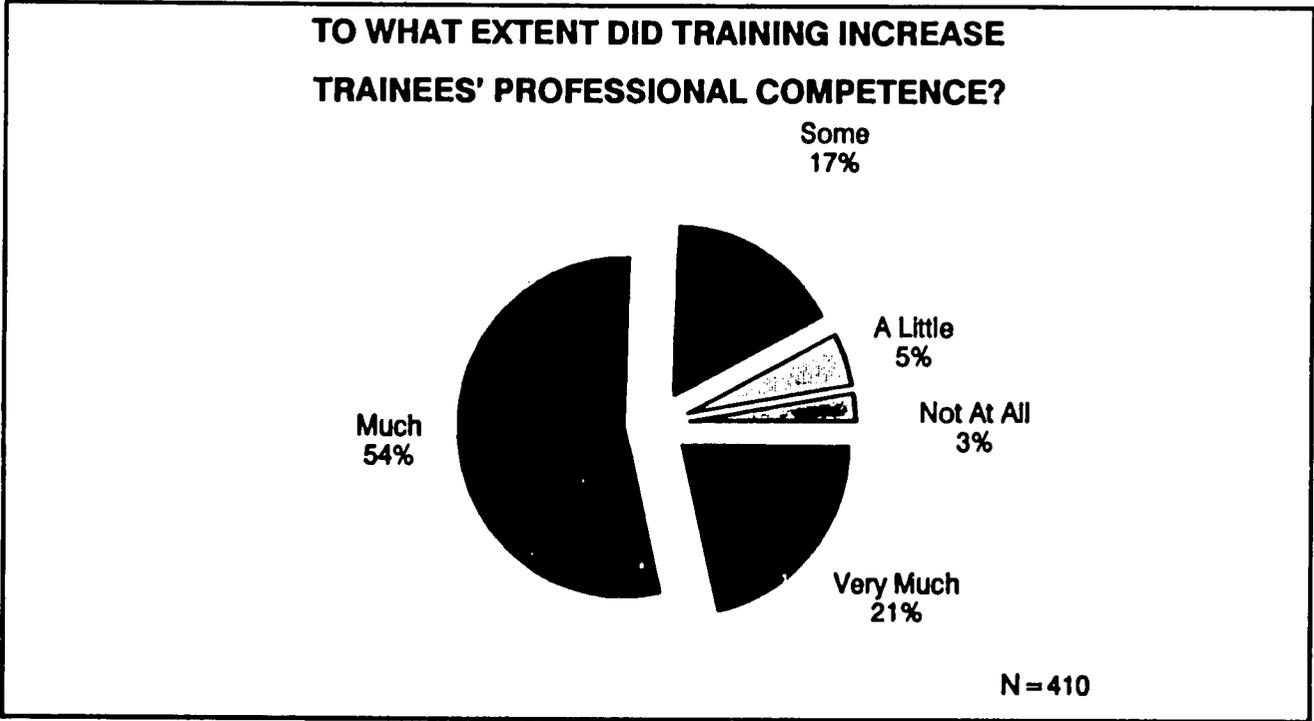


Figure 3.24

Did the training help Trainees to advance more rapidly in their careers?

Yes. As shown in Figure 3.25, more than four-fifths of respondents indicated that the training aided their career advancement "very much" (23%), "much" (45%), or "some" (16%). A total of 16% responded that the training helped "a little" or "not at all." Trainees from El Salvador were generally more positive, responding "very much" 30% of the time, compared to 10% for Costa Ricans.

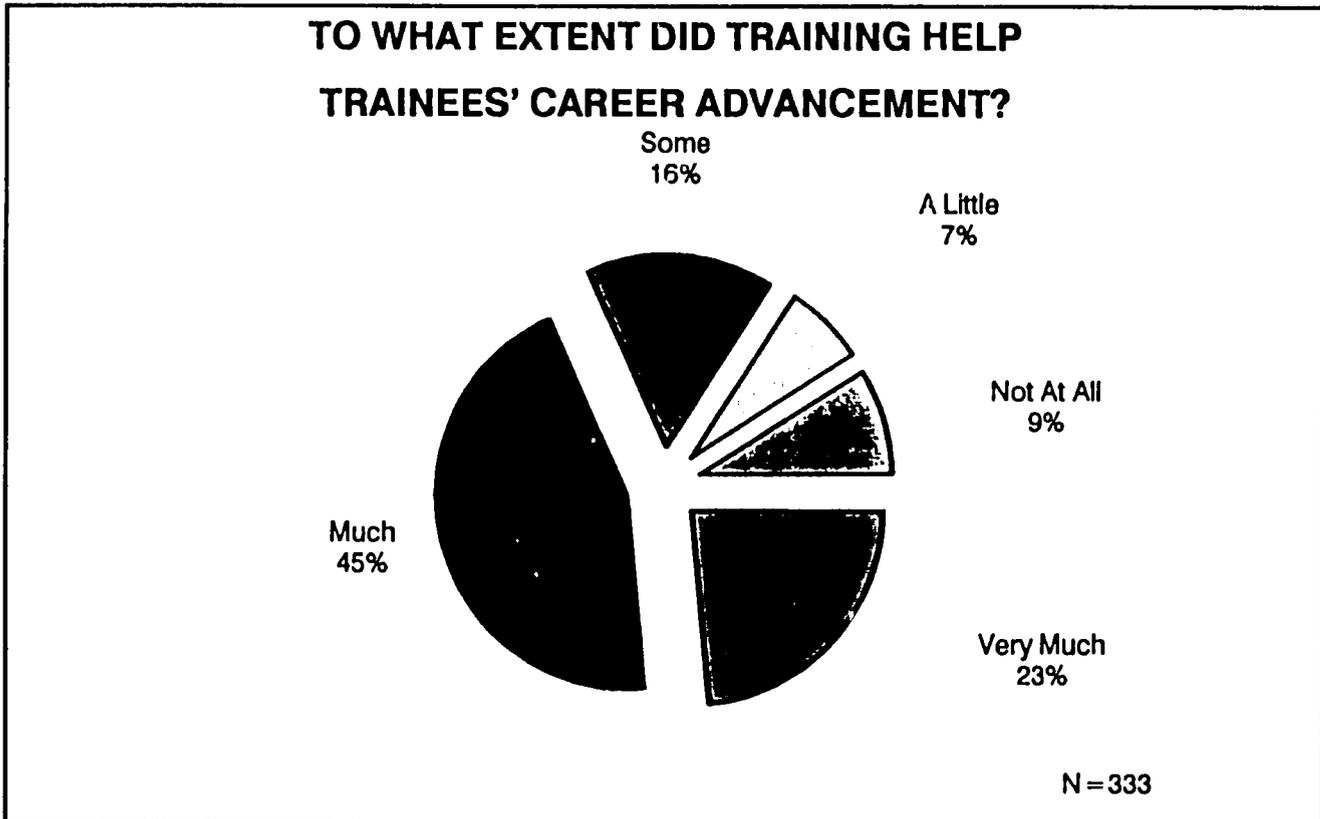


Figure 3.25

Did the training help Trainees to obtain increases in their salaries?

No. Figure 3.26 shows that more than half (58%) of respondents indicated that training had not helped them obtain a salary increase. Only 20% indicated that the training had helped them "very much" (4%) or "much" (16%). Results for the two Missions were substantially similar. Since more than 80% of respondents to the previous question (Figure 3.26) indicated that the training had helped them in their career advancement, it appears that such advancement was largely unrelated to increases in salary.

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TO WHAT EXTENT DID TRAINING HELP TO INCREASE TRAINEES' SALARY?

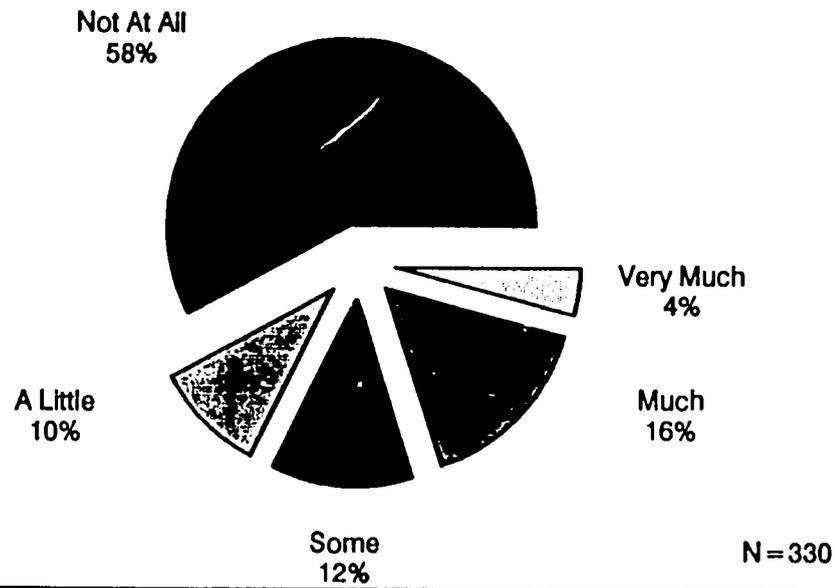


Figure 3.26

How useful was training for the Trainees' current jobs?

As shown in Figure 3.27, 89% of the employed respondents found the program "very useful" (15%), "useful" (51%), or "somewhat useful" (23%) for the job they held at the time of the interview.

The two Missions differed substantially, however. No Salvadoran Trainees found the program "very useful" for their current jobs, while 47% of Costa Rican Trainees did. This pattern is interesting in light of the fact that many more Salvadoran Trainees reported that the training had helped them advance in their careers (Figure 3.26) and that fewer Costa Rican Trainees reported improved work performance after the program (Figure 3.24).

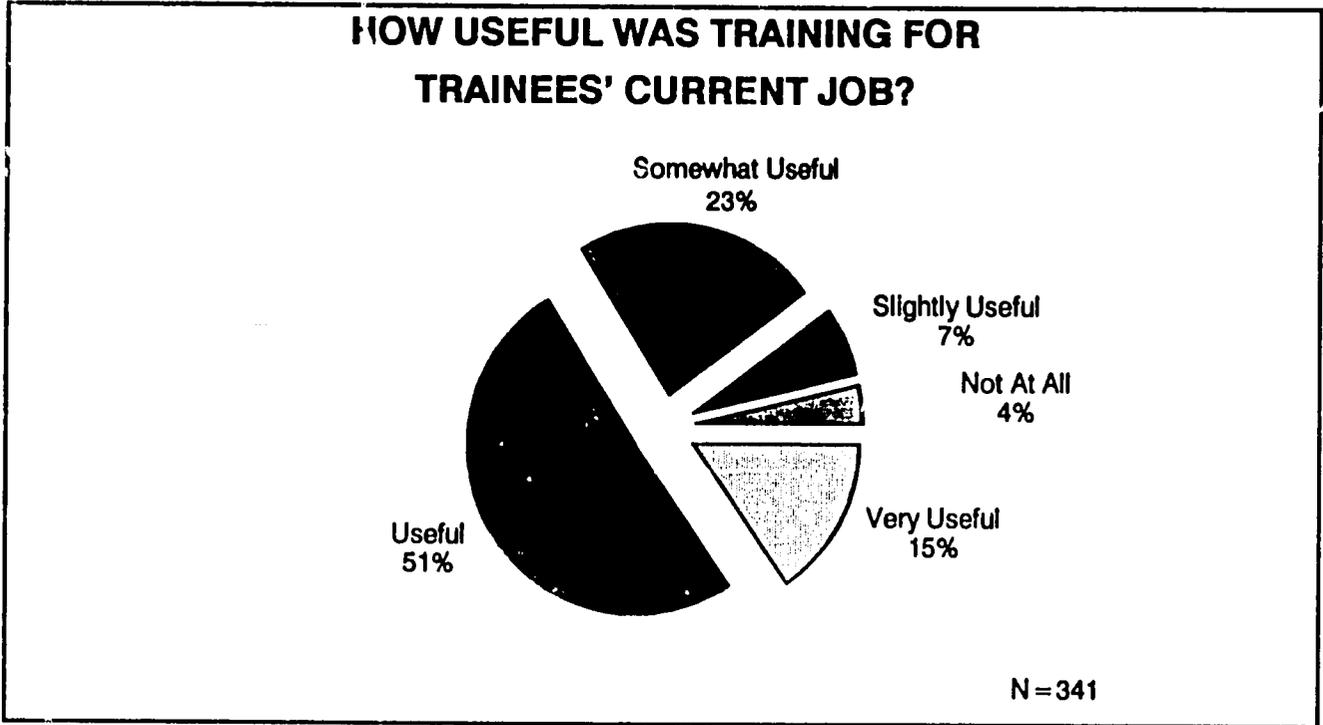


Figure 3.27

Figure 3.28 shows that more than four-fifths of the respondents were able to use their newly acquired knowledge in their jobs "very much" (16%), "much" (43%), or "some" (23%). These figures were fairly similar in the two Missions (Costa Rica and El Salvador).

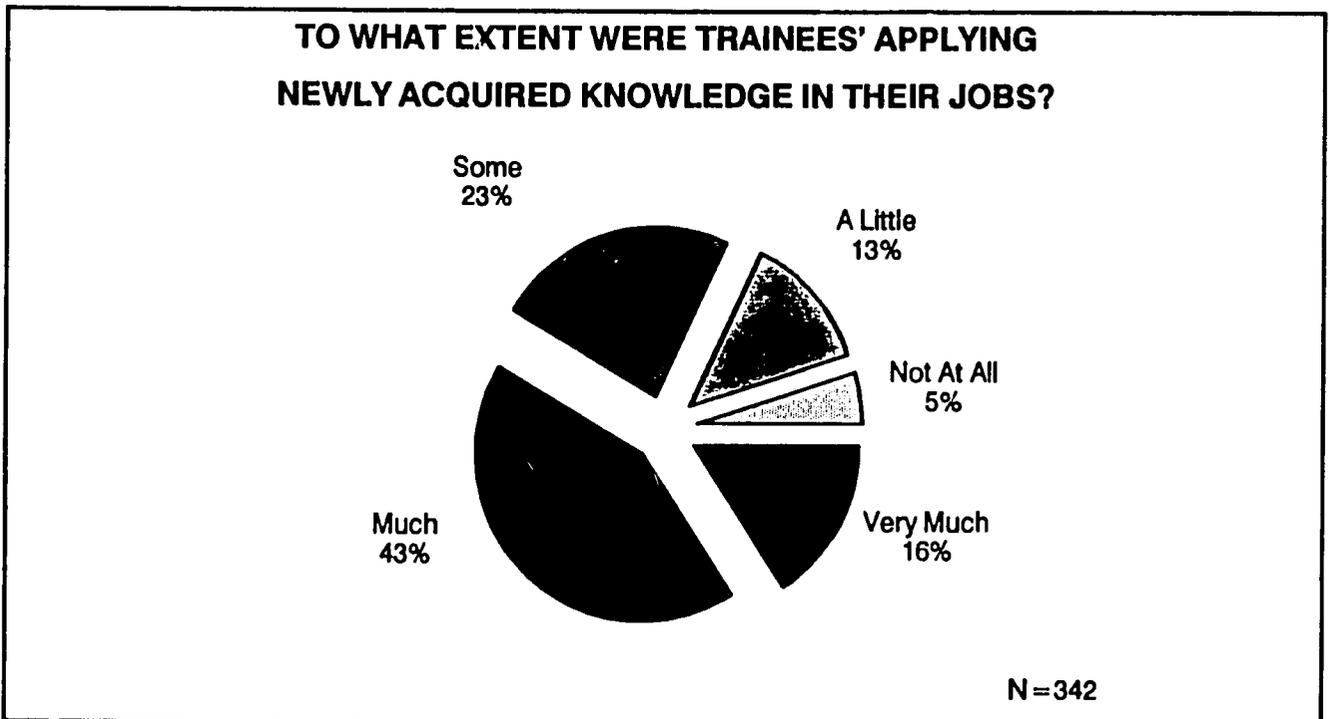


Figure 3.28

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To what extent did Trainees have the resources necessary to apply what they had learned in the work they were performing at the time of the interview?

Answers to this question by Returnees, as shown in Figure 3.29, are widely distributed. Only 7% of respondents had resources to apply their new knowledge "very much," while each of the other categories ("much," "some," "a little," "not at all") was picked by 20-25% of respondents. Apparently, within their jobs the individual Trainees had a wide range of authority. Results within the two Missions were very similar.

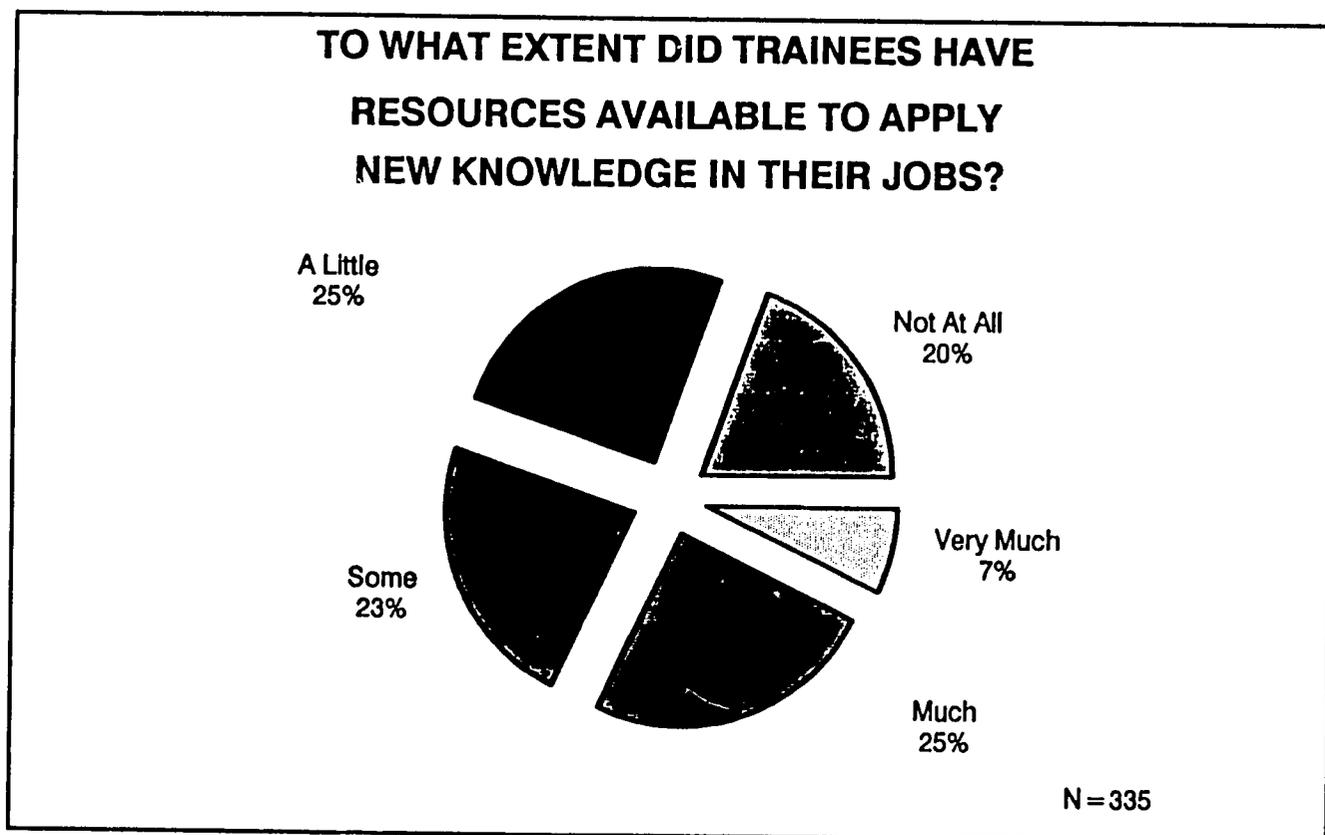


Figure 3.29

TRAINEE RECOMMENDATIONS FOR THE PROGRAM

What recommendations would the Trainees make to AID?

Fifty-four percent (N=226) of respondents to the Exit Questionnaire made recommendations to AID concerning their programs. Table 3.13 shows a breakdown of the 260 recommendations made. No category of recommendations received more than 10% of the total. The larger categories included:

- Extending the program (10%),
- More care in selection of Trainees for a training program (9%),
- Improvements in the preparation program (9%),
- Changing the duration of the program to better accommodate the amount of material presented (9%--closely related to extending the program),
- Help with aspects of language (more help in communicating) (8%),
- Improvements in composition of the group (8%--closely related to care in selection), and
- Improvements in housing arrangements (7%).

Summarizing some of the closely related variables above, we can say that 17% of recommendations were suggestions that more care should be used in putting together groups of Trainees having similar levels of skills and experience. Also, 19% of Trainees suggested that program duration be extended. From the above questions, we know that Trainees from El Salvador felt this way about their programs (30% of recommendations concerned more care in homogeneous grouping and 25% mentioned extension of the program). However, recommendations from other Missions were notably similar. Of suggestions from Costa Rican Trainees, 15% concerned more care in Trainee grouping and 18% concerned extension of the program. In Belize, 22% of recommendations also related to more care in Trainee grouping and 22% to extension of the program. In Panama, 13% concerned were also with extending the duration of the program.

Other priorities were noted in some Missions. In Panama, 20% of Trainee suggestions related to housing and 15% concerned the organization that arranged the program. In Guatemala, of a total of 8 respondents of recommendations, 23% related to general quality of training and the same percentage concerned the predeparture training program.

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TABLE 3.13
EXIT: TRAINEE'S RECOMMENDATIONS FOR
IMPROVING TRAINING

| | BELIZE | COSTA RICA | EL SALVADOR | GUATEMALA* | HONDURAS** | PANAMA | ROCAP | CASP | TOTAL |
|-----------------------------|--------|------------|----------------|------------|------------|---------|---------|---------|-------|
| NUMBER OF TRAINEES | N=5 | N=59 | N=97 | N=8 | N=2 | N=44 | N=22 | N=23 | N=260 |
| #OF RECOMMENDATIONS | n=8*** | n=97*** | n=152*** | n=13*** | n=4*** | n=61*** | n=45*** | n=43*** | n=424 |
| GENERAL RECOMMENDATION | | 2% | 1% | | | 3% | 2% | 7% | 2% |
| GENERAL ORG & TREATMENT | | 1% | | | | 5% | | | 1% |
| ACTIVITIES | | 3% | 7% | | | | 2% | 7% | 4% |
| HOUSING | | 9% | 1% | | | 20% | 9% | 5% | 7% |
| BEING WITH U.S. CITIZENS | | 5% | 1% | 8% | | 7% | | 2% | 3% |
| TRAVEL ARRANGEMENTS | | 3% | 1% | | | 2% | | | 1% |
| AMOUNT STIPENDS | | 2% | 1% | | | 3% | 13% | 2% | 3% |
| PUNCTUALITY STIPENDS | | 1% | 1% | | | | | | 0% |
| GEN QUALITY TRAINING | | 1% | 1% | 23% | | 3% | 22% | 2% | 4% |
| LEVEL OF DIFFICULTY | | | 1% | | | | | 2% | 1% |
| AMOUNT EFFORT | | | | | | | | 2% | 0% |
| PERSONNE' | 11% | | 3% | | | 3% | 4% | 5% | 3% |
| ORG. ARRANGED PROGRAM | 11% | 6% | | | | 15% | | | 4% |
| DURATION PROGRAM | 11% | 5% | 13% | | | 5% | 11% | 9% | 9% |
| PREP PROGRAM | | 14% | 5% | 23% | 25% | 11% | 2% | 12% | 9% |
| SELECTION | 11% | 10% | 13% | 8% | 25% | 3% | 2% | 7% | 9% |
| GROUP COMPOSITION | 11% | 5% | 17% | | | | | 2% | 8% |
| EXTEND PROGRAM | 22% | 13% | 12% | 8% | | 8% | 9% | | 10% |
| MEDICAL | | | 1% | | | 2% | 2% | 5% | 1% |
| FOOD | 11% | 3% | 5% | | | 3% | 2% | 12% | 4% |
| PROG CONTENT GENERAL | | | 3% | 8% | | | 2% | | 1% |
| FOLLOW UP | 11% | | 3% | 8% | | | 4% | | 2% |
| U.S. CULTURE & INSTITUTIONS | | 1% | 1% | 8% | | 2% | 2% | 2% | 1% |
| ASPECTS OF LANGUAGE | | 10% | 7% | 8% | 25% | 2% | 7% | 14% | 8% |
| OTHER | | 3% | 4% | | 25% | 3% | 2% | 2% | 3% |
| TOTAL | 99% | 97% | 102% | 102% | 100% | 100% | 97% | 99% | 98% |

* These data are augmented with data from 585 Guatemala Trainees interviewed at the end of their training in groups by PIET and Creative associates. These data are summarized at the end of this Chapter.

** Data from Honduras are incomplete.

*** N = Number of recommendations made, not number of Trainees.

Comments made by respondents to the Returnee Questionnaire are summarized in Table 3.14. Recommendations concerning program duration made up 19% of the comments made, while recommendations about training activities accounted for 15%. Other categories included help with aspects of the language (9%), improvements in the predeparture training program (9%), improvements in follow-up assistance (8%), and more care in selection (6%).

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Again, recommendations were largely similar from Salvadoran and Costa Rican Trainees. Twenty percent of the suggestions made by Trainees from El Salvador related to program duration and 11% concerned follow-up assistance. Seventeen percent of suggestions from Costa Rican Trainees concerned program duration and 15% each related to training activities and to the predeparture training program. Clearly, both the exiting Trainees and those who had been home for several months wanted longer programs. This conclusion applies across most Missions as well. We see this result as a strong vote of confidence for the CAPS program. No matter what their individual reasons for recommending a longer program, Trainees who did obviously wanted more, not less, contact with the U.S. and what it has to offer.

TABLE 3.14
RETURNEE: TRAINEES' RECOMMENDATIONS FOR
IMPROVING TRAINING

| <i>NUMBER OF TRAINEES</i> | <i>COSTA RICA</i> | <i>EL SALVADOR</i> | <i>TOTAL</i> |
|---------------------------|-------------------|--------------------|-----------------|
| <i>NUMBER OF COMMENTS</i> | <i>N = 172</i> | <i>N = 210</i> | <i>N = 382</i> |
| | <i>n = 355*</i> | <i>n = 405*</i> | <i>n = 760*</i> |
| GENERAL RECOMMENDATION | 1% | 1% | 1% |
| GENERAL ORG & TREATMENT | 4% | | 2% |
| HOUSING ARRANGEMENTS | 7% | 1% | 2% |
| BEING U.S. CITIZEN | 1% | | 1% |
| U.S. TRAVEL ARRANGEMENTS | 1% | 1% | 1% |
| AMOUNT STIPEND | 2% | 2% | 2% |
| TRAINING ACTIVITIES | 15% | 14% | 15% |
| LEVEL OF DIFFERENCES | | 2% | 1% |
| PERSONNEL | 2% | 3% | 2% |
| ORG. ARRANGED PROGRAM | 2% | 1% | 1% |
| DURATION | 17% | 20% | 19% |
| PREP PROGRAM | 15% | 4% | 9% |
| SELECTION | 6% | 7% | 6% |
| GROUP COMPOSITION | 1% | 7% | 4% |
| EXTENDED SCHOLARSHIP | 1% | 3% | 2% |
| GOOD | | 1% | |
| GENERAL PROGRAM CONTENT | | 2% | 1% |
| SPECIAL PROGRAM CONTENT | 2% | 4% | 3% |
| FOLLOWUP ASSISTANCE | 5% | 11% | 8% |
| FINANCIAL ASSISTANT | 1% | 2% | 2% |
| ENTRY ASSISTANCE | | 2% | 1% |
| LITERATURE ASSISTANCE | | 1% | 1% |
| U.S. CULTURE | | 3% | 2% |
| ASPECTS OF LANGUAGE | 12% | 6% | 10% |
| OTHER | 2% | 2% | 2% |
| TOTAL | 100% | 100% | 100% |

* N = Number of recommendations made, not number of Trainees

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Would respondents recommend the CAPS program?

Yes. On the Exit Questionnaire, 100% of Trainees in all Missions responded "definitely" or "maybe" to this question. Overall, 91% responded "definitely" and 9% responded "maybe." Within all Missions except Panama, results were even better (95% or more responded "definitely"). Trainees from Panama showed less approval: only 68% answered "definitely," while 32% responded "maybe."

On the Returnee Interview, 96% of Trainees responded "yes" to this question, while 3% responded "maybe" and only 1% responded "no." Percentages were similar in Costa Rica and El Salvador.

This response is perhaps the single best measure of Trainees' overall impressions of the CAPS program. The overwhelming positive response shows that on the whole, the program has offered Trainees a very good experience of the U.S.

CAPS OBJECTIVES

Was the training effective in helping Trainees establish ties with others, either in the U.S. or in their home countries, who did the same type of work?

No. Figure 3.30 shows that slightly more than half (54%) of Trainees reported that the program helped them "very much" (13%) or "much" (41%) in establishing relations with people who did the same type of work. However, 46% reported that the program helped them only "some" (19%), "a little" (13%), or "not at all" (14%). Responses were similar for the two Missions.

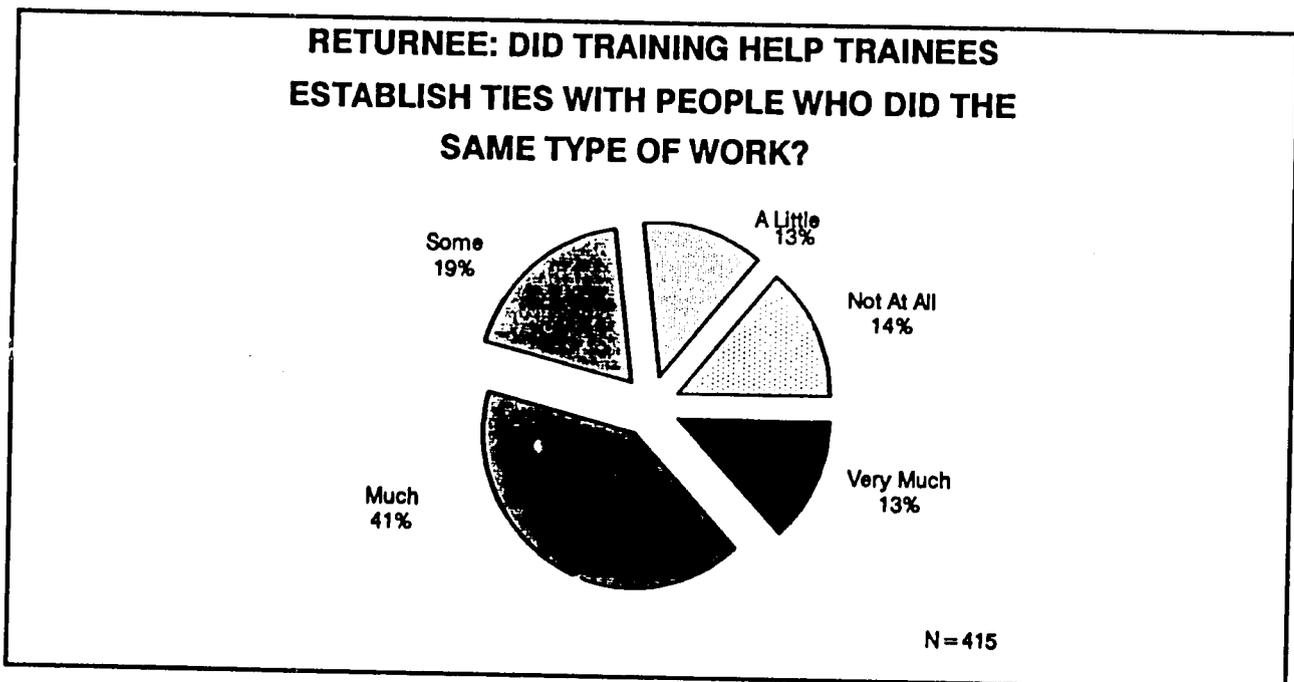


Figure 3.30

Is the CAPS program fostering strong economic ties between Trainees and U.S. citizens, organizations, or firms?

Not sufficiently. Overall, 65% of respondents reported that they maintained no links with the U.S. after their return to their home country, as shown in Figure 3.31. Only two categories were cited by more than 5% of respondents: buying professional publications (11%) and buying U.S. goods (6%). (Figure 3.32) Results for individual Missions were almost the same. Since helping Trainees establish ties with the U.S. is one of the main objectives of the foreign policy component of the CAPS project, the 65% figure indicates

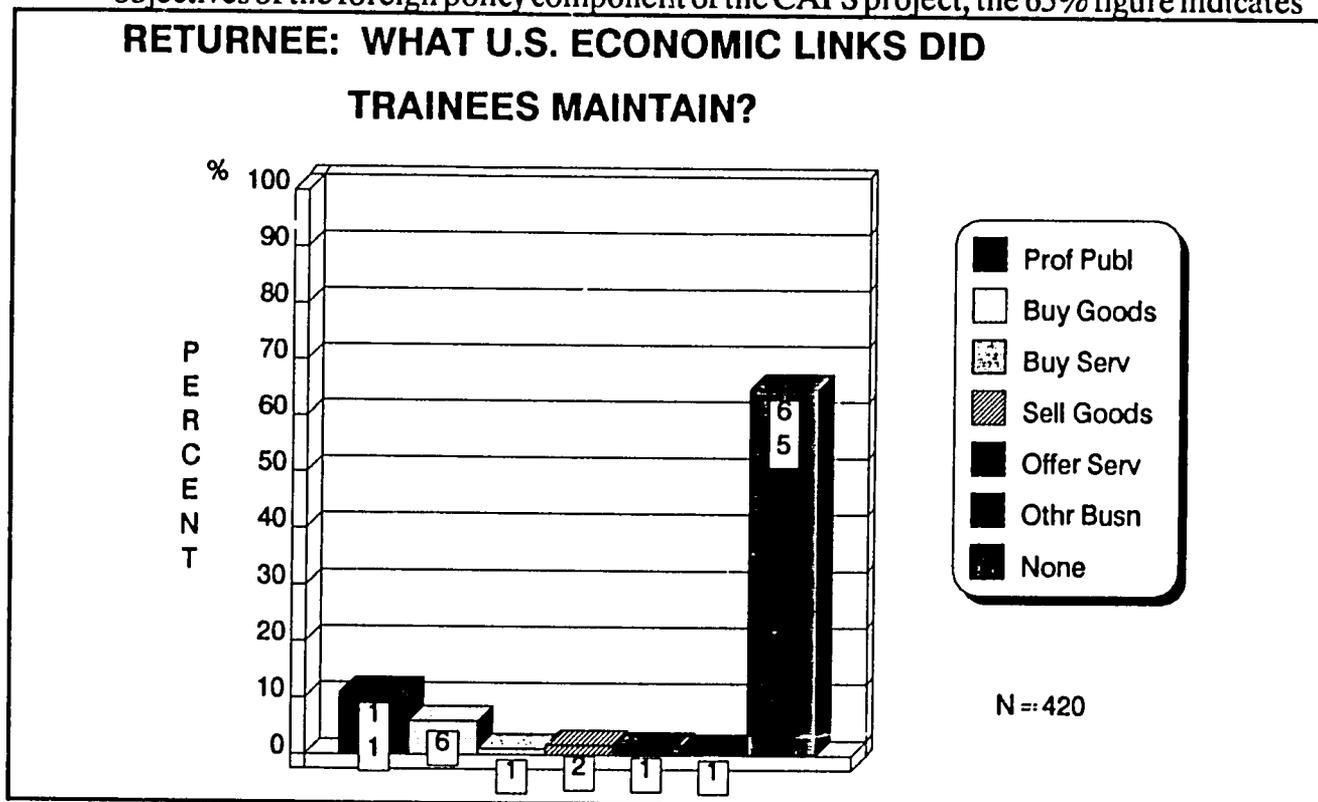


Figure 3.31

an area for improvement.

In what ongoing activities are Trainees involved since their return?

Figure 3.32 shows that most Trainees (82%) have kept in contact with other Trainees since returning home. A minority of Trainees have read professional literature (29%) and attended professional associations (14%). Three percent have participated in other activities, while 10% have participated in no activities. Results for the individual Missions in Costa Rica and El Salvador were similar.

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RETURNEE: IN WHAT ACTIVITIES ARE TRAINEES INVOLVED SINCE THEIR RETURN?

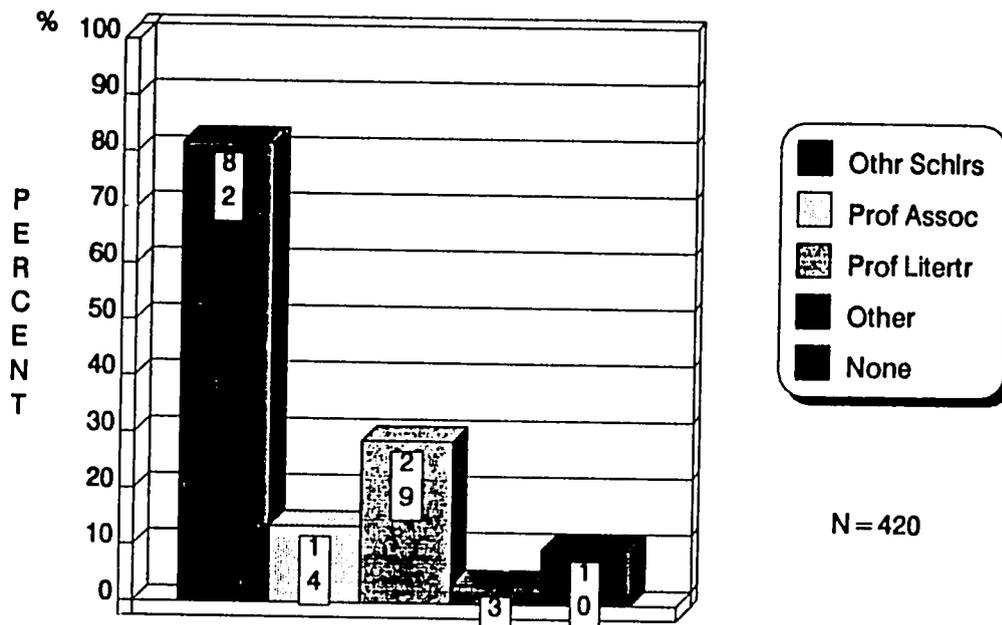


Figure 3.32

Summary of Data from PIET Evaluations

Many CAPS Trainees, especially those from Guatemala, are not able to answer written Spanish language questionnaires. To ensure that data from these groups and individuals are included in our assessment of project implementation, we have arranged with contractors to provide us with any existing data which is reliable and relevant. PIET (Partners for International Education and Training), has supplied us with evaluation data for each of 26 programs (containing a total of 585 individual Trainees). This review is based on our qualitative perceptions of common threads among the data.

Creative Associates is under contract to develop and implement evaluations of PIET programs. The data supplied to us was generated by Creative Associates and applied to on-site personnel who are PIET staff. PIET's evaluations relate to the satisfaction of exiting Trainees with their pretraining, training, and U.S. cultural experiences.

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PIET's evaluation instrument, developed by Creative Associates, parallels our Exit Questionnaire in many aspects. It was designed to be administered in a group interview process; questions and explanations were read to the Trainees, and answers collected through discussion or show of hands. Two different, but very similar, versions of the questionnaire were used.

The questions on the instrument tap the same general kinds of information sought by our Exit Questionnaire. Some differences exist in the structure of the questions and their level of detail. Below is a summary of the kinds of information collected on the PIET instrument:

- Were Trainees satisfied with the predeparture training program?
- Were Trainees' own training objectives accomplished?
- Was the program too difficult, too easy, or okay?
- Was the training too short, too long, or okay?
- Was the group size too large, too small, or okay?
- How useful was the training for the Trainees' field of work and home country?
- How satisfied were Trainees with travel arrangements, stipends, housing, and help with program matters?
- Did Trainees visit with U.S. families, discuss U.S. life, discuss life in their countries?
- Did Trainees have problems with the climate, food, communications, dealing with U.S. citizens?
- How satisfied were Trainees with their total experience?
- What were the most important new ideas Trainees had learned?
- What was the most important knowledge about the U.S. that Trainees had acquired?

The majority of the programs served Guatemalans (19--four others listed no Trainee country, but were probably from Guatemala and are included as such in our discussion). All programs lasted between three and six weeks. Offerings included training programs in leadership, rural health care and program development, community development, development of cooperatives, and teacher training. ESL and/or U.S. cultural programs were components of most programs, usually offered at sites other than the technical training programs. Several programs were offered through the Instituto Nacional Centroamericano de Empresas (INCAE); their content was not specified.

The most notable evaluation finding in these reports is the high level of general satisfaction with the program. As we found in our Exit Questionnaires, almost all Trainees felt very good about the total experience they had in the United States, and would recommend the program to others. Most felt that the training components and the personal and social components of their programs were equally important.

Other positive ratings in many programs concerned the usefulness of the training for Trainees' work, its usefulness for conditions in their countries, and the general level of services offered by PIET in arranging the programs. Many Trainees also felt good about their interactions with U.S. citizens. Characterizations of people in the U.S. were generally positive. Most Trainees saw them as respectful of other people and their rights, polite, orderly, good at using their time productively, and ambitious for themselves and their communities. Some Trainees also had negative perceptions, viewing people in the U.S. as cold, too interested in material things, and without close family ties.

The evaluations pinpointed several aspects of the programs that could be improved. The most mentioned response concerned the length of the programs, which many Trainees felt was too short. This result corroborates the findings from our Exit Questionnaires, both from Guatemala and other Missions. However, many Trainees also reported that their programs were not too difficult and that they generally learned what they wanted to learn.

According to the PIET survey, most Trainees would have liked more training in using the English language. In some programs, Trainees spent their entire stay in hotels or dormitories; these Trainees regretted that they had not spent time with a U.S. family. A substantial minority reported difficulties with the food and with homesickness. In a few programs, Trainees felt they hadn't learned what they wanted or that the content was not applicable to them. As in most cases, it appears that some training programs were exceptionally good and some were inadequate.

The data seem fairly similar to those we collected. Throughout the CAPS program, Trainees seem to be generally pleased with their programs, but wish that they were longer and more focused. The Guatemalan Trainees in the PIET programs also would like a more comprehensive predeparture orientation program.

SUMMARY AND CONCLUSIONS

Overall, the CAPS program in the seven Missions (including ROCAP) must be counted a success, both by the objective standards defined for the program and by the subjective reactions of the Trainees. Though there are deficiencies in some areas, particularly in establishing ongoing ties between Trainees and the U.S., the program is clearly promoting its primary goals of creating a positive image of the U.S. for Trainees and of helping them reach their own and their countries' objectives.

Trainees consistently characterized the U.S. positively and felt that the program had increased their understanding of U.S. life. A majority visited or lived with U.S. families and attended cultural, athletic, and civic events. Social interaction with U.S. citizens was cited by many Trainees as the best part of their experience--though also by a few as the worst part. Perhaps the lesson to be learned from this is that all contractors should be encouraged to offer positive involvement with U.S. citizens. For example, homestays or social activities with volunteer American families might be sought for all Trainees.

Trainees also felt good about their training programs and the impact on their lives. Ninety-six percent were satisfied with their scholarship programs, and 82% felt that their training objectives had been achieved. These figures drop slightly for returned Trainees, to 92% and 78%, but are still overwhelmingly positive. Of returned Trainees, most reported that the training was useful for their jobs (89%), improved their work performance (82%), and helped them in faster career advancement (84%).

The training programs could be improved in some areas. The biggest complaint that Trainees had was that the programs were often too short for the material covered and that the people in a program were sometimes too diverse in backgrounds and skills. These problems have implications both for the Missions and for the contractors and training institutions. Missions must use selection criteria that group Trainees appropriately. Contractors and institutions must make greater efforts to determine the preparation of the group before the program begins and to adjust materials accordingly. From Trainee comments, we also know that most Trainees prefer a practical, rather than theoretical, training approach focused on a few specific topics.

Generally, CAPS Trainees departed for their U.S. programs feeling well prepared with information about the training program and about U.S. life. An area where improvements in the program are clearly needed is that of creating lasting ties--social, professional, and economic--between Trainees and U.S. citizens. Social activities with volunteer families, such as homestays, are one important source of ongoing ties. Another approach would be volunteer contacts in the U.S., recruited from professional organizations or Chambers of Commerce.

The lack of lasting ties may also be due in part to the lack of follow-up services, another problem area for CAPS Trainees. Better follow-up services might support the continuation of contact between U.S. citizens and Trainees, as well as helping Trainees to maintain contact with each other and to share their new skills with others in their countries. The design and implementation of a follow-up program will require additional funding.

CHAPTER FOUR

MANAGEMENT AND ADMINISTRATIVE ISSUES

What is the purpose of this chapter?

A major evaluation activity is to inform AID of the administrative and management issues which affect project implementation performance. These issues are often discussed informally, or observed during the technical implementation field visits. The following sections discuss the more important issues which have arisen during FY 1987.

Our findings are a synthesis of data collection from several sources, Trainees, project staff, intermediary agency personnel and contractors. Our purpose in this section is to bring to light elements of the project implementation process that have been successful or aspects that need to be addressed more forcefully during FY 1988.

How is this chapter organized?

Each issue is defined in terms of background and significance: Possible actions are outlined. As in the rest of this report, a question and answer format is used where applicable

What methodology was used to collect information needed for this section?

Our observations and opinions were formulated over the past year during visits to AID Missions, participation in AID conferences and contractor conferences (which we have facilitated on a regular monthly basis), visits to Trainees, and from the various data collection instruments which we administered to Trainees, contractors, AID staff, and trainers.

FINDINGS

Does the Bureau employ any innovative administrative activities in managing the CAPS project?

Yes. The Bureau uses several innovative methods to manage the CAPS project. These include:

Regular contractor meetings in Washington. The Bureau participates in a monthly meeting of CAPS, PTIIC and APSP contractor personnel (usually sponsored by one of the contractors on a rotating schedule) to discuss issues of relevance to the contractors. Topics of meetings have included: the new U.S. tax policy and its impact on Trainees, HBCU programming requirements, AID program duration requirements, Experience America activities; and other topics.

Many contractor personnel have commented on the usefulness of these meetings in providing them with a sense of Agency commitment to the project and its goals.

The meetings have played very important roles in team building which incorporates contractor, Agency and evaluation personnel.

Regional conferences. At least once each year, regional conferences are held which include AID/Washington, USAID, and contractor personnel. The conferences provide opportunity for all parties to discuss issues of interest, problems, and share experiences. They are fundamental in conveying a sense of how CAPS training differs from traditional AID training.

Use of a process evaluator. The Aguirre International/Checchi contract is unique in that an evaluator has been available from the project start-up in order to provide data needed for project implementation assessment.

Institutionalization of Country Training Plans (CTPs). The use of a CTP for project implementation is unique and has provided a context in which to assess project implementation and accomplishments. The plans have evolved over the past two years and now provide a more accurate projection of expected activities.

Development of Experience America objectives. At project start-up, most Agency managers and decision-makers were unable to distinguish between the nature of the CAPS training and traditional AID developmental training. LAC/DR/EST has excelled in clarifying the difference between the two types of training and ensuring that CAPS training is focused on both Skills Training and Experience America activities. The Agency has successfully transmitted the concern of the Congress to Missions.

Has the Bureau moved to implement the Training Cost Analysis (TCA)?

Yes, although much remains to be done. As noted in Chapter 5 on Costs, several contractors are not using the TCA at this time. Many others are attempting to comply but due to a lack of standardized instructions from the Bureau, their solutions are derived independently and may vary significantly from each other. For example, some contractors are including in-country ELT in the total training months provided. Others include only U.S. training months in their figures.

One main purpose of the TCA is to standardize the contractors' cost reporting. Standardization is important because the definition of cost categories, reporting formats and schedules is based on a process that concludes with the agreement of these terms by the contractors. In addition, standardization provides AID staff with the tools to interpret reports to determine if cost guidelines are being followed. To date, there is confusion with the definition of terms, the standardization of the instrument itself, and how the TCA fits in with other requirements. For example, some contractors submit traditional cost reports to Contract Monitors, customized reports to Project Officers, and modified TCA reports to the Aguirre International/ Checchi office.

Contractors are not certain about what should be reported in the various lines; and some costs are not covered in TCA (for example, maintenance allowances given to applicants during in-country portions of training which may last several months).

Recommendation: LAC/DR/EST should form a working group to standardize TCA reporting formats and procedures for all contractors, Mission Project Officers and Contract Officers. This will help alleviate confusion on the part of all parties regarding how cost data should be reported, when data should be delivered and to whom. These working groups should also address the use of TCA for management purposes. (e.g., define such issues as what level of data Project Officers should have to assess the cost of training on a regular basis.)

Has the Bureau initiated activities to ensure that the duration of training programs is consistent with Bureau guidance?

Yes, however additional efforts are needed. The guidance cable dated October 1987 (STATE 322904) specifically mandates a long-term/short-term mix as well as prohibitions against training lasting less than 4 weeks. The emphasis on longer term training has been in effect long before this guidance cable and many Missions have been responsive. Some have not. Figure 4.1 shows Mission technical training by duration.

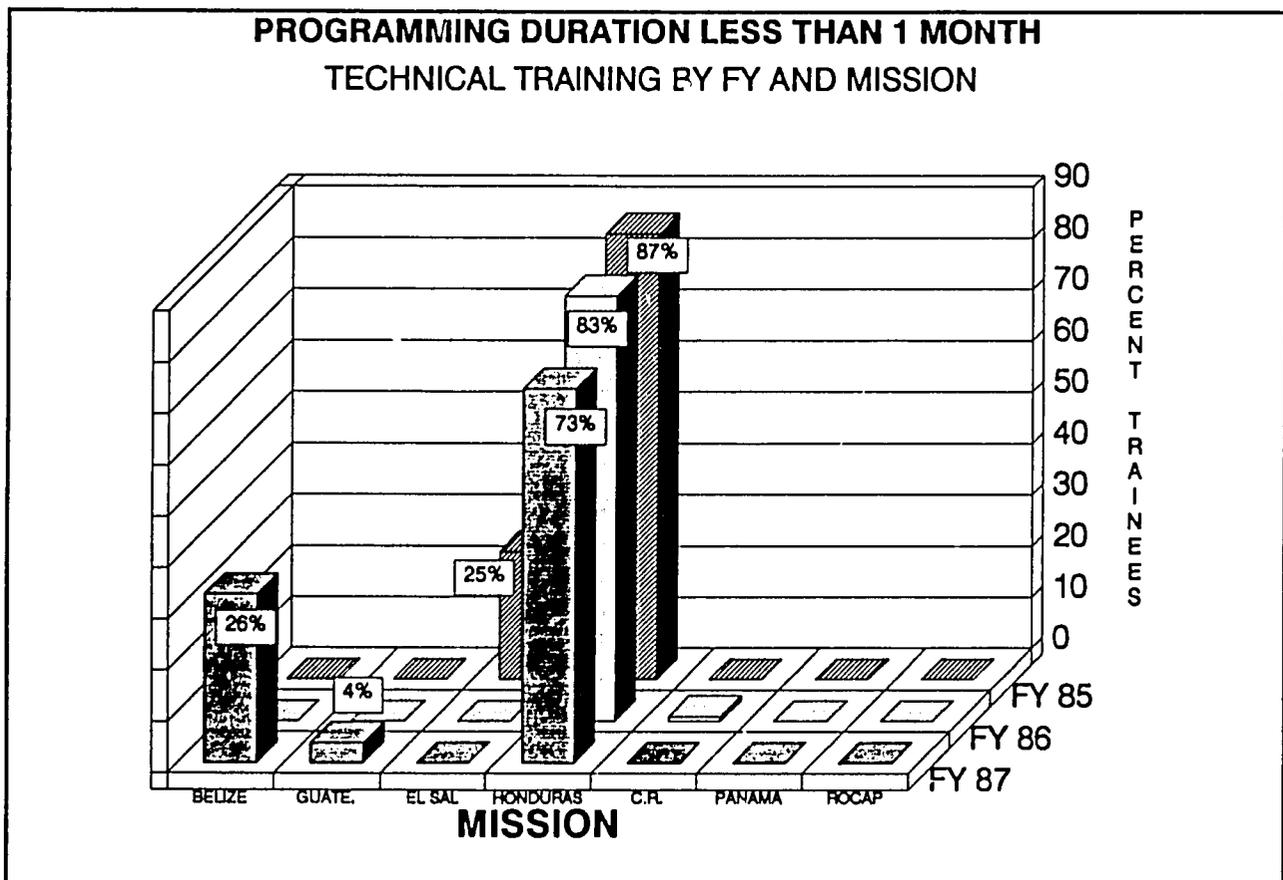


FIGURE 4.1

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Recommendation: LAC/DR/EST should closely monitor very short-term training to determine if it falls within the CAPS mandate.

