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UNCLASSIFIED

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

HONDURAS

PROJECT PAPER

HONDURAS PEACE SCHOLARSHIP PROJECT II
(MISSION PROJECTS)

AID/INC/P-617

PROJECT NUMBER: 522-0364

UNCLASSIFIED

AGENCY FOR INTERNATIONAL DEVELOPMENT

PROJECT DATA SHEET

1. TRANSACTION CODE

A = Add
 C = Change
 D = Delete

Amendment Number

DOCUMENT CODE

3

COUNTRY/ENTITY HONDURAS

3. PROJECT NUMBER

522-0364

4. BUREAU/OFFICE
LATIN AMERICA AND THE
CARIBBEAN

05

5. PROJECT TITLE (maximum 40 characters)

Honduras Peace
Scholarship Project II (Mission Projects)

6. PROJECT ASSISTANCE COMPLETION DATE (FACD)

MM DD YY
06 30 98

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

A. Initial FY 910

B. Quarter 3

C. Final FY 914

8. COSTS (\$000 OR EQUIVALENT \$) =

A. FUNDING SOURCE	FIRST FY 90			LIFE OF PROJECT		
	B. FX	C. L/C	D. Total	E. FX	F. L/C	G. Total
AID Appropriated Total						
(Grant)	(1,000)	(216)	(1,216)	(11,242)	(3,758)	(15,000)
(Loan)	()	()	()	()	()	()
Other U.S.						
1.						
2.						
Host Country						
Other Donor(s)						
TOTALS	1,000	216	1,216	11,242	3,758	15,000

9. SCHEDULE OF AID FUNDING (\$000)

A. APPROPRIATION	B. PRIMARY PURPOSE 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. Grant	2. Loan
(1) ESF	600	600				1,216		15,000	
(2)									
(3)									
(4)									
TOTALS						1,216		15,000	

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 BR BU BWB
B. Amount

13. PROJECT PURPOSE (maximum 400 characters)

To equip a broad base of leaders and potential leaders in Honduras 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 MM YY Final MM YY
06 98 06 98

15. SOURCE/ORIGIN OF GOODS AND SERVICES

000 M1 Local Other (Specify) CACM

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

17. APPROVED BY

Signature

Title

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

PROJECT AUTHORIZATION

Name of Country: Honduras
Name of Project: Honduras Peace Scholarships II
Number of Project: 522-0364

1. Pursuant to Section 531 of the Foreign Assistance Act of 1961, as amended, I hereby authorize the Honduras Peace Scholarships II (HOPS II) Project for Honduras involving planned obligations not to exceed Fifteen Million United States Dollars (\$15,000,000) in grant funds ("Grant") over a five year period from the date of authorization, subject to the availability of funds in accordance with the A.I.D. OYB/allotment process, to help in financing foreign exchange and local currency costs for the Project ("Project"). The planned life of the Project is eight years from the date of initial obligation.

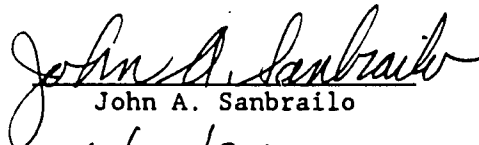
2. The Project will equip a broad base of leaders and potential leaders in Honduras with technical skills, training and academic education and an appreciation and understanding of the workings of a free enterprise economy in a democratic society. The Honduras Peace Scholarships II Project, along with other Mission projects and the LAC Regional Project, form the Caribbean and Latin American Scholarship Program (CLASP) II.

The HOPS II Project will consist of short-term technical training, long-term technical training, and long-term academic training for approximately 500 leaders and potential leaders of which at least seventy percent are expected to be socially and economically disadvantaged.

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

a) Source and Origin of Commodities, Nationality of Services

Commodities financed by A.I.D. under the Project shall have their source and origin in the United States, Honduras, or the Central American Common Market, except as A.I.D. may otherwise agree in writing. Except for ocean shipping, the suppliers of commodities or services shall have the United States, Honduras, or the Central American Common Market 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.


John A. Sanbrailo
6/21/90
Date

HONDURAS PEACE SCHOLARSHIPS/CLASP II PROJECT PAPER
(522-0364)

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GLOSSARY OF TERMS

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)
CIS	CLASP Information System
CLASP	Caribbean and Latin American Scholarship Program
CSLA	Consortium in Service to Latin America
CTP	Country Training Plan
DA	Development Assistance account
EOPS	End of Project Status
ESF	Economic Support Fund account
FSN	Foreign Service National
GAO	U.S. General Accounting Office
HOPS	Honduras Peace Scholarships
IG	A.I.D. Inspector General
ISEP	International Student Exchange Program (Georgetown University)
IVP	International Visitors Program (USIA)
L	Lempira
LAC	Latin America and Caribbean Bureau
LAC/DR	Latin America Bureau Development Resources
LAC/DR/EHR	Education and Human Resources in LAC/DR
LAC II	LAC Regional Training Initiatives II Project
LCA	Leadership Center of the Americas
LOP	Life of Project
NAPA	National Association of Partners of the America
NBCCA	National Bipartisan Commission on Central America
OIT	Office of International Training
OYB	Operating Year Budget
PACD	Project Assistance Completion Date
PIO/P	Project Implementation Order/Participant Training
PPC	Program and Policy Coordination, AID
PTIIC	Presidential Training Initiative for the Island Caribbean
PVO	Private Voluntary Organization
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
USIA	U.S. Information Agency

I. SUMMARY AND RECOMMENDATIONS

A. Summary Project Description

The Caribbean and Latin American Scholarship Program (CLASP) was initiated in 1985 as a response to the NBCCA report. CLASP incorporated many of the findings of a GAO audit documenting the sharp increase in Soviet Bloc training programs worldwide especially in the Caribbean basin countries and an AID/IG audit identifying major recurring problems in participant training programs. The basic structure and intent of the CLASP program remains unchanged in the transition to CLASP II though there will be increased emphasis on selecting and training current and potential leaders.

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. In addition, the Honduras program seeks to strengthen ties of friendship and understanding between Honduras and the United States.

The Honduras CLASP program goal is to promote broad-based economic and social development in Honduras. Within this general long-term goal, the program has a specific sub-goal to encourage and strengthen a free enterprise economy and democratic pluralism in Honduras. The goal level objectives are long-term in nature. However, they provide the driving rationale for project design, Peace Scholar selection, and nature of training under the Mission's CLASP II program.

Program Purpose is to equip a broad base of leaders and potential leaders in Honduras 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. 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 U.S. life, values, and institutions relevant to their own occupation or situation.

Project activities have been designed with these objectives in mind. They include recruiting and selecting scholars, providing pre-departure orientations, defining training objectives, experiencing America, and executing follow-on activities. CLASP II activities focus on providing clear, concise and specific training objectives which will assure that returning Peace Scholars will be more productive citizens. Three types of training programs will be financed by CLASP II: (1) short-term technical training; (2) long-term technical training; and (3) long-term academic training. It is anticipated that approximately 80 short-term technical scholarships will be awarded annually over a five year period (1991-95) for a total of

approximately 400 short-term technical scholarships. In addition, an average of 25 long-term technical and academic scholarships will be awarded annually over the first four years of the project (1991-94) for a total of 100 long-term scholarships.

Key target groups in priority sectors were identified for the Honduras program in the Social Institutional Framework. The sectors to be targeted are agriculture; industry (specifically, micro and small business and exports), education, and health care. These sectors include public and private agencies and associations at the national, departmental, and municipal levels -- institutions from which individuals exercise leadership and influence others. Honduras Peace Scholarships will be available to socially and economically disadvantaged Hondurans.

The cost of predeparture orientation, training in the U.S., follow-on activities, administrative costs, and evaluation for the total of approximately 500 scholars will be \$15 million over an eight year period.

B. Recommendations

The proposed Honduras Peace Scholarship program is consistent with the NBCCA, Government of Honduras objectives, the Mission's Action Plan, and CLASP goals. The program as designed is technically, economically, and socially sound and will contribute to the strengthening of private enterprise initiative and democratic pluralism in Honduras. The Project Committee finds that the program is feasible and will achieve its purpose. Therefore, the Committee recommends that the USAID/Honduras Mission Director authorize the Honduras Peace Scholarships program at a level of \$15 million in Economic Support Funds grant.

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 1980s, 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 predeparture 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-- predeparture 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 the methodology was never accepted or used.

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 predeparture 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 subregional training projects--the Presidential Training Initiatives for the Island 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 Peace Scholars 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 was met by careful recruitment and selection of Peace Scholars from socially or economically disadvantaged groups. CLASP program guidelines required that at least 70% 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, have 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 Peace Scholars rather than field of training marks 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 predeparture 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. LAC/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 subregional 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 in

September, 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 Peace Scholars. 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 Peace Scholar 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 an approved methodology and criteria for a summative evaluation based on a well articulated purpose and EOPS indicators, provide a realistic budget commensurate with the scope of the project, and integrate appropriate data collection into project implementation and monitoring.

In addition to these general lessons learned, AID/W and the missions have gained many insights into the details of program implementation, including recruitment and selection, pre-departure preparation, development of appropriate training requests, Experience America, and follow-on activities. These insights will be discussed in the CLASP II project paper in the appropriate section.

4. Rationale for CLASP II

The basic structure and intent of the CLASP program will remain 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 countering Soviet Bloc influence in Latin America and the Caribbean is to promote long-term stability through broad-based economic 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. 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 participant 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 project purpose 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 Peace Scholars.

A basic premise of CLASP which will not change 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 will remain unchanged is that AID/W will continue to play an active role in monitoring program activities and assuring compliance with program objectives.

The CLASP II program is primarily concentrated in four Central American countries--Costa Rica, El Salvador, Guatemala, and Honduras--which collectively account for about 75% of the total mission (non-AID/W) funding. This concentration of program funding reflects the historical development of the CLASP program, starting with the NBCCA, and the continuing U.S. foreign policy interest in a peaceful transition to democracy the region. Three of the priority target countries have fragile democracies, recently installed in the midst of civil strife, and a long history of military interference in politics. Only Costa Rica has a long history of stable, democratic government with productive, market-based economic policies. These countries have been the focus of U.S. foreign policy in the LAC region for the past decade, with concomitantly high levels of foreign assistance and will continue to be for the foreseeable future. Should U.S. funding levels in the region change drastically during the implementation of the project, the CLASP II funding allocations may be appropriately adjusted to reflect these changes.

Scholarship assistance for Nicaraguan refugees in Costa Rica and Honduras was proposed by USAID/Costa Rica to prepare for the eventual democratic restructuring of Nicaragua if and when political reforms are instituted. The proposal, to provide CAPS or CASP type training for refugees and families of ex-combatants, was not included in this project because no source of funding is available for assistance directed toward Nicaragua. USAID/Costa Rica was directed to consider seeking funds through the Nicaraguan Humanitarian Assistance Act and was advised that scholarship assistance such as that proposed would require Congressional approval. USAID/Costa Rica was also advised that similar refugee programs in South Africa resulted in large numbers of participants failing to return home.

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, Peace Scholar 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.

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 Peace Scholar 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.

This section of the Project Paper establishes the program policies and procedures that will be common to all mission projects and the AID/W project. These policies and procedures will be approved by the AA/LAC and this section will be incorporated in each mission project paper. The program goal and purpose stated above apply to all CLASP II projects in AID/W and field missions. Each country project under the CLASP II program may establish a project-specific purpose if needed, related indicators of achievement, and a five-year CTP to achieve the program objectives. In addition, every CLASP II project will include the following program elements and will conform to the

following implementation guidelines. The common program elements are: Peace Scholar recruitment and selection; pre-departure orientation; technical and academic training programs; Experience America activities; follow-on activities; and evaluation.

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. Given the diversity and complexity of leadership development, missions will have substantial latitude to define and identify leaders and potential leaders within the social and economic context of the host 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 social and economic structures of the LAC countries are highly diverse; therefore no single definition of "disadvantaged" is appropriate for all missions. Under the CLASP I program (CAPS, PTIIC, and APSP projects), all of the participating missions have established working definitions and financial means criteria for selection of disadvantaged Peace Scholars. Missions may continue to use these existing definitions or may choose to refine them, if needed, based on experience or the results of the social-institutional study conducted for this project paper. 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.

Whatever the criteria established by the missions, it must be emphasized that the financially and politically privileged will not be sponsored for CLASP II training. While the definition of "privileged" will vary among countries in its specifics, some basic concepts will apply to all missions. The "politically elite" will include the immediate family of all high level elected or appointed government officials and their immediate families with whom A.I.D. or the USG has such mutual interests that the appearance of conflict of interest would be likely. In most countries, this would include ministers of state and their subsecretaries or vice ministers, governors of central banks, heads of political parties, and other sensitive, highly placed individuals. Other USG resources, including the USIS International Visitors Program (IVP) program, are more appropriate mechanisms for sponsoring these individuals. It is emphasized that this criteria should not exclude elected officials at the municipal, provincial, state, or national levels from rural communities, disadvantaged urban areas, and/or those who are personally eligible under the financial means tests. In financial terms, the privileged consist of individuals who could reasonably be expected to finance a U.S. college education using personal or family resources. Individuals from financially privileged families will not be eligible for long-term U.S. training.

Given the nature of the target group, the procedures utilized in each mission to recruit and select Peace Scholars will be crucial in meeting program objectives. While each mission may establish its own administrative mechanism for recruitment and selection, a common element should be the active participation of local communities, institutions, and supervisors in selecting Peace Scholars, establishing training objectives, and planning training programs.

2. Training Objectives

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 or contribute to a degree. Observational tours, seminars, or conferences may be included as a component in either technical or academic programs.

All CLASP II Peace Scholars will attend technical or academic training programs in the U.S. lasting no less than 28 days. At least 20% of the Peace Scholars in each mission will attend long-term training programs of nine months or more. Each mission will establish placement procedures to comply with existing legislation and Agency policy to place at least 10% of all U.S.-trained Peace Scholars, both academic and technical, 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 must 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.-based training is justifiable only if missions assure that all training meets these criteria of appropriateness and substantive contribution.

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

- (1) Career advancement or enhance 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 has been the lack of accreditation of U.S. academic degrees in some countries. In those countries, missions will make every effort to facilitate transfer of academic credits and recognition of degrees and to assure that all Peace Scholars are fully aware of the potential problems, required procedures, and likely lack of accreditation. In the absence of recognized credentials, the need to assure that the training provides Peace Scholars with appropriate and immediately applicable and employable skills is of even greater importance. Missions in countries with accreditation problems will review and justify all academic training to assure that the skills transferred are valuable in and of themselves and that the follow-on program is specifically oriented to assisting these Peace Scholars in transferring credits or finding appropriate employment in the field of training.

Short-term programs must be carefully planned to assure 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, it is particularly important that short-term training programs 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 by the fact of the program as much as the content.

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 can 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, or similar leadership skills as well as advanced technical training in an occupational area.

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. This component will be discussed at greater length in the Experience America section below.

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, Missions do need to take the necessary steps to maximize the probability of friendships and minimize the potential for conflict. This can 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. In each Mission project design, and in planning and implementing individual or group training programs, Missions will maintain this emphasis on provision of appropriate, high quality training and educational experiences for each Peace Scholar with corresponding numerical targets.

3. Detailed Training Requests

In order to program the requirements discussed above, Missions 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 assure high quality training programs cannot be overemphasized. Therefore, all Missions 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 emphasized 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, Missions 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 must 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 should 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 should 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, all Missions will institute procedures to assure 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 should 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 must be adequately documented and planned to assure appropriate and high quality programs. The composition of the group must 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. Excessive diversity in training groups has been a recurring problem in CLASP I and Missions should pay particular attention to group composition in the future.

All training programs will be fully funded prior to initiation of training activities. Each Mission will assure that all Peace Scholars be reported to S&T/IT via the Participant Data Form (PDF). Missions will also assure 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. Such pre-program activities must include English language training if needed, remedial or preparatory academic training, cultural orientation to the U.S., familiarization with the institutions in which the Peace Scholar will be working, or other elements as needed. It is important that the Peace Scholars be prepared for what they will experience, emotionally as well as intellectually, and sensitivity training is encouraged particularly for disadvantaged rural Peace Scholars who may not be familiar even with urban life in their home country. 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.

All pre-program expenses, whether incurred in the home country or in the U.S., may be financed with program funds. While there is no specific limit on the length and content of pre-program training, it is emphasized that all in-country training must be preparatory for a substantive U.S. training program.

5. Experience America

All training programs will include exposure to American 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. Each participating Mission 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 EA 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, should 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 homestays, American roommates, and mentor or host family relationships. Experience has shown that Peace Scholar placements in homes or with American roommates is particularly effective, but must include adequate advance planning for the selection and orientation of the participating Americans. Missions should emphasize to placement contractors that Americans who are hesitant or doubtful should never be "talked into" participating in the program, particularly for long-term homestays. Finally, some CLASP Peace Scholars from disadvantaged backgrounds will find assimilation difficult in middle class American communities. Therefore, Experience America planners should be sensitive to the cultural adjustment required and make the activities as personalized as possible.

In addition to the personal relationships established, the EA activities should illustrate the mechanics of how democratic values and a free enterprise system work together to provide opportunity and development. Each Mission will identify particular values or institutions which are particularly relevant in the host country 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) Volunteerism as a cornerstone of democratic participation at all levels (community, state, and national);
- 3) Social mobility as a result of individual effort and achievement;
- 4) Local community organization and control as the first step in the political process;
- 5) The free market and its interrelationship with democratic institutions and processes;
- 6) The relationship between citizens rights and responsibilities (taxes and voting, etc);
- 7) The melting pot and ethnic diversity as a richness and challenge;
- 8) Social responsibility of the private sector; and
- 9) The role of constitutional protection of basic rights in facilitating economic and social participation.

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 can illustrate these values and principles through interaction with American organizations or individuals and 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 a overall negative impression of the US. For example, home stays, when appropriate, should be with mainstream, middle class American families.

It goes without saying that no training program of any length can enable Peace Scholars to experience all of America: the cultural, political, geographical, and institutional diversity of the U.S. is far too vast. Therefore, each Mission should identify those areas that are most appropriate or applicable to the host country. Relevant Experience America activities for one country may not be appropriate for others. For example, the developing democracies of Central and South America may have particular interest in and need for learning about the forms and procedures of institutional interaction in a democratic society. 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, 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.

In every case, it is important that the observations and discussions include not only what is done, but why. A focus on the values and principles that underlie democratic pluralism is essential to understanding how the system works. 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 participant training programs over the years has been the importance of providing follow-on support to help participants 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. An imaginative way of keeping track of former Peace Scholars is being tested in USAID/El Salvador's "Book of the Month Club". This program encourages returned Peace Scholars to maintain their current address on file in order to receive an appropriate technical book each month. Whatever system is used, each Mission will maintain some minimal level of effort to assure that all Peace Scholars maintain periodic contact with Americans and other returnees.

Beyond this basic level, follow-on programs should be designed to meet the needs of returned Peace Scholars. Since each country program will be somewhat unique in terms of the target groups and types of training, no one design for a follow-on program will meet every Mission's needs. In general terms, follow-on programs should assist the returned Peace Scholars to overcome obstacles to applying their new skills or should facilitate their exercise of leadership roles in their communities.

Most country projects will include both short-term technical and long-term academic programs in a number of technical fields. Consequently 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 the services of a job bank or former Peace Scholar networking to find employment in his or her field of expertise. In some countries, specialized assistance in transferring U.S. academic credits for home country accreditation will be necessary.

Most short-term Peace Scholars will already be employed and will therefore

require different types of follow-on assistance. Projects may provide materials or even technical assistance to facilitate application of the new knowledge in a host country institution. In some countries, follow-on in-country training may be provided to the Peace Scholar to facilitate acceptance and implementation of new approaches. Some Missions have established special funds to finance community improvement projects initiated by returned Peace Scholars, while others have encouraged linkages to appropriate existing Mission projects, such as the RTAC book project.

The follow-on programs should 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 should 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. Therefore, each Mission will establish a full-time position, financed either with operating expense (OE) or project funds, dedicated to follow-on activities. In some missions with small projects, a part-time position may be adequate. Whenever possible, follow-on programs should 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.

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.

All missions will use the Training Cost Analysis (TCA) methodology for estimating training costs, preparing RFPs and evaluating bids, and monitoring contractor compliance. Most missions are already using TCA as was mandated by the Agency in October 1988. AID/W will continue to refine the TCA methodology and assist missions in implementing it for this project. A description of TCA and sample TCA reporting forms are included in unattached Annex C.

Cost containment measures instituted by missions have included cost sharing, negotiated reduced or in-state student tuition, and placement in less expensive colleges and universities. Some missions have focused on reducing program preparation costs by encouraging in-country English language training or in some cases providing long-term training in Spanish. Conceivably, one of the most effective cost containment measures has been the use of TCA to increase the competitiveness of bids and the missions' ability to analyze them.

Cost containment should 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. Missions will keep this distinction in mind to assure that program quality is not sacrificed for cost savings. Missions should 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 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 training programs will include significant and appropriate Experience America and Follow-on activities.
- * All participating USAID Missions will implement TCA in program planning, contracting, and reporting.

III. HONDURAS PROJECT DESCRIPTION

A. Program Background and Rationale

Macroeconomic and sectoral policy reforms, complemented by productive investments, are critical for accelerating Honduran development after a decade of economic stagnation. The recently elected government has taken significant actions in regard to macroeconomic and sectoral reforms, and providing more attractive incentives for increased investments within the export sector.

The U.S. Government's development assistance program in Honduras will continue to encourage and complement these reforms, reinforcing the democratic process, and promoting long-term economic growth and stability. The principal components of A.I.D.'s macroeconomic strategy will encourage public sector deficit reduction, transparent and market driven exchange rates, reforms for promoting exports and private investment, and the reintegration of Honduras within the international financial community.

