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**EVALUATION OF AID-FUNDED TRAINING PROGRAMS
MANAGED BY PARTNERS OF THE AMERICAS
FINAL REPORT**

**Indefinite Quantity Contract
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Work Order #11**

**Submitted to:
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AID/LAC/DR/EST**

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Table of Contents

	<u>Page</u>
EXECUTIVE SUMMARY	i
CHAPTER I - INTRODUCTION	1
CHAPTER II - BACKGROUND OF THE PARTNERS	5
CHAPTER III - DESCRIPTION OF THE TRAINING STRUCTURE AND PROCESS	7
A. Structure	7
B. Process	12
CHAPTER IV - ANALYSIS OF THE TRAINING PROCESS	16
A. Congruence with AID priorities	16
B. Provision of skills	22
C. Utilization of skills	25
D. Political and social exposure	26
E. Cost reduction	29
F. Recruitment/selection	35
G. Orientation/language training	37
H. Multiplier effect	39
I. Follow-up	39
J. Management of participant training activities	40
K. Guatemala/Alabama Grant 329	41
CHAPTER V - CONCLUSIONS AND RECOMMENDATIONS	43

List of Exhibits

Exhibit 1 - Model Committee Structure	9
Exhibit 2 - Program Committee's Functioning in Six Partnerships	10
Exhibit 3 - Communication/Paperwork Flow	14
Exhibit 4 - Training Cycle	15
Exhibit 5 - Number of Trainees by Program Area	18
Exhibit 6 - Number of Trainees by Partnership and Program Area	19
Exhibit 7 - Training Statistics	31
Exhibit 8 - Combined Training Cost Analysis Worksheet	32
Exhibit 9 - Management Cost Analysis Worksheet	33

List of Appendices

- A - Resources Available to Partnerships
- B - Partners Training Grants with AID
- C - Guides for Gathering Information (8)
- D - Site Visit Itineraries and Persons Contacted
- E - Project Development Model
- F - Travel Grants for 1986
- G - Training by Program Area and Sex
- H - Partnership Recipients of Training Funds
- I - Length of Training -- Short-term vs. Long-term
- J - Summary of Partnerships Selected for Evaluation
- K - Training Cost Analysis Worksheet (Grant 305)
- L - Training Cost Analysis Worksheet (Grant 307)
- M - Training Participants and Costs (estimated and actual)
by Length of Training

EXECUTIVE SUMMARY

The purpose of this evaluation was to provide an assessment of the overall effectiveness and efficiency of the Partners of the Americas training program. The evaluation reached 32 conclusions from which 29 recommendations for program improvement were developed for A.I.D. and Partners of the Americas consideration.

Since 1983 the combined AID funding for the three evaluated activities: Training Initiative and Caribbean Basin Initiative, Central America Training for Democracy, and Guatemala Participant training, was \$3.043 million. The three projects provided cumulative long-term academic and short-term technical training for 844 participants.

The study, carried out in three phases, focused on the following ten evaluative areas:

- Congruence with AID priorities
- Provision of skills
- Utilization of skills
- Political and social exposure
- Cost reduction
- Recruitment/selection
- Orientation/language training
- Multiplier effect
- Follow up
- Management of participant training activities

Information for the evaluation was collected over a two-month period from mid-May to mid-July, 1987. In addition to meetings, interviews, and reviews of materials at AID and the National Association of the Partners of the Americas (NAPA) in Washington, D.C., field visits were conducted in five U.S. states and four Latin American and Caribbean countries, as follows (sites in parenthesis were not visited):

- Costa Rica/Oregon
- Dominica/Duchess County, New York
- Guatemala/Alabama
- (Panama)/Delaware
- Southwest Colombia/(South Carolina)
- (Uruguay)/Minnesota

The principal evaluation instrument was a series of eight guides for gathering information developed by the Contractor in conjunction with Partners. Over 150 individuals were contacted and/or interviewed in the United States, Latin America, and the Eastern Caribbean.