Have the Bureau or individual Mission implemented a successful follow-up program

No, however some efforts in this direction are underway. Our first visit to Central American Missions almost two years ago identified the follow-up problem. Many Trainees had returned and were quite distressed that they had not received any contact from the Mission. They expected to participate in some sort of on-going activity.

It is easy and tempting to think of follow-up as something which happens at the end of a project; however, as evidenced by the above account, the need for follow-up opportunities exist from the time the trainees' return home.

Follow-up activities to date have been initiated by a few missions. Some Missions, primarily Guatemala, have given thought to follow-up programming. Funds have been allocated to conferences and projects which incorporate returned Trainees. Costa Rica has hired a part time staff person who debriefs returning Trainees. Panama has stipulated that its contractor design a follow-up program which encompasses all U.S. trained Panamanians (the current uncertainty over the Panama program may affect follow-up plans). Some contractors have provided follow-up. The Georgetown CASP program has identified outstanding leaders from its programs and has provided them with additional training to allow them to form nuclei of follow-up in country. In addition Tom Donnelly from LAC/DR/EST has recently been assigned to the Georgetown program in Central America to help coordinate follow-up.

Guidance (STATE 322904) stipulated the importance of follow-on activities. However, no additional funds have been allocated nor activities stipulated.

Recommendation: LAC/DR/EST should develop a strategy to highlight the need for follow-up services. Many Agency managers may not understand that follow-up is an integral action related to project goals, or how it may be implemented and funded, and what activities prove to be successful.

To date, Mission personnel receive little recognition for focusing on follow-up. Attention is paid to programming large numbers of Trainees, programming a minimum of 20% long-term, percentage of women, and low costs. LAC/DR/EST should decide if provision of follow-up should be added to the above criteria.

Are Missions clear in specifying their training requests?

Not always. Mission staff often confuse the training request with the implementation plan. Training requests on PIO/Ps and other documents often provide little guidance to contractors as the Trainees type of training (i.e., what can the Trainee learn which will make his life different?). Instead, the Training request will often say something like "John Doe will take a course in bookkeeping at Big State U." This does not provide guidance for contractors to plan the program completely. In addition, the people at Big State U, who are the real program implementors, receive little or no information on other project goals such as Experience America.

Recommendation: Attention should be paid to developing a training module for CAPS implementors which assists them in the design of training requests which adequately describe the Trainees, their social context, their training needs and follow-up activities to be implemented upon completion of the training.

Are contractors providing adequate Training Implementation Plans?

Not always. The Training Implementation Plan (TIP) and the Training Request (above) are the two essential components of the training program. Contractors cannot specify good TIPs unless they receive good training requests.

Recommendation: Training should be provided to CAPS Mission staff which will enable them to develop clear instructions for contractor programming agents. CAPS implementors should understand the importance of receiving a TIP which contains at a minimum: 1) a discussion of how the proposed training relates to CAPS goals; 2) clear training objectives; 3) description of activities to be performed in order to reach objectives; 4) an evaluation plan which will monitor progress towards reaching objectives as well as final program outcome; and 5) possible follow-up activities in country.

Do Missions allow contractors sufficient time to develop appropriate Training Implementation Plans?

Not always. Some Missions have sent Trainees to the U.S. with only a few days notice to contractors who must program and place the arriving Trainees with little or no information on Trainee biography or skills. "Sudden" placement increases the chance for poor training.

Recommendation: LAC/DR/EST should continue its efforts to ensure that all Mission and field staff understand that considerable lead time is required to program and place Trainees. The standard already established by LAC/DR/EST is to allow contractors 6 months to program academic Trainees and 3 months to program technical Trainees. This standard should be enforced.

Do Agency contracting procedures work effectively to obtain the services of contractors?

No, contracting procedures are cumbersome. The idea behind contracting out is that Agency Offices and Missions can identify appropriate organizations to perform a set of activities in a project. The use of procurement regulations assures that the most cost-effective bidder can be obtained using a modified "free market" context.

In practice, obtaining contractors has proved cumbersome. It may be beyond the scope of LAC/DR/EST to address this problem since it is one of procurement; however Missions who try to contract with various organizations find that they spend excessive time in procurement instead of Project Management. This forces the Mission to use either the AID internal contractor or one large contractor who then "procures" training for the Mission. Some Missions would like to have stronger linkages with the training institutions.

Recommendation: LAC/DR/EST should work with Mission staff to assist in implementing TCA contracting procedures (development of RFD, etc.) and in facilitating the use of this system. Revisions and simplification to TCA procedures should be effected as needed.

Do the U.S. citizens who interact with Trainees on a daily basis understand the special focus of CAPS?

No. This is perhaps the most sensitive and yet the most serious element in the implementation of CAPS and other scholarship programs. The people most responsible for the success of the Trainees' experience are the local Americans who teach, train and interact with the Trainees on a daily basis. These people must understand the special focus of CAPS to adequately program the Trainees. Many contractors attempt to convey the CAPS objectives to the training institution; others do not. Achieving a clear understanding of project goals by the local trainer is impaired by the many levels of organizations which separate the local trainer from the Mission Project staff. A Trainee may pass from the Mission to a local contractor representative, to the U.S. contractor, to a training institution.

Recommendation: LAC/DR/EST should develop a short concise official description of what it expects from the Skills Training and Experience American programs. CAPS contractors should be required to distribute this statement to all training institutions and individuals who may become involved with the Trainees if they can be identified beforehand.

Are Missions adequately staffed to carry out CAPS activities?

Yes, in most cases. However, some Missions are seriously understaffed. Even though Honduras has a contractor for in-country activities for academic Trainees, the Mission has only 2 persons to handle all technical training in CAPS as well as all other Mission project training. Compared to other Missions this is a very small staff. For example, Costa Rica has five full-time staff to handle CAPS alone and others to handle project training. Several of this staff are able to cover for each other in such areas as data entry. Guatemala has a staff of 5 who handle CAPS technical training (we note that the Mission has processed many more Trainees than most other Missions). El Salvador has 4 staff persons who handle CAPS training (academic and technical). Belize has a single person to manage the program which is much smaller than other CAPS programs.

The above observations are intended to focus attention on the noted problems and success. We understand that addressing these issues must be done in the context of other Agency and Project activities/priorities, however some of the issues are serious and deserve a place on any priorities listing.

The following Chapter addresses Cost of CAPS training.

CHAPTER FIVE:

COST OF CAPS TRAINING TO DATE

How is this chapter organized?

This chapter is comprised as follows:

- Objectives of the Cost Assessment
- How the Assessment was Done
- Limitations of the Data
- Presentation and Discussion of the Findings
- Conclusions and Recommendations
- Cost Appendix

What are the objectives of this cost assessment?

This second annual assessment of CAPS training costs includes several objectives:

1. To obtain overall expenditures per training month for technical and academic training programs financed under the CAPS project.
2. To compare expenditures among programs to determine factors which may affect costs.
3. To make recommendations to Agency managers which may help contain costs.

How was this assessment done?

The approach used here may be summarized as follows:

1. To review Mission documents which report disbursements. These documents include:
 - PIO/Ps which are used to transfer funds from Missions to AID/Washington; and
 - Contract budgets.
2. To request contractors to submit standard Training Cost Analysis (TCA) expenditure data in summary form for academic training programs. (Several contractors, especially those under contract to the Office of International Training have not yet converted their reports to TCA format; however most CAPS contractors can report data in summary fashion);

3. To review supporting descriptive documentation to determine if any special training programming was provided which would impact expenditures.

4. To compare expenditures among programs to determine if cost varies as a function of such factors as content of training, number of trainees per program, length of training, dates of training etc. Data for this comparison was derived from the Mission's computerized CLASP Information Systems.

Are there limitations on the data?

Yes. However cost reporting has improved markedly over the past year as TCA implementation proceeds even though the objective of achieving completely standardized reporting via the TCA has not yet been reached. In addition, there is a general lack of detail in the description of the training programs provided at the Mission level; thus impeding assessment of cost-effectiveness.

BACKGROUND

What expenditures are included in training costs?

Providing training to CAPS Trainees results in a number of logical expenditures:

- Education expenditures (tuition, fees, etc.);
- Allowances afforded to Trainees (monthly residential, book, transit, typing, etc.);
- Travel expenses (U.S. and in some cases international);
- Supplemental services including English language training, upgrading academic skills, orientations, etc.); and
- Administrative expenses paid to contractors who program, place and monitor trainees. These activities include:
 - providing or arranging for U.S. orientation;
 - locating appropriate training institutions and programs;
 - providing interpreters for English language training;
 - arranging for allowance payments to Trainees;
 - assisting in finding housing;
 - handling emergencies;
 - providing academic counseling;
 - tracking program progress for AID;
 - arranging travel; and
 - providing information and reports to Missions.

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In addition to the above costs, we may assume that CAPS, and other such programs, incur special costs associated with the special focus and intent of the programs. For example, the typical CAPS Trainee should receive special experiences over and above those received by other AID trainees. These experiences may include such activities as home stays, visits to political, educational and judicial institutions, and other meaningful interactions with U.S. hosts. Arranging these experiences would reasonably require additional administrative expenditures by contractors.

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

Has the implementation of the Training Cost Analysis (TCA) affected cost reporting?

Yes. Contractors are reformatting their budgeting procedures to account for costs using TCA categories. This is the first step in a reporting system which the Bureau has begun to design. The original TCA did not include a detailed reporting system and was not very useful for CLASP Contractor costs reporting. The Bureau instituted a working group to develop new reporting forms consistent with Bureau cost needs.

FINDINGS

Technical Training Costs

Technical training is defined as all training not designed to lead to a degree from an academic institution. Table 5.1 shows expenditures through the end of FY 1987. The data is displayed by Mission for each fiscal year.

Have technical training costs remained constant over the life of the project?

No. They have dropped somewhat. Table 5.1 shows that costs remain quite low for overall technical training. The \$2,535 per training month figure has not changed significantly since last year, however it is appreciably lower than the FY 85 cost figures

These cost figures include program and administrative costs. Figure 5.1 displays the cost of technical training for the Region for each Fiscal Year. As can be seen, the costs have dropped considerably from FY 85 to 86 and rose a bit from FY 86 to 87.

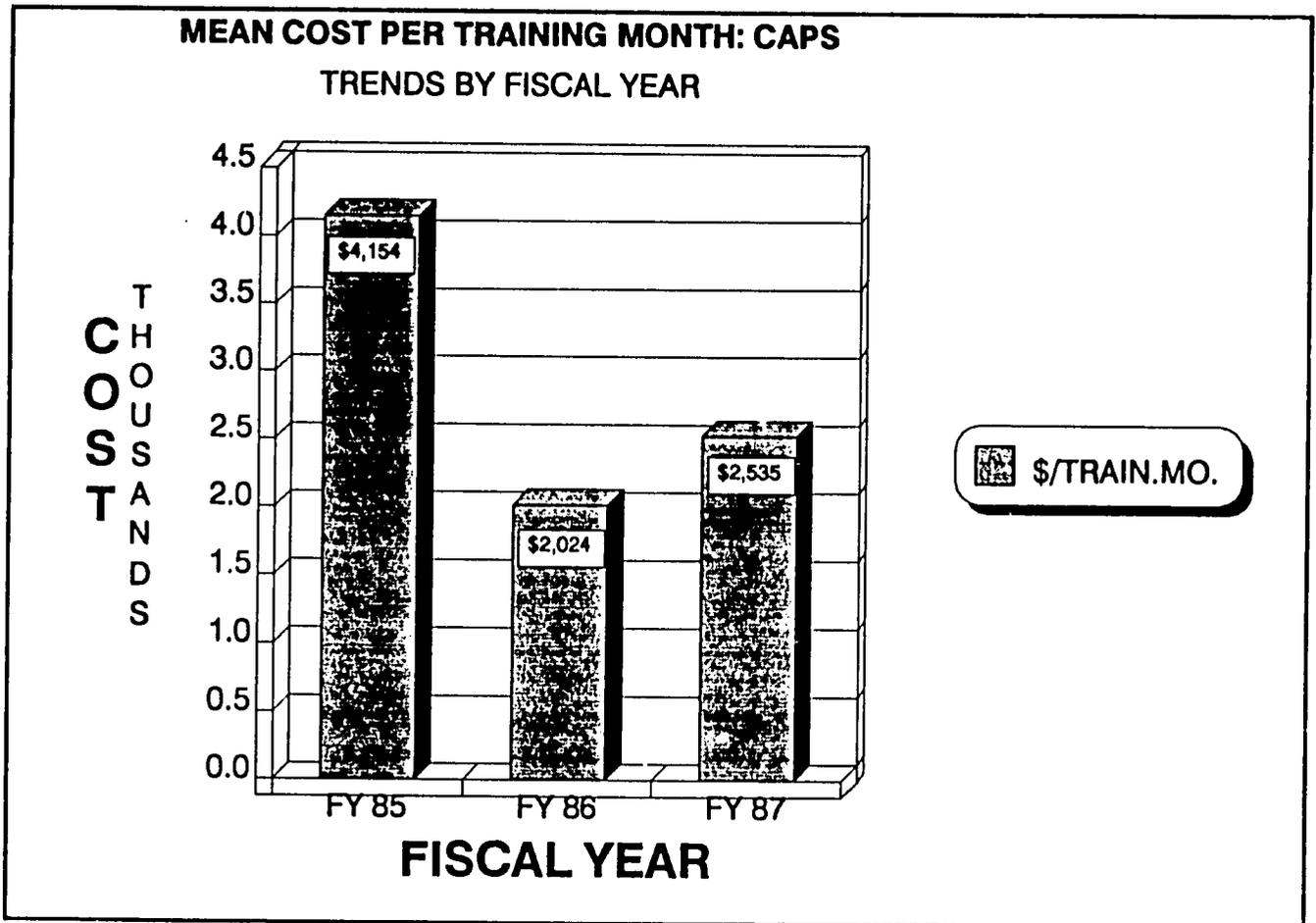


FIGURE 5.1

Are there significant cost differences in technical training costs among Missions?

Yes. Table 5.1 indicates considerable cost differences among Missions. Both Panama and Costa Rica continue to show very low costs per training month. The primary reason for these low costs is the decision by these Missions to train large numbers of youth through 4-H type programs. These programs are very low cost. This is due in large part to the use of youth programming in Costa Rica, a conscientious attempt on the part of Project Managers to find low cost programming which meets project objectives.

The Mission spending most on training is Honduras followed by Salvador. Even though costs in these Missions is higher, we note that the portion of extremely high cost programs (those costing over \$5,000 per training month) have been eliminated. Figure 5.2 depicts the variation among Missions. The difference is quite marked. Costa Rica will provide almost 4 times as much technical training for the same funding as Honduras and El Salvador.

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TABLE 5.1
CAPS TECHNICAL TRAINING COSTS BY MISSION

| MISSION | FISCAL YEAR | TOTAL TRAINEES | TRAIN MONTH | TOTAL BUDGET | COST PER TRAINING MONTH |
|------------------------------------|-------------|----------------|-------------|--------------|-------------------------|
| BELIZE | | | | | |
| | FY 85 | 15 | 20 | \$75,000 | \$3,320 |
| | FY 86 | 64 | 92 | \$ 297,275 | \$3,320 |
| | FY 87 | 61 | 62 | \$ 265,809 | \$4,304 |
| | TOTAL | 140 | 174 | \$638,084 | \$3,667 |
| GUATEMALA | | | | | |
| | FY 85 | 312 | 313 | \$1,415,335 | \$4,525 |
| | FY 86 | 791 | 865 | \$2,898,700 | \$3,351 |
| | FY 87 | 1038 | 1288 | \$4,248,409 | \$3,298 |
| | TOTAL | 2141 | 2466 | \$8,562,444 | \$3,472 |
| SALVADOR | | | | | |
| | FY 85 | 462 | 424 | \$1,763,883 | \$4,157 |
| | FY 86 | 75 | 69 | \$324,860 | \$4,708 |
| | FY 87 | 78 | 106 | \$488,783 | \$4,616 |
| | TOTAL | 615 | 599 | \$2,577,526 | \$4,303 |
| HONDURAS | | | | | |
| | FY 85 | 191 | 143 | \$683,178 | \$4,794 |
| | FY 86 | 186 | 145 | \$622,231 | \$4,295 |
| | FY 87 | 147 | 130 | \$592,069 | \$4,562 |
| | TOTAL | 524 | 418 | \$1,897,478 | \$4,539 |
| COSTA RICA | | | | | |
| | FY 85 | 29 | 52 | \$109,321 | \$2,085 |
| | FY 86 | 357 | 1274 | \$1,850,686 | \$1,452 |
| | FY 87 | 321 | 1192 | \$2,026,286 | \$1,700 |
| | TOTAL | 707 | 2518 | \$3,986,293 | \$1,583 |
| PANAMA | | | | | |
| | FY 85 | 0 | | | |
| | FY 86 | 126 | 1069 | \$715,898 | \$ 670 |
| | FY 87 | 25 | 62 | \$206,390 | \$3,345 |
| | TOTAL | 151 | 1131 | \$922,288 | \$ 815 |
| ROCAP | | | | | |
| | FY 85 | 40 | 108 | \$356,000 | \$3,296 |
| | FY 86 | 225 | 578 | \$1,572,342 | \$2,722 |
| | FY 87 | 7 | 330 | \$582,700 | \$1,766 |
| | TOTAL | 362 | 1016 | \$2,511,042 | \$2,471 |
| ALL CAPS TECHNICAL TRAINING | | | | | |
| | FY 85 | 10 | 1060 | \$4,402,717 | \$4,154 |
| | FY 86 | 1824 | 4092 | \$8,281,992 | \$2,024 |
| | FY 87 | 1767 | 3170 | \$8,410,446 | \$2,653 |
| | TOTAL | 4640 | 8322 | \$21,095,155 | \$2,535 |

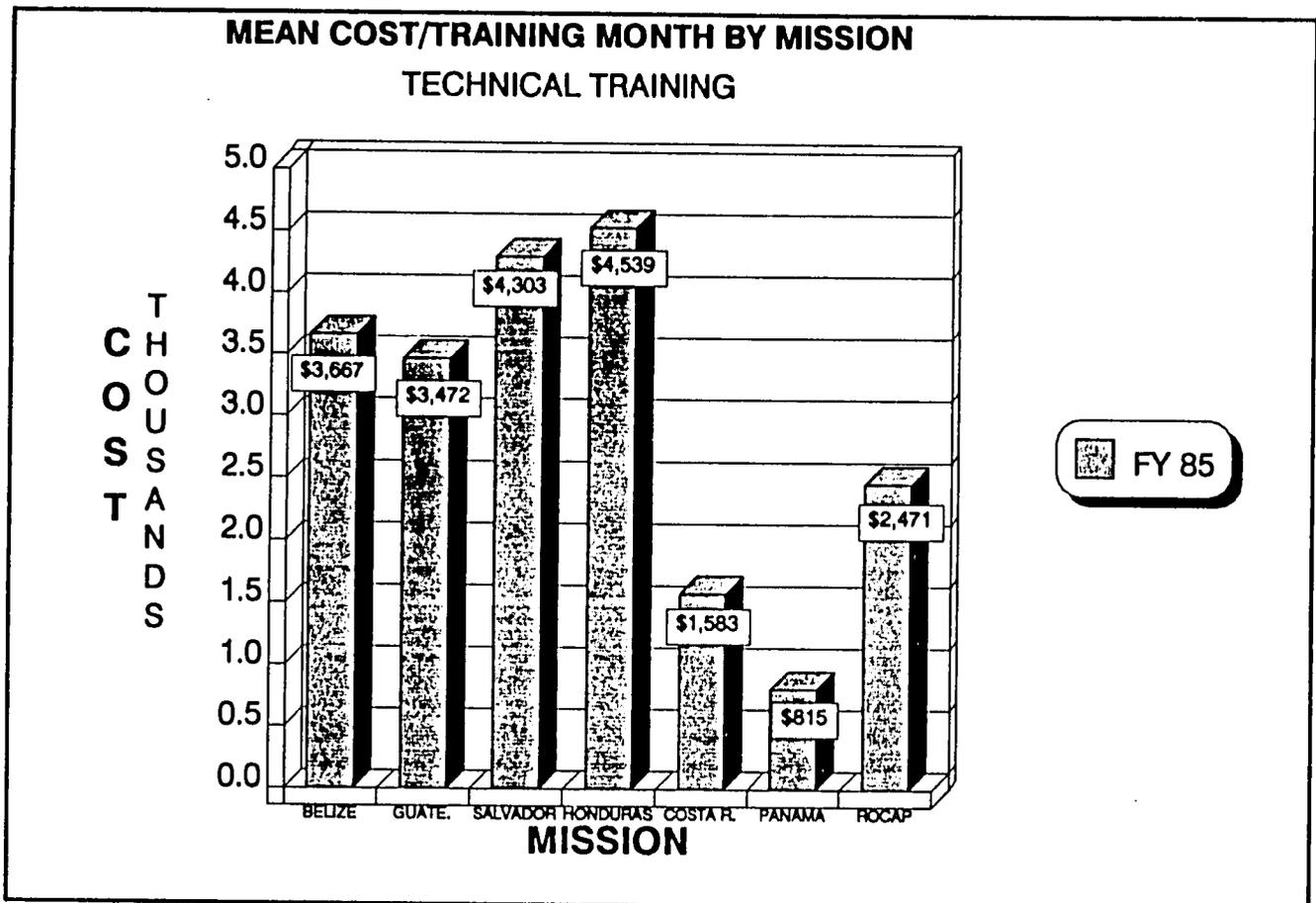


FIGURE 5.2

Have costs for technical training varied for individual Missions by fiscal year?

Yes, more for some Missions than for others. Figure 5.3 shows the cost of technical training by Mission and fiscal year. ROCAP and Guatemala have demonstrated the largest cost decline over the period of the project. Belize's and Panama's costs have risen. Belize's cost rose into the high range for FY 87 while Panama's costs rose to the mid range (Panama's costs in FY 86 were very low).

Costa Rica's costs are stable and very low. Honduras and El Salvador's costs are high and have not varied much over the life of the project.

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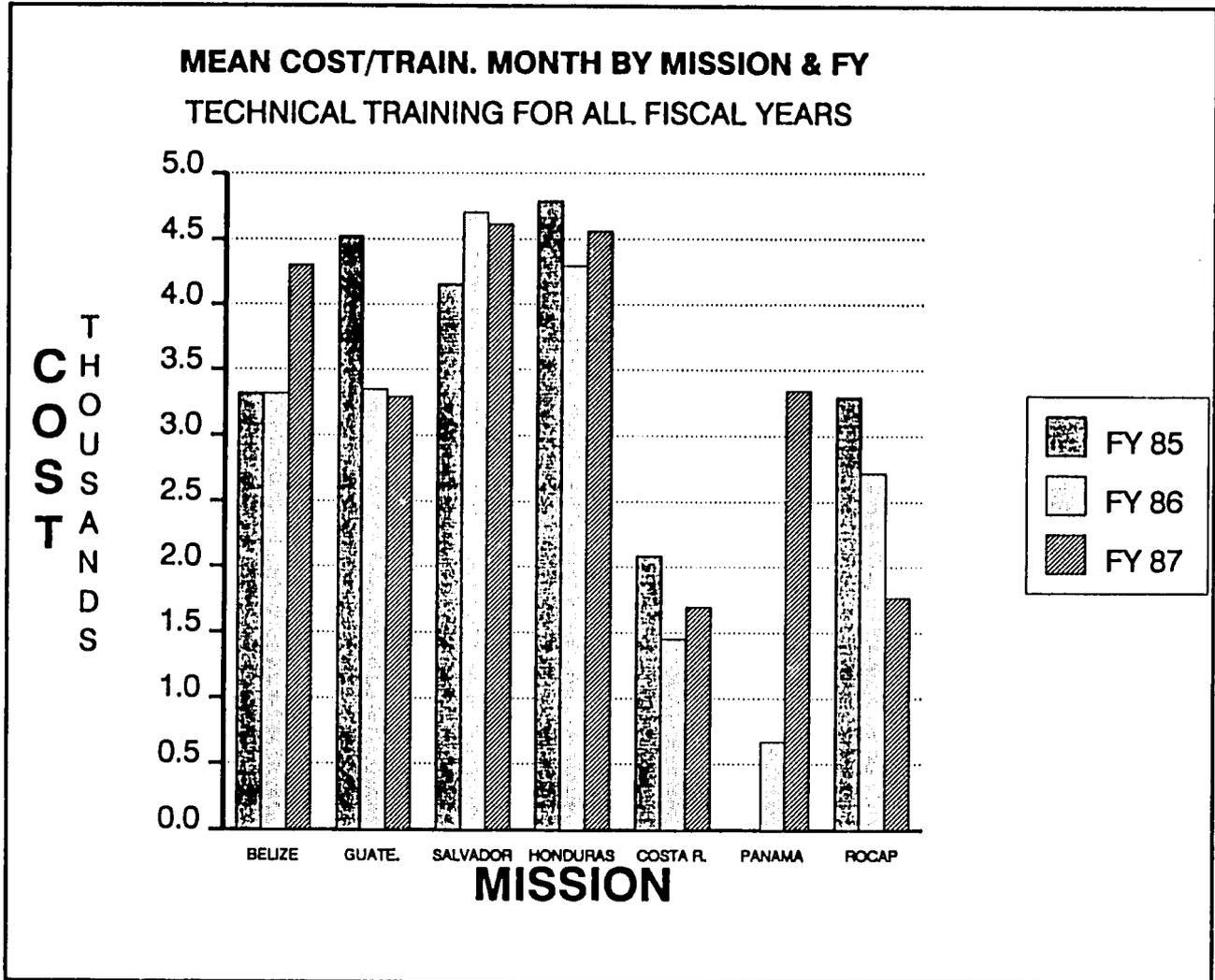


FIGURE 5.3

Academic Training Costs

Academic Training is training which is designed to lead to a degree. It typically takes place in a university or other institution. A questionnaire was sent to all contractors managing CAPS academic Trainees except the OIT contractors who are not yet reporting using TCA format. The questionnaire requested costs broken down into TCA summary format; that is, costs were requested in TCA general categories but not in specific areas. The following Table 5.2 shows relative costs.

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TABLE 5.2**ACADEMIC TRAINING EXPENDITURES FOR CAPS TO DATE**

| MISSION | TRAINING CONTRACTOR | TOTAL MONTHS | TRAINING COST | COST PER MONTH |
|--------------|---------------------|--------------|---------------------|----------------|
| SALVADOR | CSLA U/NEW MEX.* | 787 | \$1,330,514 | \$1,691 |
| PANAMA | GEORGETOWN | 2425 | \$ 3,495,89 | \$1,442 |
| HONDURAS | AED | 2209 | \$2,598,940 | \$1,177 |
| COSTA RICA | OIT* | 2162 | \$3,600,640 | \$1,665 |
| GUATEMALA*** | OIT* | 704 | \$1,513,730 | \$2,152 |
| BELIZE | OIT* | 70 | \$ 106,500 | \$1,526 |
| ROCAP | NO ACADEMICS | | | |
| CASP | | 535 | \$7,508,784 | \$1,401 |
| TOTAL | | 10780 | \$14,934,134 | \$1,385 |

*Contractor did not submit cost questionnaire. Costs here are budgeted rather than expenditures.

**OIT contractors do not use TCA reporting format at this time. These costs are budgeted rather than actual expenditures.

***Some Guatemalan academic Trainees are in preparation in Guatemala and Honduras. These costs will be reported when Trainees begin U.S. training.

Do academic training costs vary by Mission?

No, not significantly. As evident from the above table, academic training costs are quite low. Honduras has the lowest overall cost. The above costs are especially low considering that they include costs of significant in-country training and programming. The contractors for Panama and Honduras maintain in-country staff and perform many predeparture activities. The contractor for El Salvador performs some activities in country. The costs reported for Honduras include several in-country training months for many Trainees which lower the overall cost per training month.

Many academic Trainees to date have been enrolled in community colleges which helps maintain low costs. Conversely, we may expect costs to rise somewhat as trainees enter four-year institutions.

Figure 5.4 depicts overall academic training cost to date by Mission where data is available. This figure should be viewed with care since some of the costs (especially OIT's) are budgeted and others are actual expenditures. OIT's costs reflect total expected program costs while other contractor's costs are actual expenditures to date which may rise significantly over time.

12/30/87

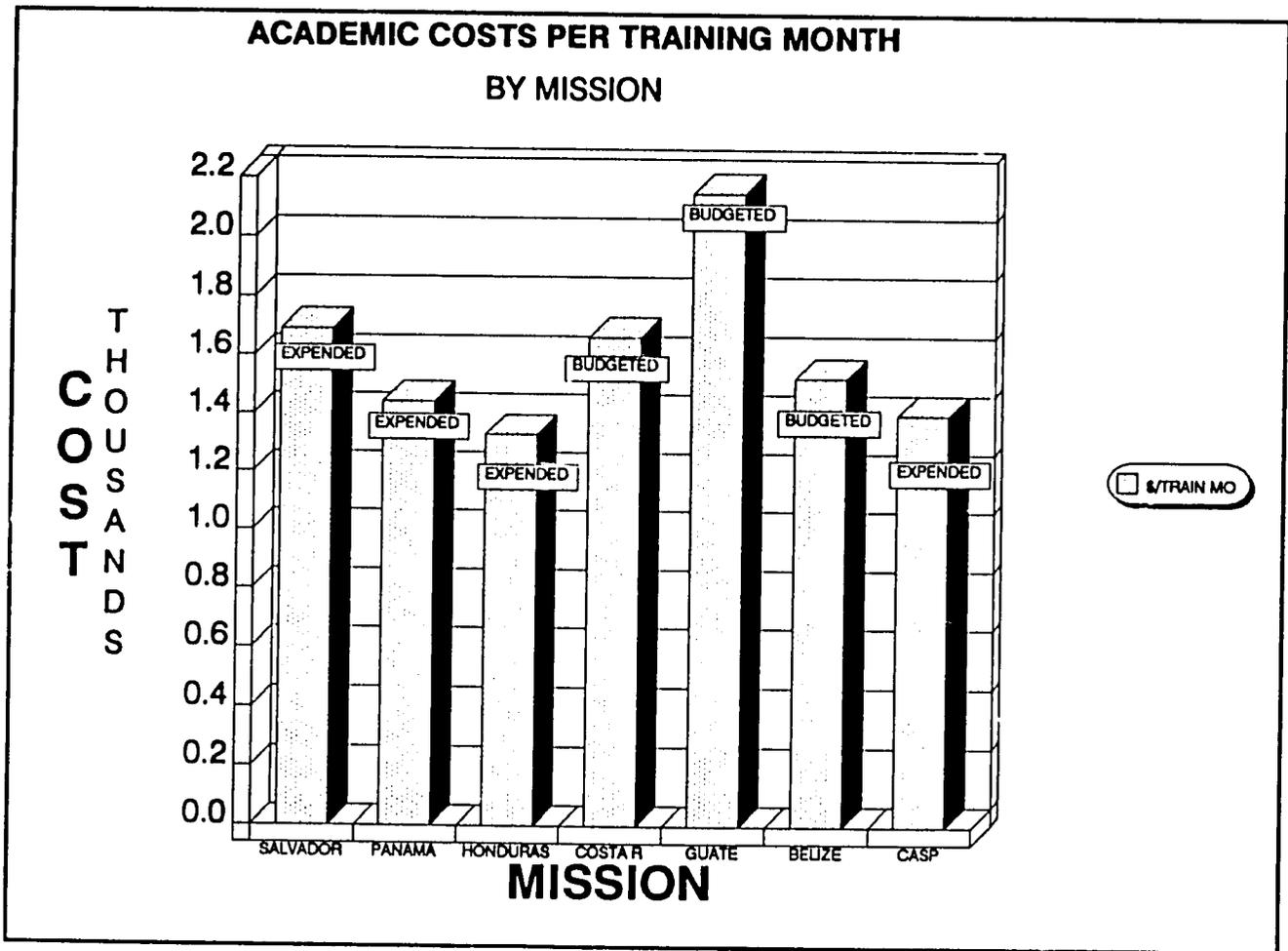


FIGURE 5.4

Conclusions and Recommendations

Expenditures by the Agency on training costs for CAPS are very low. This can be attributed in part to careful attention to cost containment by Agency managers at the highest levels. Contractors and other project implementors are very aware of the need to contain costs. The implementation of the TCA has helped focus attention on the issue of costs; however few contractors are reporting consistently using TCA.

Our survey of costs yields several recommendations:

1. LAC/DR/EST should form a working group to standardize TCA reporting formats and procedures for all contractors, Mission Project Officers and Contract Officers. This will help clarify confusion on the part of all parties regarding how cost data should be reported, when data should be delivered and to whom. This working group should also address the use of TCA for management purposes. (e.g., define such issues as what level of data Project Officers should have to assess the cost of training on a regular basis).

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Several contractors are not using the TCA at this time. Many others are attempting to comply but without standardized instructions from the Bureau, their solutions are derived independently and may vary significantly from each other. For example, some contractors are including in-country ELT in the total training months provided. Others include only U.S. training months in their figures.

2. The Bureau should continue to inspect costs and ask Missions for justification of high cost programs.

3. Missions should consider the appropriateness of youth training (such as 4-H) when it meets country priorities.

**Second Annual Report
An Evaluation Of The Central American
Peace Scholarships Program**

APPENDICES

FY October 1, 1986 - September 30, 1987

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February, 1988

Under Contract LAC-0001-C-00-6003-0

Project # 597-0001

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APPENDIX A

COST OF CAPS TECHNICAL TRAINING

This appendix lists all technical training programs by Mission. Data includes, for each program, PIO/P number, brief program description, program enhancements affecting costs, contractor, dates of training, total training months, total number of trainees per program, total program budgets, and cost per training month for each program.

The most important figure reported here for costs is the cost per training month. The training month is the standard unit of measure for training costs. A training month is defined as the one trainee in training for one month. Thus ten Trainees in a one month program equals 10 training months. Also, one Trainee in a 10 month program equals 10 training months.

Data in this appendix derives from the Missions computerized information systems (CIS) and from contractor visits to Missions.

BELIZE COST OF CAPS TECHNICAL TRAINING

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

| PIO/P NO. | PROGRAM DESCRIPTION | PROGRAM ENHANCEMENTS AFFECTING COST | CONTRACTOR | DEPT DATE | RETURN DATE | TOTAL TRAIN MONTHS | TOTAL NUMBER TRAINEES | TOTAL PROGRAM TRAINING MONTHS | TOTAL BUDGET | COST PER TRAINING MONTH |
|----------------|--|---|-------------------------|--------------|----------------|--------------------------|-----------------------------|--|-----------------|-------------------------------|
| 50001 | High school principals attend course at Ferris State College. | In-country contractor activities; considerable "Experience America" activities. | FERRIS ST COLLEGE | 14-Jul-85 | 24-Aug-85 | 1.3 | 15 | 20 | \$75,000 | \$3,707 |
| 50007 | High School principals attend course at Ferris State College. | In-country contractor activities; considerable "Experience America" activities. | PIET | 16-Jun-86 | 25-Jul-86 | 1.3 | 15 | 19 | \$80,000 | \$4,157 |
| 50006 | Rural primary school teachers attend skills training course. | Some US travel. | PIET | 07-Jul-86 | 25-Aug-86 | 1.6 | 25 | 40 | \$111,875 | \$2,776 |
| 50019 | Twelve rural nurses attend skills enhancement course. | Considerable "Experience America" activities. | HAMPTON UNIV | 10-Aug-86 | 20-Sep-86 | 1.3 | 12 | 16 | \$52,700 | \$3,256 |
| 50020 | Twelve rural nurses attend skills enhancement course. | Considerable "Experience America" activities. | HAMPTON UNIV | 21-Sep-86 | 01-Nov-86 | 1.3 | 12 | 16 | \$52,700 | \$3,256 |
| 60007 60014 | Owners and/or managers of small hotels attend management training course. | Training provided free by hotels under Enterprise International Program. | PIET | 19-Jul-87 | 04-Aug-87 | 0.53 | 2 | 1.06 | \$3,064 | \$2,891 |
| 60017 | Owners and/or managers of small hotels attend management training course. | Training provided free by hotels under Enterprise International Program. | PIET | 19-Jul-87 | 04-Aug-87 | 0.53 | 1 | 0.53 | \$2,245 | \$4,236 |
| 60035 | High school science teachers receive training in teaching methodology and content. | Extensive Experience America activities and U.S. travel. | FERRIS STATE | 22-Jun-87 | 01-Aug-87 | 1.31 | 23 | 30.13 | \$115,000 | \$3,817 |
| 70002 | Rural Indians receive instruction in community health work. | Extensive Experience America activities and U.S. travel. | ESSEX COMMUNITY COLLEGE | 04-Jun-87 | 01-Jul-87 | 0.89 | 9 | 8.01 | \$42,000 | \$5,243 |

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

| PIO/P NO. | PROGRAM DESCRIPTION | PROGRAM ENHANCEMENTS AFFECTING COST | CONTRACTOR | DEPT DATE | RETURN DATE | TOTAL TRAIN MONTHS | TOTAL NUMBER TRAINEES | TOTAL PROGRAM | | TOTAL BUDGET | COST PER TRAINING MONTH | |
|--------------------|--|--|-------------------------|--------------|----------------|--------------------------|-----------------------------|------------------|--------|-----------------|-------------------------------|---------|
| | | | | | | | | MONTHS | MONTHS | | | |
| 70008 | Rural Indians receive instruction in community health work. | Extensive Experience America activities and U.S. travel. | ESSEX COMMUNITY COLLEGE | 04-Jun-87 | 01-Jul-87 | 0.89 | 14 | 12.46 | | \$64,000 | \$5,136 | |
| 70010 | On-the-job-training in local U.S. anti-drug organizations for 9 young people involved in Youth Leadership Program. | Home stays through-out program. | PIET | 20-Sep-87 | 18-Oct-87 | 0.92 | 9 | 8.28 | | \$35,000 | \$4,227 | |
| 70011 | Owners and/or managers of small hotels attend management training course. | Training provided free by hotels under Enterprise International Program. | PIET | 27-Sep-87 | 15-Oct-87 | 0.43 | 3 | 1.29 | | \$4,500 | \$3,488 | |
| TOTAL PROGRAMS: 13 | | | | | | | | 140 | 174 | | \$638,084 | \$3,669 |

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COSTA RICA COST OF CAPS TECHNICAL TRAINING

CAPS TECHNICAL PROGRAM COST INFORMATION: COSTA RICA

| PIO/P NO. | PROGRAM DESCRIPTION | FIELD CODE | PROGRAM ENHANCEMENTS AFFECTING COST | CONTRACTOR | DEPT DATE | RETURN DATE | TRAIN. MONTHS/TOTAL PROGRAMTRAINEES | TOTAL TRAIN. MONTHS | TOTAL BUDGET | COST PER TRAINING MONTH |
|--------------|--|---------------|--|------------|--------------|----------------|---|---------------------------|-----------------|-------------------------------|
| 50021 | No Information | 6 | | INCAE | 23-Feb-86 | 23-Mar-86 | 0.9 | 1 1 | \$3,450 | \$3,746 |
| 50032 | Grain Storage and Marketing course. | 8 | | | 06-Feb-86 | 27-Jul-86 | 5.6 | 3 17 | \$17,609 | \$1,043 |
| 50036 | Institute for Studies of Non-formal education conference. | 13 | | PIET | 01-Jun-85 | 30-Jun-85 | 1.0 | 8 8 | \$18,009 | \$2,360 |
| 50038 | Emergency Disaster Science Course | 18 | | PIET | 07-Aug-85 | 07-Dec-85 | 4.0 | 1 4 | \$2,500 | \$623 |
| 50052 | No information | 1 | Interpreter services substantial U.S. travel. | USDA | 29-Mar-86 | 30-Apr-86 | 1.1 | 3 3 | \$17,795 | \$5,635 |
| & 5005 | No information | | | | | | | | | |
| 50059 | Agricultural Cooperative Studies, on-the-job training. | 2 | Considerable U. S. travel. | ACDI | 14-Sep-85 | 15-Nov-85 | 2.0 | 20 41 | \$88,812 | \$2,177 |
| 50071 | University student leaders tour U.S. Educational Institutions. | 44 | Considerable U. S. travel. | PIET | 24-Oct-85 | 15-Dec-85 | 1.7 | 20 34 | \$121,267 | \$3,545 |
| 50079 | Indigenous leaders visit U.S. indigenous communities and organizations and attend Inter-American Indian Congress. | 5 | Some travel in U. S. | PIET | 06-Jan-86 | 28-Feb-86 | 1.7 | 21 37 | \$110,643 | \$3,022 |
| 50080 | To study modern and classic ballet and dance in various U.S. institutions. | 50 | Considerable travel in U. S. | PIET | 06-Jan-86 | 28-Feb-86 | 1.7 | 15 26 | \$130,467 | \$4,989 |

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CAPS TECHNICAL PROGRAM COST INFORMATION: COSTA RICA (CONTINUED)

| PIO/P NO. | PROGRAM DESCRIPTION | FIELD CODE | PROGRAM ENHANCEMENTS AFFECTING COST | CONTRACTOR | DEPT DATE | RETURN DATE | TRAIN. MONTHS/TOTAL PROGRAMTRAINEES | TOTAL TRAIN. MONTHS | TOTAL BUDGET | COST PER TRAINING MONTH |
|--------------|--|---------------|---|----------------------------|--------------|----------------|---|---------------------------|-----------------|-------------------------------|
| 50081 | English teachers live with US families, visit English teaching organizations, gain exposure to US culture, and attend conferences. | 13 | | PIET | 11-Jan-86 | 08-Mar-86 | 1.8 | 30 55 | \$131,025 | \$2,371 |
| 50084 | Green House Operation/Mgmt course | 1 | | USDA | 12-Dec-85 | 31-Dec-86 | 12.6 | 1 13 | \$31,656 | \$2,506 |
| 50098 | Instruction in leather production. | 50 | | PIET | 09-Apr-86 | 30-Apr-86 | 0.7 | 1 1 | \$9,731 | \$14,087 |
| 50101 | Secondary English School Teacher Training. Cross-cultural and intercultural programming. | | International travel paid under grant. Substantial home-stay. | AMERICAN FRIENDS SERVICE | | | | | | |
| 50103 | Secondary School English language teachers upgrading. | 60 | Home Stay. | EXPERIMENT IN INT'L LIVING | 07-Jan-86 | 02-Mar-86 | 1.8 | 15 27 | \$34,905 | \$1,310 |
| 50121 | Training program for business managers from small and midium sized firms. | 6 | | INCAE | 23-Feb-86 | 23-Mar-86 | 0.9 | 4 4 | \$13,800 | \$3,746 |
| 50130 | Reinforce practical teaching methodology of rural vocational teachers. | 13 | | USDA | 21-Jun-86 | 21-Aug-86 | 2.0 | 20 40 | \$131,720 | \$3,282 |
| 50131 | Youth exchange program which brought approximately 100 rural youth (11th grade) to U.S. rural sites for 4 or 7 months. | 99 | Use of U.S. rural 4-H volunteer families reduced costs significantly. | NATIONAL 4-H COUNCIL | 10-May-86 | 30-Sep-86 | 4.7 | 99 466 | \$400,455 | \$860 |

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| PIO/P NO. | PROGRAM DESCRIPTION | FIELD CODE | PROGRAM ENHANCEMENTS AFFECTING COST | CONTRACTOR | DEPT DATE | RETURN DATE | TRAIN. MONTHS/TOTAL PROGRAMTRAINEES | TOTAL TRAIN. MONTHS | TOTAL BUDGET | COST PER TRAINING MONTH |
|--------------|--|---------------|---|-----------------------------------|--------------|----------------|---|---------------------------|-----------------|-------------------------------|
| 50133 | Youth exchange program which brought approximately 100 rural youth (11th grade) to U.S. rural sites for 4 or 7 months. | 99 | Use of U.S. rural 4-H volunteer families reduced costs significantly. | NATIONAL 4-H COUNCIL | 10-May-86 | 31752 | 6.9 | 66 456 | \$266,970 | \$586 |
| 50134 | Rural small farmers and fishermen observe how rural North Carolina counterparts reacted over the past 30 years to development of their region. | 3 | | EASTERN CAROLINA UNIVERSITY | 05-Jun-86 | 22-Jun-86 | 0.6 | 10 6 | \$17,340 | \$3,101 |
| 50136 | Practical administrative training for leaders of Costa Rican private voluntary organizations. | 6 | Home Stays. | SCHOOL FOR INTERNATIONAL TRAINING | 26-Oct-86 | 06-Dec-86 | 1.3 | 19 26 | \$137,351 | \$5,360 |
| 50139 | Small business enterprise training for rural women homesteaders. | 44 | Home stays with U.S. families. | INSTITUTE FOR INT'L TRAINING | 29-Jul-86 | 24-Sep-86 | 1.9 | 20 38 | \$146,980 | \$3,919 |
| 50140 | Journalism | 9 | | USA | 18-Aug-86 | 05-Oct-86 | 1.6 | 21 33 | \$191,835 | \$5,786 |
| 50151 | Small business entrepreneurs (small retail general store owners). | 8 | Simultaneous translators & equipment, considerable U.S. | INT'L SCIENCE AND TECHNOLOGY | 29-Oct-86 | 06-Dec-86 | 1.3 | 20 25 | \$171,020 | \$6,841 |
| 50152 | Electrical Technology | 15 | | NRECCA | 27-Sep-86 | 20-Dec-86 | 2.8 | 7 19 | \$73,038 | \$3,776 |
| 50154 | Skills training for one-room school house teachers. Cross-cultural experiences. | | U.S. home stays. Translators. Substantial travel in the U.S. | PIET | | | | | | |

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CAPS TECHNICAL PROGRAM COST INFORMATION: COSTA RICA (CONTINUED)

| PIO/P NO. | PROGRAM DESCRIPTION | FIELD CODE | PROGRAM ENHANCEMENTS AFFECTING COST | CONTRACTOR | DEPT DATE | RETURN DATE | TRAIN. MONTHS/ PROGRAM | TOTAL TRAINEES | TOTAL TRAIN. MONTHS | TOTAL BUDGET | COST PER TRAINING MONTH |
|--------------|--|---------------|---|-------------------------|--------------|----------------|------------------------------|-------------------|---------------------------|-----------------|-------------------------------|
| 50154 | Rural Education | 13 | | Creative Assoc. | 25-Oct-86 | 20-Dec-86 | 1.8 | 20 | 37 | \$155,900 | \$4,232 |
| 60056 | Secondary School English Teachers | 13 | | AFS | 06-Dec-86 | 06-Mar-87 | 3.0 | 21 | 62 | \$51,303 | \$825 |
| 60057 | Secondary School English Teachers | 13 | | AFS | 10-Jan-87 | 18-Jul-87 | 6.2 | 9 | 56 | \$20,943 | \$374 |
| 60070 | Skills training for Rural Fire Fighters | 43 | Home stays with U.S. families. | PIET | 23-May-87 | 30-Jul-87 | 2.2 | 20 | 45 | \$111,400 | \$2,490 |
| 60110 | Administration Training for Rural Municipal Leaders | 44 | U.S. home stays. Translators. | PIET | 21-Jun-87 | 15-Aug-87 | 1.8 | 19 | 34 | \$115,539 | \$3,361 |
| 60111 | Public Policy Planning for mid-level employees of Public & Semi-public organizations interested in privatization | 44 | U.S. home stays. Translators. | PIET | 27-Jun-87 | 16-Sep-87 | 2.7 | 18 | 48 | \$209,998 | \$4,379 |
| 60124 | Youth exchange program which brought over 100 rural youth (11th grade) to U.S. rural sites for 6 months. grade) to U.S. rural sites for 4 or 7 months. | 13 | Use of U.S. rural 4-H volunteer families reduced costs significantly. | NATIONAL 4-H COUNCIL | 09-Aug-87 | 29-Feb-88 | 6.7 | 110 | 738 | \$570,020 | \$772 |
| 60125 | Business and technical training for women managed small business interprises. | | U.S. home stays. Translators. | PIET | 29-Aug-87 | 24-Oct-87 | 1.84 | 17 | 31 | \$119,986 | \$3,836 |
| 60127 | Skills training for rural Community Development leaders. | | U.S. home stays. Translators. Substantial travel in the U.S. | PIET | 03-Oct-87 | 30-Nov-87 | 1.91 | 19 | 36 | \$150,110 | \$4,136 |

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CAPS TECHNICAL PROGRAM COST INFORMATION: COSTA RICA (CONTINUED)

| PIO/P NO. | PROGRAM DESCRIPTION | FIELD CODE | PROGRAM ENHANCEMENTS AFFECTING COST | CONTRACTOR | DEPT DATE | RETURN DATE | TRAIN. MONTHS/TOTAL PROGRAMTRAINEES | TOTAL TRAIN. MONTHS | TOTAL BUDGET | COST PER TRAINING MONTH |
|--------------------|---|---------------|--|------------|--------------|----------------|---|---------------------------|-----------------|-------------------------------|
| 60128 | Skills training for rural Community Development leaders. | U.S. | home stays. Translators. Substantial travel in the U.S. | PIET | 19-Sep-87 | 14-Nov-87 | 1.84 | 21 39 | \$165,900 | \$4,293 |
| 60136 | Rural Women Agro-Industrial School Teachers | U.S. | home stays. Translators. | PIET | 24-Oct-87 | 19-Dec-87 | 1.84 | 8 15 | \$46,816 | \$3,180 |
| TOTAL PROGRAMS: 37 | | | | | | | | 707 2518 | \$3,986,293 | \$1,583 |

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GUATEMALA COST OF CAPS TECHNICAL TRAINING

APPENDIX B, 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 | DEPT CONTRACTOR | 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 B, 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 B, 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 B, 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 |

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APPENDIX B, 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 |
|--------------|-----------------------|--|------------|--------------|----------------|------------------------------|----------------------------|---------------------------|-----------------|--------------------------------|
| 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 |
| 60085 | Community Development | Training conducted in Spanish. Orientation program at the Washington International Center. Travel within the US. | PIET | 01-Feb-87 | 01-Mar-87 | 0.92 | 39 | 36 | \$174,330 | \$4,859 |
| 60088 | Community Development | Training conducted in Spanish. Orientation program at the Washington International Center. Travel within the US. | PIET | 08-Mar-87 | 05-Apr-87 | 0.92 | 40 | 37 | \$172,600 | \$4,690 |
| 60091 | Small Enterprise | Training conducted in Spanish. Orientation program at the Washington International Center. Travel within the US. | PIET | 15-Mar-87 | 19-Apr-87 | 1.15 | 40 | 46 | \$140,000 | \$3,043 |
| 60097 | Small Enterprise | Training conducted in Spanish. Orientation program at the Washington International Center. Travel within the US. | PIET | 29-Mar-87 | 03-May-87 | 1.15 | 40 | 46 | \$140,000 | \$3,043 |
| 60098 | Community Development | Training conducted in Spanish. Orientation program at the Washington International Center. Travel within the US. | PIET | 12-Apr-87 | 10-May-87 | 0.92 | 38 | 35 | \$173,584 | \$4,965 |

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APPENDIX B, 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 | TRAIWEEES PER PROGRAM | TOTAL TRAIN. MONTHS | TOTAL BUDGET | COST PER TRAINING- MONTH |
|--------------|------------------------|---|------------|--------------|----------------|------------------------------|-----------------------------|---------------------------|-----------------|--------------------------------|
| 60101 | Small Enterprise | Training conducted in Spanish. Orientation program at the Washington International Center. Travel within the US. | PIET | 12-Apr-87 | 24-May-87 | 1.38 | 39 | 54 | \$173,511 | \$3,224 |
| 60102 | Small Enterprise | Training conducted in Spanish. Orientation program at the Washington International Center. Travel within the US. | PIET | 26-Apr-87 | 31-May-87 | 1.15 | 39 | 45 | \$175,617 | \$3,916 |
| 60104 | Voluntary Institutions | Training conducted in Spanish. Orientation program at the Washington International Center. Travel within the US. | PIET | 03-May-87 | 07-Jun-87 | 1.15 | 37 | 43 | \$129,722 | \$3,049 |
| 60105 | Voluntary Institutions | Training conducted in Spanish. Orientation program at the Washington International Center. Travel within the US. | PIET | 24-May-87 | 28-Jun-87 | 1.15 | 40 | 46 | \$147,600 | \$3,209 |
| 60107 | Electronics | Training conducted in Spanish. Orientation program at the Washington International Center. Travel within the US. | PIET | 14-Jun-87 | 13-Dec-87 | 5.98 | 13 | 78 | \$137,904 | \$1,774 |
| 60111 | Teachers | Training conducted in Spanish. Orientation program at the Washington International Center. Travel within the US. | PIET | 31-May-87 | 05-Jul-87 | 1.15 | 40 | 46 | \$168,960 | \$3,673 |