However, for these measures to take hold and contribute to long-term social, political and economic stability; increased productivity, social peace and tranquility must also be assured. This will require numerous interventions and a human resource base of educated, skilled Hondurans, and capable leaders. While the Honduran Peace Scholarship program cannot be expected to meet all training or development needs for Honduras, and should not be viewed as a substitute for other required human resource and development interventions, CLASP II must complement these efforts through building on the experience and accomplishments of CLASP I.

CLASP I made a significant contribution to Honduran development by enrolling large numbers of Hondurans in participant training programs. As of April 1990, 1,789 Peace Scholars from Honduras had initiated training in the U.S. Approximately 26% were enrolled in long-term training, 36% were female, and 97% were socially or economically disadvantaged. By the end of the CLASP I program 1900 persons will have been trained in the U.S.

CLASP II in Honduras will follow the same general priorities of CLASP I. It will concentrate on the recruitment and selection of leaders and potential leaders while strengthening free enterprise, democratic pluralism, and friendship between the United States and Honduras; and while contributing to improved socioeconomic and political conditions for the families and communities of scholars. However, while leadership was only one of several criteria for the selection of scholars under CLASP I, this will now become the primary consideration for becoming a Honduran Peace Scholar. Also, while CLASP I emphasized numerical training targets, CLASP II will focus more on quality and concise objectives for assuring more specific program impacts.

B. Mission Objectives and Strategy

1. Project Objectives

The Program Goal is to promote broad-based economic and social development in Honduras. Within this general long-term goal, the program has a specific

sub-goal to encourage and strengthen a free enterprise economy and democratic pluralism in Honduras. The goal level objectives are long-term in nature. However, they provide the driving rationale for project design, Peace Scholar selection, and nature of training under the CLASP II program.

Program Purpose is to equip a broad base of leaders and potential leaders in Honduras 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. 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 U.S. life, values, and institutions relevant to their own occupation or situation.

The project is expected to impact upon two factors which are critical for improving the economic and social conditions of Honduras: (1) establishing and promoting a more stable social, political and economic environment that is conducive to economic development; and (2) complementing other national efforts for developing a human resource base of educated and skilled Hondurans, and capable leaders for managing and implementing new policies and programs in the work place, community and nation. Specific Project objectives and End of Project Status (EOPS) indicators are summarized below.

- 1) Returned scholars will contribute towards establishing a more stable and productive social, political and economic environment through specific actions within their respective spheres of influence.
- 2) Leadership skills and roles will be enhanced for returning scholars as demonstrated by their actions and positions of leadership.
- 3) Training will result in increased salaries and responsibilities for returned scholars.
- 4) U.S. friendships and relationships will be established and maintained.
- 5) Training will result in increased productivity and a multiplier effect through the sharing of new skills and knowledge with others.
- 6) The scholar's understanding and appreciation of a free market economy and pluralistic democracy will be enhanced.

2. Project Strategy

The Social Institutional Framework (SIF) is the analytical basis for the Mission strategy to achieve the project objectives in the Honduran context. The SIF analyzes the leadership structure in Honduras at the national, departmental, municipal and community levels and identifies institutions and positions from a broad spectrum of society which will be influential in determining the future directions of social, political, and economic development in Honduras. The SIF identifies key target groups from various

institutions in priority sectors for the development of Honduras, institutions and positions from which leadership may be exercised in Honduras and suggests short-and long-term training for the selected Peace Scholars in the United States. Matrix One, which specifies target groups within key sectors and institutions and Matrix Two, which suggests the types of training for those target leadership groups, are included as annexes to this PP.

The main sectors considered in the Honduran SIF are agriculture, industry (specifically, micro and small business and exports), education, and health care. These sectors include public and private agencies and associations at the national, departmental, and municipal levels.

We continue to use the core areas listed above which are critical for Honduras future development to select our scholars but will follow the CLASP II guidelines carefully to assure that the "leadership" and "leadership potential" criteria are paramount in the selection process and that at least 70% of the scholars are economically and/or socially disadvantaged in the Honduran context.

Under CAPS I, 36% of the scholars were women. A particular effort will be made to raise this percentage to meet the 40% minimum for CLASP II and if at all possible to achieve a 50% participation rate for women.

The project has a special geographical focus on rural areas in southern and western Honduras with high levels of malnutrition and poverty. For example, recruiting mechanisms are designed to assure that the project reaches out to these regions which are often underrepresented in such efforts.

Orientation, predeparture training, and follow-on activities for technical trainees are also being revised to assure that the participants will have basic and appropriate technical requisites before beginning training in the U.S. In this manner participants will be able to focus directly on more specific technical skills and training which are not readily available in Honduras. Similarly, we will assure that all returning trainees will have appropriate employment and other opportunities for applying their new skills and knowledge.

In both short-and long-term training programs, the trainees will be expected to return to Honduras and actively work to share their newly acquired skills and knowledge with their colleagues and co-workers, contributing directly to the social, economic and political development of their communities. The returned Honduran trainees will also be encouraged to participate in the alumni association and assist in recruiting and orienting new Peace Scholars. Trainees will also be invited to attend bi-annual project-funded follow-on programs after their return to Honduras to strengthen their network, to keep their acquired knowledge fresh and to provide innovative ideas on ways to impart this knowledge within their communities.

C. Project Activities

The CLASP II project design is directly related to promoting the long-term stability of Honduras through broad-based economic and social development.

CLASP II will provide training which will contribute to: (1) a more stable social, political and economic environment that is conducive to economic development; (2) complement other national efforts for developing a human resource base of educated and skilled Hondurans, with capable leaders for managing and implementing national policies and programs; and (3) strengthen ties of friendship and understanding between Honduras and the United States.

Project activities have been designed with these objectives in mind. Rather than emphasizing numerical targets for numbers of trainees as was done under CLASP I, policies for recruiting and selecting scholars, providing pre-departure orientations, defining training objectives, experiencing America, and executing follow-on activities have all been redesigned for CLASP II. This redesign provides maximum cost-effectiveness for training leaders and potential leaders to impact upon the critical factors mentioned above for improving the economic and social conditions of Honduras.

Our experiences with CLASP I also suggest that CLASP II activities must focus on providing more clear, concise and specific training objectives which will assure that returning Peace Scholars will be more productive citizens, employed (or self-employed) in their respective fields of expertise and, in the case of training for skill upgrading, assure that previously employed Scholars receive opportunities to apply what they have learned with increased productivity, responsibility and salary in their positions of employment or businesses. In summary, by placing emphasis on specific training objectives and programs which are directly related to national human resource development priorities and the specific needs and aptitudes of each Scholar, CLASP II will have a more direct impact on Honduran development and social, economic and political stability.

Categories of Training. Three types of training programs will be financed by CLASP II: (1) short-term technical training; (2) long-term technical training; and (3) long-term academic training. It is anticipated that approximately 80 short-term technical scholarships will be awarded annually over a five year period (1991-95) for a total of approximately 400 short-term technical scholarships. In addition, an average of 25 long-term technical and academic scholarships will be awarded annually over the first four years of the project (1991-94) for a total of 100 long-term scholarships.

Short-term training is defined as training in the U.S. which ranges from 28 days to nine months in length. Long-term training is any U.S. training which lasts longer than nine months.

Academic training is defined as a program in an accredited U.S. institution of higher education leading to a degree. Degree programs are at the associate, bachelor, and graduate levels. Any training which will result in one of these degrees will be classified as academic training irrespective of subject areas.

Technical training includes all training not classified as academic training. Technical training may be in the form of observational visits, on-the-job training, special seminars or programs, training in technical or academic institutions not leading to a degree, or combinations of these

training options.

The selection criteria for scholarship recipients for short and long-term technical and academic training will be guided by the following program requirements.

- 1) A minimum of 70% of the recipients must be from socially and/or economically disadvantaged sectors of society.
 - a) Socially disadvantaged individuals are members of single parent households or minority ethnic groups (Miskito Indians, Garifunas, and others.)
 - (b) Economically disadvantaged individuals have annual family incomes of less than L12,000 for short and long-term technical training and L15,000 for academic training and higher level professionals as explained in further detail under recruitment strategies.¹
- 2) A minimum of 40% of all scholarship recipients must be female.
- 3) All recipients must be leaders or potential leaders.
 - (a) Leaders are defined as individuals who have influence on the thoughts and actions of others. This influence can be held as a consequence of being respected by their communities, or they may be leaders by fiat or mandate because they hold a decision-making position in a public or private institution. The leader by fiat may or may not be respected by their community or peer group.

The leader who enjoys respect and credibility in a community over a sustained period of time is a person who takes action beyond his or her own self-interest. This person is concerned about the development of the community, for finding just and equitable solutions to community problems. It is for these reasons that communities and peer groups offer their respect to these leaders and it is the basis for the credibility of the leader who is respected by the community.²

¹ These income figures are the same levels used for CLASP I and are 1986 constant Lempiras. Differences in income levels for different types of training were previously defined under CLASP I because of the higher levels of prior education required for long-term academic training and certain levels of technical training; and the relationship between levels of prior academic achievement and the socioeconomic background of families.

² See AID/Honduras experiences with leadership seminars for CLASP I scholars and the definitions of leadership by these scholars; see also the results of a poll conducted by CID/Gallup/AID for defining characteristics of leaders in Costa Rica.

Other characteristics of leaders are less profound and more plastic (capable of being formed and molded); e.g., expressing ideas clearly, possessing self-confidence, or being assertive when required. However evident these traits might be among groups of established leaders, these traits can be misleading, just as the traits of leaders by fiat may be misleading if these traits or characteristics are used in isolation from other criteria for identifying and selecting leaders who will enjoy sustained credibility within their socioeconomic milieu or community. Therefore these traits should be viewed more as cognitive and affective skills or tools for effective leadership rather than the primary criteria for identifying or selecting leaders.¹

- (b) Potential leaders are in the process of developing leadership roles and skills, and could become leaders within their socioeconomic milieu if given the opportunity to develop their potential.

Characteristics of potential leaders are peer group acceptance and respect, active participation in the activities of their respective communities, and a sincere concern for the rights and welfare of others. While the ability to express ideas relatively clearly and having a comfortable level of self-confidence are also associated with leadership potential, they should not be used exclusively for identifying or selecting potential leaders. In contrast, credibility within one's peer group and community, participation in community or school activities, and concern for others would be more indicative of long-term leadership potential.

- 4) No recipients of scholarships will be from the immediate families of elite groups. Elites are defined as current or former high officials in government (Ministers, Vice Ministers, members of the Supreme Court), high ranking military officials, owners of large businesses, heads of political parties, and their immediate families. Economically elite is defined as having an annual family income in excess of L50,000 in 1986 constant Lempiras. However, these criteria will not exclude the participation of officials and leaders at the municipal, departmental or national levels who are from rural communities or from disadvantaged urban areas.

¹Recent research on leadership shows that people who have talents for self-presentation and the ability to create favorable impressions are often selected for leadership positions, but they often have flaws that are a deterrent to successful leadership and may have difficulties functioning in demanding working conditions. See Measures of Leadership, (West Orange, N.J.: Leadership Library of America; 1989). See also AID/Honduras CLASP I scholars' definitions of leadership and the CID/Gallup/AID study noted above.

1. Short-Term Technical Training

a. Groups Targeted

Short-term technical training will be provided for a wide range of individuals within the CLASP II target population of leaders and potential leaders. Special emphasis will be placed on assuring that scholarship recipients come from socially and economically disadvantaged sectors of society.

The project's SIF and the Mission's Action Plan, Country Development Strategy Statement, experiences with CLASP I and other projects, and the conceptualization of CLASP II all contributed to the identification of target groups which will provide the highest impact for short-term technical training in relation to the CLASP II rationale. These are: (1) establishing a more stable social, political and economic environment that is conducive to economic development; and (2) complementing other national efforts to develop a human resource base of educated and skilled Hondurans, with capable leaders for managing and implementing national policies and programs.

In addition, target groups for short-term technical training must facilitate the project's ability to realize the CLASP II purpose of equipping a broader base of leaders and potential leaders with the technical skills and training required for Honduran development and developing an appreciation and understanding of the workings of a free enterprise economy in a democratic society. Each of the target groups identified for short-term technical training are described below with brief justifications for working with each group; followed by a description of specific project activities for recruiting and selecting scholars, defining training objectives, pre-departure preparation, U.S. training, experiencing America, and follow-on activities for short-term technical scholars.

Youth, ages 16-25, will provide the leadership base for Honduran development during the twenty-first century. However, young people from economically and socially disadvantaged sectors cannot be expected to provide positive, constructive leadership for a more stable social, political and economic environment that is conducive to economic development, unless these young leaders and potential leaders obtain the skills and knowledge required for establishing themselves as more productive citizens.

Similarly, if these young leaders and potential leaders are to serve as role models for encouraging wider participation in a pluralistic democratic society and a free enterprise system, these young people must also become active participants in and beneficiaries of a pluralistic democratic society and free enterprise system.

Unfortunately, however, Honduran society does not provide sufficient opportunities for young people from disadvantaged sectors to obtain the skills required for becoming role models for more productive citizenship. Students from these sectors often find it difficult to justify their continuing participation in an education system which emphasizes traditional academic

curricula for preparing the primary school student for academic studies in secondary schools, and preparing the secondary student for additional academic studies on the university level.

While this preparation provides important basic skills (literacy and numeracy), it does not respond to the highest priority needs of disadvantaged sectors of society: to become more productive citizens. Consequently, school completion rates are more closely associated with the socioeconomic status of a student's family than any other family or individual student characteristic.

While informal apprenticeships provide opportunities for skill development for some individuals, these apprenticeship are unstructured and require years of low or non-salaried labor in order to learn only the most basic and rudimentary trade skills. Moreover, the predominantly low levels of personal productivity and limited technological literacy which are associated with many of the small shops and businesses, can only replicate the same low levels of economic productivity and poverty which characterize the informal sector of the Honduran economy where most apprentices are found.

CLASP II will focus on these needs and provide the specific skills required for increasing the economic productivity, technological literacy, and leadership skills of young leaders and potential leaders from disadvantaged sectors. CLASP II will address specific vocational-technical training needs for three distinct youth groups based on the needs and aptitudes of each scholar.

i. Young people between the ages of sixteen to nineteen years of age with a maximum of nine years of formal schooling. Job entry level training will be provided in technical areas to assure the productive employment of these individuals.

ii. Young people between the ages of sixteen and twenty-five who have recently completed a pre-vocational or vocational training program, and young apprentices from small shops and businesses. Skill upgrading training will be provided for both groups to assure increased productivity.

iii. Young people from rural areas between the ages of sixteen and twenty who have a clear commitment to remain in rural areas, and have the desire to increase the productivity and quality of life of their communities as well as their own productivity in agricultural and agroindustrial processing activities. Training programs for these individuals will be developed based on individual training needs, aptitudes, economic opportunities and locally available resources.

Educators will be targeted for short-term training because of the tremendous effect these people have upon Honduran youth and the leadership roles they hold in their communities, particularly rural communities. Educational management and teacher groups will include pre-school, primary and secondary; university and post-secondary; and vocational training instructors from public and private, formal and nonformal educational institutions.

Programs for teachers will include training in ecological issues for

primary and secondary teachers, training for agricultural instructors which will increase agricultural exports and reduce dependency on imports, training for assisting rural primary teachers and Directors to adapt primary instruction to the economic activities of their respective communities, training for university and other post-secondary instructors for enhancing technological transfers and adapting university curricula to private sector and national development needs, strengthening pedagogical skills and introducing more productive pedagogical strategies, and strengthening the leadership skills of instructors, educational administrators and other citizen leaders who seek to improve the efficiency and relevancy of education.

In addition, vocational and agricultural instructors, and extension agents, will be incorporated into youth training programs as team teachers with U.S. trainers when these programs focus on specific training programs in the U.S. which are in high demand in Honduras. This will provide an excellent multiplier effect and reduce pressures on limited CLASP II resources for high demand training programs which can be replicated relatively easily in Honduras.

Small and Micro-Business Training. It is evident that the future economic and social stability of Honduras and the productivity of socially and economically disadvantaged groups will depend to a large extent upon the leadership capability, productivity and dynamism of small and micro-business leaders as Honduras enters the twenty-first century. Our analyses and experiences indicate that there is no single training investment which holds so much potential, when well executed, for strengthening free enterprise in Honduras. Training for small and micro business owners will focus on the specific business management, technical needs and interests of scholars as they relate to local economic opportunities, realities, and locally available resources.

Employees of Honduran Industries and Businesses. Training will also be programmed for leaders and potential leaders who are employed in Honduran businesses and industries.

The Mission anticipates training needs for increasing productivity, cost-accounting, design, marketing and improved packaging in the export sector. Additional training needs are anticipated as a consequence of new GOH macroeconomic policies. For example, some firms will require higher levels of productivity in order to survive as a traditionally protected local market becomes integrated with international markets. Parallel to these training needs will be those of other Honduran firms which will have new opportunities for import substitution as a consequence of the reduced international trading value of the local currency.

Union leaders will become a target group under CLASP II with training focussing on democratic organizational skills and labor/management negotiations. The Embassy Labor Attache will also be involved in the recruitment, selection and development of training plans for these scholars. It is also anticipated that supervisors will require training for enhancing productivity, quality control, supervisory and training skills.

Agricultural Training will continue to be a high priority under CLASP II. Programs will be designed to meet the specific training needs of leaders and potential leaders in the public and private sectors. Target groups for selecting leaders include agricultural policy makers who will require training in agricultural economics, U.S. import laws and opportunities, environmental protection and recuperation.

Mission experiences indicate that agricultural producers could also benefit from training and exposure to cross cultural experiences for protecting and recuperating land and water resources, low cost soil analysis and improvement systems, farm management and agricultural production skills. In addition there are peasant and cooperative leaders who require training in these same areas, along with organizational leadership, policy making and management skills.

Leaders working as extension agents and rural development promoters could benefit from further training for enhancing extension, communication and instruction skills; soil and water management; agricultural production; farm management, administration and credit supervision.

Strategies for allowing agricultural families and communities to increase their incomes through cultivating, processing and marketing alternative crops (to basic grains) and agricultural products will require appropriate training and local community leadership. Examples of training which might be provided are: the preparation, packaging and marketing of preserves; drying vegetables and fruits; drying and smoking meats; alternative crops for local consumption and exports (spices, fruits, vegetables and flowers).

Health and Nutrition: Target groups within the health and nutrition sector include Ministry of Health officials, hospital administrators, laboratory administrators and technicians, medical technicians, public health dentists, university researchers and instructors.

Examples of short and long-term courses targeted for specific groups would be hospital administration (including OJT), supervision of nurses, health cost containment and management, laboratory administration, among others.

Specialized short-term training courses which would be appropriate for groups of participants from the Ministry of Health, Social Security System, university teachers and researchers could include:

- Microcomputer data management techniques for the management and administration of health services;

- Epidemiologic and nutritional surveillance and research methods, techniques for investigation and control including microcomputer data management;

- Issues and methods of vector research, control and the uses of microcomputers therein;

- The maintenance and care of medical and laboratory equipment; and

-The maintenance and care of field equipment (pumps, sprayers, vehicles, drainage equipment, etc.).

Other Groups: The preceding target groups and sectors will provide ample opportunities for recruiting and selecting leaders and potential leaders. However, there are additional target groups of special concern for CLASP II and the Mission which will not always be covered by the training options summarized above.

For example, leadership training for municipal officials and leaders of community development groups is a high priority. Also, there is a need for training which will complement Mission and GOH initiatives for privatization while enhancing leadership skills and nurturing a better understanding and appreciation of the dynamics of free enterprise for public sector leaders. By designing special programs which will deal with special concerns and needs, CLASP II will be able to match individuals with more specific programs for assuring maximum impact.

b. Recruitment

CLASP II scholars are to develop an understanding of U.S. life, values and institutions. The project is also expected to strengthen friendship between the U.S. and Honduras, and counter Soviet Bloc influence. However, it seems that there has been a tendency to focus on reinforcing friendships with certain sectors and types of persons rather than seeking out new "friendships" with other sectors and/or individuals who were indifferent or even hostile to the U.S. because of a lack of understanding and appreciation of the basic elements of a pluralistic democratic society, a free market economy, or U.S. life, values and institutions.

This is an important policy issue for the recruitment of scholars. Consequently, CLASP II will strive to reach sectors and individuals who under other circumstances would not only find it economically difficult to study in the U.S. but who have had misconceptions regarding life in the U.S., U.S. values and institutions. This will be done by broadening the base of institutions which will assist in the recruitment and nomination of candidates.

While there will be no quotas or other set-asides for those who are indifferent or somewhat hostile towards the U.S., CLASP II will consciously strive to include additional sectors and types of individuals who may have been overlooked by prior recruitment strategies. In addition, candidates will not be disqualified during the selection process for holding views or interpretations which might be considered to be less than pro-American. The final selection of scholars will be based on leadership, leadership potential, and the other previously mentioned requisites of CLASP II.

These efforts to broaden the base of recruiting institutions and to improve outreach to additional sectors will also work to expand the geographic

coverage of the program to assure fair representation of the southern and western regions of Honduras.

Experiences over the past decade also show cases where some recruiting institutions or individuals bypassed the selection process of scholars by nominating the exact number of candidates required for obtaining the available number of scholarships. This can be avoided by assuring that no single individual or institution will be the only individual or institution allowed to nominate candidates for any sector or program. CLASP II will use multiple sources and specific criteria for recruiting candidates as described in further detail below.

Another shortcoming of earlier recruitment processes was related to increasing the expectations of large numbers of young people for obtaining a scholarship. Because a rapid start-up for CLASP I was encouraged, leaflets describing the CLASP Program and application forms were widely distributed without clearly focussing in specific target groups or "leaders". Information regarding the availability of scholarships was made available to binational centers, the Peace Corps, A.I.D. projects, and a number of local public and private institutions. While only a limited number of applications forms were originally distributed, they were often reproduced by those who were assisting in the recruiting process, and initial nominees made copies of the application forms for sharing with friends. Very few of these secondary applicants, however, were familiar with the original selection criteria or process.

Although this helped provide the rapid start-up which was required, it eventually became counterproductive as the recruitment of candidates reached unrealistic levels in relation to the limited number of scholarships available.

