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UNCLASSIFIED

UNITED STATES INTERNATIONAL DEVELOPMENT COOPERATION AGENCY
AGENCY FOR INTERNATIONAL DEVELOPMENT
Washington, D. C. 20523

JAMAICA

PROJECT PAPER

CARIBBEAN AND LATIN AMERICAN
SCHOLARSHIP PROGRAM II

AID/LAC/P-602

PROJECT NUMBER: 532-0169

UNCLASSIFIED

AGENCY FOR INTERNATIONAL DEVELOPMENT

PROJECT DATA SHEET

1. TRANSACTION CODE

A A = Add
C = Change
D = Delete

Amendment Number
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DOCUMENT CODE
3

COUNTRY/ENTITY
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3. PROJECT NUMBER

532-0169

4. BUREAU/OFFICE

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5. PROJECT TITLE (maximum 40 characters)
Caribbean and Latin American Scholarship Program II

6. PROJECT ASSISTANCE COMPLETION DATE (PACD)

MM DD YY
01 9 30 98

7. ESTIMATED DATE OF OBLIGATION
(Under 8: below, enter 1, 2, 3, or 4)

A. Initial FY 910

B. Quarter 2

C. Final FY 914

8. COSTS / \$000 OR EQUIVALENT \$1 =

A. FUNDING SOURCE	FIRST FY 1990			LIFE OF PROJECT		
	B. FX	C. L/C	D. Total	E. FX	F. L/C	G. Total
AD Appropriated Total						
(Grant)	1,053	47	1,100	15,245	255	5,500
(Loan)						
Other						
U.S.						
Host Country		67	67			
Other Donors)					335	335
TOTALS	1,053	114	1,167	5,245	590	5,835

9. SCHEDULE OF AID FUNDING (\$000)

A. APPROPRIATION/PURPOSE	B. PRIMARY CODE	C. PRIMARY TECH. CODE	D. OBLIGATIONS TO DATE		E. AMOUNT APPROVED THIS ACTION		F. LIFE OF PROJECT	
			1. Grant	2. Loan	1. Grant	2. Loan	1. Grant	2. Loan
(1) EHR	600	600			500			
(2) ARDN	600	600			600		2,000	
(3) PSEE							2,750	
(4)							750	
TOTALS					1,100		5,500	

10. SECONDARY TECHNICAL CODES (maximum 6 codes of 3 positions each)

690

11. SECONDARY PURPOSE CODE

12. SPECIAL CONCERNS CODES (maximum 7 codes of 4 positions each)

A. Code
B. Amount

BR

BU

ENW

13. PROJECT PURPOSE (maximum 480 characters)

To equip a broad base of leaders and potential leaders in Jamaica with technical skills, training and academic education and an appreciation and understanding of the workings of a free enterprise economy in a democratic society.

14. SCHEDULED EVALUATIONS

Interim MM YY 01 8 9 1 2 Final MM YY 01 8 9 1 5

15. SOURCE/ORIGIN OF GOODS AND SERVICES

300 941 Local Other (Specify)

16. AMENDMENTS/NATURE OF CHANGE PROPOSED (This is page 1 of a _____ page PP. Amendment)

USAID Controller has reviewed and concurs with the methods of implementation and financing included herein.

Controller, Robert A. Leonard

17. APPROVED BY

Signature

Marilyn A. Zak
Acting Mission Director

Date Signed

MM DD YY

18. DATE DOCUMENT RECEIVED IN AID/W. OR FOR AID/W DOCUMENTS. DATE OF DISTRIBUTION

MM DD YY

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LIST OF ACRONYMS

ADC	Advanced Developing Countries
AID/W	Agency for International Development, Washington
APSP	Andean Peace Scholarship Program
CA	Central America Regional Programs
CAI	Central America Initiative
CAPS	Central America Peace Scholarship Program
CASP	Central America Scholarship Program (Georgetown)
CASS	Cooperative Association of States for Scholars
CBSF	Caribbean Basin Scholarship Program
CDIE	Center for Development Information and Evaluation (PPC)
CLASP	Caribbean and Latin American Scholarship Program
CSLA	Consortium for Service to Latin America
CTP	Country Training Plan
DA	Development Assistance account
EA	Experience America
EOPS	End of Project Status
ESF	Economic Support Fund account
FSN	Foreign Service National
GAO	U.S. General Accounting Office
GOJ	Government of Jamaica
HBCU	Historically Black Colleges and Universities
IG	A.I.D. Inspector General
ISEP	International Student Exchange Program (Georgetown University)
IVP	International Visitor Program (USIA)
LAC	Latin America and Caribbean Bureau
LAC/DR	Latin America Bureau Development Resources
LAR/DR/EHR	Education, Science and Technology in LAC/DR
LAC II	LAC Regional Training Initiatives II Project
LCA	Leadership Center of the Americas
LOP	Life of Project
MOE	Ministry of Education
MPS	Ministry of the Public Service
NBCCA	National Bipartisan Commission on Central America
OEHR	Office of Education and Human Resources
OYB	Operating Year Budget
PACD	Project Assistance Completion Date
PDF	Program Data Form
PIET	Partners for International Education and Training
PIOJ	Planning Institute of Jamaica
PIO/P	Project Implementation Order/Participant Training
PPC	Program and Policy Coordination, AID
PTIIC	Presidential Training Initiative for the Island Caribbean
RDO/C	Regional Development Office for the Caribbean
RTAC II	Regional Technical Aid Center II Project
S&T/IT	Office of International Training, Bureau of Science and Technology
SIF	Social Institutional Framework
TCA	Training Cost Analysis
USAID/J	United States Agency for International Development/Jamaica
USIA	U.S. Information Agency

PROJECT COMMITTEE

Y. Johnson, OEHR (Project Officer)
M. Chen, OPPD
L. Coronado, OPPD
R. Baker, OPPD
M. Rigazio, OEHR
S. Hall, OEHR
M. Gweshe, CONT
L. Prince, OEPE

PROJECT AUTHORIZATION

Name of Country: Jamaica
Name of Entity: Ministry of Public Service (MPS)
Name of Project: Caribbean and Latin American Scholarship Program II
Number of Project: 532-0169

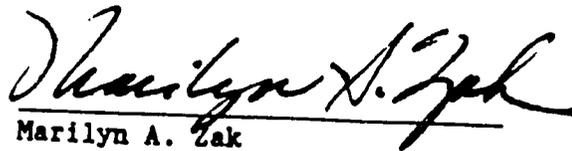
1. Pursuant to Sections 103, 105 and 106 of the Foreign Assistance Act of 1961, as amended, I hereby authorize the Caribbean and Latin American Scholarship Program II project for Jamaica involving planned obligations of not to exceed Five Million Five Hundred Thousand United States Dollars (US\$5,500,000) in grant funds ("Grant") over a five-year period from date of authorization, subject to the availability of funds in accordance with the AID OYB/allotment process, to help in financing foreign exchange and local currency costs for the project. The planned life of the project is eight years from the date of initial obligation.

2. The project ("Project") purpose is to equip a broad base of leaders and potential leaders in Jamaica with technical skills, training and academic education and appreciation and understanding of the working of a free enterprise economy in a democratic society. Grant funds will be used to provide short and long term training in the United States, follow-on activities for returnees and a limited amount for evaluation and audit.

3. The Project Agreement, which may be negotiated and executed by the officer to whom such authority is delegated in accordance with AID regulations and Delegation of Authority, shall be subject to the following essential terms, covenants and major conditions, together with such other terms and conditions as AID may deem appropriate.

4. Source and Origin of Commodities, Nationality of Services: Commodities financed by A.I.D. under the project shall have their source and origin in Jamaica or in the United States except as A.I.D. may otherwise agree in writing. Except for ocean shipping, the suppliers of commodities or

services shall have Jamaica or the United States as their place of nationality, except as A.I.D. may otherwise agree in writing. Ocean shipping financed by A.I.D. under the Project shall, except as A.I.D. may otherwise agree in writing, be financed only on flag vessels of the United States.



Marilyn A. Zak
Acting Director, USAID/Jamaica

8 March 90
Date

Clearances:

CONT:RLeonard 3/6/90 MGweshe 2/12/90
OEHR:BCharleson: 2/9/90
YJohnson 3/2/90 SHall 2/13/90
MRigazio: 2/12/90
OPPD:RBaker 2/12/90 MChen 2/27/90
OEPE:PCrowe: 2/12/90 LPrince: 2/13/90
OEEE:CMathews 2/12/90
RLA:EDragon: 3/2/90
ADD:TTiff T date: 3/6/90
DDIR:MZak: 2/12/90

I. EXECUTIVE SUMMARY

The goal of the Caribbean and Latin America Scholarship Program II (CLASP II), USAID/Jamaica, is to promote broad-based economic and social development in Jamaica. Within this general long-term goal, the program has a specific sub-goal to encourage and strengthen free enterprise economies and democratic pluralism in Jamaica. The goal level objectives are long term in nature. However, they provide the driving rationale for project design, participant selection, and nature of training under the CLASP II program. The purpose of USAID/Jamaica's CLASP II Project is to equip a broad base of leaders and potential leaders in Jamaica with technical skills, training, and academic education and an appreciation and understanding of the workings of a free enterprise economy in a democratic society.

Over the eight-year life of the Project, 285 individuals will receive short-term technical training and 74 will receive long-term academic training. At least seventy percent of those receiving training will be from disadvantaged backgrounds, forty percent or more will be females and no less than ten percent of the training will be at Historically Black Colleges and Universities. USAID grant funds in the amount of US\$5,500,000 will be used to provide pre-departure training, training costs in the U.S., follow-up activities and a modest amount of evaluation for Mission specific concerns. There will be two large external evaluations over the life of the Project. External evaluations will be financed by AID/W. The host country contribution will be approximately six percent of total Project costs. This is understandable in the light of the disadvantaged character of most of the participants. This below normal host contribution is acceptable because the low contribution in CLASP II is off-set by host country contributions on Section 105 funded projects which far exceed the statutory twenty-five percent. To date, the overall host country contribution to education projects is sixty-two percent.

By the end of the Project, the returned scholars are expected to be employed in their respective fields of expertise, applying the skills learned in the U.S., and to have benefitted from the program in terms of either finding an appropriate job or having increased responsibility or salary in an existing one. Furthermore, it is expected that returned scholars will be active and influential in community or professional affairs and that they will maintain some relationship with the U.S. Finally, scholars are expected to develop an understanding of some aspects of U.S. life, values, and institutions relevant to their own occupation or situation.

II. PROGRAM RATIONALE AND DESCRIPTION

A. BACKGROUND AND RATIONALE

1. A.I.D. Participant Training Programs, 1949-1984

History. Participant training has been an integral part of the foreign assistance program since the Marshall Plan in 1949. More than 250,000 foreign nationals have received U.S. government scholarships for training in the U.S. or third countries, over 30% of whom have been from Latin America and the Caribbean. Between 1958 and 1984, 38,387 people from the LAC region were trained in the U.S. by A.I.D. or its predecessor agencies in virtually every important development field. Although no formal tracking of the participants has been conducted, informal surveys have found that many leaders and influential people in LAC countries have received U.S. government (USG) scholarships.

Funding levels for the A.I.D. participant training program, and consequently the number of people trained annually, has fluctuated significantly over the past four decades. The largest program was in the immediate postwar years (1944-1957), when over 8,700 scholarships were awarded each year. Since then, training levels fluctuated between a low of 3,440 participants a year in the early 1960s to a high of almost 6,200 in the early 1970s. By the early 1980's, approximately 5,400 participants were being trained each year.

In the late 1970s and early 1980s, the LAC Bureau initiated a series of regional training projects to increase the number of participants from the LAC region. Although the impact on the total numbers trained was modest, these projects incorporated new approaches which would be expanded under the Caribbean and Latin American Scholarship Program (CLASP). The "Training for Development" Project (598-0580) was authorized in FY 1979 to provide training for 647 participants, with an emphasis on people from lower economic status groups. The LAC Training Initiatives I (598-0622) was authorized in FY 1982 to train 670 individuals. In FY 1983, the Caribbean Basin Scholarship Fund (CBSF) (598-0626) sponsored 500 participants from the private and public sectors, again focusing on people from socially and economically disadvantaged groups.

Evaluations and Lessons Learned. Despite the substantial scale of the participant training program over the years, A.I.D. has had limited success in evaluating the impact of the program on development. In 1984, PPC/CDIE sponsored a study to review A.I.D. evaluations of participant training projects conducted over a 30 year period ("Review of Participant Training Evaluation Studies," Tom Moser and Laurel Elmer, PPC/CDIE 1984). The study found that A.I.D. has conducted relatively few evaluations of participant training programs, virtually all of which focused on operational issues rather than the eventual use of the training. The only systematic, worldwide evaluation of the utilization and effectiveness of participant training, conducted in the early 1960s, recommended the following (in order of importance):

- (1) more follow-up activities with returned participants are needed;
- (2) participants should have more involvement in pre-departure program planning;
- (3) longer term training ensures better utilization than does short-term training;
- (4) supervisors should be involved in selecting participants and planning the program;
- (5) plans for using the training should be formulated during the planning stage; and
- (6) participants should be better informed and satisfied with their training programs before departure.

In 1967, A.I.D. initiated an ambitious evaluation that was to include three phases of systematic interviews with participants-- pre-departure interviews, exit interviews in the U.S., and follow-up interviews in country. Although over 10,000 exit interviews were conducted, neither of the other two phases was implemented. In 1974, the American Institutes for Research was contracted to develop criteria and methodologies for an impact assessment, but A.I.D. never accepted or used the methodology.

The other notable finding of the Moser and Elmer study was the frequency with which the same recommendations were repeated over the years, often in the same country or region. All of the recommendations from the 1960s study cited above were among the eleven most frequent recommendations in other evaluations over the next 25 years, indicating a continuing inability to incorporate such findings in new projects.

2. Reports and Evaluations Leading to CLASP

The conceptual origins of the CLASP program are found in three key studies: the Report of the National Bipartisan Commission on Central America (NBCCA); a GAO audit, "U.S. and Soviet Bloc Training of Latin American and Caribbean Students: Considerations in Developing Future U.S. Programs;" and an audit conducted by the A.I.D. Inspector General (IG) office, "A.I.D.'s Participant Training Program Can Be Made More Effective," (Audit Report No. 85-08).

The NBCCA, chaired by Dr. Henry Kissinger, was appointed by President Reagan to propose solutions to the political and economic crisis in Central America. The Commission's 1984 report outlined a broad program of support for the region and highlighted the need to deal with the social and economic underpinnings of the political problems. A primary conclusion was that the human resource base must be strengthened to provide an adequate foundation for viable democratic societies and social and economic development. The

Commission recommended that 10,000 Central American students be given scholarships for training at U.S. academic and vocational/ technical training institutions. It further recommended that (1) the program encourage participation of young people from all social and economic classes; (2) students receive adequate pre-departure preparation in English and remedial academic training; (3) graduates be encouraged to return to their home countries; (4) Central American countries bear some of the cost; and (5) some of the scholarships be made available to mid-career public servants and university faculty exchanges.

The GAO audit, released soon after the NBCCA report, documented the scale of Soviet Bloc training programs worldwide and the sharp increase in scholarships for Caribbean Basin countries between 1977 and 1982. In 1982, the Soviet Bloc countries sponsored 83,500 participants worldwide while the U.S. sponsored only 12,500 individuals. The GAO noted, however, that government-sponsored students comprised only a fraction of the estimated 240,000 foreigners studying at U.S. universities in the 1981-1982 school year: the remainder were supported by family resources or nongovernment sponsors. The audit also found that individuals receiving Soviet Bloc scholarships were usually from less affluent families than those sponsored by the U.S.

In December of 1984, the AID/IG concluded an audit to identify major recurring problems in participant training projects. The audit found that many participants did not have adequate English language or academic qualifications to complete the training, that missions did not adequately follow-up on returned participants to assure utilization of their new skills, and that AID lacked the comprehensive and up-to-date information needed to manage the programs and control costs. The IG also noted that despite spending billions of dollars on participant training over three decades, AID had no information or means of evaluating the impact and effectiveness of the training.

3. CLASP I Project History and Description

History. The Caribbean and Latin American Scholarship Program (CLASP) was initiated in 1985 as a response to the NBCCA report and incorporated many of the findings of the audits, reports, and evaluations discussed above. The CLASP program was authorized under two separate regional projects, the Central American Peace Scholarships Program (CAPS) (597-0001) and the Latin American and Caribbean Training Project II (LAC II) (598-0640), which included participant training in the Caribbean and Andean regions and in selected advanced developing countries (ADCs). The LAC II authorization was subsequently amended to include two sub-regional training projects--the Presidential Training Initiatives for the Islands Caribbean (PTIIC) and the Andean Peace Scholarships Program (APSP).

The CAPS project was authorized in 1985 to provide U.S.-based training for 7,000 Central Americans and subsequently amended to increase the training targets to 12,200. PTIIC, initiated in late FY 1986, provides U.S.-based training for approximately 1,525 people from the Dominican Republic, Jamaica, Haiti, and the Eastern Caribbean Islands. APSP was initiated in 1987 to

provide similar training for 1,750 people from Colombia, Peru, Ecuador, and Bolivia. Participant training in four ADCs--Brazil, Mexico, Paraguay, and Colombia--was included in the LAC II authorization in 1985. In 1986, AID moved the funding for CAPS, PTIIC, and APSP from LAC and CA regional accounts to mission bilateral accounts, thus creating bilateral programs under a regional authorization.

CLASP was originally authorized at \$161 million and through a series of amendments gradually increased to \$282.7 million. The final CAPS obligations under CLASP I are scheduled in 1989 and the final APSP obligations are scheduled for 1990. The PACD's are in 1993 and 1994 respectively to allow adequate time for the long-term participants to complete their studies and return home.

Three Congressional earmarks have been funded under the CLASP umbrella: the Central American Scholarship Program (CASP) which began in 1985; the Cooperative Association of States for Scholars (CASS) which began in 1988; and the Leadership Center of the Americas (LCA) which also began in 1988. The International Student Exchange Program (ISEP) in Georgetown University administers the \$34 million CASP project to train Central Americans in U.S. community colleges. Georgetown also administers the \$7 million CASS project to train 116 Central America and Caribbean youth through a pilot cost-sharing program. CASS is intended to develop the capability of participating U.S. institutions to provide suitable, cost-effective education and training programs for disadvantaged youth. The LCA program, administered by the Consortium for Services to Latin America (CSLA), consists of mid-winter seminars and summer internships in transnational corporations for 200 undergraduate students to establish a Pan American network of potential future leaders.

Unique Elements of CLASP. The CLASP program was different from most traditional training programs both in concept and implementation. CLASP combined economic development and strategic objectives and made a significant effort to incorporate recommendations from previous evaluations. The parallel objectives of the program were to counter Soviet bloc training in the region and to increase the number of U.S. trained individuals in planning, implementation, technical, management, and administrative levels. The strategic objective is met by careful recruitment and selection of participants (Peace Scholars) from socially or economically disadvantaged groups. CLASP program guidelines required that at least seventy percent of all Peace Scholars be disadvantaged and at least 40% be women. Subgroups within the overall target group, such as youth, rural people, community leaders, and the private sector, had no numerical targets. To meet these target group requirements, missions established recruitment procedures based on peer review and selection criteria that included economic means testing. This primary emphasis on selection of participants rather than field of training marked a significant departure from traditional participant training programs.

CLASP guidelines also required that at least 20% of all Peace Scholars be sent for long term training and that missions strive toward achieving a 30% long term target. Gray Amendment concerns were addressed by a program requirement to place at least 10% of the Peace Scholars in historically black colleges and universities (HBCUs). CLASP implementation concerns included substantial pre-departure preparation and orientation, non-academic enrichment programs in the U.S. (Experience America), post-training follow-on programs in the home country, and systematic cost analysis and cost containment efforts.

The CLASP program has unusual administrative features stemming in part from the combination of regional and bilateral projects under a regional authorization and project design. LAR/DR/EHR established several project support mechanisms to assist missions and contractors in understanding and implementing this new approach to participant training. These mechanisms include a process evaluation, monthly contractor meetings in Washington to discuss implementation problems, and annual CLASP sub-regional conferences in the field. USAID field missions were required to develop a Country Training Plan (CTP) with mission-specific objectives to provide a focus for the country program. While all CTPs conform to the overall CLASP goals, each mission was able to determine the most appropriate target groups and types of training for the host country.

Experience to Date. By September 30, 1988, 9,652 CLASP Peace Scholars had initiated training in the U.S. Approximately 26% of the Peace Scholars had been enrolled in long-term training, 41% had been female; and 82% have been socially or economically disadvantaged. By the end of the CLASP program on September 30, 1994, an estimated 17,500 people will have been trained.

Missions have developed specialized training programs for many nontraditional participants, including journalists, rural youth, rural mayors, and members of women's cooperatives. Missions have also developed a variety of innovative Experience America programs, including regular meetings with local government officials, community volunteer work, living on a farm, home stays and family sponsorships, and participation in team sports. Development of follow-on programs has lagged other components and is a recent innovation. Several missions have initiated interesting activities, including follow-up workshops, alumni associations, job banks, and small community project funds. Missions have also experimented with a variety of cost containment strategies, including group placement, negotiated tuition and fees, use of free public education, use of resident tuition rates with state university systems, cost sharing, long-term training in Spanish, and selective placement in low cost schools. The use of an improved training cost analysis (TCA) system has significantly increased mission awareness of and ability to control training costs.

As this brief summary indicates, the CLASP program has made a significant start in improving participant training and incorporating broader social objectives. The program has benefitted considerably from the diversity and creativity of mission programs. Significant improvements in program management have been achieved through the use of training cost analysis and information systems and missions have demonstrated that savings can be achieved through systematic efforts at cost containment.

Lessons Learned. These achievements notwithstanding, there are several operational areas in which missions continue to experience difficulties. Most of the problems stemmed from the need to introduce and implement a number of new concepts simultaneously, including the focus on disadvantaged groups, Experience America, follow-on, cost containment, and training cost analysis. The initial 1985 project design, which was concerned with training non-traditional target groups, has been refined by PP amendments and Bureau guidance as experience was gained. Numerical and target group quotas were introduced during project implementation. Some new components, such as Experience America and follow-on programs, were not clearly defined or budgeted and have required continuing supplementary guidance. As a result, some missions have had difficulties in implementing these components and meeting the numerical training targets without sacrificing program quality.

The combination of relatively general objective statements and a number of highly specific implementation requirements encourages missions to develop programs to meet the guidelines rather than to meet the needs of the country and participants. The problem of adhering to the structure without a clear sense of purpose is often manifested in weak or non-specific training plans, confusion about what should be included in the Experience America and Follow-on components, and inadequate lead time to prepare high quality programs for scholars.

There are many people involved in the project from participant selection through follow-on. Some people are continuously and directly involved while others, such as mission staff, change with some frequency. The people at U.S. training institutions are often removed from both the country of origin and the conceptual underpinnings of the project. CLASP is sufficiently different from traditional training programs that special orientation and training is required for mission staff and contractors if the objectives are to be achieved.

The implications of these lessons for the CLASP II design are fairly clear. The program should rely on clear and concise objectives rather than numerical targets to guide mission implementation. The Experience America and follow-on components must be explicitly planned, programmed, budgeted and fully integrated into individual and group training plans. In addition, regional oversight and training is needed to assure continuity and adherence to the program concept. The LAC Bureau needs to develop a concise description of what is expected from academic and technical training, Experience America, and Follow-on and distribute it to all missions and training institutions.

While the process evaluation has proven to be useful for AID/W, missions, and contractors, the summative evaluation was neither adequately funded nor planned and was in any case subject to evolving project objectives. The CLASP II project will establish in AID/W an approved methodology and criteria for a summative evaluation based on a well articulated purpose and EOPS indicators, provide a realistic AID/W budget commensurate with the scope of the project, and integrate appropriate data collection into project implementation and monitoring.

USAID/J has learned over the course of the aforementioned project, that:

- (1) It is extremely time consuming and/or impractical to obligate project funds through contracts. Hence grant agreements will be used to obligate funds for Jamaica.
- (2) The TCA provides adequate useful guidance for both long and short term cost analysis.
- (3) Contractors must spend more time in establishing program costs.
- (4) Training plans should be approved by participants before departure.
- (5) All participants should prepare an autobiographical statement giving details, among other things, why they wish to study in the U.S. and how they plan to use the knowledge and experience upon return.
- (6) Placement contractors should focus on good institutional programs for groups where possible because it helps keep costs down and enhances follow up.

4. Rationale for CLASP II

The basic structure and intent of the CLASP program remains unchanged in the transition to CLASP II. The primary changes involve clarification of objectives and implementation guidelines, an increased emphasis on selecting and training current and potential leaders, and increased mission responsibility for country needs analysis and program implementation.

The CLASP II program is designed to have a long-term impact on two factors which are critical to lasting improvement in the economic and social conditions in the region: (1) a stable social, political, and economic environment that is conducive to economic development; and (2) an educated and skilled population with capable leaders to manage and implement programs and policies.

The root causes of many problems in Latin American and Caribbean countries can be traced to historical development patterns and the prevailing social, political, and economic policies and institutions. Economic and political systems can either facilitate participation of the poor majority in economic progress or can limit broad-based social and economic growth, thus sowing the seeds for future upheaval. Many LDCs fail to develop leaders with a clear understanding of the relationship between a pluralistic society, free enterprise, opportunities for all citizens, and economic growth. The resulting limited access to opportunity for the poor majority is an important factor in the social and political instability of the region.

The importance of human resources to any country, whether industrialized or developing, cannot be overstated; everything from the broad directions of public policy to the management of individual firms and productivity of

individual laborers rests on the skills, knowledge, and values of people. A nation's development potential is directly dependent upon the ability of its leaders to create an economic and political environment that encourages individual initiative and the ability of the people to understand and act upon the opportunities.

One of the most effective means of promoting long-term stability in Latin America and the Caribbean is through broad-based economic, educational and social development. The foundation for such stability and growth, and the driving rationale behind the U.S. foreign assistance program, are national systems of free enterprise and democratic pluralism. Creation of adequate policy environments for development has been an explicit objective of A.I.D.'s program for the past eight years. The CLASP II program supplements the policy dialogue and supports this fundamental foreign policy objective by training leaders in LAC countries who are committed to developing and strengthening such systems.

U.S.-based participant training is a particularly appropriate and effective vehicle for strengthening societal commitment to and understanding of free enterprise and democratic pluralism. Participant training in the U.S. can expose foreign leaders to the values and mechanisms of democratic pluralism, volunteerism, equal opportunity, the free enterprise system, a free press, and respect for human rights. Exposure to these conditions may be more necessary for some Latin countries than Jamaica, because it has a long pluralistic tradition involving a free press, democracy and capitalism. Furthermore, U.S. institutions can provide highly specialized training and practical experience that often cannot be obtained in-country. In addition to the quality of the training, a U.S. education can provide a significant career boost for talented young people, moving them into leadership positions from which they can work for change. Finally, the contacts and relationships established can strengthen cultural, commercial, political, personal, and institutional linkages between the U.S. and its closest neighbors. This combination of exposure to democratic values and institutions and their practical application in economic development, technical skills transfer, and establishment of human and institutional linkages can be a potent force for social and economic change.

The CLASP II project takes full advantage of the potential of U.S.-based training to develop technical skills, expose Peace Scholars to values and practices, and establish lasting relationships. The experience to date in implementing this innovative program has provided many insights about planning Peace Scholar training programs to realize this potential and provide trainees with values as well as a technical education. These lessons learned have been incorporated into the CLASP II program design.

The primary refinement in CLASP program design for CLASP II is that the leadership criterion has been elevated from one of several factors to the primary consideration for Peace Scholar recruitment and selection. This change is designed to clarify the purpose of the program and to maximize the impact of high cost U.S.-based participant training by concentrating on individuals with the greatest potential for influencing the direction of their

communities and societies. The project will provide leaders and potential leaders with training to significantly enhance their technical skills, leadership capabilities, career potential, and appreciation for the value of democratic institutions and free enterprise economies. This change requires a greater emphasis on Peace Scholar selection and program quality and relevance than on the number of participants.

A basic premise of CLASP is that opportunities must be provided to those people in LAC countries who have traditionally lacked access to economic and social advancement. The objective of strengthening democratic processes can only be achieved by encouraging economic and political participation of such groups. Another program element which remains is that AID/W will continue to play an active role in monitoring program activities and assuring compliance with program objectives.

B. PROGRAM OBJECTIVES

PROGRAM GOAL: To promote broad-based economic and social development in the LAC countries. Within this general long-term goal, the program has a specific sub-goal to encourage and strengthen free enterprise economies and democratic pluralism in the Latin American and Caribbean region. The goal level objectives are long term in nature. However, they provide the driving rationale for project design, participant selection, and nature of training under the CLASP II program.

PROGRAM PURPOSE: To equip a broad base of leaders and potential leaders in LAC countries with technical skills, training, and academic education and an appreciation and understanding of the workings of a free enterprise economy in a democratic society.

By the end of the program, the returned Peace Scholars are expected to be employed in their respective fields of expertise, applying the skills learned in the U.S., and to have benefitted from the program in terms of either finding an appropriate job or having increased responsibility or salary in an existing one. Furthermore, it is expected that returned Peace Scholars will be active and influential in community or professional affairs and that they will maintain some relationship with the U.S. Finally, Peace Scholars are expected to develop an understanding of some aspects of U.S. life, values, and institutions relevant to their own occupation or situation.

The program goal and purpose stated above apply to all CLASP II projects in AID/W and field missions. Jamaica has developed a five-year C.T.P. to achieve the program objectives. The USAID/Jamaica CLASP II Project includes the following program elements: Peace Scholar recruitment and selection, pre-departure orientation, technical and academic training programs, Experience America activities, follow-on activities, and limited Mission specific evaluations/audits.

C. PROGRAM DESCRIPTION

CLASP II is a regional program consisting of 13 mission projects and an AID/W

regional project. The participating missions are Belize, Bolivia, Colombia, Costa Rica, Dominican Republic, Ecuador, El Salvador, Guatemala, Haiti, Honduras, Jamaica, Peru, and the Regional Development Office for the Caribbean (RDO/C). The AID/W Regional Project, a sub-project of the CLASP II design, will consist of training activities established by Congress and directly managed by AID/W, program support, and program monitoring and evaluation services. The country projects will consist of short- and long-term participant training of host country nationals in U.S. educational and training institutions.