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APPENDIX B, 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 | |
|--------------|-------------------------------------|---|------------|--------------|----------------|------------------------------|----------------------------|---------------------------|-----------------|--------------------------------|---------|
| 60115 | Community Health Workers | Training conducted in Spanish. Orientation program at the Washington International Center. Travel within the US. | PIET | 07-Jun-87 | 12-Jul-87 | 1.15 | 39 | 45 | \$147,888 | \$3,297 | |
| 60117 | Transportation Workers | Training conducted in Spanish. Orientation program at the Washington International Center. Travel within the US. | PIET | 07-May-87 | 20-Sep-87 | 4.47 | 14 | 63 | \$80,304 | \$1,283 | |
| 70054 | Community Health Workers | Training conducted in Spanish. Orientation program at the Washington International Center. Travel within the US. | PIET | 21-Jun-87 | 20-Dec-87 | 5.98 | 11 | 66 | \$198,000 | \$3,010 | |
| 70055 | Nurses | Training conducted in Spanish. Orientation program at the Washington International Center. Travel within the US. | PIET | 21-Jun-87 | 26-Jul-87 | 1.15 | 40 | 46 | \$117,960 | \$2,564 | \$2,949 |
| 70063 | Training of Cooperative Trainers | Training conducted in Spanish. Orientation program at the Washington International Center. Travel within the US. | PIET | 05-Jul-87 | 09-Aug-87 | 1.15 | 40 | 46 | \$174,120 | \$3,785 | \$4,353 |
| 70064 | Teachers | Training conducted in Spanish. Orientation program at the Washington International Center. Travel within the US. | PIET | 12-Jul-87 | 16-Aug-87 | 1.15 | 40 | 46 | \$132,400 | \$2,878 | \$3,310 |

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APPENDIX B, 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 | |
|--------------|--------------------------|---|------------|--------------|----------------|------------------------------|----------------------------|---------------------------|-----------------|--------------------------------|---------|
| 70078 | Cooperatives | Training conducted in Spanish. Orientation program at the Washington International Center. Travel within the US. | PIET | 19-Jul-87 | 23-Aug-87 | 1.15 | 40 | 46 | \$147,600 | \$3,209 | \$3,690 |
| 70079 | Teachers | Training conducted in Spanish. Orientation program at the Washington International Center. Travel within the US. | PIET | 26-Jul-87 | 30-Aug-87 | 1.15 | 40 | 46 | \$160,000 | \$3,478 | \$4,000 |
| 70085 | Community Health Workers | Training conducted in Spanish. Orientation program at the Washington International Center. Travel within the US. | PIET | 09-Aug-87 | 13-Sep-87 | 1.15 | 44 | 51 | \$162,976 | \$3,221 | \$3,704 |
| 70108 | Small Enterprise | Training conducted in Spanish. Orientation program at the Washington International Center. Travel within the US. | PIET | 23-Aug-87 | 20-Sep-87 | 0.92 | 43 | 40 | \$144,265 | \$3,647 | \$3,355 |
| 70116 | Small Enterprise | Training conducted in Spanish. Orientation program at the Washington International Center. Travel within the US. | PIET | 06-Sep-87 | 11-Oct-87 | 1.15 | 44 | 51 | \$145,068 | \$2,867 | \$3,297 |
| 70125 | Community Development | Training conducted in Spanish. Orientation program at the Washington International Center. Travel within the US. | PIET | 13-Sep-87 | 08-Oct-87 | 0.82 | 40 | 33 | \$160,000 | \$4,878 | \$4,000 |

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APPENDIX B, 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 |
|--------------------|-----------------------|---|------------|--------------|----------------|------------------------------|----------------------------|---------------------------|-----------------|--------------------------------|
| 70126 | Community Development | Training conducted in Spanish. Orientation program at the Washington International Center. Travel within the US. | PIET | 20-Sep-87 | 18-Oct-87 | 0.92 | 38 | 35 | \$152,000 | \$4,348 |
| TOTAL PROGRAMS: 61 | | | | | | | 2141 | 2466 | \$8,562,444 | \$3,472 |
| FY 88 | | | | | | | | | | |
| 70148 | Computer Science | Training conducted in Spanish. Orientation program at the Washington International Center. Travel within the US. | PIET | 07-Oct-87 | 09-Apr-87 | 6.08 | 20 | 122 | \$372,700 | \$3,065 |
| TOTAL: 62 PROGRAMS | | | | | | | 2161 | 2587 | \$8,935,144 | \$3,453 |

NOTE: BUDGET AMOUNT DOES NOT INCLUDE INTERNATIONAL AIR
FARE ESTIMATED AT \$300/SCHOLAR

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HONDURAS COST OF CAPS TECHNICAL TRAINING

COST APPENDIX: CAPS/HONDURAS

| PIO/P NO. | PROGRAM DESCRIPTION | FIELD CODE | PROGRAM ENHANCEMENTS AFFECTING COSTS | HONDURAS PARTICIPANT COST INFORMATION | | | | | TOTAL PRGRM TRAIN MONTHS | TOTAL BUDGET | COST PER TRAINING MONTH |
|--------------|---|---------------|---|---------------------------------------|-------------------|----------------|-----------------|-------------------|-----------------------------------|-----------------|-------------------------------|
| | | | | CONTRACTOR | DEPARTURE DATE | RETURN DATE | TRAIN MONTHS | TOTAL SCHOLARS | | | |
| 50064 | Agricultural economics. | 1 | No information. | GALLOWAY FARMS | 21-Apr-85 | 10-May-85 | 0.62 | 13 | 8.06 | \$25,051 | \$3,108 |
| 50074 | Irrigation course at Utah State. | 1 | No information. | S&T/IT | 12-May-85 | 30-Jun-85 | 1.61 | 2 | 3.22 | \$13,500 | \$4,193 |
| 50085 | Tulane/SDC Population Workshop. | 18 | No information. | S&T/IT | 06-May-85 | 01-Jun-85 | 0.85 | 5 | 4.25 | \$16,535 | \$3,891 |
| 50102 | City, community and regional planning course at M.I.T. | 4 | No information. | S&T/IT | 17-Jun-85 | 28-Jun-85 | 0.36 | 1 | 0.36 | \$2,790 | \$7,750 |
| 50103 | Investments and securities course at Harvard Institute for International Development. | 6 | No information. | S&T/IT | 24-Jun-85 | 07-Aug-85 | 1.45 | 1 | 1.45 | \$8,738 | \$6,026 |
| 50106 | Dept of Labor statistics course "Agricultural Data Systems for Developing Countries." | 1 | No information. | S&T/IT | 13-Jun-85 | 26-Jul-85 | 1.41 | 1 | 1.41 | \$5,671 | \$4,022 |
| 50108 | Agricultural business and management course at Kansas State Food & Grain Institute. | 1 | No information. | | 03-Jun-85 | 26-Jul-85 | 1.74 | 4 | 6.96 | \$37,740 | \$5,422 |
| 50119 | City, community and regional planning course at M.I.T. | 4 | No information. | S&T/IT | 17-Jun-85 | 29-Jul-85 | 0.39 | 7 | 2.73 | \$21,504 | \$7,877 |
| 50159 | International business management course at Harvard Business School. | 6 | No information. | S&T/IT | 03-Feb-85 | 11-May-85 | 3.19 | 1 | 3.19 | \$27,806 | \$8,532 |
| 50160 | Irrigation course at Utah State. | 1 | No information. | S&T/IT | 05-Jul-85 | 20-Jul-85 | 0.59 | 1 | 0.59 | \$5,034 | \$8,532 |

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| HONDURAS PARTICIPANT COST INFORMATION, CONTINUED | | | | | | | | | | | |
|--|---|---------------|--|---------------|-------------------|----------------|-----------------|-------------------|-----------------------------------|-----------------|-------------------------------|
| PIO/P NO. | PROGRAM DESCRIPTION | FIELD CODE | PROGRAM ENHANCEMENTS AFFECTING COSTS | CONTRACTOR | DEPARTURE DATE | RETURN DATE | TRAIN MONTHS | TOTAL SCHOLARS | TOTAL PRGRM TRAIN MONTHS | TOTAL BUDGET | COST PER TRAINING MONTH |
| 50163 | Accounting and computing course given at Office of Budget & Management, Puerto Rico. | 7 | No information. | S&T/IT | 24-Jun-85 | 29-Jun-85 | 0.16 | 4 | 0.64 | \$6,100 | \$9,531 |
| 50164 | Agricultural economics course at Kansas State University. | 1 | No information. | S&T/IT | 08-Jul-85 | 20-Jul-85 | 0.39 | 6 | 2.34 | \$14,298 | \$6,110 |
| 50183 | Maternal and child health course given by La Leche League. | 18 | No information. | S&T/IT | 23-Jul-85 | 26-Jul-85 | 0.10 | 8 | 0.8 | \$11,504 | \$14,380 |
| 50191 | Irrigation course at Utah State. | 1 | No information. | S&T/IT | 28-Jul-85 | 31-Aug-85 | 1.12 | 1 | 1.12 | \$7,755 | \$6,924 |
| 50192 | Meat and milk production for cattlemen associated with Livestock Fund. | 1 | In-country and US orientation, social/cultural enrichment activities, in-country training needs assessment, recruitment. | WINROCK INT | 09-Jun-85 | 29-Jun-85 | 0.66 | 10 | 6.6 | \$34,990 | \$5,302 |
| 50193 | Meat and milk production for cattlemen associated with Livestock Fund. | 1 | In-country and US orientation, social/cultural enrichment activities, in-country training needs assessment, recruitment. | WINROCK INT | 07-Jul-85 | 27-Jul-85 | 0.66 | 10 | 6.6 | \$34,990 | \$5,302 |
| 50194 | Visit and exchange program in crop diversification, livestock production, and farmer organizations. | 1 | In-country and US orientation, social/cultural enrichment activities, in-country training | NEW MEXICO ST | 20-Jul-85 | 05-Aug-85 | 0.53 | 15 | 7.95 | \$31,963 | \$4,021 |

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| HONDURAS PARTICIPANT COST INFORMATION, CONTINUED | | | | | | | | | | | |
|--|--|---------------|---|-------------------|-------------------|----------------|-----------------|-------------------|-----------------|-----------------|-------------------------------|
| PIO/P NO. | PROGRAM DESCRIPTION | FIELD CODE | PROGRAM ENHANCEMENTS AFFECTING COSTS | CONTRACTOR | DEPARTURE DATE | RETURN DATE | TRAIN MONTHS | TOTAL PRGRM | | TOTAL BUDGET | COST PER TRAINING MONTH |
| | | | | | | | | TOTAL SCHOLARS | TRAIN MONTHS | | |
| 50196 | Business management for small entrepreneurs. Course designed to improve management capabilities and to expose participants to new ideas and techniques by visits to similar US operations. | 6 | In-country and US orientation, social/cultural enrichment activities, in-country training needs assessment, recruitment, placement, monitoring, follow-up. Training in Spanish. | PARTNERS/AMERICAS | 14-Apr-85 | 29-Apr-85 | 0.49 | 17 | 8.33 | \$50,000 | \$6,002 |
| 50209 | Meat and milk production for cattlemen associated with Livestock Fund. | 1 | In-country and US orientation, social/cultural enrichment activities, in-country training needs assessment, recruitment. | WINROCK INT | 04-Aug-85 | 29-Apr-85 | 0.69 | 10 | 6.9 | \$34,990 | \$5,071 |
| 50230 | Forestry course at U of Michigan. | 3 | No information. | S&T/IT | 21-Sep-85 | 21-Oct-85 | 0.99 | 1 | 0.99 | \$3,977 | \$4,017 |
| 50231 | Business management for small entrepreneurs. Course designed to improve management capabilities and to expose participants to new ideas and techniques by visits to similar US operations. | 6 | In-country and US orientation, social/cultural enrichment activities, in-country training needs assessment, recruitment, placement, monitoring, follow-up. Training in Spanish. | PARTNERS/AMERICAS | 03-Aug-85 | 18-Aug-85 | 0.49 | 20 | 9.8 | \$50,000 | \$5,102 |
| 50232 | Visit and exchange program in crop diversification, livestock production, and farmer organizations. | 1 | In-country and US orientation, social/cultural enrichment activities, in-country training | NEW MEXICO STATE | 22-Aug-85 | 09-Sep-85 | 0.59 | 20 | 11.8 | \$42,618 | \$3,612 |
| 50235 | Irrigation course. | 1 | No information. | S&T/IT | 06-Oct-85 | 16-Nov-85 | 1.35 | 2 | 2.7 | \$14,260 | \$5,281 |
| 50255 | Forest hydrology. | 3 | No information. | S&T/IT | 30-Sep-85 | 30-Dec-85 | 3.00 | 1 | 3.0 | \$16,398 | \$5,466 |

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HONDURAS PARTICIPANT COST INFORMATION, CONTINUED

| PIO/P NO. | PROGRAM DESCRIPTION | FIELD CODE | PROGRAM ENHANCEMENTS AFFECTING COSTS | CONTRACTOR | DEPARTURE DATE | RETURN DATE | TRAIN MONTHS | TOTAL SCHOLARS | TOTAL | TOTAL BUDGET | COST PER TRAINING MONTH |
|--------------|---|---------------|---|---------------|------------------------|------------------------|-----------------|-------------------|--------------------------|-----------------|-------------------------------|
| | | | | | | | | | PRGRM TRAIN MONTHS | | |
| 50280 | Swine production for women. Course provided first-hand experience and exposure to various technology levels by visits to farms, processing plants and swine facilities. | 1 | In-country and US orientation, social/cultural enrichment activities, in-country training needs assessment, recruitment. | WINROCK INT | 08-Sep-85 | 22-Sep-85 | 0.46 | 10 | 4.6 | \$32,750 | \$7,120 |
| 50286 | Taxation course given by IRS. | 6 | No information. | S&T/IT | 30-Sep-85 | 08-Nov-85 | 1.28 | 1 | 1.28 | \$7,062 | \$5,517 |
| 50296 | Bureau of Labor Statistics course. | 27 | No information. | S&T/IT | 06-Oct-85 | 07-Dec-85 | 2.04 | 1 | 2.04 | \$8,590 | \$4,211 |
| 50301 | Swine production for women. Course provided first-hand experience and exposure to various technology levels by visits to farms, processing plants and swine facilities. | 1 | In-country and US orientation, social/cultural enrichment activities, in-country training needs assessment, recruitment. | WINROCK INT | 29-Sep-85 | 13-Oct-85 | 0.46 | 10 | 4.6 | \$32,750 | \$7,120 |
| 50304 | Milk production: collection, hauling handling procedures, quality control standards. Two course sessions on same PIO/P. | 2 | In-country and US orientation, social/cultural enrichment activities, in-country training needs assessment, recruitment, monitoring of participants. Training in Spanish. | LAND O' LAKES | 06-Oct-85 03-Nov-85 | 02-Nov-85 02-Dec-85 | 0.95 | 8 | 7.6 | \$27,912 | \$3,673 |
| 50320 | Industrial equipment maintenance and repair. Course described as technical although 12 months duration. | 47 | No information. | S&T/IT | 02-Jan-85 | 31-Dec-85 | 11.93 | 1 | 11.93 | \$20,714 | \$1,736 |
| 50331 | Elementary education. | 13 | Travel in US for site visits. | S&T/IT | 03-Mar-86 | 22-Mar-86 | 0.62 | 2 | 1.24 | \$10,498 | \$8,466 |

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HONDURAS PARTICIPANT COST INFORMATION, CONTINUED

| PIO/P NO. | PROGRAM DESCRIPTION | FIELD CODE | PROGRAM ENHANCEMENTS AFFECTING COSTS | CONTRACTOR | DEPARTURE DATE | RETURN DATE | TRAIN MONTHS | TOTAL | | TOTAL BUDGET | COST PER TRAINING MONTH |
|--------------|---|---------------|---|-------------------|-------------------|----------------|-----------------|--------------------------|----------|-----------------|-------------------------------|
| | | | | | | | | PRGRM TRAIN MONTHS | SCHOLARS | | |
| 50339 | Manufacturing and materials processing at Technical Training Center, Huntley, IL. | 21 | No information. | S&T/IT | 05-Jan-86 | 30-Apr-86 | 3.78 | 2 | 7.56 | \$36,600 | \$4,841 |
| 50354 | Investments and securities. | 6 | No information. | S&T/IT | 01-Jun-86 | 01-Jul-86 | 1.00 | 1 | 1.0 | \$8,800 | \$8,800 |
| 50367 | Elementary education. | 13 | Travel in US for site visits. | S&T/IT | 03-Jul-86 | 27-Jul-85 | 0.79 | 3 | 2.37 | \$14,283 | \$6,027 |
| 50368 | Elementary education. | 13 | Travel in US for site visits. | S&T/IT | 03-Aug-86 | 16-Aug-86 | 0.43 | 3 | 1.29 | \$15,000 | \$11,628 |
| 50392 | Banking and finance. | 6 | No information. | S&T/IT | 15-Feb-86 | 01-Mar-86 | 0.46 | 4 | 1.84 | \$35,000 | \$19,022 |
| 50411 | Air traffic control. | 49 | No information. | S&T/IT | 26-Mar-86 | 17-May-86 | 1.71 | 5 | 8.55 | \$46,485 | \$5,437 |
| 50426 | 4 week program with case studies of Central American and US businesses and simulations. Topics included decision-making, management skills competition strategies and implementation plans. | 6 | In-country and US orientation, social/cultural enrichment activities, in-country training needs assessment, recruitment, monitoring of participants. Training in Spanish. | INCAE | 22-Feb-86 | 28-Mar-86 | 1.12 | 40 | 44.8 | \$153,600 | \$3,429 |
| 50428 | Forestry course at U of Michigan. | 3 | No information. | S&T/IT | 11-Apr-86 | 29-Apr-86 | 0.59 | 1 | 0.59 | \$2,815 | \$4,771 |
| 50437 | Business management for small entrepreneurs. Course designed to improve management capabilities and to expose participants to new ideas and techniques by visits to similar US operations. | 6 | In-country and US orientation, social/cultural enrichment activities, in-country training needs assessment, recruitment, placement, monitoring, follow-up. Training in Spanish. | PARTNERS/AMERICAS | 25-Mar-86 | 09-Apr-86 | 0.49 | 19 | 9.31 | \$30,400 | \$3,265 |

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HONDURAS PARTICIPANT COST INFORMATION, CONTINUED

| PIO/P NO. | PROGRAM DESCRIPTION | FIELD CODE | PROGRAM ENHANCEMENTS AFFECTING COSTS | CONTRACTOR | DEPARTURE DATE | RETURN DATE | TRAIN MONTHS | TOTAL SCHOLARS | TOTAL PRGRM TRAIN MONTHS | TOTAL BUDGET | COST PER TRAINING MONTH |
|--------------|--|---------------|---|-------------------|-------------------|----------------|-----------------|-------------------|-----------------------------------|-----------------|-------------------------------|
| 50444 | International marketing (export) course at World Trade Institute. | 8 | No information. | S&T/IT | 21-Apr-86 | 02-May-86 | 0.36 | 3 | 1.08 | \$11,212 | \$10,381 |
| 50452 | Investments and securities. | 6 | No information. | S&T/IT | 30-Jun-86 | 18-Aug-86 | 1.61 | 1 | 1.61 | \$8,800 | \$5,466 |
| 50459 | Forestry course at U of Tennessee. | 3 | No information. | S&T/IT | 12-May-86 | 24-May-86 | 0.39 | 2 | 0.78 | \$8,075 | \$10,353 |
| 50461 | Small business crop production. | 1 | No information. | ACDI | 06-Jul-86 | 21-Jul-86 | 0.49 | 15 | 7.35 | \$30,260 | \$4,117 |
| 50466 | Investments and securities. | 6 | No information. | S&T/IT | 30-Jun-86 | 18-Aug-86 | 1.64 | 1 | 1.64 | \$8,000 | \$4,878 |
| 50470 | Farm management course, U of Minn. | 1 | No information. | S&T/IT | 16-Jun-86 | 12-Jul-86 | 0.85 | 3 | 2.55 | \$16,371 | \$6,420 |
| 50472 | Dairy production course for dairy industry technicians. Main course objective is to improve capability of milk handling and production of milk by-products. | 2 | In-country and US orientation, social/cultural enrichment activities, in-country training needs assessment, recruitment, placement, monitoring, follow-up. | PARTNERS/AMERICAS | | | | | | | |
| 50502 | Business management for small entrepreneurs. Course designed to improve management capabilities and to expose participants to new ideas and techniques by visits to similar US operations. | | In-country and US orientation, social/cultural enrichment activities, in-country training needs assessment, recruitment, placement, monitoring, follow-up. Training in Spanish. | PARTNERS/AMERICAS | 25-Mar-86 | 09-Apr-86 | 0.49 | 19 | 9.31 | \$30,400 | \$3,265 |

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HONDURAS PARTICIPANT COST INFORMATION, CONTINUED

| PIC/P NO. | PROGRAM DESCRIPTION | FIELD CODE | PROGRAM ENHANCEMENTS AFFECTING COSTS | CONTRACTOR | DEPARTURE DATE | RETURN DATE | TRAIN MONTHS | TOTAL SCHOLARS | TOTAL | TOTAL BUDGET | COST PER TRAINING MONTH |
|--------------|--|---------------|---|-------------------|-------------------|----------------|-----------------|-------------------|--------------------------|-----------------|-------------------------------|
| | | | | | | | | | PRGRM TRAIN MONTHS | | |
| 50510 | Business management for small entrepreneurs. Course for women. To improve management capabilities and expose participants to new ideas and techniques by visiting similar US operations. | 6 | In-country and US orientation, social/cultural enrichment activities, in-country training needs assessment, recruitment, placement, monitoring, follow-up. Training in Spanish. | PARTNERS/AMERICAS | 09-Aug-86 | 25-Aug-86 | 0.53 | 20 | 10.6 | \$32,000 | \$3,019 |
| 50522 | Export marketing for small business. Study of methods for exporting, marketing fruits and vegetables to North America. Analysis of markets, specific product information, and regulations. | 6 | In-country and US orientation, social/cultural enrichment activities, in-country training needs assessment, recruitment, placement, monitoring, follow-up. Training in Spanish. | PARTNERS/AMERICAS | 20-Sep-86 | 05-Oct-86 | 0.49 | 20 | 9.8 | \$32,000 | \$3,265 |
| 60092 | Micro-computers. | 11 | No information. | S&T/IT | 11-Aug-86 | 30-Aug-86 | 0.62 | 1 | 0.62 | \$4,450 | \$7,177 |
| 60107 | Intensive English language training. | 60 | No information. | S&T/IT | 18-Aug-86 | 20-Dec-86 | 3.06 | 1 | 3.06 | \$2,960 | \$967 |
| 60108 | Forest products and processing. | 3 | No information. | S&T/IT | 18-Sep-86 | 28-Sep-86 | 0.33 | 1 | 0.33 | \$1,280 | \$3,879 |
| 60109 | Micro-computers. | 11 | No information. | S&T/IT | 11-Aug-86 | 29-Aug-86 | 0.59 | 1 | 0.59 | \$4,500 | \$7,627 |
| 60115 | Forestry products and processing. | 3 | No information. | S&T/IT | 06-Sep-85 | 09-Nov-85 | 2.10 | 10 | 21 | \$85,950 | \$4,093 |
| 60137 | Pumps and drainage. | 1 | No information. | S&T/IT | 20-Sep-86 | 18-Oct-86 | 0.92 | 1 | 0.92 | \$5,300 | \$5,761 |
| 60138 | Export marketing. | 8 | No information. | S&T/IT | 06-Sep-86 | 19-Sep-86 | 0.43 | 3 | 1.29 | \$12,100 | \$9,302 |
| 60147 | Forest resources. | 3 | No information. | S&T/IT | 28-Sep-86 | 25-Oct-86 | 0.89 | 2 | 1.78 | \$6,630 | \$3,725 |

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HONDURAS PARTICIPANT COST INFORMATION, CONTINUED

| PIO/P NO. | PROGRAM DESCRIPTION | FIELD CODE | PROGRAM ENHANCEMENTS AFFECTING COSTS | CONTRACTOR | DEPARTURE DATE | RETURN DATE | TRAIN MONTHS | TOTAL SCHOLARS | TOTAL PRGRM | TOTAL BUDGET | COST PER TRAINING MONTH |
|--------------|--|---------------|---|-------------------|-------------------|----------------|-----------------|-------------------|-----------------|-----------------|-------------------------------|
| | | | | | | | | | TRAIN MONTHS | | |
| 60158 | Telecommunications. | 11 | No information. | S&T/IT | 28-Sep-86 | 18-Oct-86 | 0.66 | 1 | 0.66 | \$3,750 | \$5,682 |
| 60177 | Educational Administration | | No information. | S&T/IT | 17-Nov-86 | 12-Dec-86 | 0.82 | 12 | 9.84 | \$62,844 | \$6,387 |
| 60181 | Bilingual education training for Mosquito Indian teachers. | | Training in Spanish. | S&T/IT | 01-Mar-87 | 11-Apr-87 | 1.35 | 13 | 17.55 | \$113,282 | \$6,455 |
| 60182 | Teacher Training Systems | | Training in Spanish. | S&T/IT | 25-Jan-87 | 12-Feb-87 | 0.59 | 10 | 5.9 | \$27,000 | \$4,576 |
| 60184 | Training in electron data processing at U.S. Bureau of the Census | | Training in Spanish. | S&T/IT | 04-Jan-87 | 01-May-87 | 3.85 | 1 | 3.85 | \$6,000 | \$1,558 |
| 60198 | Observation of Primary Schools | | Training in Spanish. Use of translators. | PARTNERS/AMERICAS | 17-May-87 | 06-Jun-87 | 0.66 | 10 | 6.6 | \$44,600 | \$6,758 |
| 60203 | Course for bookkeepers in understanding financial statements. | | Training in Spanish. Use of translators. | S&T/IT | 04-May-87 | 29-May-87 | 0.82 | 14 | 11.48 | \$70,560 | \$6,146 |
| 60213 | Effective Management of Natural Resources | | | S&T/IT | 23-Feb-87 | 23-Apr-87 | 1.94 | 10 | 19.4 | \$62,090 | \$3,201 |
| 60214 | Use of Microcomputers in administrative management skills | | | S&T/IT | 02-Mar-87 | 11-Apr-87 | 1.31 | 5 | 6.55 | \$30,650 | \$4,679 |
| 60233 | Agriculture Extension | | Training in Spanish. | S&T/IT | 02-May-87 | 21-Jun-87 | 1.68 | 10 | 16.8 | \$66,670 | \$3,968 |
| 60235 | Skills training in fabric cutting for modern apparel | | Training in Spanish in Puerto Rico. | S&T/IT | 29-May-87 | 20-Jul-87 | 1.71 | 1 | 1.71 | \$2,158 | \$1,262 |
| 60243 | Training in Montessori methods for primary school teachers | | Home stays. | S&T/IT | 21-Jun-87 | 18-Jul-87 | 0.89 | 2 | 1.78 | \$5,500 | \$3,090 |

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| HONDURAS PARTICIPANT COST INFORMATION, CONTINUED | | | | | | | | | | | |
|--|---------------------------|---------------|--|-------------------|-------------------|----------------|-----------------|-------------------|-----------------------------------|-----------------|-------------------------------|
| PIO/P NO. | PROGRAM DESCRIPTION | FIELD CODE | PROGRAM ENHANCEMENTS AFFECTING COSTS | CONTRACTOR | DEPARTURE DATE | RETURN DATE | TRAIN MONTHS | TOTAL SCHOLARS | TOTAL PRGRM TRAIN MONTHS | TOTAL BUDGET | COST PER TRAINING MONTH |
| 70059 | Small Business Management | | Social/cultural enrichment activities, in-country training needs assessment, recruitment, placement, monitoring, follow-up. Training in Spanish. | PARTNERS/AMERICAS | 13-Apr-87 | 25-Apr-87 | 0.39 | 20 | 7.8 | \$35,000 | \$4,487 |
| 70070 | Farming (Dairy) | | Social/cultural enrichment activities, in-country training needs assessment, recruitment, placement, monitoring, follow-up. Training in Spanish. | PARTNERS/AMERICAS | 30-May-87 | 16-Jun-87 | 0.56 | 20 | 11.2 | \$33,700 | \$3,009 |
| 70090 | Environmental Education | | Social/cultural enrichment activities, in-country training needs assessment, recruitment, placement, monitoring, follow-up. Training in Spanish. | PARTNERS/AMERICAS | 11-Jul-87 | 26-Jul-87 | 0.49 | 19 | 9.31 | \$32,015 | \$3,439 |
| TOTAL HONDURAS: 73 PROGRAMS | | | | | | | | 524 | 417.13 | \$1,897,478 | \$4,549 |

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PANAMA COST OF CAPS TECHNICAL TRAINING

APPENDIX B, SECTION 1: CAPS TECHNICAL TRAINING COST, PANAMA

| PIO/P NO. | PROGRAM DESCRIPTION | PROGRAM ENHANCEMENTS AFFECTING COST | CONTRACTOR | DEPT DATE | RETURN DATE | TRAINING MONTHS/ PROGRAM | TOTAL TRAINEES | TOTAL TRAINING MONTHS | TOTAL BUDGET | COST PER TRAINING MONTH |
|-------------------|---|--|--|--------------|----------------|--------------------------------|-------------------|-----------------------------|-----------------|-------------------------------|
| 50129 50095* | Panamanian youth visit host families in US 4-H communities for 8+ months. | Considerable use of voluntary families. Family placements throughout US. | NATIONAL 4-H COUNCIL | 20-Sep-85 | 20-Jun-86 | 9.0 | 100 | 898 | \$451,098 | \$502 |
| 50133 | Future Panama Canal Zone technicians study English as a second language in Jacksonville, Florida. | No further information. | EXPERIMENT IN INT'L LIVING, JACKSONVILLE | 28-Jul-86 | 30-May-87 | 10.1 | 16 | 161 | \$216,800 | \$1,346 |
| 50136 | Ten Panamanian mayors attend Interamerican Foundation of Cities workshop in Puerto Rico. Travel to several US cities. | Use of interpreters. | PIET | 13-Jun-86 | 12-Jul-86 | 1.0 | 10 | 10 | \$48,000 | \$5,032 |
| 50165 | Ten print journalist took part of observational tour and seminar at the Center for Foreign Journalists. | Use of translators. Three week internships with Spanish speaking Publication in U.S. | GEORGETOWN UNIV | 29-Mar-87 | 06-Jun-87 | 2.27 | 10 | 23 | \$122,180 | \$5,382 |
| 50166 | Language and teaching methodology for high school ESL teachers. | Extensive Experience America activities. Internships in local U.S. high schools. | GEORGETOWN UNIV | 22-Jan-87 | 11-Apr-87 | 2.6 | 15 | 39 | \$84,210 | \$2,159 |
| TOTAL PROGRAMS: 5 | | | | | | | 151 | 1130 | \$922,288 | \$816 |

*No data in the Mission's computerized information system for this program.

**Assumes two 4-H programs. Data on additional two programs missing from information system.

EL SALVADOR COST OF CAPS TECHNICAL TRAINING

APPENDIX B: CAPS TECHNICAL TRAINING COSTS, EL SALVADOR

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

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APPENDIX B: CAPS TECHNICAL TRAINING COSTS, EL SALVADOR

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

Continued next page

APPENDIX B: CAPS TECHNICAL TRAINING COSTS, EL SALVADOR

EL SALVADOR PARTICIPANT COST INFORMATION

| PIO/P NO. | PROGRAM DESCRIPTION | PROGRAM ENHANCEMENTS AFFECTING COSTS | CONTRACTOR (Trg Institution) | DEPARTURE DATE | RETURN DATE | TRAIN. MONTHS | NUMBER TRAINEES/ PROGRAM | TOTAL MONTHS/ PROGRAM | TOTAL PROGRAM BUDGET | COST PER TRAINING MONTH |
|--------------|---|---|---------------------------------|-------------------|----------------|------------------|--------------------------------|-----------------------------|----------------------------|-------------------------------|
| 50121 | One component of 5 groups of bankers, credit agents, and small businessmen who attended a 4-wk course on small business loans. This group from FEDECCREDITO. | Training in Spanish. | PIET | 10-Aug-85 | 07-Sep-85 | 0.92 | 26 | 23.92 | \$73,215 | \$3,061 |
| 50122 | One component of 5 groups of bankers, credit agents, and small businessmen who attended a 4-wk course on small business loans. This group from Banco Hipotecario. | Training in Spanish. | PIET | 10-Aug-85 | 07-Sep-85 | 0.92 | 6 | 5.52 | \$16,896 | \$3,061 |
| 50123 | One component of 5 groups of bankers, credit agents, and small businessmen who attended a 4-wk course on small business loans. This group from FEDECCREDITO. | Training in Spanish. | PIET (United Schools) | 17-Aug-85 | 14-Sep-85 | 0.92 | 31 | 28.52 | \$84,568 | \$3,061 |
| 50137 | One component of 5 groups of bankers, credit agents, and small businessmen who attended a 4-wk course on small business loans. This group from FEDECCREDITO. | Training in Spanish. | PIET (United Schools) | 24-Aug-85 | 21-Sep-85 | 0.92 | 30 | 27.60 | \$97,549 | \$3,061 |
| 50138 | One component of 5 groups of bankers, credit agents, and small businessmen who attended a 4-wk course on small business loans. This group from SCIS. | Training in Spanish. | PIET (United Schools) | 31-Aug-85 | 28-Sep-85 | 0.92 | 9 | 8.28 | \$28,926 | \$3,061 |

Continued next page

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APPENDIX B: CAPS TECHNICAL TRAINING COSTS, EL SALVADOR

EL SALVADOR PARTICIPANT COST INFORMATION

| PIO/P NO. | PROGRAM DESCRIPTION | PROGRAM ENHANCEMENTS AFFECTING COSTS | CONTRACTOR (Trg Institution) | DEPARTURE DATE | RETURN DATE | TRAIN. MONTHS | NUMBER TRAINEES/ PROGRAM | TOTAL MONTHS/ PROGRAM | TOTAL PROGRAM BUDGET | COST PER TRAINING MONTH |
|--------------|--|--|---------------------------------|-------------------|----------------|------------------|--------------------------------|-----------------------------|----------------------------|-------------------------------|
| 50192 | One of 7 2-week courses for apparel industry workers. This course for sewing machine mechanics. | Travel necessary to Valdosta, GA. These participants stayed in motel rather than apartments as other 6 groups. | PIET (Kurt Salmon) | 30-Sep-85 | 12-Oct-85 | 0.46 | 12 | 5.52 | \$48,000 | \$8,696 |
| 60049 | One of 4 6-week Public Administration courses given in Spanish for public sector workers from the Ministries of Health, Agriculture, Education, Public Works and Planning. | In-country orientation provided by UNM. Air fare paid UNM. Training in Spanish. | U of New Mexico | 14-Jun-85 | 25-Jul-85 | 1.35 | 24 | 32.40 | \$122,124 | \$3,769 |
| 60081 | One of 4 6-week Public Administration courses given in Spanish for public sector workers from the Ministries of Health, Agriculture, Education, Public Works and Planning. | In-country orientation provided by UNM. Air fare paid UNM. Training in Spanish. | U of New Mexico | 02-Aug-85 | 12-Sep-85 | 1.35 | 25 | 33.75 | \$121,525 | \$3,601 |
| 60132 | One of 2 4-week courses for agricultural cooperative members. | In-country orientation provided by United Schools of America. Air fare paid by USA. Training in Spanish. | United Schools | 30-Aug-85 | 26-Sep-85 | 0.92 | 25 | 23.00 | \$104,900 | \$4,561 |
| 60133 | One of 4 4-week courses for Salvadoran mayors. | In-country orientation provided by the Consortium | Consortium | 06-Sep-85 | 03-Oct-85 | 0.92 | 25 | 23.00 | \$109,980 | \$4,782 |

Continued next page

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APPENDIX B: CAPS TECHNICAL TRAINING COSTS, EL SALVADOR

EL SALVADOR PARTICIPANT COST INFORMATION

| PIO/P NO. | PROGRAM DESCRIPTION | PROGRAM ENHANCEMENTS AFFECTING COSTS | CONTRACTOR (Trg Institution) | DEPARTURE DATE | RETURN DATE | TRAIN. MONTHS | NUMBER TRAINEES/ PROGRAM | TOTAL MONTHS/ PROGRAM | TOTAL PROGRAM BUDGET | COST PER TRAINING MONTH |
|--------------|--|---|---------------------------------|-------------------|----------------|------------------|--------------------------------|-----------------------------|----------------------------|-------------------------------|
| 60134 | One of 2 4-week courses for small businessmen and women. | In-country orientation provided by the Consortium for Service to Latin America. Air fare paid by CSLA. Training in Spanish. | Consortium | 06-Sep-85 | 03-Oct-85 | 0.92 | 25 | 23.00 | \$109,980 | \$4,782 |
| 60135 | One of 2 4-week courses for agricultural cooperative members. | In-country orientation provided by United Schools of America. Air fare paid by USA. Training in Spanish. | United Schools | | | 0.92 | 25 | 23.00 | \$104,900 | \$4,561 |
| 60136 | One of 4 4-week courses for Salvadoran mayors. | In-country orientation provided by United Schools of America. Air fare paid by USA. Training in Spanish. | United Schools | 27-Sep-85 | 25-Oct-85 | 0.92 | 25 | 23.00 | \$104,900 | \$4,561 |
| 60137 | One of 2 4-week courses for small businessmen and women. | In-country orientation provided by the Consortium for Service to Latin America. Air fare paid by CSLA. Training in Spanish. | Consortium | 08-Nov-85 | 06-Dec-85 | 0.92 | 25 | 23.00 | \$109,980 | \$4,782 |
| 60148 | One of 4 6-week Public Administration courses given in Spanish for public sector workers from the Ministries of Health, Agriculture, Education, Public Works and Planning. | In-country orientation provided by UNM. Air fare paid UNM. Training in Spanish. | U of New Mexico | 20-Sep-85 | 31-Oct-85 | 1.35 | 25 | 33.75 | \$121,525 | \$3,601 |

Continued next page

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APPENDIX B: CAPS TECHNICAL TRAINING COSTS, EL SALVADOR

| | | | EL SALVADOR PARTICIPANT COST INFORMATION | | | | | | | |
|-------------------|--|---|--|-------------------|----------------|------------------|--------------------------------|-----------------------------|----------------------------|-------------------------------|
| PIO/P NO. | PROGRAM DESCRIPTION | PROGRAM ENHANCEMENTS AFFECTING COSTS | CONTRACTOR (Trg Institution) | DEPARTURE DATE | RETURN DATE | TRAIN. MONTHS | NUMBER TRAINEES/ PROGRAM | TOTAL MONTHS/ PROGRAM | TOTAL PROGRAM BUDGET | COST PER TRAINING MONTH |
| 60153 | One of 4 4-week courses for Salvadoran mayors. | In-country orientation provided by the Consortium for Service to Latin America. Air fare paid by CSLA. Training in Spanish. | Consortium | 08-Nov-85 | 04-Dec-85 | 0.92 | 25 | 23.00 | \$109,980 | \$4,782 |
| 60154 | One of 4 4-week courses for Salvadoran mayors. | In-country orientation provided by United Schools of America. Air fare paid by USA. Training in Spanish. | United Schools | 08-Nov-85 | 06-Dec-85 | 0.92 | 25 | 23.00 | \$104,900 | \$4,561 |
| 60168 | One of 4 6-week Public Administration courses given in Spanish for public sector workers from the Ministries of Health, Agriculture, Education, Public Works and Planning. | In-country orientation provided by UNM. Air fare paid by UNM. Training in Spanish. | University of New Mexico | 17-Jan-87 | 27-Feb-87 | 1.35 | 25 | 33.75 | \$131,250 | \$3,889 |
| 70070 | Observational tour and internship for local P.E. teachers and coaches | Extensive Experience America | U of New Mexico | 26-Sep-87 | 20-Nov-87 | 1.81 | 25 | 45.25 | \$274,849 | \$6,074 |
| 70071 | Leadership training for representatives of voluntary community organizations | Experience America and extensive U.S. travel | Consortium | 29-Sep-87 | 27-Oct-87 | 0.96 | 28 | 26.88 | \$82,684 | \$3,076 |
| TOTAL PROGRMS: 38 | | | | | | | 640 | 622 | \$2,682,426 | \$4,311 |

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

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APPENDIX B: CAPS TECHNICAL TRAINING COSTS, EL SALVADOR

EL SALVADOR PARTICIPANT COST INFORMATION

| PIO/P NO. | PROGRAM DESCRIPTION | PROGRAM ENHANCEMENTS AFFECTING COSTS | CONTRACTOR (Trg Institution) | DEPARTURE DATE | RETURN DATE | TRAIN. MONTHS | NUMBER TRAINEES/ PROGRAM | TOTAL MONTHS/ PROGRAM | TOTAL PROGRAM BUDGET | COST PER TRAINING MONTH |
|----------------|---|---|---------------------------------|-------------------|----------------|------------------|--------------------------------|-----------------------------|----------------------------|-------------------------------|
| 50139 | One component of 5 groups of bankers, credit agents, and small businessmen who attended a 4-wk course on small business loans. This group from Banco Hipotecario. | Training in Spanish. | PIET (United Schools) | 31-Aug-85 | 28-Sep-85 | 0.92 | 15 | 13.80 | \$48,210 | \$3,061 |
| 50140 | One component of 5 groups of bankers, credit agents, and small businessmen who attended a 4-wk course on small business loans. This group from Banco Hipotecario. | Training in Spanish. | PIET (United Schools) | 31-Aug-85 | 28-Sep-85 | 0.92 | 5 | 4.60 | \$19,290 | \$3,061 |
| 50151 | One of 7 2-wk courses for apparel industry managers and workers. This course was for sewing machine operators. | A Spanish-speaking guide was available during non-class time to aide participants. | PIET (Kurt Salmon) | 17-Aug-85 | 31-Aug-85 | 0.46 | 9 | 4.14 | \$31,100 | \$7,512 |
| 50152 | One of 7 2-wk courses for apparel industry managers and workers. This course was for plant supervisors. | A Spanish-speaking guide was available during non-class time to aide participants. This group also attended the apparel exposition. | PIET (Kurt Salmon) | 31-Aug-85 | 13-Sep-85 | 0.46 | 10 | 4.60 | \$31,100 | \$6,761 |
| 50178 50188 | Credit Analysis course given throughspecifically for Salvadoran bankers by Citibank, Puerto Rico. | Course designed for Salvadoran credit situation. Training in Spanish. | S&T/IT (Citibank) | 30-Sep-85 | 19-Sep-85 | 0.62 | 22 | 13.64 | \$63,954 | \$4,689 |

Continued next page

ROCAP COST OF CAPS TECHNICAL TRAINING

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

| PIO/P NO. | PROGRAM DESCRIPTION | PROGRAM ENHANCEMENTS AFFECTING COST | CONTRACTOR | DEPT DATE | RETRUN DATE | TRAINING MONTHS/ PROGRAM | TOTAL | | TOTAL BUDGET | COST PER TRAINING MONTH |
|--------------|-----------------------------------|--|------------|--------------|----------------|--------------------------------|-----------------------------|-----------------------------|-----------------|-------------------------------|
| | | | | | | | TOTAL NUMBER TRAINEES | TOTAL MONTHS/ PROGRAM | | |
| 50032 | Cooperative Management | Short-term training at INCAE, 2 wks in Miami, 3 wk observation tour throughout the US conducted by ACDI. Interpreters and extensive US travel. | INCAE | 12-Aug-85 | 02-Nov-85 | 2.7 | 40 | 108 | \$356,000 | \$3,300 |
| 50034 | Vocational Agricultural Education | Short-term training at Zamorano. Travel within the US and study at University of Florida. | ZAMORANO | 12-Jan-86 | 05-Mar-86 | 1.7 | 30 | 51 | \$172,242 | \$3,357 |
| 60042 | Vocational Agricultural Education | Short-term training at Zamorano. Survival English training and travel within the US to EIL and Tuskegee University. | ZAMORANO | 14-Sep-86 | 03-Dec-86 | 2.6 | 27 | 71 | \$171,900 | \$2,419 |
| 50043 | Vocational Agricultural Education | Short-term training at Zamorano. Survival English training and travel within the US to EIL and Louisiana State University. | ZAMORANO | 11-May-86 | 03-Aug-86 | 2.8 | 25 | 69 | \$171,500 | \$2,483 |
| 60044 | Vocational Agricultural Education | Short-term training at Zamorano. Survival English training and travel within the US to EIL and Tuskegee University. | ZAMORANO | 10-Aug-86 | 29-Oct-86 | 2.6 | 24 | 63 | \$172,800 | \$2,736 |
| 60045 | Vocational Agricultural Education | Short-term training at Zamorano. Survival English training and travel within the US to EIL and Louisiana State University. | ZAMORANO | 04-May-86 | 20-Jul-86 | 2.5 | 25 | 63 | \$171,500 | \$2,708 |

CONTINUED NEXT PAGE

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

| PIO/P NO. | PROGRAM DESCRIPTION | PROGRAM ENHANCEMENTS AFFECTING COST | CONTRACTOR | DEPT DATE | RETRUM DATE | TRAINING MONTHS/ PROGRAM | TOTAL | | TOTAL BUDGET | COST PER TRAINING MONTH |
|-------------------|--|---|------------|--------------|----------------|--------------------------------|--------------------|--------------------|-----------------|-------------------------------|
| | | | | | | | NUMBER TRAINEES | MONTHS/ PROGRAM | | |
| 70011 | Cooperative Management | 1 month short-term training in Costa Rica, 1 month Survival ELT at EIL in Mass, 1 month training in Miami including observation tour of coops in Florida. | INCAE | 06-Jul-86 | 28-Sep-86 | 2.8 | 47 | 130 | \$298,623 | \$2,299 |
| 70015 | Small Business Management | 1 month short-term training in Costa Rica, 1 month Survival ELT at EIL in Mass, 1 month training in Miami. | INCAE | 06-Jul-86 | 28-Sep-86 | 2.8 | 47 | 130 | \$413,777 | \$3,186 |
| 70052 | Training for public auditors | 2 weeks short-term training in Costa Rica | INCAE | 19-Jul-87 | 31-Oct-87 | 3.42 | 47 | 161 | \$305,000 | \$1,897 |
| 70053 | Vocational agricultural training for agricultural teachers | 2 weeks short-term training in Honduras | ZAMORANO | 30-Aug-87 | 11-Dec-87 | 3.39 | 50 | 170 | \$277,700 | \$1,638 |
| TOTAL PROGRAMS: 8 | | | | | | | 362.0 | 1016 | \$2,511,042 | \$2,472 |

NOTE: PIO/P amounts have been adjusted to subtract international air fare costs.
Estimates are INCAE: \$400 and ZAMORANO: \$300.

No data from one program.