As a consequence, thousands of applicants were rejected because they did not meet selection criteria and hundreds of qualified individuals were denied scholarships because of finite project resources. This was a frustrating experience for many young Hondurans. Recruiting institutions and individuals also complained that their massive nomination of scholarship candidates caused them to lose credibility because they were not aware that only a relatively small number of scholarships were available or that scholarship candidates had to meet additional selection criteria which were not always defined, or easily quantified or evaluated in an objective manner.

CLASP II will strive to avoid these types of frustrations for applicants and for those who assist in the recruitment process by focussing recruitment efforts on specific populations and sectors, with the preparation of individual leaflets for each population and sector, clearly enunciating the specific selection criteria which CLASP II applicants must meet in order to be considered for a scholarship, and by informing recruiters and applicants of the finite resources of the project.

CLASP II will also respond to each nomination with a letter congratulating the nominee for being selected as a candidate, explaining that having been nominated for a scholarship of this nature is an honor in itself and a well deserved recognition of the candidate's leadership role in their community.

school or place of work. The letter will also explain the subsequent steps of the selection process, responsibilities of the candidate, and, once again, call attention to the limited resources of the project. Similarly, letters of acknowledgment will be sent to each unsolicited application received, explaining the selection process and the responsibilities of the applicant. Four basic criteria will be used for recruiting all candidates. These criteria are:

- (1) Clearly documented leadership activities notably above his/her peer group.
- (2) Not having any immediate family members in the U.S.
- (3) No prior travel in the U.S.
- (4) Not being a member of any of the elite groups previously defined above.¹

Additional criteria and recruitment strategies for short-term technical training are summarized below.

Youth. Three different youth groups are anticipated for short-term technical training: (1) sixteen to nineteen years of age from urban and rural areas, with no previous technical training, and a maximum of nine years of formal schooling; (2) apprentices and vocational trainees from urban and rural areas, ages sixteen to twenty-five; and (3) rural youth sixteen to twenty years of age.

The recruitment of rural and urban youth with no previous technical training will be executed by labor unions, trade associations, private sector business associations, individual private sector employers, PVOs, Peace Corp volunteers, and committees of community school educators under the guidance of the Project. Criteria for nominating any individual will be:

- Sixteen to nineteen years of age.
- No more than nine years of formal schooling.
- Minimum grade average of 70%

¹ 70% of all scholars must be from socially or economically disadvantaged families. The remainder may be from families which are not socially or economically disadvantaged providing they are not members of the elite groups defined above. In terms of income, this would mean that 30% of the scholars could have family incomes from L12,000/L15,000 to L50,000 (1986 constant Lempiras). Previous experiences have shown that it is much less difficult to recruit candidates from higher income strata. Consequently, the basic recruitment criteria listed below for each type of short-term technical scholarship will focus on recruiting economically disadvantaged candidates to assure sufficient numbers of qualified scholars from economically disadvantaged families.

- Annual family income of L12,000 or less (1986 constant Lempiras).
- A clear commitment and disposition towards practicing a trade rather than using trade training as a means towards obtaining further academic schooling.

The recruitment of apprentices and vocational trainees from urban and rural areas will be executed by labor unions, trade associations, private sector business associations, private sector employers, PVOs, Peace Corps volunteers, and committees of vocational school educators under the guidance of the Project. Criteria for nominating any individual will be:

- Sixteen to twenty-five years of age.
- Excellent aptitudes for the trade studies or the trade being practiced as an apprentice.
- Minimum grade average of 70% in a trade school or sixth grade reading and basic numeracy levels.
- Annual family income of L12,000 or less (1986 constant Lempiras).
- A clear commitment and disposition towards practicing a trade rather than using trade training as a means towards obtaining further academic schooling.

The recruitment of rural youth for short-term technical training in agricultural or agroindustrial processing activities will be executed by agricultural and campesino associations, associations of rural women, Peace Corps volunteers, PVOs, and rural development institutions under the guidance of the Project Office. Criteria for nominating any individual will be:

- Sixteen to twenty years of age.
- Minimum of four years of primary school with a 70% grade average or fourth grade reading and basic numeracy levels.
- A clear commitment and disposition to remain in a rural environment and to increase the productivity and quality of life of their community.
- Annual family income of L12,000 or less (1986 constant Lempiras).
- Access to land for applying agricultural training upon returning from training; or assured employment or other required resources for applying training in agroindustrial processing.

Educators. The recruitment of educators will be executed by the Ministry of Education, other professional institutions, PVOs, Peace Corps volunteers, and associations of teachers, parents, and schools under the guidance of the Project. Criteria for nominating any individual will be:

- Currently employed as a teacher or educator.

-Twenty to forty-five years of age.

-Annual family income of L12,000 or less for pre-school and primary school teachers; L15,000 annual family income for vocational, secondary, post-secondary, university level instructors and educational administrators. (Both income figures in 1986 constant Lempiras).

Small and Micro-Business Owners. The recruitment of small and micro-business owners will be executed by groups of former CLASP scholars from this area, Peace Corps volunteers, PVOs, and associations of small and micro-business persons. Criteria for nominating any individual will be:

-Eighteen to forty-five years of age.

-Owner and operator of a small or micro-business which has been in existence for at least one year.

-Annual family income or L12,000 or less for small-and micro-business owner/operators with fewer than two employees and L15,000 for owner/operators with two or more employees. (Income levels in 1986 constant Lempiras).

Employees of Industries and Businesses. The recruitment of employees of industries and businesses will be executed by individual businesses, labor unions and associations of industries, businesses, and agroindustrial producers under the guidance of the Project. Criteria for nominating any individual will be:

-Currently employed in business or industry.

-Twenty to forty-five years of age.

-Annual family income of L15,000 or less (1986 constant Lempiras).

Agricultural Training: A variety of institutions will assist the project in the recruitment of scholars for agricultural training. Candidates for training for agricultural policy makers and extensionists will be nominated by associations of agronomists, farmers and peasant organizations, the Ministry of Natural Resources and A.I.D. agriculture project personnel. The recruitment of candidates for training agricultural producers will be executed by agricultural associations, peasant organizations, cooperatives, PVOs, Peace Corps volunteers, and community groups. The criteria for nominating candidates for policy making training or for extensionists will be:

-Twenty to forty-five years of age.

-A minimum of four years experience in areas related to the proposed training.

-Annual family income of L15,000 or less (1986 constant Lempiras).

-A clear commitment for sharing the knowledge and skills obtained as a consequence of training.

The recruitment of candidates for training agricultural producers will use the same criteria noted above. In addition the candidate must have land and other resources for applying the training upon returning from the U.S. or employment and a sponsor who will assure that training will be applied upon returning from training.

Health and Nutrition: The Ministry of Health, hospitals, community organizations, Peace Corps volunteers, medical and health care associations, and PVOs will assist in recruiting candidates for short-term technical training in health and nutrition. Public and private sector health workers, university researchers in related fields, policy makers, and self-employed health and nutrition professionals will be eligible for scholarships. The criteria for nominating candidates will be:

-Twenty to forty-five years of age.

-A minimum of four years experience in areas related to the proposed training.

-Annual family income of L15,000 or less (1986 constant Lempiras).

-A clear commitment for sharing the knowledge and skills obtained as a consequence of training.

-Access to the resources required for applying the training upon returning from the U.S. for self-employed individuals. Employees will require a sponsor who will provide a signed guarantee that training will be applied upon returning from training.

Other Scholars. The recruitment of candidates for other short-term technical programs will reach leaders and potential leaders not covered by the short-term technical training programs summarized above. Criteria for the nominations of any individual will be:

-Eighteen to forty-five years of age.

-Not a member of any of the elite groups previously defined in C, (4) above.

b. Selection

Selection procedures will begin with the screening of nominations and application forms to assure that each candidate meets the specific nomination criteria summarized above. Those who do not meet the nomination criteria will be informed accordingly. However, candidates with outstanding leadership experience, who are not members of any of the elite groups previously defined above, may be considered under the 30% quota for scholarships for individuals who are not economically or socially disadvantaged.

Any information which is unclear or questionable will require further documentation before the candidate's application will be submitted to a selection committee. Selection committees will be formed for each target group and will use structured questionnaires for interviewing candidates. Candidates will be rated on a numerical scale of one through five based on the characteristics of leaders and potential leaders as described in section C. 3), a & b above; CLASP II program requirements; and the specific recruitment criteria established for each target group. The selection processes for each of the short-term training programs are described in further detail below:

Youth with no previous technical training will be required to take an aptitude test to determine appropriate types of training. Candidates will then receive counseling on technical training options and an agreement will be reached on a technical area for training. The candidate will then be interviewed by a Selection Committee under the direction of the Project Office with representatives from USIS or other U.S. Embassy representatives, the appropriate A.I.D. technical office, one representative from the private sector familiar with the technical area agreed upon for the candidate, and one labor sector representative working in the technical area. The selected candidate will then be advised that he/she must obtain a private sector sponsor who will assure employment for a period of at least one year after training has been completed before the candidate will be officially approved. (Sponsors will also participate in the design and defining of objectives for the training program and provide a counterpart contribution for the training program.)

Apprentices or vocational trainees who meet recruitment criteria will be advised that they must obtain a private sector sponsor who will assure employment for a period of at least one year after training has been completed before the candidate will be invited for an interview. (Sponsors will also participate in the design and defining of objectives for the training program and provide a counterpart contribution for the training program.)

The candidate will then be interviewed by a Selection Committee under the direction of the Project Office with representatives from USIS or other U.S. Embassy entities, the appropriate A.I.D. technical office, the private sector and the labor sector.

Candidates for agricultural or agroindustrial processing training will be required to take an aptitude test to determine appropriate types of training. Candidates will then receive counseling on technical training options, an agreement will be reached on a technical area for training and the resources described above for this area of training must be assured before the candidate will be interviewed. If the trainee is to become an employee after completing his/her training, a sponsor will be required who will assure employment for a minimum of one year after training has been completed, participate in the design of the training program and make a minimum counterpart contribution to cover local transportation, passport and exit visa costs.

The candidate will then be interviewed by a Selection Committee under the direction of the Project Office with representatives from USIS or other U.S. Embassy entities, the appropriate A.I.D. technical office, the appropriate

agricultural association familiar with the technical area agreed upon for the candidate, and one labor sector representative working in the technical area (if the trainee would become an employee upon completing training).

Educators who meet recruitment criteria will be asked to submit proposals for short-term technical training, explaining the anticipated impact and applications of the training. Proposals will be submitted to a selection committee under the direction of the Project Office with representatives from A.I.D.'s Education Office, the National Teacher Training Institute, the Ministry of Education's Planning Office, and the private sector. Proposals will be evaluated and candidates will be invited for interviews based on the decisions of the selection committee.

Vocational and post-secondary proposals and educators will be evaluated and selected in the same manner with alternative selection committee members from the A.I.D. Education Office, National Institute for Technical Training, the Honduran Council for Human Resource Development, and the private sector.

Small and Micro Business Owners who meet recruitment criteria will be interviewed by a selection committee under the direction of the Project Office with a representative from A.I.D.'s Private Sector Office (and other technical offices if appropriate), the Peace Corps, a successful private sector business person, and a successful former SMB scholar.

Employees of Industries and Businesses who meet recruitment criteria will receive counseling if a training area has not been readily identified by the candidate. Candidates will then be advised that they must obtain a private sector sponsor who will assure employment for a period of at least one year after training has been completed and assure that the candidate will have the opportunity to apply his/her training upon returning to Honduras. (Sponsors will also participate in the design of the training program and provide a counterpart contribution for the scholarship).

Candidates will then be invited for an interview by the selection committee under the direction of the Project Office with representatives from an appropriate A.I.D. technical office, and the appropriate private and labor sectors (industry, commerce, services, or agriculture).

Agricultural Training candidates who meet recruitment criteria will receive counseling if a training area has not been clearly identified by the candidate. Candidates who do not have their own farms or are employees will require a sponsor who will be willing to make a counterpart contribution for the scholarship, participate in the design of the training program, assure that the candidate will be employed for a minimum of one year and have the opportunity to apply his/her training upon returning to Honduras. When these criteria have been met the candidate will be invited for an interview.

The selection committee for agricultural training will be formed by the Project Office with representatives from the A.I.D. Rural Development Office, the Peace Corps, and agricultural producers familiar with the type of training being proposed for the candidate.

Health and Nutrition: Candidates for training in health who are self-employed will require access to the resources required for applying their training upon returning to Honduras. Candidates who are employees will require a sponsor who will be willing to make a counterpart contribution for the scholarship or continue salary payment, participate in the design of the training program, assure that the candidate will be employed for a minimum of one year and have the opportunity to apply his/her training upon returning to Honduras. When these criteria have been met the candidate will be invited for an interview.

The selection committee for health training will be formed by the Project Office with representatives from the A.I.D. Office of Health and Nutrition, Peace Corps, and health professionals familiar with the type of training being proposed for the candidate. Interviews will be conducted and numerical ratings of candidates will be given on a scale of one to five, based on the recruitment criteria for health training and the characteristics of leaders as described above.

Other Scholars who meet recruitment criteria will be interviewed by a selection committee under the direction of the Project Office with representatives from USIS or other U.S. Embassy entities, the appropriate A.I.D. technical office, the private sector, and other special members depending on the background of candidates and the type of training being proposed.

d. Defining Training Objectives

CLASP II will strive to relate short-term technical training objectives to high priority training needs identified by a recent A.I.D. financed national training needs survey and Mission analyses of production opportunities in agriculture and manufacturing. Sponsors and trainees will participate in defining training objectives with the Project Office.

Training objectives for short-term technical training will be defined in precise terms in order to facilitate the design of each training program, predeparture activities, U.S. based training, leadership training, evaluations, Experience America and follow-on activities for each training program and trainee.

All training objectives will follow competency based instruction norms so that trainees will not proceed to subsequent training objectives or activities until previously assigned tasks, skills and applications have been mastered by the participant. This will assure that trainees have the specific skills required to increase their productivity and to establish themselves as more productive citizens and leaders.

Each objective will specify who will do what, under what conditions and clearly define standards of performance for each training competency and task. Honduran private sector and national trade certification standards will be used as the basis for defining training objectives whenever possible and appropriate.

e. Pre-Departure Preparation

Pre-departure preparation will be a key element for cost-containment and obtaining higher degrees of cost-effectiveness, assuring that leadership training achieves appropriate results and for improving "Experience America" activities. Drug awareness orientation will be included for all participants as suggested by OIT. Pre-departure preparation will be offered in two modes: (1) Intensive full-time preparation for approximately two months; and (2) Extended part-time preparation over a period of six to eight months for those who cannot leave their homes or businesses over an extended period of time.

Cost Containment and Effectiveness:

Short-term technical training under CLASP I often relied on U.S. trainers to provide very basic and general training. As a consequence, training was sometimes ending just as scholars were reaching levels where U.S. training could be most beneficial. An analysis of U.S. and local training costs indicates that basic trade, academic and technical training, including language training when required by the training plan, can often be conducted in-country at considerable savings. By providing this type of training with local institutions as "pre-departure preparation," the project will have more assurance that U.S. training will focus on higher priority and more specific training objectives which will have a more direct impact on the individual's needs and interests, Honduran development needs and priorities, and CLASP II project goals.

For example, rather than using the more costly U.S. based training for such basic skills as measurement, the use of hand tools, elementary statistics, mathematics, computer use, etcetera; CLASP II will assure that scholars achieve appropriate competency levels in these skills prior to departure so that U.S. training will be able to focus on more complex competencies and tasks which are in high demand in Honduras.

Another benefit from this type of pre-departure preparation is that it can provide groups of more homogeneous scholars who possess the same general pre-departure skill level and thereby avoid the danger that groups of scholars will have such heterogeneous backgrounds and skill levels that U.S. based training will have difficulty meeting individual training needs.

Consequently, pre-departure preparation will include training in the basic competencies required for assuring optimal impact from U.S. training. Short-term training in the U.S. will be oriented towards the remaining specific occupational competencies which Honduran training institutions cannot easily provide.

Pre-departure training for individual scholars will be determined on the basis of pre-departure testing. Individualized, competency based, open-entry and open-exit training programs will be used whenever possible for encouraging maximum cost-efficiency and flexibility in the use of local training resources. This pre-departure preparation will concentrate on the specific needs and weaknesses of each trainee, rather than assuming that all people will require the same amount of training, in the same areas, or that

all will have the same learning styles and will all progress at the same rate. This strategy will also provide sufficient flexibility for allowing participants to challenge competency requisites for U.S. based training through a pre-test; thereby "testing out" in areas of specific knowledge, skills and tasks in which they have demonstrated competence. These pre-departure activities will contribute to cost-containment while improving cost-effectiveness. In addition, U.S. trainers will participate in team teaching programs with local instructors whenever possible to assure that U.S. trainers are fully aware of the specific skill levels of trainees and CLASP II goals before trainees arrive in the U.S. All CLASP II pre-departure training and preparation of scholars will be defined on the basis of objectively measured, competency based instructional goals. Examples of competency based pre-departure training and orientation objectives are provided below.

Leadership Development and Training:

The importance of leadership enhancement and training cannot be underestimated given the focus of CLASP II. Leadership enhancement should begin with the pre-departure preparation of each scholar, based on each individual's leadership skill level. Leadership enhancement activities will begin by identifying the relative skill levels of scholars in relation to each person's ability to organize and express ideas clearly, understand group dynamics, to lead a group through a decision making process, to become assertive when necessary, and the scholar's sense of community responsibility and self-confidence.

Training and orientation in each of these areas will be conducted during pre-departure preparation for all scholars. Subsequent U.S. training and follow-up activities will be designed to reinforce leadership skills. An example of a competency based learning objective for pre-departure leadership training would be:

GIVEN: a problem by project personnel which is of general interest to the scholar;

THE CLASP SCHOLAR WILL: have a maximum of fifteen minutes to prepare a five minute verbal presentation on the problem.

The presentation will be verbally delivered to a group of no less than ten CLASP scholars and will not be less than 4.5 minutes or exceed 5.5 minutes.

The presentation must end in a value judgement and encourage the adoption of a specific solution.

The presentation will include an introduction, background information on the problem, explanation of possible solutions with probable advantages and disadvantages for each solution, a summary of the presentation, and a conclusion.

PERFORMANCE STANDARD: a minimum 60% of the audience must agree with the solution recommended in the presentation.

Experience America:

The impact of "Experience America" activities for realizing CLASP II goals will be enhanced by beginning this experience during the pre-departure preparation of scholars. This will be done by assuring that scholars have the appropriate cognitive skills and knowledge which are prerequisites for meeting the goals associated with experiencing America.

English Language Skills: Follow-up evaluations of CLASP scholars revealed that many of the short-term technical participants felt that they had only limited exposure to U.S. society because of a lack of English language skills.

Because of the brevity of some short-term technical training programs, the availability of U.S. instructional resources in Spanish, and cost-containment concerns, CLASP I pre-departure preparation often did not provide more than a brief course in "survival English," which was little more than English for emergencies.

While providing more English training will affect training costs for CLASP II short-term technical scholars, AID/Honduras believes that these increased costs are warranted. For example, the vast majority of CLASP II short-term technical scholars, particularly economically disadvantaged scholars, will not return to the U.S. for subsequent training or visits. Consequently, "experiencing America" as a CLASP II scholar is a one time opportunity.

However, if participants have extremely limited English language skills, their opportunities for knowing and understanding U.S. society, life styles, institutions and establishing friendships with U.S. citizens will be severely limited.

CLASP II scholars, including short-term technical scholars who will receive training in the U.S. in Spanish, will receive English language training to permit scholars to converse with U.S. citizens.¹

This training will be relatively easy to integrate with groups receiving pre-departure technical preparation. For others, conversational English training will be provided through evening courses and distance learning media prior to receiving more intense English language training in conjunction with pre-departure orientations, leadership enhancement, and other activities. The competency objective for this pre-departure activity will be:

.....
¹ A limited number of exceptions to the English language predeparture requirements may be made on the basis of time limitations for some scholars: for example; municipal or departmental officials who could not be expected to devote the time required for meeting this predeparture requisite.

GIVEN: the opportunity to converse with a U.S. citizen in Honduras who does not speak Spanish.

THE CLASP SCHOLAR WILL: introduce himself/herself, explain the nature of his/her work or business in English, summarize Honduran national development plans on the basis of development objectives,

Provide at least one example of a specific activity designed for each objective in English, and then maintain a sustained conversation in English with the U.S. citizen for a minimum of three additional minutes.

STANDARD OF PERFORMANCE: The U.S. citizen will recall the work or business of the scholar, at least 50% of Honduran national development objectives, and summarize a minimum of 60% of the remaining topics of conversation with the scholar.

Appreciating and Understanding the Free Enterprise System and Democratic Pluralism: A short-term technical training experience in itself will not be sufficient to provide an understanding or appreciation of free enterprise or democratic pluralism. Appropriate pre-departure activities will be required to understand these concepts and to reach project goals in these areas.

Orientations and instruction in free enterprise must be objectively presented, noting possible deficiencies, excesses, and social needs which require appropriate public sector interventions, as well as presenting the benefits of free enterprise for a developing country like Honduras.

A wide range of experiences in Latin America and throughout the world demonstrate the advantages of free enterprise. However, it is also important to be able to recognize free enterprise systems, mercantilism, state capitalism, state socialism, free competition, oligopolistic and monopolistic markets. CLASP scholars should understand these differences and be able to make comparative analyses of different economic systems, not just on the basis of what they are called but in how these different economic systems function.

In summary, by providing a basic understanding of free enterprise through pre-departure activities, scholars should be better prepared to absorb what they see and experience in the U.S. They will also be better prepared to reach conclusions on the probable benefits of a free enterprise system for Honduras. The pre-departure training objective will be:

GIVEN: five case studies of different economic systems and five case studies of markets.

THE CLASP SCHOLAR WILL: classify case studies of economic systems as an example of free enterprise, mercantile, state capitalism or state socialism; and classify case studies of markets as free, oligopolistic or monopolistic markets.