In order to establish a consistent regional framework of objectives and policies within which missions can adapt the project to country conditions, the project design responsibilities are shared between AID/W and the field missions. AID/W is responsible for establishing and ensuring adherence to program objectives and policies. USAID missions are responsible for developing and implementing projects that are responsive to the needs of the host countries and consistent with program objectives and policies.

1. Peace Scholar Recruitment and Selection

The CLASP II program has as its primary objective the training of current and potential leaders from fields judged as critical to the successful social and economic development of each country. Therefore, the recruitment and selection of appropriate individuals for training is of the highest priority. On the program level, leaders are broadly defined as those people who can influence the thoughts and actions of others through their skills, activities, or position. Such individuals can and should be found in all segments of society and in institutions which can influence economic development and the growth of democratic institutions in accordance with the program objectives. They may be found in community or popular groups, professions, ethnic groups, private sector businesses, scientific and intellectual circles, voluntary organizations, public sector and educational institutions, and cooperatives. Leaders may have direct influence through their actions as community organizers or indirect influence through teaching or journalism. In some cases, the focus may be on individuals who are already leaders. In others, potential leaders may be sought or developed in institutions whose effective functioning will contribute to economic development and stabilization of democratic institutions in the country.

Consistent with the intent of the program to provide opportunities for and develop leadership capability in less advantaged members of society, a minimum of 70% of the CLASP II Peace Scholars will be from socially or economically disadvantaged groups. In furtherance of the Agency's commitment to equal opportunity for women, at least 40% of the Peace Scholars must be female.

In no case will long-term academic training be provided to individuals from economically or politically "elite" families who could reasonably be expected to attend U.S. schools using private resources. The financially privileged will not be sponsored by USAID/J for CLASP II training. Other USG resources, including the USIS International Visitors Program (IVP) program, are more appropriate mechanisms for sponsoring these individuals. In financial terms, the "financially privileged" consists of individuals who could reasonably be expected to finance a U.S. college education using personal or family resources.

However, it should be noted that the intent of the program is not to provide U.S.-based training opportunities exclusively to the "poorest of the poor", but rather to provide such opportunities to leaders in social and economic groups who would otherwise not have access to such training. Furthermore, socially disadvantaged groups need not also be economically disadvantaged--in some societies, middle income women and/or members of some ethnic groups may have limited economic and political participation.

Given the nature of the target group, USAID/J will continue to involve the active participation of local communities, institutions, and supervisors in selecting Peace Scholars, establishing training objectives, and planning training programs. Also, because the social and economic structures of the LAC countries are highly diverse, no single definition of "disadvantaged" is appropriate for all missions. Therefore, the Mission will use a set of parameters defined by the recently completed, December 1989, Social and Institutional Framework (SIF).

2. Training

The second major element, technical or academic training, is fully as important as Peace Scholar selection to the success of the program. Technical training can include on-the-job training, technical courses at community colleges or universities, short-term technology transfer, or a combination of these. Academic training includes any program at a college or university which will result in a degree. The program emphasis for academic training will be on graduate programs; i.e., Masters level. Observational tours, seminars, or conferences may be included as a component in either technical or academic programs.

Short-term training will last no less than 28 days. At least 20% of the Peace Scholars will attend long-term training programs of nine months or more. The Mission will establish placement procedures to comply with existing legislation and Agency policy to place at least 10% of all U.S.- trained participants in Historically Black Colleges and Universities (HBCU).

The training to be provided will be appropriate to the needs of the Peace Scholar and make a substantive contribution to the Peace Scholar's career and leadership ability. The appropriateness of training will be considered within the context of the individual's occupation and leadership role. In some occupations, academic training may not be appropriate, while in others a degree may be a sine qua non of leadership. The high cost of U.S. training is justifiable only when all training meets criteria of appropriateness and substantive contribution.

In order to meet the requirements of being appropriate and substantive, training programs will be customized to meet individual or group needs. USAID/J will ensure that every program meets all of the following training objectives for each individual or group:

- (1) Career advancement or enhancement of leadership role;
- (2) Enhancement of leadership and professional and technical skills that will contribute to economic development;
- (3) Substantial exposure to the workings of free enterprise economies and democratic pluralism as they relate to the Peace Scholar's own occupation as well as to national systems; and
- (4) Opportunities to build lasting personal and professional relationships with American citizens and institutions.

The contribution to career and leadership status may be the result of specific skills transferred, credentials obtained through the program, or the prestige associated with the program. In a long-term academic program, for example, the contribution may result both from the credentials obtained and the skills and knowledge transferred. A recurring problem in CLASP I throughout much of the region, has been the lack of accreditation of U.S. academic degrees, but this is a minor problem in Jamaica. USAID/J will make every effort to facilitate transfer of academic credits and recognition of degrees and to ensure that all Peace Scholars are fully aware of the problems, required procedures, and potential lack of accreditation. USAID/J will ensure that the training provides Peace Scholars with appropriate, applicable and employable skills.

Short-term programs will be carefully planned to ensure that the skills are relevant and appropriate to the Peace Scholar's situation. Case studies have shown that immediate results and application of knowledge are more likely with short-term Peace Scholars because they, unlike long-term Peace Scholars, are returning to an established position in the community. This also implies that the community judgement on the value of U.S. training will be relatively immediate. Therefore, short-term training programs will transfer specific technical skills to the Peace Scholars that are immediately applicable in the local community setting. This will be an important factor in enhancing the Peace Scholar's leadership status in the community. In some cases, it may be possible to enhance leadership status through prestige as well as specific skills - for example, a local teacher or principal who represents the country in an important international conference to discuss educational improvement may find his or her status in the community heightened just by participating in the program.

The enhancement of leadership qualities and skills can be combined with either or both of the technical skills transfer and Experience America activities. This objective will be achieved through activities which are appropriate to leadership development in the Peace Scholar's occupation. These activities may include workshops in parliamentary procedures, conflict resolution, managing cooperative and volunteer groups, setting priorities and objectives, improving public speaking skills, developing relations with funding organizations, project planning, management principles, time management, communication skills, career planning, or similar leadership skills as well as advanced technical training in an occupational area. All participants will attend group dynamic leadership training appropriate to the length of the training period.

Exposure to the principles and mechanics of democratic pluralism and free enterprise systems is a crucial but difficult component of the program. Experience in CLASP I has indicated that such ideas are transferred most effectively when viewed in the context of the Peace Scholar's own occupation or area of career interest.

Development of personal or professional relationships is one of the most challenging aspects to program but it is also one of the most important factors in Peace Scholar satisfaction with the program and understanding of the U.S. While it is not possible to program personal interactions, USAID/J will take the necessary steps to maximize the probability of friendships and minimize the potential for conflict. This will be done by carefully screening and orienting potential roommates or host families and providing opportunities to meet with Americans who share personal or professional interests.

Achievement of all of these objectives for every Peace Scholar and group requires an emphasis on the quality of the training programs rather than on total numbers to be trained. Therefore, in project design, planning and implementing individual or group training programs, USAID/J will maintain emphasis on provision of appropriate, high quality training and educational experiences for each Peace Scholar with corresponding numerical targets. While cost containment will continue to be a management concern, it will be considered in the context of appropriate, high quality programs rather than in terms of relative cost only.

3. Detailed Training Requests

In order to program the requirements discussed above, USAID/J will prepare adequate documentation for placement contractors and training institutions to plan a high quality program. This documentation will include all relevant background information as well as a training plan to specify the type and length of training to be provided, the nature and purpose of the Experience America activities expected, and the required follow-on activities to supplement the program.

The importance of adequate advance planning to ensure high quality training programs is well understood. Therefore, USAID/J will comply with the existing LAC Bureau program planning requirements, which are as follows:

- (1) Short-term technical training programs will require at least three months advance written notification consisting of a completed PIO/P or training request with all of the information discussed below.
- (2) Long-term technical and academic training require a minimum of six months advance written notification. For advanced acceptance at accredited institutions, full documentation of certified transcripts, letters of recommendation, medical clearances, and other required documentation must be received by the institution three to four months prior to the beginning of the program.

It is understood that the three and six month advance notification requirements are minimum planning requirements. The degree of detail and amount of advance planning needed may exceed this depending on the nature of the training program and the degree to which customized curriculum development is needed. In some cases, USAID/J may require the training institution to make a site visit to better identify skill needs in the host country context. While this element of advance planning is often crucial to the design of an appropriate program, adequate lead time for planning will be provided to the trainers.

The training requests, prepared in collaboration with the Peace Scholar and his/her supervisors, will include all data relevant to the training program, such as language skills, background, literacy in the training language, level of academic qualifications, employment history, specific experience relevant to the type of training to be conducted, home country working conditions, and expectations of the program. The training plan will also specify the expected outcomes in terms of institutional collaboration, eventual use of the training, cost-containment guidelines, and other relevant data needed for planning purposes.

In addition to the information pertaining to the technical training component, each training request or PIO/P will include full information and clear instructions about Experience America and follow-on activities. The request for the Experience America component should specify the goal and desired content of the activities, relationship of the activities to the technical component and any relevant background information about the home country situation. The training request will also include any relevant personal information about the Peace Scholar, including interests, hobbies, or special skills, which may be useful in programming appropriate and interesting activities. The section on follow-on will specify the goal and content of expected follow-on activities and explain the relationship to the training component. If follow-on is to be contracted separately, this discussion should be included for information purposes to assist the placement contractor in program planning.

As part of sound management of participant training, USAID/J will institute procedures to ensure that Peace Scholars, their supervisors, and A.I.D. training personnel are fully aware of and in agreement with the objectives and content of the training and how it will be used when the Peace Scholar returns. Ideally, Peace Scholars and supervisors will actively participate in planning the training program. Particular care will be given to identifying how the training will be used after returning home in order to include appropriate training objectives. For example, if the Peace Scholar is expected to train co-workers or give technical presentations in the community, an important program component would be materials and practice in training others.

Training plans for groups of Peace Scholars present special challenges for training institutions and will be adequately documented and planned to ensure appropriate and high quality programs. The composition of the group will be adequately homogeneous in terms of background, level of expertise, and professional interests to enable the training institution to offer training

which is relevant to each person in the group. Because excessive diversity in training groups has been a recurring problem in GLASP I, USAID/J will pay particular attention to group composition in the future.

All training programs will be fully funded prior to initiation of training activities. USAID/J will ensure that all Peace Scholars be reported to S&T/IT via the Participant Data Form (PDF). The Mission will also ensure that the required medical examination forms are submitted to provide enrollment in the health insurance coverage.

4. Pre-program Orientation

All Peace Scholars will receive appropriate and adequate orientation and pre-program training necessary to benefit fully from the training program; e.g. cultural orientation to the U.S., familiarization with the institutions in which the Peace Scholar will be working, or other elements as needed. Peace Scholars will be prepared for what they will experience, emotionally as well as intellectually, and sensitivity training will be encouraged particularly for disadvantaged rural Peace Scholars who may not be familiar even with urban life in their home country, much less the U.S. The training institution or placement contractor who will be working with the Peace Scholars in the U.S. will be involved in the orientation whenever possible. Although all programs must include an orientation component in the host country, some pre-program training may also be conducted in the U.S. when appropriate and cost-effective.

Pre-program orientation is also appropriate and necessary for host families, roommates, and host communities or institutions. The cultural exchange and sensitivity is a two way street with requirements on both ends. Intercultural relationships are more likely to be successful if each party has some understanding of the other's situation.

While there is no specific limit on the length and content of pre-program training, it is emphasized that in-country training will be preparatory for a U.S. training program.

5. Experience America

All training programs will include exposure to United States life and values, particularly as they relate to democratic institutions, free enterprise, and the development of personal and institutional relationships between Peace Scholars and Americans. USAID/J in cooperation with its contractor will develop appropriate Experience America activities for each Peace Scholar or group of Peace Scholars which will complement and supplement the technical and leadership skills components. For programming purposes, the Experience America component will be a formal component of all contracts and training requests and will be fully integrated into the overall training plan.

Experience America is an experiential and participatory, rather than observational, approach to understanding the United States. These activities should make the exposure to values, principles of democratic government,

American lifestyles, and U.S. institutions a personal and relevant experience. It is for this reason that visits to shopping malls and sporting events, while enriching, will not comprise the whole Experience America component.

The importance of developing personal relationships with Americans cannot be overemphasized, as these contacts often make a strong impression on Peace Scholars. While such relationships cannot easily be programmed, opportunities to develop friendships can be provided through home-stays, American roommates, and mentor or host family relationships. Experience has shown that Peace Scholar placements in homes or with American roommates are particularly effective, but must include adequate advance planning for the selection and orientation of the participating Americans. USAID/J will emphasize to placement contractors that Americans who are hesitant or doubtful should never be "talked into" participating in the program, particularly for long-term home-stays.

In addition to the personal relationships established, the Experience America activities will illustrate the mechanics of how democratic values and a free enterprise system work together to provide opportunity and development. USAID/J will identify values or institutions which are particularly relevant in the Jamaican context. Among those that may be appropriate are the following:

- (1) The importance of individual initiative in the U.S. economy and social/political system;
- (2) Social mobility as a result of individual effort and achievement;
- (3) Local community organization and control as the first step in the political process;
- (4) The relationship between citizens rights and responsibilities (taxes and voting, etc);
- (5) Social responsibility of the private sector; and
- (6) Mechanisms for fostering public-private partnerships to address key concerns, such as environmental issues, low-income housing, and economic development.

Although the values and institutions discussed above are presented in general, even theoretical terms, in most cases the training program will not be structured solely as a lecture or academic presentation. Rather, the Experience America activities should illustrate these values and principles through interaction with American organizations or individuals, supplemented with discussions. These experiences can be made more meaningful if they are associated with the Peace Scholar's area of expertise. Visits to or on-the-job training in community development corporations, health clinics, business firms, day care centers, cooperatives, or farms can help to make the experience relevant.

The intention is to present a balanced view of the U.S., of the common American situation, with an emphasis on the positive. Therefore, while exposure to the less attractive aspects of American life probably cannot and should not be avoided, it is appropriate that they not be emphasized. The Experience America activities should not present an overall negative impression of the US.

USAID/J will identify those areas that are most appropriate or applicable to Jamaica; the relationship of local and national government to public opinion and local organizations, the social and economic role of the private sector on all levels, or the functioning of the press are all potential topics of interest. However, in countries with long traditions of democratic government, e.g. Jamaica, a more appropriate program might focus on the differences in systems, or the role that progressive private companies can play in social and economic development.

Finally, programs should help Peace Scholars relate their experience in the U.S. with their home country situation. This is most effectively done by emphasizing basic values and approaches rather than the surface differences in wealth or resource levels.

In-country Follow-on Programs. One of the most common findings of evaluations of Peace Scholar training programs over the years has been the importance of providing follow-on support to help Peace Scholars use their training after returning home. The inclusion of such programs was an integral part of CLASP I and will be expanded under CLASP II. As with the Experience America component, follow-on programs will be incorporated into the overall training plan for each Peace Scholar or group of Peace Scholars.

A basic component of all follow-on programs will be an institutional mechanism for maintaining contact with returned Peace Scholars. This may consist of an alumni association, periodic reunions organized by USAID or a local PVO, attendance at occasional U.S. community functions, Embassy receptions, a newsletter, maintenance of address lists, or similar tracking activities. Whatever system is used, USAID/J will maintain some minimal level of effort to ensure that all Peace Scholars maintain periodic contact with Americans and other returnees. The CLASP II follow-on activities will be integrated to the maximum extent possible with CLASP I follow-on.

Beyond this basic level, follow-on programs will be designed to meet the needs of returned Peace Scholars. Follow-on programs will be designed to assist the returned Peace Scholars to overcome obstacles to applying their new skills or to facilitate their exercise of leadership roles in their communities.

Recognizing that USAID/J's program will include both short-term technical and long-term academic programs in a number of technical fields, the follow-on programs will include different activities for each type of Peace Scholar as appropriate. Long-term academic Peace Scholars, for example, may require assistance in transferring U.S. academic credits for home country accreditation.

The follow-on programs will be integrated into the overall training request and be consistent with the program objective of enhancing the leadership potential of the Peace Scholars. The follow-on activities will also be concerned with maintaining personal, professional, and institutional relationships with American individuals and institutions as appropriate.

The successful development and implementation of appropriate follow-on activities will require continuous and directed effort. If current staffing cannot accommodate the effort, USAID/J will use a PSC or a contractor financed from Project funds dedicated to follow-on activities. Whenever possible, follow-on programs will be integrated into the activities of participating host country institutions and businesses to provide an institutional base for continuing support after the end of the Project. In all cases, the follow-on program will be planned and initiated during Project start-up.

6. Cost Containment

The containment of training costs has been an important component of the CLASP I program from the beginning and will continue to be integrated into all program activities. Cost containment comprises the use of Training Cost Analysis (TCA) methodology as well as placement in lower cost training institutions, negotiation of preferential or concessional tuition rates, and cost-sharing arrangements with training institutions.

USAID/J intends to use OIT contract services for placement. The Mission will consider a buy-in for specific services should they be necessary.

Cost containment measures instituted by USAID/J have included cost sharing, negotiated, reduced or in-state student tuition, and placement in less expensive colleges and universities.

Cost containment will be considered in goal-oriented project level terms, keeping in mind the maxim "penny wise, pound foolish". For example, cost-cutting measures which adversely affect the Peace Scholars' comfort or health or the technical quality of the program are illusory if they result in the Project objectives not being met. Conversely, increased expenditures and effort in Peace Scholar selection, preparation and orientation which reduce the number of failures in long-term programs may represent an overall cost savings.

While cost containment will continue to be an important element of the Project, it is a management tool rather than an objective in itself. USAID/J will keep this distinction in mind to ensure that program quality is not sacrificed for cost savings. USAID/J will continue to emphasize to placement contractors and training institutions that living allowances established in Handbook 10 are not to be reduced for purposes of cost containment without an allowance waiver from OIT. Furthermore, placement in a low-cost training institution is only justified if that institution offers appropriate training in the subject required. The participation of leaders and potential leaders requires that program quality be maintained.

7. Summary of Program Requirements

At least 70% of Peace Scholars will be socially and/or economically disadvantaged. Each mission will determine appropriate definitions of what constitutes disadvantaged in the host country.

At least 40% of all Peace Scholars will be female.

All CLASP II Peace Scholars will attend technical or academic programs in the U.S. lasting no less than 28 days. At least 20% of all Peace Scholars will attend programs lasting nine months or longer.

No fewer than 10% of all Peace Scholars will be trained in Historically Black Universities and Colleges (HBCUs).

Advance planning of at least 3 months is required for short-term programs and 6 months is required for long-term programs.

Although cost containment continues to be an important management consideration, program quality is not to be limited to achieve cost savings.

All CLASP II Jamaican training programs will include significant and appropriate Experience America and Follow-on activities.

USAID/J will implement TCA in program planning, contracting, and reporting.

III. COUNTRY PROJECT DESCRIPTION

A. MISSION BACKGROUND AND RATIONALE

The overall objective of USAID/Jamaica's Participant Training Program is to address pressing human resource development needs through academic and technical scholarship opportunities. This broad training objective supports the Mission's overall program goals as outlined in its CDSS and is conceptually articulated in the new Human Resource Development Strategy. The Mission's program focuses on strengthening the productive sectors with special interest in the generation of foreign exchange and improving relevancy and efficiency within private and public sectors. Of paramount importance is to focus on broad based opportunity as key to the solutions.

The Action Plan supports the GOJ's development objectives by placing emphasis upon structural reform within the private sector and by improving the effectiveness and efficiency of delivering services in the public sector. In support of private sector initiatives USAID has focussed primarily on three areas:

- (1) increasing exports of non-traditional sectors;
- (2) diversifying investment; and
- (3) expanding privatization.

For example, to increase exports, efforts have focussed on:

- (1) improving overall productivity; and
- (2) diversification of exports through improved production and marketing efficiency. Increasing productivity, stimulating the development of manufactured goods and expanding tourism will increase foreign exchange and create new job opportunities. Diversifying business will broaden access to business opportunities and create employment. Expanding privatization will foster greater efficiency and productivity in capital market development and diversify the ownership base.

In support of the public sector, USAID has focussed primarily upon two areas:

- (1) increasing access to adequate education, health and low cost shelter facilities; and
- (2) improving the relevancy of services and efficiency of delivering the to an increasing number of Jamaicans, particularly the economically disadvantaged.

Mission training activities derive from two sources:

- (1) training under projects in sector offices; and
- (2) training under the CLASP Project.

The Human Resource Development Strategy (December 1988) has provided:

- (1) GOJ policy options for increasing the production and utilization of human capital;
- (2) a clearer understanding of the relationship between short-run USAID/GOJ objectives and longterm USAID/GOJ goals; and
- (3) a basis for optimizing the Missions overall efforts as they relate to human capital formation and utilization.

These activities also reflect consideration of particular needs stemming from the recent hurricane disaster.

1. Project-related Training

At present, all project-related training is carried out under the following projects: Basic Skills Training, 532-0083; Primary Education Assistance, 532-0126; Agricultural Education, 532-0082; Revenue Board Assistance, 532-0095; Caribbean Justice Improvement, 532-06445; Health Management Improvement, 532-0064; Population/Family Planning, 532-0069; Technical Consultation and Training Grant, 532-0079 (for private sector training); and the Management Education Improvement Project 532-0129. Approximately \$1 million of project funding was dedicated to training in FY88, \$700,000 in FY89 and approximately \$1.1 million is planned for FY90 and each succeeding year for the life of Project.

It is expected, given the Mission's development activities in the agricultural sector, the health sector and the housing sector, that new projects or extensions to existing projects will have appropriate levels of training funds to reflect the manpower training requirements. In addition, to ensure greater complementarity between project-related training and other training efforts (e.g., CLASP) OEHR has been playing a more active role in helping sector offices develop and/or revise training plans; follow-up on returnees under all projects to ensure their being used effectively; and in providing the Mission with a more well articulated statement of long-term human resource objectives.

The examples which follow indicate the efforts which have been made to involve the economically and socially disadvantaged:

- (1) to increase agricultural exports efforts have focussed on improving overall productivity and diversifying exports through improved production and marketing efficiency. Training has therefore focussed on agro-economics, agricultural engineering, animal husbandry, horticulture and agronomy;
- (2) in diversifying investment and expanding privatization, training has focussed on small entrepreneurs, observational training in the operations of small plants and businesses and aspiring middle managers who are directly involved in capital market development and the diversification of private sector enterprises; and
- (3) in the field of education, the Mission, recognizing the continuing need to address critical manpower constraints in the private and public sectors, has emphasized in its targets for FY 89, and FY 90 onwards, special groups such as low-income skilled workers, women, semi-urban and rural youth with leadership potential, teachers and managers.

2. CLASP II Coverage

The CLASP program (PTIIC) was limited in coverage, in that it was not designed to provide training for the private sector's short-term manpower needs or for graduate level training for developmental purposes; nor was it designed to

supplement training offered in other sector projects. During FY 88, in response to sector office needs, some emphasis was given to long-term graduate training for prospective managers from private and public sectors. Generally speaking, the focus during this period was on long-term undergraduate training and short-term training for community leaders and labor union delegates. Training for FY 89 and FY 90 has continued with this emphasis with specific attention being paid to a much larger proportion of socially and economically disadvantaged in the areas of agricultural exports, investment banking and entrepreneurship, health, urban development and education.

Under CLASP II, the Mission plans to continue along these lines as well as to adhere to the seventy percent requirement for socially and economically disadvantaged participants. In executing the rationale described heretofore, the leadership criterion will of necessity be elevated from one of many factors, to the primary consideration for recruitment and selection. Added to this, while participation of disadvantaged groups will continue to be emphasized, the Mission will follow the Kissinger Commission's injunction and endeavour to train all members of society. This will entail selecting leaders that are proportionately representative of the social and economic structure in Jamaica, excepting only the economic and political elites.

The objective of the Peace Scholarship Project was that of establishing stronger links between the peoples of the Caribbean Region and the United States. In order to do this, several objectives emerged, inter alia, to increase understanding, personal contact and the exchange of technical information between the U.S. and the region. These objectives are seen as being complementary to the goal of the CLASP II Project which aims at contributing to the formation of more effective manpower resources, thereby ensuring that the leadership and technical skills needed for progressive, balanced and pluralistic development of Jamaica. In the case of Jamaica these objectives are being implemented, in large part, through the Presidential Training Initiative for the Island Caribbean (PTIIC) Project.

3. Presidential Training Initiative for the Island Caribbean (PTIIC)

The objectives of the PTIIC were to:

- (1) Provide a meaningful exchange of experiences and cultures between the people of the United States and trainees from Jamaica;
- (2) Upgrade skills of private and public sector leaders in specialized positions that are critical to development priorities, as identified in this Country Training Plan;
- (3) Train special concern groups such as the poor, women, minorities, and urban and rural youth; and
- (4) Train trainers to provide for the broadest possible multiplier effects out of training.

4. Target Groups under CLASP II

To bring our CLASP II targets in line with desired objectives, Jamaica will continue to target the socially disadvantaged, rural people, economically disadvantaged and women. The key factors being used in identifying leaders and potential leaders in these categories are detailed in the SIF (Annex K).

Currently, specific functional groups include small entrepreneurs, teachers, small farmers and agricultural workers, working class labor union delegates and aspiring public and private sector middle-level managers. These groups and the types of training needed were identified by the Training Office in consultation with USAID Project Officers, returned participants, private sector groups and GOJ officials. CLASP II target groups are detailed in the SIF. A set of weights will be defined by the OEHR, according to the parameters provided by the SIF. All weights will be reviewed annually by the USAID Project Officer and Project Committee and, if necessary, the Project Officer and Project Committee will make the changes in weights assigned.

5. Compliance with CLASP II Policy Guidance

In FY 1990, twenty-four percent of the projected participants will receive long-term training. Short-term training will focus on women in entrepreneurship, youth leaders, working class union representatives, small farmers, low-income skilled workers and teachers. Short-term training will average 6 weeks in duration but will not be less than 4 weeks long to allow for relevant "Experience America" activities.

6. LOP Targets vis-a-vis 1990 targets

<u>LOP Target</u>	<u>FY 90 Target</u>
40% Women	58%
10% HBCUs	20%
30% Long term training	23%
70% Disadvantaged	70%

B. MISSION GOAL, PURPOSE AND STRATEGY

The Mission Project Goal is to promote broad-based economic and social development in Jamaica. The project sub-goal is to encourage and strengthen free enterprise within a system of democratic pluralism.

The Mission Project Purpose is to equip a broad base of leaders and potential leaders in Jamaica with technical skills, training and academic education and an appreciation and understanding of the workings of a free enterprise economy in a democratic society. In response to the CLASP II emphasis on leaders and leadership, the Project has been operationalized by identifying and targeting formal and informal leaders who have emerged from the lower classes over the two past decades since independence, and have, therefore, not had access to the educational and socializing influences of the more orthodox avenues to leadership.

The criteria to define and select disadvantaged groups were developed based on sociocultural and economic conditions in the Jamaican context. The recent phenomenon of urbanization of Jamaica's larger rural towns and villages has changed the character of the society, resulting in a growing rural/urban blend of influences. Nevertheless, Kingston and its environs continue to be at one end of the spectrum, with most of the income generating enterprises, advanced communications and transport systems, health and education facilities and established links with the U.S. and the region. Deep, rural agricultural settlements are at the other end.

The SIF and the Consultant's evaluation of CLASP I (PTIIC) indicate that USAID/Jamaica will be making minor alterations in its methods of recruitment, selection, follow-on and evaluation. CLASP II will attempt to reach more grassroots and populist leaders and potential leaders who normally would not apply for training nor be solicited.

The SIF concluded that leadership in Jamaica is class specific, with certain classes controlling and leading the major sectors. The elite, who are mainly from ethnic minorities, control the private sector and economic power, the middle class controls the political and professional sectors, and the lower middle and lower classes --comprised of the black majority-- control the lower levels of the public sector, the rural/agricultural sector and the informal groups that manifest themselves in the informal economy. This situation has grown up over several centuries and been the result of a country changing from an agricultural, autocratic system under British colonial rule, to a more modern democratic plurality. It has been further complicated by the strong lines of class and race that underlie the society. At the same time, the present economic crisis is eroding democratic institutions and resulting in wide defiance of legal and government regulations.

Although the leaders of the formal organizations (political, church, police, judicial system) attempt to correct the situation, they enjoy less respect than before. In addition, leaders of informal groups at the local and neighbourhood level are now enjoying more influence, especially in rural areas and urban ghettos. Potential leaders are now coming from women and youth who form powerful inter-group connections. This type of leadership depends largely on the group's decision rather than on any formal selection process or pre-authorized procedure.

Mission Training Strategy. The SIF indicated that if Jamaica is to strengthen its free enterprise system and enhance democratic pluralism, the existing barriers to legitimate economic and social mobility will have to be reduced so that larger numbers of people participate in and benefit from development. Expanding the base of democratic institutions will result in less discrimination based on social background (social class) and gender as criteria for leadership, and more emphasis on real skills and abilities. Target groups established for CLASP II in Jamaica are:

1. Poor and socially disadvantaged men and women who exhibit leadership potential but need to acquire requisite skills and abilities;
2. Non-elite public sector workers at the national level who need administrative training;
3. Formal and informal leaders at the local or community level who are involved in one of the priority sectors; e.g. agriculture, tourism, environmental protection, education, small media, popular culture, etc.; and
4. Young political leaders who need exposure to working in democratic processes and procedures.

Sectorial focus evolved from stated GOJ policy and USAID's Action Plan with an emphasis on: Agriculture, Tourism, Small Business, Environmental Protection, Development of Economic Infrastructure and Education. Refined further and cross-referenced with the target groups, this direction indicated that contact could most effectively be made through informal and formal groups that relate to both the sectors and the target groups. These included:

- Women's organizations and projects
- Small businesses and micro-enterprise operators
- PVO Project leaders, especially from rural areas
- Individuals in agriculture
- Teachers and principals (primary level)

- Students at tertiary level
- Leaders and potential leaders of youth clubs
- Small media practitioners especially those related to one of the priority sectors
- Organizers and technically skilled sports organisers
- Young technicians and organizers of popular culture projects
- Junior and middle managers in hotels, especially small hotels
- Government employees at the local or Parish level
- Women and youth in unions and political parties at the local level
- Disabled people

Among these target groups USAID/J will apply the following procedures in selection:

- Minimum of seventy percent disadvantaged
- Minimum of forty percent female
- Exclusion of political and economic elites
- No less than twenty percent scholarships long-term

C. PROJECT ACTIVITIES

This section describes the general characteristics of the target groups, program activities, presents the selection procedures and criteria, pre-departure orientation, training objectives, Experience America activities, and follow-on programs for each type of training.