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Appendix B

SELECTION CRITERIA

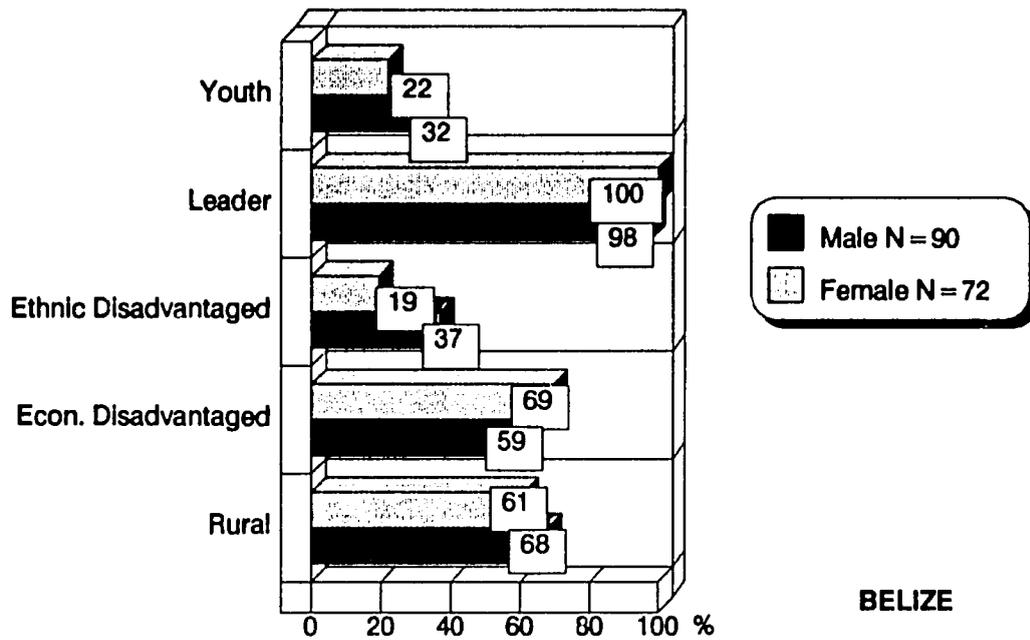


Figure 1.AP

SELECTION CRITERIA

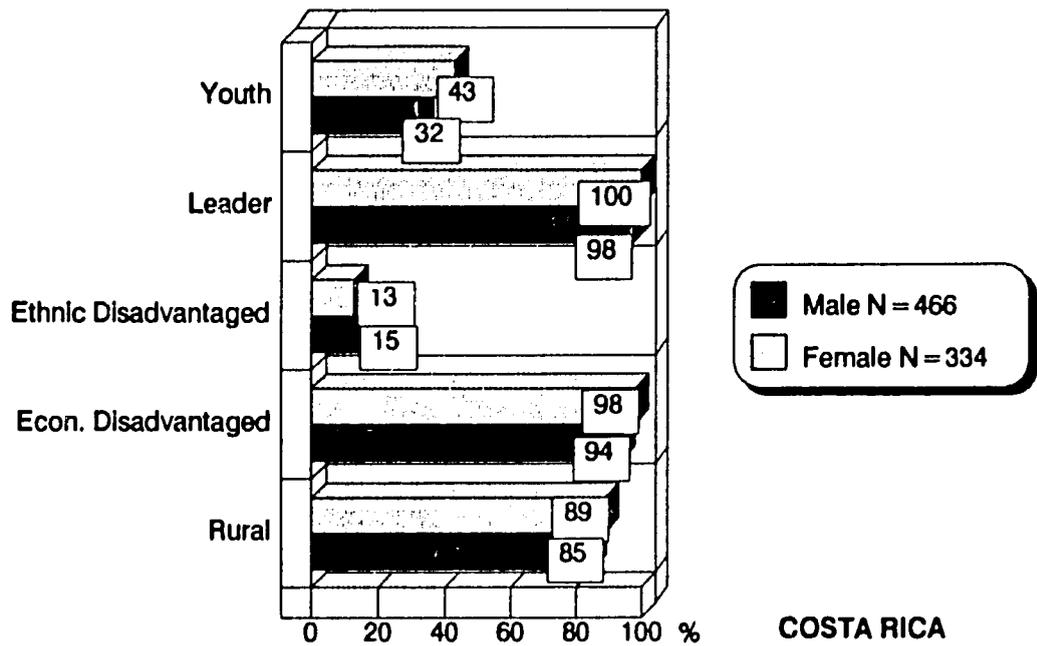


Figure 2.AP

175

SELECTION CRITERIA

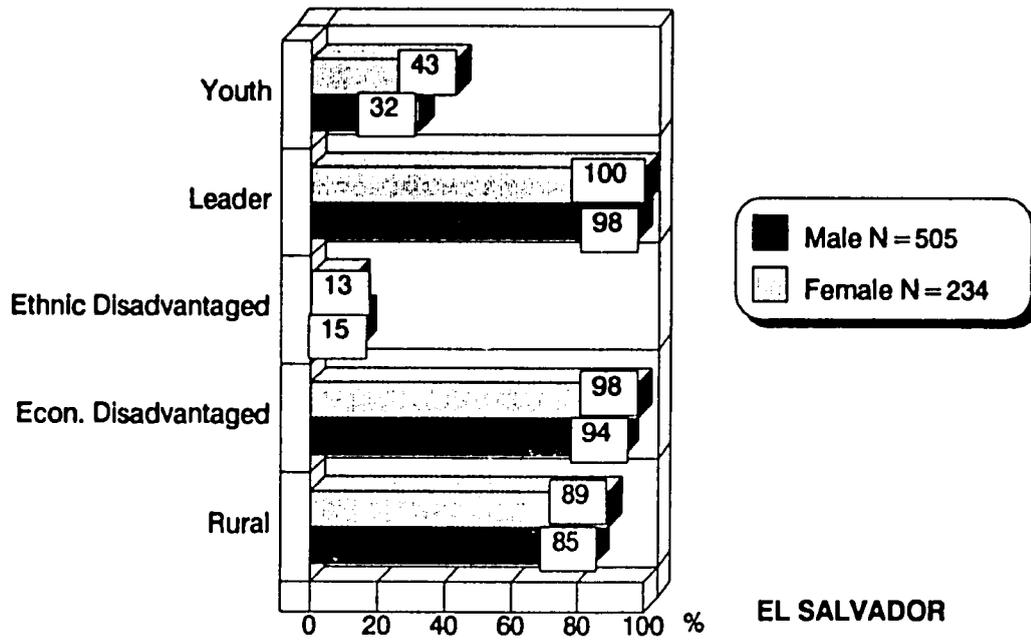


Figure 3.AP

SELECTION CRITERIA

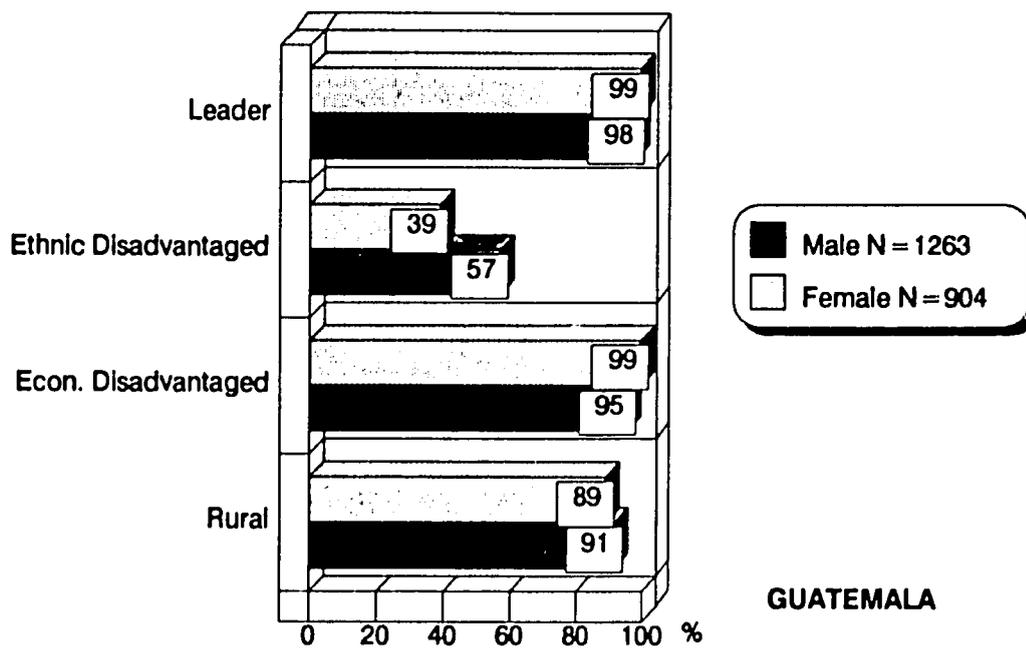


Figure 4.AP

- 174 -

SELECTION CRITERIA

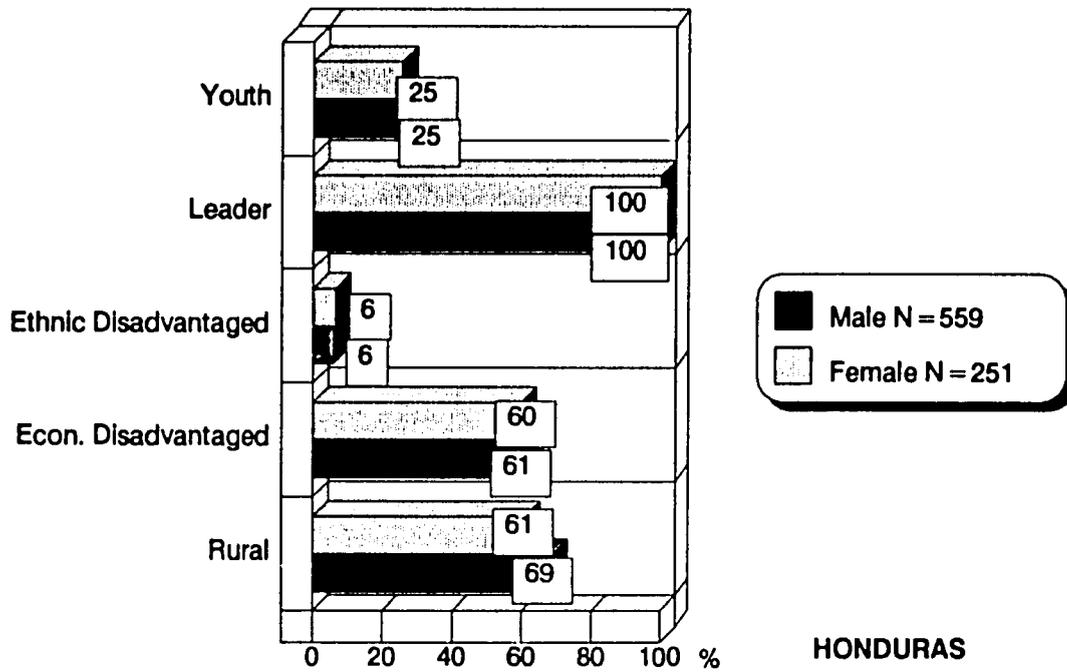


Figure 5.AP

SELECTION CRITERIA

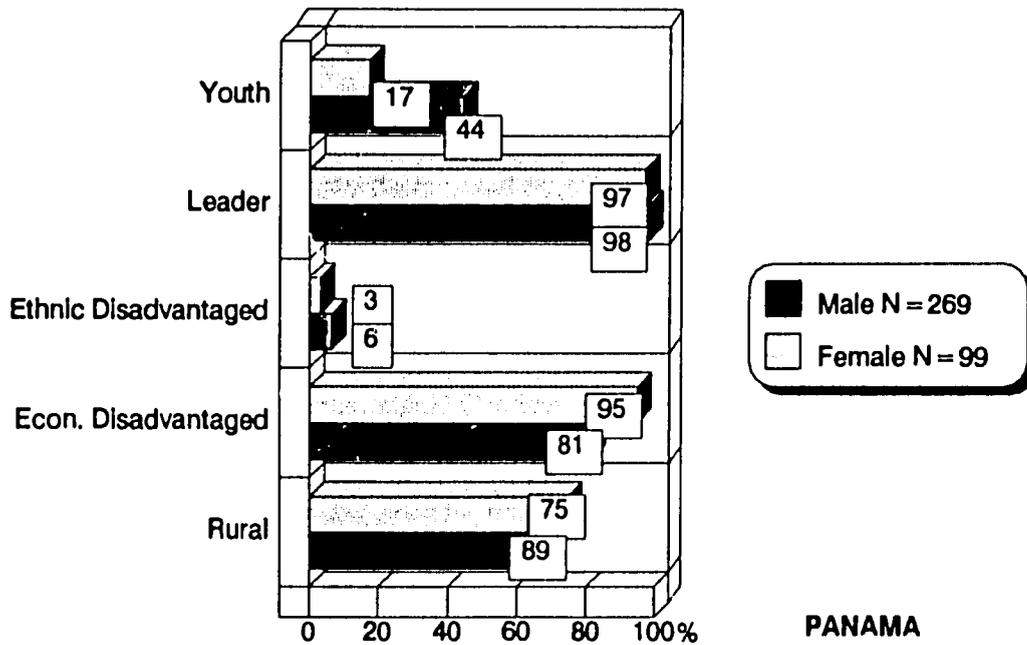


Figure 6.AP

177

SELECTION CRITERIA

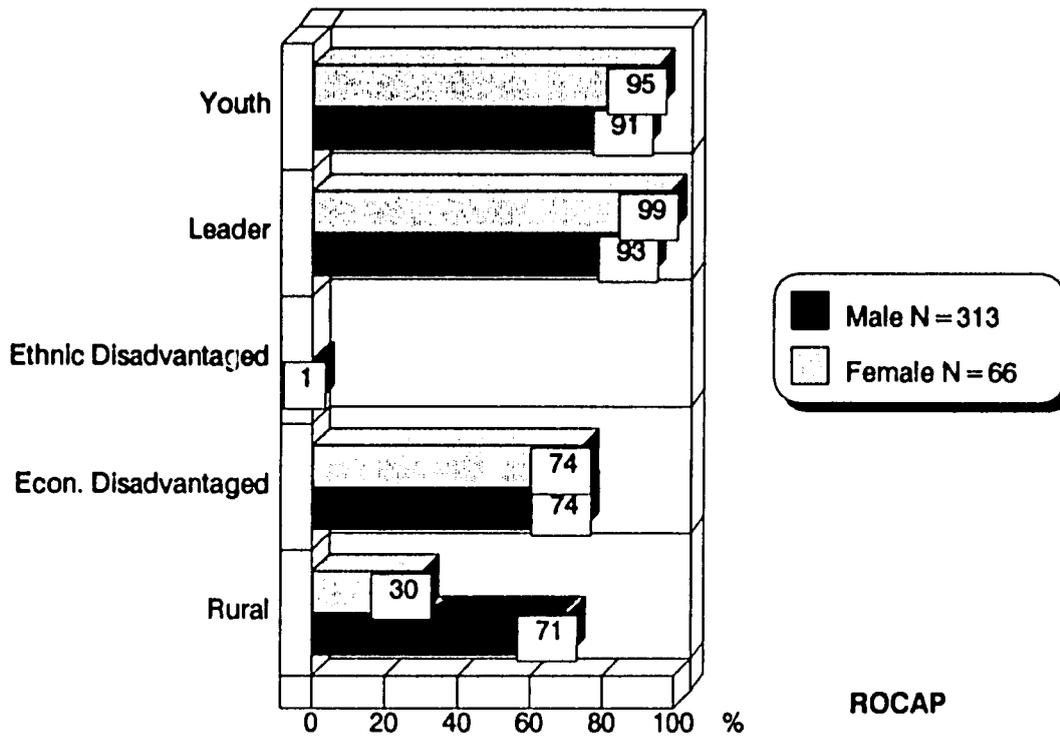


Figure 7.AP

SELECTION CRITERIA

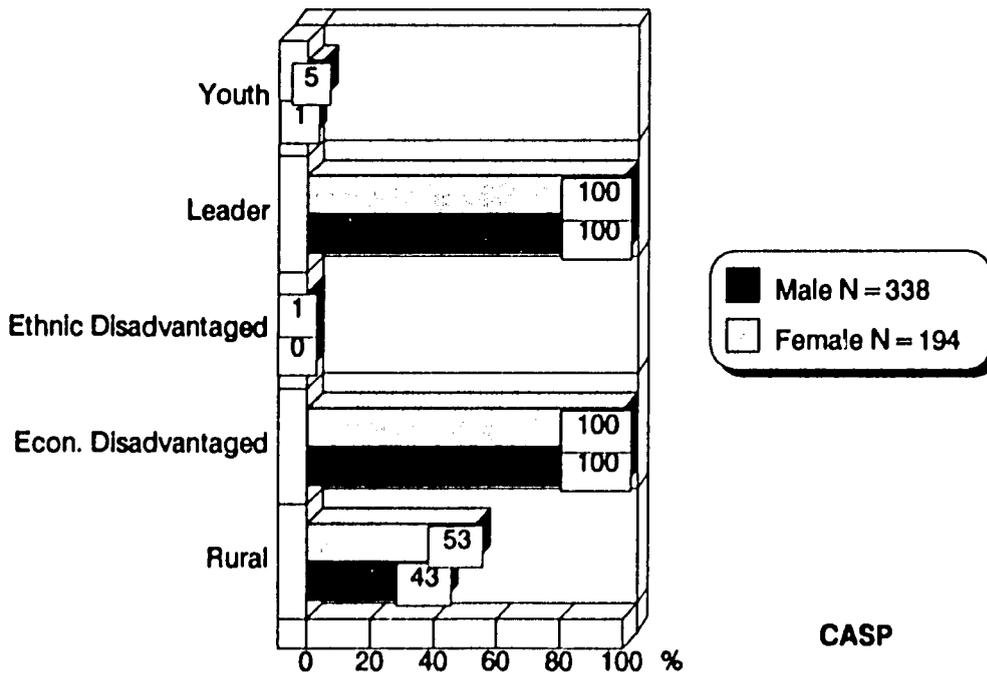


Figure 8.AP

178

GENDER OF TRAINEES

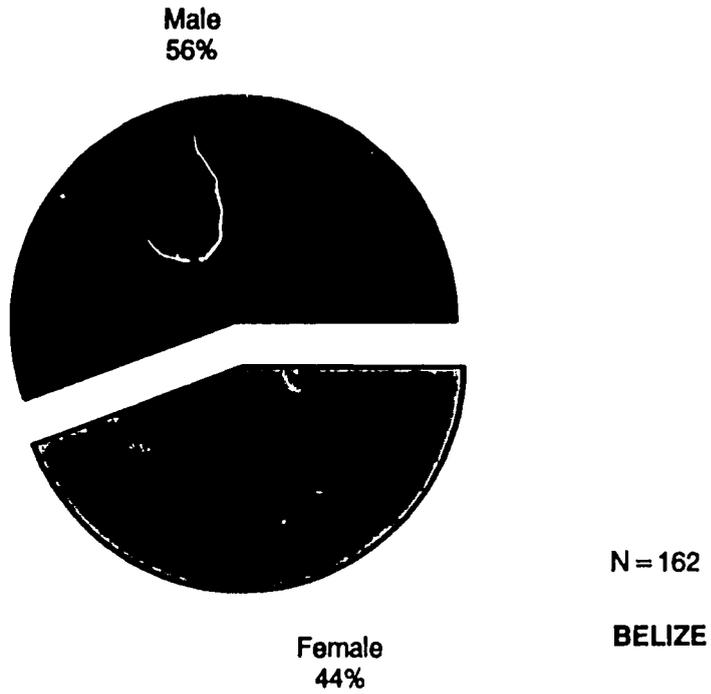


Figure 9.AP

GENDER OF TRAINEES

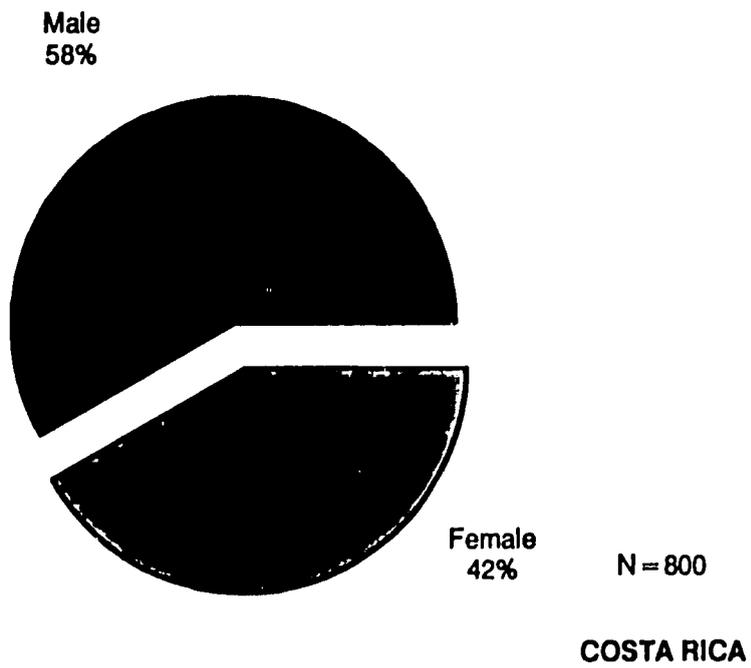


Figure 10.AP

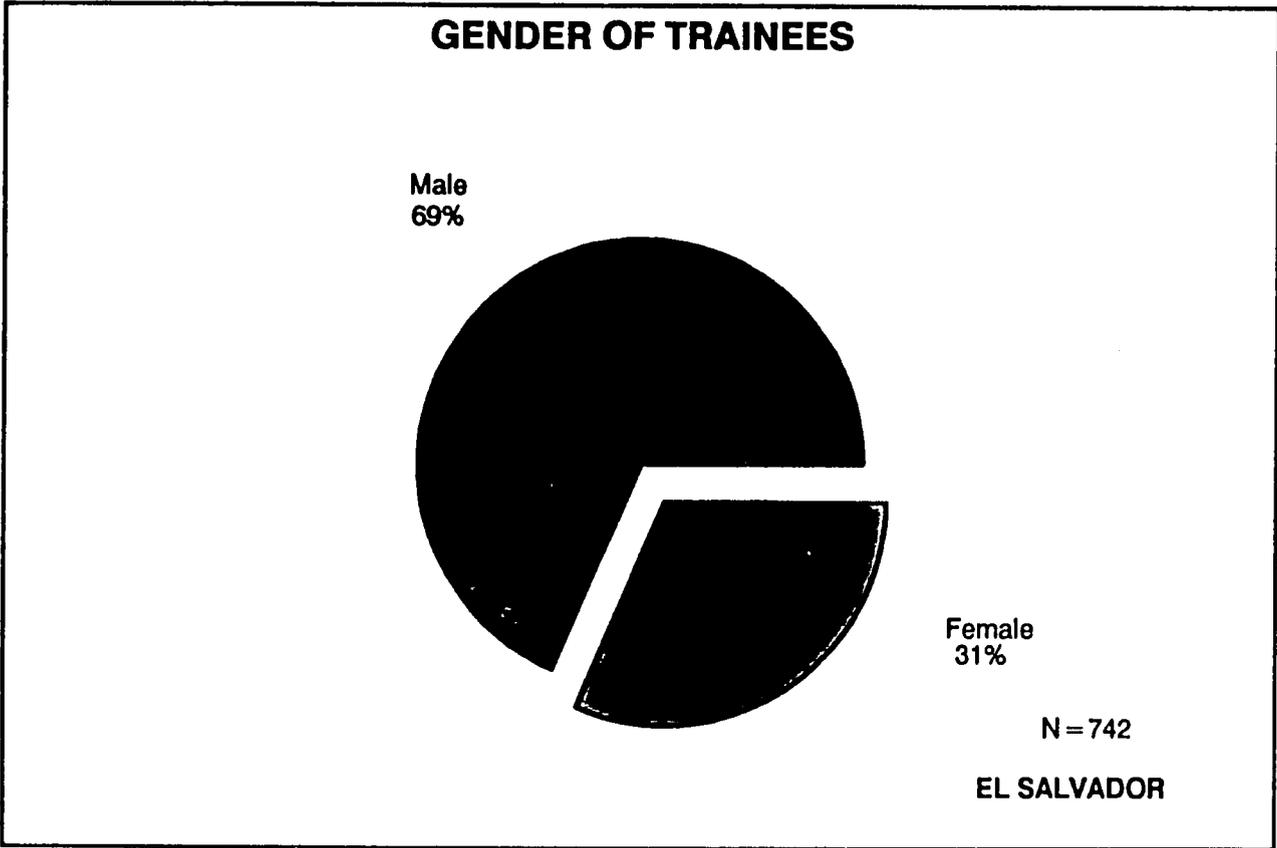


Figure 11.AP

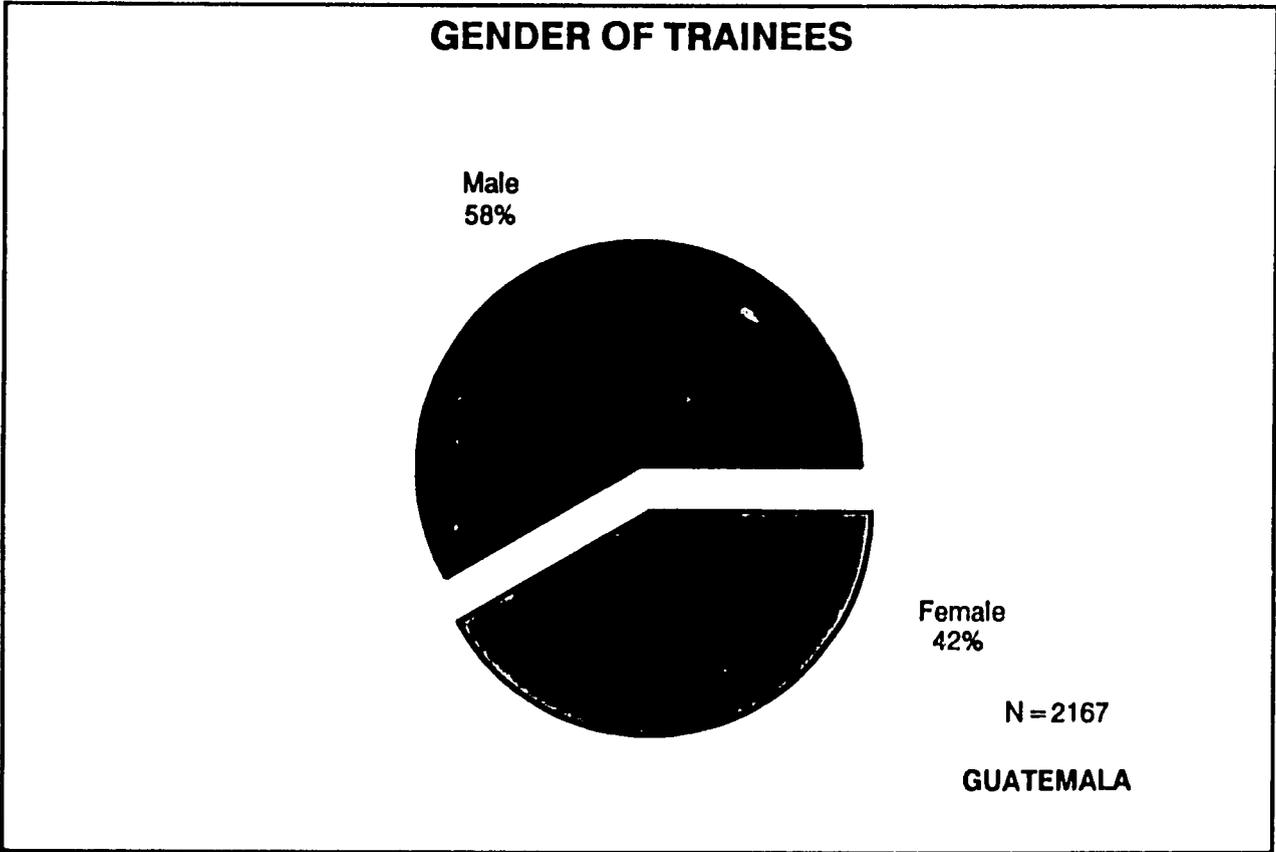


Figure 12.AP

180

GENDER OF TRAINEES

Male
69%



Female
31%

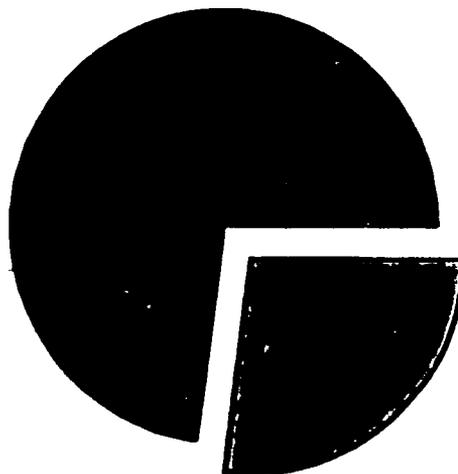
N = 810

HONDURAS

Figure 13.AP

GENDER OF TRAINEES

Male
73%



Female
27%

N = 368

PANAMA

Figure 14.AP

GENDER OF TRAINEES

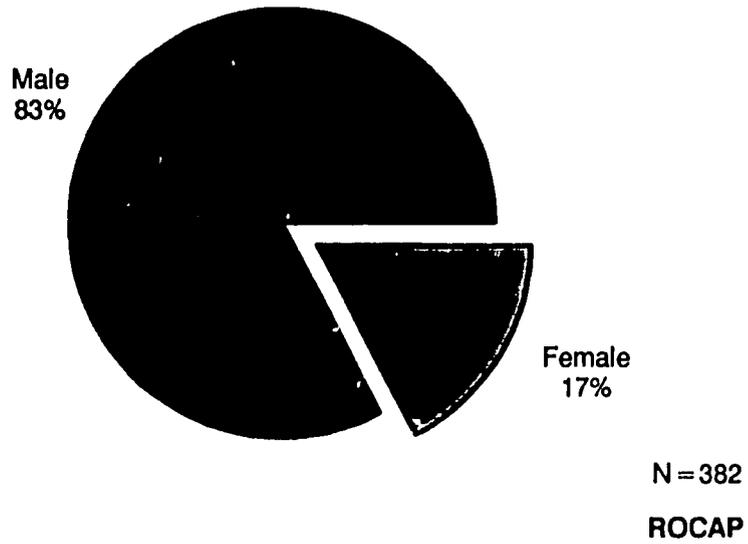


Figure 15.AP

GENDER OF TRAINEES

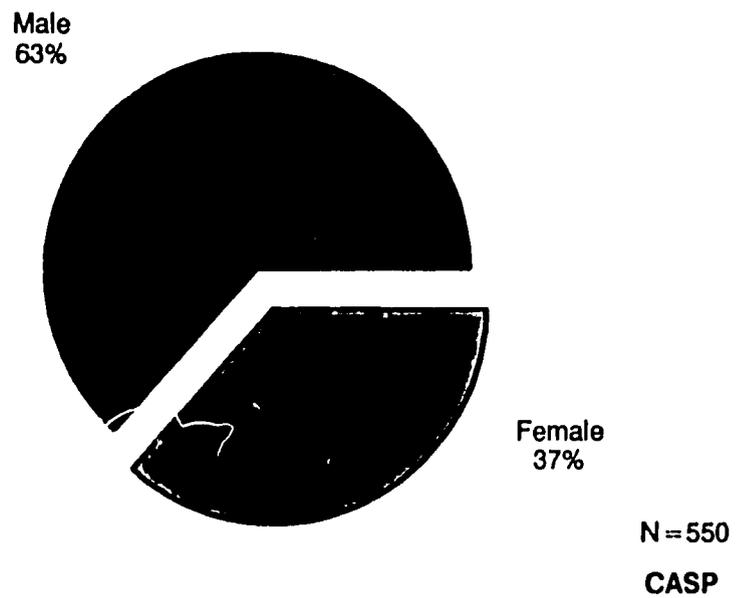
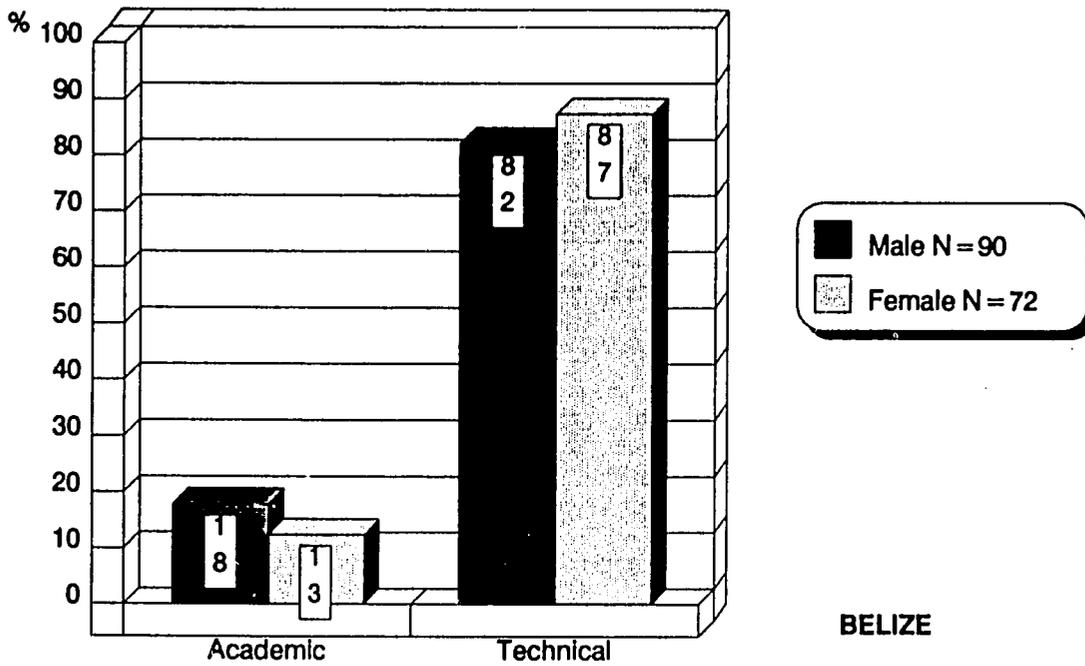


Figure 16.AP

152

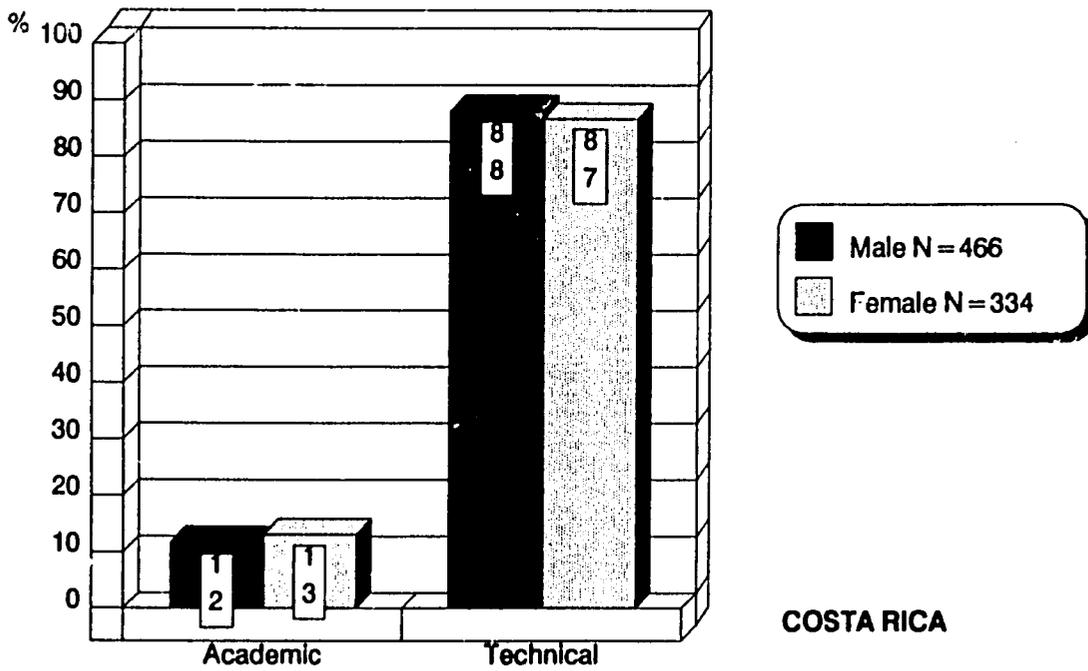
TYPES OF AWARDS BY GENDER



BELIZE

Figure 17.AP

TYPES OF AWARDS BY GENDER



COSTA RICA

Figure 18.AP

182

TYPES OF AWARDS BY GENDER

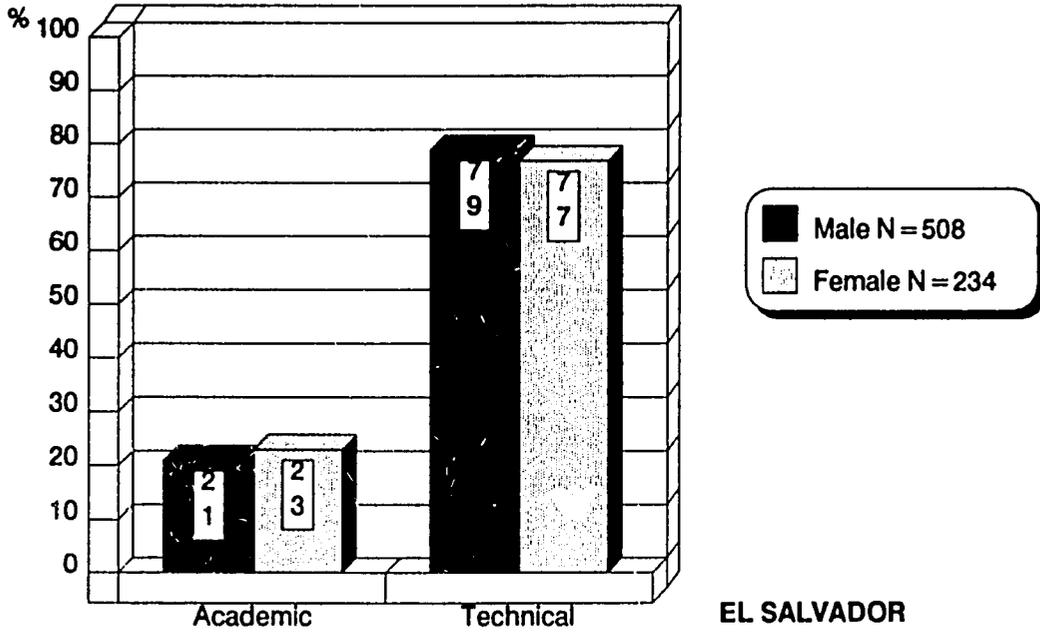


Figure 19.AP

TYPES OF AWARDS BY GENDER

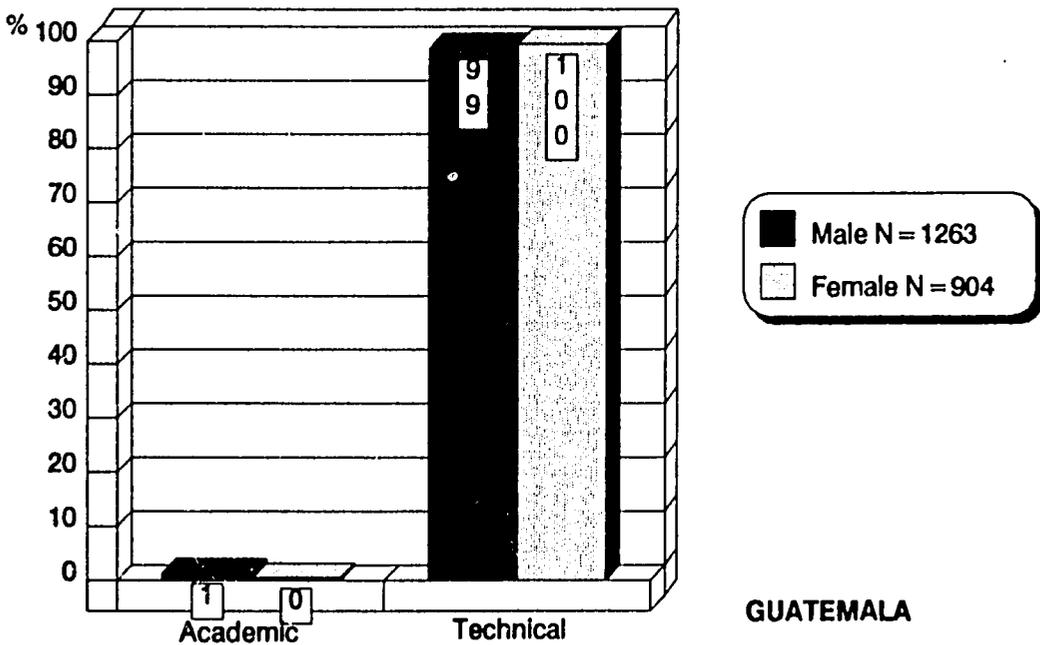


Figure 20.AP

184

TYPES OF AWARDS BY GENDER

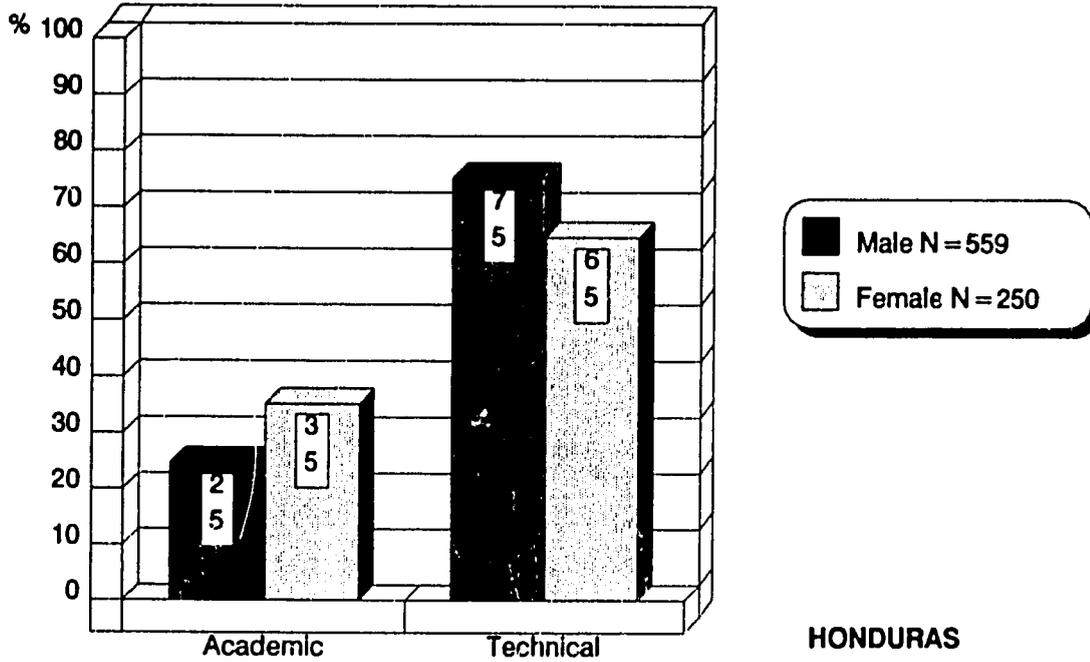


Figure 21.AP

TYPES OF AWARDS BY GENDER

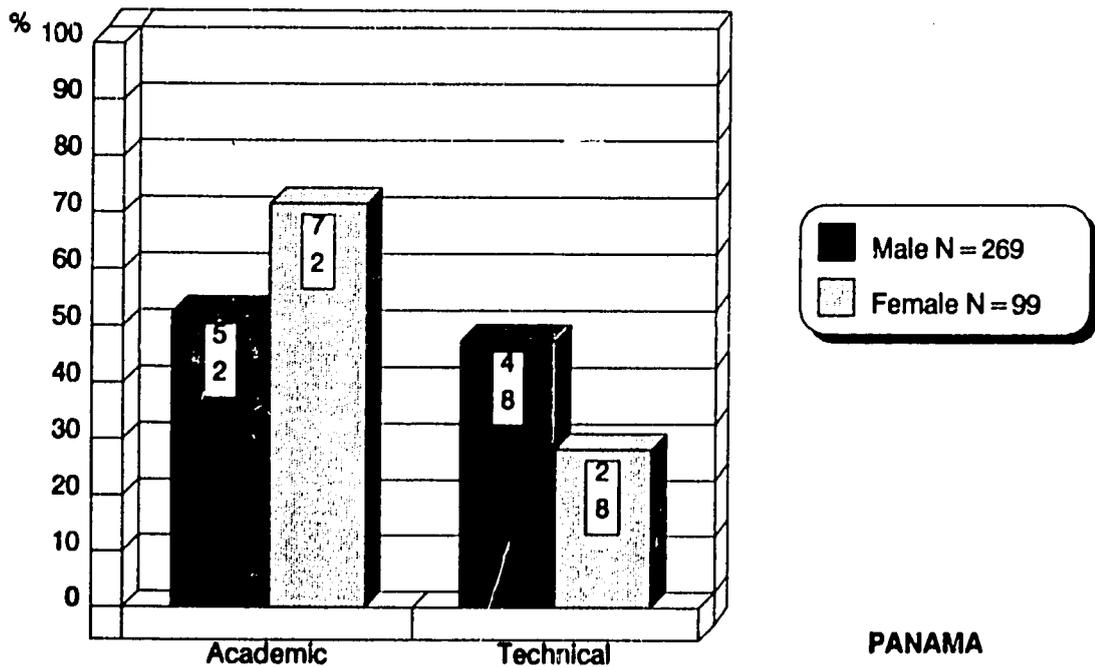


Figure 22.AP

185

RETUNE: EXTENT TO WHICH TRAINEES' TRAINING MET OBJECTIVES

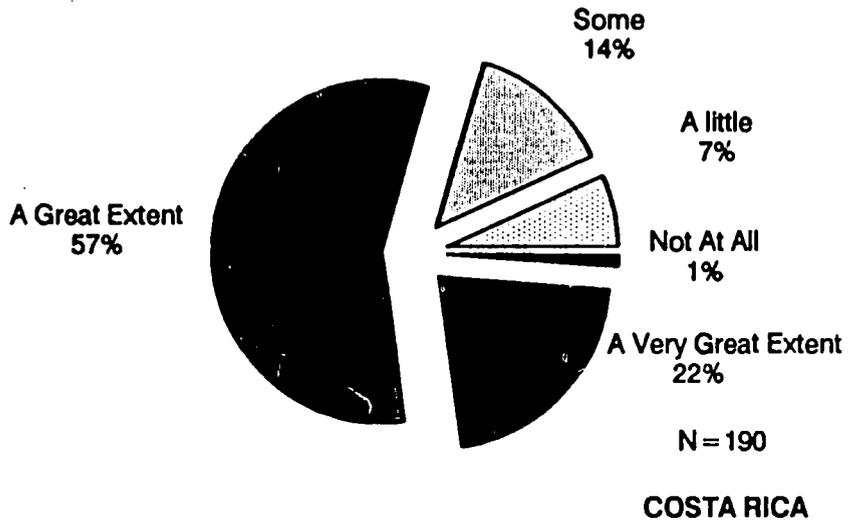


Figure 91.AP

RETURNEE: TO WHAT EXTENT WERE TRAINEES' OBJECTIVES MET?