Partners of the Americas is a private, voluntary organization dedicated to promoting economic and social development throughout the Western Hemisphere. The organization pairs U.S. states with sections of Latin America and the Caribbean. Currently there are 58 partnerships linking 44 U.S. states with 30 Latin and Caribbean nations. Each partnership consists of parallel committees in the northern half (U.S. state) and southern half (Latin American or Caribbean country).

The structure and process for training varies greatly from partnership to partnership. The manner in which partnerships organize themselves to

deal with training is a partnership decision. Partners operates through a U.S. central office, regional offices, and partnerships. The evaluators identified twelve steps in Partners' training processes as follows:

- Ideas for a project
- Planning a project
- Developing a project
- Identifying training needs
- Approving the project and training component
- Recruiting trainees
- Selecting trainees
- Developing the training program
- Processing trainees
- Actual training
- Return of trainees to work in the identified Partners project
- Evaluation and follow-up

The evaluation addressed the critical questions and issues prescribed by the scope of work, plus others identified during the course of the evaluation. The report responded to questions and issues of importance to AID and Partners which may have bearing on improved management, increased cost effectiveness, better training, and improved utilization of training.

A summary of the 32 conclusions and 29 recommendations for the ten areas evaluated follows:

1. CONGRUENCE WITH AID PRIORITIES

Most Partners' training programs' areas of study were in AID general priority areas, i.e., agriculture, education, business, health, etc. However, according to AID Missions, a significant number (35%) of the actual training programs observed were in AID non- or low-priority subareas such as bilingual secretarial training, pre-nursing, law, music, special education, English as a second language, etc. Furthermore, we found minimal consultation and cooperation between southern partners and Missions in determining training and program mix.

Recommendations:

- o AID and NAPA work cooperatively to develop a means of insuring that current and any future training programs are in USAID Mission priority areas.
- o AID and NAPA develop a strategy to increase partnership consultation and cooperation with USAIDs. For example, NAPA could sponsor joint regional workshops for this purpose.

2. PROVISION OF SKILLS

In general, the quality of training provided was good and usually the participants were trained in the skills intended. We found, with a few exceptions, that both participants and employers were satisfied. The specific mix of skills acquired varied depending on the interests and capabilities of each partnership. NAPA and partnerships did not have a system in place to monitor quality of training.

Recommendations:

- o NAPA develop guidance for regional offices and partnerships (northern and southern) to monitor training quality.
- o NAPA suggest to partnerships that they review all future training programs in terms of level of difficulty and number of skills to be learned.
- o AID and NAPA review this area to ascertain if changes are needed in the specific mix of skills to be acquired. Involvement of Missions in this study is essential.

3. UTILIZATION OF SKILLS

The evaluation found that of twenty-four trainees interviewed, 23 were using their skills as individual workers, 17 were teaching others their newly learned skills, 17 were in positions of leadership, and 20 were serving community needs. However, NAPA and the partnerships did not have a systematic follow up or tracking system on returned trainees.

Recommendations:

- o NAPA, in consultation with partnerships, develop and implement a uniform and adequate follow-up system for all partnerships to use.
- o NAPA, in consultation with partnerships, develop guidance on factors effecting utilization of skills. Guidance should include, but not be limited to: designing the original training program with a skill utilization component; recruitment and selection of trainees who will use their new skills and be in a position to teach others; etc.

4. POLITICAL AND SOCIAL EXPOSURE

Political and social learning varied from partnership to partnership, and furthermore, from program to program within a given partnership. The three grants evaluated did not set out specific political and social objectives nor goals and purpose for the "experience America" program. However, about 40% of returned trainees said they had communicated some of their knowledge about the United States to their countrymen in a formal setting. All of the trainees felt their perceptions of the United States had changed - mostly in terms of correcting erroneous ideas they had gained from mass media. The communications maintained with Partners after training appeared to be sporadic and usually on an individual basis.