1. Operational Definitions

LEADERSHIP: Individuals who exercise some influence over the thoughts and actions of others. A leader may or may not be in a formal position of authority, but rather is recognized in the organization or community as someone who can initiate action and whose opinion is respected.

POTENTIAL LEADER: Potential leaders are individuals, usually youth, whose actions, achievements, attitudes, and skills indicate a potential for leadership. In some cases, the individual will already exhibit many of the traits of a leader, but may not be recognized as such due to his/her age.

ORGANIZATION: The definition of organization includes sub-sets reflecting size, purpose, location and nature of structure.

National level organizations: aggregates of organizations, formal and informal groups, membership and reference groups, with persistence in the society and which are related to any of the following aspects of Jamaican society: politics, government, business, religion, education, media, culture, labour, sports, legal system.

Nation-wide organizations: formal membership groups, contained in a single component or unit, which exhibit few sub-systems, and having a limited number of goals with respect to at least one of the above mentioned institutions in Jamaican life.

Large local level organizations: formal membership groups, with several components, exhibiting few sub-systems and having a limited number of goals with respect to important aspects of one or more of the above-mentioned institutions in a defined geographical area of Jamaica.

Local level organizations: formal membership groups, contained within a single unit, exhibiting simple sub-systems and having a limited number of goals with respect to an important aspect of at least one of the above-mentioned institutions in a defined geographical area of Jamaica.

INFORMAL INTEREST GROUPS: groups of people who share common interests and/or concerns, regarding at least one of the above-mentioned institutions in Jamaican society, who come together periodically, but who have no officially prescribed goals, no formal roles, and no prescribed relationships.

INFORMAL SECTOR: that part of the economic and social scenario which is neither recognized by the formal institutions by way of involvement in leadership roles, nor policy-making; the enterprises in this sector are not legally registered, do not pay taxes; this sector is comprised largely of poor, black Jamaicans and is characterized by anti-authoritarian, in some instances illegal and informal arrangements, both for economic survival and social sustenance.

DISADVANTAGED: an individual who belongs to one of the following groups:

Young low income women, in the age group 15-19 years

Low income women, who are employed as domestic workers, factory workers, street vendors of local produce (e.g. higglers) or who are unemployed (27% of the female labor force)

Small farmers and agricultural laborers (about 200,000 people)

Low level workers, unskilled workers in small businesses (31% of the labor force) and the public sector

Unemployed men (11% of the male labor force)

Disabled persons

People who choose to express their religious and cultural heritage through non conformist religions (e.g. Rastafarians, Maroons - about 100,000) who encounter discrimination

People who live in remote rural villages and districts (about 50% of the total population)

People who live in urban ghettos or squatter settlements

3. Rationale and Justification for SIF Recommendations

The future of the Jamaican society depends upon the reduction of the existing barriers to legitimate economic and social mobility, so that larger numbers of citizens can both contribute to and participate in the benefits of development. Broadening the base of democracy also should result in less emphasis on social background and gender as criteria for leadership and more emphasis on skill and ability.

In order for this to occur, larger numbers of poor and socially disadvantaged men and women who exhibit leadership potential must acquire requisite skills and abilities. In particular, it will be necessary for these leaders to improve their occupational skills so as to improve their own economic position. It will be imperative for these leaders to increase their self-confidence and their ability to manage democratic processes and organizations. Very importantly, the private organizations and institutions which now enhance social and economic mobility of these groups must also be strengthened.

Secondly, the national level administrative capability has to be strengthened. This will mean that the technical capabilities of those who formulate policies and policy options in key sectors of the economy must be improved, so that

efficient resource allocation and sound economic management will be institutionalized. The skills of those charged with the responsibility for implementing national policies and programs and for managing national organizations must also be enhanced.

Finally, future political and social stability in Jamaica is dependent on whether national level political and social integrative institutions survive and function effectively. While leaders in these sectors do not require conventional training, programs which facilitate the development of creative and innovative approaches to solving current development issues should be considered. Further, practical exposure of younger political leaders to working democratic processes and procedures will serve to enhance the status of Jamaican democracy.

4. Recruitment Procedures: SIF recommendations

The procedures for recruitment and identification of leadership recognize the scope and nature of the effective demand for training in Jamaica. Within the public sector alone, some J\$20 million worth of long and short term training was identified. Effective demand for overseas training exceeds the demand for local training, particularly since local training opportunities are limited and costly. Young students, low income organizational leaders and women, however, express preference for locally based training, since lack of readiness to leave home, family responsibilities and other obstacles inhibit their ability to go abroad.

Overseas training is especially attractive to supervisors in the industrial sector, who want to witness supervisory methods in other industrial settings. Adult PVO leaders who have never experienced PVO operations in other countries consider overseas training attractive. Both prefer short-term training.

The SIF recommendations are as follows:

- (1) Potential participants should be involved in the selection and planning of their own training program. Current leaders should also be consulted to plan potential leader programs where needs are not clearly defined.
- (2) Targetted recruitment is more efficient, given the high level of effective demand.
- (3) Groups should be approached and recruited through personal contacts. Recommended target groups do not trust formal sources of benefits and often fear that intermediaries will divert benefits.
- (4) Reaching the disadvantaged: Recruitment procedures should also recognize that disadvantaged groups and rural candidates cannot be reached using communication channels that these groups do not use. Most of the respondents to the SIF survey indicated that communication by means of letters and telegrams as well as radio advertisements are

the most effective means of disseminating information about scholarship opportunities. Contact with formal organizations, such as training institutions, schools, and umbrella organizations, would be particularly effective in achieving a desired distribution of information regarding training opportunities.

- (5) The CLASP II Project should have a data base on organizations, contact persons and addresses by sector, so that direct mail lists can be maintained, and organizations can be contacted directly when opportunities arise.
- (6) CLASP II Project managers should meet with organizations, service clubs, groups of PVO's, tertiary institution administrators and guidance counsellors to discuss the program's opportunities

5. Selection Criteria: SIF recommendations

Selection criteria must take into account the difficulties associated with using income information as a measure of eligibility of candidates. Income information in Jamaica is not very reliable. In Jamaica, it is fairly safe to assume that applicants who are not from elite families and who are not from the professional and entrepreneurial class cannot afford overseas education. This would suggest that occupation, position, prior level of education, residential location and family background are more important as selection criteria than income.

Therefore, the SIF recommends that:

- (1) While income data should be gathered, income should not be considered as the preeminent factor. However, income will play an important role in those cases in which the applicant shows no need of economic assistance. In this situation applications should be considered on a case by case basis.
- (2) An overall socio-economic index should be derived using the following variables: age, sex, educational level, occupation, position in organization, whether the individual is a leader or is considered a potential leader by his peers, residential location, school attended, number of years working, income. The OEHR Project Officer and the Training Assistant Officers will develop a matrix which will include all the aforementioned variables. Each candidate will be given a score according to the results on the matrix; a list of candidates will be presented to the selection committee in a ranking order.
- (3) For the long-term Peace Scholars an interview will be required. For short-term training, where application forms do not provide adequate information to rate socio-economic-leadership level, an interview may be required.

6. Selection mechanism

The Office of Education and Human Resources will be in charge of implementing the selection mechanism. This mechanism will work as follows:

- (1) The Project Officer and/or the Training Assistants, will receive and classify the applications according to defined parameters: long- or short-term training, sex, leader, potential leader, age, income, etc. The information will be entered into OEHR's computerized data base. The Project Officer will prepare a list which will include the candidates who meet the basic qualifications.
- (2) The Project Officer will submit the list with the qualified candidates, in ranking order, to the Selection Committee which will be formed by:
 - a representative of OEHR
 - a representative of the Ministry of Public Service
 - a representative of the Private Sector (e.g., PSOJ)
 - a representative of a Jamaican PVO
 - representatives of pertinent USAID technical offices
 - a representative of UWI
 - a representative of CAST
 - a representative of the Project Committee

In case of disagreement the Selection Committee will vote. The decision will be made by simple majority.

- (3) Once a decision is reached the Project Officer will prepare a memorandum addressed to the Chief of the OEHR stating the procedure followed, recommendations and/or decisions.
- (4) Applicants will be notified of the decision as soon as possible.

7. Leadership identification

The survey of formal leaders concludes that they are characterized by high levels of involvement, either with several organizations in a voluntary capacity or, with a single organization on a full-time basis. Leaders are also characterized by the type of tasks they perform in the organizational setting. The most frequently reported tasks are:

- (1) Relating to other outside organizations

- (2) Assigning tasks to other members
- (3) Managing interpersonal relationships
- (4) Setting ethical standards
- (5) Determining work methods and procedures

The SIF also concluded that it is possible to identify leaders using persons from outside and inside organizations who were familiar with the specific organization, its roles, positions and they way it functions. Self-identification is a useful validation procedure. Formal testing and measurement techniques are not available and are not culturally acceptable.

Recommendations are as follows:

- (1) Specific invitations should be issued to formal leaders;
- (2) Specific invitations should be issued to persons who have a high level of interest in community service and who exhibit involvement in community activities;
- (3) Specific invitations should be issued to organizations to nominate leaders and potential leaders for training; and
- (4) A checklist which measures leader activity should be introduced to evaluate the extent to which a candidate is involved in the execution of leadership tasks.

8. Follow-on activities

The study conducted by the SIF team concluded that a careful and well designed tracking program is useful to enhance follow-on and evaluation. The study also indicates that participants derived significant material benefits and recognition from the training program. Upward mobility is a particularly consistent outcome.

Of 20 participants who were interviewed, one hundred percent earned more now than before they went on training. All of them related the increased income earning to their increased skill levels and additional accreditation. Only one participant did not get a promotion, but returned to do the same job she occupied before. She is, however, earning more money. Sixty-five percent of the participants received a substantial promotion, with greater responsibilities, within the same organization. Thirty percent of participants changed jobs and got higher paying positions with greater responsibility in a new organization. In all cases, participants who were promoted moved from non-managerial to managerial jobs.

The SIF suggests that follow-on activities need not be extensive nor expensive, particularly if selection has been effective.

Therefore the SIF recommends that follow-on activities should:

- (1) encourage placement immediately upon return;
- (2) require follow-up visit or interview within one month after a return;
- (3) include public recognition of trainee accomplishment immediately upon return, e.g. newspaper write up and/or public awards ceremony; and
- (4) conduct periodic workshops through professional organizations.

Follow-on activities could be enhanced by social and professional networks. Social network support is particularly important for those groups and individuals who are not connected with "old boy" and service club networks, and whose desire for mobility may be stymied by traditional social barriers.

For special groups without professional linkages, there will be a need to rely on intra organizational supports, such as personnel managers, social workers or program managers.

Utilizing existing organizations such as the American University Graduates Association for graduates, the Council for Voluntary Social Services for PVO's and professional associations and organizations as network supports for returnees will also reduce the manpower requirements of the CLASP II program administrators. USAID/J intends to institute such program in 1990.

IV. FINANCIAL PLAN AND ANALYSIS

This Project will be grant funded. Regarding the host country contribution to the Project, past experience with PTIIC indicates that host country institutions' payment of airfare and salaries for participants resulted in a host country contribution of approximately 6% of total Project costs. This is understandable in light of the disadvantaged character of many of the participants. CLASP II will likely continue a direct host country contribution of approximately the same amount; i.e., 6%. Low host country contribution in training projects like PTIIC and CLASP II is, however, off-set by host country contributions in other Section 105 funded projects which far exceed the statutory 25%. To date the overall host country contribution to education projects has been 62.4%.

CLASP II Program Summary
Obligations by Year
(US \$000)

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Total</u>
<u>Jamaica</u>	1,100	1,100	1,100	1,100	1,100	\$5,500

NOTE: Certain evaluation and other services mentioned in this PP are to be funded from an AID/W allocation under CLASP II. Project obligations for AID/W are:

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Total</u>
<u>AID/W</u>	\$17,250	\$17,250	\$17,250	\$17,250	\$17,250	\$86,250

Table I

Summary Cost Estimate and Financial Plan
(US\$000)

<u>Source</u>	<u>AID</u>		<u>HOST COUNTRY</u>		<u>TOTAL</u>
	<u>FX</u>	<u>LC</u>	<u>FX</u>	<u>LC</u>	
<u>Use</u>					
1. Short-term Training	1,053	N/A	N/A	75	1,128
2. Long-Term Training	3,877	N/A	N/A	240	4,117
3. Pre-Departure	N/A	28	N/A	N/A	28
4. Follow-on	N/A	142	N/A	N/A	142
5. Evaluations/Audits	N/A	70	N/A	N/A	70
Inflation factor (6%)	315	15	N/A	20	350
TOTAL	5,245	255	N/A	335	5,835

Table II

Country Project Budget Summary by Year⁽¹⁾ AND BY NUMBER OF PARTICIPANTS LEAVING
(US\$000)

Component	Year 1		Year 2		Year 3		Year 4		Year 5		Total	
	Cost	Participants										
Short Term Training	224	64	224	60	224	57	224	53	224	51	1,120	285
Long Term Training	825	17	825	15	825	15	825	14	825	13	4,125	74
Pre-Departure	6		6		6		6		6		30	
Follow-On	30		30		30		30		30		150	
Evaluations/ ⁽²⁾ Audits	15		15		15		15		15		75	
<u>TOTAL</u>	1,100	81	1,100	75	1,100	72	1,100	67	1,100	64	5,500	359

Short-term technical training costs are estimated at \$3,500 per participant in the base year, including \$2,790 tuition, \$210 administrative and \$500 Experience America. The average participant is estimated to spend 1 month in the U.S.

Academic training costs are estimated at \$2,083 per training month in the base year, including \$1,623 tuition, \$210 administrative and \$250 Experience America. The average participant is expected to spend 23 months in the U.S.

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- (1) Numbers of participants fall each year due to inflation factor of 6%.
(2) Funds for small, Mission specific evaluations/audits.

Table III
Illustrative Budget of Obligations by Year
(US\$)

<u>Component</u>	<u>Year 1</u>		<u>Year 2</u>		<u>Year 3</u>		<u>Year 4</u>		<u>Year 5</u>		<u>Total</u>	
	<u>AID</u>	<u>HC(1)</u>	<u>AID</u>	<u>HC</u>								
<u>Short-Term</u>												
Pre-departure	4,500		4,500		4,500		4,500		4,500		22,500	
Training(1)	224,000	16,000	224,000	16,000	224,000	16,000	224,000	16,000	224,000		1,120,000	80,000
Follow-on	24,000		24,000		24,000		24,000		24,500		120,000	
Evaluation/Audit	7,500		7,500		7,500		7,500		7,500		37,500	
TOTAL	260,000		1,300,000									
<u>Long-Term</u>												
Pre-departure	1,500		1,500		1,500		1,500		1,500		7,500	
Training(1)	825,000	51,000	825,000	51,000	825,000	51,000	825,000	51,000	825,000		4,125,000	255,000
Follow-on	6,000		6,000		6,000		6,000		6,000		30,000	
Evaluation/Audit	7,500		7,500		7,500		7,500		7,500		37,500	
TOTAL	840,000		4,200,000									
PROJ. TOTAL	1,100,000	67,000	5,500,000	335,000								

(1) Host Country contribution calculated at 6.1%.

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Table IV

Methods of Implementation and Financing
((\$000))

<u>Input</u>	<u>Methods of Implementation</u>	<u>Financing</u>	<u>Amount (US\$000)</u>
Overseas Training			
Technical	PIO/P	Transfer of Funds	1,120
Academic	PIO/P	Transfer of Funds	4,125
Local TA			
Pre-departure	AID Direct	Direct Payment	30
Follow-on	AID Direct	Direct Payment	150
Evaluations/audits	AID Direct	Direct Payment	75
<u>TOTAL</u>			<u>5,500</u>

Methods of Implementation and Financing

Long and short term participant training costs comprise 95% of the total project cost and will be implemented through Mission issued PIO/ps. The balance of funds are for local costs which will be contracted for directly by USAID. The implementing methods to be employed are within the Agency's normal practices.

Audit requirements for Mission funds seem unlikely at this time as central funds are budgeted for this purpose. However, a limited amount of Mission funds is budgeted in case of a change in the implementation plans.

Table V

Projection of Expenditures by Fiscal Year
(US\$000)

<u>Fiscal Year</u>	<u>AID</u>	<u>HOST COUNTRY</u>	<u>TOTAL</u>
1990	400	35	435
1991	900	50	950
1992	900	50	950
1993	700	40	740
1994	700	40	740
1995	570	35	605
1996	500	30	530
1997	400	25	425
1998	100	10	110
Inflation factor	330	20	350
TOTAL	\$5,500	\$ 335	\$5,835

V. IMPLEMENTATION AND EVALUATION PLAN

A. Administrative Arrangements

1. AID/W Responsibilities.

The unique nature of the CLASP II program as a regional program encompassing individual mission projects requires a continuing role for LAC/DR/EHR in program oversight, evaluation, training and orientation of mission personnel. LAC/DR will be responsible for the following functions:

- (1) In active collaboration with the missions, LAC/DR will issue policy guidance and monitor project implementation to ensure compliance with the policy guidance and program objectives. Bureau oversight functions will include review and approval of SIFs, CTPs and CTP updates;
- (2) Manage a process evaluation, similar to that carried out under CLASP I, to assist both LAC/DR and the field missions in identifying and resolving implementation problems;
- (3) Design and implement, jointly with missions, an impact evaluation;
- (4) Assist in providing training and orientation to mission personnel in CIS, TCA, Experience America, follow-on, and other project activities;
- (5) Implement the Congressional earmark projects in close collaboration with the field missions;
- (6) Serve as a liaison with Congress, the press, and other outside parties; and
- (7) Perform standard Bureau backstopping support for mission CLASP projects.

2. USAID Responsibilities.

USAID/Jamaica will be responsible for all other aspects of project design, implementation, and evaluation within the limits of the policy guidance. USAID/Jamaica will be responsible for establishing and managing contracts for technical assistance, Peace Scholar placement and local evaluation and audit requirements for Mission specific concerns.

B. MONITORING AND EVALUATION PLAN

1. Program Monitoring and Evaluation

(1) Background

Evaluation under the CLASP I project has consisted of an ongoing set of activities carried out by a central contractor under an 8a set-aside. This contractor reports to LAC/DR/EHR and is financed with a combination of CA and LAC regional funds. Some field missions have conducted their own evaluation activities using independent contractors. Activities have varied according to the needs and interests of each mission.

Centrally funded CLASP I evaluation activities have covered the following:

- The initiation and maintenance of the CLASP Information System (CIS), a comprehensive database that provides up-to-date information on each CLASP I Peace Scholar (including age, sex, academic background, socio-economic status, leadership status, urban/rural location) and the nature of the training program to be undertaken.
- The administration of questionnaires to CLASP trainees immediately prior to their departure from the U.S. and within six months of their return to their country of origin. These questionnaires assess trainee satisfaction with the U.S. training experience, trainee attitudes toward the U.S., their views regarding specific aspects of the training experience, and follow-on.
- Individual country reports that address mission compliance with CLASP policy guidance as well as adequacy of management and implementation of the CLASP program. Country reports also summarize country-specific data available from the exit and returnee questionnaires.

Data from this ongoing evaluation have been invaluable to the LAC Bureau in its management and oversight of the CLASP program:

- The CIS provides the LAC Bureau with an official and up-to-date tally on status of new trainee starts and on compliance with CLASP policy targets which are used for reporting purposes within and outside of A.I.D.;
- Insights from the country reports have been very helpful to both missions and AID/W in guiding adjustments to country-specific programs; and
- Finally, and perhaps of most significance, insights gained from the country specific evaluations have provided a useful base for sharing between missions experiences gained and lessons learned as A.I.D. enters the fifth year of this highly innovative program.

Specific Nature of CLASP II Evaluation Design

Experience with the evaluation of CLASP I and with evaluation in general has shown that investments in evaluation are worth undertaking when at least two conditions are met:

- There is a genuine interest in and need for the data to be collected (e.g. the originator of the data request faces uncertainty regarding the answer to one or more questions where the answer can only be obtained through investment in an evaluation and/or where conflicting opinions are such that an evaluation study is required to obtain the answer to the question); and
- The results of the evaluation will actually be used to implement programmatic changes (e.g. the user has sufficient authority and leverage to make the changes required).

These two criteria, level of uncertainty/conflict and leverage, will serve as the guiding principles for investment in the CLASP II evaluation. In addition to these basic criteria, additional important considerations were identified in a CLASP II impact evaluation design workshop held May 3-5, 1989 (see Annex H). These other conditions for effective use of the evaluation are as follows:

- The key users of the data (e.g., AID/W and field missions) must both take on ownership of the data collected. This means that AID/W and field missions must have input into guiding both the design of the evaluation activities and their implementation;
- Data must be collected and reported on a timely basis: questions and information needs of today must be addressed today and answers provided while the questions are still relevant and the answers needed;
- Reporting of data must be done in such a way that it is easy to read and readily lends itself to use by the originator of the data request;
- Data on "process" (the way in which students are recruited, selected, and oriented and the way in which training is carried out in the U.S.) and data on "impact" (information obtained on the effects of the training program on the trainees after they have returned home) must be closely linked.

The above conditions call for a dynamic and flexible design for the CLASP II evaluation that: provides information on a timely basis, is sensitive to field mission needs, and provides AID/W with the data that it needs for program accountability.

Listed below are the categories of information needs that will form the basis for CLASP II evaluation activities:

- Information that will permit both AID/W and field missions to track policy compliance under CLASP II and to describe the U.S. training experience.

These data, commonly referred to under CLASP I as "process evaluation" data, include information on all CLASP II trainees collected through the CIS plus information from trainees collected in the form of exit questionnaires immediately prior to their departure from the U.S. The sample, both for CIS and for the exit questionnaires, will be comprised of 100% of all CLASP II trainees. To provide continuity between the CLASP I and CLASP-II databases, existing data instruments being used under the CLASP I evaluation will continue to be applied. However, they will be updated and revised to reflect additional varying CLASP II evaluation data needs.

Data on compliance with CLASP II policy guidelines from the CIS database will be made available to AID/W and field missions semi-annually.

- Information that will permit both AID/W and field missions to assess adequacy of field mission management and implementation procedures.

Continuing activities initiated under CLASP I, it is anticipated under CLASP II that USAID/Jamaica will be visited once every two years to assess: adequacy of mission recruitment, selection, and screening procedures; adequacy of development and specification of individualized training plans; adequacy of pre-departure orientation; adequacy of quality of the U.S. training experience (academic/technical training as well as Experience America); and adequacy/relevance of the follow-on program. Reports, to be no more than 15-20 pages in length, will be shared with USAID/Jamaica. A USAID/Jamaica country report will highlight what the mission is doing "right" vis a vis management and implementation procedures that might be shared with other CLASP II missions. Suggestions will also be provided for areas where improvement is needed.

- Information that will permit both AID/W and field missions to assess the effectiveness of individual training programs and to take appropriate actions to apply lessons learned both to the expansion/extension of training programs that are doing well and adjustment/termination of programs that do not seem to be meeting their objectives.

This category of data addresses what have been referred to under CLASP I as "impact" data. CLASP I impact data gathering activities have been limited to questionnaires administered approximately six months following the return of trainees to their country of origin and the recent initiation, in Central America, of a series of pilot case studies to explore the feasibility of using qualitative data collection methodologies.

Under CLASP II, "impact" evaluation will be adjusted somewhat. Instead of a questionnaire administered to all trainees one or more times upon the trainees return to country, evaluation will consist of a series of studies-- some country-specific, some carried out over a sample of CLASP II countries. These studies will have a strong qualitative orientation, utilizing quantitative data collection methodologies when appropriate. They will be carried out on a "demand" basis (e.g., as AID/W or a field mission has one or more specific questions for which an immediate answer is needed. The studies will be carried out in such a way that: (a) the results will be provided in a timely fashion to the originator of the data request; and (b) data from consecutive studies can be compiled, across countries and across studies, to make broader observations on CLASP II outcomes.

Illustrative of generic questions to be addressed under this aspect of the CLASP II evaluation are:

Trainee knowledge of the U.S.

- Has the trainee's knowledge of the U.S. changed in any way since going to the U.S. for training?
- What have been the nature of the changes?
- Which aspects of the CLASP II process (pre-departure orientation, U.S. training, home-stays, follow-on) seem to have contributed to these changes, and in what ways?

Career Advancement

- To what extent are CLASP II returnees advancing in their careers (increased status on the job, increased responsibility, promotion in rank, increase in pay, etc.)?
- What aspects of the CLASP II training program seem to have made the most contribution to these advancements?

Leadership

- In what ways have CLASP II returnees' leadership skills been enhanced as a result of their training in the U.S.?
- What are they doing with these skills that they did not do prior to departing for the U.S.?
- What elements of the CLASP II program (pre-departure orientation, U.S. training, follow-on) seem to have most contributed to the above?

Effectiveness of Short-term Training Programs

- Are there any specific types of short-term training programs common to a number of missions that seem to be more effective than others in enhancing career mobility and leadership skills and that should be recommended for broader application?
- What are the characteristics of these training programs?
- Are there any specific types of short-term training programs common to a number of missions that seem not to be effective in enhancing career advancement or leadership skills?

Effectiveness of Long-term Training Programs

- What types of long-term training programs seem to be the most effective in terms of promoting career advancement and enhancing leadership skills (e.g. two-year undergraduate, four-year undergraduate, junior year abroad, Master's degree training)?
- Under what circumstances are these programs best carried out and how should they be designed so as to ensure maximum impact?
- What elements of the CLASP II experience seem to have contributed most to the above?

It is important to stress that these questions are illustrative and will be refined during the first year of CLASP II through a collaborative process which will invite field mission involvement both in identifying the questions to be posed and in guiding the procedures used to collect data to answer these questions. Data will be collected both on CLASP II trainees and on a select group of CLASP I returnees, both to document the CLASP I experience and to obtain insights useful for the implementation of CLASP II.

Implementation of CLASP II Evaluation Activities

(2) AID/Washington Responsibility

Overall responsibility for the CLASP II evaluation will lie with LAC/DR/EHR. One EHR staff person, responsible for providing oversight as well as liaison with AID/W and field missions on a full-time basis, will oversee the activities of a central contractor. This contractor, to be selected during the first year of CLASP II (FY 1990), will be responsible for collecting data required by AID/W for purposes of program monitoring and oversight. The contractor will also be responsible for processing and implementing mission buy-ins to carry out studies to meet specific mission information needs.

The contract will be structured in such a way that it can be accessed to design and carry out studies to address specific questions and information needs as they arise during CLASP II implementation. A careful design process, to be carried out during the first year of CLASP II with active mission involvement and participation will result in a conceptual framework that will guide the CLASP II evaluation for the ensuing five years.

The following are anticipated outputs/accomplishments during the first year of the CLASP II evaluation:

- The revision/updating of both the CIS and exit questionnaires to meet both AID/W and field information needs under CLASP I.
- The development of a series of "constructs" (e.g. culturally relevant data categories) to guide collection of information on such aspects as "leadership", "career development", and "knowledge gained about the U.S.", as a result of the training experience.
- A set of basic methodologies to be used both in carrying out AID/W and field funded activities that focus on examining the effectiveness of specific training programs.
- A conceptual framework to guide CLASP II evaluation activities plus an implementation plan for year two that includes studies of specific interest to AID/W and missions that can be carried out within available funding levels.

(3) Mission Monitoring and Evaluation

USAID Jamaica intends to use the evaluation/monitoring program to be mounted by LAC/DR/EHR. The range of activities contemplated by AID/Washington seems perfectly appropriate for the monitoring and evaluation concerns of the Mission, with one exception; i.e., cost:benefit analysis of local follow-up activities. To ensure that USAID Jamaica evaluation concerns do not "over-evaluate" project activities, Mission staff will come to the proposed early 1990 Project meeting with plans for Mission specific evaluation concerns.

C. CONTRACTING PLAN

USAID/Jamaica intends to obligate funds through a bilateral agreement with the Jamaican Ministry of Public Service. The Mission will be responsible for establishing, managing and monitoring contracts for placement services and local evaluations.

The Project will follow the Gray Amendment's guidance and will establish placement procedures to comply with existing legislation and Agency policy to place at least 10% of all U.S.-trained participants in Historically Black College and Universities (HBCU).

For local evaluation/audit efforts, USAID/Jamaica will let direct contracts locally following local competitive bidding procedures.

D. IMPLEMENTATION SCHEDULE

January 1990	SIF approved by AID/W
February 1990	CLASP II Project authorized
March 1990	Project Agreement signed with GOJ
March 1990	Selection of 1990 academic participants
March 1 - December 30, 1990	Short- and long-term PIO/Ps prepared
June 1990	First follow-on conference held
August 1990	Long-Term Participants Depart
December 1990	Selection of second group of long-term participants completed
January 1991	Grant Agreement Amended to add funds
February 1, 1991	Academic participants' PIO/Ps sent to AID/W
February - December 1991	Short-term PIO/Ps sent to AID/W
June - August 1991	Follow-on conferences held
August 1991	Academic Participants Depart

December 1991	Selection of 3rd group of academic participants completed
January 1992	Grant Agreement amended to add funds
February 1, 1992	PIO/Ps sent to AID/W
February - December 1992	Short-term participants' PIO/Ps sent to AID/W
June - August 1992	Follow-on conferences held
June 1992	Process/Impact Evaluation by AID/W
December 1992	Selection of long-term participants completed
January 1993	Grant Agreement amended to add funds
February 1, 1993	Academic participants' PIO/Ps sent to AID/W
February - December 1993	Short-term PIO/Ps sent to AID/W
June - August 1993	Follow-on conferences held
July 1993	Cost:benefit evaluation of follow-on activities completed
December 1993	Selection of academic participants completed
January 1994	Grant amended to add funds
February 1, 1994	Academic participants' PIO/Ps sent to AID/W
February - December	Short-term PIO/Ps sent to AID/W
July - August 1994	Follow-on conferences completed
December 1994	Selection of academic participants completed

February 1 1995	Academic participants' PIO/Ps sent to AID/W
February - December 1995	Short-term participant PIO/Ps sent to AID/W
July - August	Follow-on conferences completed
August 1995	Process and Impact Evaluation by OIT
August 1995	Academic participants depart
July - August 1996	Follow-on conferences completed
June 1991 - 1998	Academic participants return to Jamaica

VI. SUMMARY OF PROJECT ANALYSES

A. SOCIAL/INSTITUTIONAL ANALYSIS

A Social and Institution Framework (SIF) was contracted for by USAID/Jamaica (Annex K). The SIF provides an analysis of various aspects of Jamaican Society by examining in detail sectors and institutions that are gaining prominence among the majority of the population and what constitutes disadvantaged people within sectors and institutions. The SIF also identifies leaders and potential leaders, and provides a description of Jamaica's social and institutional landscape. The data for the socio-economic background study was gathered from existing studies, academic reports and technical and sociological literature as well as from interviews with sociologists. A listing of all social, economic, political, religious and other institutions contacted was prepared. Important occupations, organizations and individuals within the institutions were also noted.