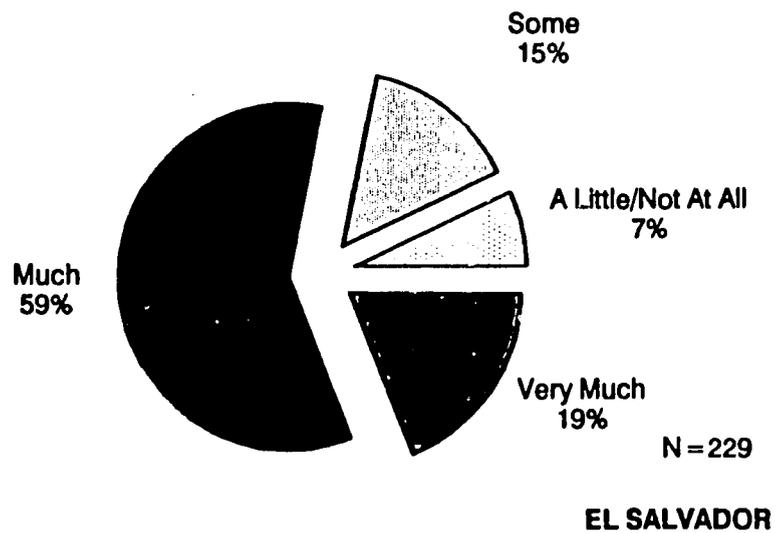


Figure 92.AP

TYPES OF AWARDS BY GENDER

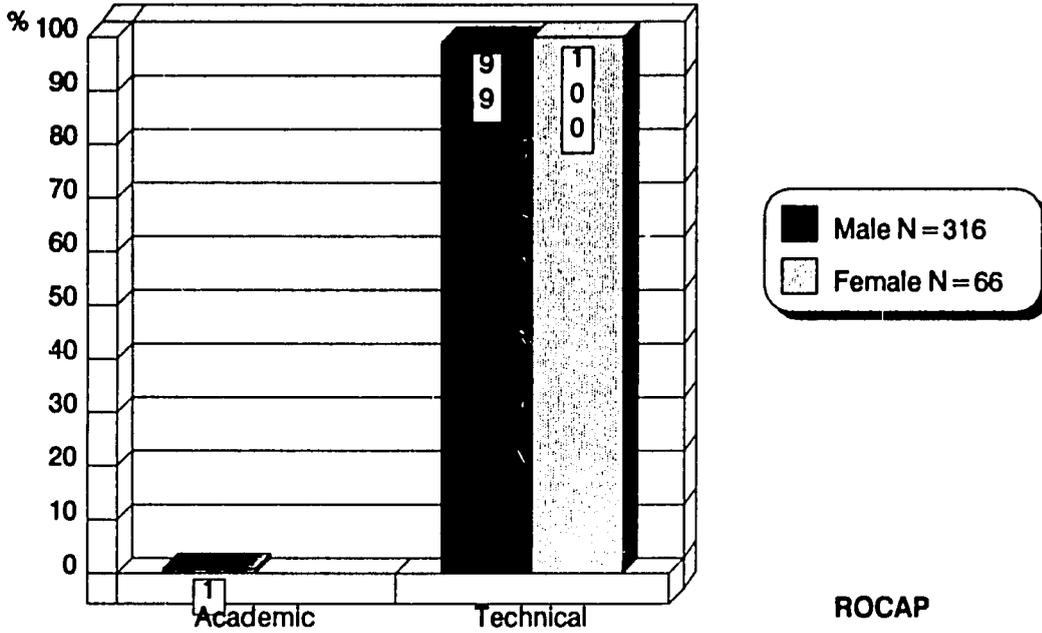


Figure 23.AP

TYPES OF AWARDS BY GENDER

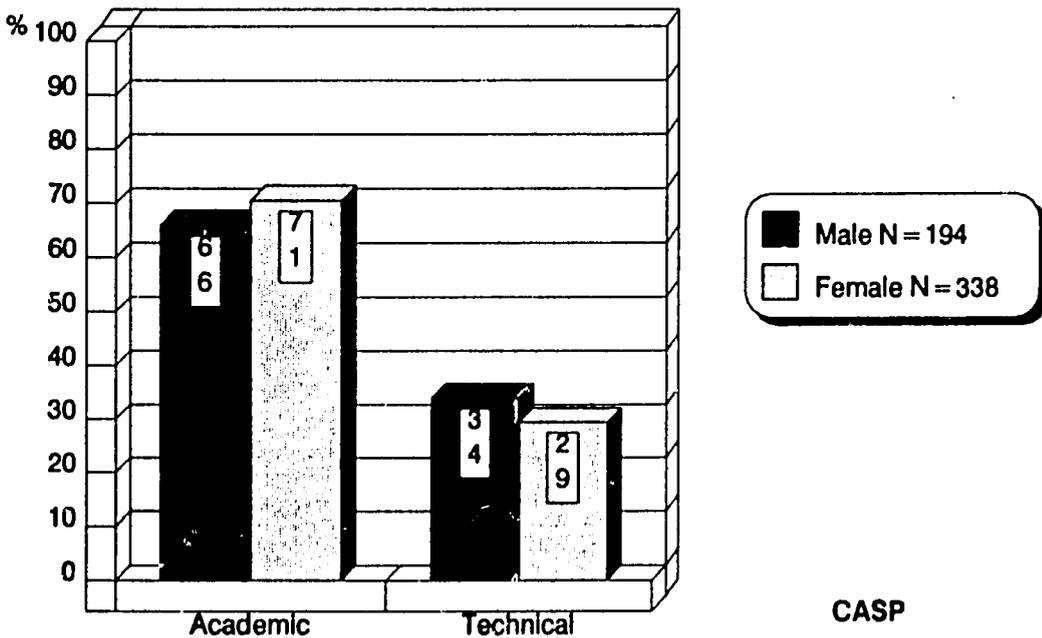


Figure 24.AP

**TRAINEES BY SEX AND YEARS OF SCHOOLING
COMPLETED PRIOR TO SELECTION**

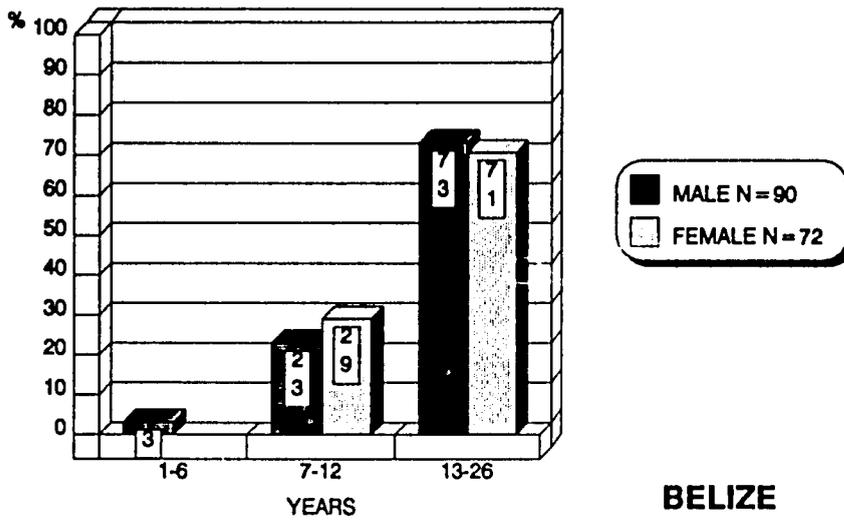


Figure 25.AP

**TRAINEES BY SEX AND YEARS OF SCHOOLING
COMPLETED PRIOR TO SELECTION**

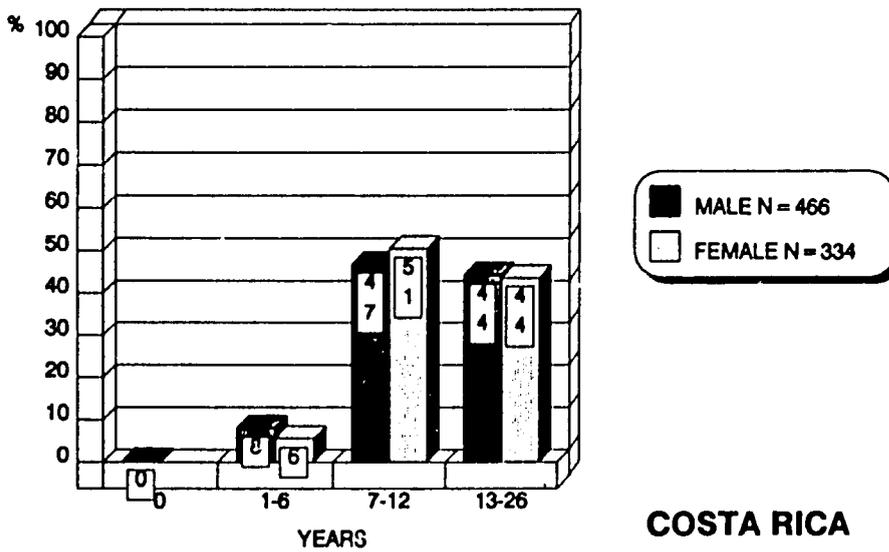


Figure 26.AP

**TRAINEES BY SEX AND YEARS OF SCHOOLING
COMPLETED PRIOR TO SELECTION**

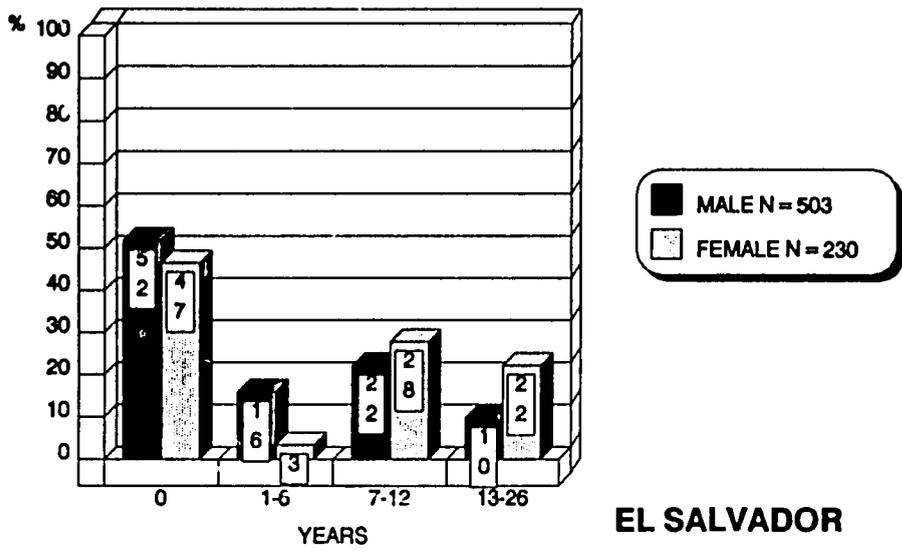


Figure 27.AP

**TRAINEES BY SEX AND YEARS OF SCHOOLING
COMPLETED PRIOR TO SELECTION**

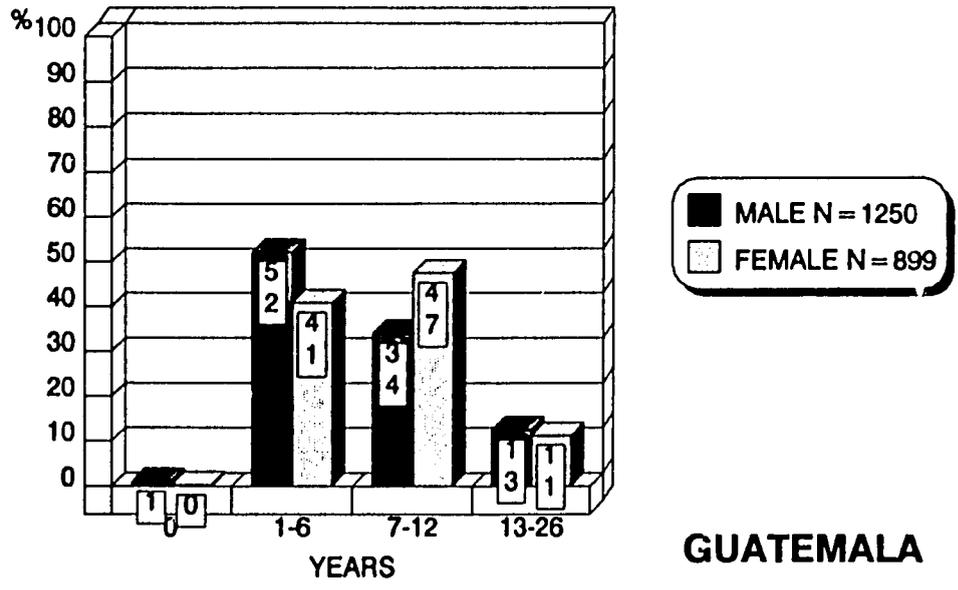


Figure 28.AP

**TRAINEES BY SEX AND YEARS OF SCHOOLING
COMPLETED PRIOR TO SELECTION**

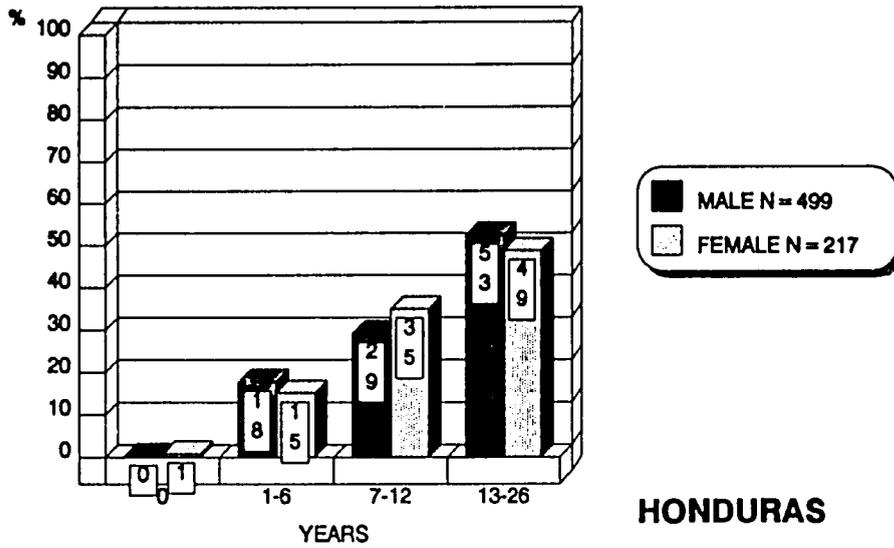


Figure 29.AP

**TRAINEES BY SEX AND YEARS OF SCHOOLING
COMPLETED PRIOR TO SELECTION**

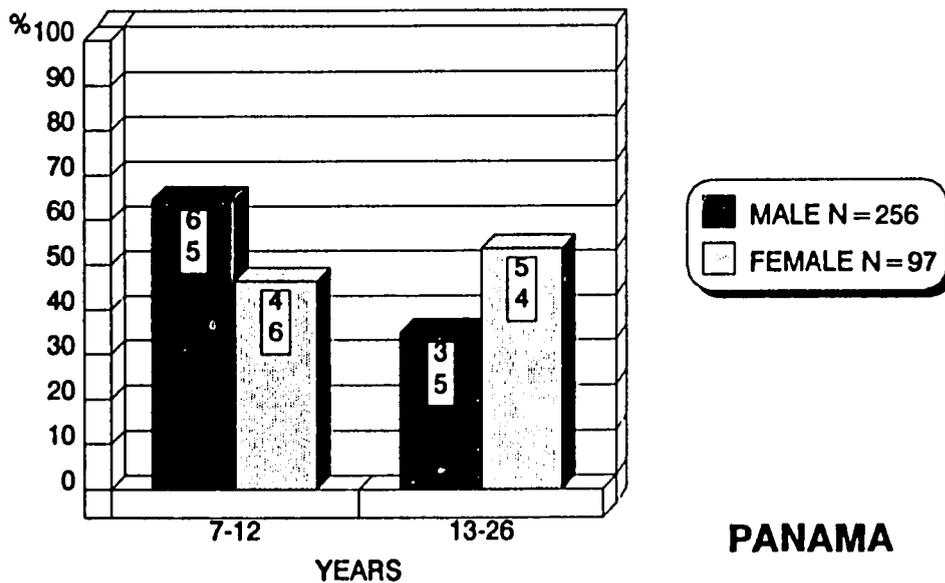


Figure 30.AP

**TRAINEES BY SEX AND YEARS OF SCHOOLING
COMPLETED PRIOR TO SELECTION**

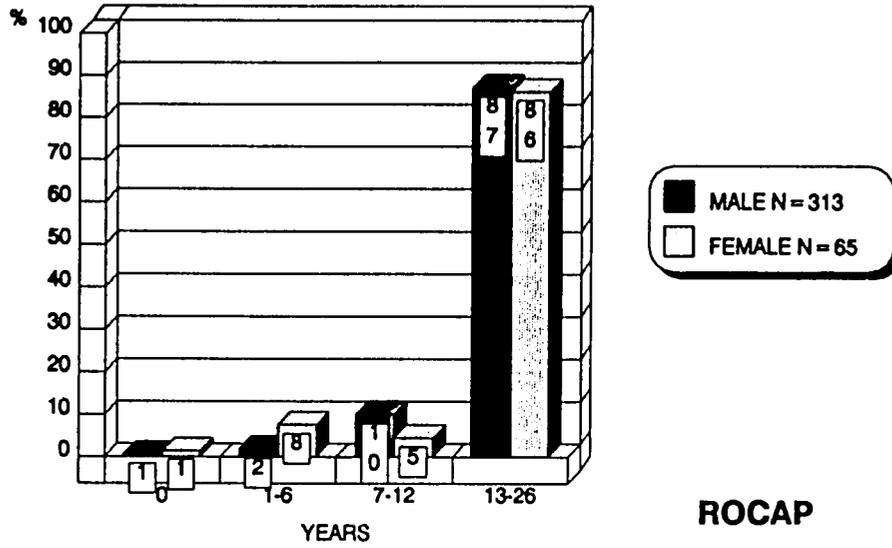


Figure 31.AP

**TRAINEES BY SEX AND YEARS OF SCHOOLING
COMPLETED PRIOR TO SELECTION**

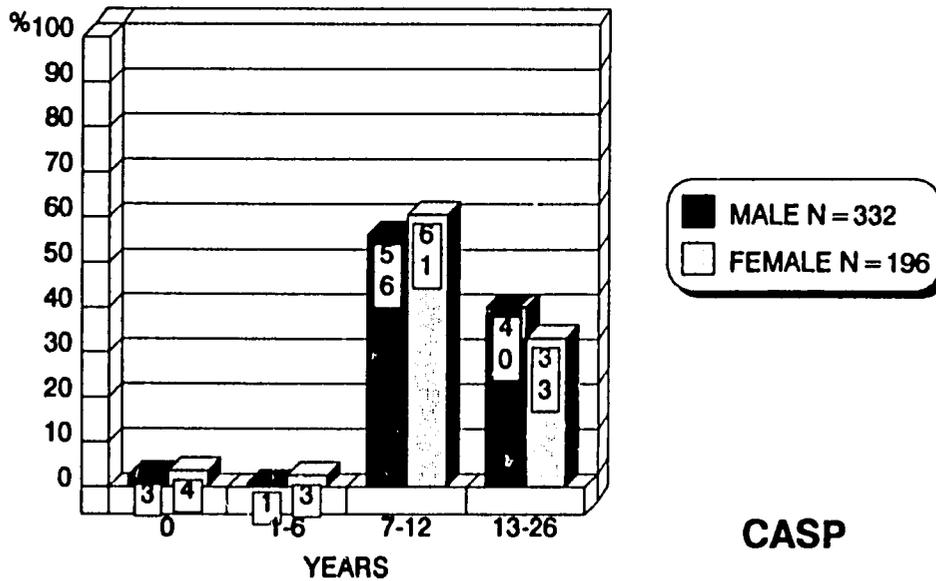


Figure 32.AP

TRAINEES' PARENTS YEARS OF SCHOOLING COMPLETED

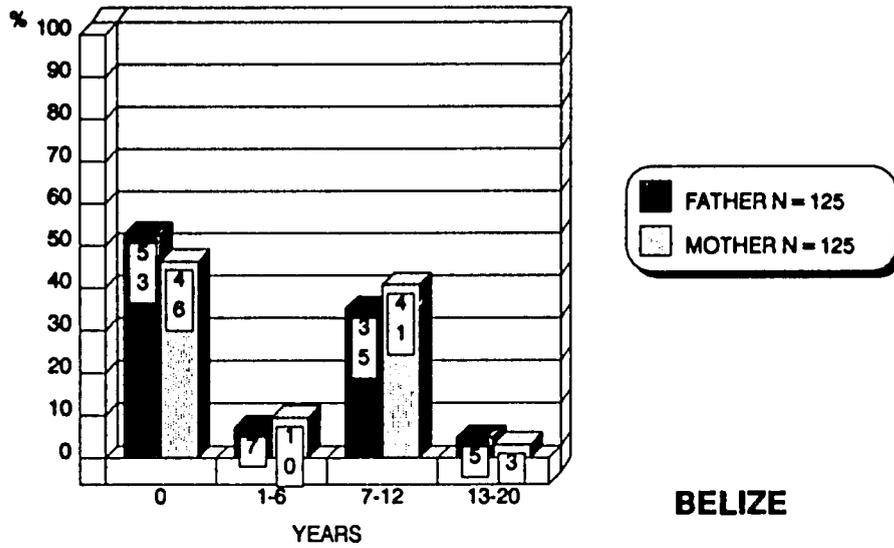


Figure 33.AP

TRAINEES' PARENTS YEARS OF SCHOOLING COMPLETED

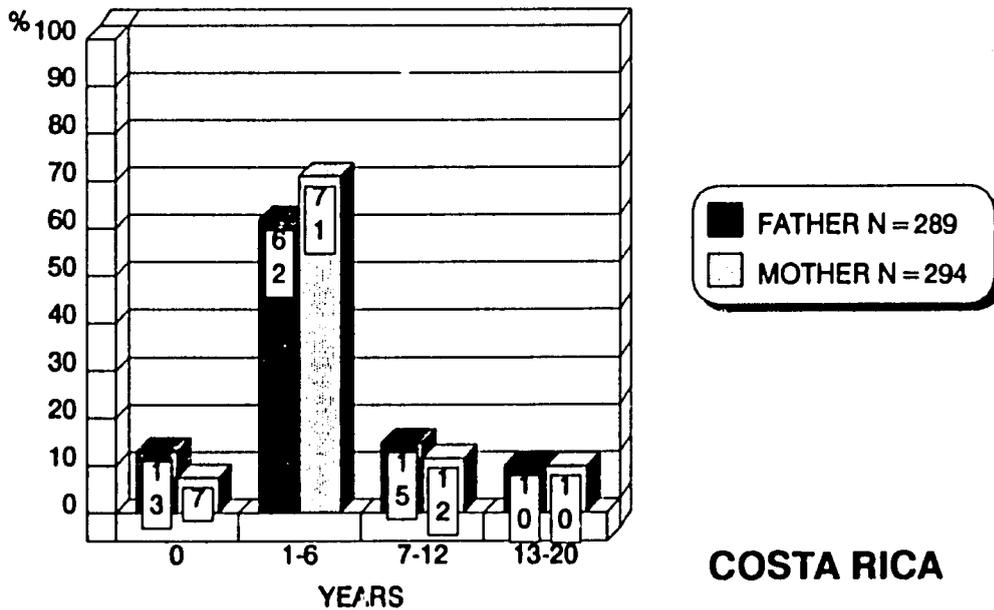


Figure 34.AP

TRAINEES' PARENTS YEARS OF SCHOOLING COMPLETED

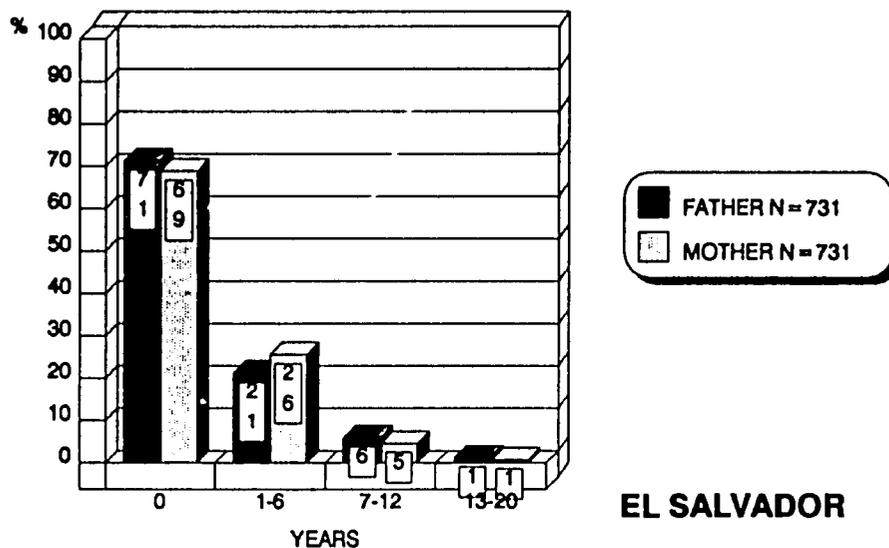


Figure 35.AP

TRAINEES' PARENTS YEARS OF SCHOOLING COMPLETED

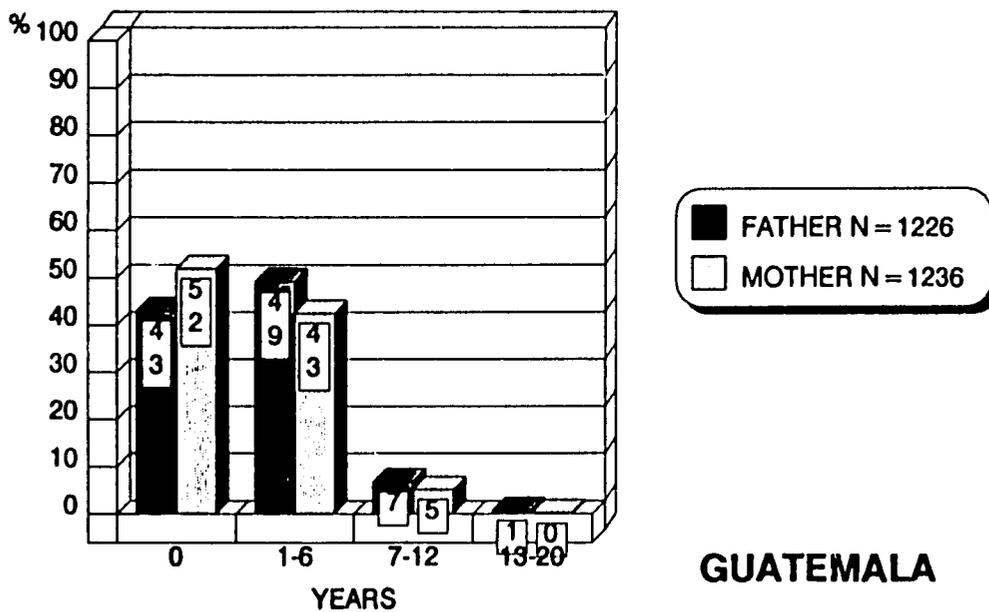


Figure 36.AP

TRAINEES' PARENTS YEARS OF SCHOOLING COMPLETED

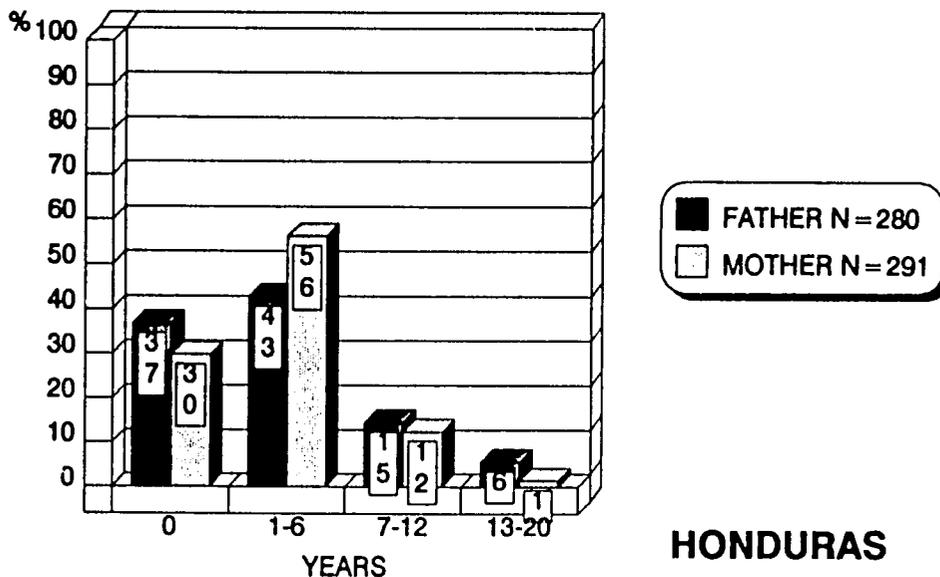


Figure 37.AP

TRAINEES' PARENTS YEARS OF SCHOOLING COMPLETED

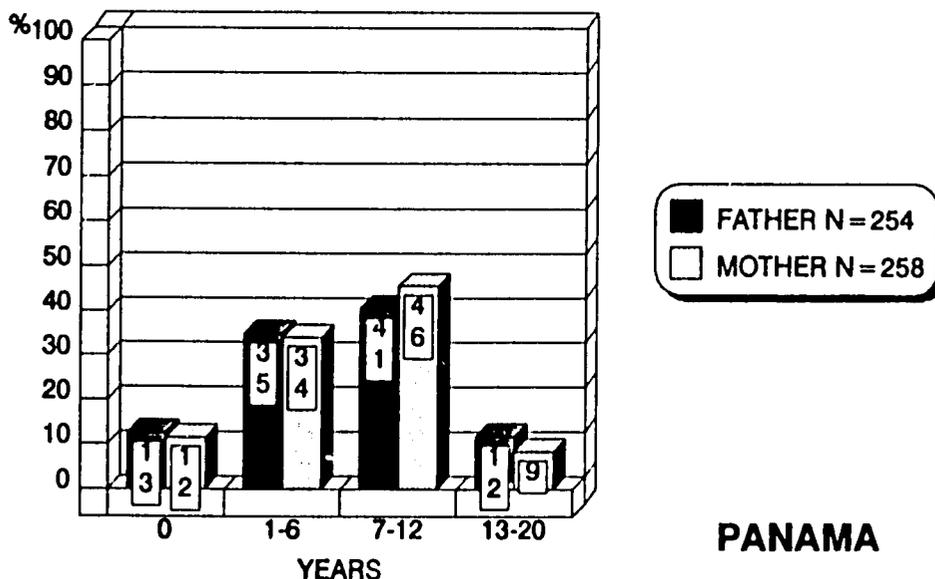


Figure 38.AP

TRAINEES' PARENTS YEARS OF SCHOOLING COMPLETED

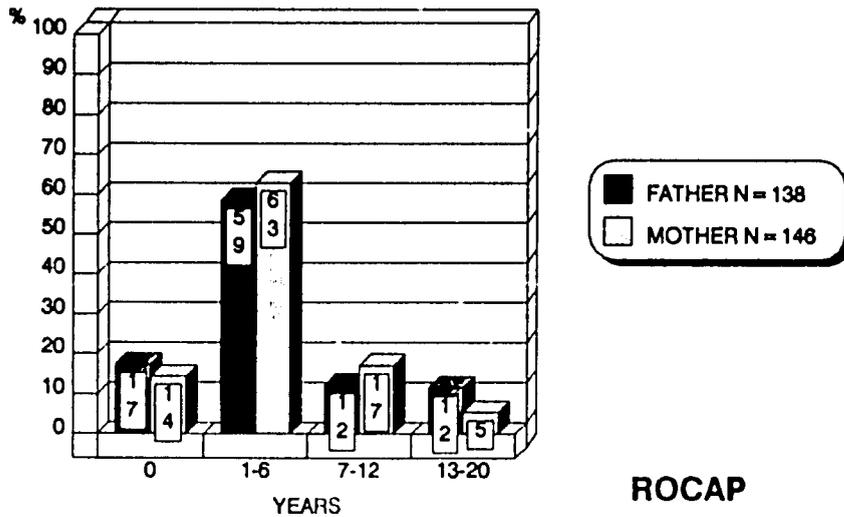


Figure 39.AP

TRAINEES' PARENTS YEARS OF SCHOOLING COMPLETED

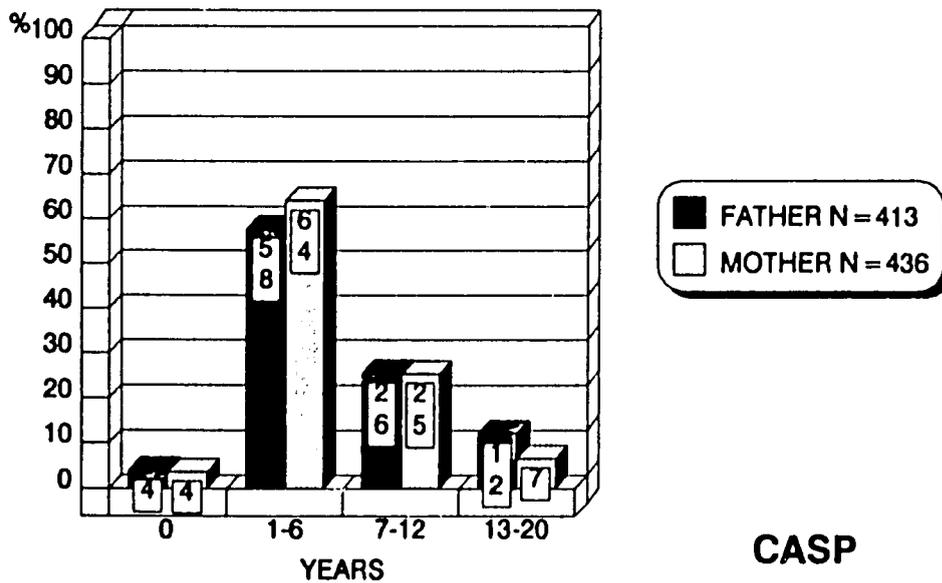


Figure 40.AP

**TRAINEES' TYPE OF INSTITUTION OF
EMPLOYMENT PRIOR TO SELECTION**

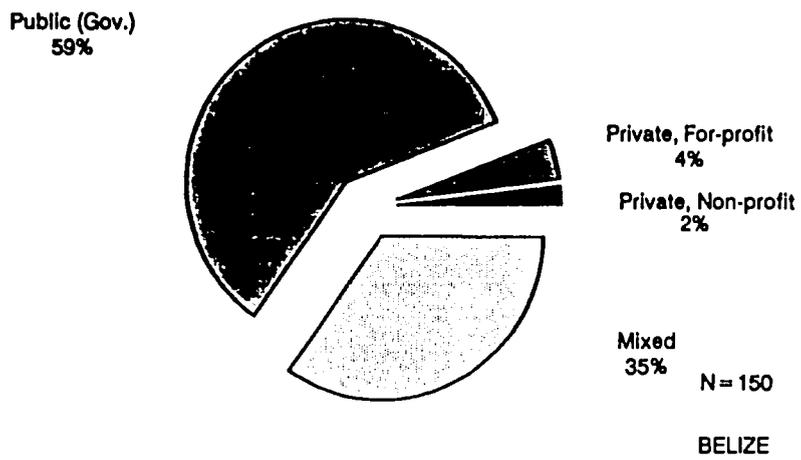


Figure 41.AP

**TRAINEES' TYPE OF INSTITUTION OF
EMPLOYMENT PRIOR TO SELECTION**

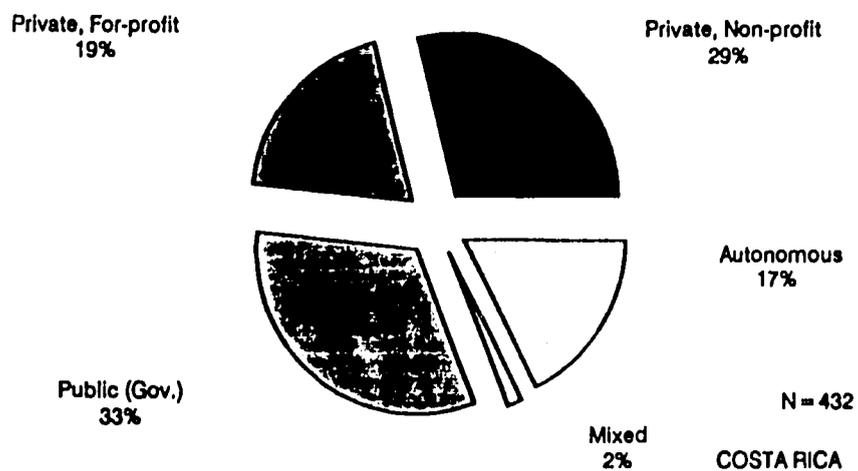


Figure 42.AP

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**TRAINEES' TYPE OF INSTITUTION OF
EMPLOYMENT PRIOR TO SELECTION**

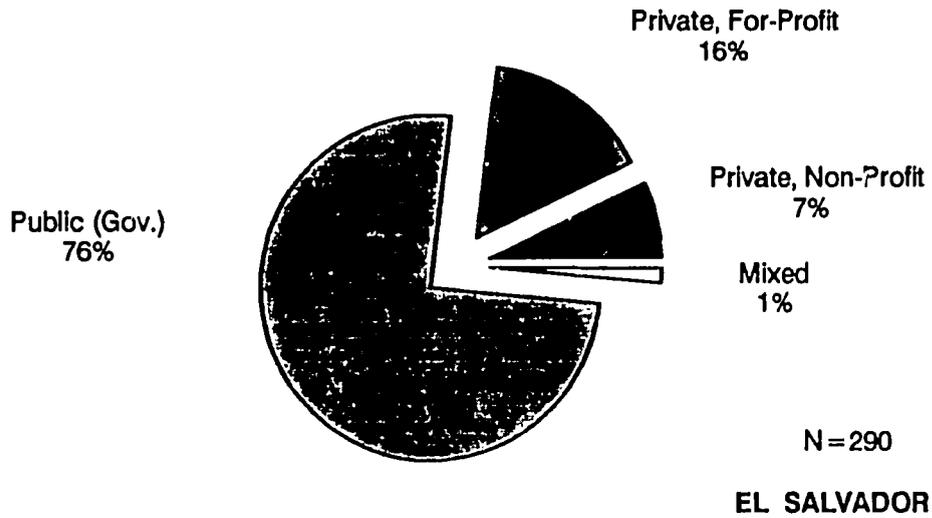


Figure 43.AP

**TRAINEES' TYPE OF INSTITUTION OF
EMPLOYMENT PRIOR TO SELECTION**

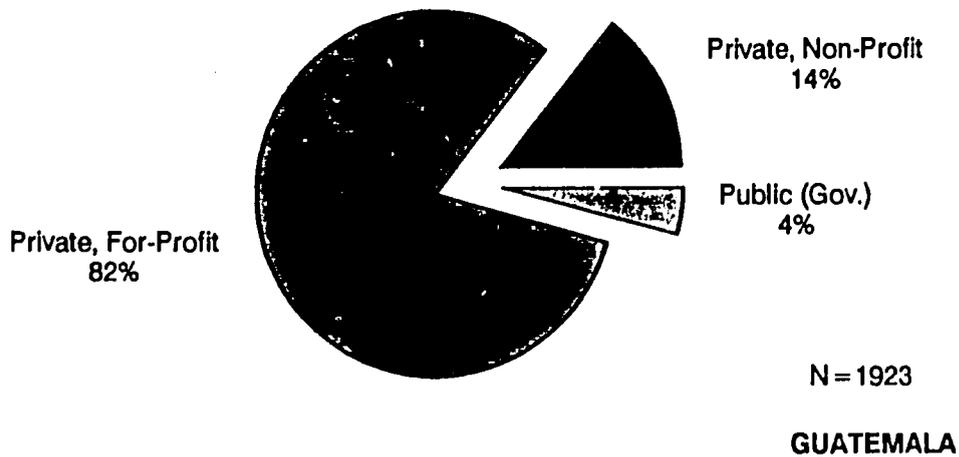


Figure 44.AP

TRAINEES' TYPE OF INSTITUTION OF EMPLOYMENT PRIOR TO SELECTION

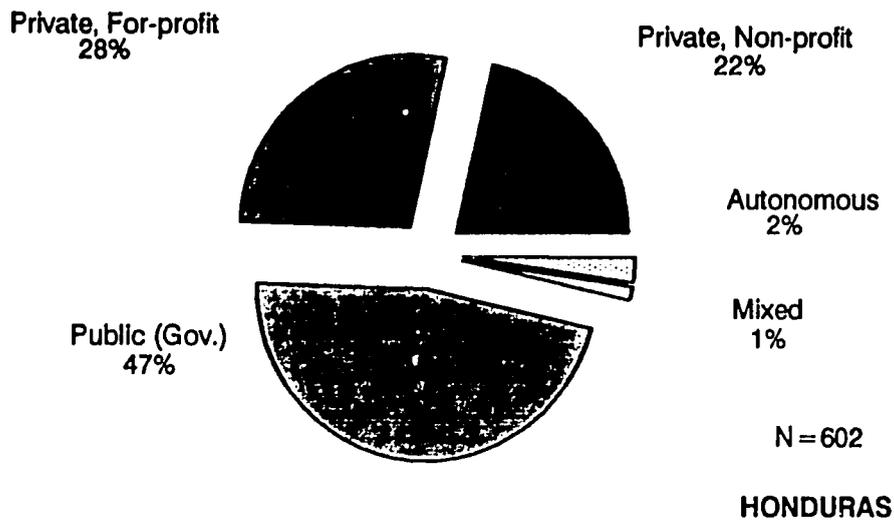


Figure 45.AP

TRAINEES' TYPE OF INSTITUTION EMPLOYMENT PRIOR TO SELECTION

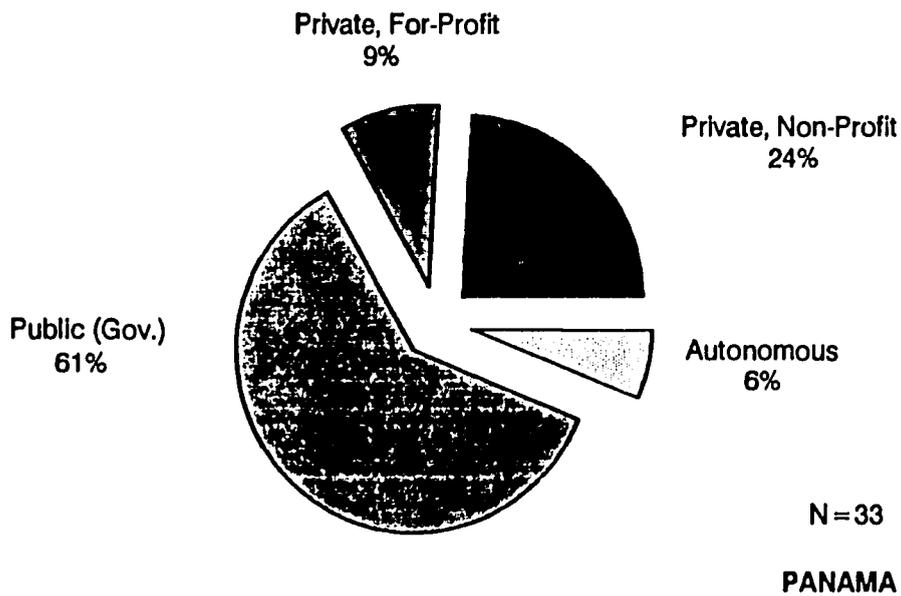


Figure 46.AP

**TRAINEES' TYPE OF INSTITUTION
EMPLOYMENT PRIOR TO SELECTION**

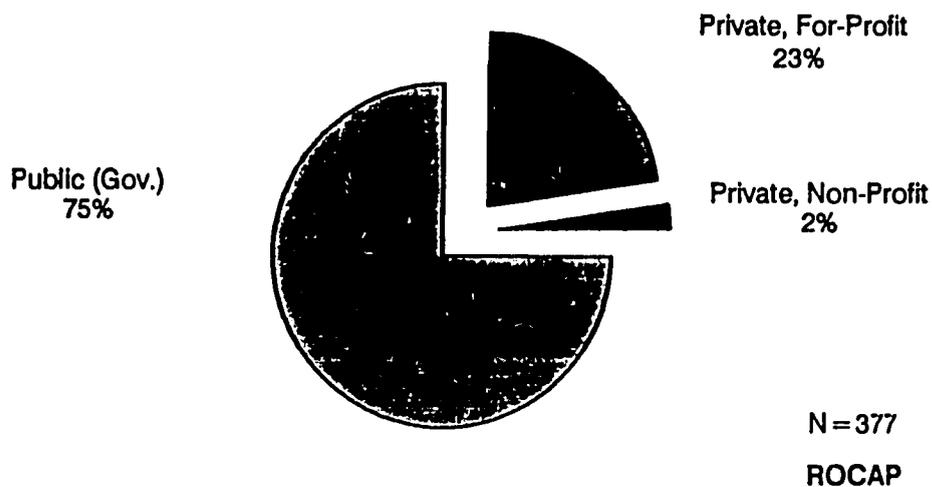


Figure 47.AP