Recommendations:

- o NAPA and partnerships develop and implement a political and social learning program.
- o Any future AID contracts and/or grants with Partners prescribe an "experience America" type program.
- o NAPA, in consultation with partnerships, provide guidance to partnerships so that returned trainees communicate their knowledge of U.S. social and cultural experiences to their countrymen in some established format. Consideration should be given to : (1) recruiting and selection of trainees capable and interested in this aspect of the program, and (2) inclusion of this spread effect in the original training plan.

- o NAPA provide guidance to partnerships on how to increase and systematize communications between returned trainees and northern partnerships.

5. COST REDUCTION

Cost reduction efforts varied greatly between partnerships. The NAPA accounting system and other factors made an accurate comparison with other contractors managing similar programs impossible. The amount of costs shared by trainees varied from partnership to partnership -- from almost nothing to a significant amount, depending upon the program. In the grants studied (305 and 307) AID covered about 64.4% of total training costs and other sources accounted for 35.6% of total training costs. Of the AID costs 25.9% were for management. In most budgets reviewed training costs were usually accurately budgeted with only minor subsequent adjustments required. However, the budgeting process did not account for some costs and/or did not accurately reflect management costs for each program. NAPA and the partnerships budgeting and accounting systems were not compatible with AID's and other training contractors' systems.

Recommendations:

- o Partners utilize AID's Training Cost Analysis (TCA) for any future AID training activities.
- o NAPA review costs shared by trainees with partnerships in view of finding a way for a more equitable manner of managing trainee contributions.
- o NAPA revise its accounting and budgeting system to reflect true management costs. Items for inclusion in management costs are: management fees charged by northern partnerships, overhead or indirect costs charged by northern partners, portions of salaries devoted to training (paid by other AID grants) for other Partners' officials such as regional employees, paid northern partners staff, and salaried southern partners employees.

6. RECRUITMENT AND SELECTION

The evaluation found the participants selected to be predominantly middle class or higher, 61% male, 39% female, mainly from capital or large urban areas, 55% public sector, 40% private sector and 5% were not employed when selected. The quality of recruitment and selection varied widely but most trainees did reenter the labor force.

Recommendations:

- o NAPA and partnerships review current recruitment and selection practices. Then develop new guidance to ensure more standard and improved practices in recruitment and selection.

7. ORIENTATION/LANGUAGE TRAINING

Partners' orientations, both southern and northern, were found to be weak and many programs did not include any formal orientation to American life and culture. English language training was managed on an ad hoc basis from program to program with varying degrees of success.

Recommendations:

- o NAPA, with partnership input, develop uniform policy and guidance for all partnerships in regard to English language training.
- o NAPA provide detailed guidance to northern and southern partners on orientation responsibilities.

8. MULTIPLIER EFFECT

Of the 24 returned trainees interviewed, 17 reported they had taught others. The numbers taught ranged from 3 to 200 with each returned trainee reaching an average of 33 people. However, the Partners' does not have a follow-up system in place, making it impossible to ascertain multiplier effect.

Recommendations:

- o Partners develop a comprehensive follow-up system so multiplier effect can be monitored.
- o Partners develop guidance to partnerships making multiplier effect a part of each training plan.

9. FOLLOW-UP

The absence of a follow-up system made it difficult to find how many returned trainees were integrated into the partnership network. However, of 24 trainees interviewed, 16 joined Partners (paid their membership fee) and 13 of these were participating actively in partnership affairs.

Recommendation:

- o Partners develop and institute a comprehensive follow-up system.

10. MANAGEMENT OF PARTICIPANT TRAINING ACTIVITIES

The structure and management of Partners was comprised of NAPA, regional offices, and over 100 northern and southern organizations. Partners' management of participant training activities lacked uniformity, was concentrated in a few countries, and lacked many facets of managerial direction. A strength of the program was that a large cadre of volunteers were recruited to assist in managing training programs. However, some of the management practices identified which could be improved were: distribution of resources by country; NAPA leadership, adherence to A.I.D. regulations, guidance to partnerships, monitoring of training quality, working relations with local USAIDs, follow-up, and defining relationships with A.I.D.