The SIF concluded that leadership in Jamaica is class specific, with certain classes controlling and leading the major sectors. The elite, who are mainly from ethnic minorities, control the private sector and economic power, the middle class controls the political and professional sectors, and the lower middle and lower classes control the public sector, the rural/agricultural sector and the informal groups that manifest themselves in the informal economy. The situation has grown up over several centuries and been the result of a country changing from an agricultural, autocratic system under British colonial rule, to a more modern democratic plurality. It has been further complicated by the strong lines of class and race that underlie the society. At the same time, the present economic crisis is eroding democratic institutions and resulting in wide defiance of legal and government regulations. Although the leaders of the formal organizations (politic, church, police, judicial system) attempt to correct the situation, they enjoy less respect than before.

The SIF indicated that if Jamaica is to strengthen its free enterprise system and encourage democratic pluralism, the existing barriers to legitimate economic and social mobility would have to be reduced so that larger numbers of people can participate and contribute towards the benefits of development. Expanding the base of democratic institutions would result in less emphasis on social background (social class) and gender as criteria for leadership, and more emphasis on real skills and abilities. In order to accommodate this situation, the specific criteria established for CLASP II in Jamaica are based on the following:

- Minimum of 70% disadvantaged
- Minimum of 40% women
- Exclusion of political and economic elites
- At least 20% of scholarships long-term.

Selection of Priority Institutions/Sectors Organizations

The social analysis indicated that Jamaican society consists of a formal sector of institutions and organizations and an informal sector. These two sectors do not share similar priorities in terms of influence on attitudes, bases of leadership and so on. It was decided that the methodology to be applied to examine leadership and leadership training needs within the formal sector would be different from the methodology utilized to investigate the informal sector.

The methodology used to select priority institutions and organizations in the formal sector was as follows:

1. Priority sectors: A review of the USAID Action Plan 1989/90 indicated priority sectors for USAID/J activity. GOJ priorities were identified from discussions with the Planning Institute of Jamaica (PIOJ) and review of various aspects of the national five year plan, which is now being prepared. USAID personnel also attended various presentations and reviewed the recommendations with a view to identifying sectoral priorities for training not covered by other projects. The SIF methodology was adjusted to reflect the responses received from this review process.

2. Formal organizations: A listing of formal organizations in each sector, by size of membership, rural/urban distribution of members and sex distribution of membership was prepared, using a telephone survey, handbooks and PIOJ statistics. Sixty organizations were selected, for detailed investigation of training needs, using the following criteria:
 - Predominance of membership from disadvantaged groups
 - Organizational goals consistent with priority sectors of GOJ and USAID
 - Impact of organization, as measured by the size of its membership
 - Churches and political organizations were not included for detailed investigation, in the interest of time and resource constraints.
3. Organizational analysis: Interviewers who were familiar with the selected organizations conducted an analysis of the organizations, using several approaches: attendance at events and meetings; reading newspapers and monitoring TV and radio magazine programs which highlight leaders and organizational activities; and interviews with program managers, administrators and planners to identify leadership patterns, organizational strengths and weaknesses, and the effective demand for training and training needs.
4. Identification of Leaders: Leaders identified by means of the organizational analysis were interviewed. No more than two leaders from each organization were selected. The sample size of 100 was established, with 70% from rural areas and 30% from Kingston. The sample was stratified by age, such that approximately 25% of the sample fell in each age cohort above the age group 15 years old. Structured interviews were used in formal organizational settings to find out the perception of self as a leader, types of tasks undertaken by leaders, self-reported training needs and the feasibility of overseas training.
5. The Informal sector: The methodology used to identify priority institutions and leaders in the informal sector was less structured. Interviews by participant-observers were used to determine the social and economic networks in low income communities. The analyses of the networks yielded institutions and groups which had important influences on these groups. Structured interviews with community and group members were used to identify occupations and individuals who were sources of information and assistance. Interviews with leaders were conducted to develop profiles of leaders.

6. Disadvantaged groups:

Women: several categories: a) young low income women, in the age group 15-19 years; b) women who are employed as domestic workers, factory workers, street vendors of local produce (e.g., higglers); and c) women who are unemployed (27% of the female labor force);

Small Farmers and agricultural laborers (about 200,000 people). Low level skilled workers, unskilled workers in businesses (31% of the labor force) and the public sector;

Unemployed men (11% of the male labor force);

Disabled persons;

People who live in urban ghettos or squatter settlements.

7. Training needs: These were determined for each sector/institution, disadvantaged within the sector/institution and potential leadership requirements. The SIF was developed with consideration for Experience America Objectives, selection procedures and follow-on considerations (see Annex K).

B. ADMINISTRATIVE

The CLASP II program will be implemented by the Mission's Office of Education and Human Resources. One FSN will be the Project Officer. Currently PTIIC requires two administrative training assistants. It is expected that they will be required to implement CLASP II. USAID/Jamaica has spent considerable effort during FY89 to up-date all project files so that current records on participants' "whereabouts" are largely available. The Mission should have about eighty-five percent of all previous participants in the PTMIS by early 1990. The Mission intends to initiate follow-up activities for all participants. USAID/J will try to accommodate this new effort using existing staff but will consider Project funds to contract for "follow-on" should it become necessary.

The Mission expects to be able to meet all pre-departure orientation requirements from existing staff. The host country implementing agency will be the Ministry of Public Service. It is well staffed, familiar with USAID and the Mission anticipates no problems in continuing to work with its staff.

C. ECONOMIC

Economic analysis of participant training projects is difficult because the output--improved education and skills--is difficult to measure in economic terms. Both AID Handbook 3 and the AID Manual for Project Economic Analysis recommend against the use of cost-benefit analysis for these types of projects because of the difficulty of reliably quantifying the benefits of training.

The most appropriate and relevant means of assessing the economic feasibility of training projects is cost effectiveness analysis. The key concept of the cost effectiveness approach is that the analytical focus is on accomplishing the objectives rather than the total amount of the costs per se. The purpose of the analysis is to identify the least cost (or most efficient) means of achieving those objectives. In other words, while the project should not cost more than necessary to be successful, neither should the objectives be sacrificed to reduce costs.

The CLASP program introduces complexities in the analysis that limit valid analysis to the country and training group level rather than the project or program level. First, the objectives of the program require that all training take place in the U.S., which eliminates the possibility of lower cost alternatives. Equally importantly, the diversity in the program in terms of technical fields and length and nature of training make "effectiveness" and "efficiency" very difficult to define on a program level. The most obvious measure of efficiency would be numbers of people trained per dollar spent, but the range of short term and long term participants in the program makes this meaningless. The other possible means of measuring effectiveness is to compare the eventual social and economic impact of different fields and types of training. However, there are no data available that would measure the relative economic benefit of, for example, six-week technical programs in basic health care, eight-month technical programs in restaurant management, and two year academic programs in machine tools. Therefore, the only appropriate level of cost-effectiveness analysis is on the country and training group level.

On the program level, the appropriate approach is to ensure that cost effectiveness considerations are integrated into the design and implementation of the project. Two mechanisms for incorporating these considerations are included in the design. The first mechanism is the establishment of objectives and criteria for acceptable training programs--that the training be appropriate for the participant and that it substantively contribute to the participant's career and leadership development. While the data still lacks the rigor of scientifically significant results, these criteria offer the subjective advantage of requiring training personnel to review and justify the training in these terms.

The second, and more concrete, contribution to cost-effectiveness is the institutionalization of cost containment measures in the project. Cost containment is applied to specific training groups and contracts, so the alternatives available are more subject to analysis and comparison. For

example, the alternatives of in-country and U.S. based English language training (or a combination thereof) or other preparatory training can be analyzed in relatively straightforward terms because the results (TOEFL scores) and costs are easy to measure. Similarly, the choice between equally proficient technical schools with different tuition rates is equally straightforward. In addition, the use of TCA to compare and monitor contract costs on a line item basis substantially improves the competitiveness of proposals and the mission's ability to control costs. This systematic review of alternatives on a cost basis is the single most effective means of assuring that the project is cost effective.

As the preceding discussion has shown, a definitive judgement of the cost-effectiveness of the GLASP program cannot be made in advance. The cost effectiveness of the project is in the details of implementation rather than the design. Rather, the judgement can be made that adequate measures have been built into the project to maximize the cost effectiveness of the project by emphasizing the training objectives and institutionalizing the use of cost containment approaches. USAID/Jamaica intends to ensure that cost effectiveness is well maintained.

D. TECHNICAL

The primary technical issues of participant training concern those factors in the design and implementation of the program which experience has shown to be important in creating successful training programs. A.I.D. and its predecessor agencies have provided scholarships to over 250,000 foreign nationals since 1949 and the collective experience has been reviewed in numerous evaluations and audits in that period.

The evaluations of participant training programs have focused almost exclusively on the operational issues of planning, design, and implementation rather than on larger questions of impact and usefulness of training. Therefore, the technical analysis will also concentrate in these areas. A few evaluation findings have consistently and repeatedly been reported in every region and type of training program. Three key findings deal with procedures for selecting participants and planning the training program, pre-departure orientation, and post-program follow-on activities in the home country. All of these factors discussed below are incorporated into the Project design and will be implemented in the country training plans and activities.

1. **Procedures for selecting participants and planning the training program.** The success of the program eventually rests on the ability and willingness of the participants to adequately learn the desired skills (or to graduate) and to use the training productively after returning home. Selection procedures will be organized to identify promising individuals by encouraging the active participation of community groups, managers and supervisors (for those who are employed), and other people with a direct interest in the eventual use of the training. Standard criteria have been established and used in assessing the candidates.

Beyond selecting promising individuals, the adequacy of the training program in assessing the professional or training needs of the individual (or group) and eventual placement in an appropriate training program is essential. Therefore, program planning will not be done in isolation, but rather will include the active involvement of the participant, his/her supervisors or managers, and community representatives (if appropriate). Because these individuals are in the best position to determine the types of skills needed and how they will be used after return to the home country, many potential problems will be avoided at this stage, when it is least difficult and costly to make changes. In addition to improving the training activities, this broad participation of interested parties in the planning stage will help ensure that A.I.D., the participant, and the employer or sponsor have similar expectations of what the training program is intended to achieve. Different expectations of the program have been a common complaint in many unsuccessful training programs. As part of this cooperative program planning process, explicit plans for using the training after return will be formulated.

The adequate development of a training request is a key step in assuring a high quality training program. The training request will include all relevant data about the participant which will be needed by the training institution and trainers to orient the program to the participants needs and expectations. USAID/Jamaica will emphasize the importance of proper planning to the contract and FSN project managers. Of course, the level of effort needed to ensure adequate planning will vary considerably with the type of program. Attendance at a conference or seminar will require relatively little time and effort to arrange, while a customized 9-month training program will require substantial information, time and effort.

Training groups of people with related backgrounds and skills is attractive in terms of both administrative convenience and cost savings. However, group training will be carefully planned in order to meet the needs of all of the participants. One of the most important aspects of group training is assuring that the composition of the group is largely homogeneous in terms of background, professional knowledge, and position. The importance of putting together a compatible and technically or professionally homogeneous group will not be overlooked.

2. Pre-departure orientation. In programs which involve travel and training in third countries or in the U.S., orientation to the training program, travel plans, and cultural differences are very important. While many of these activities can be expensive and labor intensive, they are a factor in the success or failure of any training program. Discomfort and confusion inhibits the learning process and creates an adverse impression of the U.S., thus reducing the degree of skill acquisition and negating one of the major side benefits of U.S. training--increasing understanding and relations between the U.S. and citizens of other countries. The Mission already has a good pre-departure orientation program. USAID/J will continue to try to improve it by involving more returnees.

3. Follow-on. An important finding over many years has been that some continuing activities are needed with returned participants to ensure that they are able to effectively apply the training received. The relatively low additional cost of establishing job banks, employment networks, alumni associations, annual seminars to maintain or upgrade skills, or community project funds to provide seed money for initiatives can ensure that participants maximize the potential to utilize the training received in the U.S. A follow-on program has not yet been developed by USAID/Jamaica. The Mission will do so under CLASP II.

VII. ANNEXES

A. Logical Framework

LOGICAL FRAMEWORK

CARIBBEAN AND LATIN AMERICA SCHOLARSHIP PROGRAM (CLASP)
(532-0169)

<u>Narrative Summary</u>	<u>Objectively Verifiable Indicators</u>	<u>Means of Verification</u>	<u>Assumptions</u>
<p><u>Program Goal</u> To promote broad-based economic and social development in the LAC countries.</p>	<p>Increased per-capita income. Increased consumption and income in poorest 50% of society.</p>	<p>National economic statistics. Program evaluation.</p>	<p>Functioning democracies and free market economies will result in long term stability and economic growth. Other National and International economic assistance programs continue at present levels. Disruptive outside forces do not intensify destabilizing efforts.</p>
<p><u>Project Goal:</u> To encourage and strengthen democratic pluralism and free enterprise market economies in LAC countries.</p>	<p>Greater participation in economic and social progress by poorer and disadvantaged groups in society.</p>	<p>Project Evaluation National statistics</p>	<p>Leadership and skills training for middle and lower socio-economic classes will strengthen participation of these groups in economic and political progress. Active economic and political participation by targeted groups will strengthen societal commitment to pluralism and free enterprise. Participant selection procedures successfully identify current and potential leaders. The scholarship program advances the careers and influence of the participants.</p>

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Narrative Summary

Program Purpose

To equip a broad base of leaders in LAC countries with specialized skills, training, and academic education and an appreciation and understanding of the workings of democratic processes in a free enterprise economy.

Objectively Verifiable Indicators

Returned Peace Scholars are employed in their areas of expertise and are applying the skills learned in the U.S.

Returned Peace Scholars are active and influential in community or professional affairs.

Peace Scholars have benefitted from the program in terms of either finding a job or having increased responsibility or salary in an existing one.

Peace Scholars have maintained some linkage with the U.S. after return home.

Means of Verification

Process Evaluation
Impact Evaluation
Project Reports

Assumptions

The nature and length of training and Experience America has significant impact on attitudes and skill levels.

Training program facilitates career advancement of Peace Scholars.

Association with the U.S. does not impede leadership status in community.

Democracy values can be transferred through training programs and exposure to US.

Missions are successful in selecting leaders and potential leaders and in developing appropriate training programs for them.

Narrative Summary

Objectively Verifiable Indicators

Means of Verification

Assumptions

Mission Project OUTPUTS

1. Program Requirements

1a. Project is consistent with program guidelines

1a. At least 70% of Peace Scholars are from disadvantaged backgrounds
1b. All Peace Scholars meet mission criteria for leadership potential.

Project records.

Selection procedures are instituted and followed.

Appropriate candidates can be found.

1c. At least 20% of programs last 9 months or longer

1d. At least 10% of all Peace Scholars are placed in HBCU institutions

1e. At least 40% of the Peace Scholars are women.

Project process evaluation.

Process evaluation.

2. Peace Scholar selection and recruitment procedures identify leaders and potential leaders.

2. Mission strategy and procedures established and functioning.

3. All Peace Scholars given adequate pre-departure preparation in language, skills, and remedial academic preparation.

3. Interviews indicate that Peace Scholars are well prepared for program.

4. All programs and contracts use TCA methodology and use cost-containment approach.

4. TCA used for all contract and reporting. Program costs held to reasonable levels consistent with program quality.

5. Training plans are prepared adequately in advanced and customized for needs of individuals or groups.

5. Training plans are submitted 6 months in advance for LT training and 3 months in advance for ST training.

<u>Narrative Summary</u>	<u>Objectively verifiable indicators</u>	<u>Means of verification</u>	<u>Assumptions</u>
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Outputs (cont'd)

6. All programs include integrated Experience America program.	6. Experience America strategy and program articulated in the Mission and integrated into customized training plans.	Project Records Process evaluation	
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Every Peace Scholar has appropriate Experience America programs.

7. Returned Peace Scholars needs met by customized follow-on program	7. Mission follow-on program strategy clearly articulated and implemented.		
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All returned Peace Scholars are included in follow-on activities.

II. Project Outputs

1. Short-term technical training	1. At least 285 people trained in the identified priority fields.	Project Records	
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2. Academic Education programs are completed	2. At least 74 people receive degrees in the identified priority fields.	Project Records	
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Inputs

Scholarships	\$5,245,000 for 463 Scholarships
Technical assistance	\$ 180,000 for pre-departure and follow-on activities.

Evaluation/audits	\$ 75,000
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5C(2) - PROJECT CHECKLIST

Listed below are statutory criteria applicable to projects. This section is divided into two parts. Part A includes criteria applicable to all projects. Part B applies to projects funded from specific sources only: B(1) applies to all projects funded with Development Assistance; B(2) applies to projects funded with Development Assistance loans; and B(3) applies to projects funded from ESF.

CROSS REFERENCES: IS COUNTRY CHECKLIST UP TO DATE? HAS STANDARD ITEM CHECKLIST BEEN REVIEWED FOR THIS PROJECT? Yes. Country Checklist completed with FY # PAAD 11/09.
Yes:

A. GENERAL CRITERIA FOR PROJECT

1. FY 1989 Appropriations Act Sec. 523; FAA Sec. 614A. If money is sought to be obligated for an activity not previously justified to Congress, or for an amount in excess of amount previously justified to Congress, has Congress been properly notified?

Congressional
Notification sent
on February 15, 199

2. FAA Sec. 611(a)(1). Prior to an obligation in excess of \$500,000, will there be (a) engineering, financial or other plans necessary to carry out the assistance, and (b) a reasonably firm estimate of the cost to the U.S. of the assistance?

Yes

3. FAA Sec. 611(a)(2). If legislative action is required within recipient country, what is the basis for a reasonable expectation that such action will be completed in time to permit orderly accomplishment of the purpose of the assistance?

N/A

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4. FAA Sec. 611(b); FY 1993 Appropriations Act Sec. 501. If project is for water or water-related land resource construction, have benefits and costs been computed to the extent practicable in accordance with the principles, standards, and procedures established pursuant to the Water Resources Planning Act (42 U.S.C. 1962, et seq.)? (See A.I.D. Handbook 3 for guidelines.) N/A

5. FAA Sec. 611(e). If project is capital assistance (e.g., construction), and total U.S. assistance for it will exceed \$1 million, has Mission Director certified and Regional Assistant Administrator taken into consideration the country's capability to maintain and utilize the project effectively? N/A

6. FAA Sec. 209. Is project susceptible to execution as part of regional or multilateral project? If so, why is project not so executed? Information and conclusion whether assistance will encourage regional development programs. N/A

7. FAA Sec. 601(a). Information and conclusions on whether projects will encourage efforts of the country to:
(a) increase the flow of international trade; (b) foster private initiative and competition; (c) encourage development and use of cooperatives, credit unions, and savings and loan associations; (d) discourage monopolistic practices; (e) improve technical efficiency of industry, agriculture and commerce; and (f) strengthen free labor unions.
By exposing participants to U.S. pluralism, skill training and democratic institutions. It is expected that (a) - (f) will be positively impacted.

8. FAA Sec. 601(b). Information and conclusions on how project will encourage U.S. private trade and investment abroad and encourage private U.S. participation in foreign assistance programs (including use of private trade channels and the services of U.S. private enterprise). N/A

9. FAA Secs. 612(b), 616(h). Describe steps taken to assure that, to the maximum extent possible, the country is contributing local currencies to meet the cost of contractual and other services, and foreign currencies owned by the U.S. are utilized in lieu of dollars.
- Host country will provide some air fares.
Continue participants salaries and help in selection and follow-on.
10. FAA Sec. 612(d). Does the U.S. own excess foreign currency of the country and, if so, what arrangements have been made for its release?
- No
11. FY 1989 Appropriations Act Sec. 521. If assistance is for the production of any commodity for export, is the commodity likely to be in surplus on world markets at the time the resulting productive capacity becomes operative, and is such assistance likely to cause substantial injury to U.S. producers of the same, similar or competing commodity?
- N/A
12. FY 1989 Appropriations Act Sec. 549. Will the assistance (except for programs in Caribbean Basin Initiative countries under U.S. Tariff Schedule "Section 807," which allows reduced tariffs on articles assembled abroad from U.S.-made components) be used directly to procure feasibility studies, prefeasibility studies, or project profiles of potential investment in, or to assist the establishment of facilities specifically designed for, the manufacture for export to the United States or to third country markets in direct competition with U.S. exports, of textiles, apparel, footwear, handbags, flat goods (such as wallets or coin purses worn on the person), work gloves or leather wearing apparel?
- No
13. FAA Sec. 119(q)(4)-(6) & (10). Will the assistance (a) support training and education efforts which improve the capacity of recipient countries to prevent loss of biological diversity; (b) be provided under a long-term agreement in which the recipient country agrees to protect ecosystems or other
- To a limited extent.
Yes - through training.

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wildlife habitats; - (c) support efforts to identify and survey ecosystems in recipient countries worthy of protection; or (d) by any direct or indirect means significantly degrade national parks or similar protected areas or introduce exotic plants or animals into such areas?

14. FAA Sec. 121(d). If a Sahel project, has a determination been made that the host government has an adequate system for accounting for and controlling receipt and expenditure of project funds (either dollars or local currency generated therefrom)? N/A

15. FY 1989 Appropriations Act. If assistance is to be made to a United States PVO (other than a cooperative development organization), does it obtain at least 20 percent of its total annual funding for international activities from sources other than the United States Government? N/A

16. FY 1989 Appropriations Act Sec. 538. If assistance is being made available to a PVO, has that organization provided upon timely request any document, file, or record necessary to the auditing requirements of A.I.D., and is the PVO registered with A.I.D.? N/A

17. FY 1989 Appropriations Act Sec. 514. If funds are being obligated under an appropriation account to which they were not appropriated, has prior approval of the Appropriations Committees of Congress been obtained? N/A

18. State Authorization Sec. 119 (as interpreted by conference report). Has confirmation of the date of signing of the project agreement, including the amount involved, been cabled to State L/T and A.I.D. LEG within 60 days of the agreement's entry into force with respect to the United States, and has the full text of the agreement been pouched to those same offices? (See Handbook 3, Appendix 6G for agreements covered by this provision). N/A

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B. FUNDING CRITERIA FOR PROJECT

1. Development Assistance Project Criteria

- a. FY 1989 Appropriations Act Sec. 548
(as interpreted by conference report for original enactment). If assistance is for agricultural development activities (specifically, any testing or breeding feasibility study, variety improvement or introduction, consultancy, publication, conference, or training), are such activities (a) specifically and principally designed to increase agricultural exports by the host country to a country other than the United States, where the export would lead to direct competition in that third country with exports of a similar commodity grown or produced in the United States, and can the activities reasonably be expected to cause substantial injury to U.S. exporters of a similar agricultural commodity; or (b) in support of research that is intended primarily to benefit U.S. producers?

FAA Secs. 102(b), 111, 113, 281(a).
Describe extent to which activity will (a) effectively involve the poor in development by extending access to economy at local level, increasing labor-intensive production and the use of appropriate technology, dispersing investment from cities to small towns and rural areas, and insuring wide participation of the poor in the benefits of development on a sustained basis, using appropriate U.S. institutions; (b) help develop cooperatives, especially by technical assistance, to assist rural and urban poor to help themselves toward a better life, and otherwise encourage democratic private and local governmental

Selection of participant targets following groups
70% Socially/Economically disadvantaged.

40% Women

66

institutions; (c) support the self-help efforts of developing countries; (d) promote the participation of women in the national economies of developing countries and the improvement of women's status; and (e) utilize and encourage regional cooperation by developing countries.

c. FAA Secs. 103, 103A, 104, 105, 106, 120-21; FY 1989 Appropriations Act (Development Fund for Africa). Does the project fit the criteria for the source of funds (functional account) being used? Yes

d. FAA Sec. 107. Is emphasis placed on use of appropriate technology (relatively smaller, cost-saving, labor-using technologies that are generally most appropriate for the small farms, small businesses, and small incomes of the poor)? N/A

e. FAA Secs. 110, 124(d). Will the recipient country provide at least 25 percent of the costs of the program, project, or activity with respect to which the assistance is to be furnished (or is the latter cost-sharing requirement being waived for a "relatively least developed" country)? Yes. The 25% contribution is being considered on a sectoral basis.

f. FAA Sec. 128(b). If the activity attempts to increase the institutional capabilities of private organizations or the government of the country, or if it attempts to stimulate scientific and technological research, has it been designed and will it be monitored to ensure that the ultimate beneficiaries are the poor majority? Yes

g. FAA Sec. 281(b). Describe extent to which program recognizes the particular needs, desires, and capacities of the people of the country; utilizes the country's intellectual resources to encourage institutional development; and supports civil education and training in skills required for effective participation in governmental processes essential to self-government.

Selection criteria take into account all aspects of this secto

h. FY 1989 Appropriations Act Sec. 536. Are any of the funds to be used for the performance of abortions as a method of family planning or to motivate or coerce any person to practice abortions?

No

Are any of the funds to be used to pay for the performance of involuntary sterilization as a method of family planning or to coerce or provide any financial incentive to any person to undergo sterilizations?

No

Are any of the funds to be used to pay for any biomedical research which relates, in whole or in part, to methods of, or the performance of, abortions or involuntary sterilization as a means of family planning?

No

FY 1989 Appropriations Act. Is the assistance being made available to any organization or program which has been determined to support or participate in the management of a program of coercive abortion or involuntary sterilization?

No

If assistance is from the population functional account, are any of the funds to be made available to voluntary family planning projects which do not offer, either directly or through referral to or information about access to, a broad range of family planning methods and services?

N/A

16

- j. FAA Sec. 7601(e). Will the project utilize competitive selection procedures for the awarding of contracts, except where applicable procurement rules allow otherwise? Yes
- k. FY 1989 Appropriations Act. What portion of the funds will be available only for activities of economically and socially disadvantaged enterprises, historically black colleges and universities, colleges and universities having a student body in which more than 40 percent of the students are Hispanic Americans, and private and voluntary organizations which are controlled by individuals who are black Americans, Hispanic Americans, or Native Americans, or who are economically or socially disadvantaged (including women)? 158
- l. FAA Sec. 118(c). Does the assistance comply with the environmental procedures set forth in A.I.D. Regulation 16? Does the assistance place a high priority on conservation and sustainable management of tropical forests? Specifically, does the assistance, to the fullest extent feasible: (a) stress the importance of conserving and sustainably managing forest resources; (b) support activities which offer employment and income alternatives to those who otherwise would cause destruction and loss of forests, and help countries identify and implement alternatives to colonizing forested areas; (c) support training programs, educational efforts, and the establishment or strengthening of institutions to improve forest management; (d) help end destructive slash-and-burn agriculture by supporting stable and productive farming practices; (e) help conserve forests which have not yet been degraded by helping to increase N/A

production on lands already cleared or degraded; (f) conserve forested watersheds and rehabilitate those which have been deforested; (g) support training, research, and other actions which lead to sustainable and more environmentally sound practices for timber harvesting, removal, and processing; (h) support research to expand knowledge of tropical forests and identify alternatives which will prevent forest destruction, loss, or degradation; (i) conserve biological diversity in forest areas by supporting efforts to identify, establish, and maintain a representative network of protected tropical forest ecosystems on a worldwide basis, by making the establishment of protected areas a condition of support for activities involving forest clearance or degradation, and by helping to identify tropical forest ecosystems and species in need of protection and establish and maintain appropriate protected areas; (j) seek to increase the awareness of U.S. government agencies and other donors of the immediate and long-term value of tropical forests; and (k) utilize the resources and abilities of all relevant U.S. government agencies?

- m. FAA Sec. 118(c)(13). If the assistance will support a program or project significantly affecting tropical forests (including projects involving the planting of exotic plant species), will the program or project (a) be based upon careful analysis of the alternatives available to achieve the best sustainable use of the land, and (b) take full account of the environmental impacts of the proposed activities on biological diversity?

N/A

n. PAA Sec. 118(c)(14). Will assistance be used for (a) the procurement or use of logging equipment, unless an environmental assessment indicates that all timber harvesting operations involved will be conducted in an environmentally sound manner and that the proposed activity will produce positive economic benefits and sustainable forest management systems; or (b) actions which will significantly degrade national parks or similar protected areas which contain tropical forests, or introduce exotic plants or animals into such areas?

N/A

PAA Sec. 118(c)(15). Will assistance be used for (a) activities which would result in the conversion of forest lands to the rearing of livestock; (b) the construction, upgrading, or maintenance of roads (including temporary haul roads for logging or other extractive industries) which pass through relatively undegraded forest lands; (c) the colonization of forest lands; or (d) the construction of dams or other water control structures which flood relatively undegraded forest lands, unless with respect to each such activity an environmental assessment indicates that the activity will contribute significantly and directly to improving the livelihood of the rural poor and will be conducted in an environmentally sound manner which supports sustainable development?