PERFORMANCE STANDARD: correct classification of a minimum of 90% of the case studies.

Developing an appreciation and understanding of democratic pluralism is also a concept which deserves appropriate attention through pre-departure preparation activities. There are many variations of democratic and republican forms of governments and applications of democratic "pluralism." In addition, an appreciation and understanding of democratic pluralism must be preceded by an understanding of the differences between democratic and autocratic systems: democracies, oligarchies, plutocracies, aristocracies, technocracies and monarchies. And, intertwined with democratic pluralism and free enterprise is the U.S. character, culture, life style, value system and institutions which also require pre-departure attention. CLASP II will develop training and orientation programs in each area. The three pre-departure training objectives for this orientation will be:

GIVEN: ten case studies of government systems.

THE CLASP SCHOLAR WILL: classify the case studies as democracies, oligarchies, plutocracies, aristocracies, technocracies or monarchies.

PERFORMANCE STANDARD: correct classification of 80% of the case studies.

GIVEN: five case studies of democratic and autocratic decision making.

THE CLASP SCHOLAR WILL: classify the case studies as being democratic or autocratic.

PERFORMANCE STANDARD: correct classification of 90% of the case studies.

GIVEN: a list of ten U.S. community, county, state, federal government and private institutions and ten Honduran municipal, departmental, federal and private institutions.

THE CLASP SCHOLAR WILL: classify each institution on the basis of the type of service provided.

PERFORMANCE STANDARD: correct classification of 80% of the institutions.

Honduran Development Plans and U.S. Contributions: Experiencing America is also limited when scholars are not prepared to explain or discuss Honduran development plans. CLASP I scholars were not always aware of USAID financed development activities in Honduras or how the majority of these activities evolve out of local Honduran requests for assistance and Honduran national development plans. Nor were many scholars familiar with the long history of friendship between Honduras and the U.S.

Consequently, CLASP II pre-departure preparation will incorporate more in-depth orientations on Honduran development plans and strategies, and how U.S. government financed development activities relate to these national development plans.

Another important area of U.S. assistance comes from U.S. non-government sources. There are a wide range of U.S. PVOs which are actively contributing to Honduran development, often reaching some of the least privileged sectors of society. Also a large number of local Honduran PVOs receive funding and other assistance from U.S. based PVOs. Not to be overlooked are the contributions of the U.S. private sector through investments in Honduras and in joint ventures with Honduran firms which provide thousands of employment opportunities for Honduran citizens.

CLASP II will also strive to involve a wider range of Honduran and U.S. citizens in pre-departure activities. There is a need for more direct U.S. exchanges with scholars; i.e., inviting more Mission personnel to participate in CLASP II recruitment and selection; the planning and execution of pre-departure preparation and follow-on activities; involving Peace Corp volunteers, U.S. PVO and private sector representatives in the pre-departure preparation of scholars; and assuring that scholars have an opportunity to begin to "Experience America" during pre-departure activities. The specific objective for this pre-departure orientation and training will be:

GIVEN: a list of ten U.S. contributions to Honduran development.

THE CLASP SCHOLAR WILL: classify each contribution on the basis of being a USAID, PVO or private sector contribution and identify the Honduran national development objective for each activity or contribution.

PERFORMANCE STANDARD: correct classification and identification of 80% of the U.S. contributions to Honduran development.

f. U.S. Short-Term Technical Training

Training in the U.S. will be designed to emphasize the training of leaders, rather than a work force. Consequently, this training must be scholar oriented rather than instructor or group oriented, focus on individual and Honduran development needs, and include specific activities for further leadership enhancement.

These needs can be met in a more cost-effective manner by using individualized, open-entry and open-exit, competency based norms of instruction. In this manner, CLASP II will also be able to realize savings which are generally associated with group training while assuring that individual training needs are met. The open-entry and open-exit format will allow CLASP scholars to fully master prerequisite competencies for leadership, English language, academic, and/or technical skills during their pre-departure preparation in Honduras, without forcing the promotion or departure of scholars simply to meet group training commitments or previously agreed upon

dates for initiating and ending training with U.S. training institutions. This will make U.S. training experiences more valuable by assuring that all scholars have the prerequisite skills for making the most of their U.S. training.

Short-term technical training will also include practical internships or on-the-job training (OJT) whenever possible for providing further opportunities for the application of technical skills, experiencing America, and increasing individual productivity. In addition, employability skills such as punctuality, responsibility, team work, communication, problem solving, creativity, and human relations will be reinforced through practical work internships and OJT experiences.

Emphasis will also be placed on team teaching arrangements for Honduran educators whenever possible. Team teaching with U.S. instructors in the U.S. and reciprocal team teaching in Honduras as part of pre-departure and follow-on training for groups of scholars will help assure that U.S. training will meet local Honduran needs. Moreover, when these reciprocal team teaching experiences are part of the pre-departure preparation of scholars there will be additional assurances that U.S. trainers will be thoroughly familiar with the pre-departure skill levels of trainees and CLASP II goals. CLASP II will also assure that all U.S. training institutions and trainers receive complete information on each scholar with sufficient lead time for assuring that training is on the proper level and follows the most appropriate format for each scholar's academic, English language, and technical level of competency.

g. Experience America

As explained above, "Experience America" will begin in Honduras with the pre-departure preparation of all short-term technical scholars. Other strategies for strengthening the Experience America component in the U.S. are summarized below.

CLASP I Experience America activities were often limited when housing arrangements for short-term scholars were made in dormitories or hotels. In contrast, scholars who had the opportunity to live with U.S. families generally developed stronger friendships and personal relationships with U.S. citizens, and a deeper understanding and appreciation of U.S. life, culture and institutions. As a consequence, CLASP II will strive to place all short-term technical scholars with U.S. families.

U.S. families will be selected on the basis of a clearly expressed interest in becoming a host family for Honduran CLASP scholars, evidence of the family's community participation and service, and an understanding of CLASP's purpose and goals. Scholars will be matched with families on the basis of shared professional and individual interests, with appropriate advanced planning and exchanges of information between host families and scholars so that both parties will be better prepared for this important experience. In this manner CLASP II scholars will have additional opportunities for experiencing America, it will be easier to establish contacts with individuals who are more likely to share their interests, and difficulties with the cultural adjustment of the scholar will be reduced.

USAID/Honduras, placement contractors and U.S. training institutions will assure that host families are thoroughly familiar with the purpose and goals of CLASP II. Families will also be asked to assist CLASP II by providing opportunities for experiencing and understanding the importance of individual initiatives in the U.S. economy and community; how volunteers and local institutions meet local needs; how a free market economy reinforces democratic pluralism, ethnic, political and economic diversity; the importance of the constitution for protecting the basic rights of U.S. citizens; and how the U.S. has evolved historically towards becoming a future oriented society.

Including practical internships and on-the-job training whenever possible will also enable scholars to experience the American work ethic and environment, reinforce employability skills, exchange points of view with more Americans, and increase probabilities of establishing long-term friendships with U.S. citizens.

Training institutions and placement contractors in the U.S. will also be required to provide specific "Experience America" services which will include forming discussion groups which will review and discuss case studies on U.S. consumer protection, the legal system, civil rights, U.S. foreign policy, and relations between government and citizens to show how U.S. laws and norms strengthen democratic pluralism and protect the rights of U.S. citizens. This will be complemented by visits, for example, to a small claims court and community service institutions (private and public) to witness how these institutions serve the public.

Finally, all scholars will participate in an Experience America seminar before returning to Honduras which will allow returning scholars to exchange ideas, formally assess their experiences and reflect upon possible applications of these experiences in Honduras.

h. Follow-on Activities

The experiences of CLASP I in various countries suggests that well executed and properly directed follow-on activities can make substantial contributions for assuring that scholars are able to apply what they have learned, assure a higher level of impact on national development priorities, and increase probabilities for maintaining friendships and relationships with U.S. individuals and institutions.

However, follow-on activities for CLASP I were not always an integral component of the scholars' experiences. While the formal tracking of returned scholars was initiated in 1988 in Honduras, our initial follow-on activities also revealed that some scholars were unable to apply their training, others experienced difficulties in obtaining employment and opportunities for obtaining a multiplier effect from the returning scholars were not being fully exploited.

CLASP II follow-on activities will address these deficiencies and will be integrated with CLASP I follow-on to the maximum extent possible for increasing the impact of both CLASP I and II. Follow-on will begin before the

scholar returns to Honduras. A re-entry interview in the U.S. will be a part of the final Experience America seminar before returning to Honduras. This will assure that all data regarding the scholar's residence, employment, and future plans are correct. Scholars will also formally establish their goals and objectives for applying what they have learned, for sharing the knowledge and skills acquired through short-term technical training and for maintaining contact with U.S. friends and institutions.

On-site visits at each individual scholar's place of work will follow with a formal evaluation of the application of new skills and knowledge. Follow-on will also assure that scholars and sponsors have access to the resources required for applying new skills and knowledge. Needs for supplementary follow-on training and orientation (with the participation of sponsors when the scholar is not self-employed) will be attended to and arrangements will be made for follow-on seminars with other scholars who received similar training in the U.S.

The initial follow-on seminar will take place within three weeks after returning to Honduras. It will focus on the application of the training received by each scholar, leadership enhancement, the identification of A.I.D. project, GOH, PVO and community resources for assuring the application of the scholar's training; and the identification of additional supplementary training and orientation needs. Often the knowledge and skills acquired will also be of interest to others and a subsequent public seminar will be organized to permit returning scholars to share their knowledge and skills.

Within four to six months after returning to Honduras the scholars will attend a follow-on seminar conducted by their U.S. trainer on specific topics of interest to the scholars to assure the appropriate application of the training received, provide supplementary training and orientation, and to encourage ongoing contacts with U.S. individuals and institutions.

In addition to these activities, a modest amount of project funding will also be provided for a CLASP quarterly newsletter which each scholar will receive over the life of the project, an initial technical book from RTAC-II, placing the scholar on a mailing list for obtaining future publications which the scholar will be able to purchase from RTAC, an annual technical scholar reunion which will allow participants to meet and exchange ideas with other scholars, and follow-on training for selected scholars.

These follow-on activities will be designed and executed to: (1) assure the application of the training received; (2) obtain a multiplier effect from training; (3) enhance leadership skills; (4) continue contacts with U.S. individuals and institutions; and (5) maintain appropriate data on returning scholars to facilitate the ongoing evaluation of the project.

2. Long-Term Technical and Academic Training

Long-term training will be funded for approximately 100 scholars under CLASP II.

a. Long-Term Technical Training will be available for individuals who

require technical training for a period longer than nine months. This training will not result in a post-secondary degree.

b. Long-Term Academic Training will result in an Associate, Bachelors or Masters Degree. Long-Term Academic Training will be available for scholars under three options:

High school and vocational school graduates who will attend community college level programs which will result in an Associate Degree in selected areas which are of high priority for Honduras.

University students who have sufficient credits for completing a Bachelors Degree with two years of academic training in the U.S.

Individuals who have obtained an undergraduate degree and can meet U.S. graduate school admission requirements for obtaining a Masters Degree with two years of academic training in the U.S.

c. Recruitment strategies for long-term scholars will be based on the same concerns expressed and explained earlier for the recruitment of short-term scholars. CLASP II will reduce the frustrations of candidates and those who assist in the nominating process by limiting nominations to three candidates for each anticipated scholarship; assuring that no single institution is involved in nominating candidates for specific levels or types of training; focussing recruitment on specific populations and sectors; clearly enunciating selection criteria and assuring that all recruiters are thoroughly familiar with recruitment and selection criteria and the finite resources of the project. The recruitment of all long-term scholars will be based on the following criteria:

- Clearly demonstrated leadership activities notably above his/her peer group;
- No immediate family members living in the U.S.;
- No previous studies under any U.S. funded scholarship program; and
- Not a member of any of the elite groups previously defined above.

Long-Term Technical Training. The recruitment of candidates for long-term technical training will be executed directly by the Project Office for reaching leaders and potential leaders between the ages of eighteen and forty-five who require specific training for a period longer than nine months. It is anticipated that this group will consist of candidates originally nominated for short-term technical training but who will require a training program of longer duration because of the nature of the training required.

In addition to the general recruitment criteria for all long-term scholars, long-term technical scholars will require a sponsor who will assure employment for the returning scholar for at least one year, participate in the design and selection of the training program if the candidate is selected and make a counterpart contribution for the scholarship.

High School and Vocational School Graduates. Recruitment for Associate Degree Scholars will be through faculty and student committees in high schools and vocational schools, by trade associations, and private businesses under the guidance of the Project Office. Criteria for nominating individuals will include the general criteria listed above for long-term scholars and:

- Seventeen to thirty year of age;
- Minimum grade average of 75%;
- Annual family income of L15,000 or less (1986 constant Lempiras); and
- A clear commitment and disposition to practice the trade or profession in which training will be provided rather than using this training only as a means towards further academic schooling without practicing the trade or profession.

University Students will be recruited through faculty and student committees from the public and private universities. Recruitment criteria include the general recruitment criteria for long-term scholars and:

- Eighteen to thirty-five years of age;
- A minimum grade point average of 75%;
- Completion of a minimum of 50 semester hours of credits which will be accepted for transfer to a U.S. college or university; and
- Annual family income of L15,000 or less for a full scholarship or L15,000 to L50,000 for a partial scholarship (both figures in 1986 constant Lempiras).

Graduate Students for Masters Degree programs will be nominated by faculty and student committees from the public and private universities, professional associations, the GOH and private institutions. Recruitment criteria will include the general requirements for all long-term scholars described above and:

- Twenty-five to forty-five years of age;
- A minimum grade point average of 75% and a university degree which will be accepted by a U.S. college or university for permitting enrollment in a Masters Degree program;
- At least three years of work experience in a field related to the area selected for graduate studies;
- Not a member of any of the elite groups as defined above; and
- Support of a sponsor who will guarantee the employment of the scholar upon completion of the proposed Masters Degree program and provide opportunities for practicing the career skills obtained through the

scholarship. Sponsors of the selected scholars will also be expected to make counterpart contributions, participate in the selection of the most appropriate program of studies for the scholars and make at least one visit to the scholar during his/her studies in the U.S. to meet with the scholar's faculty advisors, assess the progress of the scholar and assure that the Masters program is meeting expectations.

d. Selection will begin with the screening of nominations to assure that each candidate meets the general criteria for long-term scholars and the specific criteria for the type of training anticipated. Those who do not meet these criteria will be informed accordingly, any missing documentation must be provided by the candidate and questionable documentation will be confirmed by the Project Office before the candidate will be invited for an interview. All long-term scholars will be selected on the basis of interviews by a Selection Committee. Committee members will evaluate candidates with numerical ratings based on the recruitment criteria for each target group, with leadership being the highest weighted criterion.

As noted above, the nomination of candidates will not exceed three candidates for each available scholarship. However, this will neither require the forced rejection of two of every three candidates nor the selection of one scholar for every three candidates during the selection process. The process will rather structure recruitment to increase the probability that each candidate clearly meets the specific recruitment criteria for each type of training or target group, and avoid the frustrations associated with large numbers of candidates for a limited number of scholarships. For example, if five scholarships are anticipated for a specific target group or type of training, a total of fifteen qualified individuals should be nominated for these scholarships.

However, the quality of these candidates will often depend on the effectiveness of the groups and institutions assisting in the recruitment process. It is probable that some groups and institutions will be more effective and conscientious than others. Under these circumstance seven or eight of the fifteen candidates might be selected for scholarships because of excellent recruitment and nomination procedures, while other Selection Committees might find only two or three candidates among fifteen nominees who would merit a scholarship. Consequently, three candidates per scholarship will be an important guideline but will not force the approval or rejection of scholars; and it will be the responsibility of the Mission to assure that recruitment and selection efforts do not exceed the project's limited resources. The make-up of each Selection Committee and the selection process for each type of long-term scholar are summarized below.

Long-Term Technical Training scholars will be interviewed by a committee under the direction of the Project Office with representatives from USIS or other Embassy entities, the appropriate A.I.D. technical office, the private and labor sectors familiar with the proposed area of study.

High School and Vocational School Graduates. High School graduates with no previous trade or technical training experience will take an aptitude test to determine appropriate alternatives for training. These candidates will

then receive counseling on technical training options and agreement will be reached on a technical area for training before the individual is invited for an interview with the Selection Committee. Training for vocational school graduates should complement the individual's prior training. Candidates selected by the Committee will then be advised that they must obtain a sponsor who will assure the employment of the scholar upon his/her return and provide an opportunity to practice his/her acquired skills. Sponsors will also participate in the selection of the training program and provide a counterpart contribution for the scholarship.

University Students will be interviewed by a Selection Committee under the direction of the Project Office with representatives from the public and private universities, USIS or other Embassy Offices, the private sector, A.I.D.'s education office and other A.I.D. technical offices as required.

Graduate Students. Candidates for Masters Degree scholarship will be asked to submit proposals for training demonstrating the anticipated impact and application of the training. Proposals will be submitted for evaluation by a Selection Committee under the direction of the Project Office with representatives from A.I.D.'s Education Office and appropriate technical offices, the public and private universities, USIS or other Embassy Offices, and the private sector. Individuals who submit proposals which are approved by the selection committee will then be invited for an interview. Selection criteria will be leadership and impact on Honduran development.

e. Pre-Departure Preparation. All participants will receive pre-departure English and technical or academic upgrading if required. In addition, "Experience America" and leadership enhancement activities will begin with the pre-departure preparation of scholars based on the same strategies which will be used with short-term scholars to increase opportunities for exchanges with U.S. citizens while still in Honduras. While methods of instruction may differ, long-term scholars will also be expected to master the same pre-departure objectives used for short-term technical scholars. Pre-departure activities will include:

-English language training to meet the competency standards previously described for short-term technical scholars. Long-term technical scholars who will receive U.S. instruction in English must also achieve a minimum TOEFL score of 450 and academic scholars who will receive instruction in English must obtain a minimum TOEFL score of 500 before departing for studies in the U.S.

-Academic or technical upgrading will be provided as required. Academic upgrading will be executed in English whenever possible and will take advantage of a recently established program which provides university level instruction, with U.S. university professors, through the Consortium of American Universities in Central America. Both academic and technical upgrading will be managed in the same manner as pre-departure technical upgrading for short-term scholars to assure that each scholar masters the specific competencies required for long-term studies in the U.S.

-Scholars who will require computer literacy and/or word processing skills

for their studies in the U.S. will also be provided with this training, with pre-established competency levels which must be mastered before departing for studies in the U.S.

f. U.S. Long-Term Training will focus on the needs and interests of individual scholars as related to strategic development goals, needs and opportunities in Honduras. Consequently, training will often be in fields not currently offered in Honduran universities.

All credit transfer will be arranged while scholars are involved in pre-departure preparation activities to avoid last-minute changes in plans and to reduce unanticipated extensions of studies in the U.S.

Both long-term technical and academic training will include a practical work experience as an integral part of the training program whenever possible. Academic or technical research will also be oriented towards subjects relevant to Honduran realities and needs whenever possible.

All academic training will be provided by accredited colleges and universities to assure that returning scholars receive appropriate acceptance from professional associations and the national university system. However, CLASP I experiences indicate that the U.S. placement contractor will have to establish a more direct relationship with the national university system to assure more timely recognition and acceptance of U.S. degrees. Cost containment will be enhanced by placing long-term scholars in accredited post-secondary institutions which will agree to wave out-of-state tuition fees or offer other savings for CLASP II.

g. Experience America will follow the same guidelines previously described for short-term scholars and will begin as part of each scholar's predeparture preparation.

While dormitory and off-campus housing will be permitted for long-term scholars, providing that this housing does not limit the scholar's opportunities to Experience America, all long-term scholars will be required to live at least one semester with a U.S. family.

Long-term scholars will also participate in an Experience America seminar before returning to Honduras to allow returning scholars to exchange ideas with other long and short-term scholars, to formally assess their experiences and reflect upon possible applications of these experiences in Honduras.

h. Follow-on Activities for long-term scholars will begin with a re-entry seminar to facilitate the readjustment of scholars. During this seminar the project will also assure that all data regarding the scholar's residence and employment are correct. Scholars will also formally establish their goals and objectives for applying what they have learned, sharing the knowledge and skills acquired, and maintaining contact with U.S. friends and institutions. In addition, long-term scholars who may have lost their sponsors and BA/BS scholars will receive assistance in obtaining appropriate employment for applying their career skills.

On-site visits to each individual scholar's place of work will be made to determine the application of new skills and knowledge, to assure that scholars are being supplied with the resources and opportunities required to apply new skills and knowledge, and to identify possible needs for supplementary follow-on training and orientation. The scholar's employer will participate in this exercise.

Experiences with CLASP I revealed that returning long-term scholars often found it difficult to find up-to-date scientific and technical information in Honduras. As a consequence, they often felt isolated from continuing advances in their career fields. Follow-on activities for long-term scholars will help fill this void with access to up-to-date information through membership in national and international professional organizations and associations, subscriptions to professional journals and follow-on seminars which will allow scholars who received similar training in the U.S. to exchange ideas and experiences. As with the case of short-term scholars, the knowledge and skills acquired by long-term scholars will often be of interest to others and public seminars will be organized to permit returning scholars to share their knowledge and skills with others.

Similarly, the project will provide a modest amount of funding for a CLASP quarterly newsletter which each long-term scholar will receive over the life of the project, an initial technical book from RTAC-II, an annual scholar reunion which will allow participants to meet and exchange ideas with other scholars, and follow-on training for a limited number of scholars. Scholars will also be placed on a mailing list so they can continue to purchase publications from RTAC.

As explained earlier for short-term scholars, these anticipated follow-on activities will be designed and executed to: (1) assure the application of the training received; (2) generate a multiplier effect for training; (3) provide additional leadership opportunities for CLASP scholars; (4) assure continuing contacts with U.S. individuals and institutions; and (5) maintain appropriate data on returning scholars for facilitating the ongoing evaluation of the project.