Recommendations:

- o NAPA consider contracting a management consulting firm to review all Partners' management practices and to make recommendations for improvement.
- o Partners develop a more planned and programmatic method of fund allocation to partnerships.

- o NAPA leadership (Washington and regional) take a more active role in providing guidance, monitoring quality of instruction, ensuring adequate follow-up, reviewing program mix, and adherence to AID regulations.
- o NAPA provide guidance and training to partnerships regarding travel regulation and AID Handbook 10.
- o NAPA review current guidance to partnerships and then update, expand, and implement. This will probably require extensive training.
- o NAPA, with partnership input, develop and implement a uniform system to monitor the quality of training.
- o NAPA and AID/LAC/DR/EST take the initiative to develop and implement a strategy to improve working relations between USAIDs and partnerships.
- o NAPA and partnerships institute a comprehensive follow-up system.
- o Prior to entering into A.I.D. training projects, the interest, roles and responsibilities of each party (NAPA, Partnerships, USAIDs, AID/Washington) should be mutually agreed upon.

The Guatemala/Alabama Participant Training program was distinct from the other two grants reviewed - it did not involve the southern partner (Guatemala) and most recruitment selection, orientation, and U.S. training were managed by the USAID Mission. Both the USAID/Guatemala and the Alabama Partners were satisfied with the program.

During the course of the evaluation and at the conclusion, the evaluators discussed issues with AID/LAC/DR staff and NAPA's Director of International Training and Director of Administration. Their views were considered in the final report.

According to NAPA's comments, that organization found the evaluation "well-written, carefully researched, and full of excellent recommendations that will lead to the improvement of AID-funded training programs conducted by Partners of the Americas." It should be noted that NAPA did not suggest substantive changes for the report's 32 conclusions and 29 recommendations.

Recommendations:

- o NAPA, with partnership input, develop uniform policy and guidance for all partnerships in regard to English language training.
- o NAPA provide detailed guidance to northern and southern partners on orientation responsibilities.

8. MULTIPLIER EFFECT

The Partners' does not have a follow-up system in place making it impossible to ascertain multiplier effect. However of the 24 returned trainees interviewed, 17 reported they had taught others. The numbers taught ranged from 3 to 200 with each returned trainee reaching an average of 33 people.

Recommendations:

- o Partners develop a comprehensive follow-up system so multiplier effect can be monitored.
- o Partners develop guidance to partnerships making multiplier effect a part of each training plan.

9. FOLLOW-UP

The absence of a follow-up system made it difficult to find how many returned trainees were integrated into the partnership network. However, of 24 trainees interviewed, 16 joined Partners (paid their membership fee) and 13 of these were participating actively in partnership affairs.

Recommendation:

- o Partners develop and institute a comprehensive follow-up system.

10. MANAGEMENT OF PARTICIPANT TRAINING ACTIVITIES

The structure and management of Partners was comprised of NAPA, regional offices, and over 100 northern and southern organizations. Partners' management of participant training activities lacked uniformity, was concentrated in a few countries, and lacked many facets of managerial direction. A strength of the program was that a large cadre of volunteers were recruited to assist in managing training programs. However, some of the management practices identified which could be improved were: distribution of resources by country; NAPA leadership, adherence to A.I.D. regulations, guidance to partnerships, monitoring of training quality, working relations with local USAIDs, follow-up, and defining relationships with A.I.D.

Recommendations:

- o NAPA consider contracting a management consulting firm to review all Partners' management practices and to make recommendations for improvement.
- o Partners develop a more planned and programmatic method of fund allocation to partnerships.

CHAPTER 1

INTRODUCTION

Pursuant to the Agency for International Development (AID) Indefinite Quantity Contract PDC-0085-I-00-6097-00, (Work Order No. 11) with Checchi and Company Consulting, Inc. of 1730 Rhode Island Avenue, N.W., Washington, D.C. 20036, as contractor, this report is the Evaluation of Three AID-Funded Training Programs Managed by the Partners of the Americas.