N/A

p. FY 1989 Appropriations Act. 12 assistance will come from the Sub-Saharan Africa DA account, is it (a) to be used to help the poor majority in Sub-Saharan Africa through a process of long-term development and economic growth that is equitable, participatory, environmentally sustainable, and self-reliant; (b) being provided in accordance with the policies

N/A

(c) being provided, when consistent with the objectives of such assistance, through African, United States and other PVOs that have demonstrated effectiveness in the promotion of local grassroots activities on behalf of long-term development in Sub-Saharan Africa; (d) being used to help overcome shorter-term constraints to long-term development, to promote reform of sectoral economic policies, to support the critical sector priorities of agricultural production and natural resources, health, voluntary family planning services, education, and income generating opportunities, to bring about appropriate sectoral restructuring of the Sub-Saharan African economies, to support reform in public administration and finances and to establish a favorable environment for individual enterprise and self-sustaining development, and to take into account, in assisted policy reforms, the need to protect vulnerable groups; (e) being used to increase agricultural production in ways that protect and restore the natural resource base, especially food production, to maintain and improve basic transportation and communication networks, to maintain and restore the renewable natural resource base in ways that increase agricultural production, to improve health conditions with special emphasis on meeting the health needs of mothers and children, including the establishment of self-sustaining primary health care systems that give priority to preventive care, to provide increased access to voluntary family planning services, to improve basic literacy and mathematics especially to those outside the formal educational system and to improve primary education, and to develop income-generating opportunities for the unemployed and underemployed in urban and rural areas?

N/A

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9. FY 1989 Appropriations Act Sec. 515.
If deob/coob authority is sought to be exercised in the provision of DA assistance, are the funds being obligated for the same general purpose, and for countries within the same general region as originally obligated, and have the Appropriations Committees of both Houses of Congress been properly notified?

N/A

ANNEX C

INITIALS

APPR:	FS	<u>FS</u>
DRAFT:	EU	<u>EU</u>
OTHER:	LW	<u>LW</u>
OTHER:		_____
OTHER:		_____

UNCLASSIFIED

AID/LAC/DR:EUARFIELD:GEB/ 48690
 04/07/89 7-9181
 AAA/LAC:FSCHIECK

AID/LAC/DR:TBROWN {DRAFT}
 AID/LAC/DR:JCARNEY {DRAFT}
 AID/LAC/DP:WUHEELER {DRAFT}
 AID/PPC/PDPR:VBARNES {DRAFT}

AID/LAC/DR:GBOWERS {DRAFT}
 *AID/LAC/DR:MBERNBAUM {DRAFT}
 AID/LAC/CEN:JLOVAAS {DRAFT}

IMMEDIATE AIDLAC

AIDAC

E.O. 12356: N/A

TAGS:

SUBJECT: DAEC REVIEW OF THE CARIBBEAN LATIN AMERICA
 SCHOLARSHIP PROGRAM (CLASP) II (598-0661) (597-0044)

1. SUMMARY: THE DAEC REVIEW OF THE SUBJECT PID WAS HELD ON TUESDAY, MARCH 21. THE A-AA/LAC CHAIRED THE REVIEW. MISSION COMMENTS HAD BEEN INCORPORATED INTO THE REVISED PID AND MISSION REPRESENTATIVES FROM HONDURAS AND EL SALVADOR ATTENDED THE ISSUES REVIEW. THE PID WAS APPROVED WITH THE FOLLOWING DAEC GUIDANCE FOR PREPARATION OF THE PROJECT PAPER:

2. CONSULTATION WITH CONGRESS: IT WAS AGREED THAT, IN LIGHT OF THE PROJECT'S HIGH VISIBILITY AND CONGRESSIONAL INTEREST, THE LAC BUREAU (WOULD KEEP KEY CONGRESSMEN, SENATORS, AND STAFFERS INFORMED ON THE PROGRESS OF CLASP II PROJECT DESIGN).

3. PARAMETERS OF PARTICIPANT SELECTION AND TRAINING: GIVEN THE PROJECT'S HIGH VISIBILITY AND ITS COMBINED DIPLOMATIC/DEVELOPMENTAL FOCUS, IT WAS DECIDED THAT, UNDER CLASP II: A) THE 28 DAY MINIMUM FOR SHORT-TERM TRAINING WOULD BE CONTINUED, B) AT LEAST 20 PERCENT OF

UNCLASSIFIED
 OF 185 (GL)

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THE TOTAL NUMBER OF PARTICIPANTS WOULD RECEIVE LONG-TERM TRAINING DEFINED AS TRAINING OF 9 MONTHS OR MORE; C) AT LEAST 70 PERCENT OF ALL PARTICIPANTS WOULD BE SOCIALLY AND ECONOMICALLY DISADVANTAGED; D) AT LEAST 40 PERCENT OF THE PROJECT PARTICIPANTS WOULD BE WOMEN; E) A RANGE RATHER THAN A SPECIFIC TARGET OF THE TOTAL NUMBER OF PARTICIPANTS TO BE TRAINED UNDER THE PROJECT WOULD BE ESTABLISHED; AND, F) THE TRAINING PROVIDED WOULD BE U.S.-BASED RATHER THAN IN-COUNTRY OR THIRD COUNTRY. EXCEPTIONS TO THESE GUIDELINES WOULD REQUIRE LAC/W CONCURRENCE. THE SOCIAL INSTITUTIONAL FRAMEWORK PREPARED BY EACH MISSION AS PART OF THE PP DESIGN PROCESS, WILL BE USED TO REFINE EACH MISSION'S CLASP II PROGRAM IN ACCORDANCE WITH PROJECT OBJECTIVES AND THE COUNTRY STRATEGY TAKING INTO ACCOUNT THESE SELECTION AND TRAINING PARAMETERS.

4. CENTRAL VS. MISSION PPS AND AUTHORIZATIONS: IT WAS DECIDED THAT THE MISSIONS WOULD FINALIZE INDIVIDUAL PPS BASED ON THE QUOTE MODEL UNQUOTE PP PROVIDED BY AID/W AND AUTHORIZE THE PROJECT IN THE FIELD. IN PREPARING THEIR PPS, THE MISSIONS WILL BE DIRECTED TO ADHERE CLOSELY TO SPECIFIC SECTIONS AND PARAMETERS SPELLED OUT IN THE QUOTE MODEL UNQUOTE PP. AID/W WILL MONITOR MISSION COMPLIANCE WITH CLASP II POLICY GUIDANCE THROUGH THE PROCESS EVALUATION AND THE FORMAL REVIEW OF THE ANNUAL CTP UPDATES.

5. PROJECT IMPLEMENTATION: IT WAS DECIDED THAT THE MISSIONS WOULD BE RESPONSIBLE FOR ARRANGING THEIR OWN CONTRACTS TO IMPLEMENT CLASP II; HOWEVER, IN THE INTEREST OF AVOIDING A MULTIPLICITY OF CONTRACTS AND THE CONCOMITANT OVERHEADS ENGENDERED IN SUCH AN APPROACH, MISSIONS, ESPECIALLY THOSE WHERE THE SMALL AMOUNT OF CLASP II FUNDING DOES NOT JUSTIFY AN INDIVIDUAL CONTRACT, WILL BE STRONGLY ENCOURAGED TO ACCESS THE OIT CONTRACTS, EITHER THROUGH PIO/P OR PIO/T BUY-INS. THE PP WILL PROVIDE A DETAILED DISCUSSION OF THE CONTRACTING OPTIONS AVAILABLE TO ACCOMMODATE THE VARYING NEEDS OF THE PARTICIPATING MISSIONS.

6. PROJECT EVALUATION: IT WAS DECIDED THAT THE PP SHOULD INCLUDE AN IMPACT EVALUATION THAT IS TECHNICALLY APPROPRIATE AND AFFORDABLE, BUT THAT THE SCOPE OF THE PROCESS EVALUATION SHOULD BE SCALED BACK FROM ITS CURRENT LEVEL OF EFFORT. THE COST OF THESE EVALUATIONS WILL BE CLOSELY ANALYZED TO MINIMIZE THE NUMBER AND COST OF CONTRACTORS AND CONSULTANTS FINANCED BY A.I.D. IN ADDITION TO THESE EVALUATIONS AND FUNDING AMOUNTS, MISSIONS, WITH THEIR OWN FUNDS, CAN CONTRACT OUT EVALUATIONS OF SPECIFIC CLASP II PROGRAMS.

7. PROJECT FINANCING: IT WAS DECIDED THAT THE TOTAL LOP WOULD

BE REDUCED FROM THE DOLS 275 MILLION CONTAINED IN THE PID TO DOLS 200 MILLION IN LIGHT OF POSSIBLE FUTURE DECLINES IN DA AND ESF FUNDING LEVELS. APPROXIMATELY DOLS 100 MILLION WILL BE ALLOCATED TO THE CLASP II PROGRAMS MANAGED BY THE INDIVIDUAL MISSIONS. THE REMAINING 50 PERCENT OF THE LOP AMOUNT NEEDS TO BE SET ASIDE IN ANTICIPATION OF THE GEORGETOWN PROGRAM, LCA AND OTHER DIRECTED PROGRAMS; AND FOR PROJECT MONITORING, EVALUATION, AND SUPPORT, BOTH OF WHICH WILL BE MANAGED BY LAC/W. THE DISTRIBUTION OF THE DOLS 100 MILLION IN CLASP II FOR MISSION-BASED PROJECTS IS THE SUBJECT OF A SEPTEL AND WILL BE DISCUSSED IN THE UPCOMING REGIONAL MEETINGS. THE FUNDING LEVELS ESTABLISHED FOR EACH COUNTRY IN THE MODEL PP WILL SERVE AS THE MINIMUM LEVEL AT WHICH A MISSION CAN FUND CLASP II. MISSIONS ARE WELCOME TO EXCEED THIS MINIMUM LEVEL, IF THEY CHOOSE TO DO SO.

8. IT WAS ALSO DECIDED THAT, WHERE ESF FUNDING IS AVAILABLE, FIELD MISSIONS SHOULD CONTINUE TO MAXIMIZE THEIR USE OF ESF IN FUNDING THIS PROJECT. GIVEN THE CONGRESSIONAL IMPETUS FOR THIS PROJECT AND THE POLITICAL RATIONALE FOR ESF ALLOCATIONS, IT WAS DEEMED APPROPRIATE THAT CLASP FUNDING SHOULD CONTINUE TO BE CLOSELY LINKED TO THE FUTURE AVAILABILITY OF ESF.

9. STAFFING IMPLICATIONS OF CLASP II DESIGN: TAKING INTO ACCOUNT MISSIONS' CONCERNS ABOUT THE STAFFING IMPLICATIONS OF THE CLASP II DESIGN, ESPECIALLY AS IT RELATES TO FOLLOW-ON ACTIVITIES, THE PP WILL DISCUSS THE STAFFING REQUIREMENTS, BOTH DIRECT-HIRE AND CONTRACT, OF CLASP II, AND WILL INDICATE TO THE MISSIONS THAT THE ADDITIONAL PERSON REQUIRED FOR THE FOLLOW-ON ACTIVITY CAN BE FINANCED FROM PROGRAM FUNDS. THE OE IMPLICATIONS OF THESE STAFFING REQUIREMENTS WILL ALSO BE DISCUSSED. 44

D. CLASP I Implementation Experience

The following comments represent some general lessons learned about implementing CLASP I. They are intended to be helpful to Missions in designing and implementing CLASP II.

Introduction

Missions responded very quickly to the implementation of CLASP I. Country Training Plans were developed, trainees selected, prepared for training and traveled to the U.S. over a short period. In many cases, the need to expedite the project impeded the institution of such fundamentals as procedures and organization. Missions have gradually reorganized and refined their policies, procedures and staffing to reflect project needs. The following suggestions reflect these lessons learned.

Prior to consideration of the details of project implementation, it is useful to focus on two overall considerations that are fundamental to the success of any CLASP program. It is clear that missions which have instituted and administered clear, well defined policies and procedures for recruiting, selecting, programming, placing and monitoring trainees have been able to conduct very effective programs.

First, an effective organizational scheme for all project activities quality control, achievement of objectives, and mission oversight. This includes decisions over contracting, upgrading training office or CLASP office staffs, procuring needed equipment and space. Will an in-country contractor be necessary? Who will provide the U.S. management of trainees? Will the Mission use OIT or its own contractor? What type of staff will be needed? Each mission should carefully consider organization complexity, management lines and responsibilities, linkages among project activities, coordination requirements, and accountability in making these decisions. In general, program management becomes more complex and difficult as the number of contractors and management units increases.

The second fundamental consideration is to develop clear policies and procedures for recruiting, selecting, programming, placing and monitoring Trainees. Will intermediary institutions be used for identification of potential populations adequate for CLASP? What type of documentation is needed for processing and audits? Who will do the recruiting? Who will do the selecting? What are the selection criteria?

I. Recruitment

A. Missions should clearly differentiate between recruitment and selection in establishing procedures and criteria. Recruitment involves identifying a qualified pool of candidates; selection should be from among these already qualified candidates.

B. Use of widespread publicity (newspaper and magazine advertisements, posters, etc.) are more appropriate for long-term scholarships than for short-term programs. If the Mission has difficulty reaching the 40% target for women, a targeted recruitment effort for women should be instituted.

Women should not be "added to" programs which have been designed primarily for men. The presence of women in a training group should be carefully thought out. If the training is not appropriate for women (in the Mission's opinion) then women specific training should be developed or separate programs should be considered.

C. All U.S. and local staff should be made aware of the training opportunities; they are often a source of valuable contacts for the Training Office. However, Missions should be very careful that local direct hire and FSN staff understand the program purpose and that recommended Peace Scholars are appropriate for this program. Missions must ensure that CLASP training is not substituted for other Mission Project Training. This is not easy; and it may be made more difficult by including other project staff in recruitment, planning or targeting exercises.

D. Appropriate local organizations are often very effective in recruiting qualified candidates. Consideration should be given to working through local PVOs, and other groups. If such organizations are used as intermediaries, they should be provided with written recruitment guidelines to ensure an equitable screening process. Peace Corps should be used both for identifying qualified candidates and for interviewing candidates in areas where the Mission personnel may have difficulty travelling. A danger in using local groups is that they will supply individuals who are not properly selected or screened. Their procedures must be carefully monitored and the CLASP Project Officer must be convinced that the local organizations fully understand the goals and objectives of CLASP screening and selection. Under no circumstances should the local group be given authority to select. Selection must remain in the hands of the Mission/CLASP Project. In addition, local organizations must supply a large pool of candidates from which the Mission may select.

In cases where the local organization is a governmental agency, special care must be taken to ensure that the agency understands the regulations governing recruitment. It is completely inappropriate for a governmental agency to select.

In some cases, local government agencies have attempted to mandate selection by nominating exactly the number of trainees who are required. This is unacceptable and Missions must find ways to prevent it. In the worst case, the Mission should withdraw the training. This has happened in a CLASP I program and the governmental agency finally committed itself to project final selection.

II. Selection

A. Clear and specific definitions of key terms (leader, potential leader, disadvantaged, youth, etc.) and financial means criteria must be developed prior to initiating selection procedures. The definitions must be functional so that each candidate can be classified according to the Mission's selection criteria.

If definitions are difficult, as in the case of leadership, different methodologies can be used to assess the extent to which a person demonstrates leadership (for example, references from teachers, colleagues, etc.).

B. Standard application forms should be developed which include all the information required by LAC/DR for the process evaluation database as well as for Mission selection procedures. (Current forms are adequate for LAC process evaluation needs).

C. All rejected applicant files should be maintained for the life of the project, with a record of why the applicant was rejected.

D. A systematic weighted scale to categorize and rank applicants at all stages of the evaluation process aids in both the reality and perception of a fair process.

E. Personal interviews should be carried out with all final candidates before granting them the scholarship, with uniform interview questions and a rating system developed by each Mission. The CLASP II emphasis on leadership makes this interview even more important.

F. At least one American and one local should participate in each interview. In addition, it is helpful to have a technical expert and a representative of the contractor present as well.

G. The composition of the final selection committee should be considered carefully and should represent both the local community and AID. The Mission should have the final responsibility for selection of all Peace Scholars.

H. Selection should be carefully documented using the above suggestions. In addition, the Mission should ensure that all the documentation is maintained in properly filed folders by PIO/P or group name. This will aid in future audits.

I. Short- and long-term academic trainees may be selected using different criteria and procedures. If this is the case, both sets of procedures should be developed, written down and form part of the project documentation.

J. It is very important to ensure that a group which meets all CLASP criteria meet one additional criterion -- that it be a trainable unit. In the past, Missions have sent groups which superficially meet such CLASP criteria as disadvantaged, rural, etc; however a significant portion of the group was illiterate. This factor made the group virtually untrainable. The contractor (unaware of this condition) had to revise the program completely during the first days in the U.S. leading to strain and discontent for all concerned.

III. Pre-departure Orientation

A. U.S. contractors or trainers should be involved in the pre-departure orientation. This should be built into the contract.

B. The short term Peace Scholars should be brought together by groups for pre-departure orientation to stimulate exchange of information among the group and maximize their capacity to learn from their time in the U.S.

C. Pre-departure orientation requirements are different for short term and long term Peace Scholars.

D. Orientation should include information about the Peace Scholars home country and all Peace Scholars should be encouraged and assisted in taking information about their country and their families, towns, etc. to share with Americans.

E. Returnees should be incorporated into the orientation panel discussions, particularly dealing with issues of transition to U.S. social, academic, and political life.

F. In-country orientation on the CLASP program is more important than general orientation to the U.S. culture which the Peace-Scholars will get from their Experience America program in the U.S.

G. Follow-on should be initiated in the pre-departure orientation with discussions of what the Peace Scholars would view as appropriate and useful follow-on activities.

H. Long-term Trainees should be informed of the typical stages of getting into a new culture. They should understand what will be happening to them and how they can best respond to "culture shock."

IV. Preparation of PIO/Ps and other Documentation

A. Define specific objectives in relation to Experience America programs.

B. Personal background on the candidates is important if homestays are to be requested. Missions should consider using the application forms to provide useful information to contractors and trainers early in the planning process.

C. If the contractor has already made contact with a university, this information about the arrangements should be included in the PIO/P.

D. Copies of each PIO/P (and all amendments and secondary PIO/Ps) should be kept in a folder along with the following:

1. The TCA Budget and final expenditure record (using the LAC TCA reporting form);

2. The documentation describing the selection procedure which should include the candidates ratings on critical points (as described above);

3. The Trainees' application forms, which can serve as backup documentation later.

4. The J-1 visa application form.

5. Any other documentation normally maintained by the Mission for its Peace Scholars, such as the medical exam results.

6. Any correspondence from Trainees or Contractors.

7. Grades or other performance indicators.

Maintaining the above files is essential to avoid problematic audits.

AGENCY FOR INTERNATIONAL DEVELOPMENT

**PROJECT IMPLEMENTATION ORDER/
PARTICIPANTS (PIO/P)**

PAGE 1 OF _____

1. COOPERATING COUNTRY Country B		2. PIO/P NUMBER
3. PROJECT ACTIVITY NUMBER & TITLE CLASP II		
4. APPROPRIATION		5. ALLOTMENT
6. DATE ORIGINAL ISSUE		7. DATE THIS ISSUANCE

8. PROJECT COMPLETION DATE	9. DESIRED START DATE	10. TERMINAL START DATE	11. NUMBER OF PARTICIPANTS
12. <input checked="" type="checkbox"/> ORIGINAL <input type="checkbox"/> AMENDMENT NUMBER		13. LOCATION/DURATION OF TRAINING <input type="checkbox"/> U.S. P/M <input type="checkbox"/> Third Country P/M <input type="checkbox"/> In Country P/M	

14. FINANCING

AGENT	TYPE OF EXPENSE	A. PREVIOUS TOTAL	B. INCREASE	C. DECREASE	D. NEW TOTAL
AID	(a)				45,404.08
MISSION	(b) Int. Travel				
	(c) Maint. Advance				1,950.00
AID/W	(d)				43,454.08
THIRD COUNTRY	(e)				
	(f)				
	(g)				
	(h)				
	(i)				

15. COOPERATING COUNTRY FINANCING

16. U.S. TRUST ACCOUNT	A. TRUST ACCOUNT NUMBER	C. AUTHORIZED	D. CURRENCY UNIT	E. AMOUNT
	B. ALLOTMENT SYMBOL			

17. SPECIAL PROVISIONS

A. REF: FIL NUMBER _____ GRANT _____ LOAN _____

B. SUPPLEMENTARY INFORMATION

MS degree in Aquaculture with emphasis in Shrimp Production.

C. NAME(S) OF PARTICIPANTS
(Insert name of participant - Mr. Jones)

18. MISSION CLEARANCES

SIGNATURE	DATE	SIGNATURE	DATE

19. HOST COUNTRY/BORROWER/GRANTEE SIGNATURE	20. AGENCY FOR INTERNATIONAL DEVELOPMENT
TITLE	DATE

AGENCY FOR INTERNATIONAL DEVELOPMENT PROJECT IMPLEMENTATION ORDER/ PARTICIPANTS TRAINING REQUEST FORM PAGE 2 OF _____	1. COOPERATING COUNTRY	2. P/O/P NUMBER
	3. <input type="checkbox"/> ORIGINAL <input type="checkbox"/> AMENDMENT NO. _____	4. DATE

5. TRAINING REQUEST

A. DESCRIPTION OF TRAINING REQUESTED. (Describe clearly the training desired; summarize the project input, output, and purpose to which the training will be applied.)

The purpose of this training program is to increase the number of the Country B's technicians in the field of aquaculture in order to meet the country's growing need for professional manpower and to assist Country B's Institute of Technology in its efforts to expand and upgrade its research programs. The Institute needs adequately trained staff to offer and conduct research in ocean and fresh water fisheries, particularly on shrimp production.

(continued on page 3)

B. ACADEMIC TRAINING ONLY: DEGREE OBJECTIVE M.S. Aquaculture
MAJOR FIELD OF STUDY Shrimp Production

C. RELATED INFORMATION

D. PARTICULAR EMPHASIS DESIRED Crustaceous Production

- E. SUGGESTED TRAINING FACILITIES (if known)**
- 1) University of Hawaii, Honolulu, Kanoeire
 - 2) Auburn University, Auburn, Alabama
 - 3) Texas A&M (application already submitted)
 - 4) Louisiana State University
 - 5) Oregon State University (application already submitted)

6. PARTICIPANT'S FUTURE EMPLOYMENT			7. OCCUPATIONAL CATEGORY CODE (848-89)
A. CHECK APPROPRIATE BOX (847) <input type="checkbox"/> GOVERNMENT	<input type="checkbox"/> PRIVATE	<input type="checkbox"/> JOINT	

This field is considered to be of importance to Country B's economy since ocean and/or fresh water shrimp is of great demand in world markets. It is considered that shrimp production will continue to be an exportable item from Country B for the foreseeable future, given its cultivation at normal year-round temperatures, growth and development requirements, and ideal local conditions for the expansion of the industry.

The study program requested for the participant is to include courses in animal sciences with emphasis in genetics, nutrition, diseases and physiology focusing on freshwater shrimp breeding, pond management systems and domestication, including substantial practical training in laboratory and field work, special projects and research. The following subjects should be covered: Aquatic ecology, economics of aquaculture, water quality, hatchery management, fish and shrimp reproduction, pond construction, aquaculture production and breeding.

Mr. Jones has been a researcher at the Institute since 1981 and has assisted in numerous research projects; he has also been Assistant Professor in General Biology. He received a B.S. degree in 1982 in Biology from the Autonomous University. The general knowledge acquired by the participant during the projected training in the U.S. will contribute to the technical development of the Institute, therefore his training program should be oriented toward research on crustaceous organisms, particularly on shrimp production.

To obtain a M.S. degree in Aquaculture the participant should receive both formal course work and practical research experience. For his thesis, emphasis will be given to research applicable to marine biology conditions in Country B to help ameliorate local shortage of technicians trained in fresh water fisheries and marine biology and shrimp production.

The institution supporting this training program agrees to guarantee the employment of the participant upon his return in a position which will be in accordance with his education.

Mr. Jones also received a B.S. degree in Modern Languages from the Autonomous University Language Department, with emphasis in the English language and has prepared a guide of schools offering English language training in Country B. The participant is known for his effective and positive professional attitude in all the activities carried out by him at the university and at the Institute.

Funds are being provided under this PIO/P for English language training at the American Language Institute, Georgetown University (ALIGU), prior to academic enrollment in a US university in January of 1990. Enrollment in ALIGU should be requested during the month of October, and living accommodations for the participant while in the English language training at ALIGU should be arranged at an American home or at a guests house where only English is spoken.

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AGENCY FOR INTERNATIONAL DEVELOPMENT

**PROJECT IMPLEMENTATION ORDER/
PARTICIPANTS (PIO/P)**

PAGE 1 OF

1. COOPERATING COUNTRY
COUNTRY A

2. PIO/P NUMBER
XXXXX

3. PROJECT ACTIVITY NUMBER & TITLE
CLASP II
(Firefighters)

4. APPROXIMATION

5. ALLOTMENT

6. DATE ORIGINAL ISSUE

7. DATE THIS ISSUANCE

8. PROJECT COMPLETION DATE

9. DESIRED START DATE

10. TERMINAL START DATE

11. NUMBER OF PARTICIPANTS

12. ORIGINAL
 AMENDMENT NUMBER

13. LOCATION/DURATION OF TRAINING
 U.S. P/M Third Country P/M In Country P/M

14. FINANCING

AGENT	TYPE OF EXPENSE	A. PREVIOUS TOTAL	B. INCREASE	C. DECREASE	D. NEW TOTAL
AID	(a)				
MISSION	(b) Int. Travel				\$164,760.0
	(c) Maint. Advance				
AID/W	(d)				39,000.0
THIRD COUNTRY	(e)				125,760.0
	(f)				
	(g)				
	(h)				
	(i)				
15. COOPERATING COUNTRY FINANCING					
16. U.S. TRUST ACCOUNT	A. TRUST ACCOUNT NUMBER		C. AUTHORIZED	D. CURRENCY UNIT	E. AMOUNT
	B. ALLOTMENT SYMBOL				

17. SPECIAL PROVISIONS

A. REF: PIL NUMBER _____ GRANT _____ LOAN _____

B. SUPPLEMENTARY INFORMATION International airfare, medical exams, passports, visas photographs, predeparture orientation, evaluation, and miscellaneous costs will be charged to project XXXXX, (Local Currency Agreement).

C. NAME(S) OF PARTICIPANTS

(A list of the 20 individuals selected for training would be inserted here. Up to five alternates could also be listed.)

18. MISSION CLEARANCES

SIGNATURE	DATE	SIGNATURE	DATE

19. HOST COUNTRY/BORROWER/GRANTEE

SIGNATURE _____

TITLE _____

DATE _____

20. AGENCY FOR INTERNATIONAL DEVELOPMENT

MODEL GROUP PIO/P

AGENCY FOR INTERNATIONAL DEVELOPMENT PROJECT IMPLEMENTATION ORDER/ PARTICIPANTS TRAINING REQUEST FORM PAGE 2 OF _____	1. COOPERATING COUNTRY	2. PIO/P NUMBER
	3. <input type="checkbox"/> ORIGINAL <input type="checkbox"/> AMENDMENT NO. _____	4. DATE

B. TRAINING REQUEST

A. DESCRIPTION OF TRAINING REQUESTED. (Describe clearly the training desired; summarize the project input, output, and purpose so which the training will be applied)

Country A's rural firemen, under the responsibility of the National Fire Department, have been a source of rural leadership for a number of years. These local leaders come from a large cadre of salaried and volunteer firemen who are attracted to the organization. Volunteer firemen, who work under the supervision of professional firemen, come from all strata of rural society. All are respected members of their communities and many are involved in other community programs.

Permanent members of the rural fire department are also included in the selection of participants, as they are the backbone of the Fire Department's program, meet CLASP criteria, and are respected leaders and important persons in their communities.

The National Fire Department is organized in 40 districts in seven provinces. Fire districts are divided into three types:

Type A Large urban setting with an average of 10 salaried and 25 volunteer firemen.

Type B Small town setting with an average of 6-10 salaried and 25 volunteer firemen.

Type C Isolated rural settings with an average of 4 salaried and 25 volunteer firemen. (contd. on page 3)

B. ACADEMIC TRAINING ONLY: STATE OBJECTIVE

N/A

MAJOR FIELD OF STUDY

C. RELATED INFORMATION

See Following Pages

D. PARTICULAR EMPHASIS DESIRED

See Following Pages

E. SUGGESTED TRAINING FACILITIES (If known)

Training Implementor will be selected by OIT's general contractor.

C. PARTICIPANT'S FUTURE EMPLOYMENT

A. CHECK APPROPRIATE BOX (S)

GOVERNMENT

PRIVATE

JOINT

B. OCCUPATIONAL CATEGORY CODE (848-99)

6.6

Nationally, the National Fire Department has approximately 1,240 firemen (240 salaried and 1,000 volunteers). The national organization sets overall standards and objectives for the fire fighting force and provides supervision and administrative support for the local units. Fire prevention is a key area of emphasis.

The training for this group fits CLASP objectives by broadening democratic linkages and reaching out through a highly respected intermediary institution to local leaders who will continue to play an important role in rural development.

This will be the second group of rural firemen under CLASP. The first project was very successful. The evaluation of the first project and the recommendations of the intermediary institution have been taken into consideration in the project design.

Training Objectives:

To provide the participants with specific firefighting training in the United States, introduce them to community and outreach programs carried out by small U.S. fire departments, and give them the opportunity to know life in the United States. Technical and cultural training should be combined throughout the two-month period.

Proposed Intermediary:	National Fire Department
Proposed Training Date:	September, 1989
Project Implementor:	To be selected
Number of Participants:	Up to 20
Duration of Program:	8 weeks

Orientation Responsibilities:

USAID/Country A will provide the participants with two weeks of survival English and four days of cultural orientation in the capital city prior to departure for the U.S. However, technical and cultural orientation are to be conducted in Spanish in the United States, or as an option (subject to Mission approval) with simultaneous translation.

Selection Responsibilities:

USAID/Country A with the assistance of the National Fire Department.

PARTICIPANTS:

Candidates will be selected from among both volunteer and salaried rural firemen. Approximately six to seven individuals from each type as described above will be selected. The education level of volunteer firemen is normally at a high school level. Any variations in educational levels will be noted for the Contractor and/or the training implementor.

I. TECHNICAL TRAINING OBJECTIVES:

To the extent possible, the firemen are to receive "hands on" training.