**TRAINEES' TYPE OF INSTITUTION OF
EMPLOYMENT PRIOR TO SELECTION**

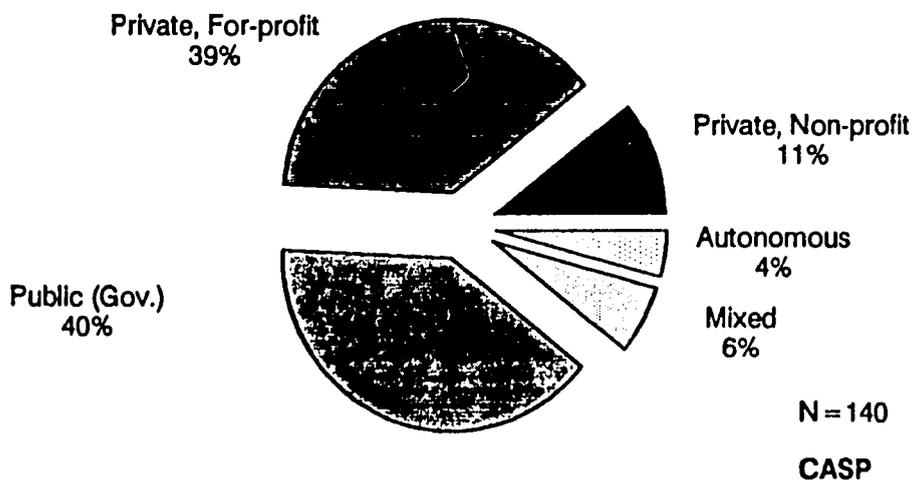


Figure 48.AP

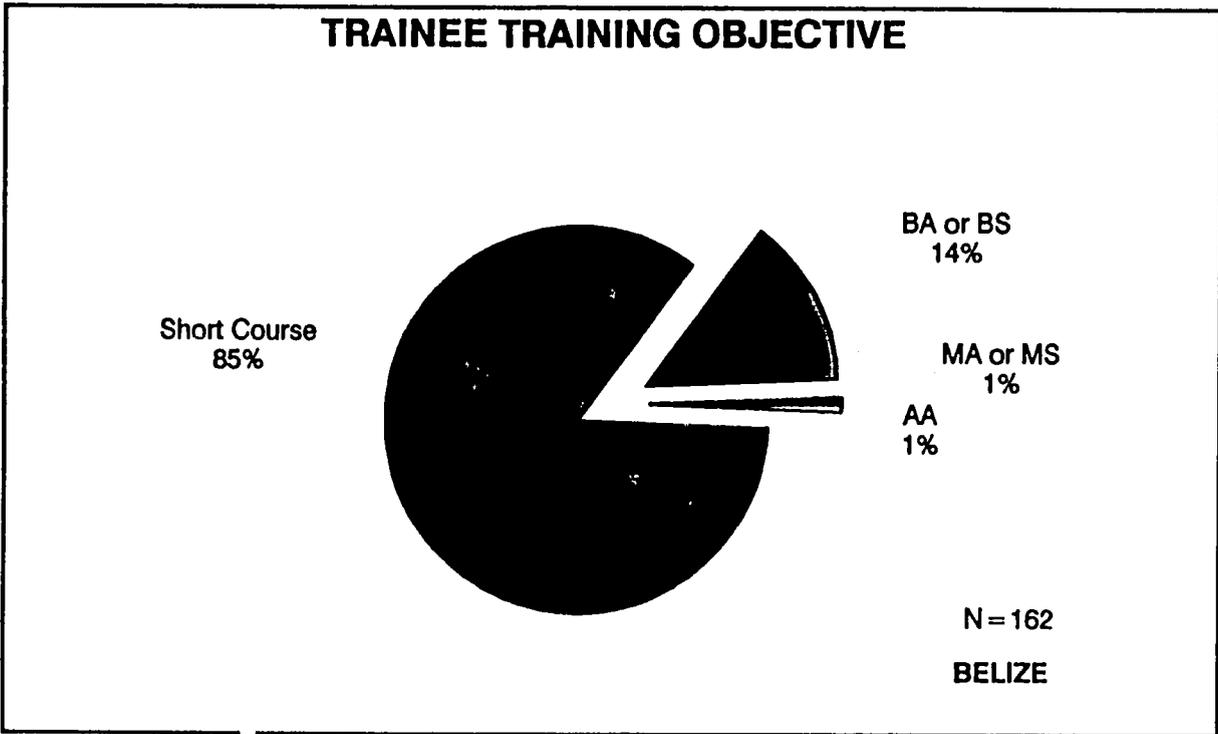


Figure 49.AP

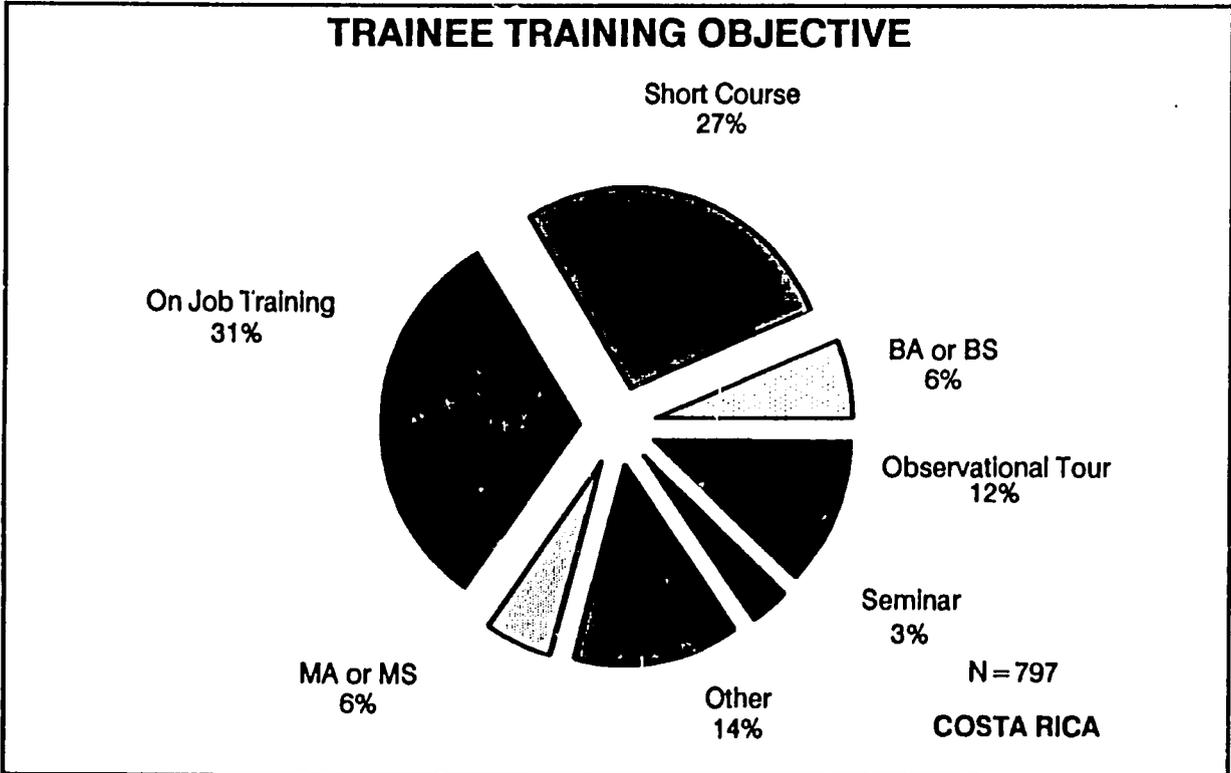


Figure 50.AP

200

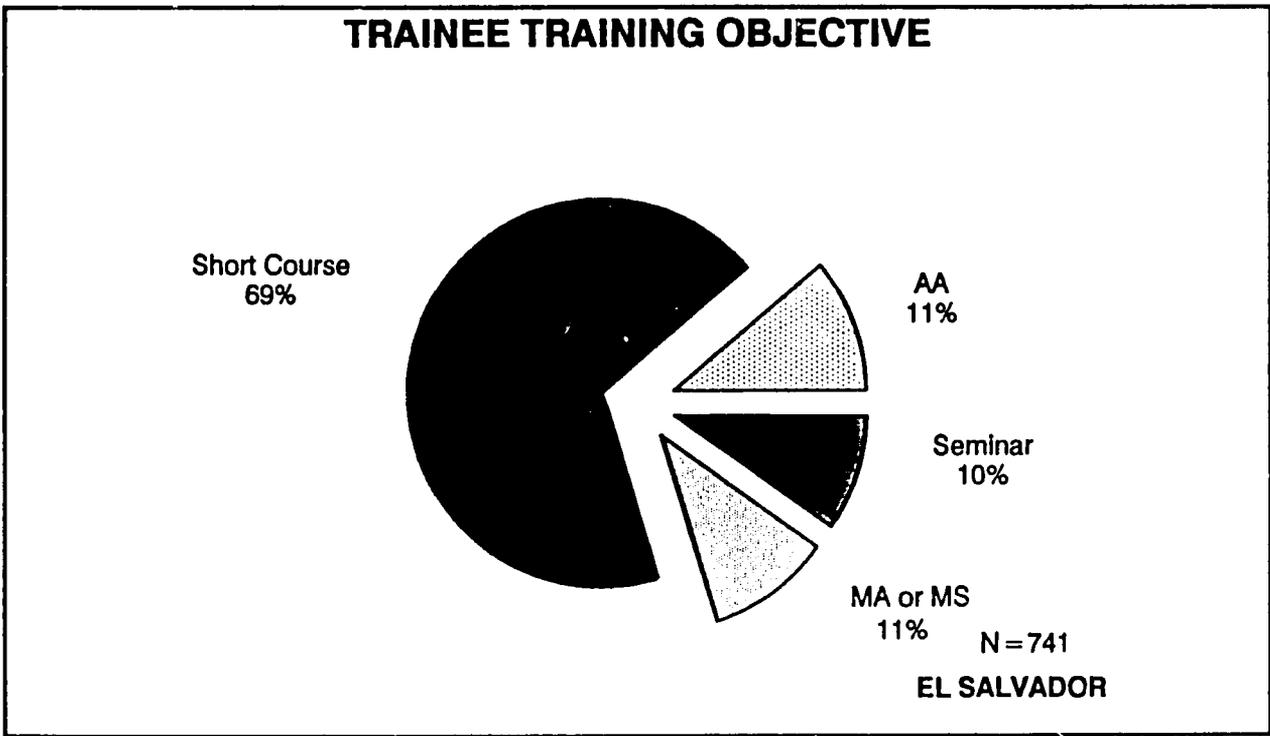


Figure 51.AP

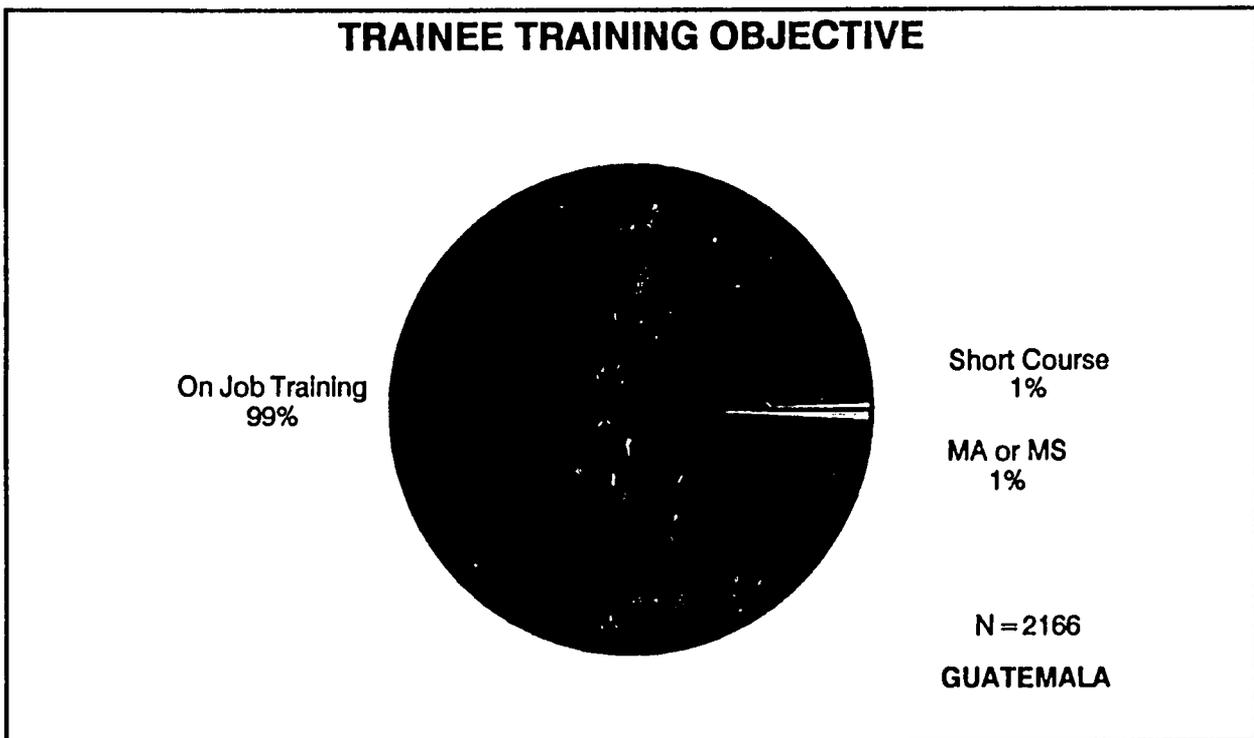


Figure 52.AP

201

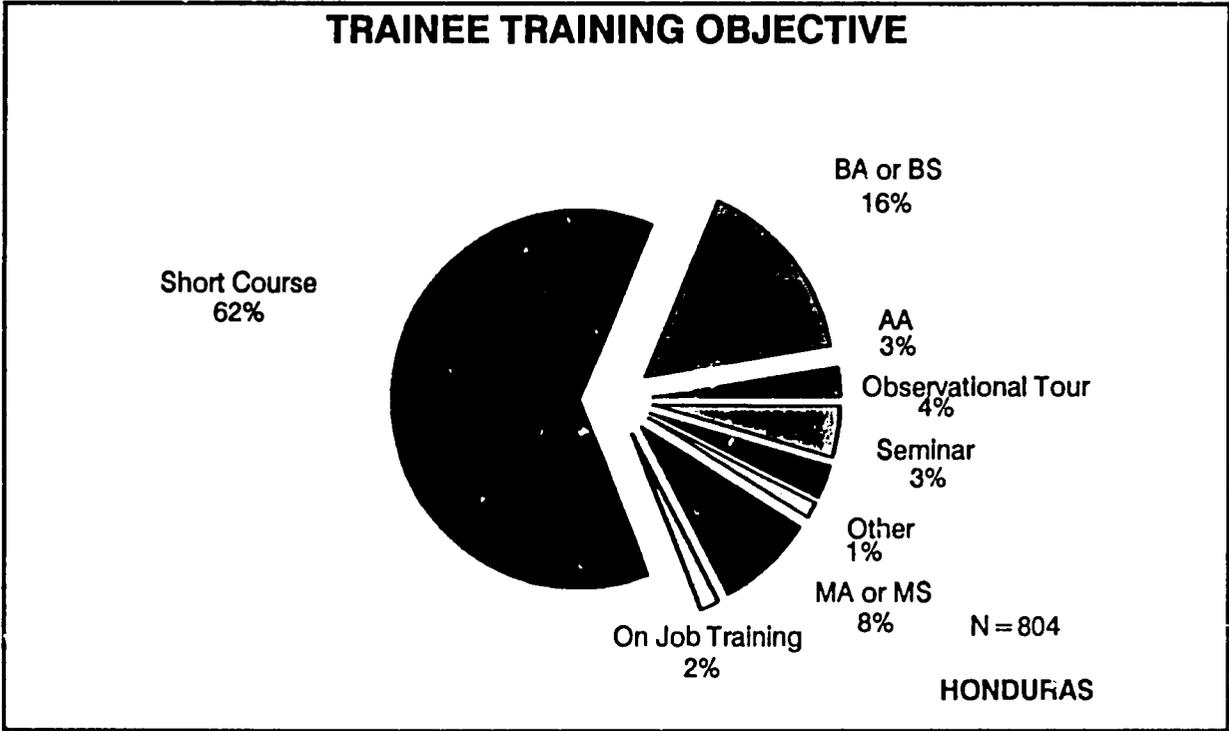


Figure 53.AP

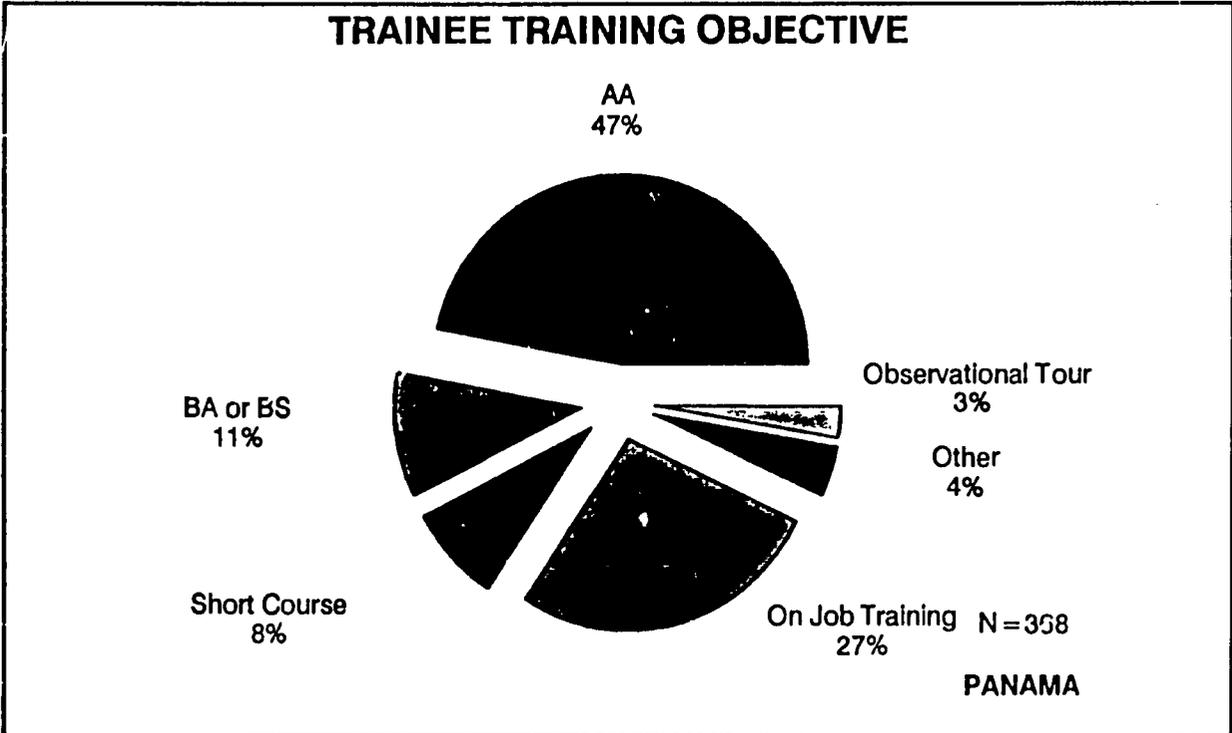


Figure 54.AP

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TRAINEE TRAINING OBJECTIVE

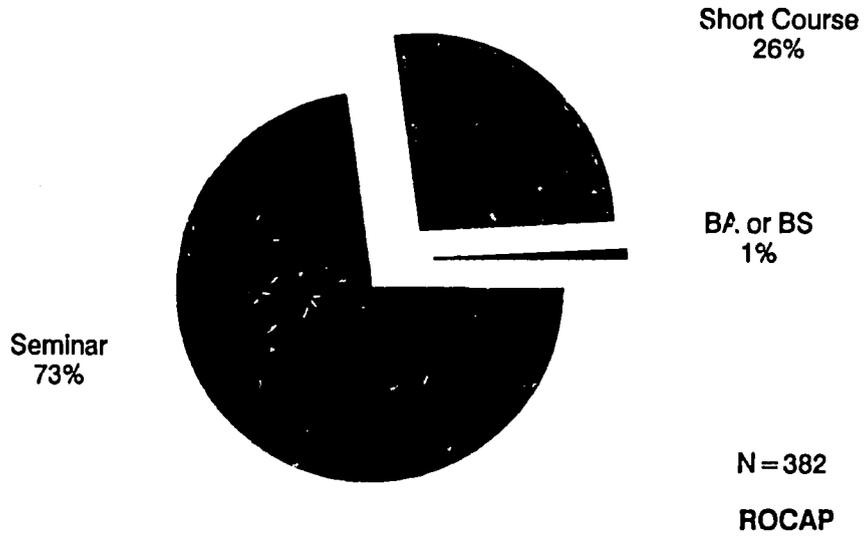


Figure 55.AP

TRAINEE TRAINING OBJECTIVE

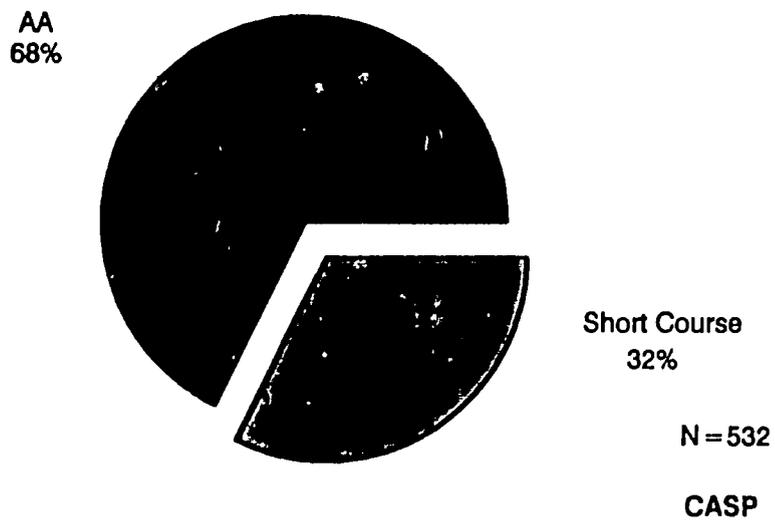


Figure 56.AP

**EXIT: WHAT EXPERIENCES DID RESPONDENTS
HAVE WHILE IN THE U.S.?**

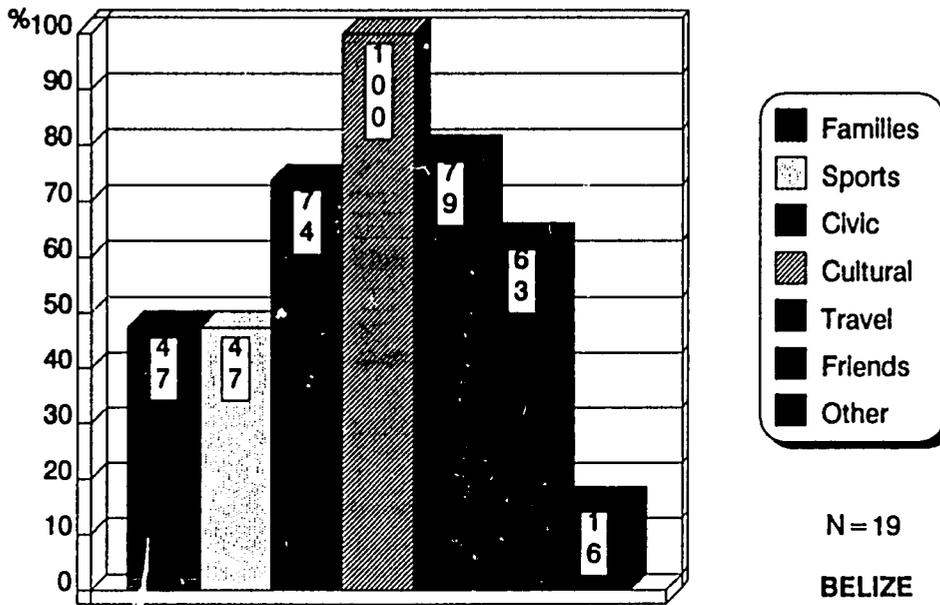


Figure 57.AP

**EXIT: WHAT EXPERIENCES DID RESPONDENTS
HAVE WHILE IN THE U.S.?**

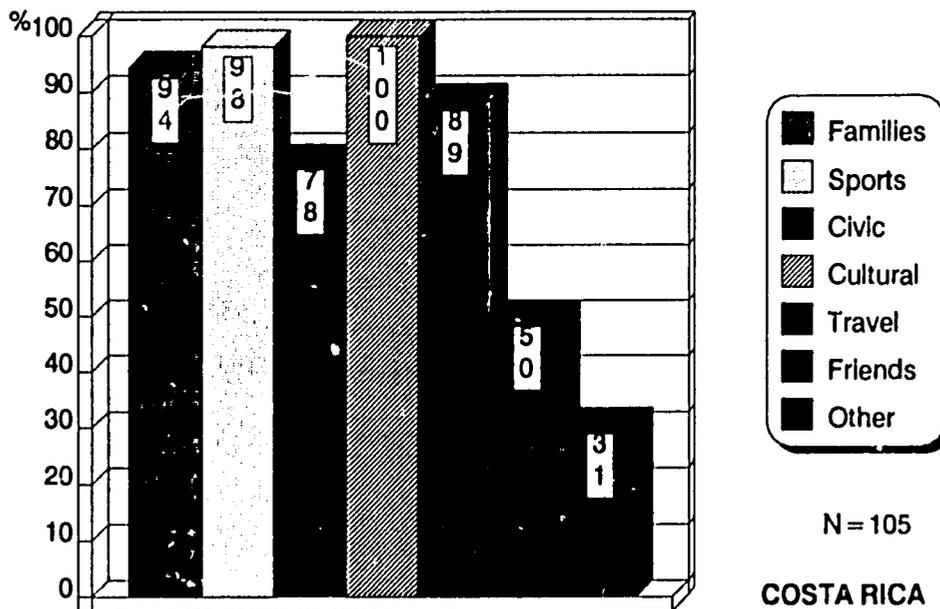


Figure 58.AP

201

**EXIT: WHAT EXPERIENCES DID RESPONDENTS
HAVE WHILE IN THE U.S.?**

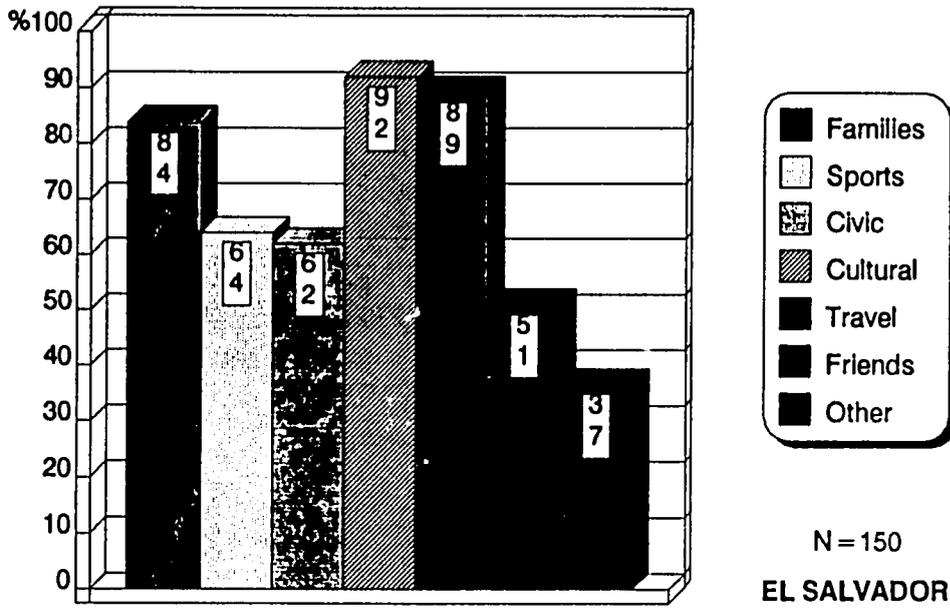


Figure 59.AP

**EXIT: WHAT EXPERIENCES DID RESPONDENTS
HAVE WHILE IN THE U.S.?**

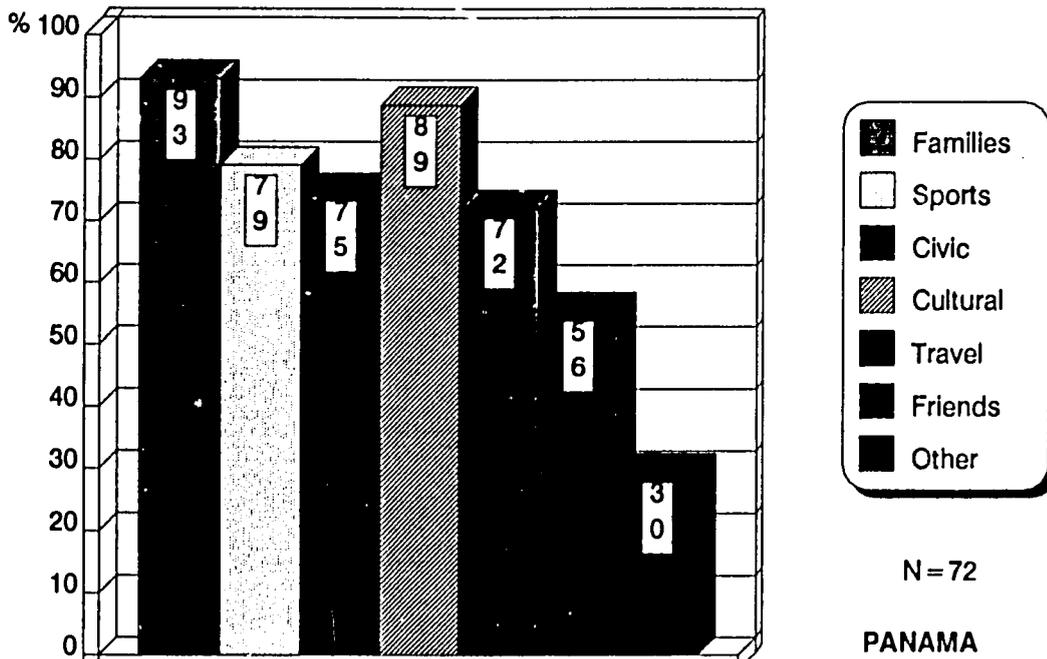


Figure 60.AP

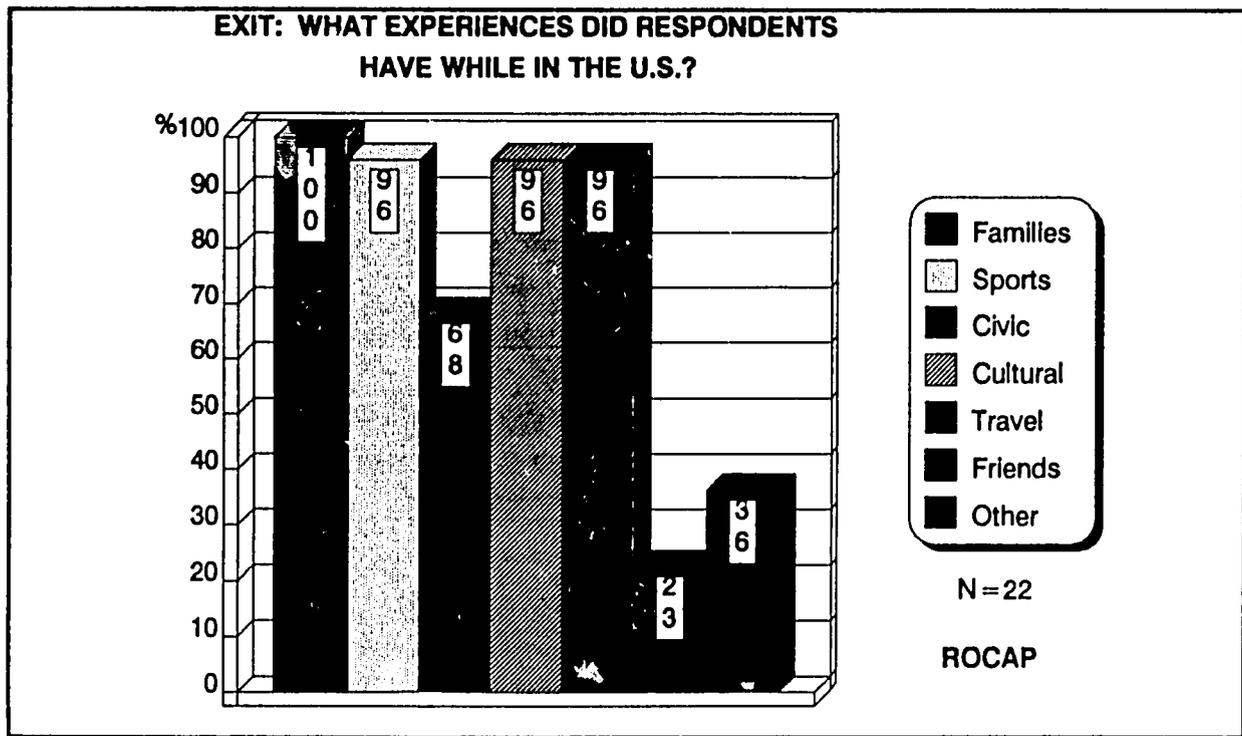


Figure 61.AP

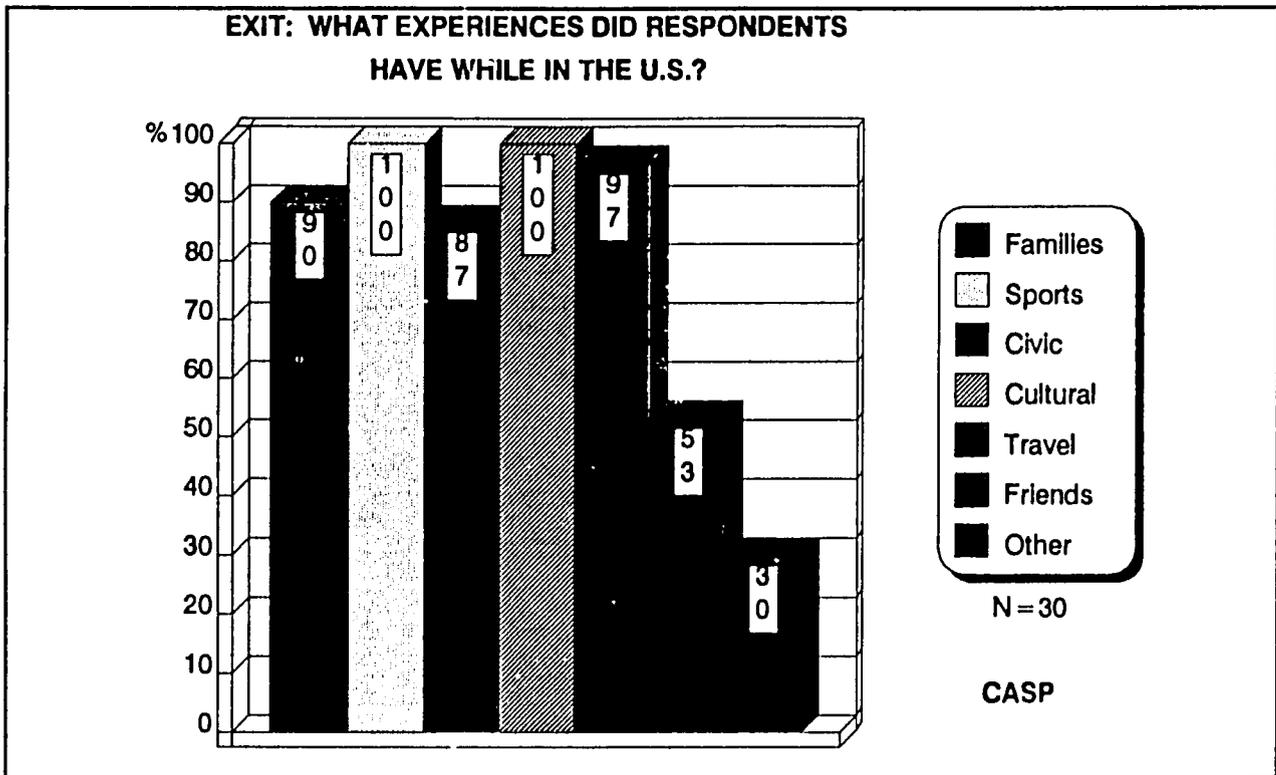


Figure 62.AP

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EXIT: TRAINEES WHO INCREASED THEIR UNDERSTANDING OF U.S. LIFE

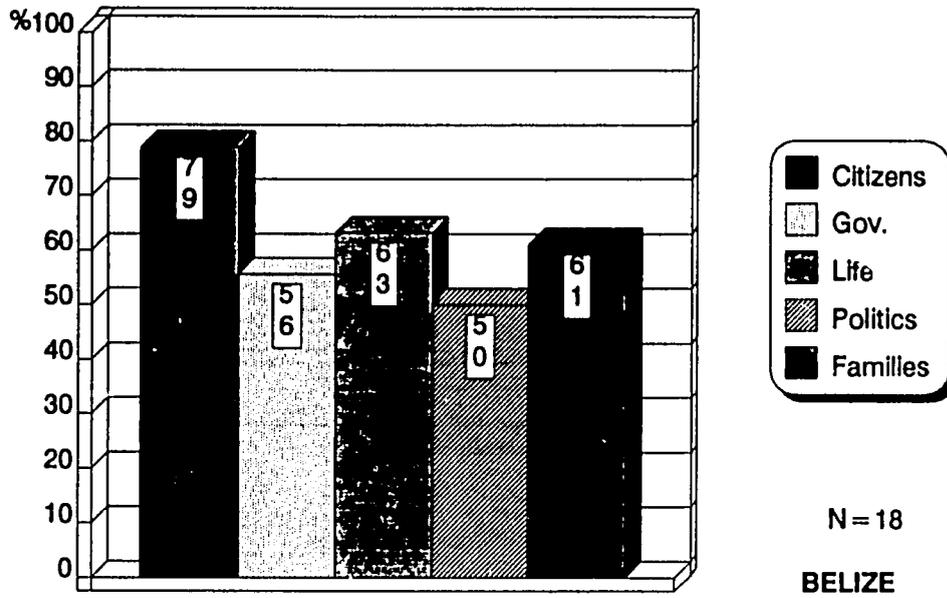


Figure 63.AP

EXIT: TRAINEES WHO INCREASED THEIR UNDERSTANDING OF U.S. LIFE

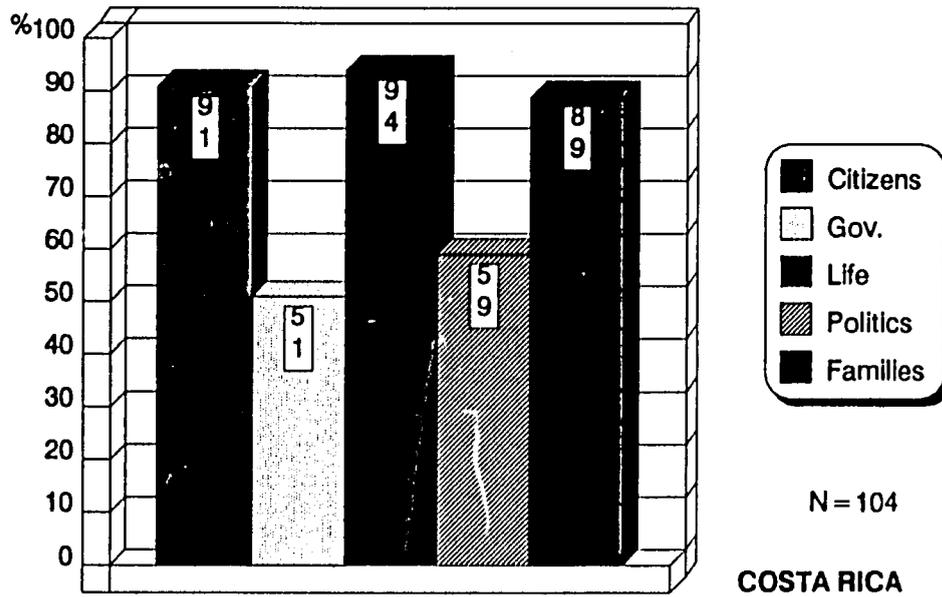


Figure 64.AP

EXIT: TRAINEES WHO INCREASED THEIR UNDERSTANDING OF U.S. LIFE

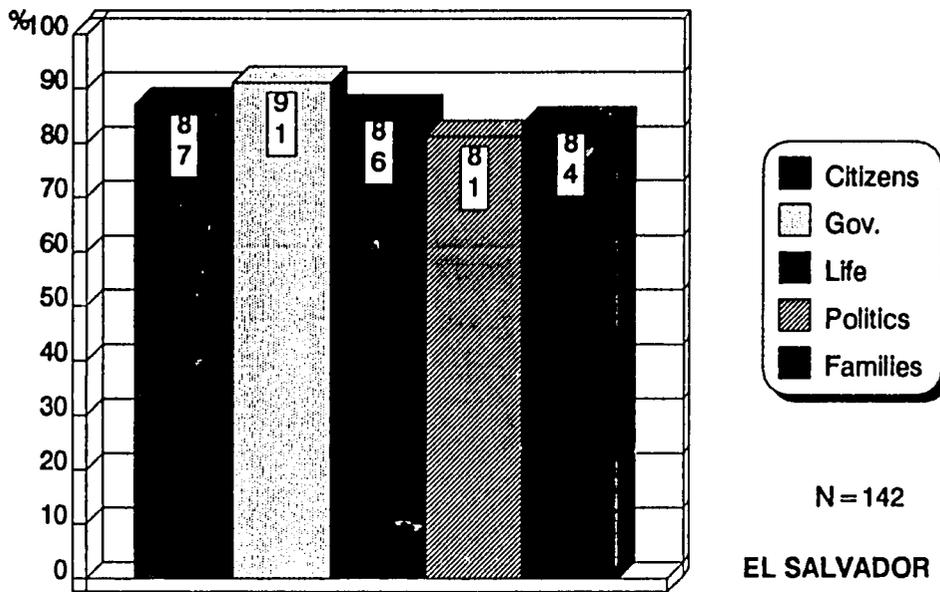


Figure 65.AP

EXIT: TRAINEES WHO INCREASED THEIR UNDERSTANDING OF U.S. LIFE

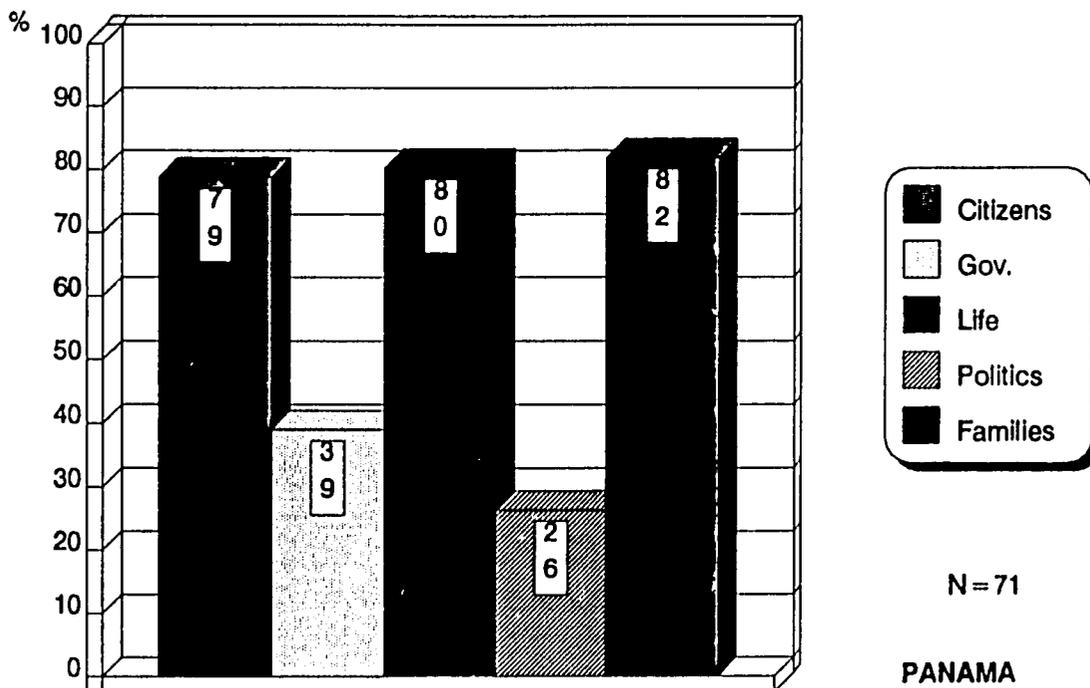


Figure 66.AP

EXIT: TRAINEES WHO INCREASED THEIR UNDERSTANDING OF U.S. LIFE

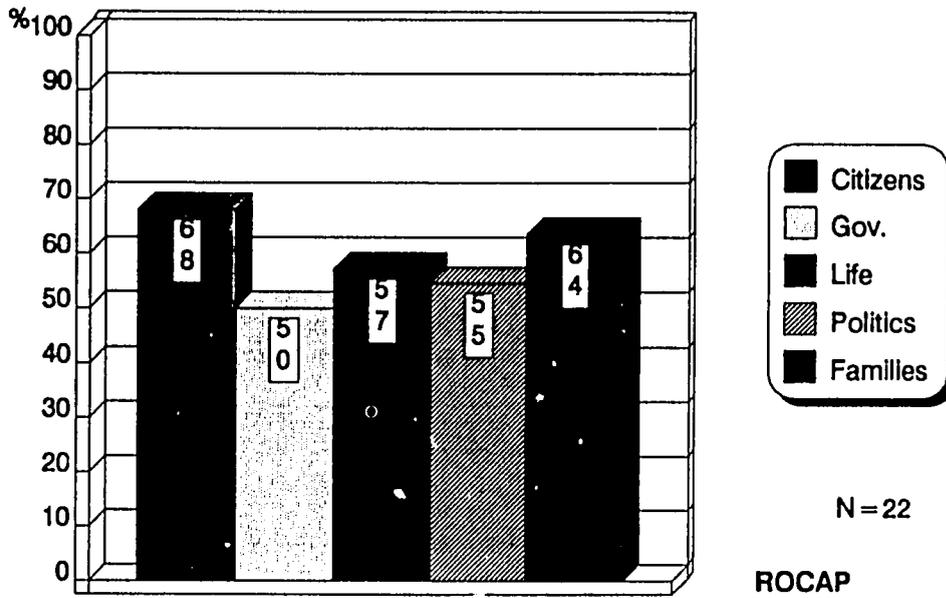


Figure 67.AP

EXIT: TRAINEES WHO INCREASED THEIR UNDERSTANDING OF U.S. LIFE

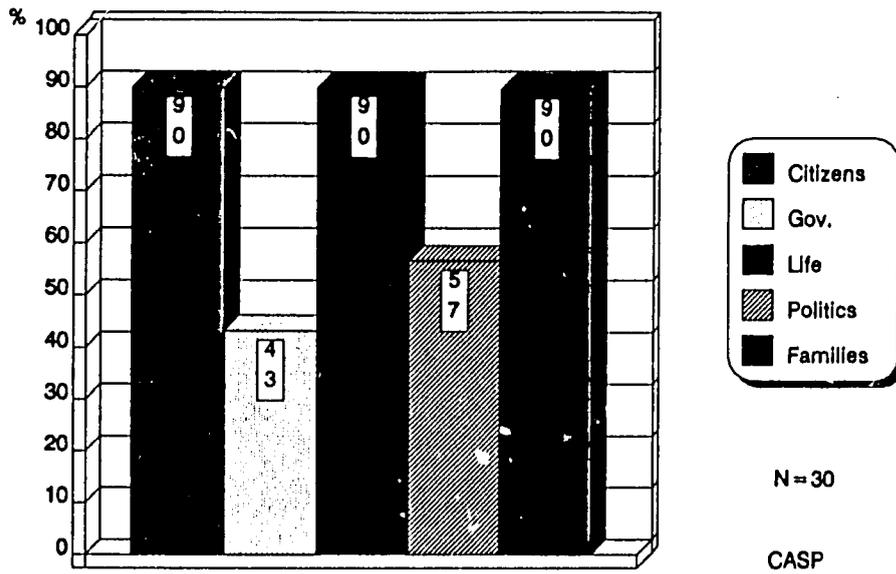


Figure 68.AP

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EXIT: HOW DO TRAINEES CHARACTERIZE THE U.S. AS A COUNTRY?

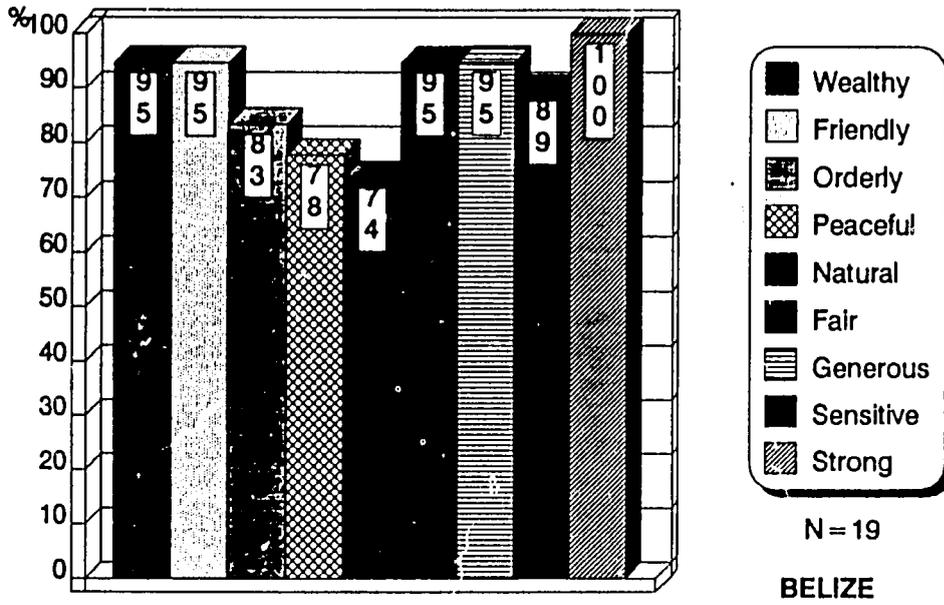


Figure 69.AP

EXIT: HOW DO TRAINEES CHARACTERIZE THE U.S. AS A COUNTRY?

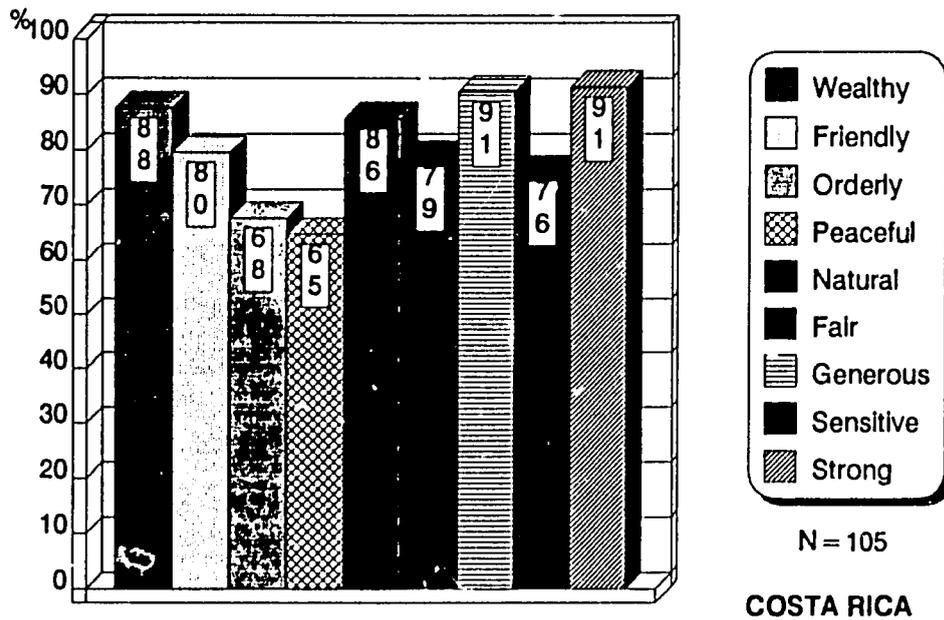


Figure 70.AP

EXIT: HOW DO TRAINEES CHARACTERIZE THE U.S. AS A COUNTRY?

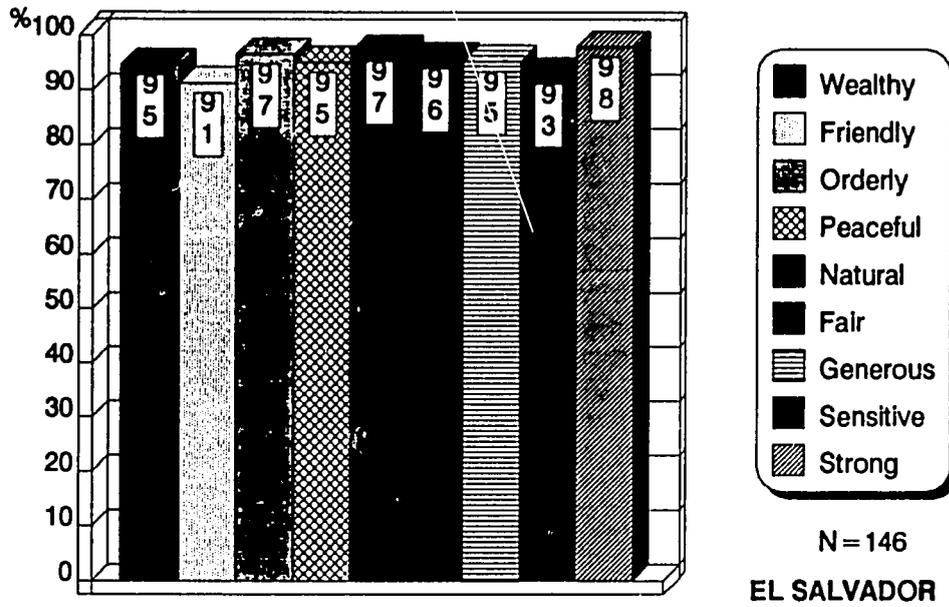


Figure 71.AP

EXIT: HOW DO TRAINEES CHARACTERIZE THE U.S. AS A COUNTRY?

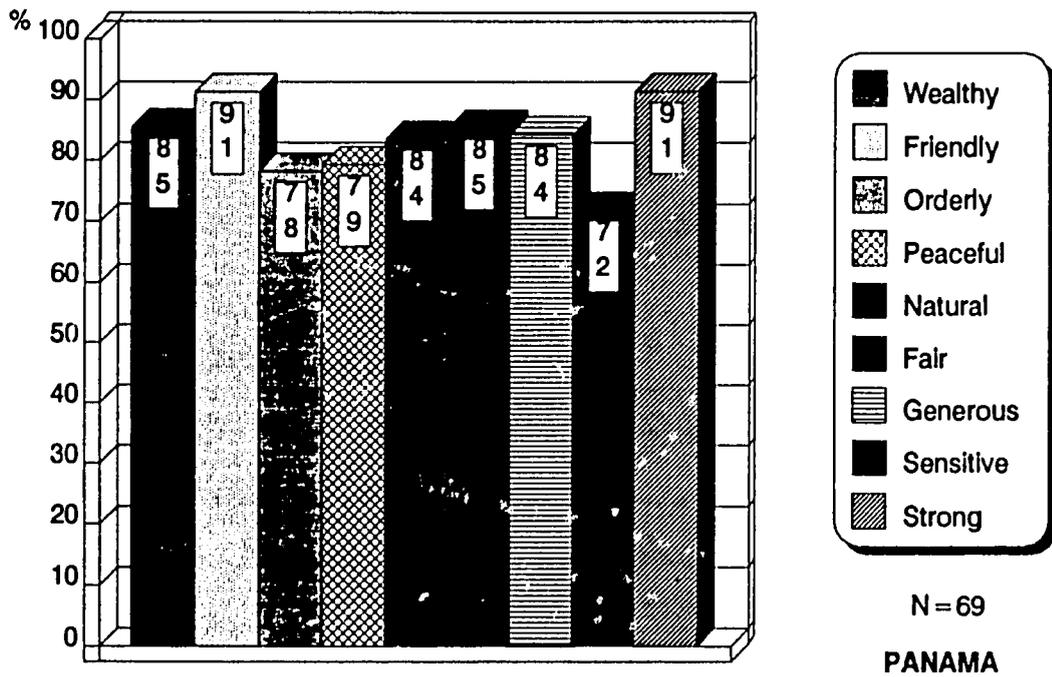


Figure 72.AP

EXIT: HOW DO TRAINEES CHARACTERIZE THE U.S. AS A COUNTRY?

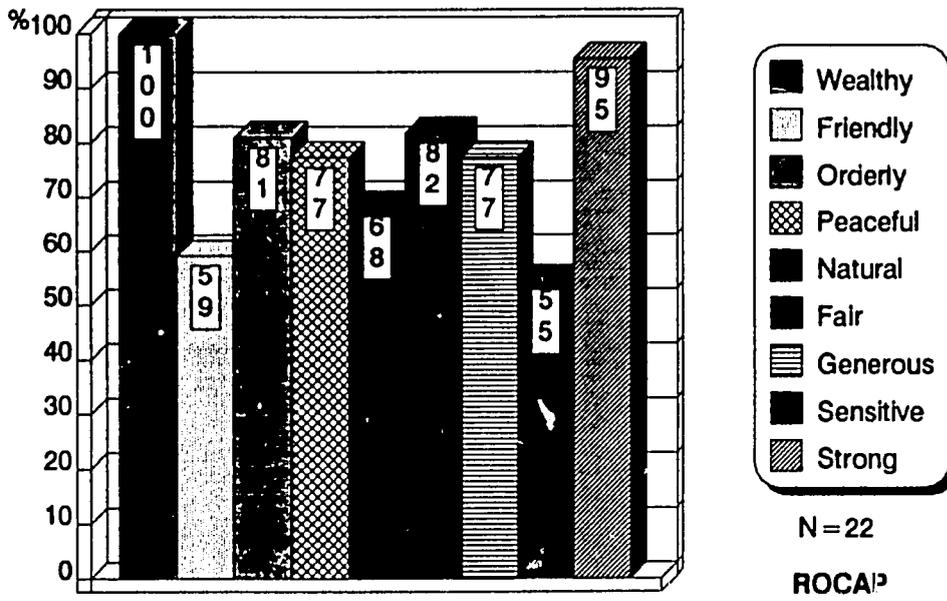


Figure 73.AP

EXIT: HOW DO TRAINEES CHARACTERIZE THE U.S. AS A COUNTRY?

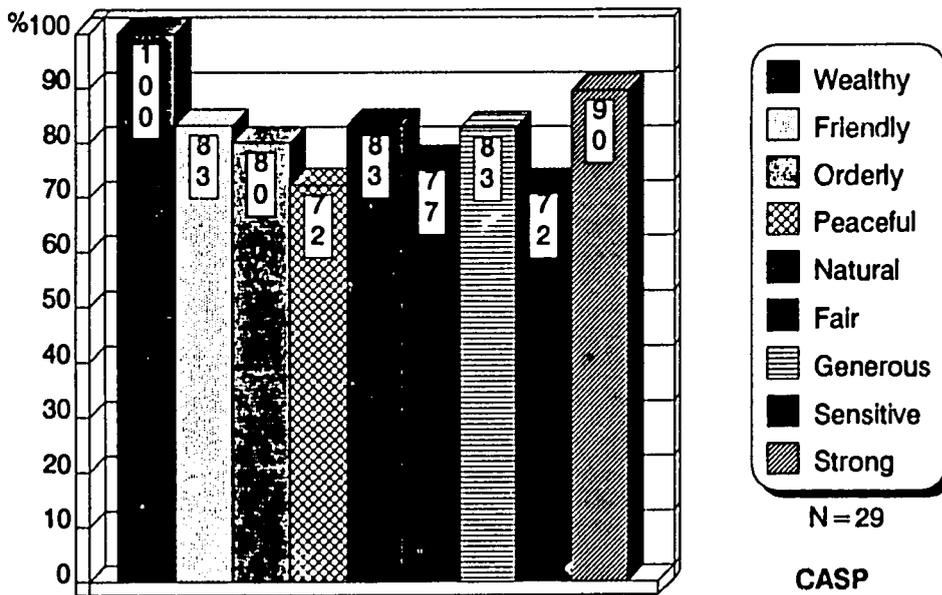


Figure 74.AP

RETURNEE: HOW DO TRAINEES CHARACTERIZE THE U.S. AS A COUNTRY?

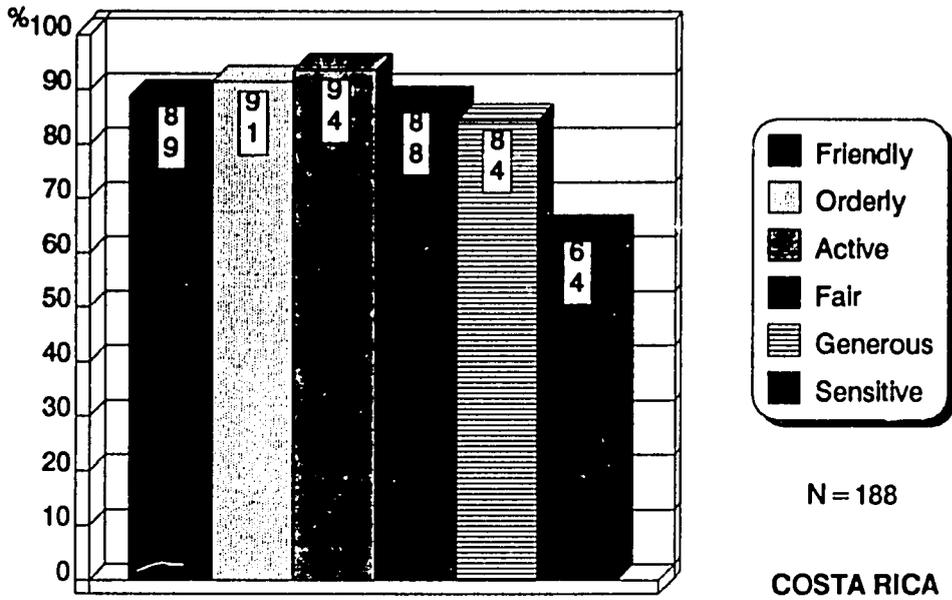


Figure 75.AP

RETURNEE: HOW DO TRAINEES CHARACTERIZE THE U.S. AS A COUNTRY?