D. Participation of Women

CLASP II requires that a minimum of 40% of the scholarship will be awarded to women and that the primary selection criterion for all scholars will be leadership.

Many female leaders will have training needs and interests which will be accommodated under programs anticipated for both genders. It is also anticipated that women should account for 50% or more of the selected scholars in areas such as education, health and nutrition because of the predominance of females in these areas. Similarly, it should not be difficult to assure that at least 50% of the long-term academic scholars for under graduate and graduate level university studies will be females since the majority of the graduates from Honduran universities are women.

However, female scholars for other areas may be fewer because gender divisions of labor are more clearly male oriented. AID instructions for

integrating women into development strategies provide useful guidance for CLASP II. For example, "project experience shows that vocational training for women can prepare them to perform new, higher-productivity roles if, and only if, there are no other major barriers to female employment in those areas for which they are trained." And, an effort should be made to "set reasonable yearly targets... towards a percentage which reflects their actual participation in that sector as a whole."

Consequently, CLASP II will establish annual recruitment and selection goals for each target group, based on female participation by sector, and to assure that a minimum of 40% of the scholars will be women.

E. Cost Containment

Cost containment was a major consideration in the planning of this project and will continue to be a major consideration in its implementation. A major cost containment measure is the use of the training cost analysis (TCA) system for estimating training costs, preparing RFPs and evaluating bids, and monitoring contractor compliance. The Mission expects the use of TCA to increase the competitiveness of bids and the Mission's ability to analyze them thus reducing program costs.

Another cost containment measure is a carefully planned and executed pre-departure preparation program for each scholar. Pre-departure preparation making a significant contribution to cost containment objectives includes in-country English language training, in-country academic and technical skills up-grading, and basic skills training. Additionally, scholars who require computer literacy and/or word processing skills to pursue their studies in the U.S. will be provided such training in-country. Also, scholars will be placed in lower cost institutions when the quality of training will not be affected and employers/sponsors will be asked to make a contribution to cover the cost of training and will be determined in a case by case basis (costs for passport, exit visas, and local transportation will be the minimum contributions expected from sponsors).

Perhaps the most effective cost containment measures, however, will prove to be measures which add to the total cost of the project. These include a very carefully thought-out recruitment and selection process for every category of training, a collaborative process to plan the scholars' training program and a greatly enhanced follow-on program.

While requiring additional funds, the Mission believes that these measures will reduce the unit cost of those who complete their training programs successfully and apply their newly acquired skills and attitudes effectively upon their return to Honduras.

IV. FINANCIAL PLAN AND ANALYSIS

A. Project Budget Summary

Table 1 gives a summary budget for the entire CLASP II program which includes twelve bilateral and one regional Mission, and AID Washington activities. Tables 2 and 3 on the following pages present a summary and detailed budget for the Honduras CLASP II activities by year.

Table 1.

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

Country	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Belize	360	360	360	360	360	\$1,800
Bolivia	700	700	700	700	700	\$3,500
Colombia	740	740	740	740	740	\$3,700
Costa Rica	4,000	4,000	3,000	2,000	2,000	\$15,000
Dom. Republic	528	525	525	525	525	\$2,628
Ecuador	1,000	1,000	1,000	1,000	1,000	\$5,000
El Salvador	8,550	8,550	5,700	2,850	2,850	\$28,500
Guatemala	7,400	7,400	7,400	7,400	7,400	\$37,000
Haiti	260	350	350	722	722	\$2,404
Honduras	2,500	3,800	4,200	3,200	1,300	\$15,000
Jamaica	2,000	875	875	875	875	\$5,500
Peru	740	740	740	740	740	\$3,700
RDO/C	1,000	1,000	1,000	1,000	1,000	\$5,000
AID/W	17,250	17,250	17,250	17,250	17,250	\$86,250
TOTAL	\$45,728	\$47,490	\$44,640	\$39,762	\$39,362	\$216,982

Table 2

BUDGET SUMMARY BY ACTIVITY AND YEAR FOR HONDURAS

COMPONENT	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7	YEAR 8	TOTAL
Short-Term Technical	706,380	1,000,705	1,000,705	1,000,705	1,000,705				4,709,200
Long-Term Technical	17,389	108,632	111,882	111,882	94,495	3,250			447,530
Academic	99,182	722,680	1,314,628	1,380,758	743,380	170,252			4,430,880
TOTAL TRAINING	822,951	1,832,017	2,427,215	2,493,345	1,838,580	173,502			9,587,610
Other Costs	608,750	1,058,585	1,135,825	1,156,085	812,900	333,750	183,750	122,745	5,412,390
GRAND TOTAL	1,431,701	2,890,602	3,563,040	3,649,430	2,651,480	507,252	183,750	122,745	15,000,000

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- 1) Short-term technical training costs are estimated at \$3,410.16 per training month, including \$2,426 training, \$603.33 predeparture expenses, \$180.83 administrative, and \$200 follow-on. The average participant is estimated to spend 3 months in the U.S.
- 2) Long-term technical training costs are estimated at \$1,984.14 per training month, including \$1,166.41 training, \$515.83 pre departure expenses, \$176.91 administrative, \$41.66 Experience America, and \$83.33 follow-on.
- 3) Academic training costs are estimated at \$2,422.54 per training month, including \$1,520.97 training, \$554.37 pre departure expenses, \$199.71 administrative, \$47.29 Experience America, and \$100 follow-on.

Table 3

DETAILED HOPS II PROJECT BUDGET BY INPUT AND YEAR

COMPONENT	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7	YEAR 8	TOTAL
<u>Short-Term Technical</u>									
Pre-Departure Training	\$108,600	\$153,850	\$153,850	\$153,850	\$153,850				\$ 724,000
Experience America	436,680	618,630	618,630	618,630	618,630				2,911,200
Follow-on	36,000	51,000	51,000	51,000	51,000				
Travel:									240,000
International	48,000	68,000	68,000	68,000	68,000				
Local	12,000	17,000	17,000	17,000	17,000				320,000
Admin. Cost									80,000
U.S.	37,800	53,550	53,550	53,550	53,550				
Honduras	27,300	38,675	38,675	38,675	38,675				252,000
									182,000
SUBTOTAL	706,380	1,000,705	1,000,705	1,000,705	1,000,705				4,709,200
<u>Long-Term Technical</u>									
Pre-Departure Training	15,475	15,475	15,475	15,475					61,900
Experience America		69,985	69,985	69,985	69,985				279,940
Follow-on		2,500	2,500	2,500	2,500				10,000
Travel			2,500	2,500	2,500	2,500			10,000
International		4,000	4,000	4,000	4,000				
Local		1,500	1,500	1,500	1,500				16,000
Admin. Cost									6,000
U.S.		13,260	13,260	13,260	13,260				
In-country	1,914	1,912	2,662	2,662	750	750			53,040
									10,650
SUBTOTAL	17,389	108,632	111,882	111,882	94,495	3,250			447,530

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7	YEAR 8	TOTAL
<u>Academic</u>									
Pre-Departure Training	86,560	92,980	86,560						266,100
Experience America		503,092	1,011,638	1,131,354	608,220	122,256			3,376,560
Follow-on		13,000	27,000	35,000	22,000	8,000			105,000
Travel				15,600	16,800	15,600			48,000
International		20,800	22,400	20,800					64,000
Local		10,400	11,200	10,400					32,000
Admin. Cost									
U.S.		68,952	143,208	164,424	92,820	21,216			490,620
In-country	12,622	13,456	12,622	3,180	3,540	3,180			48,600
SUBTOTAL	99,182	722,680	1,314,628	1,380,758	743,380	170,252			4,430,880
TOTAL TRAINING COSTS	822,951	1,832,017	2,427,215	2,493,345	1,838,580	173,502			9,587,610
<u>Other Costs</u>									
Personnel	268,750	268,750	268,750	268,750	268,750	148,750	68,750	28,750	1,590,000
Contracted Services	30,000	22,500	22,500	15,000	15,000	15,000	15,000	15,000	150,000
Commodities/Vehicles	75,000	5,000	5,000	5,000					90,000
Instructional Materials	20,000	10,000	5,000	5,000	5,000	5,000			50,000
Follow-on and training activities in-country	75,000	150,000	150,000	150,000	150,000	25,000	25,000	25,000	750,000
Evaluation, studies, TA	50,000	40,000	30,000	25,000	25,000	25,000	25,000	30,000	250,000
Family Support in-country		100,000	125,000	125,000	125,000	25,000			500,000
Travel:	20,000	20,000	20,000	20,000	20,000				100,000
Tax		272,335	289,575	272,335	44,150				878,395
Admin. cost	10,000	20,000	20,000	20,000	10,000	10,000	10,000		100,000
Audits	10,000	10,000	10,000	30,000	10,000	10,000	10,000	10,000	100,000
Inflation	40,000	100,000	150,000	180,000	100,000	30,000	20,000	3,924	623,924
Contingencies	10,000	40,000	40,000	40,000	40,000	40,000	10,000	10,071	210,071
SUBTOTAL	608,750	1,058,585	1,135,825	1,156,085	812,900	333,750	183,750	122,745	5,412,390
PROJECT TOTAL	1,431,701	2,890,602	3,563,040	3,649,430	2,651,480	507,252	183,750	122,745	15,000,000

will assure sufficient funding for a minimum of 400 short-term and 100 long-term scholarships. However, the Mission expects that actual contract and training costs will be lower than those estimated. Cost-containment, competition among training institutions, negotiated group and package rates, a more effective pre-departure program complemented by competency based instructional strategies in both the U.S. and Honduras should reduce participant training costs and permit increased numbers of both short and long-term trainees under the project. Training costs will be closely monitored to assure maximum cost-effectiveness during project implementation using TCA project reports.

2. Host Country Counterpart

ESF funded assistance programs are not required to meet the statutory requirement for a 25 percent host country counterpart contribution. Even when not required by statute, a counterpart contribution reflects the interest and commitment of the grantee to the project and so is desirable. While the Mission continues to look for mechanisms to obtain a counterpart contribution for the project which will not contravene project objectives, no specific counterpart is being required at the time of project authorization.

CLASP II project recruits scholars from members of Honduran society with limited financial means. The objectives of the project clearly do not intend for individuals to be excluded because of the inability to provide counterpart funds. Though some scholars may have formal sponsors such as a private sector employer or local government entity, the most that can be expected from a sponsor is a contribution covering the cost of local transportation, visas, and passports. An estimate of the sum total of possible sponsors' cash contributions over the life of project would not exceed \$40,000.

Under the CAPS program, the GOH agreed to program ESF local currency generations from the private sector account to fund the international transportation costs for Honduran participants. While this may be a possibility under the CLASP II program, this source of funding is presently uncertain both in terms of value, given the recent freeing up of exchange rates, and availability. Negotiations with the GOH to program local currency generations for this purpose may be affected by Mission limits on non-credit private sector local currency disbursements which have an impact on certain macroeconomic targets.

3. Financial Capability of Implementing Institutions

Local and U.S. based institutional contractors and training institutions will be required to demonstrate appropriate experience, financial and management capability before the Mission will obligate funds for contracting training or other services. It is likely that competition to provide local support for the recruitment, selection, predeparture training and orientation activities will yield a contract with a Honduran non-profit organization. If that is the case, the Mission will request that a pre-award survey of the financial and management capabilities of the organization be carried out by the Regional Inspector General. A financial review by the Mission

Controller's FARS office would be an acceptable alternative to a RIG pre-award survey especially if the contractor in the past has been the subject of a FARS review. Other audit requirements are discussed in Section IV.C. below.

C. Methods of Financing and Implementation and Audits

<u>Method of Implementation</u>	<u>Method of Financing</u>	<u>Amount (US\$ 000)</u>
Local training/follow-on		2,548
Direct AID Instit.Contract		
-if LPVO	Advances or Direct Pay by USAID Cont.	
-if USPVO	LOC - AID/W	
-if local for profit	Direct Pay USAID Cont.	
-if US for profit	Direct Pay USAID Cont.	
U.S. training		9,588
-if USPVO	LOC - AID/W	
-is US for profit	Direct Pay USAID Cont.	
TA/evaluations	Buy-in to AID/W contract	250
Commodities/Vehicles	Direct Pay USAID Cont.	90
Purchase Orders		
USPSCs/HC PSC	Direct Pay USAID Cont.	1,590
Audits	Direct Pay USAID Cont.	100
Contingencies/Inflation		<u>834</u>
	TOTAL PROJECT	15,000

Project funding in the amount of \$100,000 is reserved for financial and project audits. If a Honduran non-profit organization or for profit company is contracted for services, local auditing companies acceptable to the Mission Controller will be used to carry out financial audits on an annual basis. The Mission will request that the cognizant US Government audit authority perform audits on any USPVO contracted for services under the project. Finally, the Mission will make use of both the Regional Inspector General and the Mission Financial Analysis Review Section for project audits and other financial reviews as needed.

The Mission Controller herein certifies that the methods of payment and audit plan are in compliance with the Payment Verification Policy.



 Matthew Horween, Controller

V. IMPLEMENTATION AND EVALUATION PLAN

A. Administrative Arrangements

1. Obligation Mechanism

The project will be obligated through a Grant Agreement with the Government of Honduras. Obligations will be made over a five year period and project implementation will continue for a total of eight years to allow the last departing long-term scholars to complete their training period in the U.S. and to participate in follow-on activities in Honduras.

The Agency requires that all PIO/Ps be fully funded including those for long-term scholars. As a result, the program will require the obligations be made in the first five years of the implementation period. The planned obligation schedule follows:

FY 1990	\$1,216,000
FY 1991	\$3,231,380
FY 1992	\$3,525,705
FY 1993	\$3,525,705
FY 1994	\$3,501,210
TOTAL	\$15,000,000

B. Implementation Responsibilities and Arrangements

Under CLASP I the Mission used four basic implementation mechanism for executing the project. All long-term academic scholars were recruited and selected by the Mission. The initial 60 scholars were placed by the Mission with OIT assistance. The remaining 430 scholars received pre-departure English language training and orientation through the Academy for Educational Development (AED) prior to departure to the U.S. AED also placed scholars in U.S. colleges and universities, maintained contact with each scholar, monitored the progress of each scholar, and was responsible for the initial reception of the returning scholar.

Short-term technical training used two different implementation mechanisms. Approximately 700 short-term scholars were recruited and selected under the Mission's guidance by the National Association of Partners of the Americas (NAPA). The contractor was also responsible for the pre-departure preparation of scholars, U.S. training and follow-on activities. The remaining 850 short-term scholars were recruited and selected by the Mission. The Mission arranged for pre-departure orientations and English language training, with the Office of International Training (OIT) placing and monitoring the progress of scholars, and the Mission conducting follow-on activities.

Each of these mechanisms proved to be initially functional and acceptable

under CLASP I. However, as time went on it became evident that some aspects of pre-departure preparation, Experience America and follow-on activities were not obtaining maximum impact. In addition, cost-containment, numerical and target group quotas did not always complement other project goals.

Now, under CLASP II, with increased emphasis on the recruitment and selection of leaders and other refinements in pre-departure preparation, Experience America and follow-on activities, more direct Mission involvement will be required in each phase of project implementation.

CLASP II will use the direct contracting of a U.S. based institution for placing long and short-term scholars, monitoring scholars' progress, Experience America, leadership training while in the U.S., and the processing of degrees and diplomas for acceptance in Honduras.

CLASP II will also contract the execution of pre-departure preparation activities (in-country English language training, academic and technical preparation, leadership training, Experience America orientations, logistical support for scholars) and the logistical arrangements required for follow-on activities. However, A.I.D. will be directly involved in each of these in-country activities to:

- Assure that each scholar masters his/her pre-departure training competencies;
- Assure that Experience America is a positive experience which begins while scholars are receiving other pre-departure orientations and continues through follow-on activities; and
- Assure increased levels of U.S. and Mission presence and visibility in all recruitment, selection, pre-departure and follow-on activities.

The Project Office will also work with scholars and sponsors to define specific and concise training objectives for each individual participant.

This division of responsibilities with increased involvement on the part of the Mission will require additional personnel for the training office and make project coordination and monitoring a more direct responsibility of the Mission. The Mission has concluded that this higher level of involvement will be required to assure the appropriate recruitment and selection of leaders, to assure training excellence with individualized training programs, and to assure a higher level of USAID visibility in all in-country phases of the Honduras Peace Scholarship Program.

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:

- a) 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 update;

- b) Manage a process evaluation, similar to that carried out under CLASP I, to assist LAC/DR, field Missions, and earmark institutions in identifying and resolving implementation problems;
- c) Design and implement jointly with Missions, an impact evaluation;
- d) Assist in providing training and orientation to Mission personnel in CIS, TCA, Experience America, follow-on, and other project activities;
- e) Manage the Congressional earmark projects in close collaboration with the field Missions;
- f) Serve as a liaison with Congress, the press, and other outside parties; and
- g) Perform standard Bureau backstopping support for Mission CLASP projects.

2. USAID/H Responsibilities. The USAID/Honduras Office of Human Resource Development will be responsible for all other aspects of project design, implementation, monitoring and evaluation within the limits of the policy guidance.

Project funds will be used to contract a U.S. Personal Services Contractor (PSC) to assume responsibilities as the Project Manager until such time as a US Direct Hire employee is available for this position. In addition, Project funds will be used for contracting additional office personnel to assist with the enhanced CIS, pre-departure and follow-on activities.

3. Contractor Responsibilities. Two requests for proposals will be issued following the approval of the Honduras Peace Scholarship project paper. Institutional contractors will be invited to submit proposals for one or both of the service packages described below.

- a) In-Country Services. The institutional contractor will provide services for the pre-departure and follow-on phases of the program.

Pre-Departure Preparation will include aptitude testing and counseling, English language training, leadership skill enhancement, Experience America orientations on free enterprise systems and democratic pluralism, Honduran development goals and plans, academic and technical skill upgrading. The contractor will be responsible for assuring that each scholar meets his/her predeparture competency requisites. The contractor will also provide logistical support for the pre-departure preparation of scholars as described under III. C. (Project Activities; Pre-Departure Preparation).

Follow-on services will include logistical support for annual scholar reunions, leadership and follow-on training seminars, book of the month arrangements, the printing and distribution of Peace Scholar Bulletins, and other activities described under III.C. (Project Activities; Follow-on).

- b) U.S. Training Services. A U.S. based institutional contractor will handle both long and short-term scholar services in the U.S. The contractor will:
- Identify training providers based on the specific competencies defined for each scholar's studies in the U.S., assure that the Mission receives specific competency requisites for each scholar's pre-departure preparation, and complete all credit transfers for scholars before the scholar departs for studies in the U.S.
 - Select host families, assure that host families are thoroughly familiar with the goals and purpose of CLASP II, and place scholars with host families.
 - Place scholars in U.S. training programs, monitor the progress of each scholar and assure that each scholar masters his/her training objectives.
 - Prepare site reports for the Mission on a continuing basis, collect and report on data required for the enhanced CIS.
 - Arrange and monitor leadership and Experience America activities.
 - Make arrangements with U.S. training providers for conducting follow-on training programs in Honduras.
 - Process all diplomas and training credits in a timely manner and assure that they are accepted in Honduras within 3 months after the scholar returns to Honduras.
- c) Other Contracted Services. Project funding will be reserved for developing an enhanced CIS and for other technical assistance contracting as required for Project monitoring, evaluation, and special concerns for improving implementation strategies and policies. It is anticipated that the most appropriate mechanism for obtaining these services will be through a buy-in with the LAC Education and Human Resources Field Technical Support Project.

C. Monitoring and Evaluation Plan

1. AID/W Program Monitoring and Evaluation

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:

- (1) 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.;
- (2) Insights from the country reports have been very helpful to both Missions and AID/W in guiding adjustments to country-specific programs; and
- (3) 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 by an impact evaluation design workshop held May 3-5, 1989 (see Annex of unattached documents). 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:

1. 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.

2. 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 each Mission 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 the individual CLASP Mission whose program is under review. Individual country reports will highlight what each 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.

3. 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 has 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" evaluation¹ 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.

An illustrative list of generic questions to be addressed under this aspect of the CLASP II evaluation is provided in Table 4. 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. 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:

1. The revision/updating of both the CIS and exit questionnaires to meet both AID/W and field information needs under CLASP I.
2. 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.
3. 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.
4. 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.

TABLE 4.

ILLUSTRATIVE LIST OF QUESTIONS FOR CLASP II "IMPACT" EVALUATION

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 has 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 assure maximum impact?
- What elements of the CLASP II experience seem to have contributed most to the above?

2. Mission Monitoring and Evaluation

In addition to the overall evaluation strategies summarized above, which will provide important information for identifying more cost-effective innovations and strategies for meeting CLASP II goals based on the experiences of various Missions, A.I.D./Honduras will use the following mechanisms for Project monitoring and evaluation:

- Quarterly and annual performance and financial reports from contractors;
- Visits to U.S. and Honduran training sites;
- An enhanced CLASP Information System (CIS);
- Cost analysis using the Training Cost Analysis (TCA) system;
- Mission accounting of project funding and expenditures; and
- CLASP II Evaluation Reports.

The Project Officer will be responsible for monitoring CLASP II using the mechanisms listed above. Local and U.S. contractors will be required to collect and report on data required for the CIS and other monitoring and evaluation uses, submit quarterly and annual performance and financial reports, and annual work plans based on the specific activities and responsibilities of each contract (see Administrative Arrangements and Contracting Plan for further information).

In-country training facilities and contractors will be visited and evaluated on a continuing basis by Project Office personnel to assure that contractual obligations are being met. U.S. training programs will also receive a limited number of visits by Mission personnel to determine the adequacy of training, participant satisfaction and the mastery of specific training objectives.

The U.S. contractor will also be required to visit U.S. training sites, monitor training programs, assure that training objectives are being met, and prepare site reports for the Mission on a continuing basis. The U.S. contractor will maintain phone and written communications with scholars, assure that scholars have 24 hour access to the contractor for emergencies,

and inform the Mission's Project Office of problems and actions taken to resolve problems.