Training Objectives:

1. To provide the participants with knowledge of the organization and management of small fire departments, effective methods of dealing with range/forest fires, planning and prevention of fires in small towns, and the use and maintenance of firefighting equipment. Rural fire departments in small towns and communities where range/forest fires are a seasonal problem are to be chosen for this training component.
2. Provide training in the theory and practice of community outreach programs, teach the participants to develop materials for fire prevention programs, and assist the participants to establish relationships with U.S. fire departments, educational institutions and other related groups. It is anticipated that Country A firemen will have the opportunity to work along side of U.S. counterparts.

The project implementor will assure that most of the training described in this section will take place in small fire stations in order to foster intercultural relationships and expose the candidates to U.S. citizens in their work environments.

The project implementor will have the opportunity to visit Country A prior to initiation of the training project in order to finalize the design of the training. At this time the implementor shall present to the Mission an outline of the training modules to be covered in the eight weeks for discussion with Mission staff and representatives of the National Fire Department.

II. CULTURAL TRAINING OBJECTIVES:

1. To provide the participants with an understanding of the United States through special programs and activities that are interwoven with technical training. This component is to include political, historical, economic, social, and cultural background information about the United States.

The five day program offered by the Washington International Center can fulfill a part of the training objective, and if used, should be included at the beginning of the training project.

The training implementor is responsible for assuring that political, historical, economic, social and cultural elements are included in the training program. It is

important that this aspect of the training program is closely coordinated with USAID/Country A in order to avoid duplication with the cultural training provided the participants in their home country and during in-country language training.

2. To acquaint the participants with United States family life by having them live with families where Spanish is not the first language; attending social, cultural, recreational and sports events; or other activities which typify life in the United States.

Homestays are considered an integral part of the program. A minimum of three weeks of homestays are to be provided by the training implementor and should be arranged at all training locations. Language differences are not considered a barrier to fulfilling this requirement. Homestays are to be arranged with volunteer families who provide room and board without charge, or for a modest stipend.

Participant experiences are to be periodically reviewed with the participants to assure that an understanding of the U.S. culture is being achieved.

III. OTHER GENERAL TRAINING CONSIDERATIONS AND INFORMATION:

1. Training Locations: Training will take place in up to three stateside locations in order to explore the participants to a variety of cultural experiences. One week or more of training may be conducted at a Historically Black College and University (HBCU) for technical and/or cultural training.

2. Training Implementor: In addition to technical and other criteria used in training implementor's selection, the implementor should demonstrate an understanding of the cultural aspects of this training program. Concrete examples of how the cultural components will be incorporated in the project are required. Only implementors who are judged to be capable of handling this and other components will be selected. The training implementor is also required to identify USAID/Country A as the project's sponsor in all project related communications.

3. Training Implementor's Responsibility for Project Review: The training implementor will provide 2 to 3 hours bi-weekly for the participants to evaluate their entire training program, to resolve cultural and/or other misunderstandings, and to provide feed-back to the implementor for project improvements.

The contractor is required to visit Country A prior to the departure of the rural firemen group. A predeparture scope of work is attached to this project proposal.

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Implementor will provide a bi-weekly report on the general progress of the training program to the Mission and will include a summary of the evaluation done by the group and plans to implement changes, if necessary. The implementor is also to provide USAID/Country A with the name and addresses of homestay hosts no later than one month after the project is terminated, so that USAID/Country A can thank them appropriately.

4. USAID/Country A's Responsibilities: Mission responsibilities will include: developing the project with the intermediary institution, selecting participants, providing all administrative services required for the departure of the participants, including the arrangement of medical examinations, survival English classes (when required), and a program of predeparture orientation.

BACKGROUND:

In the light of prior experience and CLASP objectives, USAID/Country A believes that the quality of CLASP short-term training projects in Country A can be enhanced when the sub-contractor responsible for implementing the project in the United States spends several days in Country A prior to the departure of the training group to: a) review the project implementation design with the Mission and with the intermediary institution that participates in project design and participant preselection, and c) to meet the participants on a formal and informal basis to review state-side activities.

PREDEPARTURE SCOPE OF WORK:

Time: Up to five days, approximately one to two months before groups estimated departure date.

- Purpose:
- a. Meet with Mission representatives to review the project and plan follow-on activities.
 - b. Meet with representative(s) of Country A's intermediary institution(s) to review the project and plan follow-on activities.
 - c. Meet with the participants to discuss the training programs, exchange ideas, get to know them as a group and as individuals, and to discuss their understanding of the objectives of the training.
 - d. Visit participants at home and work to better understand the socio-economic and cultural context that participants come from and to where they will return.
 - c. Review Mission participant documents are required.

ANNEX G. Training Cost Analysis (TCA) Instructions and Sample Forms

INTRODUCTION

The purpose of this appendix is to introduce CLASP II participating Missions to the Training Cost Analysis (TCA) process of identifying, estimating, and tracking and monitoring the costs associated with participant programming and to provide two sets of completed TCA forms: one for a short-term technical group and one for a long-term academic participant.

Training Cost Analysis (TCA), as defined and discussed in the TCA Training Manual (available from the Agency for International Development (A.I.D.) Office of International Training (OIT)), is a financial accounting system. TCA was devised by A.I.D. as a result of A.I.D.'s concern for the spiraling costs associated with participant training and the Agency's inability to respond to questions regarding actual program costs.

TCA is a project management system. It was designed to assist A.I.D. staff in determining what activities should be included in the training process, who should be responsible for each part of the process, and what the estimated costs of the training project should be. TCA is also designed for use by contractors in the competitive bidding process. It requires contractors to use uniform definitions for training activities and to present cost proposals in a standardized format. By providing a standard format for cost proposals, it will be easier for A.I.D. technical review panels and contracting officers to identify costs which are not consistent with A.I.D. estimates nor with statements made in the technical proposal. A final step in the system, TA requires the use of a standardized reporting system by contractors which will enable A.I.D. to provide average cost data for each segment of the training process.

Missions will have certain responsibilities as will CLASP II contractors with regard to TCA.

Missions will:

- o use standard definitions with regard to reporting. These standard definitions are included in the TCA Glossary of Terms;

- o determine what activities are necessary for the participants who will be trained within the CLASP II framework. In order to identify these activities, Missions will need to use the TCA Checklist of Activities;

- o prepare a budget estimate using the TCA Budget Estimate Worksheet for all long-term and short-term individuals and groups who will receive participant training. This estimate must include costs for the following:

- Education and Training
- Allowances
- Travel
- Insurance

- Supplemental Activities
- Administrative Costs;

o when contracting out for participant training activities, be required to initiate Requests for Proposals (RFPs) from potential contractors. RFPs will include TCA Proposal Worksheets which will be completed by contractors identifying the offerers proposed costs;

o review Contractors' offers and proposed costs using the TCA Cost Analysis Worksheet and determine the best offer based on reasonableness of cost; and

o track and monitor the costs expended against the actual contractor budgets from reports received on a quarterly basis from contractors providing participant programming. Because CLASP II differs in some respects from other Participant Training programs, there is some additional information necessary for project management for CLASP II. Therefore, Missions will have to review Contractors' TCA CLASP Summary Reports, review Training Implementation Plans (TIPs) and TIP budgets and Budget Amendments using TCA format.

Contractors will be required to:

o submit Cost Proposals in TCA format during the Request for Proposal (RFP) process;

o upon award of contract and final negotiation of the CLASP II contractor's budget, submit reports to the Mission and the LAC Bureau detailing the expenses against the budget;

o submit an annual report summary in the form of the CLASP TCA Summary Report (an addition to the 4th quarter TCA Quarterly Report; and

o prepare and submit TIP Budgets for the five program areas required in TCA and the amendments to those TIP Budgets once expenditures and final costs are known.

This annex is divided into Mission TCA and Contractor TCA requirements with the inclusion of necessary forms, references to Handbook 10, and examples when appropriate.

Finally, it is appropriate to note that Handbook 10 establishes that any A.I.D. money used for the training of participants requires the TCA system from budgeting to reporting of expenditures as of October 1, 1988. It will be necessary for any Mission personnel working with the TCA system to be familiar with the definitions used in TCA and found in the GLOSSARY OF TERMS included in this appendix as Attachment 1.

IDENTIFICATION OF APPROPRIATE ACTIVITIES FOR CLASP II PARTICIPANTS

For each participant in the CLASP II program, it is necessary for the Mission to have some conceptual plan as to what each individual or groups of individuals are to receive in the way of a training program appropriate to the needs of the participant and to make a substantive contribution to the participant's career and leadership ability. These activities will then include those supplemental activities which may be provided by the Mission, the Host Country, the Contractor, and/or the Office of International Training.

It is this assessment that will assist the Mission in determining a realistic budget for each participant or group heading to the U.S. for Training. Those activities which are identified in this assessment which require the support of a Contractor, are those which are in turn identified in the Statement of Work in the RFP.

Attachment 2 is a copy of the Checklist of activities. The columns across the top of the form identify the sources available to provide those activities listed in the Checklist.

The activities listed are arranged as Pre-program and In-Program activities. It is essential that the Mission have a clear understanding of the activities necessary for each group in order to develop a TCA budget estimate.

Examples of Pre-program activities:

- recruitment
- screening
- pre-departure orientation

Examples of In-program activities:

- reception services
- Mid-winter seminars
- Health and Accident Coverage (HAC)

Therefore, if the pre-program activities will be provided by the Mission, the Insurance by OIT and the reception services and Mid-winter seminars will be provided by the contractors, those services should be identified and included in the RFP in order for the contractor to budget for those activities.

PREPARING A BUDGET ESTIMATE USING TRAINING COST ANALYSIS

The Budget Estimate Worksheet is included as Attachment 3. This form lists all the possible participant training activities necessary for a CLASP II participant meet the training objectives. These activities are also those which are listed in the Checklist of Activities. To prepare a realistic budget estimate, the preparer must remember several key points:

- o Academic and technical participants are prepared on separate budgets and combined in the summary report.

As stated in the TCA Glossary of Terms, academic training leads to a degree; technical training is all other training not defined as academic training. Generally, technical training is synonymous with short-term training, and academic training is synonymous with long-term. In the case of CLASP II, short-term refers to those programs less than nine months and long-term refers to those programs longer than nine months.

- o Program costs must be separated from administrative costs and are those costs associated with actual delivery of training. If the cost is related to the management of participants and not the actual delivery of training, the cost is administrative.

- o Five program areas must be considered in the estimate process: education/training; allowances; travel; insurance; and supplemental activities and then the administrative costs for those five program areas.

- o A budget estimate must be prepared for each participant for each year of the project and each year of training. It is important to inflate costs for projected years. An inflation factor of 6% is suggested for education/training costs; an inflation factor of 4% is suggested for the other program costs. However, TCA is flexible to allow the Mission to determine its own costs based on experience.

- o The number of participant months must be projected. Participant months is determined by multiplying the total number of months of training by the total number of participants for the year being budgeted.

- o The allowance and insurance costs are available based on the most current A.I.D. Training Notices, (current allowances are as of 1/1/89 from the Office of International Training).

- o The budget line items on TCA forms add up to the total lines rather than down as on traditional budget forms.

- o Administrative costs are only an estimate at the Mission level and benchmarks can be used (\$200-300 per participant month which are the costs used by OIT programming agents) or a per cent of program costs (15-20 per cent of program costs).

PREPARING A PROPOSAL WORKSHEET USING TRAINING COST ANALYSIS

The proposal worksheet is a contractor responsibility. This form is exhibited as Attachment 4. The proposal worksheet is completed in response to the Request for Proposal (RFP) and should detail the costs outlined in the offeror's technical proposal. This form is exactly like the Budget Estimate Worksheet, however, the section on Administrative Costs must include:

- o the offeror's overhead rate
- o negotiated indirect cost rate
- o fixed fee
- o proposed salaries
- o all direct costs to the administration of this contract

A suggestion should be made in the RFP for the offerors to submit a cost proposal narrative to explain their costs.

In essence, this is the CLASP II contractors' best estimate of the actual costs to perform the tasks that have been outlined in the RFP statement of work and in the offeror's technical approach to conducting those tasks.

Several important pieces of information must be included in the RFP if contractors are to submit realistic cost estimates:

- o inflation rates: they should be told what factor to use for education costs and other costs
- o total number of academic trainees and length of training
- o total number of technical trainees and length of training
- o estimated start and completion date of contract
- o timing of English Language Training
- o all supplemental activities the Mission expects the contractor to provide.

**COMPARING COSTS OF PROPOSALS USING THE PROPOSAL ANALYSIS WORKSHEET
IN TRAINING COST ANALYSIS**

The Proposal Analysis worksheet, Attachment 5, is a form to assist the Mission in analyzing the costs proposed by those offerors who have been ranked as having the best technical proposals for carrying out the tasks identified in the RFP, Statement of Work.

The form allows for three proposals (A, B, and C) to be compared to the Mission (or Agency) estimate completed on the Budget Estimate Worksheet. Once these costs are compared, the panel reviewing these costs can ask the offeror to submit a Best and Final Offer (BAFO) by addressing concerns identified in both the technical and cost proposals. Once those BFOs are resubmitted, the Proposal Analysis Worksheet should again be used to show the comparison of costs and assist the Mission in awarding the CLASP II contract to the contractor (offeror) who has exhibited "reasonableness of cost". Awards should not be made on cost alone. The estimate produced by the Mission should be the basis for the questions asked in the Best and Final Offer negotiations. Low costs could mean that the tasks cannot be accomplished for the amount of money quoted.

A suggestion: CLASP II Technical Review Panels should be used after their review and ratings by the Cost Review Panel to assist in determining "Reasonableness of Cost" and in identifying concerns about the costs presented. In other words, if the Technical Review people have selected top proposal offers based on what the offerer stated could be done, it seems appropriate for this review to have some relevance to the costs proposed, e.g., "they can't do what they said they would do for this amount of money".

REPORTING EXPENSES AGAINST CONTRACT BUDGETS, USING TRAINING COST ANALYSIS

In order for the A.I.D. Mission to track and monitor the costs associated with participant programming, it is necessary for contractors to report their expenditures against approved budgets. To do this, reports are required for five program areas: Education and Training; Allowances; Travel; Insurance; and Supplemental Activities. Also required is the reporting of program administration.

It is important for Missions to include a copy of the TCA Quarterly Report (See Attachment 6) in the RFP as well as the due dates and designated offices to receive this report. It is suggested that the Mission require the reporting within thirty (30) days after the end of each quarter of the fiscal year. This report is to be sent to:

- o The Mission
- o LAC/DR/EST
- o OIT

CLASP II contractors must also report additional information which is TCA-related but does not appear on the TCA Quarterly Report. The TCA CLASP Summary Report (see Attachment 7) is an annual report which should be included as an attachment to the 4th quarter TCA Quarterly Report. The CLASP Summary report is distributed to the Mission and LAC only. It does not go to OIT.

Finally, the only other TCA-related requirements with regard to reporting is with the HANDBOOK 10 requirement of a TRAINING IMPLEMENTATION PLAN (TIP). TIPs are required for every participant programming that occurs for A.I.D. TIPs are required to have a TIP Budget included. Because this budget is often amended and Missions need to know the dollar amount of difference between the original estimate and the actual budget, a TIP Budget form includes a column for the budgeted amount, a column for the budget amendment, a column for expended, and a column to report the dollars remaining.

For technical training programs of short (less than 3 month) duration, this form will be submitted twice: once with the TIP and again after training has been completed and all costs associated with a program are final. For Academic programs, this form should be completed and submitted with the TIP. It should be revised and submitted whenever there is a significant budget amendment which might affect overall Mission projections. Finally, it should be submitted at the end of a training program when all costs are final. The CLASP TIP Budget is included as Attachment 8.

GLOSSARY OF TRAINING COSTS ANALYSIS (TCA) TERMS

Academic Training: A program, leading to an academic degree, in an accredited institution of higher education.

Academic Up-grade: Specific training given to overcome academic/technical deficiencies in a participant's background in preparation for beginning a full technical or academic program. This training can be given in the host country, a third country or the U.S.

Administrative Costs: Those cost related to the management of participants, not the actual delivery of training. These cost will include:

- Salaries
- Indirect Cost
- Subcontracts (for participant management and related activities)
- Consulting Fees (for participant management and related activities)
- Equipment (expendable and capital — not used by the participants)
- Other Direct Costs (telephone, postage, supplies, equipment, word processing, computer processing)
- Overhead/General and Administrative (G&A)
- Fixed Fee or Profit

Allowances: Allowances are those rates set by A.I.D.'s Office of International Training which cover maintenance, per diem, and attendant costs of participating in an educational program such as books, typing, professional memberships, etc.

Information on allowances is contained in A.I.D.'s Handbook 10 which is updated through periodic release of Training Notices. These are provided to Mission personnel and contractors whenever changes are made to allowances.

Participant Training Notices on allowances are available from:

The Agency For International Development
Office of International Training (OIT)
SA-16
Washington, D. C. 20523

Career Development: (See Follow-up and Career Development)

Consulting Fees: Consulting fees may be categorized into two parts: (1) fees paid to consultants for providing training; and (2) fees paid to consultants for assisting in some phase of the management of participants, e.g., setting up computer tracking systems.

Cooperative Training: (See Internship/Cooperative

Training)

Counseling: Activities involved with assisting participants to identify and resolve personal or training situations/problems which are adversely affecting performance.

Documentation: The process of providing the Mission or A.I.D. office with all relevant forms and information needed to begin participant's programming and placement.

Documentation normally takes place in the host country. The process includes the collection of information needed to develop the PIO/P (including transcripts/TOEFL scores) and the preliminary identification of training opportunities which best meet the training objectives.

NOTE: Health clearances, passport photographs, and bio-data should also be collected at this time.

English Language Training (ELT): English language training provided prior to, or in conjunction with, the program of study.

Enrichment Programs: Activities designed to provide participants with cultural/social/educational experiences geared to furthering their understanding of U.S. institutions and mores. These programs are conducted as an adjunct to technical or academic training provided in the U.S.

Equipment, Contractor: (See Federal Acquisition Regulations)

Escort Services: (See Interpreter and Escort Services)

Evaluation: The process of measuring the effectiveness of a participant's training program in achieving the goals and objectives identified by the PIO/P. Tools used to measure program effectiveness both during and after training include post program language testing, on-site training questionnaires and exit interviews and may extend to long term assessments of the impact of the program on the project/country.

Fixed Fee/Profit: (See Federal Acquisition Regulations)

Follow-up and Career Development: Activities which build on the training experience and which are designed to encourage and equip participants to remain professionally involve in their field.

Typical follow-up activities include: encouraging communication among participants; publication of newsletters; promoting membership in returned participant organizations; promoting professional memberships/meetings; use of host country follow-up in conjunction with a program evaluation.

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Overhead/General & Administrative (G&A): (See Federal Acquisition Regulations)

Package Programs: Programs of training or instruction where the payment made to the vendor includes the instructional cost, supplies/equipment, and lodging. Some package programs will also include board (food). Both types of packages are to be included in the line item "Packaged Programs."

Participants: Foreign nationals sponsored by A.I.D. to receive training outside their home countries, under A.I.D. sponsorship. This may include those whose training programs are funded by A.I.D. loans or grants, those under partial A.I.D. funding and those whose training is paid for by other than U.S. resources but are granted a visa to study in the U.S. by A.I.D. As used herein, the term participant is a shortened title for "United States A.I.D. Participant," used since the early years of United States Technical Assistance denoting a "participant in development." Participants' programs are managed either by OIT, an A.I.D. Mission, and A.I.D. contractor, or a host country.

NOTE: Foreign nationals on international travel orders or financed under general support grants are not considered participants.

Placement: The process of enrolling participants in the selected training program and negotiating appropriate courses or study programs.

Placement is a companion to Programming and is often done at the same time. It may be necessary to modify the training plan to reflect reality once the placement process has begun. The student with less than adequate preparation may have to begin at a more rudimentary level of study than initially anticipated in the training plan. Because placement determines the participant's training location, housing arrangements — although technically programming — are often made at this time.

Professional Enrichment: (See Enrichment Programs)

Profit: (See Fixed Fee/Profit) (See Federal Acquisition Regulations)

Programming: The process of analyzing participants' training/education credentials against the training goals and objectives of the PIO/P.

Programming is a companion to Placement and is often done at the same time. The Mission reviews and approves the program. Programming agents may use a variety of mechanisms to gain Mission concurrence. OIT programming agents provide the mission with a Training Implementation Plan (TIP) and is suggested that a similar document be required from all contractors and Missions.

Reception Services: Meeting the participant upon arrival in the country of training. Reception services should be

provided at the ultimate destination and may take place at the initial arrival point if it is determined that the participant will need assistance with layover accommodations or travel connections.

Recruitment: The process of identifying candidates for a training program. Recruitment may be done using host country mass media, host agency training announcement, staff available under ongoing USAID projects, in-country or home office consultants/staff or any other means available to attract candidates.

Reporting/Monitoring: (See Monitoring/Reporting)

Salaries: (See Federal Acquisition Regulations)

Screening: The process of reviewing candidate applications, interviewing participants, and making recommendations for final selection. Screening may involve the use of A.I.D. direct hire staff, contractor staff and/or local committees. The screening process may require that preliminary testing be done to assess the candidates' suitability of training.

Selection: The process of choosing qualified candidates for education, training, or observation tours. Selection activities include: developing selection criteria (e.g., English language test scores); candidate interviews; candidate credential reviews; shared cost negotiation for the proposed training. Final selection approval is provided by A.I.D.

Short-term Training: (Also known as Technical Training.) Training which is not designed to lead to the awarding of an academic degree.

Social/Professional Enrichment: (See Enrichment Programs)

Subcontracts: Contracts let by the prime contractor to another entity for the performance of a segment of the contract.

Technical Training: All training not classified as academic training. Technical training may take the form of observational visits, on-the-job training (OJT), special seminars or programs, workshops, and non-degree training in academic institutions.

Testing: The process of examining and/or evaluating, in the host country, participants' skills and achievements for the purpose of properly selecting participants and placing them in appropriate programs. Testing may include the SAT, TOEFL, ALIQU, GRE, and/or GMAT, depending on availability within the host country. Testing of individual's English language skills is most frequently required.

Training Cost: Normally training costs refer to the cost of short-term programs. Academic programs may include attendance at short-term seminars, workshops, etc. and those costs would be training costs while the balance of the program cost would be included under tuition/fees.

Attachment 2

Instructions:

**CHECKLIST OF ACTIVITIES
IN THE PARTICIPANT TRAINING PROCESS**

The following Checklist of Activities in the Participant Training Process is a listing of some — but not all — of the components of a training program. Shown also are the key agents (i.e., Host Country, Mission, OIT, etc.) in the training process. The matrix thus established allows the project planner to identify both the activities appropriate to the planned program and the agents involved in each activity. From this checklist, program elements and principle agents can be identified. This assists the planner in including all appropriate activities and denoting the responsible agent(s) for each. The program element identification should facilitate development of RFPs.

Note again that this is merely a partial listing. The program planner will find it a convenient starting point and format. However, additional program elements must be added as appropriate for a complete identification of training components.

As this is a "checklist," place a checkmark following any activity relevant to the training program being planned. Check each agent who will be responsible for part or all of that activity. Add activities as appropriate and check each agent associated with those activities.

CHECKLIST OF ACTIVITIES IN THE PARTICIPANT TRAINING PROCESS

NOTE: This list is not intended to be comprehensive. It is instead a basic framework from which all appropriate training project activities can be identified.

PRE-PROGRAM

	Host Country	Mission	OIT	Contractor	Other
I. Recruitment, including:					
○ Media advertisement and training announcements	<input type="checkbox"/>				
○ Visits to local agencies	<input type="checkbox"/>				
○ Preliminary interviews	<input type="checkbox"/>				
II. Screening & Selection, including:					
○ Developing selection criteria	<input type="checkbox"/>				
○ ELT language screening, testing, & other exams	<input type="checkbox"/>				
○ Applications	<input type="checkbox"/>				
○ Interviewing	<input type="checkbox"/>				
○ Reviewing credentials	<input type="checkbox"/>				
○ Committee	<input type="checkbox"/>				
III. Testing (Host Country and U.S.), including:					
○ TOEFL/ALIGU	<input type="checkbox"/>				
○ Graduate Records (GRE)	<input type="checkbox"/>				
○ Scholastic Aptitude (SAT)	<input type="checkbox"/>				
IV. Documentation (Host Country and U.S.), including:					
○ PIC/P and bio data	<input type="checkbox"/>				
○ Transcripts	<input type="checkbox"/>				
○ Test Results	<input type="checkbox"/>				
○ Letters of reference	<input type="checkbox"/>				
○ Medical exam (clearance)	<input type="checkbox"/>				
○ IAP 66A (blue copy)	<input type="checkbox"/>				
○ PDF - Establish record	<input type="checkbox"/>				
V. Programming (Host Country and U.S.), including:					
○ Analyzing credentials	<input type="checkbox"/>				
○ Selecting training institution	<input type="checkbox"/>				
○ Developing Training Implementation Plan (TIP)	<input type="checkbox"/>				
○ Arranging for program termination and departure	<input type="checkbox"/>				

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CHECKLIST OF ACTIVITIES IN THE PARTICIPANT TRAINING PROCESS

NOTE: This list is not intended to be comprehensive. It is instead a basic framework from which all appropriate training project activities can be identified.

PRE-PROGRAM (cont.)

	Host Country	Mission	OIT	Contractor	Other
VI. Placement (Host Country and U.S.), Including:					
○ Negotiating participant's enrollment	<input type="checkbox"/>				
○ Determining remedial training needs	<input type="checkbox"/>				
○ Arranging housing and developing a meal plan	<input type="checkbox"/>				
VII. Allowance Payments	<input type="checkbox"/>				
VIII. Pre-Departure Orientation, Including:					
○ Administrative Orientation	<input type="checkbox"/>				
○ Cultural Orientation	<input type="checkbox"/>				
IX. Training (Host Country and U.S.), Including:					
○ English Language Training (ELT)	<input type="checkbox"/>				
○ Remedial math/science training	<input type="checkbox"/>				
○ Academic (long-term) training	<input type="checkbox"/>				
○ Technical (short-term) training	<input type="checkbox"/>				

IN-PROGRAM

X. Reception Service, Including:					
○ Meeting at international airport & transportation to hotel	<input type="checkbox"/>				
XI. Interpreter and Escort Services, Including:					
○ Short-term training or observation tour	<input type="checkbox"/>				
XII. Orientation, Including:					
○ Cultural orientation	<input type="checkbox"/>				
○ Administrative orientation	<input type="checkbox"/>				
○ Academic program orientation	<input type="checkbox"/>				

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CHECKLIST OF ACTIVITIES IN THE PARTICIPANT TRAINING PROCESS

NOTE: This list is not intended to be comprehensive. It is instead a basic framework from which all appropriate training project activities can be identified.

IN-PROGRAM (cont.)

	Host Country	Mission	OIT	Contractor	Other
XIII. Monitoring and Reporting, Including:					
○ Regular participant contact	<input type="checkbox"/>				
○ Reviewing Academic Enrollment and Term Reports (AETRs) and technical examinations	<input type="checkbox"/>				
○ Consulting with faculty	<input type="checkbox"/>				
○ Reporting to OIT on Participant Data Form (PDF) and Visa Renewal Form (IAP 66A)	<input type="checkbox"/>				
○ Reporting progress and financial status to A.I.D.	<input type="checkbox"/>				
XIV. Enrichment Programs, Including:					
○ Supplemental experiences in U.S. related to technical field	<input type="checkbox"/>				
○ Mid-Winter Community Seminars	<input type="checkbox"/>				
○ Other special programs	<input type="checkbox"/>				
XV. Health and Accident Coverage (HAC)					
○ Arranging for mandatory health insurance coverage	<input type="checkbox"/>				
XVI. Counseling, Including:					
○ Resolving personal problems that jeopardize program completion	<input type="checkbox"/>				
○ Handling accidents and deaths	<input type="checkbox"/>				
XVII. Follow-Up (Host Country and U.S.), Including:					
○ Membership in professional organizations	<input type="checkbox"/>				
○ Newsletters	<input type="checkbox"/>				
○ Returned participant organizations	<input type="checkbox"/>				
○ Follow-up training	<input type="checkbox"/>				
○ Training utilization assistance	<input type="checkbox"/>				
XVIII. Evaluation, Including:					
○ Exit interviews	<input type="checkbox"/>				
○ Evaluation questionnaires	<input type="checkbox"/>				
○ Course evaluations	<input type="checkbox"/>				
○ Analysis of project effectiveness	<input type="checkbox"/>				
○ Impact studies	<input type="checkbox"/>				

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Attachment 3

Instructions:
BUDGET ESTIMATE WORKSHEET
ACADEMIC OR TECHNICAL COST

****Not All Activities Apply To All Programs; Select Only Those Items That Are Applicable To the Proposed Program****

General Instructions:

1. Use Budget Estimate Worksheet for all training programs. For training projects having more than one training program (academic and/or technical) complete a Budget Estimate Worksheet for each such program.

2. Prepare also a separate Budget Estimate Worksheet for each year of the training. Indicate the budget year and contract period (in years) in the "Project Year" space (e.g., "Project Year: 1 of 4 years" for the first year of a 4-year training project).

Prepare a separate budget estimate for all academic training and all technical training for the life of the project - total academic and a total technical training budget). Indicate "All academic training" or "All technical training" in the "Comments" space.

Make budget estimates in U.S. dollars.

Where further breakdown is desired (e.g., In-Country, U.S., Third Country), use the "Other (Mission Option)" space or breakout such costs using additional copies of this worksheet. Identify breakdown in "Comments" space.

6. Specify the measurements used as "units" for entries under "Unit Price" (e.g., \$1150/semester, \$200/year, \$635/month, \$375/week, or \$75/participant (for flat rate items such as Professional Membership or Book Shipment)).

Specific Line Item Instructions:

Participant Type: Check the appropriate box in the upper right corner of pages 1 - 4 to indicate whether the budget estimate is for academic or technical training.

Participant Months: A measure of total participant months for both academic and technical training provides a standard measure of the amount of training being proposed or provided. Compute this figure for each year of the project and for the project life. Enter the appropriate

number in the space marked "Participant Months Projected (This Year) = _____."