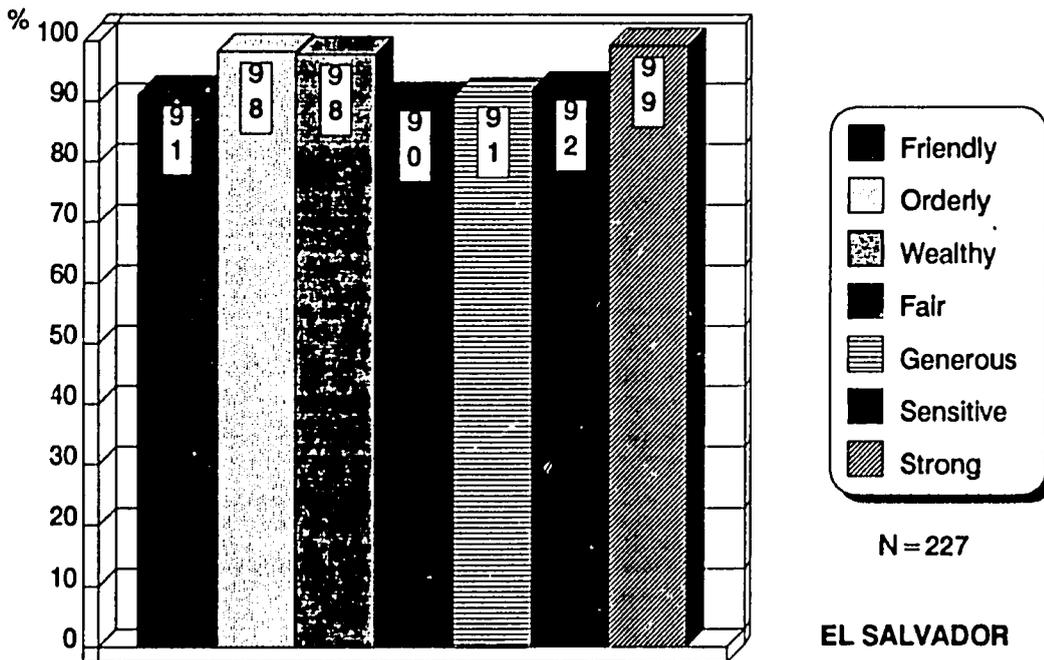


Figure 76.AP

EXIT: USEFULNESS OF PRE-DEPARTURE PREPARATION

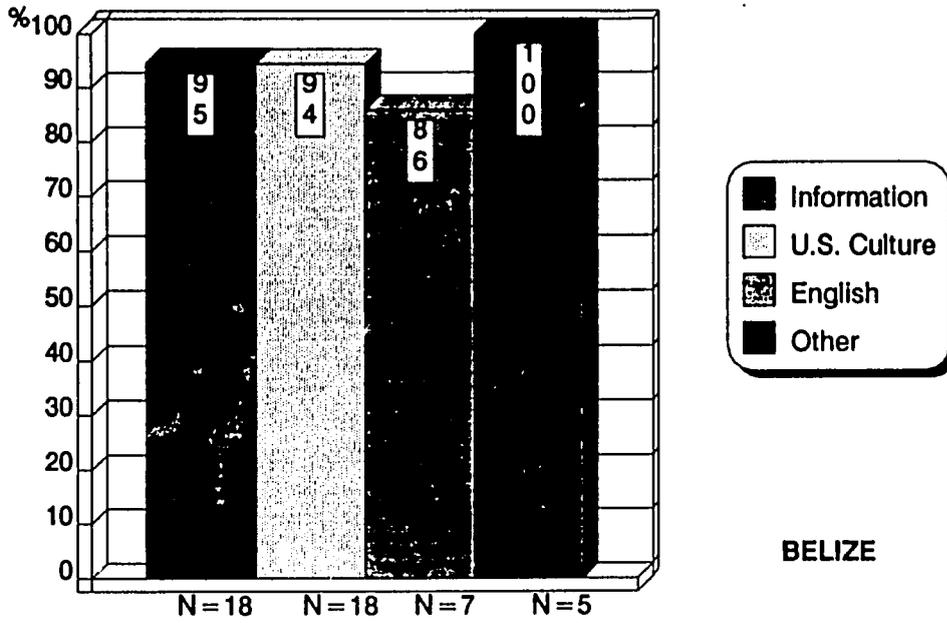


Figure 77.AP

EXIT: USEFULNESS OF PRE-DEPARTURE PREPARATION

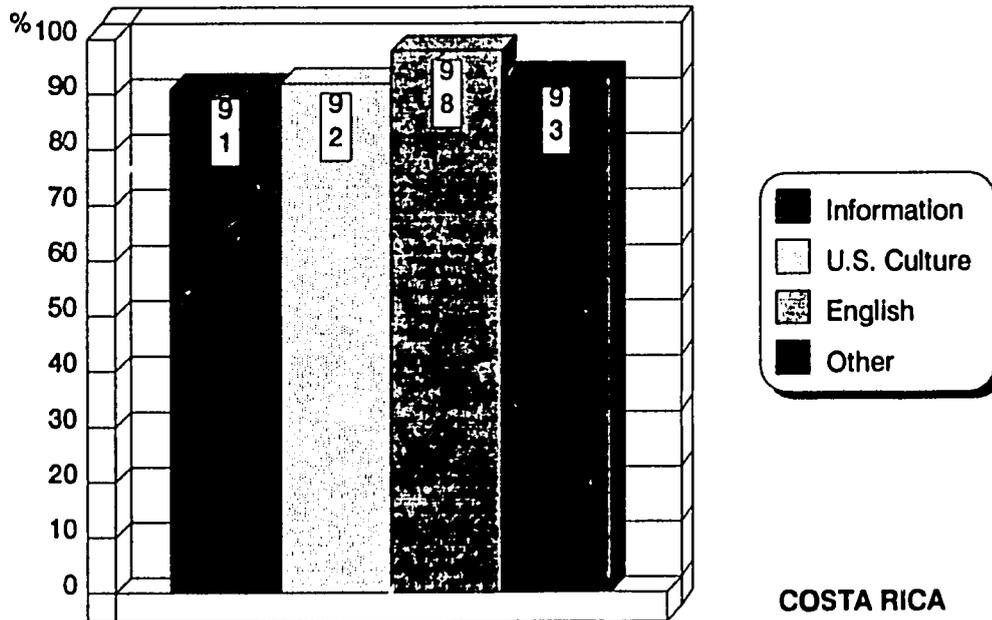


Figure 78.AP

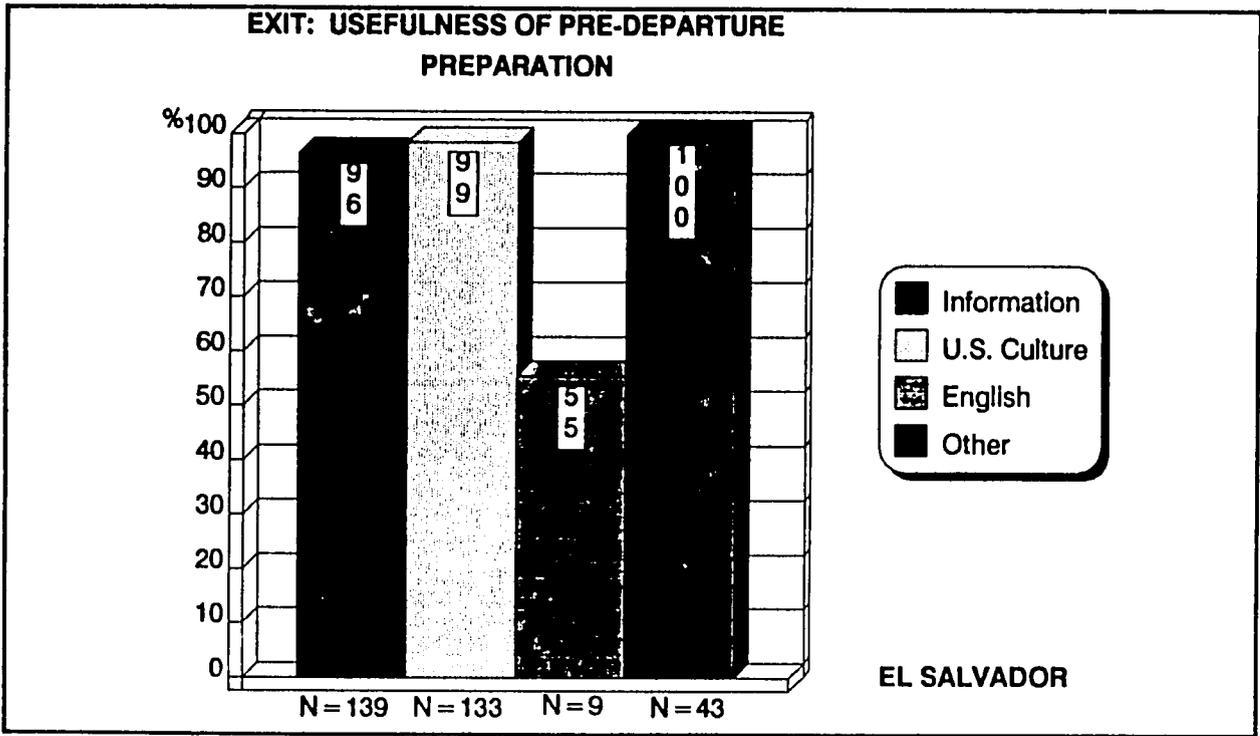


Figure 79.AP

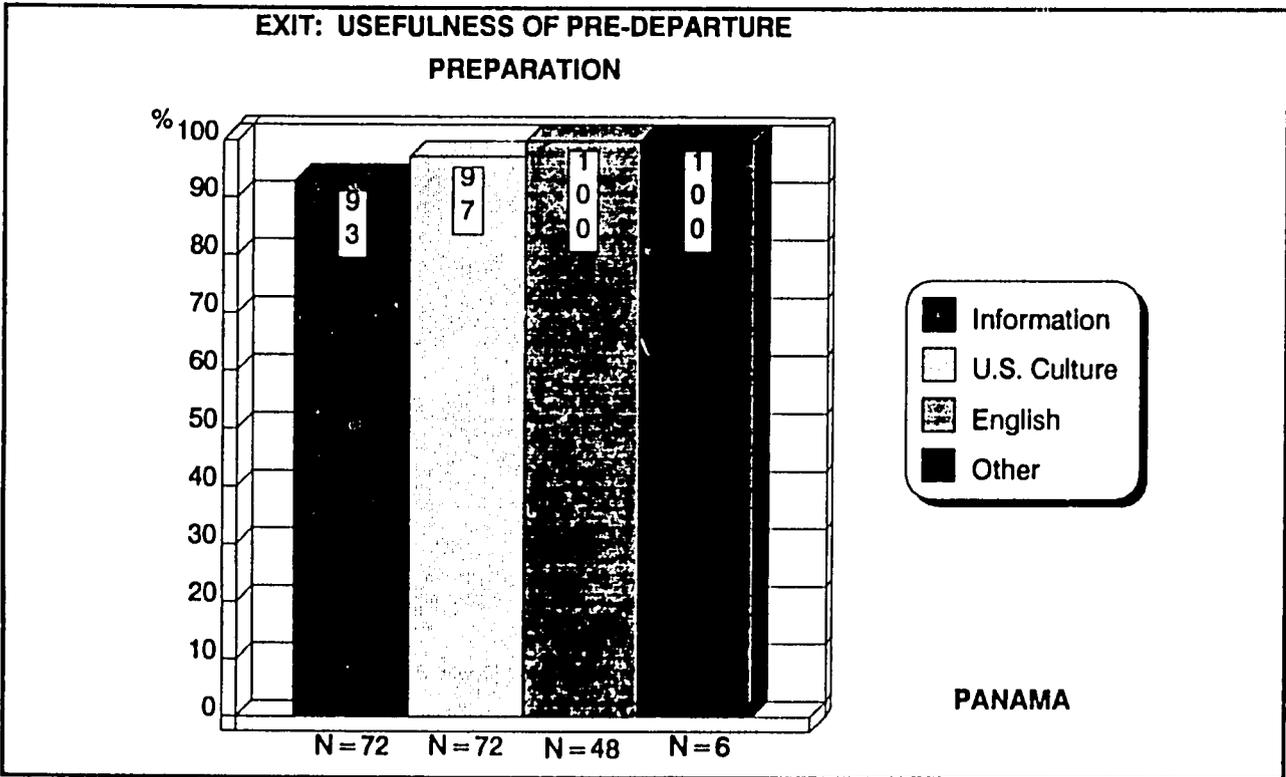


Figure 80.AP

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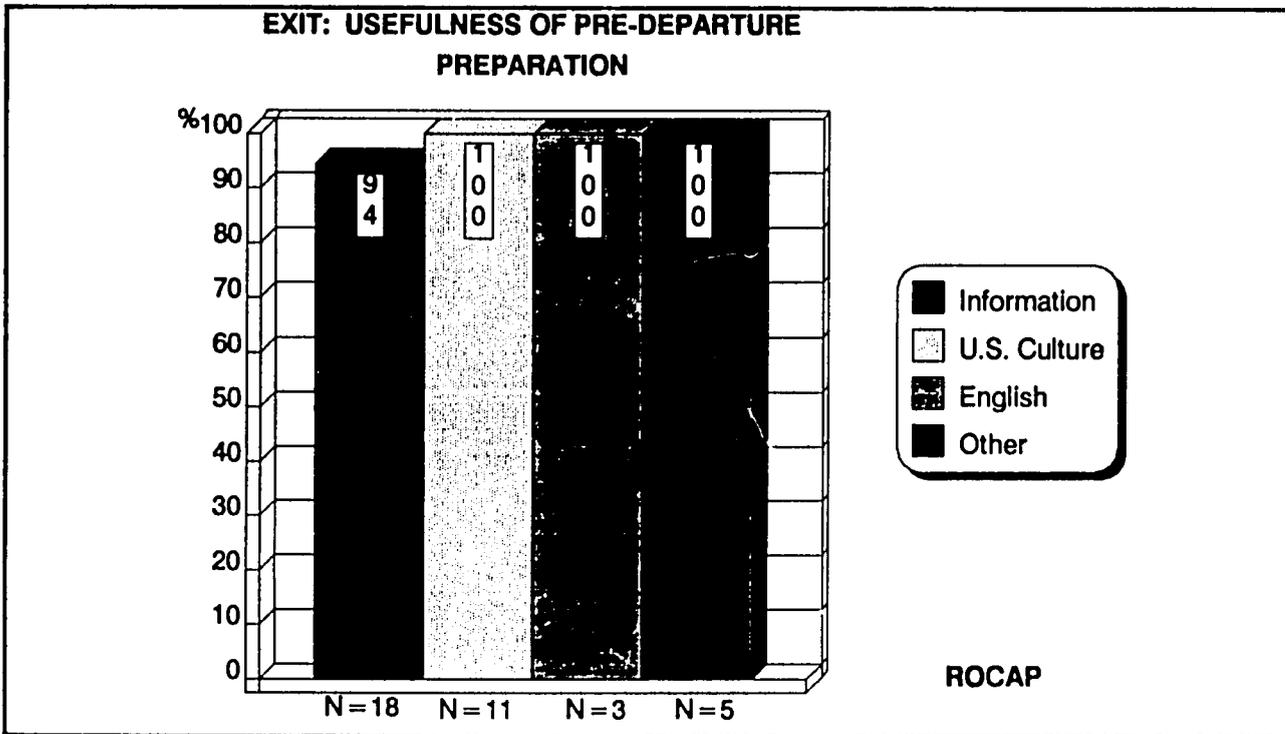


Figure 81.AP

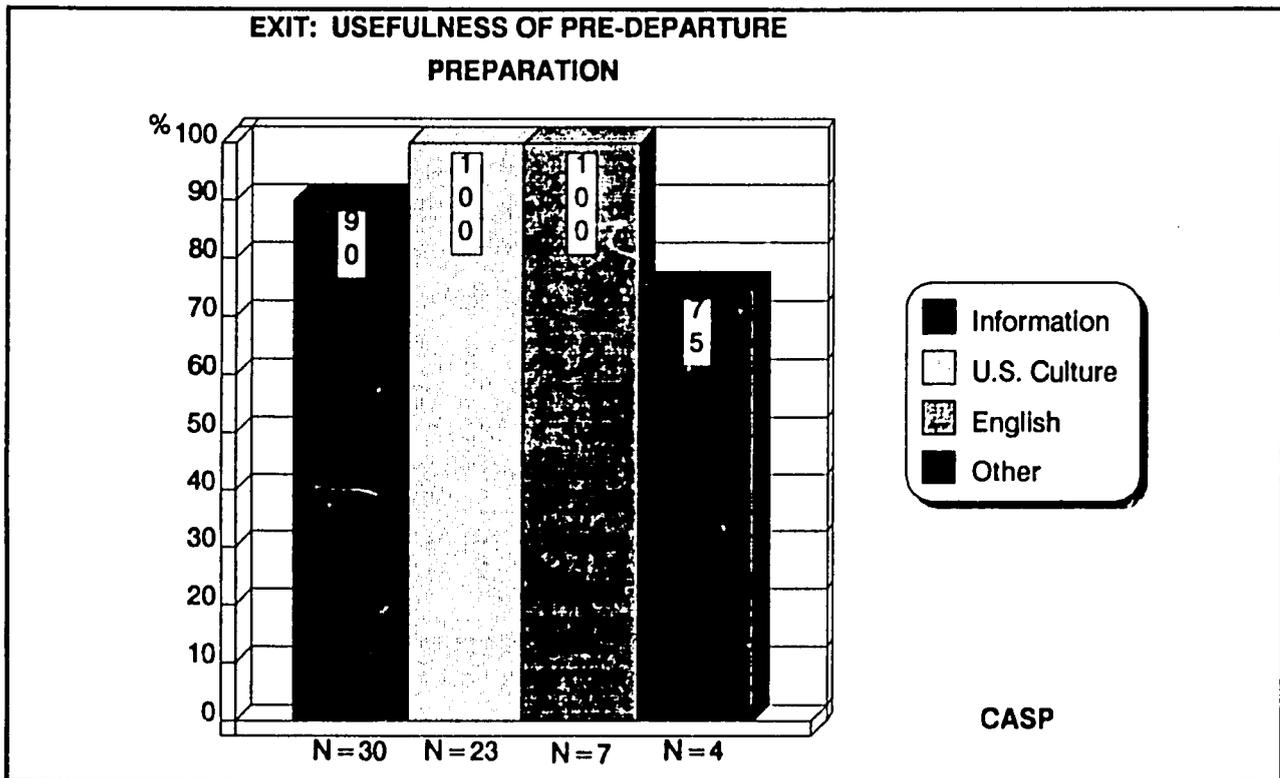


Figure 82.AP

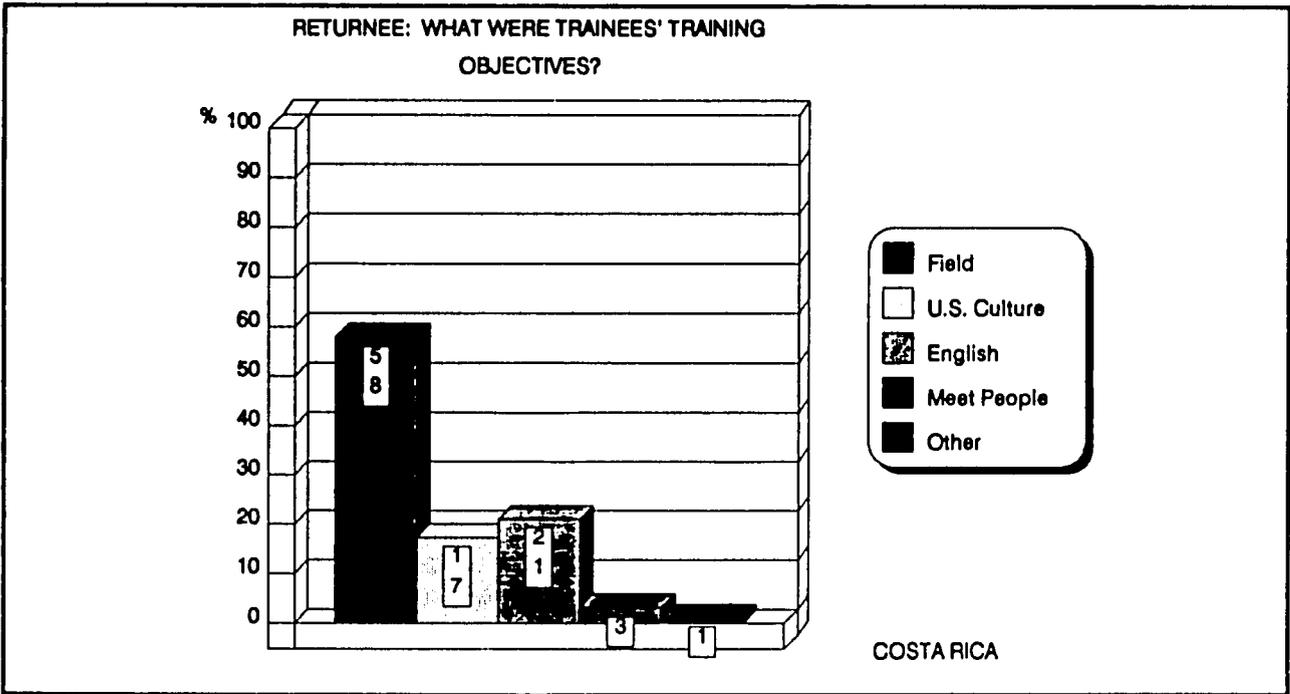


Figure 83.AP

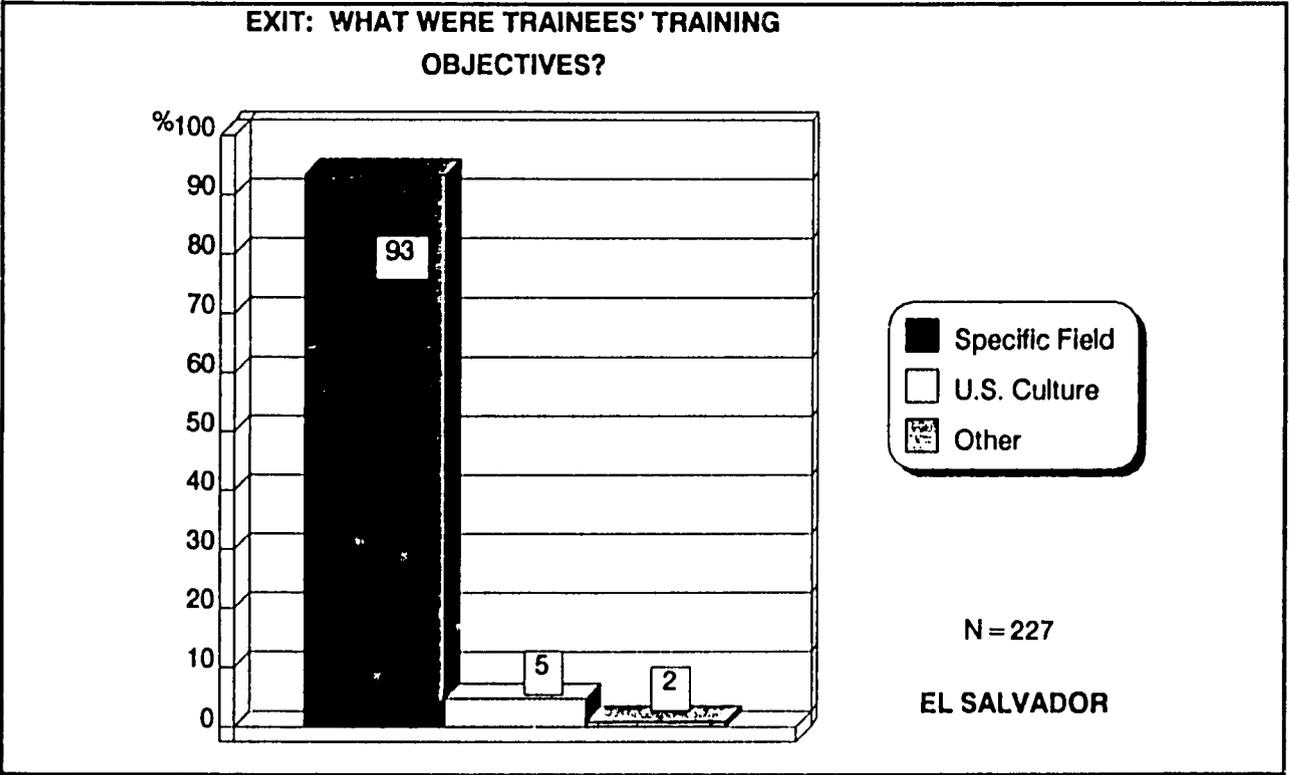


Figure 84.AP

**EXIT: EXTENT TO WHICH RESPONDENTS
REALIZED THEIR TRAINING EXPECTATIONS**

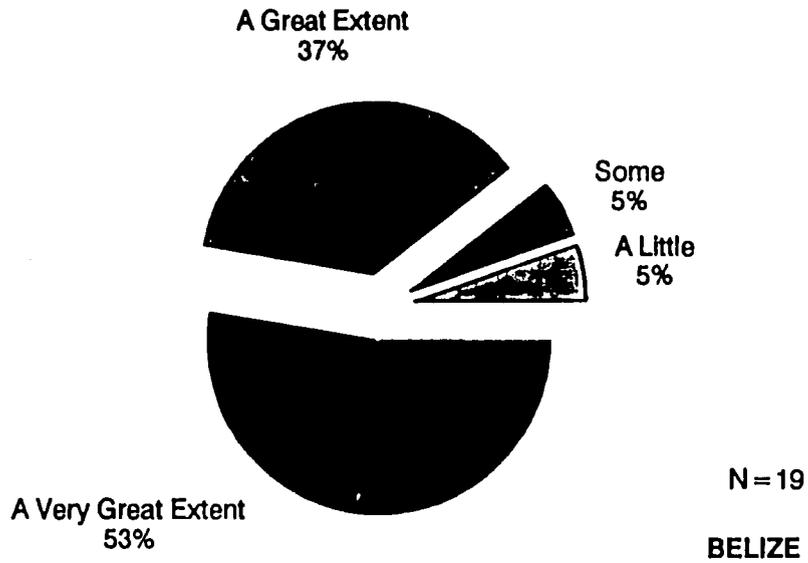


Figure 85.AP

**EXIT: EXTENT TO WHICH RESPONDENTS
REALIZED THEIR TRAINING EXPECTATIONS**

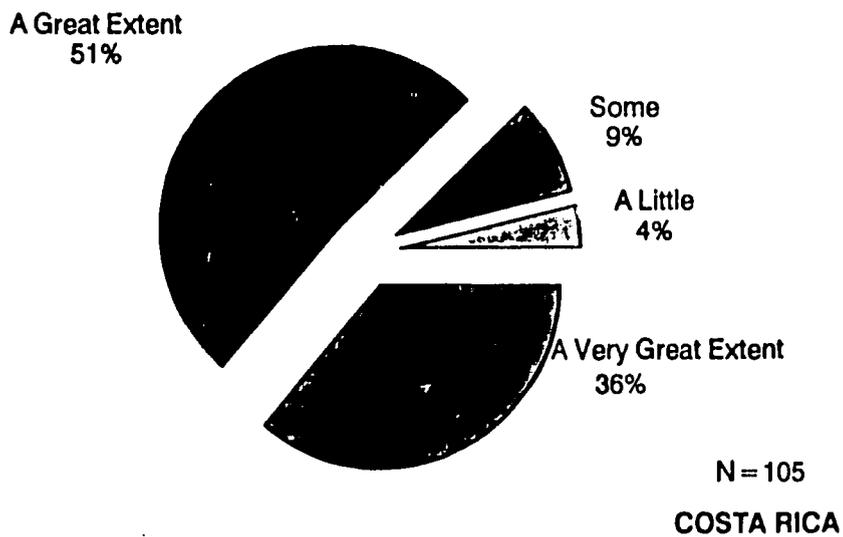


Figure 86.AP

**EXIT: EXTENT TO WHICH RESPONDENTS
REALIZED THEIR TRAINING EXPECTATIONS**

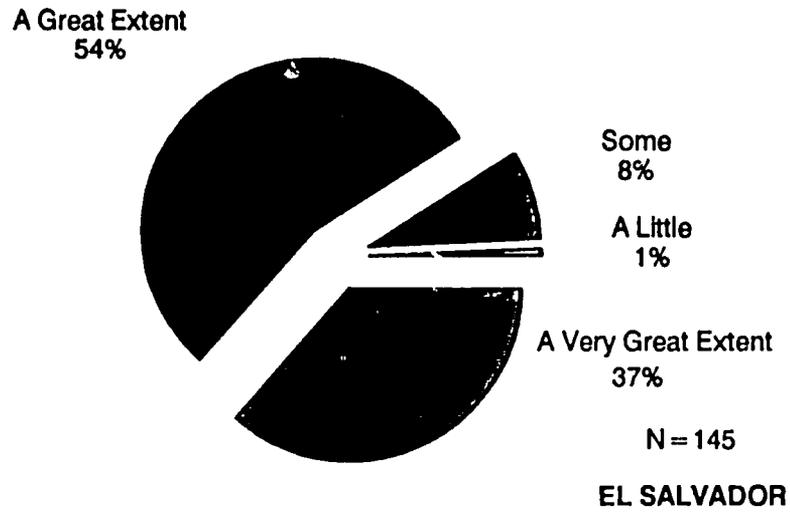


Figure 87.AP

**EXIT: EXTENT TO WHICH RESPONDENTS
REALIZED THEIR TRAINING EXPECTATIONS**

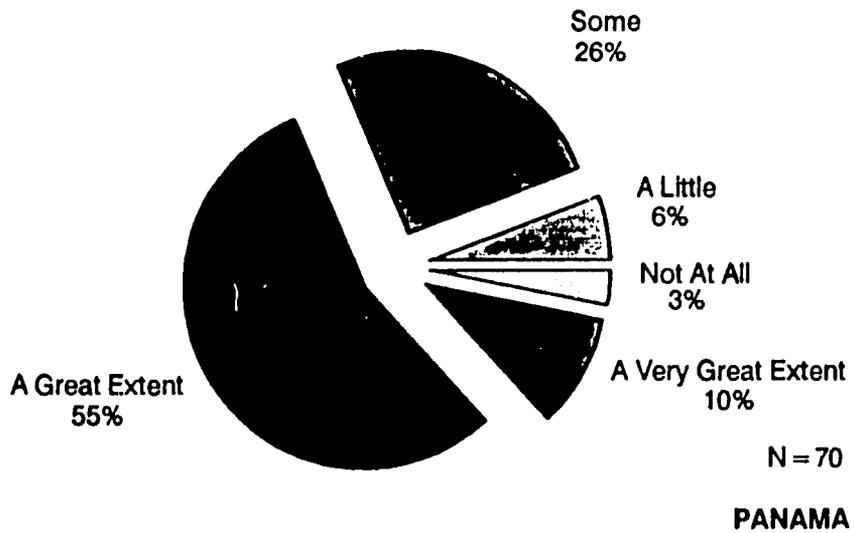


Figure 88.AP

**EXIT: EXTENT TO WHICH RESPONDENTS
REALIZED THEIR TRAINING EXPECTATIONS**

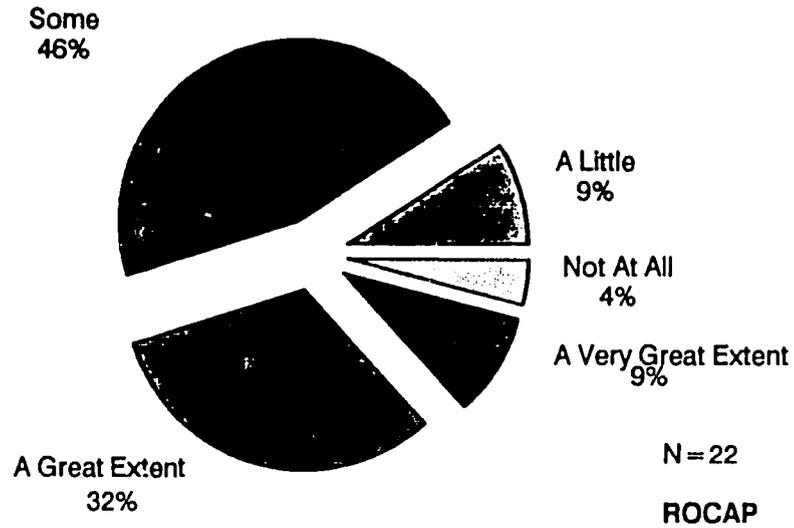


Figure 89.AP

**EXIT: EXTENT TO WHICH RESPONDENTS
REALIZED THEIR TRAINING EXPECTATIONS**

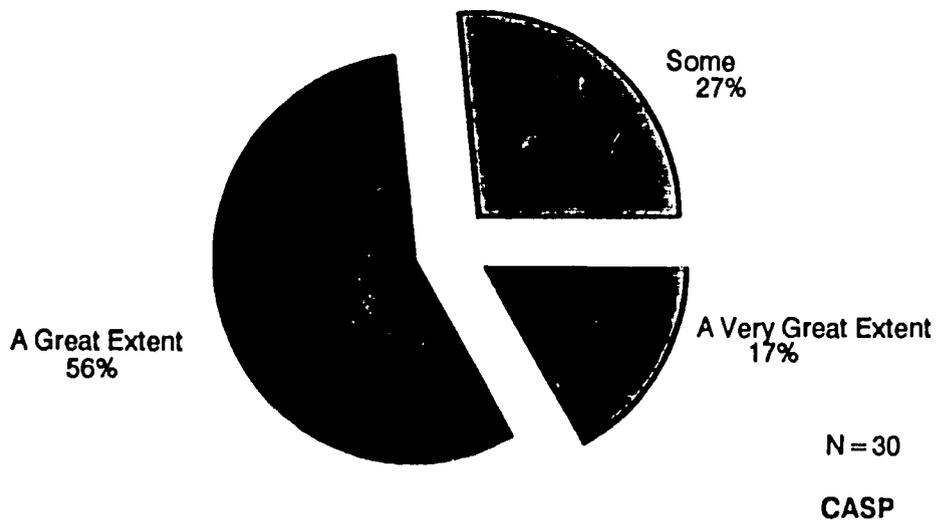


Figure 90.AP

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**EXIT: TO WHAT EXTENT WERE TRAINEES
SATISFIED WITH THE TRAINING?**

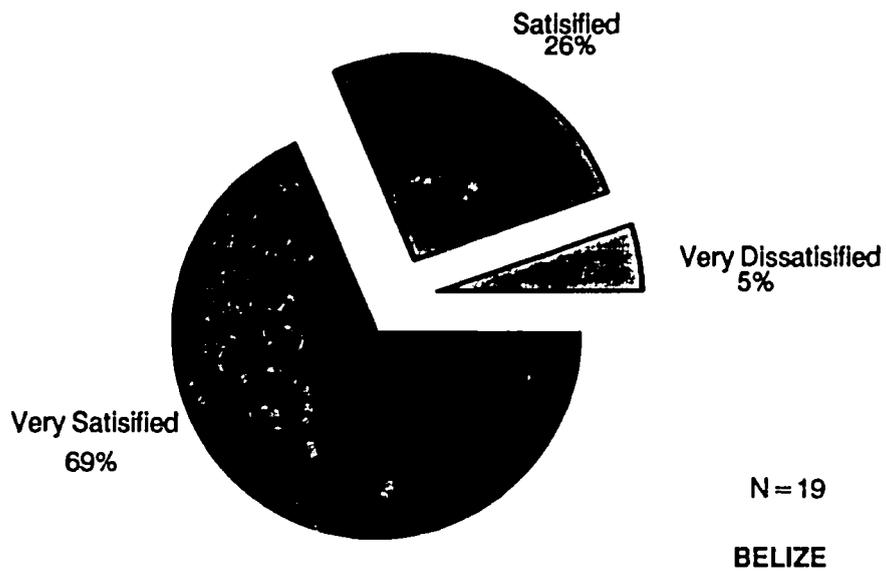


Figure 93.AP

**EXIT: TO WHAT EXTENT WERE TRAINEES
SATISFIED WITH THE TRAINING?**

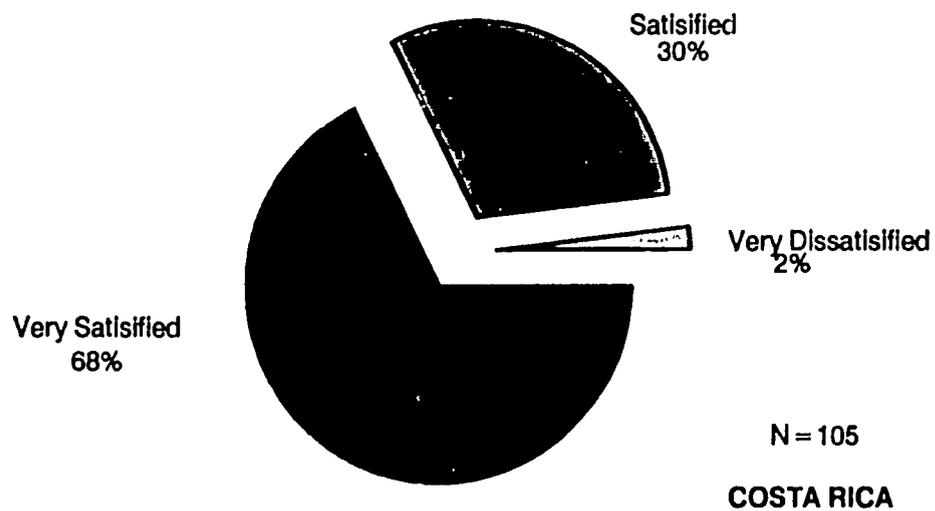


Figure 94.AP

221

**EXIT: TO WHAT EXTENT WERE TRAINEES
SATISFIED WITH THE TRAINING?**

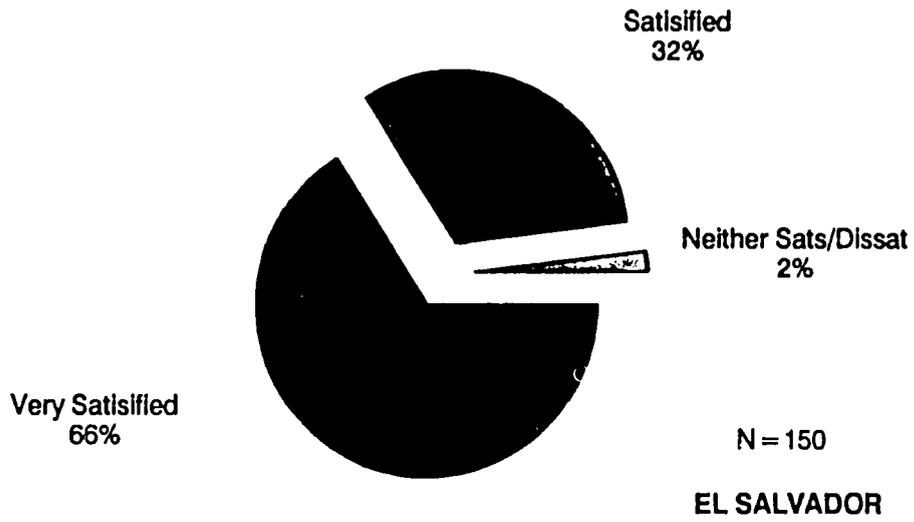


Figure 95.AP

**EXIT: TO WHAT EXTENT WERE TRAINEES
SATISFIED WITH THE TRAINING?**

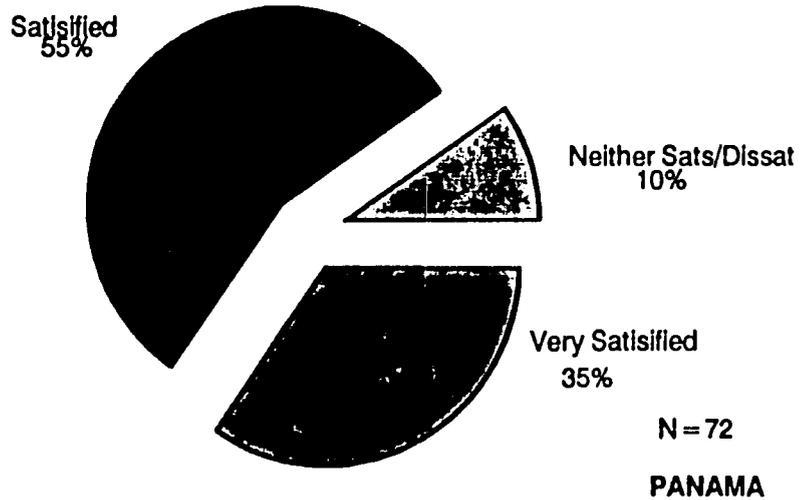


Figure 96.AP

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**EXIT: TO WHAT EXTENT WERE TRAINEES
SATISFIED WITH THE TRAINING?**

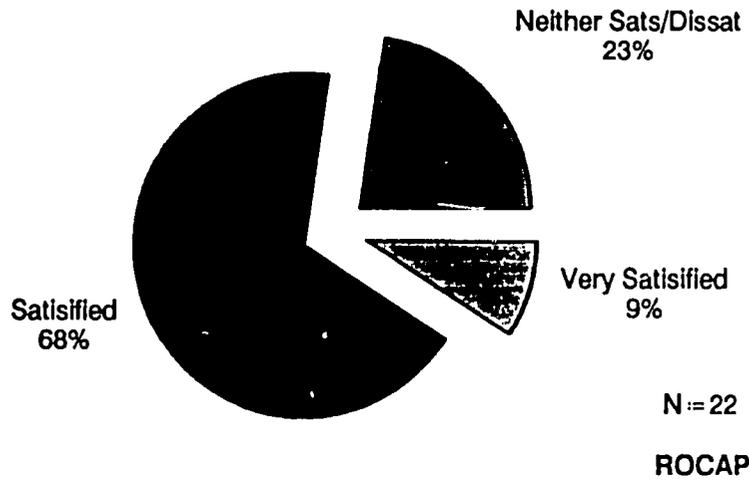


Figure 97.AP

**EXIT: TO WHAT EXTENT WERE TRAINEES
SATISFIED WITH THE TRAINING?**

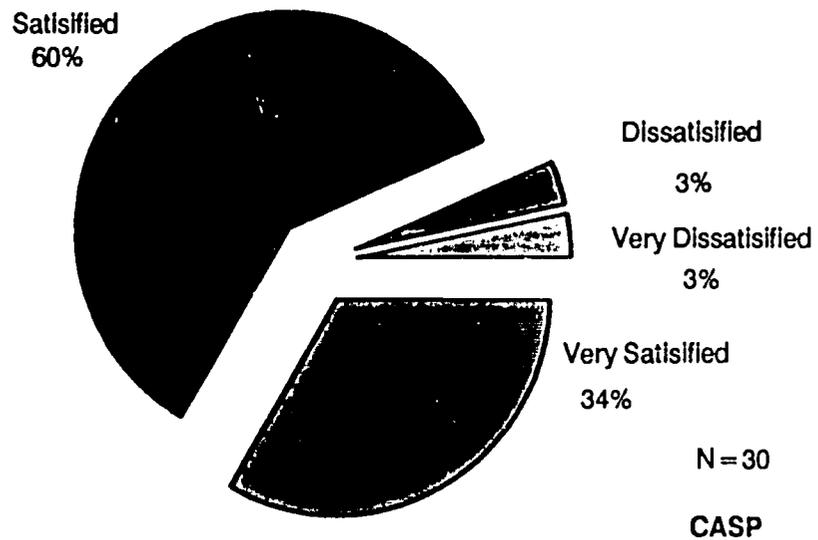


Figure 98.AP

**RETURNEE: TO WHAT EXTENT WERE TRAINEES
SATISFIED WITH THE TRAINING?**

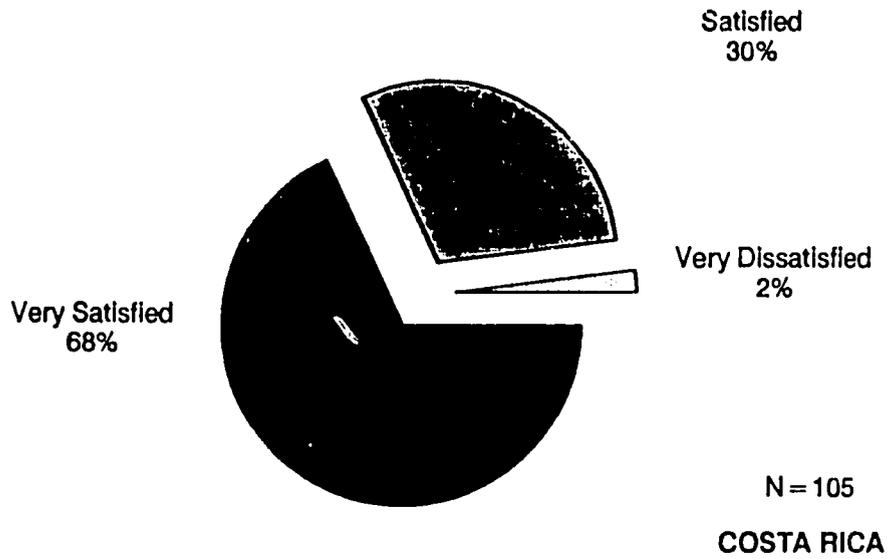


Figure 99.AP

**RETURNEE: TO WHAT EXTENT WERE TRAINEES
SATISFIED WITH THE TRAINING**

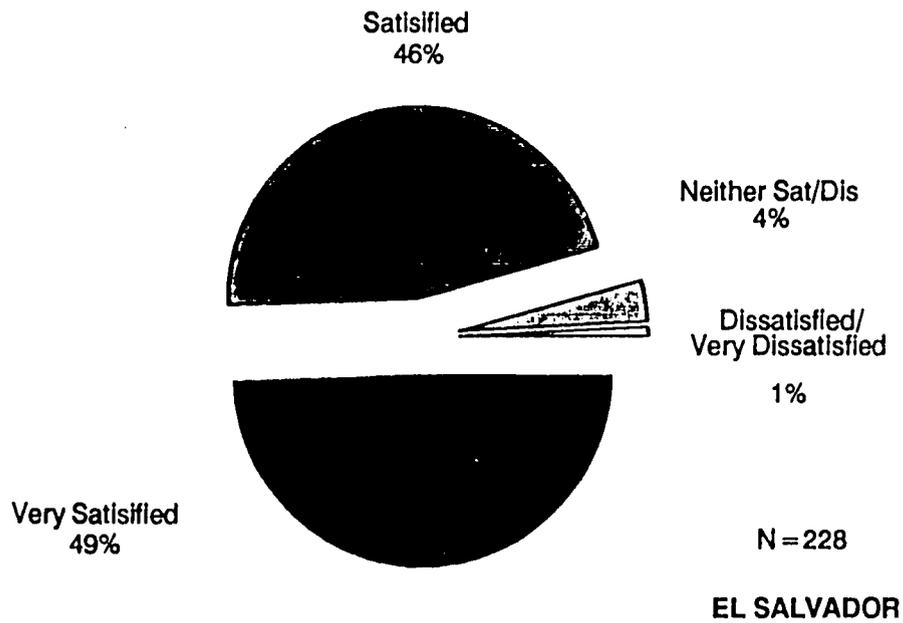


Figure 100.AP

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**EXIT: HOW DO TRAINEES RATE THE
QUALITY OF THE TRAINING?**

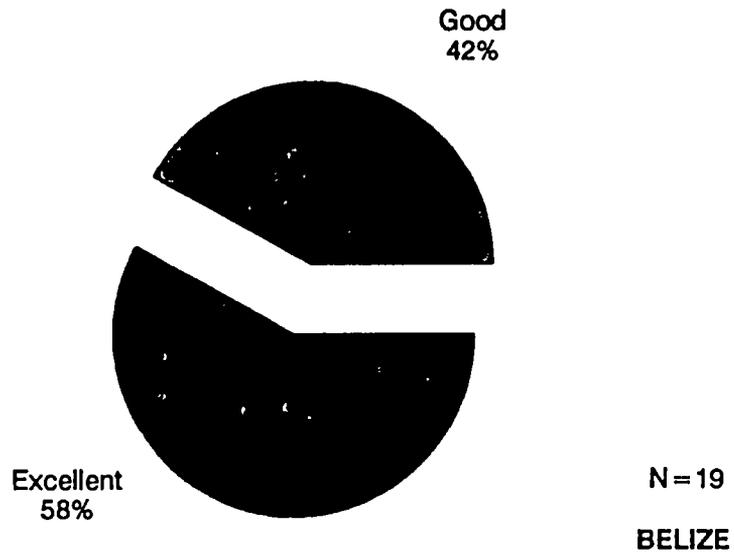


Figure 101.AP

**EXIT: HOW DO TRAINEES RATE THE
QUALITY OF THE TRAINING?**

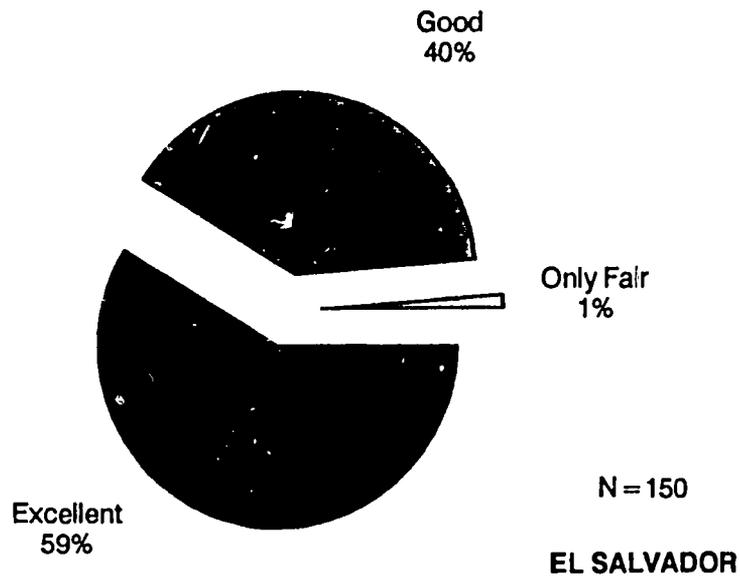


Figure 102.AP

**EXIT: HOW DO TRAINEES RATE THE
QUALITY OF THE TRAINING?**

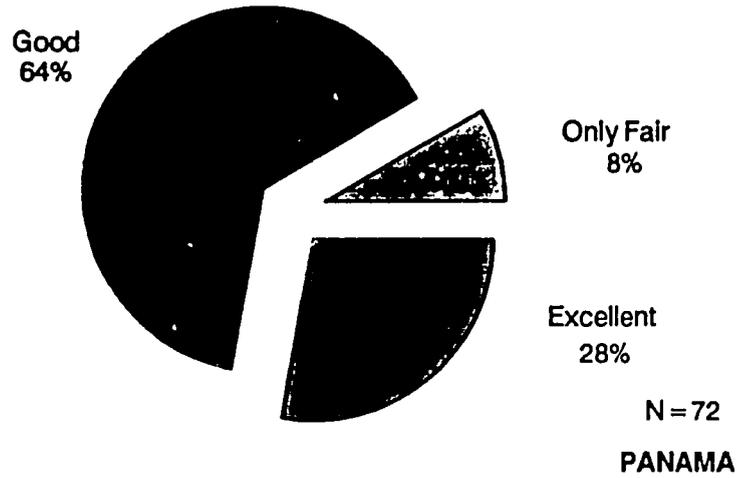


Figure 103.AP

**EXIT: HOW DO TRAINEES RATE THE
QUALITY OF THE TRAINING?**

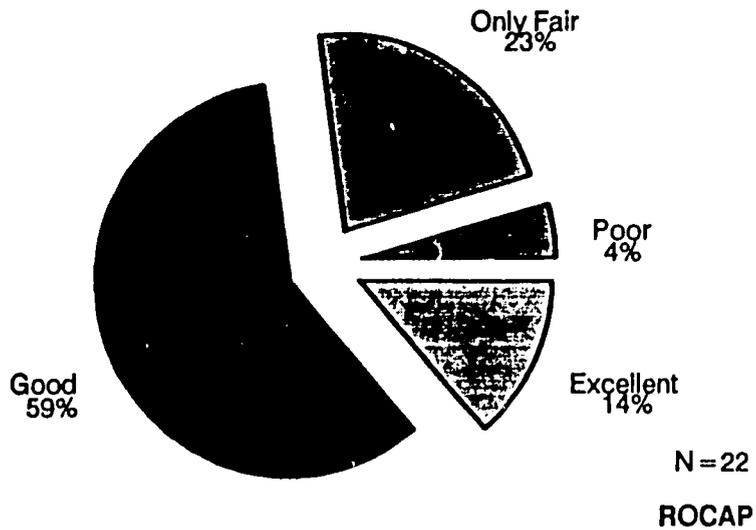


Figure 104.AP

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EXIT: HOW DO TRAINEES RATE THE QUALITY OF THE TRAINING?

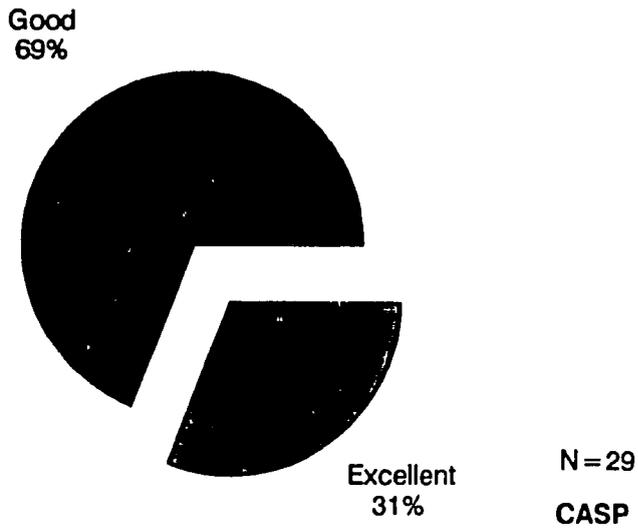


Figure 105.AP

RETURNEE: HOW DO TRAINEES RATE THE OVERALL QUALITY OF THE TRAINING?

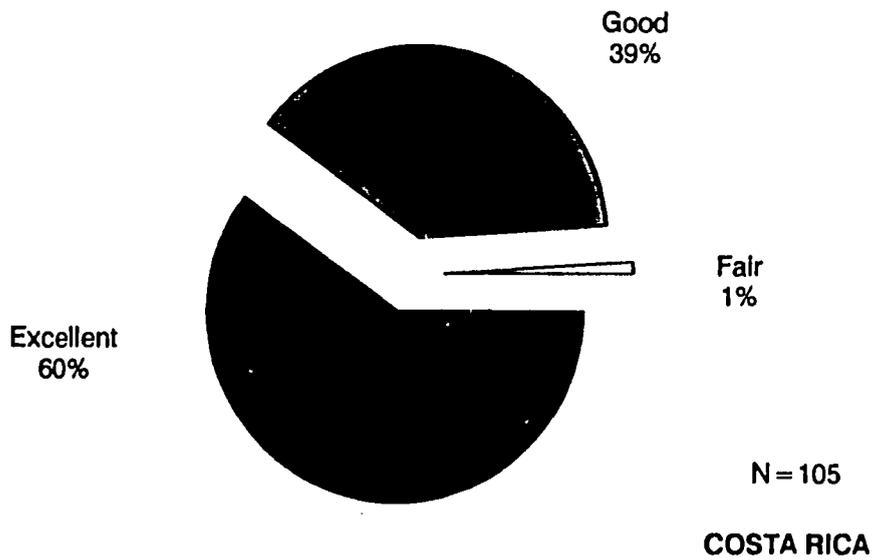


Figure 106.AP

DID RETURNEES RECEIVE ANY FOLLOW-UP?

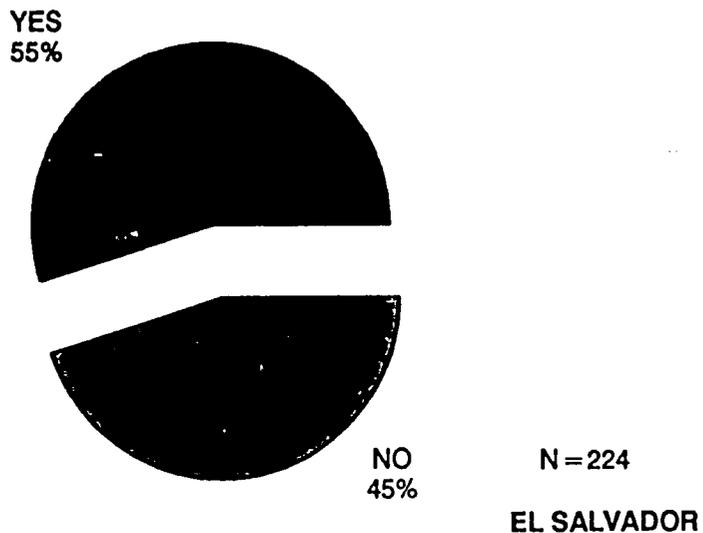


Figure 109.AP

RETURNEE: PROVIDERS OF FOLLOW-UP TO TRAINEES

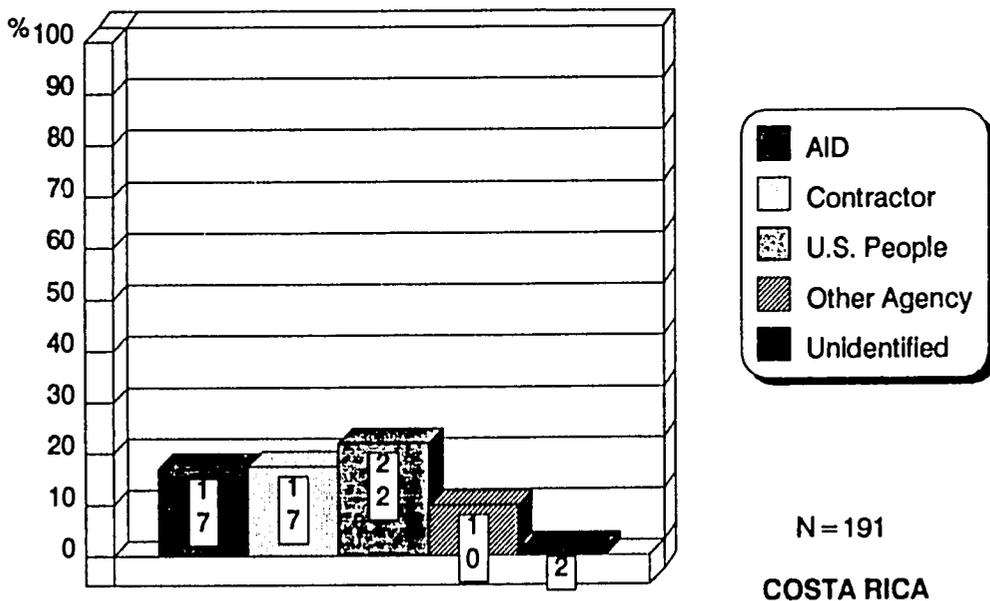


Figure 110.AP

DID RETURNEES RECEIVE ANY FOLLOW-UP?