Project funding will be reserved for developing an enhanced CIS. The enhanced CIS will be based on an expanded data bank for each candidate and scholar. The data bank will be part of an integrated report generating information system (CIS) which will allow the Mission to determine the extent to which program activities, implementation strategies and policies are obtaining desired effects and meeting CLASP II goals and program requirements.

The enhanced CIS will extend the basic data collected by the CLASP II evaluation by providing 100% coverage of trainees on specific questions while the CLASP II evaluation will cover a more limited representative sample. In addition, it will focus on issues of special concern to USAID/H: the socio-economic impacts of training; the value of very short term (five week) training compared with training of several months duration; the relative impact of training in different technical fields; attitudinal changes; impacts on community development; applicability of management techniques on the community level; the appropriateness of specific technical expertise; and critical constraints for applications of knowledge and skills. A key objective of the CIS will be to assess the project's success in coordinating all phases of the program, i.e. recruitment, selection, orientation, training, Experience America, and follow-on in order to facilitate community level progress and strengthen community leadership.

A more detailed evaluation plan and the extent to which the Mission will utilize the general CLASP II evaluation contractor through a buy-in, as encouraged in the model PP, will be determined after a series of sub-regional workshops to be held sometime during FY 1990 or 1991.

Recruitment and Selection activities will be monitored and evaluated by the Project Office using the enhanced CIS and other mechanisms such as rapid studies. Monitoring and evaluation will focus on the extent to which project activities are providing: (1) an appropriate pool of candidates for selecting scholars; and (2) scholars with the desired characteristics for CLASP II. When recruitment or selection is not providing candidates or scholars with appropriate characteristics it will be evident that recruitment or selection mechanisms, policies, strategies, or activities require adjustments. The initial, desired characteristics of the overall pool of candidates will be:

- All candidates will be leaders or potential leaders as shown by a level of participation in community, school and/or workplace activities clearly above his/her peer group;
- A minimum of 70% of the candidates will be from socially or economically disadvantaged sectors, as previously defined above;
- A minimum of 40% of the candidates will be women; and
- The proposed training areas for candidates will be in harmony with national human resource development priorities.

The scholars selected for CLASP II must meet the same characteristics summarized above for the initial pool of candidates. If the program experiences difficulties in any of these areas, then recruitment criteria will be adjusted accordingly. For example, if only 35% of the selected scholars are females then the recruitment of women for the candidate pool will be increased as required until this CLASP II program requisite is met.

Pre-Departure Preparation, U.S. Training, and Follow-On. The CIS will also be used for banking and monitoring data from the pre-testing, process testing and a post-testing of each individual scholar. The primary criterion for evaluating pre-departure and U.S. training will be the mastery of pre-established competency based learning objectives.

Quantifiable and objectively measured outputs will be defined on the basis of each individual scholar's pre-selection status and needs, national development priorities, the anticipated applications of training, and leadership enhancement for each scholar. The information provided through this program monitoring system (CIS) will also contribute to defining and refining specific follow-on interventions for realizing CLASP II goals.

The monitoring process will be facilitated by requiring competency based training and program objectives for each individual scholar and for each phase of the scholar's experience with CLASP II: pre-departure preparation; leadership enhancement; Experience America; U.S. based training; and follow-on activities. Competency based objectives will focus on:

- Measures of leadership skill enhancement as defined for each candidate (based on pre-selection status and needs);
- Degrees of understanding and appreciation of a pluralistic democracy and a free market economy;
- U.S. friendships and relationships established and maintained;
- Anticipated applications and results of training vs. actual applications and results of training.
- Results of training as documented by increased salaries and responsibilities of returned scholars;
- The impact of training quantified in economic terms (and/or other quantifiable measures of impact if economic quantification is not adequate or appropriate);
- Documented multiplier effects quantified in economic terms whenever possible; and
- A minimum of three specific examples of the returned scholar's contributions towards establishing a more stable social, political and economic environment conducive to economic development within the individual's specific sphere of influence.

The enhanced CIS will also be used to monitor cost containment and effectiveness, use of HBCUs, planned and executed disbursements, project implementation schedules and activities, and other management concerns.

In summary, the enhanced CIS will provide a continuing source of management information to assist the Mission in redefining and refining project implementation mechanisms, strategies and policies; to make appropriate adjustments as required and obtain maximum impact for CLASP II based on the project's goals and purpose.

CLASP II Process and Impact Evaluations executed by LAC/DR/EHR and a central contractor will be used to confirm the validity of contractors' reports, site visits and Mission strategies. These evaluations will also provide further information on the adequacy of training programs, the scholars' satisfaction with training, compliance with program requirements for target groups and other requisites.

Finally, because many of the end results of CLASP II might not be evident until several years after scholars have completed training (until they have become thoroughly integrated into employment, career and leadership positions) project funding will also be reserved for conducting an end of project evaluation in 1998. This evaluation will focus on the Project's longer-term impact on development and leadership goals, attitudes towards the U.S., the identification of key factors which contributed to success or caused difficulties for participants, and additional concerns which may emerge or be defined by 1997.

D. Contracting Plan

U.S. training placement, monitoring and reporting will be executed by a U.S. institutional contractor. In-country predeparture preparation and logistical support for follow-on activities will also be contracted. Personal services contractors will work with Mission personnel to implement, manage and coordinate the project. The contractors' responsibilities, anticipated contracting modes and costs are summarized below. Methods of financing are discussed in Section IV.C. and major procurement actions are chronicled in the implementation schedule that follows in Section V.E.

<u>Responsibilities</u>	<u>Contracting Mode</u>	<u>Anticipated Amount</u>
In-country pre-departure and follow-on services	Competitive procurement, AID/Honduras direct contract	\$2,548,395
Placement in U.S. training institutions, monitoring of participants and training, Experience America, and providing follow-on training in-country	Competitive procurement, AID/Honduras direct contract	9,587,610

Evaluations, case studies and technical assistance	Buy-in to AID/W contract	250,000
Commodities/Vehicles	AID/Honduras direct contract	90,000
Secretarial services (2 persons for 16 person years)	Personal Services Contracts AID/Honduras direct contract	230,000
Seleccion and pre-departure activities 22 person years	Personal Services Contracts AID/Honduras direct contracts	880,000
Project Manager (1 person for 5 person years).	Personal Services Contract AID/Honduras direct contract	480,000
Financial and Project Audits	AID/Honduras Direct contract	100,000
Contingencies/Inflation		833,995
TOTAL.....		\$ 15,000,000

E. Implementation and Procurement Schedule

PROJECT YEAR 1	
Project Authorization	June 1990
Initial Obligation of Funding	
Prepare RFPs	
PSC recruitment and contracting	
Prepare PIO/T for Vehicles	July 1990
RFPs Announced	August 1990
TA for enhanced CIS contracted through IQC	
Prepare five year training plan	
TA for enhanced CIS completed	September 1990
Proposals for RFPs due	
Begin recruitment of 1991 ST scholars	
Institutional contractor/s selected	October 1990
Begin recruitment of 1991 LT scholars	
Institutional contract/s negotiated	November 1990
Complete recruitment of 1991 scholars	
Begin selection of 1991 ST scholars	

Institutional contract/s signed	December 1990
1991 contractor/s work plans submitted	January 1991
Institutional contractor/s begin work	
Complete selection of 1991 LT scholars	
Begin ELT and pre-departure preparation for ST and LT scholars.	January 1991
Complete selection of 1991 ST scholars	March 1991
Departure of initial ST scholars for U.S.	May 1991
Mission internal evaluation of project year 1	
YEAR 2	
Begin recruitment of 1992 ST and LT scholars	July 1991
1991 LT scholars depart for U.S. August 1991	
1992 contractor/s work plans submitted	November 1991
Complete selection of 1992 St and LT scholars	December 1991
Begin ELT and pre-departure preparation for 1992 ST and LT scholars	January 1992
Departure of initial ST scholars for U.S.	April 1992
Mission evaluation of project year 2	May 1992
YEAR 3	
Begin recruitment of 1993 ST and LT scholars	July 1992
1992 LT scholars depart for U.S.	August 1992
1993 contractor/s work plans submitted	November 1992
Complete selection of 1993 ST and LT scholars	December 1992
Begin ELT and pre-departure preparation for 1993 ST and LT scholars	January 1993
Departure of initial ST scholars for U.S.	April 1993
Mission internal evaluation of project year 3	May 1993
YEAR 4	
Begin recruitment of 1994 St and LT scholars	July 1993
1993 LT scholars depart for U.S.	August 1993
1994 contractor/s work plan submitted	November 1993
Complete selection of 1994 St and LT scholars	December 1993
Begin ELT and pre-departure preparation for 1994 ST and LT scholars	January 1994
Departure of initial ST scholars for U.S.	April 1994
Mission internal evaluation of project year 4	May 1994
YEAR 5	
Begin recruitment of 1995 ST scholars	July 1994
1994 LT scholars depart for U.S.	August 1994
1995 contract/s work plans submitted	November 1994

Complete selection of 1995 St scholars	December 1994
Begin ELT and pre-departure preparation for 1998 ST scholars	January 1995
Departure of ST scholars for U.S.	April 1995
Mission internal evaluation of project year 5	May 1995

YEAR 6

1996 contractor/s work plans submitted	November 1995
Mission internal evaluation of project year 6	May 1996

YEAR 7

1997 contractor/s work plans submitted	November 1996
Mission internal evaluation of project year 7	May 1977

YEAR 8

Contract final evaluation of the project	November 1997
1998 contractor/s work plans submitted	
Final external evaluation of project	April 1998
Project close-out	July 1998

VI. SUMMARY OF PROJECT ANALYSIS

A. Social/Institutional Analysis

The Mission based its strategy for the CLASP II activities on the conclusions and recommendations derived from the Social Institutional Framework Analysis for Honduras. The Honduras SIF identifies key sectors and institutions from which leadership can be exercised to influence events and opinion at different levels of society with an emphasis on the socially and economically disadvantaged. The SIF considers also those sectors where the Mission has broad interests in developing leadership and improving performance. It then recommends the appropriate type of training for each target group identified.

The training strategy and plan developed from the SIF is consistent with the CLASP policy requirements that 70% of the participants be from socio-economic disadvantaged groups, that 20% of the training be long-term, and that at least 40% of the participants be women.

The priority sectors identified by the SIF are agriculture, industry, health care and education. Keying off from Matrix One, recommendations for specific training plans for selected groups in these priority sectors are laid out in Matrix Two. For example, within the agricultural sector, the groups which will be most important sources for recruitment will be peasant and community development organization leaders, farmers, municipal officials, extension agents and promoters, among others. Rural teachers, leaders of teacher and parent organizations and student leaders will be targeted for the

scholarships. In the industrial sector, recruitment and selection efforts will emphasize micro and small business owners, union leaders, and production supervisors in export industries. Finally, in the health care area, midwives, community leaders and volunteer and public sector health care workers will be given highest consideration.

A very important task included in the analysis of the Honduran social and institutional environment was to define key concepts such as "elites", "socially disadvantaged", "economically disadvantaged", "leaders", and "potential leaders". The definitions for these terms utilized throughout the Project Paper coincide with the definitions found in the the SIF.

Two requirements for successful implementation of CLASP II are the identification of key target groups and the delineation of the training format and course content that would be most appropriate for each group. The Honduras CLASP activities as designed are consistent with the findings and recommendations of the SIF and are judged to be feasible, relevant, and suitable for the Honduran context.

B. Administrative

The Administrative Analysis assessed the feasibility to execute the project as designed. Based on an analysis of the four main phases of project execution, the conclusion was drawn that the implementation plan is administratively sound and that the proposed implementing organizations will have the capability to meet the basic implementation and reporting responsibilities and tasks assigned.

The first phase is Peace Scholar Recruitment and Selection. This aspect of the project will be performed by the Mission's office of Human Resource Development (HRD). HRD will provide four full time professionals as well as secretarial personnel for project management and implementation. The basic mechanisms for recruitment are more focussed under CLASP II but will continue to employ the good offices of PVOs, Peace Corps, other private associations and government entities. The selection committees will be composed of volunteers representing appropriate sectors related to the technical areas of the candidates and U.S. government agencies. Under the previous CLASP program, HRD supervised and participated in the recruitment and selection of nearly 1900 scholars with enthusiastic participation of volunteers on the selection committees. HRD will have a more dominant role under CLASP II in the recruitment and selection of scholarship candidates. The proven capabilities of HRD in this area makes this first phase of the project administratively sound.

The second phase of the project is Pre-Departure Orientation, that is, training provided to the scholars before they depart for the U.S. This will include English language training, political and economic orientation, and remedial academic training. It is planned to contract for the services of a Honduran organization but with a high level of Mission presence. There are numerous Honduran institutions that are qualified to implement this phase of the project, for example, GEMAH, CADERH, UNITEC, IHCI, INCAE, Companeros de

las Americas, Centro Cultural Sampedrano, and the Escuela Internacional. Several of these organizations have experience as subcontractors under the previous CLASP program. Based upon this fact, coupled with the planned high level of involvement by HRD, it is reasonable to conclude that this second phase is administratively sound.

The third phase of the project is "Experience America". It will be based on experiential and participatory activities, rather than observations. This portion of the project will be introduced to scholars in Honduras during pre-departure activities under the direct supervision of the Mission, with a high level of U.S. participation, and carried out in the U.S. by a U.S. based contractor. The Mission is familiar with various U.S. contractors which have the requisites for implementing this phase of the Project which has been a traditional part of participant training programs in the past. The services required for the Experience America phase of the program will be procured through a competitive process.

The fourth phase of the project is In-Country Follow-On which will be implemented by the Mission with the logistical support of the same in-country contractor which will implement the pre-departure orientation activities.

Based upon an this assessment of each phase of project implementation, the conclusion is reached that the Honduras Peace Scholarship program is administratively feasible and the proposed implementing organizations are capable of executing the program as designed.

C. Economic Analysis

AID Handbook 3 and the AID Manual for Project Economic Analysis recommend against the use of cost-benefit analysis for participant training projects because of the difficulty of quantifying the benefits of training. The most appropriate and relevant means of assessing the economic feasibility of training projects is cost-effective analysis.

The key concept of the cost-effectiveness approach is that the analytical focus is on accomplishing the objectives rather than on 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 these 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.

In practical terms, this means that cost-effectiveness considerations must be 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--(a) that the training be appropriate for the participant is critical to the economic and social development of Honduras and (b) that it substantively contribute to the participant's career and leadership development. While the data lacks the rigor of scientifically

significant results, these criteria offer the substantive 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 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 straightforward terms because the results (TOEFL scores and competency objectives) and costs are easy to measure and evaluate for cost-effectiveness. 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.

Thus, a definitive judgement of the cost-effectiveness of the CLASP program cannot be made in advance. The cost-effectiveness of the project will be more properly demonstrated during implementation rather than by design. However, the judgement can be made in advance that adequate measures have been built into the project to maximize the cost-effectiveness by emphasizing specific training objectives and institutionalizing the use of cost-containment approaches.

Applying this to CLASP, and beginning with the various categories of short-term training, the screening and selection of youth, educators, small and micro-businessmen, employees, agriculturalists and health trainees should be rigorous. Selection committees for each category will be staffed by the most knowledgeable individuals available, safeguards will be employed to avoid special preferences, candidates will be given aptitude tests when appropriate, sponsors will be required for re-entry employment, and candidates will be judged on the basis, among other criteria, of their disposition to practice their trade or vocation on their return. For long-term training equal or similarly rigorous screening and selection methods are planned; i.e., use of selection committees aptitude tests when appropriate, individually tailored training proposals and sponsors. This suggests that safeguards are sufficient to realize the first objective, that training will be appropriate for the participant.

Next, an examination was made of pre-and post-departure procedures to determine whether adequate safeguards exist to ensure that training will fully contribute to the candidate's career and leadership potential. What is most relevant is that procedures have indeed been designed that will allow candidates to select or assist in the design of their training, will be given aptitude tests to channel them to the appropriate training, and that English-language preparation will be adequate to prepare them to best absorb the learning experience. This is indeed the case. What is also relevant here is whether both objective data (i.e., salary increases, promotions) and subjective observations (e.g., perception of advancement to leadership positions) are programmed for collection for pre-and post-training comparison.

Here, the enhanced CLASP Information System (CIS) plays a key role. It is based on pre-and post-departure analysis of data, including salary levels, increased responsibilities, and the mastery of subject matter based upon competency examination results. In addition to the CIS, other procedures are programmed to ensure the availability of comparative data; i.e., periodic seminars with peers and colleagues, AID/W evaluations annual Mission evaluations, and an external long-term evaluation planned for 1998. Hence, sufficient evidence exists to warrant confidence that the training will contribute to the candidate's career advancement and leadership enhancement.

Finally, an examination was made of whether cost-containment procedures were institutionalized in the project in a manner that would ensure that a systematic review of alternative costs would be accomplished. This involved a review of predeparture and selection procedures, options for the placement of scholars in the United States and of contracting procedures. In the first place, it should be noted that a commitment was made to employ the Training Cost Analysis (TCA) procedures, designed to compare and track participant training contract costs on a line-by-line basis. This will serve to improve proposal competitiveness. In the predeparture preparation process, a decision to enhance English language capabilities in Honduras, rather than the U.S., will serve to reduce cost without sacrificing effectiveness. Similarly, the employment in-country of special training for heightening adeptness in basic skills will accomplish the same end, as will the use in-country of a U.S. university consortium to undertake academic and technical upgrading for long-term participants. In addition, the provision for residence with families as part of the "Experience America" component of the project, while not directly intended as a cost-containment measure, will reduce costs while enhancing the probabilities of attaining an important program objective. That is, by increasing U.S.-Honduran friendship, the practice will encourage and strengthen exposure to the free enterprise system and democratic pluralism.

D. Technical

The Mission has determined on the basis of the reviews of the SIF and the administrative, economic and technical analysis, as well as the project paper as a whole, that the project can be implemented in the form proposed. The Mission has also determined that the means selected and the methods proposed are technically the most suitable and cost-effective for the program in Honduras.

The Mission, in this PP, addresses in detail the concerns expressed in previous evaluations and the guidance provided in the LAC/CA Regional CLASP II Model PP and cables from AID/W. These are listed and described in the technical analysis which is attached to this PP as an annex.

The Mission, while addressing all the issues and concerns in the technical analysis, devoted particular attention to the following:

(1) Procedures for selecting participants and planning their training programs- The Project Paper includes a separate recruitment and selection process that is appropriate to the targeted groups and is broadly based while at the same time sharply focused. Training plans will be prepared in a

collaborative manner, the benefits of which are recognized in the Model PP and reinforced by our own experiences in implementing CLASP I and other participant training programs. Group training will be examined carefully to assure the true homogeneity of groups for meeting individual training needs.

In addition, the use of open-entry-exit competency based training providers in the U.S. will further enhance the individualization of instruction to meet the specific needs of each participant

(2) Pre-departure orientation - Again, as in the recruitment and selection process, the Mission has included an appropriate pre-departure orientation for each target group. In-country English language training and basic and technical skills enhancement will be provided when necessary. In addition, every effort will be made to inform the Peace Scholars as to what to expect from their training (part of the collaborative training plan process), what to expect from and how to cope with living in the U.S. environment and what is expected from them upon their return to Honduras.

(3) Follow-On - In planning the follow-on program the Mission was well aware of the critical importance of this element to the success of the CLASP II project. The follow-on program includes an alumni association, job banks and placement, reunions, and seminars, attendance at U.S. community functions, a newsletter, visits and additional follow-on training by Americans, and a scholar tracking system.

Because of the importance the Mission attaches to the above concerns and the others delineated in the technical analysis, the Mission has determined that additional project funded contract employees will be required to adequately implement the CLASP II program.

ANNEX A

LOGICAL FRAMEWORK

CARIBBEAN AND LATIN AMERICAN SCHOLARSHIP PROGRAM (CLASP) II
HONDURAS PEACE SCHOLARPS (HOPS) II
522-0364

Narrative Summary

Objectively Verifiable Indicators

Means of Verification

Assumptions

Program Goal

To promote broad-based economic and social development in LAC countries.

Increased per-capita income.
Increased consumption and income in poorest 50% of society.

National economic statistics
Program evaluation

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.

Program Sub-Goal

To encourage and strengthen democratic pluralism and free enterprise market economies in LAC countries.

Greater participation in economic and social progress by poorer and disadvantaged groups in society.

Project Evaluation
National statistics

Leadership and skills training for middle and lower socio-economic classes will strengthen participation of these groups in economic and political progress.

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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 participant.

Program Purpose

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

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.

Process Evaluation
Impact Evaluation
Project Reports

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.

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

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

MISSION OUTPUTS

A. Program Requirements

1. 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

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 records.

Project process evaluation

Process evaluation.

Selection procedures are instituted and followed.

Appropriate candidates can be found.

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.

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

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

6. All programs include integrated Experience America program.

7. Returned Peace Scholars needs met by customized follow-on program.

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

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

6. Experience America strategy and program articulated in the mission and integrated into customized training plans. Project records Process evaluation

Every Peace Scholar has appropriate EA programs.

7. Mission follow-on program strategy clearly articulated and implemented.

All returned Peace Scholars are included in follow-on activities.

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B. Project Outputs

- | | | |
|---|--|-----------------|
| 1. Short-term Technical training | 1. At least 400 people are trained in the identified priority fields. | Project records |
| 2. Long-term Technical training is completed consistent with the CTP. | 2. At least 20 people are trained in the identified priority fields. | Project records |
| 3. Academic Education programs are completed | 3. At least 80 people receive degrees in the identified priority fields. | Project records |

INPUTS

Scholarships	
Short-Term Technical	\$4,709,200
Long-Term Tech/Acad.	\$4,878,410
Other Costs	\$5,412,390
TOTAL	\$15,000,000

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	Yes
	TO DATE? HAS STANDARD	Yes
	ITEM CHECKLIST BEEN	
	REVIEWED FOR THIS PROJECT?	