Line I.A. Education/Training Costs: This line must be completed for all training programs. Complete lines I.A.1 - I.A.4 first. Then, enter the total number of participants for the contract year being reported.

(NOTE: This figure will not always equal the sum of "Number of Participants" proposed in lines I.A.1 - I.A.4.) Finally, enter the sum of the "Subtotal" amounts in the "Total" space.

Lines I.A.1 - I.A.4: Optional breakdown. The glossary (see Glossary of TCA Terms) defines (1) tuition/fees, (2) training costs, and (3) package program costs. The "Other (Mission Option)" category allows for special breakouts (e.g., a specially designed observation tour for academic participants for which a separate cost breakdown is desired).

For any of these lines, enter (a) the number of participants to incur the cost, (b) the total number of cost units (see item (6) under "General Instructions") for those participants in the contract year being costed, (c) the unit prices for each cost category, and (d) Education/Training Cost "Subtotals" (i.e., (b) x (c), above) for each line.

Line I.B. Allowances: This line must be completed for all training programs. USE CURRENT A.I.D. APPROVED RATES. As was done for line I.A., complete lines I.B.1 through I.B.10 first, then enter the sum of the "Subtotals" for those lines in the "Total" space for line I.B.

Lines I.B.1 - I.B.10: Optional breakdown. Definitions and approved rates for these cost items are contained in Handbook 10 and Participant Training Notices (see "Allowances" in Glossary). The "Other (Mission Option)" category allows for special breakouts (e.g., books used in English Language Training, ELT). For instructions on specific column entries, follow instructions for Lines I.A.1 through I.A.4.

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Instructions:
BUDGET ESTIMATE WORKSHEET
SUMMARY

General Instructions:

1. Use Budget Estimate Worksheet to summarize project training costs for each project year and for the entire project life. Data will be transferred from previously completed budget estimates for all training programs.
2. Two columns are to be completed for Academic Training data and two for Technical Training. In both cases, the information required is (a) the number of participants budgeted for the cost item and/or category and (b) the total cost for that item or category. These figures are directly transferred from Budget Estimate Worksheet pages 1-4.
3. Prepare a separate budget estimate summary for each year of the training. Indicate the budget year and contract period (in years) in the "Project Year" space (e.g., "Project Year: 1 of 4 years" for the first year of a 4-year training project).

Specific Line Item Instructions:

Line I.A. Education/Training Costs: From Line I.A. of all academic program budget estimate worksheets add the "Number of Participants" numbers (for the year being summarized) and enter this sum in the first data column ("Academic Training --# of Part.") on Line I.A.

From Line I.A. of all academic program budget estimate worksheets add the "Total numbers (for the year being summarized) and enter this sum in the second data column ("Academic Training--Item Cost") on Line I.A.

Repeat the above two computations for all technical program budget estimate worksheets and enter in their corresponding spaces.

Add the "Item Costs" for Academic and Technical Train-

ing (data columns 2 and 4) and enter the sum in the first data column ("Line Total") on Line I.A.

Lines I.A.1 - I.E.12: All remaining lines in Summary sections I.A.1 - I.E.12, are completed in a corresponding manner to items in Line I.A. as described above. For example, "Academic Training--# of Part." sums are computed by adding the "Number of Participants" figures from all academic training programs for the corresponding cost element. Likewise for all "Academic Training--Item Costs." All "Technical Training--# of Part." sums are computed by adding the "Number of Participants" figures from all technical training programs for the corresponding cost element. Likewise for all "Technical Training--Item Costs."

TOTAL PARTICIPANT COSTS (Academic & Technical): The yearly total of participant costs can now be computed. Enter the project year (or write "all" for the total project) in the "Year ____" space. Add lines I.A. through I.E. and enter the total in the "TOTAL PARTICIPANT COSTS (Academic & Technical)" space.

Lines II.F. - II.F.8: Budget Estimate Worksheet page 8 is identical in format to Budget Estimate Worksheet page 4. To compute the value for any cost space on the Summary sheet, add the corresponding values from page(s) and enter that sum in the corresponding space on the Summary sheet.

TOTAL TRAINING COST (A+B+C+D+E+F): Values for each of the five spaces on this line are computed in a similar manner. For Year 1, add the "Item Cost" figures for elements A-E, Year 1. To this subtotal, add II.F. Year 1 (Administrative Costs). This sum is the total training cost for Year 1.

Compute totals for other years in a similar manner.

BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
Training Cost Analysis (TCA)

**SEE "Instructions: Budget Estimate Worksheet"

- Academic
 Technical

PROJECT TITLE	PROJECT NUMBER	PROJECT YEAR ____ (IN ____ Years)
PROJECT WRITER	PARTICIPANT MONTHS PROJECTED (THIS YEAR)	DATE BUDGET PREPARED
COMMENTS:		

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS*	UNIT PRICE*	SUBTOTAL	TOTAL
A. Education/Training Cost					\$
1. Tuition/Fees			\$ /	\$	
2. Training Costs			/		
3. Package Program Costs			/		
4. Other (Mission Option)			/		
B. Allowances					
1. Maintenance Advance			/		
2. Living/Maintenance			/		
3. Per Diem			/		
4. Books & Equipment			/		
5. Book Shipment			/		
6. Typing (papers) - Academic Only			/		
7. Thesis - Academic Only			/		
8. Doctoral Dissertation - Academic			/		
9. Professional Membership			/		
10. Other (Mission Option)			/		

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
Training Cost Analysis (TCA)

**SEE "Instructions: Budget Estimate Worksheet"

- Academic
 Technical

PROJECT NUMBER

COMMENTS:

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS*	UNIT PRICE*	SUBTOTAL	TOTAL
C. Travel					\$
1. International			\$ /	\$	
2. Local			/		
3. Other (Mission Option)			/		
D. Insurances					
1. IAC for U.S.			/		
2. Required by Institution			/		
3. Other (Mission Option)			/		
E. Supplemental Activities					
1. ELT, In-Country			/		
2. ELT, U.S.			/		
3. Academic Up-Grade			/		
4. Reception Services			/		
5. WIC Orientation			/		
6. Other Orientation			/		
7. Interpreters/Escorts			/		
8. Internship/Cooperative			/		
9. Enrichment Programs			/		

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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**BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
Training Cost Analysis (TCA)**

Academic
 Technical

PROJECT NUMBER

COMMENTS:

II. ADMINISTRATIVE COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	YEAR 1	YEAR 2	YEAR 3	YEAR 4	TOTAL
II.F. Administrative Costs	\$	\$	\$	\$	\$
1. Salaries (Total)					
a. Professional					
i. U.S.					
ii. Field					
b. Support Staff					
i. U.S.					
ii. Field					
2. Fringe Benefits					
3. Travel (Total)					
a. International					
b. Local					
4. Consultant Fees (Total)					
a. United States					
b. Field					
5. Equipment					
6. Sub-Contracts					
7. Indirect Costs					
8. Other (Mission Option)					
TOTAL PARTICIPANT COSTS (A+B+C+D+E+F)	\$	\$	\$	\$	\$

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BUDGET ESTIMATE WORKSHEET: Summary
Training Cost Analysis (TCA)

SEE Instructions: Budget Estimate Worksheet - Summary

- Academic
 Technical

PROJECT NUMBER

COMMENTS:

I. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES/TRAINING ACTIVITIES	ACADEMIC TRAINING		TECHNICAL TRAINING		LINE TOTAL
	No. of Participants	Item Cost	No. of Participants	Item Cost	
C. Travel		\$		\$	\$
1. International					
2. Local					
3. Other (Mission Option)					
D. Insurances					
1. HAC for U.S.					
2. Required by Institution					
3. Other (Mission Option)					
E. Supplemental Activities					
1. ELT, In-Country					
2. ELT, U.S.					
3. Academic Up-Grade					
4. Reception Services					
5. WIC Orientation					
6. Other Orientation					
7. Interpreters/Escorts					
8. Internship/Cooperative					
9. Enrichment Programs					

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BUDGET ESTIMATE WORKSHEET: Summary
Training Cost Analysis (TCA)

Academic
 Technical

PROJECT NUMBER _____ **COMMENTS:** _____

II. ADMINISTRATIVE COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	YEAR 1	YEAR 2	YEAR 3	YEAR 4	TOTAL
II.F. Administrative Costs	\$	\$	\$	\$	\$
1. Salaries (Total)					
a. Professional					
i. U.S.					
ii. Field					
b. Support Staff					
i. U.S.					
ii. Field					
2. Fringe Benefits					
3. Travel (Total)					
a. International					
b. Local					
4. Consultant Fees (Total)					
a. United States					
b. Field					
5. Equipment					
6. Sub-Contracts					
7. Indirect Costs					
8. Other (Mission Option)					
TOTAL PARTICIPANT COSTS (A+B+C+D+E+F)	\$	\$	\$	\$	\$

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BUDGET ESTIMATE WORKSHEET: Summary
Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet - Summary"

Academic
 Technical

PROJECT TITLE	PROJECT NUMBER	PROJECT YEAR ____ (Of) ____ Years
PROJECT WRITER	PARTICIPANT MONTHS PROJECTED (THIS YEAR)	DATE BUDGET PREPARED
COMMENTS:		

I. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES/TRAINING ACTIVITIES	ACADEMIC TRAINING		TECHNICAL TRAINING		LINE TOTAL
	No. of Participants	Item Cost	No. of Participants	Item Cost	
A. Education/Training Cost		\$		\$	\$
1. Tuition/Fees					
2. Training Costs					
3. Package Program Costs					
4. Other (Mission Option)					
B. Allowances					
1. Maintenance Advance					
2. Living/Maintenance					
3. Per Diem					
4. Books & Equipment					
5. Book Shipment					
6. Typing					
7. Thesis					
8. Doctoral Dissertation					
9. Professional Membership					
10. Other (Mission Option)					

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Attachment 4

Instructions:

PROPOSAL WORKSHEET

This Worksheet may be used by the perspective contractor/implementor of the project. It and its accompanying instructions may be included in the RFP

Not All Activities Apply To All Programs; Select Only Those Items That Are Applicable To the Proposed Program

General Instructions:

1. Use the Proposal Worksheet for all training programs. For training projects having more than one training program (academic and/or technical) complete a Proposal Worksheet for each such program.
2. Prepare also a separate Proposal Worksheet for each year of the training. Indicate the budget year and contract period (in years) in the "Project Year" space (e.g., "Project Year: 1 of 4 years" for the first year of a 4-year training project).
3. Prepare a separate proposal for all academic training and all technical training for the life of the project (a total academic and a total technical training budget). Indicate "All academic training" or "All technical training" in the "Comments" space.
4. Make budget estimates in U.S. dollars.
5. Where further breakdown is desired (e.g., In-Country, U.S., Third Country), use the "Other (Mission Option)" space or breakout such costs using additional copies of this worksheet. Identify breakdown in "Comments" space.
6. Specify the measurements used as "units" for entries under "Unit Price" (e.g., \$1150/semester, \$200/year, \$635/month, \$375/week, or \$75/participant (for flat rate items such as Professional Membership or Book Shipment)).
7. Administrative costs are estimated by categories. The RFP will indicate which functions are required of the contractor. The proposed costs should reflect the level of effort proposed for each function.

Specific Line Item Instructions:

Training Type: Check the appropriate box in the upper right corner of pages 1-4 to indicate whether the budget

estimate is for academic or technical training.

Participant Months Proposed: A measure of total participant months for both academic and technical training provides a standard measure of the amount of training being proposed or provided. Compute this figure for each year of the project and for the project life.

Line I.A. Education/Training Costs: This line must be completed for all training programs. Complete lines I.A.1 - I.A.4 first. Then, enter the total number of participants for the contract year being reported.

(NOTE: This figure will not always equal the sum of "Number of Participants" proposed in lines I.A.1 - I.A.4.) Finally, enter the sum of the "Subtotal" amounts in the "Total" space.

Lines I.A.1 - I.A.4: Optional breakdown. The glossary (see Glossary of TCA Terms) defines (1) tuition/fees, (2) training costs, and (3) package program costs. The "Other (Mission Option)" category allows for special breakouts (e.g., a specially designed observation tour for academic participants for which a separate cost breakdown is desired).

For any of these lines, enter (a) the number of participants to incur the cost, (b) the total number of cost units (see item (6) under "General Instructions") for those participants in the contract year being costed, (c) the unit prices for each cost category, and (d) Education/Training Cost "Subtotals" (i.e., (b) x (c), above) for each line.

Line I.B. Allowances: This line must be completed for all training programs. USE CURRENT A.I.D. APPROVED RATES. As was done for line I.A., complete lines I.B.1 through I.B.10 first, then enter the sum of the "Subtotals" for those lines in the "Total" space for line I.B.

Lines I.B.1 - I.B.10: Optional breakdown. Definitions and approved rates for these cost items are contained in

PROPOSAL WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

**SEE "Instructions: Proposal Worksheet" **

Academic

Technical

PROJECT TITLE	RFP NUMBER	PROJECT YEAR ____ Of ____ Years
IMPLEMENTOR/CONTRACTOR	PARTICIPANT MONTHS PROJECTED (THIS YEAR)	DATE PREPARED
COMMENTS:		

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS*	UNIT PRICE*	SUBTOTAL	TOTAL
A. Education/Training Cost					\$
1. Tuition/Fees			\$ /	\$	
2. Training Costs			/		
3. Package Program Costs			/		
4. Other (Mission Option)			/		
B. Allowances					
1. Maintenance Advance			/		
2. Living/Maintenance			/		
3. Per Diem			/		
4. Books & Equipment			/		
5. Book Shipments			/		
6. Typing (papers) - Academic Only			/		
7. Thesis - Academic Only			/		
8. Doctoral Dissertation - Academic			/		
9. Professional Membership			/		
10. Other (Mission Option)			/		

* Units are standard months of cost

J E S C S

PROPOSAL WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

**SEE "Instructions: Proposal Worksheet"

Academic

Technical

PROJECT TITLE	RFP NUMBER	YEAR _____ OF _____
IMPLEMENTOR/CONTRACTOR	COMMENTS:	

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS*	UNIT PRICE*	SUBTOTAL	TOTAL
C. Travel					\$
1. International			\$ /	\$	
2. Local			/		
3. Other (Mission Option)			/		
D. Insurances					
1. HAC for U.S.			/		
2. Required by Institution			/		
3. Other (Mission Option)			/		
E. Supplemental Activities					
1. ELT, In-Country			/		
2. ELT, U.S.			/		
3. Academic Up-Grade			/		
4. Reception Services			/		
5. WIC Orientation			/		
6. Other Orientation			/		
7. Interpreters/Escorts			/		
8. Internship/Cooperative			/		
9. Enrichment Programs			/		

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**ANALYSIS WORKSHEET: Summary
Training Cost Analysis (TCA)**

** SEE "Instructions: Analysis Worksheet" on Reverse **

Academic
 Technical

PROJECT TITLE	PROJECT NUMBER
EVALUATOR	DATE

NAME OF OFFEROR:	PROPOSAL A	PROPOSAL B	PROPOSAL C	A I D ESTIMATE
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ITEM	RATING: -	RATING: -	RATING: -	
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	COST	COST	COST	COST
I. PARTICIPANT COSTS:	\$	\$	\$	\$
A. Education/Training Costs				
B. Allowances				
C. Travel				
D. HAC				
E. Supplemental Activities				

Total Participant Costs:	\$	\$	\$	\$
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	COST	COST	COST	COST
II.F. ADMINISTRATIVE COSTS:	\$	\$	\$	\$
1. Salaries (Total)				
2. Fringe Benefits				
3. Travel (Total)				
4. Consultant Fees (Total)				
5. Equipment				
6. Sub-Contracts				
7. Indirect Costs				
8. Other (Mission Option)				

Total Administrative Costs:	\$	\$	\$	\$
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GRAND TOTAL, TRAINING COSTS -	\$	\$	\$	\$
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**PROPOSAL WORKSHEET: Summary
Training Cost Analysis (TCA)**

Academic
 Technical

PROJECT TITLE	RFP NUMBER	YEAR _____ OF _____
IMPLEMENTOR/CONTRACTOR		COMMENTS:

I T E M	C O S T		
	Academic	Technical	Total
I. PARTICIPANT COSTS:	\$	\$	\$
A. Education/Training Costs			
B. Allowances			
C. Travel			
D. HAC			
E. Supplemental Activities			
Total Participant Costs:	\$	+ \$	= \$
II.F. ADMINISTRATIVE COSTS:	\$	\$	\$
1. Salaries (Total)			
2. Fringe Benefits			
3. Travel (Total)			
4. Consultant Fees (Total)			
5. Equipment			
6. Sub-Contracts			
7. Indirect Costs			
8. Other (Mission Option)			
Total Administrative Costs:	\$	+ \$	= \$

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Attachment 5

PROPOSAL ANALYSIS WORKSHEET: Academic or Technical Costs
Training Cost Analysis (TCA)

** SEE "Instructions Analysis Worksheet" on Reverse, Page 2 **

Academic
 Technical

PROJECT TITLE		PROJECT NUMBER	
EVALUATOR		DATE	
NAME OF OFFEROR:		PROPOSAL A	PROPOSAL B
		PROPOSAL C	AID ESTIMATE
ITEM	RATING: =	RATING: =	RATING: =
	COST	COST	COST
I. PARTICIPANT COSTS (Academic)	\$	\$	\$
A. Education/Training Costs			
B. Allowances			
C. Travel			
D. HAC			
E. Supplemental Activities			
Sub-Total Participant Costs:	\$	\$	\$
II.F. ADMINISTRATIVE COSTS:	\$	\$	\$
1. Salaries (Total)			
2. Fringe Benefits			
3. Travel (Total)			
4. Consultant Fees (Total)			
5. Equipment			
6. Sub-Contracts			
7. Indirect Costs			
8. Other (Mission Option)			
Sub-Total Administrative Costs:	\$	\$	\$
TOTAL TRAINING COSTS -	\$	\$	\$

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Attachment 6

**QUARTERLY REPORT: Academic Programs
Training Cost Analysis (TCA)**

****SEE "Instructions: Quarterly Report", Reverse of Page 4****

PROJECT TITLE	PROJECT NUMBER	IMPLEMENTOR
CONTRACT QUARTER _____ of _____	REPORT PERIOD	DATE

I. PARTICIPANT TRAINING COSTS

ACADEMIC PROGRAMS:	BUDGET	PROJECTED THIS QUARTER	EXPENDED THIS QUARTER	EXTENDED TO DATE	BALANCE REMAINING	% OF BUDGET
A. Education/Training Cost	\$	\$	\$	\$	\$	%
B. Allowances						%
C. Travel						%
D. HAC						%
E. Supplemental Activities						%
Total, Academic Costs	\$	\$	\$	\$	\$	%

THIS QUARTER:

Number of Participant Months Projected: _____

Number of Participant Months Completed: _____

TOTAL PROJECT:

Number of Participant Months Projected: _____

Number of Participant Months Completed: _____

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1/22

**QUARTERLY REPORT: Technical Programs
Training Cost Analysis (TCA)**

SEE "Instructions: Quarterly Report", Reverse of Page 4

PROJECT TITLE	PROJECT NUMBER	IMPLEMENTOR
CONTRACT QUARTER _____ of _____	REPORT PERIOD	DATE

I. PARTICIPANT TRAINING COSTS

ACADEMIC PROGRAMS:	BUDGET	PROJECTED THIS QUARTER	EXPENDED THIS QUARTER	EXTENDED TO DATE	BALANCE REMAINING	% OF BUDGET
A. Education/Training Cost	\$	\$	\$	\$	\$	%
B. Allowances						%
C. Travel						%
D. HAC						%
E. Supplemental Activities						%
Total, Academic Costs	\$	\$	\$	\$	\$	%

THIS QUARTER:

Number of Participant Months Projected: _____

Number of Participant Months Completed: _____

TOTAL PROJECT:

Number of Participant Months Projected: _____

Number of Participant Months Completed: _____

IMPORTANT: SPECIFY PROGRAM TYPE
(Check Only One Category)

Classroom Training

Observation Tour

On-the-Job Training

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**QUARTERLY REPORT: Technical Programs
Training Cost Analysis (TCA)**

SEE "Instructions: Quarterly Report", Reverse of Page 4

PROJECT TITLE	PROJECT NUMBER	IMPLEMENTOR
CONTRACT QUARTER _____ of _____	REPORT PERIOD	DATE

I. PARTICIPANT TRAINING COSTS

SPECIAL TRACKING ITEMS:	BUDGET	PROJECTED THIS QUARTER	EXPENDED THIS QUARTER	EXTENDED TO DATE	BALANCE REMAINING	% OF BUDGET
E. 1. ELT, In-Country	\$	\$	\$	\$	\$	%
E. 2. ELT, U.S.	\$	\$	\$	\$	\$	%

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BY TYPE OF TRAINING

**QUARTERLY REPORT: Technical Programs
Training Cost Analysis (TCA)**

****SEE "Instructions: Quarterly Report", Reverse of Page 4****

PROJECT TITLE	PROJECT NUMBER	IMPLEMENTOR
CONTRACT QUARTER _____ of _____	REPORT PERIOD	DATE

II. ADMINISTRATIVE COSTS

II. F. ADMINISTRATIVE COSTS	BUDGET	PROJECTED THIS QUARTER	EXPENDED THIS QUARTER	EXTENDED TO DATE	BALANCE REMAINING	% OF BUDGET
1. Salaries	\$	\$	\$	\$	\$	
2. Fringe Benefits						
3. Travel						
4. Consultants						
5. Equipment						
6. Sub-Contracts						
7. Indirect Costs						
8. Other						
II. F. TOTAL ADMINISTRATIVE COSTS	\$	\$	\$	\$	\$	
GRAND TOTAL, TRAINING COSTS:	\$	\$	\$	\$	\$	

NOTE: % Of Budget refers to that %age of the total budget (for each line) that has been spent.

% of Budget = [Expended to Date] / [Budget]

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DRAFT

CLASP Training Implementation Plan (TIP) Budget Training Cost Analysis (TCA)				<input type="checkbox"/> Academic
				<input type="checkbox"/> Technical
Project Number	PIB/P Number	Date / /	No. Weeks in group	Training Dates for Use PIB/P From: / / To: / /
PROGRAM CATEGORIES/TRAINING ACTIVITIES	BUDGETED	BUDGET AMENDMENT	EXPENDED	REMAINDER
A. Education/Training Cost				
1. Tuition/Fees				
2. Training Costs				
3. Package Program Costs				
4. Other (Misson Option)				
B. Allowances				
1. Maintenance Advance				
2. Living/Maintenance				
3. Per Diem				
4. Books & Equipment				
5. Book Shipment				
6. Typing				
7. Thesis				
8. Doctoral Dissertation				
9. Professional Membership				
10. Other (Misson Option)				
C. Travel				
1. International				
2. Local				
D. Insurance				
1. HAC for U.S.				
2. Required by Institution				
3. Other (Misson Option)				
E. Supplemental Activities				
1. ELT. In-Country				
2. ELT. U.S.				
3. Academic Up-Grade				
4. Reception Services				
5. WIC/Other Orientation				
6. Interpreters/Escorts				
7. Internship/Cooperative				
8. Enrichment Programs				
9. Mid-Winter Community Seminars				
10. Follow-Up/Career Development				
11. Other (Misson Option)				
TOTAL PROGRAM COSTS				

10/1

BUDGET ESTIMATE WORKSHEET: Summary
 Training Cost Analysis (TCA)
 ** SEE "Instructions: Budget Estimate Worksheet - Summary" **

(X) ACADEMIC
 (X) TECHNICAL

PROJECT TITLE
 CLASP II

PROJECT NUMBER
 125-3687.10

TOTAL PROJECT
 3.00 YEARS

PROJECT WRITER

PARTICIPANT MONTHS PROJECTED
 (THIS YEAR) 63

DATE BUDGET PREPARED
 06/16/1989

COMMENTS:

Summary of Participant Costs for 1 Academic and 20 Technical Participants for three years.

1. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES/TRAINING ACTIVITIES	ACADEMIC Number of Participants	TRAINING Item Cost	TECHNICAL Number of Participants	TRAINING Item Cost	LINE TOTAL
A. Education/Training Cost					
1. Tuition/Fees	1	\$ 14,277.86	20	\$ 60,000.00	\$ 74,277.86
2. Training Costs	1	\$ 14,277.86			\$ 14,277.86
3. Package Program Costs					
4. Other (Mission Option)			20	\$ 60,000.00	\$ 60,000.00
B. ALLOWANCES					
1. Maintenance Advance	1	\$ 21,885.90	20	\$ 48,900.00	\$ 70,785.90
2. Living/Maintenance	1	\$ 1,950.00	20	\$ 39,000.00	\$ 40,950.00
3. Per Diem	1	\$ 16,192.96			\$ 16,192.96
4. Books & Equipment	1	\$ 852.36	20	\$ 7,500.00	\$ 8,352.36
5. Book Shipment	1	\$ 1,568.63	20	\$ 1,200.00	\$ 2,768.63
6. Typing (papers) - Academic Only	1	\$ 129.79	20	\$ 1,200.00	\$ 1,329.79
7. Thesis - Academic Only	1	\$ 324.48			\$ 324.48
8. Doctoral Dissertation - Academic					
9. Professional Membership	1	\$ 243.36			\$ 243.36
10. Other (Mission Option)					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: SUMMARY
 Training Cost Analysis (TCA)
 ** SEE "Instructions: Budget Estimate Worksheet - Summary" **

ACADEMIC
 TECHNICAL

PROJECT NUMBER
 125-3487.10

COMMENTS

1. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES/TRAINING ACTIVITIES	ACADEMIC Number of Participants	TRAINING Item Cost	TECHNICAL Number of Participants	TRAINING Item Cost	LINE TOTAL
C. Travel					
1. International	1	1,352.80	20	10,000.00	11,352.80
2. Local	1	1,352.80	20	10,000.00	11,352.80
3. Other (Mission Option)					
D. Insurances					
1. HAC for U.S.	1	820.52	20	1,360.00	2,180.52
2. Required by Institution	1	820.52	20	1,360.00	2,180.52
3. Other (Mission Option)					
E. Supplemental Activities					
1. ELT, In-Country	1	1,317.00	20	34,500.00	35,817.00
2. ELT, U.S.	1	280.00			280.00
3. Academic Up-Grade					
4. Reception Services			20	4,000.00	4,000.00
5. NIC Orientation	1	325.00	20	6,500.00	6,825.00
6. Other Orientation					
7. Interpreters/Escorts			20	24,000.00	24,000.00
8. Internship/Cooperative					
9. Enrichment Program					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Summary
 Training Cost Analysis (TCA)
 ** SEE "Instructions: Budget Estimate Worksheet - Summary" **

ACADEMIC
 TECHNICAL

PROJECT NUMBER
 125-3697.10

COMMENTS

I. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES/TRAINING ACTIVITIES	ACADEMIC Number of Participants	TRAINING Item Cost	TECHNICAL Number of Participants	TRAINING Item Cost	LINE TOTAL
10. Mid-Winter Community Seminars	1	612.00			612.00
11. Follow-Up/Career Development					
12. Other (Mission Option)					
TOTAL PARTICIPANT COSTS (A + B + C + D + E) =					612.00

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Summary
 Training Cost Analysis (TCA)
 ** SEE "Instructions: Budget Estimate Worksheet - Summary" **

PROJECT TITLE
 CLASP II

PROJECT NUMBER
 125-3687.10

(X) ACADEMIC
 (X) TECHNICAL

PROJECT WRITER

PARTICIPANT MONTHS PROJECTED
 (THIS YEAR) 43

PROJECT YEAR
 1 of 3.00 Years

COMMENTS:

DATE BUDGET PREPARED
 06/16/1989

Summary for Year 1 for 1 Academic and 20 Technical Participants. (Participant Costs)

1. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES/TRAINING ACTIVITIES	ACADEMIC Number of Participants	TRAINING Item Cost	TECHNICAL Number of Participants	TRAINING Item Cost	LINE TOTAL
A. Education/Training Cost					
1. Tuition/Fees	1	\$ 2,850.00	20	\$ 60,000.00	\$ 62,850.00
2. Training Costs	1	\$ 2,850.00			\$ 2,850.00
3. Package Program Costs					
4. Other (Mission Option)			20	\$ 60,000.00	\$ 60,000.00
B. ALLOWANCES					
1. Maintenance Advance	1	\$ 4,120.00	20	\$ 48,900.00	\$ 53,020.00
2. Living/Maintenance	1	\$ 1,950.00	20	\$ 39,000.00	\$ 40,950.00
3. Per Diem	1	\$ 1,400.00			\$ 1,400.00
4. Tools & Equipment	1	\$ 375.00	20	\$ 7,500.00	\$ 7,875.00
5. Book Shipment	1	\$ 195.00	20	\$ 1,200.00	\$ 1,395.00
6. Typing (papers) - Academic Only	1	\$ 200.00	20	\$ 1,200.00	\$ 1,400.00
7. Thesis - Academic Only					\$ 200.00
8. Doctoral Dissertation - Academic					
9. Professional Membership					
10. Other (Mission Option)					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Summary
Training Cost Analysis (TCA)
 ** SEE "Instructions: Budget Estimate Worksheet - Summary" **

ACADEMIC
 TECHNICAL

PROJECT NUMBER
 125-3687.10

COMMENTS

1. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES/TRAINING ACTIVITIES	ACADEMIC Number of Participants	TRAINING Item Cost	TECHNICAL Number of Participants	TRAINING Item Cost	LINE TOTAL
C. Travel	1	500.00	20	10,000.00	10,500.00
1. International					
2. Local	1	500.00	20	10,000.00	10,500.00
3. Other (Mission Option)					
D. Insurances	1	102.00	20	1,360.00	1,462.00
1. MAC for U.S.	1	102.00	20	1,360.00	1,462.00
2. Required by Institution					
3. Other (Mission Option)					
E. Supplemental Activities	1	1,005.00	20	34,500.00	35,505.00
1. ELT, In-Country					
2. ELT, U.S.	1	380.00			380.00
3. Academic Up-Grade			20	4,000.00	4,000.00
4. Reception Services					
5. NIC Orientation	1	325.00	20	6,500.00	6,825.00
6. Other Orientation					
7. Interpreters/Escorts			20	24,000.00	24,000.00
8. Internship/Cooperative					
9. Enrichment Program					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Summary
Training Cost Analysis (TCA)
 ** SEE "Instructions: Budget Estimate Worksheet - Summary" **

ACADEMIC
 TECHNICAL

PROJECT NUMBER
 125-3687.10

COMMENTS

I. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES/TRAINING ACTIVITIES	ACADEMIC Number of Participants	TRAINING Item Cost	TECHNICAL Number of Participants	TRAINING Item Cost	LINE TOTAL
10. Mid-Winter Community Seminars	1	\$ 300.00			\$ 300.00
11. Follow-Up/Career Development					
12. Other (Mission Option)					

TOTAL PARTICIPANT COSTS (A + B + C + D + E) =

\$ 163,372.00

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Summary
 Training Cost Analysis (TCA)
 ** SEE "Instructions: Budget Estimate Worksheet - Summary" **

PROJECT TITLE: CLASS 11
 PROJECT WRITER: _____
 COMMENTS: _____

PROJECT NUMBER: 125-3687.10
 PARTICIPANT MONTHS PROJECTED (THIS YEAR): 12
 DATE BUDGET FALSAFED: 06/16/1989

(X) ACADEMIC
 (X) TECHNICAL

PROJECT YEAR: 2 OF 3 years

Summary for Year 2 for 1 Academic and 20 Technical Participants. (Participant Costs)

I. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES/TRAINING ACTIVITIES	ACADEMIC Number of Participants	TRAINING Item Cost	TECHNICAL Number of Participants	TRAINING Item Cost	LINE TOTAL
A. Education/Training Cost					
1. Tuition/Fees	1	\$ 7,102.00			7,102.00
2. Training Costs	1	\$ 7,102.00			7,102.00
3. Package Program Costs					
4. Other (Mission Option)					
B. ALLOWANCES					
1. Maintenance Advance	1	\$ 9,989.20			9,989.20
2. Living/Maintenance	1	\$ 8,736.00			8,736.00
3. Per Diem	1	\$ 234.00			234.00
4. Books & Equipment	1	\$ 811.20			811.20
5. Book Shipment					
6. Typing (papers) - Academic Only	1	\$ 208.00			208.00
7. Thesis - Academic Only					
8. Doctoral Dissertation - Academic					
9. Professional Membership					
10. Other (Mission Option)					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Summary
 Training Cost Analysis (TCA)
 ** SEE "Instructions: Budget Estimate Worksheet - Summary" **

(X) ACADEMIC
 (X) TECHNICAL

PROJECT NUMBER
 125-3687.10

COMMENTS

1. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES/TRAINING ACTIVITIES	ACADEMIC Number of Participants	TRAINING Item Cost	TECHNICAL Number of Participants	TRAINING Item Cost	LINE TOTAL
C. Travel					
1. International	1	312.00			312.00
2. Local	1	312.00			312.00
3. Other (Mission Option)					
D. Insurances					
1. MAC for U.S.	1	424.32			424.32
2. Required by Institution	1	424.32			424.32
3. Other (Mission Option)					
E. Supplemental Activities					
1. ELT, In-Country	1	312.00			312.00
2. ELT, U.S.					
3. Academic Up-Grade					
4. Reception Services					
5. NIC Orientation					
6. Other Orientation					
7. Interpreters/Escorts					
8. Internship/Cooperative					
9. Enrichment Program					

* Units are standard measures for the cost element (e.g., participants, participant meals, etc.)