The purpose of this evaluation was to provide an assessment of the overall effectiveness and efficiency of the Partners' training program. Effectiveness in this case referred to the program and impact of training, while efficiency referred to the cost and effort required for training. In addition, the issues which AID wanted this evaluation to address were not unique to Partners, but were of concern across the board in AID-supported training efforts. These issues were dealt with in Chapter IV of this report. The evaluation was intended to provide information not only for decision-making purposes about the Partners training program, but also for guiding and developing other training efforts such as the Caribbean and Latin American Scholarship Program, the President's Training Initiative Islands Caribbean, and the Andean Peace Scholarship Program.

Partners had carried out extensive training for the Latin America and Caribbean region since 1983, which had not been evaluated in a comprehensive and systematic manner. As of December 1986, Partners had six active training grants with AID valued at a total of nearly 5.4 million (see Appendix B).

Although AID conducted an evaluation in 1985 of the Partners organization and program, it did not address in depth the training components in the partnerships. Rather, that assessment focused on a more general goal -- determining how the partnerships contribute to achievement of AID's development goals and the degree to which they establish a self-sustaining national association.

Of the six training grants Partners has had with AID, this evaluation concentrated on three which had been underway for some time -- one since 1983: LAC-0622-G-SS-3012-00, LAC-0318-G-SS-5044-00, LAC-0622-A-00-4069-00. Together they totaled \$3.04 million. Two of the grants have been administered by the National Association of the Partners of the Americas (NAPA). The third was arranged between the AID/Guatemala Mission and the Guatemala/Alabama Partners and is discussed in Chapter IV, section M. The three projects evaluated were:

<u>Title</u>	<u>AID Project LAC #</u>	<u>NAPA #</u>
1. Training Initiative and CBI	622-G-SS-3012-00	0305
2. Central America Training for Democracy	0318-G-SS-5044-0	0307
3. Guatemala Participant Training	0622-A-00-4069-00	0329

For the purposes of this report the NAPA project numbers were utilized since they were usually the numbers which appeared on NAPA, and northern and southern partners' documentation. AID contributions to the three projects were:

AID Funding

<u>Title</u>	<u>NAPA #</u>	<u>Total</u>	<u>Amount Used as of 3/31/87</u>	<u>Balance</u>
1. Training Initiatives and CBI	0305	\$1,693,000	\$1,692,276	\$ 724
2. Central America Training for Democracy	0307	1,000,000	940,091	59,909
3. Guatemala Participant Training	0329	<u>350,000</u>	<u>274,572</u>	<u>75,428</u>
Totals		\$3,043,000	\$3,906,939	\$136,061

The three principal investigators assigned by Checchi and Company Consulting, Inc. to this effort were: Hunter Fitzgerald, Rosemary George, and Richard Dawson.

The study focused on the following ten areas:

- Congruence with AID priorities
- Provision of skills
- Utilization of skills
- Political and social exposure
- Cost reduction
- Recruitment/selection
- Orientation/language training

- Multiplier effect
- Follow up
- Management of participant training activities

The evaluation was carried out in three stages as shown below:

1. Stage I May 18 - 22, 1987
 - initial LAC/DR/EST consultation
 - visits to NAPA headquarters
 - information review
2. Stage II May 25 - June 19, 1987
 - LAC/DR/EST consultation
 - Questionnaire construction and approval
 - questionnaire administration
 - information review from questionnaire
 - selection of field sites
3. Stage III June 22 - August 21, 1987
 - contractor visited U.S. and overseas sites
 - contractor analyzed and synthesized information
 - contractor submitted draft report
 - contractor submitted final report

Information for the evaluation was collected over a two-month period from mid-May to mid-July. In addition to meetings, interviews, and reviews of materials at AID and NAPA in Washington, D.C., field visits were conducted in five U.S. states and four Latin American and Caribbean countries, as follows (sites in parenthesis were not visited):

Costa Rica/Oregon
 Dominica/Duchess County, New York
 Guatemala/Alabama
 (Panama)/Delaware
 Southwest Colombia/(South Carolina)
 (Uruguay)/Minnesota

The principal evaluation instrument was a series of eight Guides for Gathering Information from: NAPA, AID/Washington, AID country missions, northern partnerships, southern partnerships, educational institutions and other training sites, training participants, and employers of training participants (Appendix C). These Guides were divided among the major areas of interest indicated by AID.