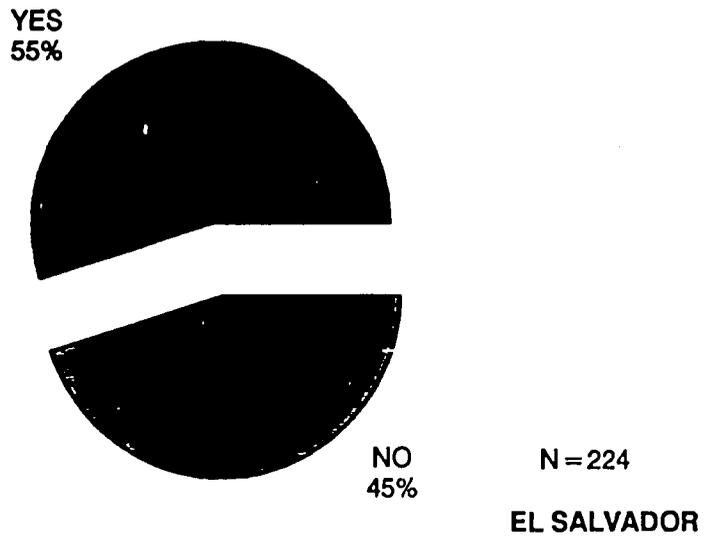


Figure 109.AP

RETURNEE: PROVIDERS OF FOLLOW-UP TO TRAINEES

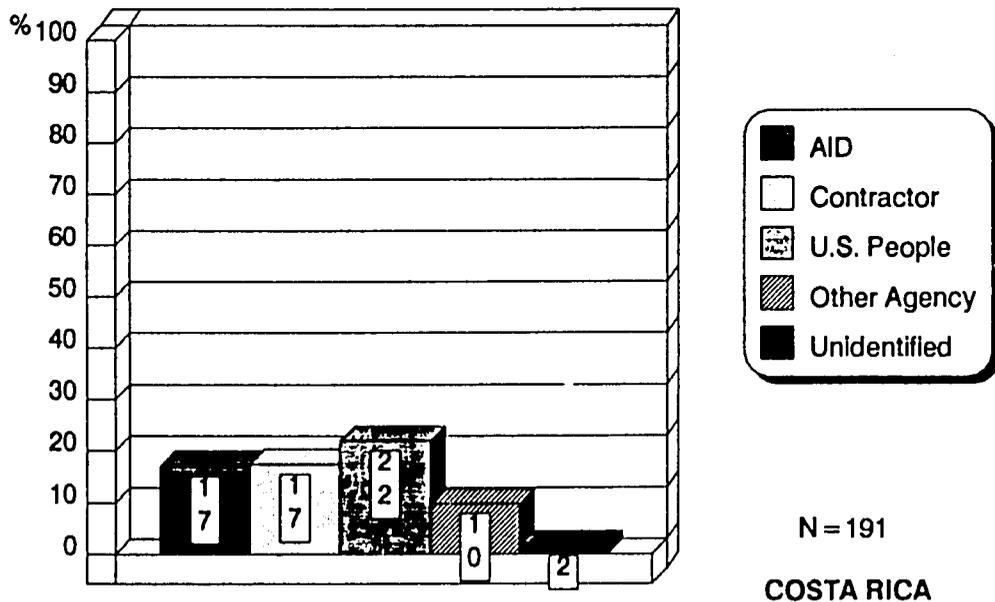


Figure 110.AP

RETURNEE: PROVIDERS OF FOLLOW-UP TO TRAINEES

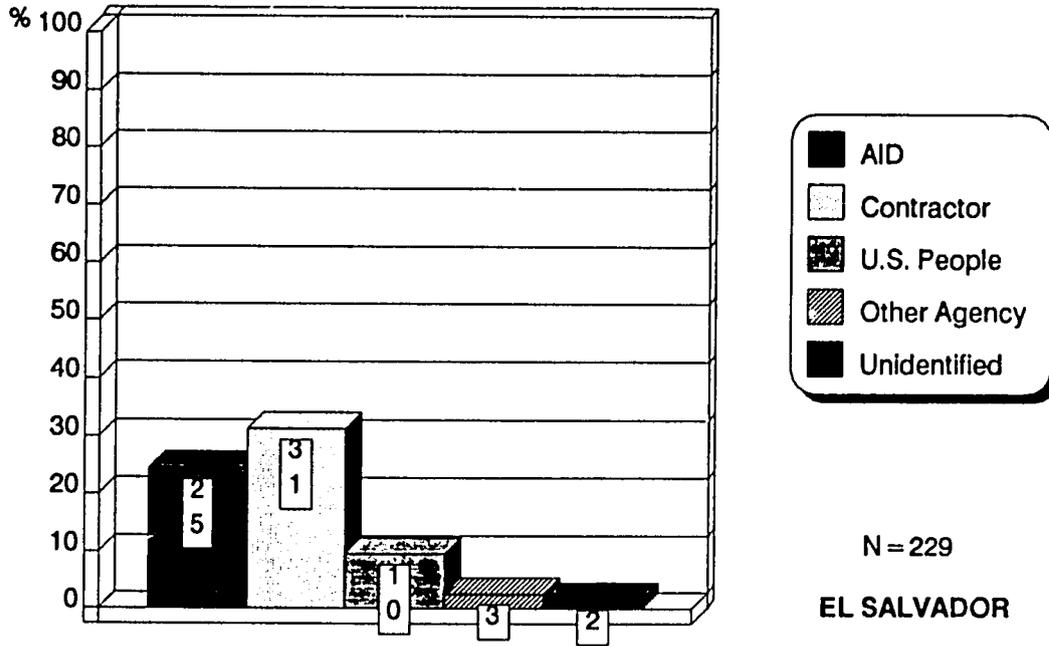


Figure 111.AP

RETURNEE: HOW USEFUL WAS THE FOLLOW-UP PROVIDED?

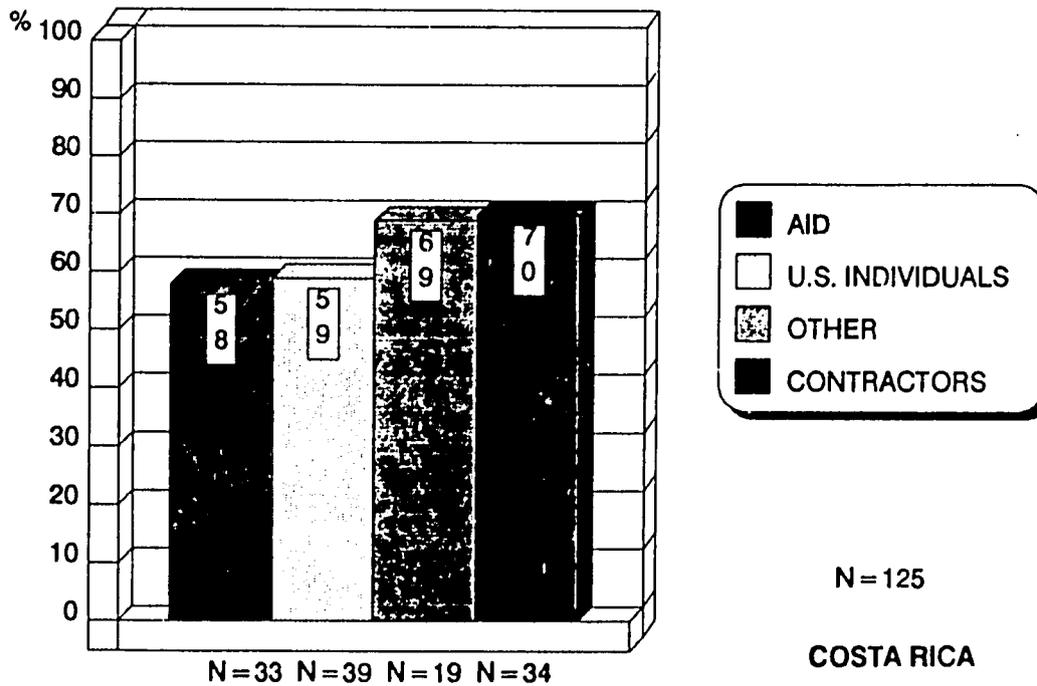


Figure 112.AP

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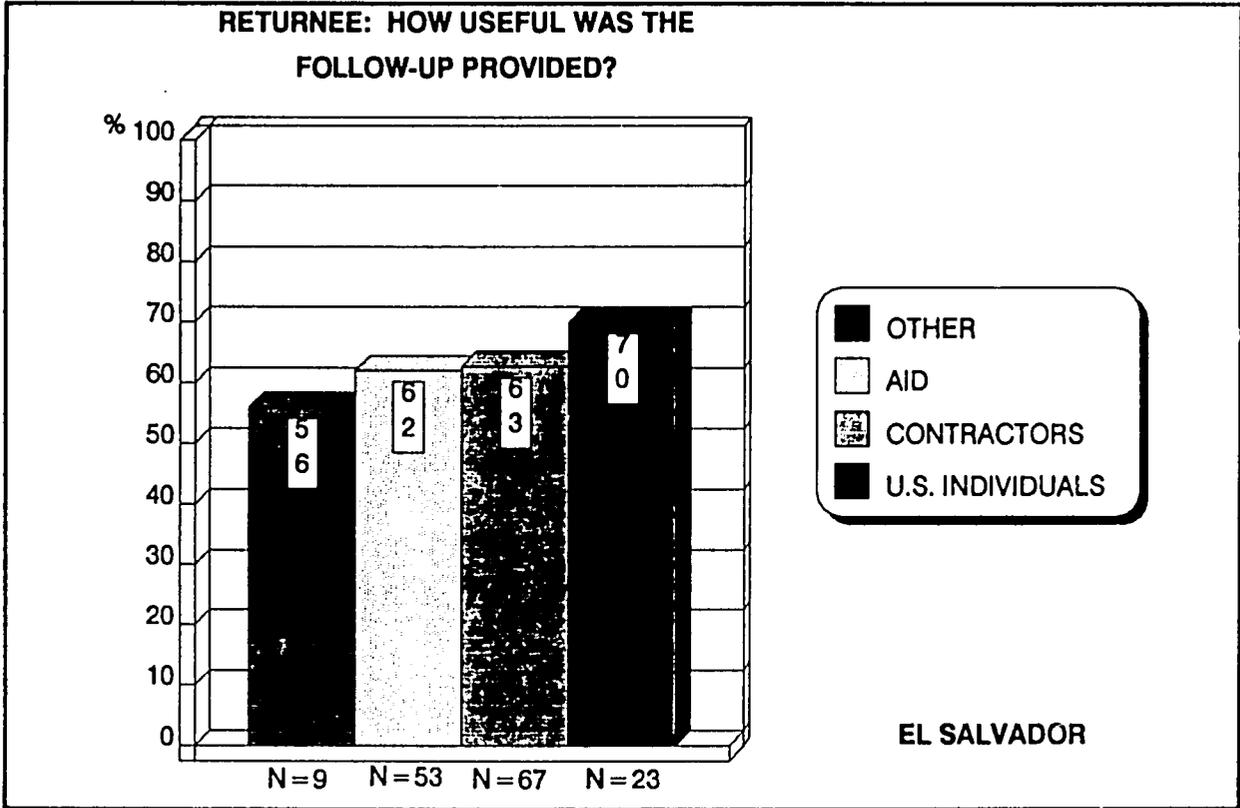


Figure 113.AP

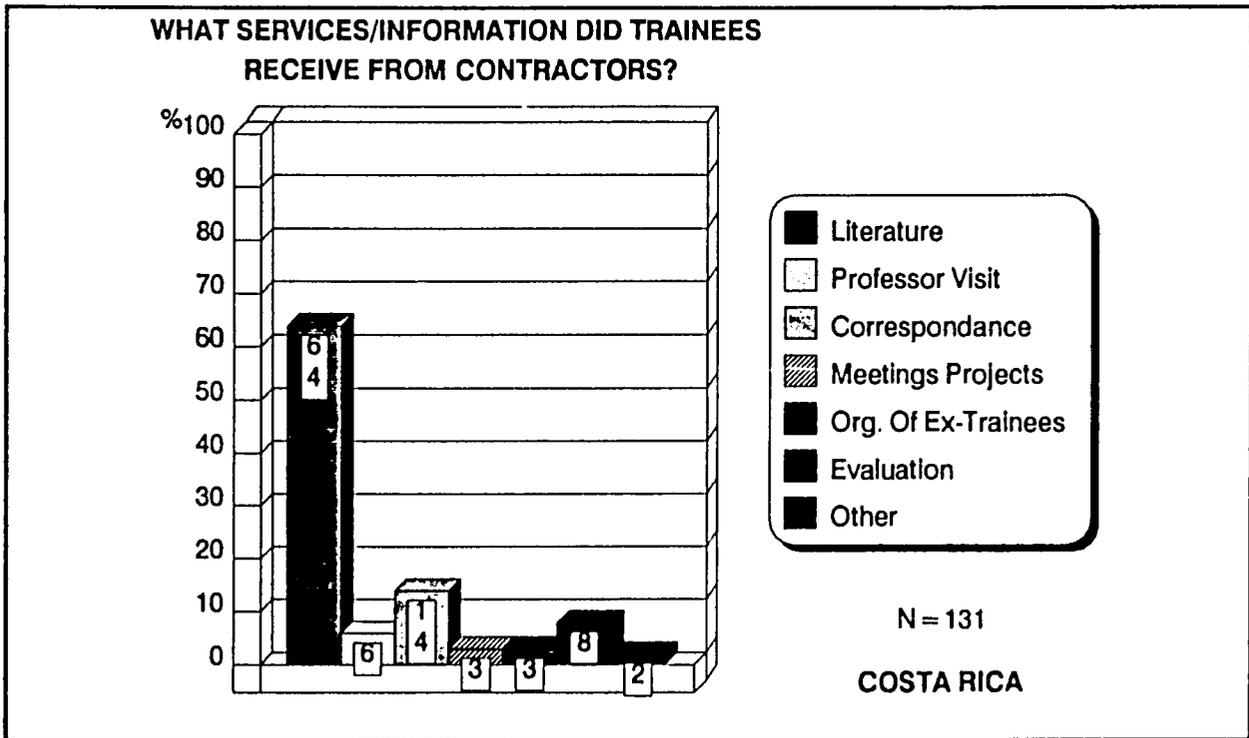


Figure 114.AP

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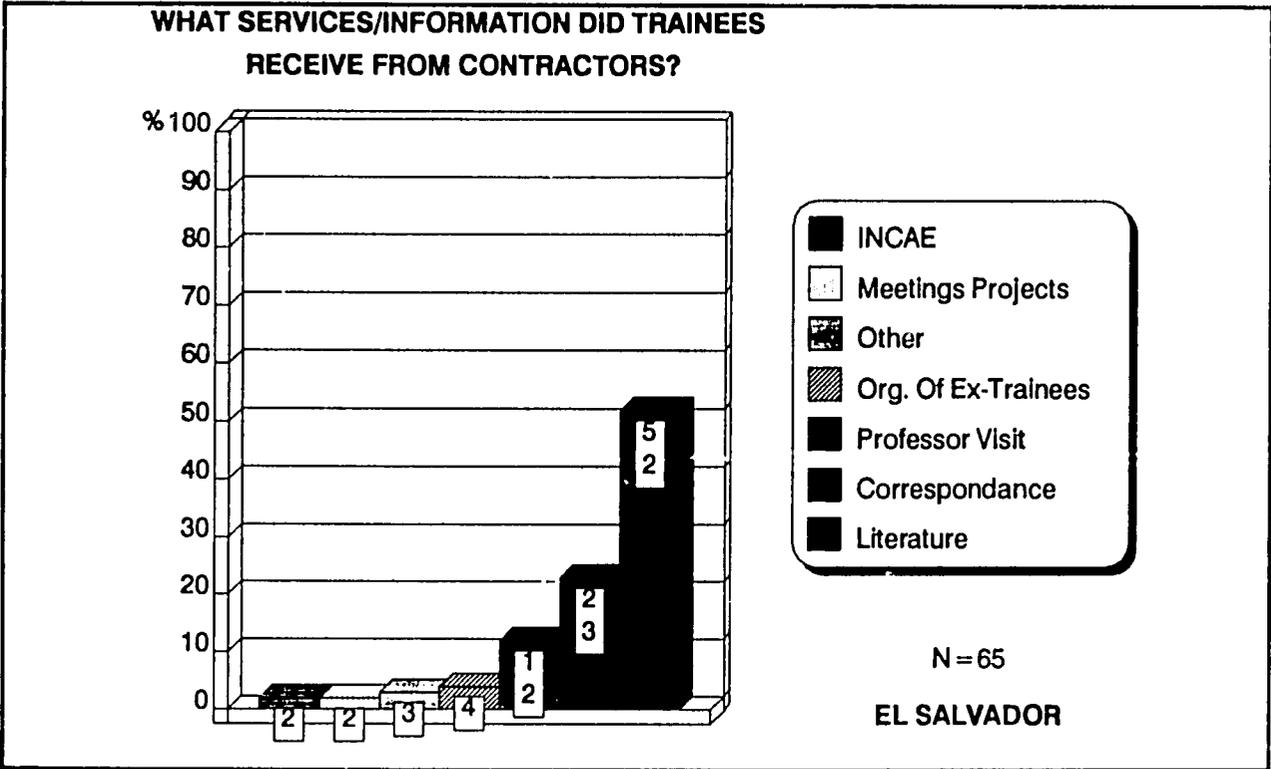


Figure 115.AP

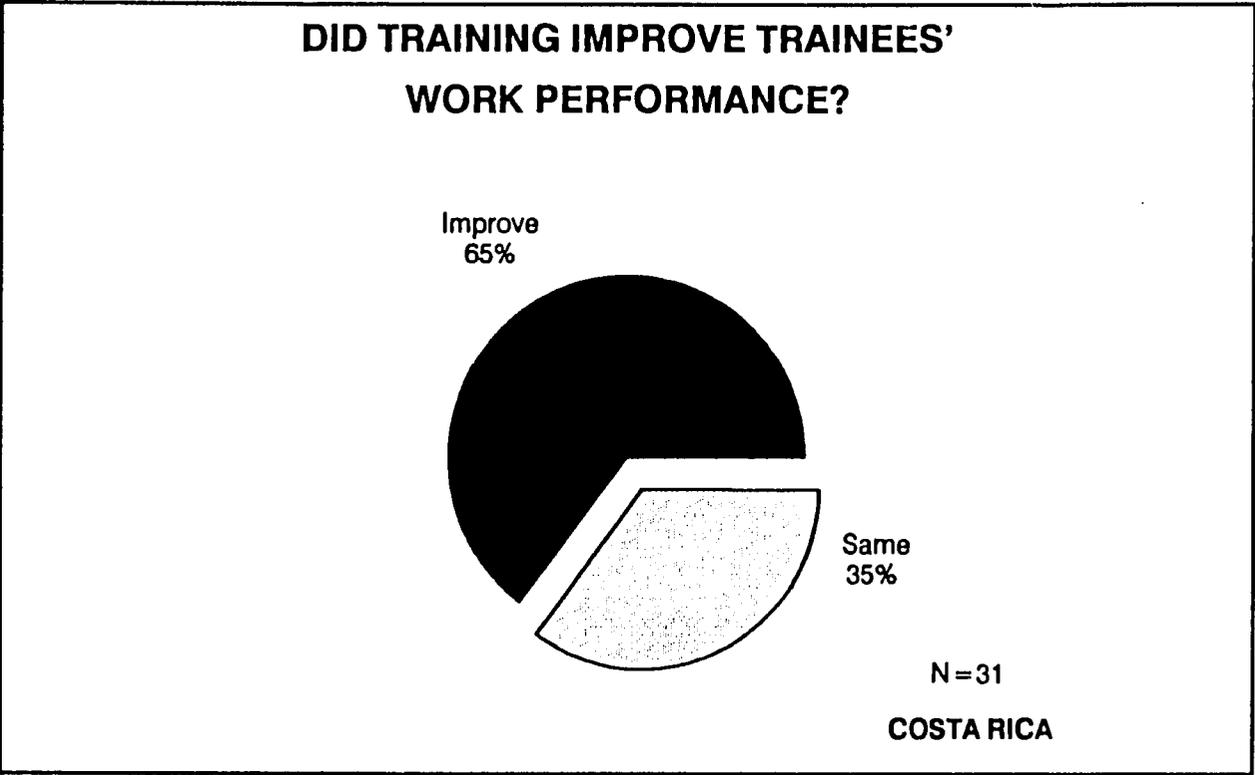


Figure 116.AP

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DID TRAINING IMPROVE TRAINEES' WORK PERFORMANCE?

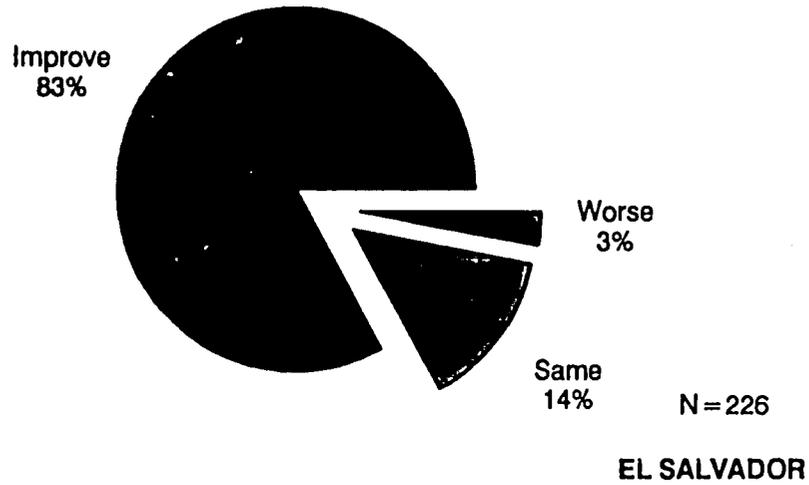


Figure 117.AP

TO WHAT EXTENT DID TRAINING INCREASE TRAINEES' PROFESSIONAL COMPETENCE?

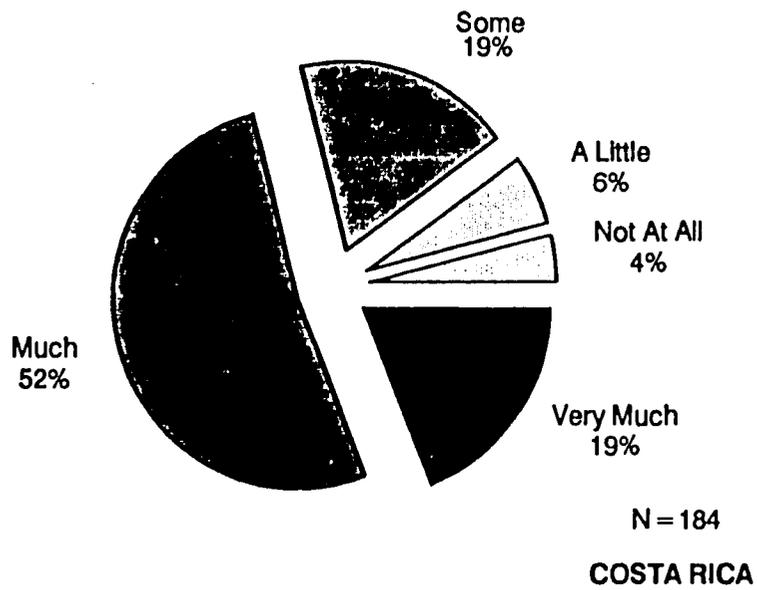


Figure 118.AP

**TO WHAT EXTENT DID TRAINING INCREASE
TRAINEES' PROFESSIONAL COMPETENCE?**

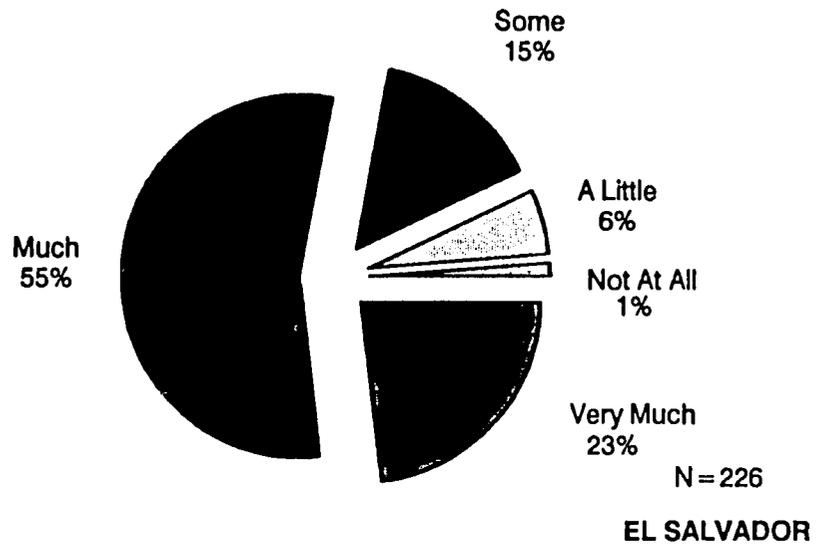


Figure 119.AP

**TO WHAT EXTENT DID TRAINING HELP
TRAINEES' CAREER ADVANCEMENT?**

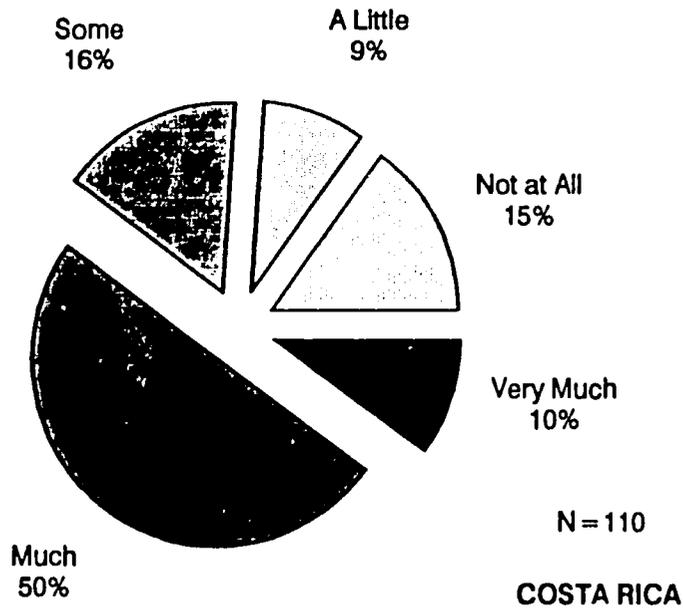


Figure 120.AP

**TO WHAT EXTENT DID TRAINING HELP
TRAINEES' CAREER ADVANCEMENT?**

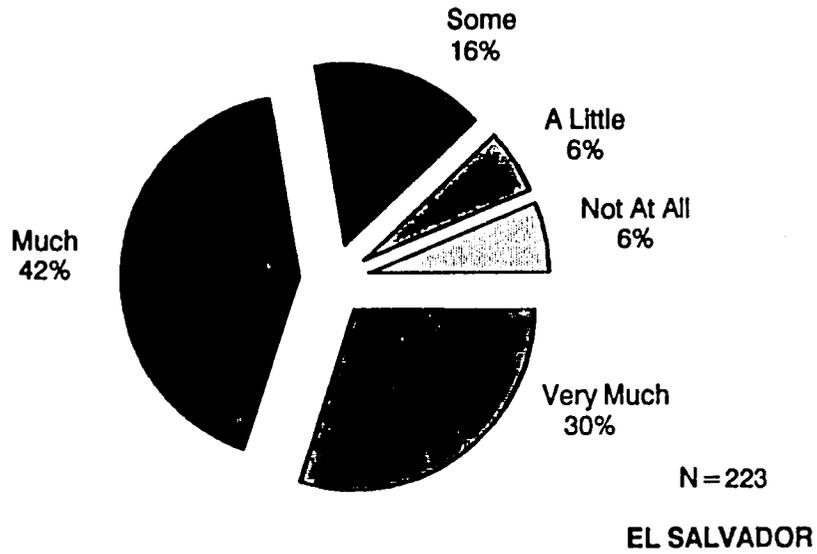


Figure 121.AP

**TO WHAT EXTENT DID TRAINING HELP TO
INCREASE TRAINEES' SALARY?**

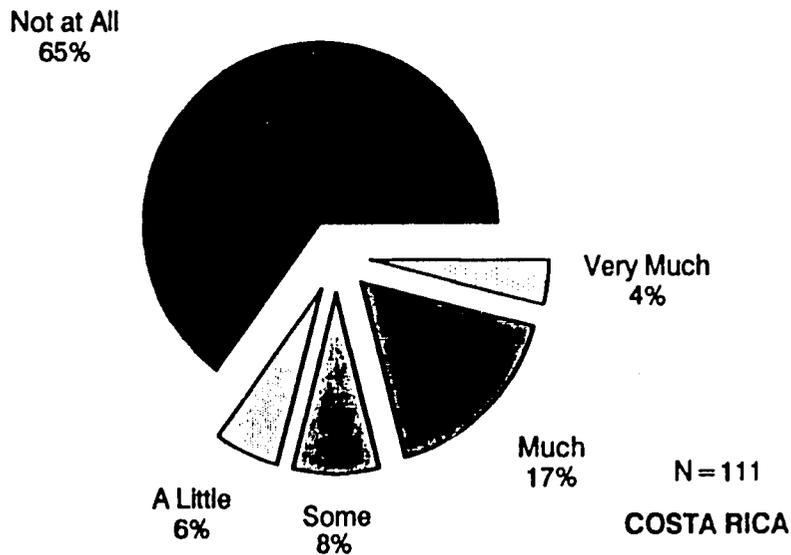


Figure 122.AP

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**TO WHAT EXTENT DID TRAINING HELP TO
INCREASE TRAINEES' SALARY?**

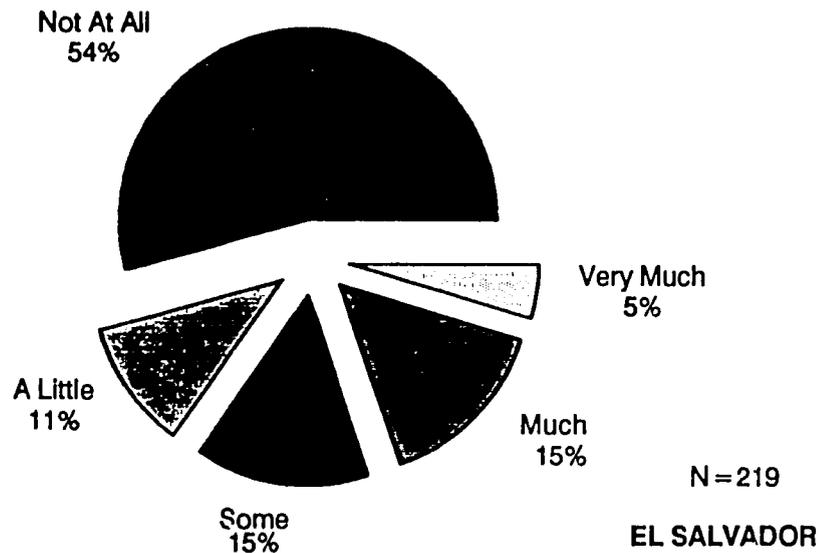


Figure 123.AP

**HOW USEFUL WAS TRAINING FOR
TRAINEES' CURRENT JOB?**

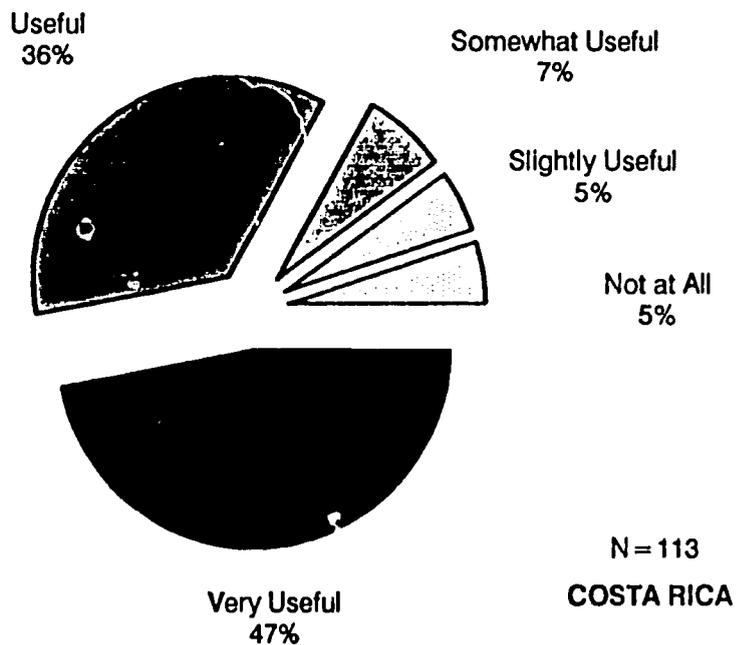


Figure 124.AP

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**HOW USEFUL WAS TRAINING FOR
TRAINEES' CURRENT JOB?**

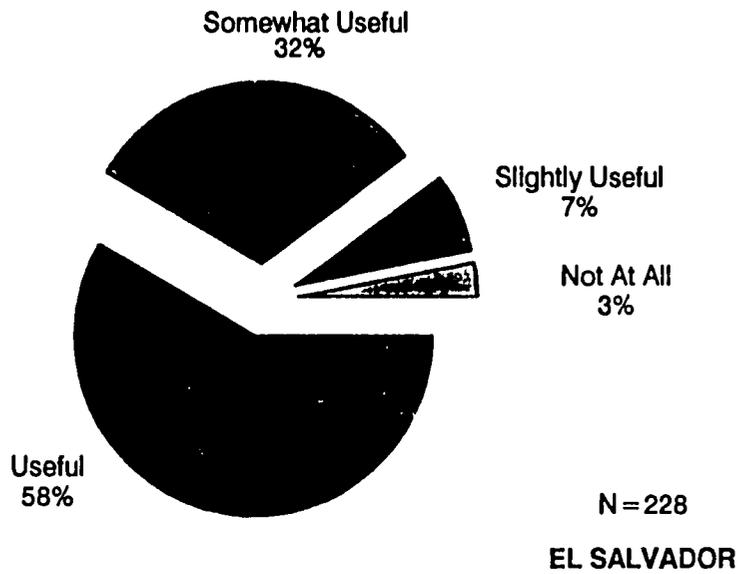


Figure 125.AP

**TO WHAT EXTENT WERE TRAINEES APPLYING
NEWLY ACQUIRED KNOWLEDGE IN THEIR JOBS?**

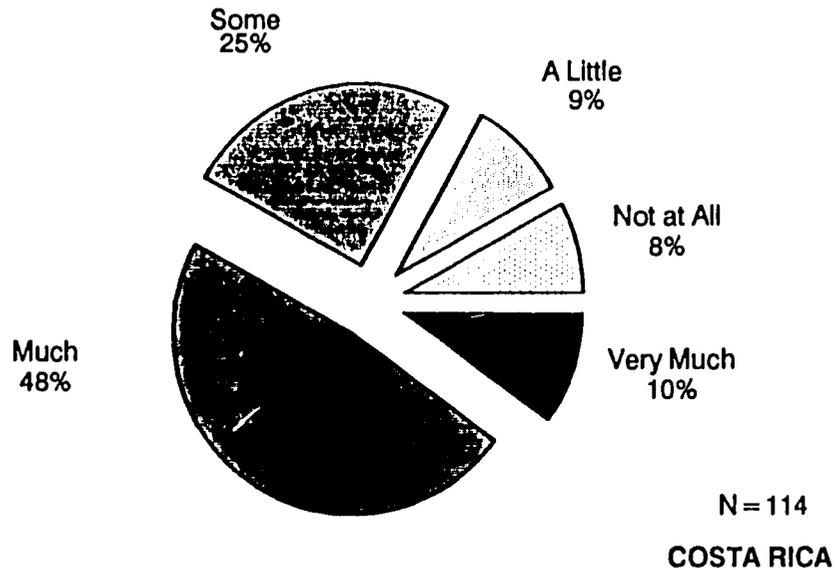


Figure 126.AP

**TO WHAT EXTENT WERE TRAINEES APPLYING
NEWLY ACQUIRED KNOWLEDGE IN THEIR JOBS?**

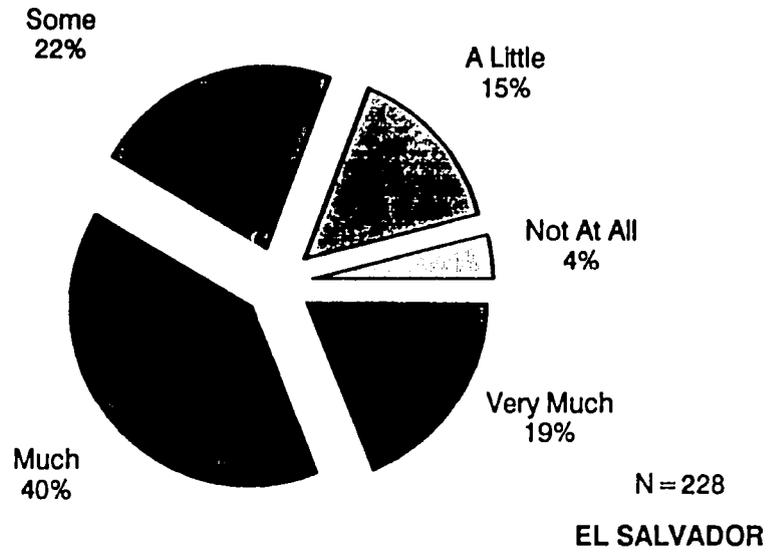


Figure 127.AP

**TO WHAT EXTENT DID TRAINEES HAVE
RESOURCES AVAILABLE TO APPLY
NEW KNOWLEDGE IN THEIR JOBS?**

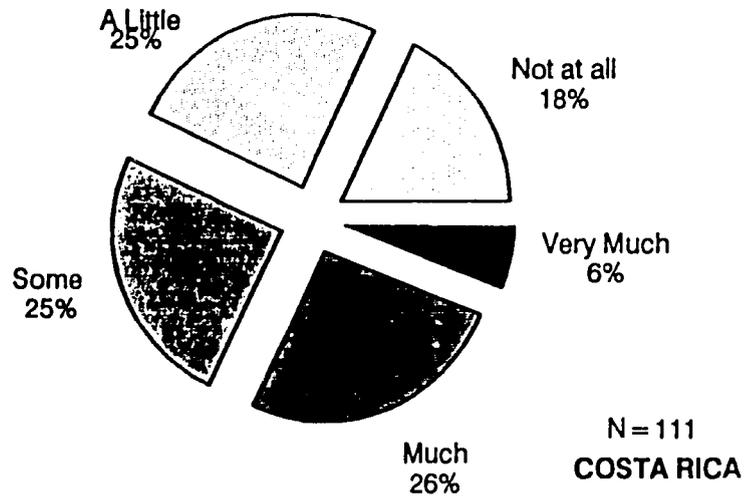


Figure 128.AP

**TO WHAT EXTENT DID TRAINEES HAVE
RESOURCES AVAILABLE TO APPLY
NEW KNOWLEDGE IN THEIR JOBS?**

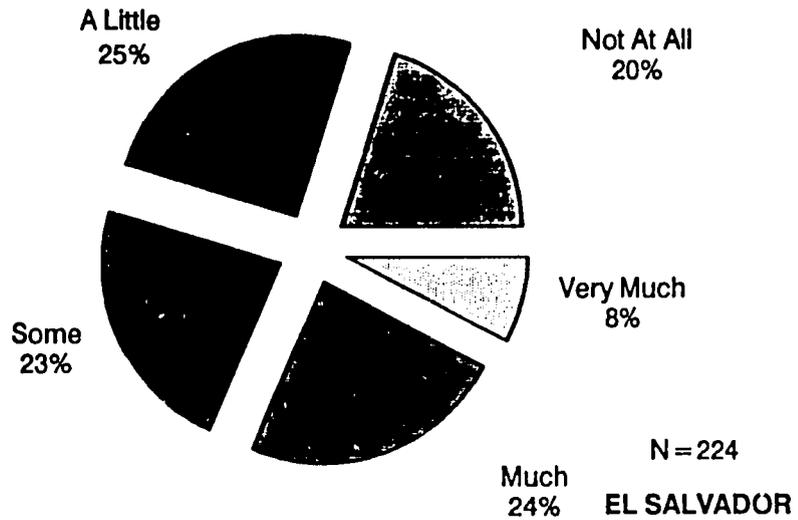


Figure 129.AP

**DID TRAINING HELP TRAINEES ESTABLISH
TIES WITH PEOPLE WHO DID THE SAME TYPE
OF WORK ?**

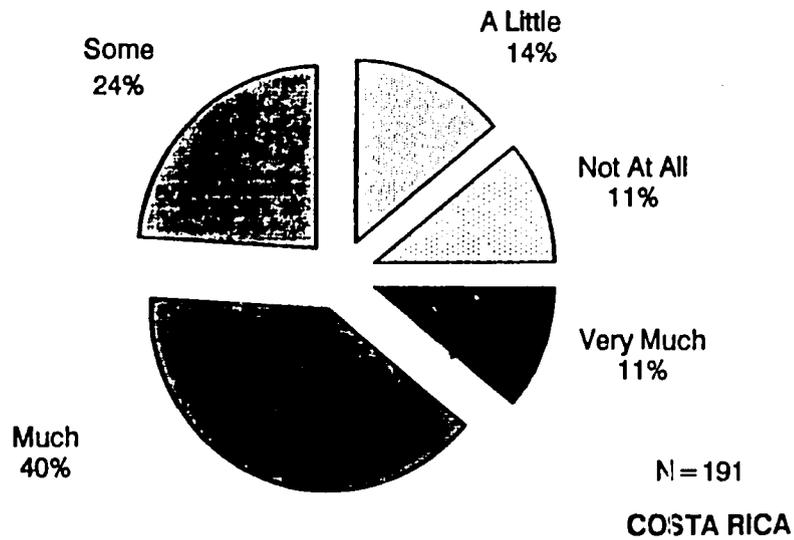


Figure 130.AP

DID TRAINING HELP TRAINEES ESTABLISH TIES WITH PEOPLE WHO DID THE SAME TYPE OF WORK ?

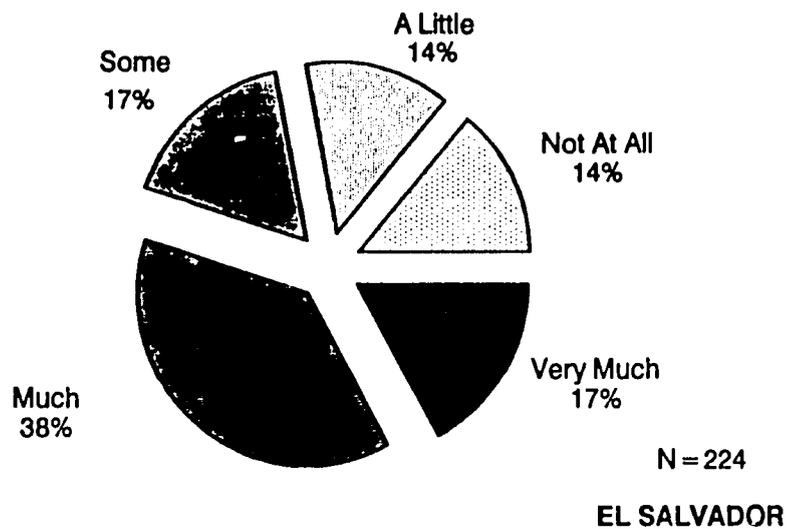


Figure 131.AP

WHAT ECONOMIC LINKS WITH THE U.S. DID TRAINEES MAINTAIN SINCE THEIR RETURN?

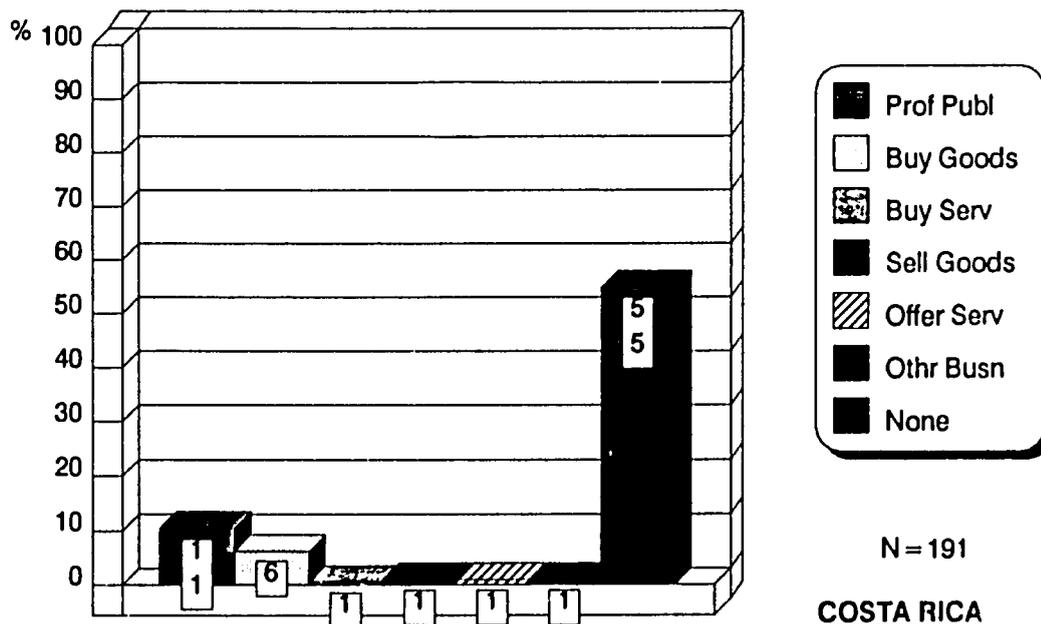


Figure 132.AP

WHAT ECONOMIC LINKS WITH THE U.S. DID TRAINEES MAINTAIN SINCE THEIR RETURN?

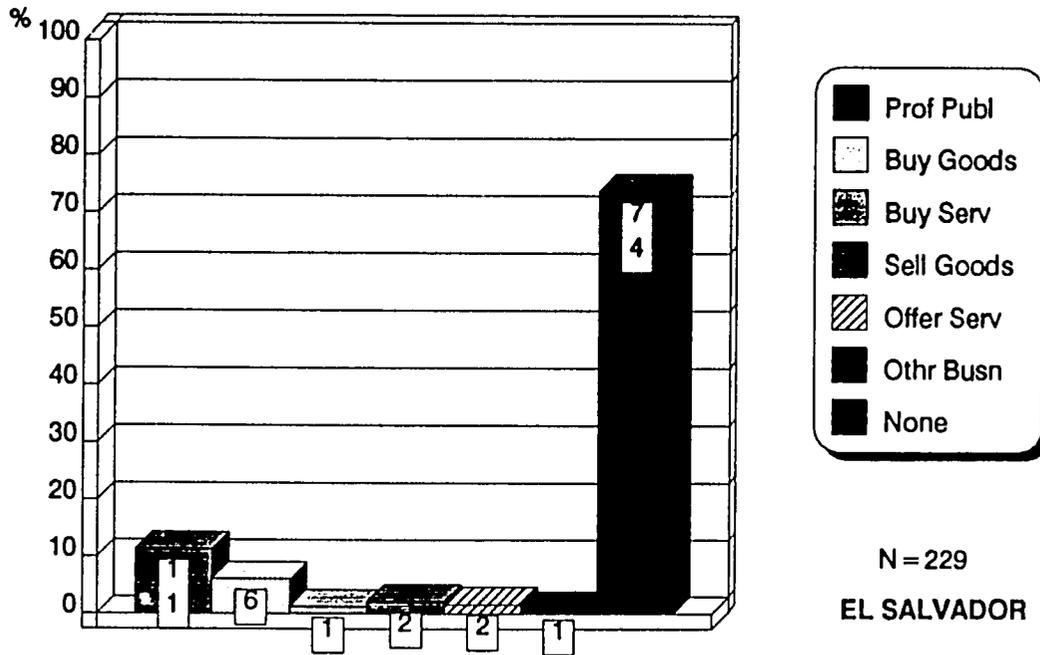


Figure 133.AP

IN WHAT ACTIVITIES ARE TRAINEES INVOLVED IN SINCE THEIR RETURN?

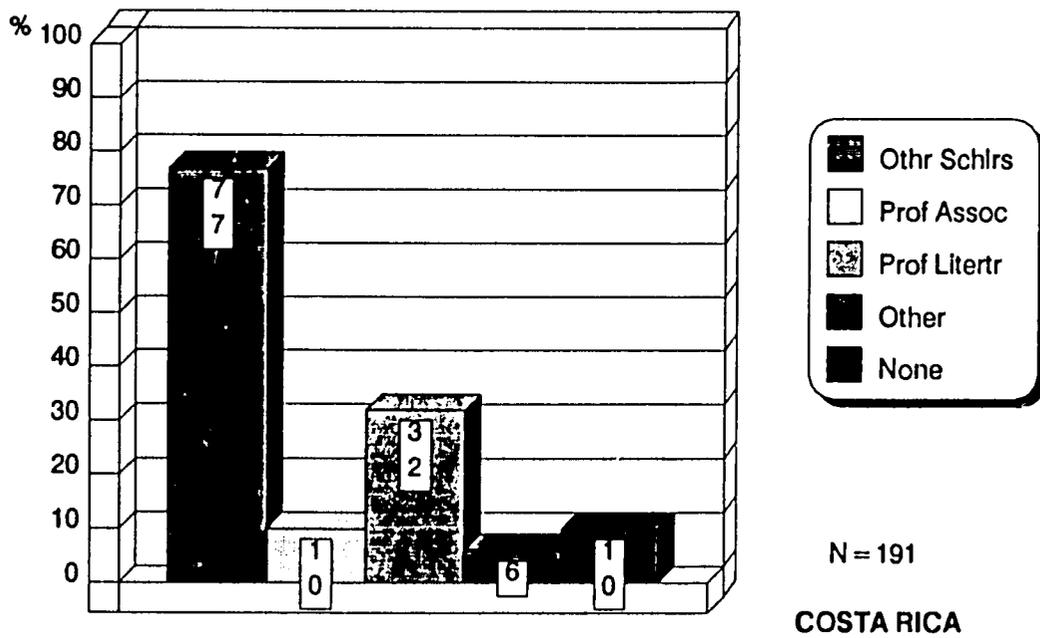


Figure 134.AP

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IN WHAT ACTIVITIES ARE TRAINEES INVOLVED IN SINCE THEIR RETURN?

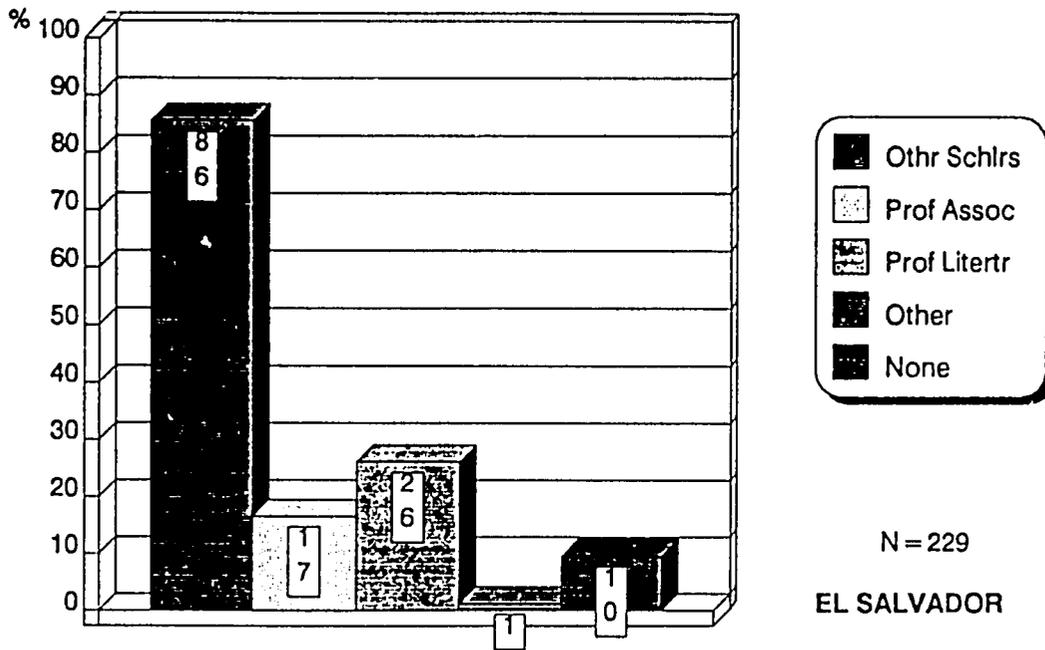


Figure 135.AP