A. GENERAL CRITERIA FOR PROJECT

- | | | |
|----|--|---|
| 1. | <u>FY 1990 Appropriations Act Sec. 523; FAA Sec. 634A.</u> 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? | Yes |
| 2. | <u>FAA Sec. 611(a) (1).</u> 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. | <u>FAA Sec. 611 (a) (2).</u> If legislative action is required within recipient country, with respect to an obligation in excess of \$500,000 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? | No legislation is required within the recipient country |

4. FAA Sec. 611(b); FY 1990 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.)
- Project is not for water or water-related land resource construction
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?
- Project is not for capital assistance
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.
- Previously, the Central American Peace Scholarship program was structured on a regional basis. However, it was determined that individual bilateral projects would be more responsive to the needs of the specific country.
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.
- Participants receiving training under the project will be recruited from: exporters, small and microenterprises; the agricultural sector including cooperatives and like organizations; labor organizations; and the health and education sectors. Training will improve skills and efficiency in all these areas.
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).
- Competitive procurement for services is open to U.S. private enterprises.
- ak

9. FAA Secs. 612(b), 636(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.
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?
11. FY 1990 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?
12. FY 1990 Appropriations Act Sec. 540. 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?
13. FAA Sec. 119(g)(4)-(6) & (10). Will the assistance (a) support training and education efforts which improve the capacity of
- Negotiations are underway to obtain host country owned local currency funds to cover international transportation costs of all participants. Participant sponsors will contribute to local currency costs for local transportation, passports and visas.
- The U.S. does not own excess Foreign Currency.
- Assistance is not for the production of commodities for export.
- No
- a) no
b) no
c) N/A
d) no

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 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)? **Not a Sahel Project**
15. FY 1990 Appropriations Act, Title II, under heading "Agency for International Development". 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? **Assistance is not to be made to a U.S. PVO**
16. FY 1990 Appropriations Act. Sec. 537. 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.? **Assistance is not being made available to a PVO**
17. FY 1990 Appropriations Act Sec. 514. If funds are being obligated under an appropriation account to which they were not appropriated, has the President consulted with and provided a written justification to the House and Senate Appropriations Committees and has such obligation been subject to regular notification procedures? **Yes**

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18. State Authorization Sec. 139 (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 AID 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).
- A copy of the agreement will be forwarded to Washington.
19. Trade Act Sec. 5164 (as interpreted by conference report), amending Metric Conversion Act of 1975 Sec. 2. Does the project use the metric system of measurement in its procurements, grants, and other business-related activities, except to the extent that such use is impractical or is likely to cause significant inefficiencies or loss of markets to United States firms? Are bulk purchases usually to be made in metric, and are components, subassemblies, and semi-fabricated materials to be specified in metric units when economically available and technically adequate?
- Yes
Yes
20. FY 1990 Appropriations Act, Title II, under heading "Women in Development". Will assistance be designed so that the percentage of women participants will be demonstrably increased?
- Yes. A minimum of 40% of the beneficiaries will be women.
21. FY 1990 Appropriations Act Sec. 592(a). If assistance is furnished to a foreign government under arrangements which result in the generation of local currencies, has A.I.D. (a) required that local currencies be deposited in a separate account established by the recipient government, (b) entered into an agreement with that government providing the amount of local currencies to be generated and the
- Project Assistance will not generate local currency. But the following answers address the management of local currency for all Hondurans programs.
- a) Yes
b) Yes
c) Yes

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terms and conditions under which the currencies so deposited may be utilized, and (c) established by agreement the responsibilities of A.I.D. and that government to monitor and account for deposits into and disbursements from the separate account?

Will such local currencies, or an equivalent amount of local currencies, be used only to carry out the purposes of the DA or ESF chapters of the FAA (depending on which chapter is the source of the assistance) or for the administrative requirements of the United States Government? Yes

Has A.I.D. taken all appropriate steps to ensure that the equivalent of local currencies disbursed from the separate account are used for the agreed purposes? Yes

If assistance is terminated to a country, will any unencumbered balances of funds remaining in a separate account be disposed of for purposes agreed to by the recipient government and the United States Government? Yes

B. FUNDING CRITERIA FOR PROJECT

1. Development Assistance Project Criteria

Subject Project will not receive Development Assistance funding

- a. FY 1990 Appropriation Act. Sec. 546. (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 (1) specifically and principally designed to increase agricultural exports by the

N/A

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 (2) in support of research that is intended primarily to benefit U.S. producers?

- b. FAA Sec. 107. Is special 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
- c. 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. N/A
- d. FAA Sec. 101(a). Does the activity give reasonable promise of contributing to the development of economic resources, or to the increase of productive capacities and self-sustaining economic growth? N/A

- e. FAA Secs. 102(b), 111, 113, 281(a). Describe extent to which activity will (1) 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; (2) 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 institutions; (3) support the self-help efforts of developing countries; (4) promote the participation of women in the national economies of developing countries and the improvement of women's status; and (5) utilize and encourage regional cooperation by developing countries. N/A
- f. FAA Secs. 103, 103A, 104, 105, 106, 120-21; FY 1990 Appropriations Act. Title II, under heading "Sub-Saharan Africa, SA. Does the project fit the criteria for the source of funds (functional account) being used? N/A

- g. FY 1990 Appropriations Act, Title II, under heading "Sub-Saharan Africa, DA". N/A
Have local currencies generated by the sale of imports or foreign exchange by the government of a country in Sub-Saharan Africa from funds appropriated under Sub-Saharan Africa, DA been deposited in a special account established by that government, and are these local currencies available only for use, in accordance with an agreement with the United States, for development activities which are consistent with the policy directions of Section 102 of the FAA and for necessary administrative requirements of the U.S. Government?
- h. 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
- i. FAA Secs. 110, 124(d). Will the recipient country provide at least 25 percent of the cost 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)? N/A

j. 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? N/A

k. 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. N/A

l. FY 1989 Appropriations Act. Sec. 535. 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? N/A

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? N/A

- Are any of the funds to be made available to any organization or program which, as determined by the President, supports or participates in the management of a program of coercive abortion or involuntary sterilization? N/A
- Will funds be made available only to voluntary family planning projects which offer, either directly or through referral to, or information about access to, a broad range of family planning methods and services? N/A
- In awarding grants for natural family planning, will any applicant be discriminated against because of such applicant's religious or conscientious commitment to offer only natural family planning? N/A
- 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? N/A
- m. FAA Sec. 601(e). Will the project utilize competitive selection procedures for the awarding of contracts, except where applicable procurement rules allow otherwise? N/A

- n. FY 1990 Appropriations Act Sec. 579. 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)? N/A
0. 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: (1) stress the importance of conserving and sustainably managing forest resources; (2) 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; (3) support training programs, educational efforts, and the establishment or strengthening of institutions to improve forest management; (4) help end destructive slash-and-burn agriculture by supporting stable and N/A

productive farming practices;
(5) help conserve forests
which have not yet been
degraded by helping to
increase production on lands
already cleared or degraded;
(6) conserve forested
watersheds and rehabilitate
those which have been
deforested; (7) support
training, research, and other
actions which lead to
sustainable and more
environmentally sound
practices for timber
harvesting, removal, and
processing; (8) support
research to expand knowledge
of tropical forests and
identify alternatives which
will prevent forest
destruction, loss, or
degradation; (9) 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 for protection and
establish and maintain
appropriate protected areas;
(10) seek to increase the
awareness of U.S. government
agencies and other donors of
the immediate and long-term
value of tropical forests;
and (11) utilize the
resources and abilities of
all relevant U.S. government
agencies?

- p. 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 (1) be based upon careful analysis of the alternatives available to achieve the best sustainable use of the land, and (2) take full account of the environmental impacts of the proposed activities on biological diversity? N/A
- q. FAA Sec. 118(c)(14). Will assistance be used for (1) 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 (2) 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
- r. FAA Sec. 118(c) (15). Will assistance be used for (1) activities which would result in the conversion of forest lands to the rearing of livestock; (2) the construction, upgrading, or maintenance of roads (including temporary haul roads for logging or other extractive industries) which pass through relatively N/A

undegraded forest lands; (3) the colonization of forest lands; or (4) the construction of dams of 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.

- s. FY 1990 Appropriations Act Sec. 534(a). If assistance relates to tropical forests, will project assist countries in developing a systematic analysis of the appropriate use of their total tropical forest resources, with the goal of developing a national program for sustainable forestry? N/A

- t. FY 1990 Appropriations Act Sec. 534(b). If assistance relates to energy, will such assistance focus on improved energy efficiency, increased use of renewable energy resources, and national energy plans (such as least-cost energy plans) which include investment in end-use efficiency and renewable energy resources? N/A

Describe and give conclusions as to how such assistance will: (1) increase the energy expertise of A.I.D. staff, (2) help to develop analyses of energy-sector actions to minimize emissions of greenhouse gases at least cost, (3) develop energy-sector plans that employ end-use analysis and other techniques to identify cost-effective actions to

minimize reliance on fossil fuels, (4) help to analyze fully environmental impacts (including impact on global warming), (5) improve efficiency in production, transmission, distribution, and use of energy, (6) assist in exploiting nonconventional renewable energy resources, including wind, solar, small-hydro, geo-thermal, and advanced biomass systems, (7) expand efforts to meet the energy needs of the rural poor, (8) encourage host countries to sponsor meetings with United States energy efficiency experts to discuss the use of least-cost planning techniques, (9) help to develop a cadre of United States experts capable of providing technical assistance to developing countries on energy issues, and (10) strengthen cooperation on energy issues with the Department of Energy, EPA, World Bank, and Development Assistance Committee of the OECD.

- u. FY 1990 Appropriations Act, Title II, under heading "Sub-Saharan Africa, DA" (as ~~interpreted by conference~~ report upon original enactment). If assistance will come from the Sub-Saharan Africa DA account, is it (1) 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; (2) being provided in accordance with the policies contained in section 102 of the FAA; (3) being provided, when

N/A

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; (4) 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; (5) 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?

- v. International Development Act Sec. 711, FAA Sec. 463. If project will finance a debt-for-nature exchange, describe how the exchange will support protection of: (1) the world's oceans and atmosphere, (2) animal and plant species, and (3) parks and reserves; or describe how the exchange will promote (4) natural resource management, (5) local conservation programs, (6) conservation training programs, (7) public commitment to conservation, (8) land and ecosystem management, and (9) regenerative approaches in farming, forestry, fishing, and watershed management. N/A
- w. FY 1990 Appropriations Act Sec. 515. If deob/reob 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

2. Development Assistance Project Criteria (Loans Only) Project is not DA funded
- a. FAA Sec. 122(b). Information and conclusion of capacity of the country to repay the loan at the reasonable rate of interest. N/A
- b. FAA Sec. 620(d). If assistance is for any productive enterprise which will compete with U.S. enterprises, is there an agreement by the recipient country to prevent export to the U.S. of more than 20 percent of the enterprise's annual production during the life of the loan, or has the requirement to enter into such an agreement been waived by the President because of a national security interest? N/A
- c. FAA Sec. 122(b). Does the activity give reasonable promise of assisting long-range plans and programs designed to develop economic resources and increase productive capacities? Yes
3. Economic Support Fund Project Criteria
- a. FAA Sec. 531(a). Will this assistance promote economic and political stability? To the maximum extent feasible, is this assistance consistent with the policy directions, purposes, and programs of Part I of the FAA? Yes
- b. FAA Sec. 531(e). Will this assistance be used for military or paramilitary purposes? No
- c. FAA Sec. 609. If commodities are to be granted so that sale proceeds will accrue to the recipient country, have Special Account (counterpart) arrangements been made? Commodities will not be granted

ANNEX C

INITIALS

APPR: FS FS

DRAFT: EW EW

OTHER: LW LW

OTHER: _____

OTHER: _____

UNCLASSIFIED

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

AID/LAC/DR:TBROWN {DRAFT}
 AID/LAC/DR:JCARNEY {DRAFT}
 AID/LAC/DP:WWHEELER {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

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 OF 185 (GL)

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.

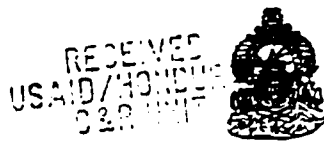
7. PROJECT FINANCING: IT WAS DECIDED THAT THE TOTAL LOP WOULD

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. YY

ANNEX D



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SECRETARIA DE HACIENDA Y CREDITO PUBLICO
REPUBLICA DE HONDURAS

Tegucigalpa, D.C. 11 de Junio de 1990

CP-534

06-128

Señor
JOHN A. SANBRAILO
Director, Agencia para el
Desarrollo Internacional
Presente.

Señor Director:

La Secretaría de Hacienda y Crédito Público, en nombre y representación del Gobierno de la República de Honduras, respetuosamente solicita que la Agencia para el Desarrollo Internacional conceda una Donación de US\$ 15.000.000.00 (QUINCE MILLONES DE DOLARES), para el financiamiento del Proyecto denominado "BECAS HONDUREÑAS PARA LA PAZ II".

Esta Donación tendrá como fin continuar el programa de equipar a una base amplia de líderes actuales y potenciales en Honduras con conocimientos técnicos, capacitación y educación académica, y proporcionarles un estimado y conocimiento del funcionamiento de una economía de la libre empresa en una sociedad democrática, el cual comenzó con el programa Becas Hondureñas para La Paz I (522-0329).

El Programa HOPSII financiará capacitación técnica a corto y largo plazo y capacitación académica a largo plazo para unos 500 hondureños de bajos recursos económicos.

Aprovecho la oportunidad para reiterarle las muestras de mi más alta y distinguida consideración.

Atentamente,



[Signature]
BENJAMIN VILLANUEVA
MINISTRO

CFC/nih.

OFFICE	MD	DMD	RLA	EIO	EIO/P	EXO/D	EXO/PEH	DP	DF	CONT	RD	HRD	HRD/E	HRD/H	HRD/P	HRD/FFP	HRD/SP	PSP	EPA	ERICR	RIG	RRDDO	CHRON	READ.R	OTIHER	C&R	DUE PA. 06/25	ACTION TAKEN	HAN	ATTACH	INITIALS

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ANNEX F

MATRIX ONE: TARGET GROUPS

MATRIX ONE: TARGET GROUPS
 AGRICULTURE SECTOR

Sphere of Influence	Public	Private
National Issues	Agr. National Programs Nat. Cooperative Programs Municipality Nat. Org.	Lawyers Association Agriculturist Coll. Economist College Peasant Organizations Farmers Organizations University Professors Private Dev. Org. FXP FHIA
Departmental Issues	Agr. Sch. Off. (UNAH, ENA) Frstry. Off. (ESNACIFOR) Governors Departmental Officials	Agr. Sch. Per. (EAP) Farmers Organizations Peasant Organizations Regional Ethnic Org.
Municipal & Regional	Mayors Municipal Officials Extension Agents Promoters Agr. Teachers	Priv. Dev. Promoters Agr. Teachers
Community		Community Org. Community Boards Develop. Volunteers Youth Assoc. (4-H Club) Women's Groups Farmers Cooperatives Peasant Cooperatives

MATRIX ONE: TARGET GROUPS
INDUSTRY SECTOR

Sphere of Influence	Public	Private
National Issues	Nat. Small Business Prog. Municipality Nat. Org. Small Buss. Promotion Org. UNAH	ANDI, ANMPI, ANAH FIDE COHEP Small & Micro Bus. Ass. Financing Ass. Private Dev. Org. Labor Unions Export Ass. FXP
Departmental Issues	Governors Departmental Officials	Small & Micro Bus. Ass. Private Dev. Org.
Municipal & Regional	Mayors Municipal Officials Promoters	Small & Micro Bus. Ass. Dev. Promoters Regional Labor Unions
Community		Cooperatives Producers for export Small & Micro Bus. Groups Mid. Manag., Supervisor, Trainers

MATRIX ONE: TARGET GROUPS
EDUCATION SECTOR

Sphere of Influence	Public	Private
National Issues	Education Nat. Programs UNAH Municipality Nat. Org.	Private Nat. Programs Teachers Organization Private Universities
Departmental Issues	Schools for Teachers Vocational Schools Secondary Schools Primary Schools Pre-school Kindergarden Music Schools Art Schools Literacy Programs Governors Departmental Officials	Private Dev. Org. Private Literacy Prog. Private Universities Vocational Schools Secondary Schools Primary Schools Pre-school Kindergarden Music Schools Art Schools
Municipal & Regional	Voc. Sch. (Cultura Pop., INFOP, Schools) Secondary Schools Primary Schools Pre-school, Kinder. Mayors Municipal Officials	Vocational Schools Secondary Schools Primary Schools Pre-school Kindergarden
Community	Secondary Schools Primary Schools Pre-school Kindergarden Vocational Schools	Rural Teachers Parents Organizations Students Organizations Community Organizations Secondary Schools Primary Schools Pre-school Kindergarden Volunteer Rural Teachers Volunteer Radio Monitors Vocational Schools Women's Groups

MATRIX ONE: TARGET GROUPS
HEALTH CARE SECTOR

Sphere of Influence	Public	Private
National Issues	Health Nat. Programs Nat. Family Plan. Prog. Municipality Nat. Org. National Hospitals (HN) UNAH	Private Hospitals Labor Unions Medical Association Nurses Association Auxiliary Nurses Assoc. Specific Health Assoc. Private Dev. Org.
Departmental Issues	Health Officials Area Hospital (CHE) Regional Hospital (HR) Departmental Officials	Private Hospitals Private Dev. Org.
Municipal & Regional	Centro Salud con Médico Mayors Municipal Officials	Private Clinics Private Dev. Promoters
Community	Centro Salud Rural (CESAR) Health Guardians Health Promoters Midwives	Health Volunteers Community Organizations Water Use Boards Women's Organization

ANNEX F

MATRIX TWO: TRAINING PLAN

MATRIX TWO: TRAINING PLAN
AGRICULTURE SECTOR

Category	Agriculturist Career (eg. Agr. Econ., Agr.)	Producers (Farmers)
Nature of Influence	Policy decision-makers influencing economic structural changes to improve agriculture.	Status and respect in the community. Economy and technological standards in community.
Income Level	Medium	Low
Impact Level	Indirect immediate effect to the sector.	Direct effect to the community producers.
Special Concerns	Limited technical, legal, administrative skills. Have to make adequate decisions about policy affecting agriculture.	Limited management, technical, and marketing skills in areas of animal husbandry, agribusiness, orchards, hort., diversi., shrimp
Selection Criteria	Individuals in leadership positions within Government, producer organizations, Professional Associations.	Owners of farms and agri-businesses that actively participate in community affairs.
Skills to Acquire	Leadership and technical education on agricultural economic policy, law, agriculture related fields.	Technical, management skills to operate the farm.
Nature and Duration of Training	Short-term training in Harvard, North Carolina, Stanford; 3 mth.	Short-term training; 6 weeks.
Experience America Considerations	Visit policy-making Fed. and State agencies (USDA; St. Dept. Agr.)	Visit farm and agribusiness; eg. local ag. coops.; dairy assoc.
Follow-Up Considerations	Alumni Association; National, Regional, Local Meetings.	Alumni Association; National, Regional, Local Meetings; visits individuals; bulletin.

MATRIX TWO: TRAINING PLAN
AGRICULTURE SECTOR

Category	Peasant Leaders	Municipal Officials
Nature of Influence	Policy decision-makers influencing organizational changes, production, marketing.	Leadership position in Government programs; status in community.
Income Level	Low	Low
Impact Level	Indirect immediate effect to organization.	Direct effect on community projects.
Special Concerns	Limited technical, legal, administrative skills. Make adequate decisions about policy affecting agriculture organization.	Limited management/administrative, organization, promotion, coor., suprv., control, skills in areas of rural development.
Selection Criteria	Individuals in leadership positions within peasant organizations.	Leadership positions in Municipality activities; actively promoting rural development projects.
Skills to Acquire	Leadership and technical education on organization policy, management, production.	Technical, management/administrative skills to implement rural projects; accounting and collect funds.
Nature and Duration of Training	Short-term training; 6 weeks.	Short-term training; 6 weeks or more.
Experience America Considerations	Visit loc. Soil Conser. Districts (SDC's); Ag. County Comm.; Farm Bureau (or State), etc	Visit community development projects; government offices. Loc. Extension of.; 4-H Club
Follow-Up Considerations	National, Regional, Local Meetings; visit peasant association; Bulletin.	National, Regional, Local Meetings; visits to individuals.

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MATRIX TWO: TRAINING PLAN
AGRICULTURE SECTOR

Category	Extension Agents	Development Promoters
Nature of Influence	Technical, credit and management advisor to producers (farmers, peasants).	Project promoter and director; status in community.
Income Level	Low	Low
Impact Level	Immediate effect to the producers.	Direct effect to the community participant.
Special Concerns	Limited technical, legal, administrative skills. Have to advise on production and marketing; credit supervision.	Limited management/administrative, technical, planning, programming, promoting, organization skills.
Selection Criteria	Individual's position within Government; status in community.	Have promotion activities to develop community projects.
Skills to Acquire	Leadership, technical, administrative, credit supervision.	Technical, management/administrative, project planning/control, promotion, organization, training skills.
Nature and Duration of Training	Short-term training; 6 wks. to 9 months. Long-term training; 2 years.	Short-term training; 6 wks. to 9 months. Long-term training; 2 years.
Experience America Considerations	Visit state & local extension offices; State Dept. Agr.; Soil Conservation District; County Committees.	Visit state & local extension offices; State Dept. Agr.; Soil Conservation District; County Committees.
Follow-Up Considerations	Alumni Association; National, Regional, Meetings; Bulletin.	Alumni Association; National, Regional, Meetings; visits to individuals; Bulletin.