Over 150 individuals were contacted and/or interviewed in the U.S., Latin America, and the Eastern Caribbean. (See Appendix D). Visits to U.S. halves of partnerships included interviews with partnership

representatives: presidents current and past, executive directors, members of boards of directors, training coordinators, committee chairs and members, faculty and staff of institutions involved in training, and representatives of other training sites, families who provided home stays or hospitality, an employer who supervised an internship, training participants themselves.

Visits to Latin America and Eastern Caribbean halves of partnerships included interviews with three regional NAPA representatives in Bogota-Colombia, San Jose, Costa Rica, and Bridgetown, Barbados; present and past presidents; present and past executive directors, other paid partners' staff; committee chairpersons and members; employers and/or supervisors; and returned participants. A selected sample of program and financial records were reviewed.

The aforementioned partnerships were chosen, in consultation with Partners and AID, as representative of various approaches in the provision of training. Together they accounted for 38% of all training participants and about 45% of all funds expended for training under these three grants (See Appendix J). Factors taken into consideration for partnership selection were level of training activity, types of institutions and program activities, population size and mix, geographic location -- north and south. We believe that problems experienced in these partnerships are shared by many, and that the solutions implemented by some may be applicable to others.

During the course of the evaluation and at the conclusion, the evaluators discussed issues with AID LAC/DR staff and NAPA's Director of International Training and Director of Administration. Their views were considered in the final report.

This Final Report begins with an Executive Summary and is further organized into five chapters. Chapter I is this Introduction, which describes the Scope of Work of the contract and how it was completed. A brief background of the Partners of the Americas, which was summarized from over twenty documents provided by NAPA, comprises Chapter II. The third chapter describes Partners' training process and structure. In Chapter IV an analysis of the training process, in ten major areas, is presented. The USAID/Guatemala and Alabama Partners project is also discussed in Chapter IV. Finally, conclusions and recommendations are submitted in Chapter V, which is followed by the Appendices.

We feel that the evaluation, taking into account the level of effort provided under the contract, is intensive, accurate and goes beyond that which was anticipated in the contract Scope of Work. Furthermore, the results should prove useful to AID/Washington, LAC Missions, NAPA, and northern and southern partners in terms of improved training programs, management, cost-effectiveness, and future decision making.

CHAPTER II

BACKGROUND OF THE PARTNERS

This chapter provides a brief summary of the history of the Partners of the Americas. The information presented was synthesized from over 20 general and historical Partners' documents which were reviewed during Stage I of the evaluative process.

Partners of the Americas is a private, voluntary organization dedicated to promoting economic and social development throughout the Western Hemisphere. The Partners' program began as an off-shoot of the Alliance for Progress -- President John F. Kennedy's effort to increase mutual assistance between the U.S., Latin America and the Caribbean.

Since it was founded in 1964, Partners has become an influential force for building goodwill and private sector cooperation among the people of the Americas. Its objectives are to promote development, encourage self-help attitudes, strengthen democratic organizations, broaden understanding, and establish lasting friendships among people of the U.S. and Latin America and the Caribbean.

According to President Ronald Reagan: "Partners of the Americas demonstrates voluntarism at work internationally. Partner volunteers take an idea -- whether in agriculture, the arts or health services -- and translate it into action through the sharing of personal skills and resources. They provide an effective, non-bureaucratic way for the people of the Americas to help each other through private initiative."

The Partners organization pairs U.S. states with sections of Latin America and the Caribbean. Currently there are 58 partnerships linking 44 U.S. states with 30 Latin and Caribbean nations. Each partnership consists of parallel committees in the northern half (U.S. state) and southern half (Latin American or Caribbean country). Each committee is locally incorporated, locally managed, and autonomous. About 20,000 people call themselves "Partners volunteers." Some 2,200 Partner projects conducted annually benefit about 100,000 people.