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BUDGET ESTIMATE WORKSHEET: Summary
Training Cost Analysis (TCA)
 ** SEE "Instructions: Budget Estimate Worksheet - Summary" **

ACADEMIC
 TECHNICAL

PROJECT NUMBER
 125-3687.10

COMMENTS

1. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES/TRAINING ACTIVITIES	ACADEMIC Number of Participants	TRAINING Item Cost	TECHNICAL Number of Participants	TRAINING Item Cost	LINE TOTAL
10. Mid-Winter Community Seminars	1	312.00			312.00
11. Follow-Up/Career Development					
12. Other (Mission Option)					

TOTAL PARTICIPANT COSTS (A + B + C + D + E) = 10,129.50

* Units are standard measures for the cost element (e.g., participants, participant week, etc.)

BUDGET ESTIMATE WORKSHEET: Summary
 Training Cost Analysis (TCA)
 ** SEE "Instructions: Budget Estimate Worksheet - Summary" **

PROJECT TITLE CLASP II	PROJECT NUMBER 125-3687.10	(X) ACADEMIC (X) TECHNICAL
PROJECT WRITER	PARTICIPANT MONTHS PROJECTED (THIS YEAR) 8	PROJECT YEAR 3 of 3 Years DATE BUDGET PREPARED 06/16/1989

COMMENTS: Summary for Year 3 for 1 Academic and 20 Technical Participants (Participant Costs)

I. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES/TRAINING ACTIVITIES	ACADEMIC Number of Participants	TRAINING Item Cost	TECHNICAL Number of Participants	TRAINING Item Cost	LINE TOTAL
A. Education/Training Cost					
1. Tuition/Fees	11	4,325.86			4,325.86
2. Training Costs					4,325.86
3. Package Program Costs					
4. Other (Mission Option)					
B. ALLOWANCES					
1. Maintenance Advance	1	7,776.70			7,776.70
2. Living/Maintenance	1	6,056.96			6,056.96
3. Per Diem	1	243.36			243.36
4. Tools & Equipment	1	562.43			562.43
5. Book Shipment	1	129.79			129.79
6. Typing (papers) - Academic Only	1	216.32			216.32
7. Thesis - Academic Only	1	324.48			324.48
8. Doctoral Dissertation - Academic					
9. Professional Membership	1	243.36			243.36
10. Other (Mission Option)					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

BUDGET ESTIMATE WORKSHEET: Summary
 Training Cost Analysis (TCA)
 ** SEE "Instructions: Budget Estimate Worksheet - Summary" **

(A) ACADEMIC
 (B) TECHNICAL

PROJECT NUMBER
 125-3687.10

COMMENTS

I. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES/TRAINING ACTIVITIES	ACADEMIC		TRAINING		TECHNICAL		LINE TOTAL
	Number of Participants	Item Cost	Number of Participants	Item Cost	Number of Participants	Item Cost	
C. Travel							
1. International	1	540.80					540.80
2. Local	1	540.80					540.80
3. Other (Mission Option)							
D. Insurances							
1. MAC for U.S.	1	294.20					294.20
2. Required by Institution							
3. Other (Mission Option)							
E. Supplemental Activities							
1. ELT, In-Country							
2. ELT, U.S.							
3. Academic Up-Grade							
4. Reception Services							
5. WIC Orientation							
6. Other Orientation							
7. Interpreters/Excorts							
8. Internship/Cooperative							
9. Enrichment Program							

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: SUMMARY
Training Cost Analysis (TCA)

•• SEE "Instructions: Budget Estimate Worksheet - Summary" ••

(A) ACADEMIC
(B) TECHNICAL

PROJECT NUMBER
1125-3687.10

COMMENTS

1. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES/TRAINING ACTIVITIES

ACADEMIC Number of Participants	TRAINING Item Cost	TECHNICAL Number of Participants	TRAINING Item Cost	LINE TOTAL
---------------------------------------	-----------------------	--	-----------------------	------------

- 10. Mid-Winter Community Seminars
- 11. Follow-Up/Career Development
- 12. Other (Mission Option)

TOTAL PARTICIPANT COSTS (A + B + C + D + E) =

12,927.56

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: (Academic or Technical) Costs
 Training Cost Analysis (TCA)

** SEE "Instructions: Budget Estimate Worksheet" **

1) ACADEMIC
 1 X) TECHNICAL

PROJECT TITLE
 CLASS II, FIREFIGHTERS

PROJECT NUMBER
 1125-3667.10

PROJECT YEAR
 1 1 OF 3, (0) Years

PROJECT WRITER

PARTICIPANT MONTHS PROJECTED (THIS YEAR) 40

DATE BUDGET PREPARED
 06/16/1989

COMMENTS:

1. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
A. Education/Training Cost	20				60,000.00
1. Tuition/Fees					
Regular Session	20	1	.00	.00	
Summer Session					
2. Training Costs					
3. Package Program Costs	20		3,000.00	60,000.00	
4. Other (Mission Option)					
B. ALLOWANCES	20				48,900.00
1. Maintenance Advance	20		1,950.00	39,000.00	
2. Living/Maintenance					
3. Per Diem	20	5	75.00	7,500.00	
4. Books & Equipment	20	2	60.00	1,200.00	
5. Book Shipment	20		60.00	1,200.00	
6. Typing (papers) - Academic Only					
7. Thesis - Academic Only					
8. Doctoral Dissertation - Academic					
9. Professional Membership					
10. Other (Mission Option)					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
 Training Cost Analysis (TCA)

•• SEE "Instructions: Budget Estimate Worksheet" ••

ACADEMIC
 TECHNICAL

PROJECT NUMBER
 125-3487.10

COMMENTS

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
C. Travel	20				10,000.00
1. International					
2. Local	20				
3. Other (Mission Option)			500.00	10,000.00	
D. Insurances	20				1,360.00
1. MAC for U.S.	20	2	34.00	1,360.00	
2. Required by Institution					
3. Other (Mission Option)					
E. Supplemental Activities	20				34,500.00
1. ELT, In-Country					
2. ELT, U.S.					
3. Academic Up-Grade					
4. Reception Services	20		200.00	4,000.00	
5. WIC Orientation	20		325.00	6,500.00	
6. Other Orientation					
7. Interpreters/Escorts	20				
8. Internship/Cooperative			1,200.00	24,000.00	
9. Enrichment Program					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
 Training Cost Analysis (TCA)
 ** SEE "Instructions: Budget Estimate Worksheet" **

PROJECT NUMBER
 125-3687.10

COMMENTS

ACADEMIC
 TECHNICAL

J. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
10. Mid-Winter Community Seminars					
11. Follow-Up/Career Development					
12. Other (Mission Option)					
TOTAL PARTICIPANT COSTS (A + B + C + D + E) =				\$	154,760.00

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORK SHEET: Academic or Technical Costs
 Training Cost Analysis (TCA)

•• SEE "Instructions: Budget Estimate Worksheet" ••

ACADEMIC
 TECHNICAL

PROJECT TITLE
 CLASP II, AQUACULTURE

PROJECT NUMBER
 1125-3687.10

PROJECT YEAR
 1 of 3.00 Years

PROJECT WRITER
 FF

PARTICIPANT MONTHS PROJECTED
 (THIS YEAR) 3

DATE BUDGET PREPARED
 06/16/1989

COMMENTS:

1. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
A. Education/Training Cost					
1. Tuition/Fees Regular Session Summer Session	1	1	\$ 2,850.00	\$ 2,850.00	\$ 2,850.00
2. Training Costs					
3. Package Program Costs					
4. Other (Mission Option)					
B. ALLOWANCES					
1. Maintenance Advance	1		\$ 1,950.00	\$ 1,950.00	\$ 4,120.00
2. Living/Maintenance	1	2	\$ 700.00	\$ 1,400.00	
3. Per Diem	1	5	\$ 75.00	\$ 375.00	
4. Books & Equipment	1	3	\$ 45.00	\$ 135.00	
5. Book Shipment					
6. Typing (papers) - Academic Only	1		\$ 200.00	\$ 200.00	
7. Thesis - Academic Only					
8. Doctoral Dissertation - Academic					
9. Professional Membership					
10. Other (Mission Option)					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
 Training Cost Analysis (TCA)
 ** SEE "Instructions: Budget Estimate Worksheet" **

ACADEMIC
 TECHNICAL

PROJECT NUMBER
 125-3687.10

COMMENTS

1. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
C. Travel					
1. International	1				500.00
2. Local	1		500.00	500.00	
3. Other (Mission Option)					
D. Insurances					
1. HAC for U.S.	1	3	34.00	102.00	102.00
2. Required by Institution					
3. Other (Mission Option)					
E. Supplemental Activities					
1. ELT, In-Country	1				1,005.00
2. ELT, U.S.	1		380.00	380.00	
3. Academic Up-Grade					
4. Reception Services					
5. NIC Orientation	1		325.00	325.00	
6. Other Orientation					
7. Interpreters/Escorts					
8. Internship/Cooperative					
9. Enrichment Program					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

ACADEMIC
 TECHNICAL

PROJECT NUMBER
125-3487.10

COMMENTS

1. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
10. Mid-Winter Community Seminars	1		\$ 300.00	\$ 300.00	
11. Follow-Up/Career Development					
12. Other (Mission Option)					

TOTAL PARTICIPANT COSTS (A + B + C + D + E) =

\$ 8,577.00

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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1/2

BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
Training Cost Analysis (TCA)
 ** SEE "Instructions: Budget Estimate Worksheet" **

(X) ACADEMIC
 () TECHNICAL

PROJECT TITLE: CLASP II, AQUACULTURE PROJECT NUMBER: 1125-3687.10 PROJECT YEAR: 2 of 3.00 Years

PROJECT WRITER: PARTICIPANT MONTHS PROJECTED (THIS YEAR): 12 DATE BUDGET PREPARED: 06/16/1989

COMMENTS:

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
A. Education/Training Cost	1				7,102.00
1. Tuition/Fees					
Regular Session	1	2	3,021.00	6,042.00	
Summer Session	1	1	1,060.00	1,060.00	
2. Training Costs					
3. Package Program Costs					
4. Other (Mission Option)					
B. ALLOWANCES	1				9,989.20
1. Maintenance Advance					
2. Living/Maintenance	1	12	728.00	8,736.00	
3. For Dice	1	3	78.40	234.00	
4. Books & Equipment	1	12	67.60	811.20	
5. Book Shipment					
6. Typing (papers) - Academic Only	1		208.00	208.00	
7. Thesis - Academic Only					
8. Doctoral Dissertation - Academic					
9. Professional Membership					
10. Other (Mission Option)					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
Training Cost Analysis (TCA)

•• SEE "Instructions: Budget Estimate Worksheet" ••

ACADEMIC
 TECHNICAL

PROJECT NUMBER
1125-3687.10

COMMENTS

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
C. Travel					
1. International	1				312.00
2. Local	1				
3. Other (Mission Option)			312.00	312.00	
D. Insurances					
1. MAC for U.S.	1				424.32
2. Required by Institution	1	12	35.36	424.32	
3. Other (Mission Option)					
E. Supplemental Activities					
1. ELT, In-Country	1				312.00
2. ELT, U.S.					
3. Academic Up-Grade					
4. Reception Services					
5. MIC Orientation					
6. Other Orientation					
7. Interpreters/Escorts					
8. Internship/Cooperative					
9. Enrichment Program					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORK SHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

•• SEE "Instructions: Budget Estimate Worksheet" ••

ACADEMIC
 TECHNICAL

PROJECT NUMBER
 125-3487.10

COMMENTS

1. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
10. Mid-Winter Community Seminars	1		\$ 312.00	\$ 312.00	
11. Follow-Up/Career Development					
12. Other (Mission Option)					

TOTAL PARTICIPANT COSTS (A + B + C + D + E) =

\$ 18,129.52

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs Training Cost Analysis (TCA) ** SEE "Instructions: Budget Estimate Worksheet" **			<input type="checkbox"/> ACADEMIC <input type="checkbox"/> TECHNICAL
PROJECT TITLE CLASP II, AQUACULTURE	PROJECT NUMBER 1125-3687.10	PROJECT YEAR 3 OF 3.00 Years	
PROJECT WRITER	PARTICIPANT MONTHS PROJECTED (THIS YEAR) 8	DATE BUDGET PREPARED 06/16/1989	

COMMENTS:

1. PARTICIPANT COST					
PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
A. Education/Training Cost	1				4,325.86
1. Tuition/Fees					
Regular Session	1	1	3,202.26	3,202.26	
Summer Session	1	1	1,123.60	1,123.60	
2. Training Costs					
3. Package Program Costs					
4. Other (Mission Option)					
B. ALLOWANCES	1				7,776.70
1. Maintenance Advance					
2. Living/Maintenance	1	8	757.12	6,056.96	
3. Per Diem	1	3	81.12	243.36	
4. Books & Equipment	1	8	70.30	562.40	
5. Book Shipment	1		129.79	129.79	
6. Typing (papers) - Academic Only	1		216.32	216.32	
7. Thesis - Academic Only	1		324.48	324.48	
8. Doctoral Dissertation - Academic					
9. Professional Membership	1		243.36	243.36	
10. Other (Mission Option)					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

1/2/89

BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

** SEE "Instructions: Budget Estimate Worksheet" **

ACADEMIC

TECHNICAL

PROJECT NUMBER
125-3607.10

COMMENTS

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
C. Travel	1				540.80
1. International					
2. Local	1		\$ 540.80	\$ 540.80	
3. Other (Mission Option)					
D. Insurances	1				294.20
1. HAC for U.S.	1	8	\$ 36.77	\$ 294.20	
2. Required by Institution					
3. Other (Mission Option)					
E. Supplemental Activities					
1. ELT, In-Country					
2. ELT, U.S.					
3. Academic Up-Grade					
4. Reception Services					
5. NIC Orientation					
6. Other Orientation					
7. Interpreters/Escorts					
8. Internship/Cooperative					
9. Enrichment Program					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
Training Cost Analysis (TCA)

•• SEE "Instructions: Budget Estimate Worksheet" ••

ACADEMIC
 TECHNICAL

PROJECT NUMBER
125-3487.10

COMMENTS

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUB-TOTAL	TOTAL
10. Mid-Winter Community Seminars					
11. Follow-Up/Career Development					
12. Other (Mission Option)					

TOTAL PARTICIPANT COSTS (A + B + C + D + E) =

12,937.56

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Summary
Training Cost Analysis (TCA)

(X) ACADEMIC
(X) TECHNICAL

PROJECT TITLE
CLASP II

PROJECT NUMBER
125-3687.10

COMMENTS:

II. ADMINISTRATIVE COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	TOTAL
II.F. Administrative Costs	\$ 10,750	\$ 3,000	\$ 2,000			\$ 15,750
1. Salaries (Total)						
a. Professional						
i. U.S.						
ii. Field						
b. Support Staff						
i. U.S.						
ii. Field						
2. Fringe Benefits						
3. Travel (Total)						
a. International						
b. Local						
4. Consultant Fees (Total)						
a. United States						
b. Field						
5. Equipment						
6. Sub-Contracts						
7. Indirect Costs						
8. Other (Mission Option)						
TOTAL PARTICIPANT COSTS (A+B+C+D+E+F)	\$ 174,087	\$ 21,139	\$ 14,937			\$ 210,164

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ENVIRONMENTAL DETERMINATION

Project Location : Jamaica
 Project Title : Caribbean and Latin American
 Scholarship Program II
 Project No. : 532-0169
 Funding : \$ 5,000,000 Grant
 Life of Project : 8 years
 Mission Determination: Categorical Exclusion
 Prepared By : Charles R. Mathews *Charles R. Mathews*
 Mission Environmental Officer
 Date : February 6, 1990

A. Description

The proposed project's purpose is to equip a broad base of leaders and potential leaders in Jamaica with technical skills, training, academic education, and an appreciation and understanding of the working of a free enterprise economy in a democratic society.

This purpose will be pursued through short term and long term training in the United States, follow-on activities for returnees and limited evaluation.

B. Discussion

The activities to be funded under the proposed project do not have an effect on the natural or physical environment and are therefore considered to be environmentally neutral. Upon comparison of these activities with the criteria in 22 CFR 216, Environmental Procedures, Section 216(c)(1)(1) and (c)(2)(1), the proposed project is determined to qualify for a Categorical Exclusion and is an action for which an Initial Environmental Examination is generally not required.

This Environmental Determination is submitted for LAC Bureau review in accordance with 22 CFR Part 216, Section 216.2(3).

Mission Director's Concurrence: *Will R. [Signature]*

Date: February 6, 1990

Clearance: OPPD LCoronado
 D/DIR MZak *[Signature]*

0403V

LAC-IEE-89-47

ENVIRONMENTAL THRESHOLD DECISION

Project Location : LAC Regional
Project Title : Caribbean Latin American
Scholarship Program II
Project Number : 598-0661 and 597-0044
Funding : \$200 million
Life of Project : Eight years
IEE Prepared by : Elizabeth Warfield
LAC/DR/CEN
Recommended Threshold Decision : Categorical Exclusion
Bureau Threshold Decision : Concur with Recommendation
Comments : None
Copy to : Joe Carney, LAC/DR/EST ✓
Copy to : Elizabeth Warfield, LAC/DR/CEN
Copy to : IEE File

James S. Hester Date JUN 16 1989

James S. Hester
Chief Environmental Officer
Bureau for Latin America
and the Caribbean

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INITIAL ENVIRONMENTAL EXAMINATION

Project Location : LAC Regional
Project Title : Caribbean Latin American
 Scholarship Program II
Funding : \$200 million

Project Description

The goal of the Caribbean Latin America Scholarship Program II is to promote broad-based economic and social development in the LAC countries by encouraging and strengthening democratic pluralism and free enterprise economies. The program purpose is to equip a broad base of leaders and potential leaders in LAC countries with specialized skills, training, and academic education, and with an appreciation and understanding of the workings of democratic processes within a free enterprise economy.

To achieve the goal and purpose, CLASP II will provide \$200 million in A.I.D. grant funds through 13 mission projects and an LAC regional project over eight years for customized training programs incorporating both Experience America and follow-on activities. All CLASP II participants will be leaders or potential leaders on the local, community, or national levels and participants will be representative of the social and economic structure in each country.

Environmental Impact

The proposed project will not involve activities that have a harmful effect on the natural or physical environment. The activities which will be carried out qualify for a categorical exclusion according to Section 216.2(c) (2)(i) of 22 CFR as "education, technical assistance or training programs except to the extent such programs included activities directly affecting the environment (such as construction of facilities, etc.)."

Recommendation

Based on the categorical exclusion discussed above, LAC/DR recommends that the Caribbean Latin American Scholarship Program II be given a Categorical Exclusion determination requiring no further environmental review.

Concurrence: T. J. Brown
 Terrence J. Brown
 Director
 Office of Development Resources
 Bureau for Latin America and
 the Caribbean

6/14/89
 Date

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ACTION: AID-2 INFO: AMB DCM ECON

ANNEX L

VZCZCKG0639
PP RUEHKG
DE RUEHC #5359 #170409
ZNR UUUUU 22H
P 170404Z JAN 90
FM SECSTATE WASHDC
TO AMEMBASSY KINGSTON PRIORITY 5449
BT
UNCLAS STATE #15359

17-JAN-90

TOR: 12:27
CN: #1655
CHRG: AID
DIST: AID
ADD:

ACTION COPY
ACTION TAKEN

AIDAC ATTENTION VCHARLESON FROM JCARNET

E.O. 12356: N/A

SUBJECT: REVIEW OF SOCIAL AND INSTITUTIONAL FRAMEWORK
SUBJECT: ANALYSIS FOR USAID/JAMAICA'S CARIBBEAN AND LATIN
AMERICAN SCHOLARSHIP PROGRAM (CLASP II).

1. REVIEW OF THE SUBJECT SIF WAS HELD ON JANUARY 11, 1990 AND THE DOCUMENT WAS FOUND TO BE NOT ONLY ACCEPTABLE, BUT REGARDED AS A VERY GOOD COMPREHENSIVE AND SCHOLARLY ANALYSIS OF THE VARIOUS FOUNTS OF LEADERSHIP IN MODERN JAMAICA, AND HOW APPROPRIATE TRAINING MIGHT BE PROVIDED UNDER CLASP II. THE THOROUGH HISTORICAL, SOCIAL AND ECONOMIC ANALYSIS OF VARIOUS PRIVATE AND PUBLIC SECTOR INSTITUTIONS AND CLASSES OF SOCIETY, AS WELL AS THE IDENTIFICATION OF POTENTIAL LEADERS WITHIN THEM, AND INITIAL DESIGN OF TRAINING PLANS FOR EACH GROUP WAS PARTICULARLY APPRECIATED. THE SIF IS APPROVED CONTINGENT UPON USAID PROVIDING CORRECTIVE ACTIONS TO THE FOLLOWING:

DATE RECEIVED	
ACTION OFFICER	DEHR
INFO TO:	
DIR	AMBO
D/DIR	OHMP
	GENR
OEPE	OPPD
OESE	OCM
EXO	RHUBO
CONT	R. P. /
SUB BY:	HTT
ACTION:	

ext'd.
2/2.

A. WHAT SPECIFIC MEASURES/STEPS IS USAID/JAMAICA GOING TO TAKE TO MEET THE 70 ECONOMICALLY DISADVANTAGED TARGET BY 1990/91? CIS DATA FOR FY 89 SHOWS THAT JAMAICA'S ECONOMICALLY DISADVANTAGED LEVEL WAS ONLY 24. A CLEAR STATEMENT IS NEEDED ON HOW USAID/JAMAICA

WILL INCREASE THE NUMBER OF ECONOMICALLY DISADVANTAGED TO MEET THE 70 TARGET - MISSION WILL NEED TO MODIFY IT'S TARGET STRATEGY FORM THE ONE PREVIOUSLY USED. MEETING THE 70 TARGET IS CRUCIAL.

2. FOLLOWING ARE COMMENTS FOR FINAL EDITING AND PUBLICATION OF THE SIF:

A. P.III - THE SIF STATES THAT QUOTE CONTRARY TO CLASP I, INCOME SHOULD NOT BE USED AS THE MAJOR CRITERION FOR CLASSIFYING DISADVANTAGED APPLICANTS UNQUOTE, YET THE CONCLUSIONS AND RECOMMENDATIONS SECTION, PAGES 86-91, REINFORCE THE AMOUNT OF INCOME AS IMPORTANT IN SELECTION. LAC/DR/HR BELIEVES THAT INCOME IS IMPORTANT IN IDENTIFYING DISADVANTAGED, CANDIDATES ALONG WITH OTHER CRITERIA, AND THAT HOUSEHOLD INCOME AT/BELOW \$22,000 IS A REASONABLE BENCHMARK. PERHAPS THE PAGE III SENTENCE ON RECRUITMENT AND SELECTION PROCEDURES

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SHOULD BE EXPLAINED IN GREATER DETAIL.

B. P. IV - THE MALE/FEMALE PERCENTAGES ARE MISSING ON THIS PAGE, WHILE PROVIDED ON PAGES V AND VI.

C. P. 21 - DO YOU MEAN AN EVALUATION OF CLASP I, NOT CLASP II?

D. P. 32FF - WHILE ALL THOSE FAMILIAR WITH JAMAICA KNOW WHAT A QUOTE HIGGLER UNQUOTE IS, IT WOULD BE GOOD TO DEFINE THE TERM IN IT POSITIVE ECONOMIC ASPECTS FOR THE OUTSIDE READER, AS THE RANDOM HOUSE DICTIONARY SIMPLY DESCRIBES ONE AS A QUOTE HUCKSTER OR PEDDLER UNQUOTE.

E. P. 35 - MILLER'S VIEW THAT THE QUOTE EDUCATIONAL SYSTEM MARGINALIZES THE MALE AND IS A MAJOR CONTRIBUTOR TO NEGATIVE ATTITUDES WHICH MALES IN THE SOCIETY EXHIBIT TOWARDS FEMALES UNQUOTE IS JUST LEFT HANGING THERE--AS A STATEMENT, DOES IT EFFECT TRAINING NOMINATIONS WITHIN THE EDUCATION FIELD IN CLASP II?

F. P. 41 - SECTION VI: QUOTE THE ABSENCE OF MODERN CULTURAL PRACTICES UNQUOTE, DO YOU MEAN QUOTE AGRICULTURAL PRACTICES UNQUOTE?

G. P. 60 - REID, P. REFERENCE IS MISSING.

H. P. 61, LINE 6 - THE PRACTICE OR THE VALUE; QUOTE OR UNQUOTE IS MISSING.

I. P. 89 - ANY RATIONALE OFFERED TO ASSIGN 60 PERCENT OF THE LONG TERM TRAINING TO WOMEN AND 40 PERCENT TO MEN?

J. P. 93 - LINE 3, TYPO, QUOTE LEADERS UNQUOTE.

K. BIBLIOGRAPHY - UNDER MATTHIAS, JOSCYLYN NO TEXT REFERENCE IS PROVIDED.

3. AFTER PROVIDING STRATEGY IN THE SIP TO MEET THE TARGET OF 70 PERCENT ECONOMICALLY DISADVANTAGED, USAID/JAMAICA SHOULD PROCEED TO AUTHORIZE THE CLASP II PROJECT PAPER AS SOON AS CONVENIENTLY POSSIBLE. LAC/DR/EHR REQUESTS THAT YOU SEND A COPY OF THE PP AND KEEP THEM ADVISED OF YOUR PLANS TO ISSUE A REQUEST FOR PROPOSAL, INCLUSIVE OF A TRAINING COST ANALYSIS (TCA) COMPONENT BY WHICH COMPETING CONTRACTORS MIGHT BE RATED. MODELS OF TCA ARE AVAILABLE FROM LAC/DR/EHR IF NEEDED.

4. LAC/DR/EHR REQUESTS A FINAL COPY OF THE SIP WHEN AVAILABLE AND PERMISSION TO SEND IT TO OTHER LAC MISSIONS AS AN EXAMPLE OF A WELL-PREPARED DOCUMENT IN FULFILLING THE ROLE AND PURPOSE OF A SIP. BAKER
BT
#5359

NNNN

UNCLASSIFIED STATE 015359

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MINISTRY OF THE PUBLIC SERVICE

Manpower Development Division,
48-50 Knutsford Boulevard, Kingston 5

ANNEX M

Ref. No. _____

January 4, 1990

Mr. William Joslin
Director
USAID Mission to Jamaica
63 Oxford Road
Kingston 5.

Dear Mr. Joslin:

On the understanding that the Presidential Training Initiative for the Island Caribbean (PTIIC) Project is coming to a close, we are proposing that USAID consider the allocation of new funding for off-shore training purposes and local follow-up activities.

The benefits of training projects such as the PTIIC are immeasurable as they provide academic and technical training opportunities for Jamaicans, in fields that are not available locally but which are crucial to Jamaica's development.

We thank you for your consideration of this request and look forward to your continued cooperation in training Jamaicans.

Sincerely,


G. H. Francis
for Permanent Secretary