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MATRIX TWO: TRAINING PLAN
 AGRICULTURE SECTOR

Category	Women's Org. Leaders	Youth Assoc. Leaders
Nature of Influence	Status in community. Member of group development project.	Status in community. Member of group development project.
Income Level	Low	Low
Impact Level	Direct effect to women groups with projects.	Direct effect to community activities.
Special Concerns	Limited technical, administrative, organizational skills. Have to plan and execute income generating and social projects.	Limiting technical skills; leadership and group dynamics. Can act as promoter or helper in communities.
Selection Criteria	Participants in projects and community organizations.	Participation in agriculture and/or school projects.
Skills to Acquire	Leadership, technical, management, production, promotion, and organizational skills.	Technical skill, group dynamics, leadership characteristics; promotion, project development/ control skill.
Nature and Duration of Training	Short-term training 6 weeks.	Short-term training; 6 weeks or more. Long-term training; 2 years.
Experience America Considerations	Visit State & Local women's organizations, both pub. and priv.; community projects; State & Local Ext. Of.	Visit community homes; schools, Local FFA Chapter; Local 4-H groups & school fairs; community projects.
Follow-Up Considerations	Alumni Association; National, Regional, Local Meetings; Bulletin.	Alumni Association; National, Regional, Local Meetings; Bulletin.

MATRIX TWO: TRAINING PLAN
AGRICULTURE SECTOR

Category	Cooperative Members	Community Org. Leaders
Nature of Influence	Member of production group. Participate in community projects.	Status in community; participate in community activities.
Income Level	Low	Low
Impact Level	Direct effect to the group and community.	Direct effect to the community members.
Special Concerns	Limited technical, management, organization skills in areas of agriculture and forest production projects.	Limited project development and organizational skills.
Selection Criteria	Member of production group. Participation in community projects.	Actively participating in community projects.
Skills to Acquire	Technical skills on agriculture and forest production; management, organization skills.	Project planning, programming, execution, and supervision; group dynamics and organization skills.
Nature and Duration of Training	Short-term training; 6 weeks or more.	Short-term training; 6 weeks or more.
Experience America Considerations	Visit agriculture and forest farms; visit production cooperative.	Visit projects in communities.
Follow-Up Considerations	National, Regional, Local Meetings; visits to individuals; Bulletins.	National, Regional, Local Meetings; visits to individuals; Bulletins.

MATRIX TWO: TRAINING PLAN
INDUSTRY SECTOR

Category	Private Dev. Promoters	Micro and Small Business Owners
Nature of Influence	Project promoter and director; trainer of promoters.	Leader in business; participation in community activities.
Income Level	Medium/Low	Medium/Low
Impact Level	Direct to community voluntary promoters.	Direct to owners micro & small business.
Special Concerns	Limited organization, training skills; lack technical, marketing, and management skills; project development and control.	Limited technical, management, accounting skills; limited design creativity and expansion capability.
Selection Criteria	Status in community and with peers. Promoter and director of projects. Work with community volunteers.	Respected entrepreneur in community. Participate in community projects.
Skills to Acquire	Improve training skills; acquire technical, marketing and management knowledge; project develop skill.	Technical, management, accounting, design, and creativity.
Nature and Duration of Training	Short-term training; 6 wks. or more. Long term training; 2 yrs.	Short-term training; 6 wks. or more.
Experience America Considerations	Visit small businesses Association of small business and project.	Visit small expanding businesses; Association members.
Follow-Up Considerations	National, Regional, and Local Meetings. Bulletin. Training courses.	Small business Association. National, Regional, Local Meetings. Bulletin.

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MATRIX TWO: TRAINING PLAN
INDUSTRY SECTOR

Category	Supervisor in Business and Export Industry	Technical Trainer
Nature of Influence	Supervisor in business and export industry; control qual. product.	Participation in busi- ness and export ind.; Human resource dept.
Income Level	Medium/Low	Medium/Low
Impact Level	Direct to business. Indirect to sector.	Direct to trainee. Indirect to sector.
Special Concerns	Limited technical and supervisory skills. Limited creativity.	Limited technical and teaching skills. Li- mited creativity for new designs.
Selection Criteria	Supervisor in micro or small or export buss. Status with peers.	Training responsibi- lity in a business. Status with peers. Some creative ability.
Skills to Acquire	Improve supervisory and control skills; and training skills; develop creative abilities.	Improve technical and training skills. Develop creativity abilities.
Nature and Duration of Training	Short-term training; 6 wks. or more. Long term training; 2 yrs.	Short-term training; 6 wks. or more. Long term training; 2 yrs.
Experience America Considerations	Visit small businesses Visit technical school	Visit small businesses Visit technical school
Follow-Up Considerations	National, Regional, and Local Meetings. Bulletin. Training courses.	National, Regional, and Local Meetings. Bulletin. Training courses.

MATRIX TWO: TRAINING PLAN
INDUSTRY SECTOR

Category	Union Leaders	Exporters & Managers of Export Businesses
Nature of Influence	Policy decision-makers influencing industry.	Owner or manager of export bussiness.
Income Level	Middle/Low	Medium
Impact Level	Indirect immediate effect on the sector.	Direct to owners and managers of exp. buss.
Special Concerns	Limited democratic organizational skill; limited knowledge of negotiating skills.	Limited technical, management, accounting skills; limited design creativity and expansion capability.
Selection Criteria	Member of industry union; leadership position; participate in providing solution to industry problems.	Respected entrepreneur in community. Participate in community projects.
Skills to Acquire	Democratic organizational skills. Information to improve industry/labor relation.	Technical, management, accounting, designs, and creativity.
Nature and Duration of Training	Short-term training; 4 to 6 weeks.	Short-term training; 6 wks. or more.
Experience America Considerations	Visit democratic free unions; participate in lobbying group.	Visit small expanding businesses; Association members.
Follow-Up Considerations	National and Regional Meetings; Bulletin.	Small business Association. National, Regional, Local Meetings. Bulletin.

MATRIX TWO: TRAINING PLAN
EDUCATION SECTOR

Category	Nat. Prog. Officials	Teacher Org. Leaders
Nature of Influence	Activities, projects, and policy decisions that improve education programs.	Influence on policies projects and activities that affect education programs.
Income Level	Medium	Medium/Low
Impact Level	Indirect immediate effect to the sector.	Indirect immediate effect to the sector.
Special Concerns	Limited technical, legal, administrative and supervisory activities with community participation.	Limited administrative and organizational skills.
Selection Criteria	Supervisors and auxiliary supervisors; officers within the Government structure in Education.	Actively participating in a teacher organization.
Skills to Acquire	Technical, administrative, supervisory and community participation methods.	Technical, administrative, and organizational skills.
Nature and Duration of Training	Short-term training; 6 weeks or more.	Short-term training; 6 weeks or more.
Experience America Considerations	Visit policy-making agencies; schools and school boards.	Visit policy-making agencies; school board and organizations.
Follow-Up Considerations	National, Regional, Local Meetings; Bulletin.	National, Regional, Local Meetings; Bulletin.

MATRIX TWO: TRAINING PLAN
EDUCATION SECTOR

Category	Rural Teachers	Vocational Teachers
Nature of Influence	Promotion of community projects; attitude of students to school and community.	Leadership position in technical schools; influence skills and attitudes of students.
Income Level	Low	Medium/Low
Impact Level	Direct effect to the community, students.	Student direct effect; indirect to community.
Special Concerns	Limited productive and educational project development skills; low quality education.	Limited technical skills; low quality of training.
Selection Criteria	Status in community; participation in projects for school and for community.	Status in vocational school.
Skills to Acquire	Technical, administrative, and community participation methods; teaching techniques.	Improve technical skills; acquire better teaching methods.
Nature and Duration of Training	Short-term training; 6 weeks to 9 months. Long-term; 2 years.	Short-term training; 6 weeks to 9 months. Long-term; 2 years.
Experience America Considerations	Visit experimental school in rural area and school fairs.	Visit technical school and small business of interest.
Follow-Up Considerations	National, Regional, Local Meetings; method courses; Bulletin.	National, Regional, Local Meetings; skill training; Bulletin.

MATRIX TWO: TRAINING PLAN
EDUCATION SECTOR

Category	Parent Assoc. Leaders	Technical Students
Nature of Influence	Control over student participation; communication with Government officials.	Status in school; active participation in community and school projects.
Income Level	Medium/Low	Low
Impact Level	Direct effect to the quality of education.	Direct effect to the community.
Special Concerns	Lack belief on their responsibility about teacher and education received by students. Authoritarian education system.	Limited technical skills; lack management; leadership characteristics.
Selection Criteria	Active member of Parent Association; status in community.	Actively participating in school and community project; status in school.
Skills to Acquire	Technical knowledge to have opinion about education and teacher quality; community participation.	Technical training; teaching methods; management skills; leadership abilities.
Nature and Duration of Training	Short-term training; 6 weeks or more.	Short-term training; 6 weeks to 9 months. Long-term; 2 years.
Experience America Considerations	Visit schools, Parent Association, community groups.	Visit technical school; small business; community projects.
Follow-Up Considerations	Alumni Association; National, Regional, Local Meetings; Bulletin.	Alumni Association; National, Regional, Local Meetings; visit individual; Bulletin.

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MATRIX TWO: TRAINING PLAN
EDUCATION SECTOR

Category	Voluntary Teachers (CEPER)	Univ. Student Leaders (Public)
Nature of Influence	Parent and teacher in nursery. Influence attitudes of children towards education.	Involve in political activities and community projects. Influence UNAH policy.
Income Level	Low	Medium/Low
Impact Level	Direct impact on children beginning school.	Direct impact other students; UNAH policy.
Special Concerns	Limited technical skills; use of audio-visual, local material to stimulate and create positive attitudes and skills.	Limited skills to develop community projects; responsibility of UNAH policy making; limited negotiating skills.
Selection Criteria	Parent that voluntary teaches at community nursery.	Highly motivated student in classes and participate in project and community groups.
Skills to Acquire	Education techniques; use of materials to stimulate child-interest; skills to develop school curriculum.	Leadership characteristics; group dynamics participate and development of community project; negotiate sk.
Nature and Duration of Training	Short-term training; 6 weeks or more.	Short-term training; 6 weeks. Long-term training; 2 years.
Experience America Considerations	Visit nurseries and experimental schools; community projects.	Visit youth organizations, community project; Homestay.
Follow-Up Considerations	Alumni Association; National and Regional Meetings; individual visits; Bulletin.	Alumni Association; National, Regional, and Local Meetings.

MATRIX TWO: TRAINING PLAN
HEALTH CARE SECTOR

Category	Min. Health Officials (CESAMO, CESAR, etc.)	Union Leaders
Nature of Influence	Attendance at health-care centers (national regional and local).	Policy decision-makers influencing health care activities.
Income Level	Medium/Low	Medium
Impact Level	Indirect on sector. Direct on center user.	Indirect immediate effect on the sector.
Special Concerns	Lack skill to work with inventories, paper work, report and evaluate system; administrative/ management skills.	Limited democratic organizational skill; limited knowledge of a health-care system; lim. negotiating skill
Selection Criteria	Manage health-care center. Have status within community, center users, and peers.	Member of a health union; leadership position; comm. involve; participate in providing health solutions.
Skills to Acquire	Administrative/ management skills. Work with information, inventory, and paper work systems.	Democratic organizational skills. Information of improvements to health system.
Nature and Duration of Training	Short-term training; 6 weeks or more.	Short-term training; 4 to 6 weeks.
Experience America Considerations	Visit rural health-care center; health volunteer; paramedical rural hospitals.	Visit health centers; organizations; projects; democratic org.
Follow-Up Considerations	Alumni Association; National and Regional Meetings; Individual visit; Bulletin.	National and Regional Meetings; Bulletin.

MATRIX TWO: TRAINING PLAN
HEALTH CARE SECTOR

Category	Health Guardians and Health Volunteers	Health Promoters
Nature of Influence	Participate in community health projects. Advice on health and dispense medicine.	Promote and direct health projects in community. Status in community.
Income Level	Low	Low
Impact Level	Direct effect on community members.	Direct effect on community.
Special Concerns	Distribute medicines but lack knowledge of medicines and sickness.	Limited skill to work with community member. Lack training skills and project control.
Selection Criteria	Active health guardian or volunteer. Status in community. Advise on medicines.	Participate and direct community health projects. Promotion to develop projects.
Skills to Acquire	Knowledge about common diseases and sickness; learn about preventive & curative measures to sickness & disease.	Project planning, promotion, supervise, control; organization and training skills.
Nature and Duration of Training	Short-term training; 6 weeks or more.	Short-term training; 6 wks to 9 mth. Long term; 9 mth to 2 yrs.
Experience America Considerations	Visit rural paramedical groups; Meet health volunteers.	Visit rural hospitals; Meet volunteer; health community project.
Follow-Up Considerations	Alumni Association; National and Regional Meetings; Bulletin.	Alumni Association; National and Regional Meetings; Bulletin.

MATRIX TWO: TRAINING PLAN
HEALTH CARE SECTOR

Category	Midwives	Auxiliary Nurses
Nature of Influence	Care of pregnant women Advice about medicines and family planning.	Manage health care centers. Advise users of medicines, treat- ments to control sick.
Income Level	Low	Low
Impact Level	Direct on women and children.	Direct on health care users.
Special Concerns	Limited knowledge health prevention need of women and children. Lack adequate use of instruments for pregnant women.	Limited technical skills and knowledge; lack administrative/ management skills; lack organization and training skills.
Selection Criteria	Practicing midwife in community.	Auxiliary nurse in center. Status in community and health care center.
Skills to Acquire	Family planning, women disease; care of preg- nant women and newborn Use of specific ins- truments.	Technical, administra- tive/management; org- anization, community participation skills, and training.
Nature and Duration of Training	Short-term training; 6 weeks to 9 months.	Short-term training; 6 weeks to 9 months.
Experience America Considerations	Visit women clinics; talk to midwife's in rural areas.	Visit hospitals; vol- unteer association; community projects.
Follow-Up Considerations	Alumni Association; National and Regional Meetings; Training Seminars; Bulletin.	Alumni Association; National and Regional Meetings; Training Seminars; Bulletin.

MATRIX TWO: TRAINING PLAN
HEALTH CARE SECTOR

Community Leaders	
Category	
Nature of Influence	Participate in project and community health activities.
Income Level	Low
Impact Level	Direct to the members of the community.
Special Concerns	Limited organization, management, accounting, project development and control skills.
Selection Criteria	Active promotion and participation on community health projects. Status in community.
Skills to Acquire	Organization, management and accounting, project development and control skills.
Nature and Duration of Training	Short-term training; 6 weeks or more.
Experience America Considerations	Visit community projects; visit health leaders and volunteer.
Follow-Up Considerations	Alumni Association; National, Regional, Local Meetings; Visit individuals; Bulletin.

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ANNEX G

Technical Analysis

The CLASP II program by its very nature is complex and therefore difficult to implement. This Project Paper, however, describes a project that can be implemented in the form proposed and in which the means selected and the methods proposed are technically the most suitable and cost effective for the program in Honduras.

The budget, staffing and contracting methods proposed are adequate to train the scholars in the numbers and areas of training as proposed in the PP. Additionally, the PP benefits from the lessons learned from the CLASP I program. These are the importance of (1) clear and concise objectives, (2) a participatory rather than a merely observational Experience America component, and (3) an explicitly planned, programmed and budgeted follow-on component.

In addition to the concerns mentioned above, the PP addresses in detail the findings of previous evaluations and the guidance provided in the LAC/CA Regional CLASP II project, the model PP and cables from AID/W. These are:

- The leadership criteria has been elevated from one of several factors to the primary consideration for recruitment and selection.
- The importance of a detailed training plan mutually agreed upon by the scholar, employer or sponsoring institution and the USAID.
- The importance of sufficient lead-time to assure high quality programs.
- A broad based recruitment and selection process with clearly stated criteria for both but with selection remaining in the hands of the Mission CLASP Project.
- The importance of homogeneity of groups of scholars sent to the U.S. for training.
- The continued importance of cost containment while assuring that program quality is not sacrificed for cost savings.
- The requirement that Missions assure that CLASP II is not substituted for other Mission project training.
- The importance of language competency for the success of the program.

Project analyses are required features of the project development process. To the extent that CLASP II has been "pre-planned" most notably in the Program Description and Model Project Paper, this technical analysis will differ somewhat from that of a technical analysis for a traditional participant training project. To the extent, however, that the Mission has been given alternatives and options it will resemble the usual technical analysis for a more usual participant training project. This technical analysis will also describe how this project paper addresses the concerns expressed in the model

project paper, in numerous evaluations and in AID/W guidance cables.

The first question to be answered in a technical analysis is: Can the project be implemented in the form proposed? This depends primarily upon sufficient budget, adequate staff and a pool of qualified candidates large enough to assure that high quality scholars can be selected in the numbers proposed.

In the preparation of the project financial plan, training cost analysis instructions were followed rigorously using AID/W cost estimates and Mission experience with CLASP I. Support staff funding, inflation and IRS rulings were considered in arriving at total figures. While tight, the budget is sufficient to accomplish the task.

As presently configured Mission staffing is not adequate to implement the project as designed. With its emphasis on contact with Americans, pre-departure orientation and post-training follow-on activities, CLASP II is labor intensive. This project paper proposes from additional contract employees to assist in these tasks. These employees will most probably be from former Peace Corps volunteers, resident Americans or dependents of American staff.

A sufficient pool of qualified candidates is recognized as a problem. Although one of the embarrassments of the CLASP I and other similar programs was the thousands of candidates competing for a relatively small number of scholarships, a lack of English language competency was a major deficiency. Even among the relatively affluent such competency is rare; among the socio-economic groups targeted by CLASP II it is almost non-existent. This project design, however, provides sufficient in-country English language training both to overcome this problem and as a cost containment measure.

Responding to lessons learned from the CLASP I program, the importance of clear and concise objectives is addressed in this project design by careful adherence to the goals and purpose of the project as set-forth in the model project paper, by relying on the well prepared and detailed SIF in determining objectives specific to Honduras, and in a collaborative process for determining training objectives for each scholar.

Each training plan will have an Experience America component specific to the needs of each individual scholar. The contractor responsible for this element will be carefully briefed and monitored to assure that the EA component is largely participatory rather than observational, meaningful rather than superficial.

As in the model PP, this project paper recognizes the critical importance of the follow-on program of the CLASP II project to its success. As stated elsewhere, the follow-on program will consist of an alumni association, job banks, reunions, attendance at U.S. community functions, a newsletter, frequent visits to returned scholars by Americans and a scholar tracking system. When required the Mission will assist returned scholars in transferring U.S. academic credits. Two contract employees will be hired with project funds to assist in these tasks.

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The additional concerns mentioned in previous evaluations and the model PP are covered thoroughly in this PP. Leadership and leadership potential is clearly defined. A clearly documented history of leadership activities notably above his/her peer group is the first criterion listed in the requirements for one to be placed in the recruitment pool. Members of the selection committee will be briefed thoroughly on the importance of this element and efforts will be made to the extent possible, to measure objectively the "leadership" and "potential" leadership of each candidate. In addition, leadership enhancement and training will begin with the pre-departure preparation of each scholar and will be continued in his/her U.S. training program and through follow-on activities.

Training plans will be prepared in a collaborative manner with the scholar and other individuals as called for in the model PP. This will include (if appropriate) supervisors, private sector organizations, employers or sponsors, community representatives and others with a direct interest in the eventual use of the training. Because these individuals are in the best position to determine the types of skills needed and how they will be used after return to Honduras, many problems can be avoided at this stage, when it is least difficult and costly to make changes. This broad participation of interested parties in the planning stage will help assure that A.I.D., the participant and the employer or sponsor have similar expectations of what the training program is intended to achieve.

An adequate development of a training request is a key step in assuring a high quality training program. The training program will include all relevant data about the participant which will be needed by the training institution and trainers to orient the program to the scholars needs and expectations. The training request will also include full information about Experience America and follow-on activities. The Mission believes that the measures listed above are adequate to assure the professional or training needs of the individual (or group) and to place that individual or group in an appropriate training program.

The importance of sufficient lead-time in obtaining the best possible training program is understood. The minimum lead time for each category of training was used in preparing the training budget and will be adhered to in the implementation of this project.

Benefitting from lessons learned from CLASP I and the CASP the recruitment and selection process will be broad based in the involvement of individuals and institutions while at the same time being sharply focussed as to target groups. The aim will be to obtain three highly qualified candidates for each planned scholarship. Those involved in the recruitment process will be informed of the number of scholarships available for the category of training for which they are recruiting as will the applicants themselves.

Group training will continue under CLASP II as an effective cost containment measure. The illusory nature of such cost containment when groups are superficially homogeneous but in which group members differ in skills, education, experience, position and English competency is well recognized.

Group composition will be scrutinized to assure true homogeneity.

Cost containment was a major consideration in the planning of this project and will continue to be a major consideration in its implementation. Some of the cost containment measures included in this PP are in-country English language training, in-country basic skills training, the use of training cost analysis and the placement of scholars in lower cost training institutions where quality of training will not be affected. Perhaps the most effective cost containment measures, however, will prove to be measures which add to the total cost of the project. These include a very carefully thought-out recruitment and selection process for each category of training and a greatly enhanced follow-on program. While requiring additional funds, the Mission believe that these measures will reduce the unit cost of those who complete their training programs successfully and apply their newly acquired skills and attitudes effectively upon their return to Honduras.

The SIF identifies agriculture, micro-and small business and exports, education and health care as areas in which Peace Scholars should be trained. This project reflects these recommendations. Although these are areas in which A.I.D. has had technical assistance projects around the world for decades and are areas in which USAID/Honduras presently has a number of projects, CLASP II will in no way be a substitute for the participant training element of ongoing or future technical assistance projects.

This is true for a number of reasons: First, the Missions' on-going projects are well-planned and provide adequate participant training to achieve project objectives. Future projects will be designed accordingly. Secondly, CLASP II recruitment and selection criteria and processes would largely preclude such an occurrence and thirdly, Mission management will not permit it.

The importance of English language competency to the success of the CLASP II program is well recognized. Although it is possible to receive training in Spanish in the United States in a wide variety of skills and disciplines it is impossible to truly "Experience America", or any other country, without competency in that country's language. Accordingly, sufficient funds are budgeted in this project for the scholars to achieve such competency.

In summary this CLASP II project paper for Honduras presents a carefully planned and balanced project designed to have a long-term impact on two factors which are critical to the lasting improvement of economic and social conditions in Honduras. These are: (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.

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