The Partners' program is funded by major corporations, foundations and government agencies. Initially almost solely dependent upon support from AID, the proportion of revenue represented by the core grant has declined to 12 percent. This source continues to play an important role in making it possible for Partners to attract other public and private funds. Total resources available to partnerships has risen from \$234,000 in 1974 to \$3,497,500 in 1986. Of that amount, \$1,878,800 was available for travel grants, \$670,150 for small grants, and \$948,600 for training grants (see Appendix A).

U.S. Partners committees are members of the National Association of the Partners of the Americas, Inc. (NAPA). Each Partner committee has a representative on the NAPA Board of Directors, which meets annually. Based

in Washington, D.C., NAPA's role is to provide technical assistance to the partnerships in organization and program development, to raise money for the Partners, and to promote a national image for the Partners program.

While it is a U.S. organization, NAPA services partnership committees in the U.S., Latin America and the Caribbean through staff in its Washington headquarters and regional representatives in the Caribbean, Central America, Brazil, and South America.

CHAPTER III

DESCRIPTION OF TRAINING STRUCTURE AND PROCESS

This chapter describes the organization and implementation process(es) in the Partners' training program. The structure and process for training varies greatly from partnership to partnership. The manner in which partnerships organize themselves to deal with training is a partnership decision.

A. Structure

Training has become an integral part of the overall program of Partners, and that is reflected in structure and organization at national, regional, and partnership levels.

1. National (NAPA)

NAPA characterizes itself as a lateral organization, set up essentially to cover two major functions -- program and partnership. The Director of International Training has equivalent status with a dozen other NAPA directors. She works most directly with the Directors of Administration and Partnership Development. She works closely with five Regional Directors.

The Director of International Training is responsible for overall direction of the program, which includes: liaison with AID grant and contract officers and Office of International Training, interpreting AID regulations and policies for the partnerships and the training participants, providing technical assistance about training design, negotiating training budgets, approving training applications, disbursing training funds to partnerships, and satisfying AID reporting requirements.

Sixteen NAPA staff members act as partnership representatives for partnership committees. They provide guidance, answer questions concerning all aspects of the Partners' program, including training, and facilitate the partnership committee's interaction with NAPA. They try to visit each partnership committee at least once per year.

2. Regional

Three Partners regional representatives are located in proximity to the partnership committees they service in regional areas: the Caribbean regional representative in Barbados, the Central American regional representative in Costa Rica, and the South American regional representative in Colombia. They perform the same functions for the southern partnership committees as NAPA representatives in the United States.

3. Partnership

As already noted, the structure of training activities at the partnership level depends on the organization of each partnership. Generally, partnerships are organized into three levels -- administrative, program committees, and support committees. A Model Committee Structure was developed by NAPA which is shown in Exhibit 1 on the following page. Many partnerships, especially those with large training programs, have added a training committee or a training coordinator. In some partnerships the program committees (e.g. agriculture, health, education, etc.) take full responsibility for training in their respective areas. On the other hand, some partnerships utilize a training committee or a training coordinator to manage training. Furthermore, in some partnerships where there is a salaried executive director, he or she can play a key role in training.

The committee structure of partnerships is an integral part of the training program. For the program to function in the north and south, respective committees need to be functioning. Exhibit 2 indicates which committees are functional by program area and partnership in training programs which were reviewed under this contract.

4. Structures of Partnerships

The evaluation team visited nine partners and studied their structure (described below).

a. Costa Rica/Oregon

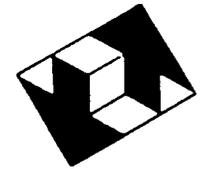
In Oregon each committee takes the lead in developing its training plans. Technical assistance is provided by the training committee headed by that Partners' former president who is Director of International Education at Lewis and Clark College. Files are maintained in the Partners' office on that College's campus, which is staffed by a part-time administrative assistant paid by the AID Central America grant.

In Costa Rica each committee submits its training proposals as part of its annual plan to the Executive Committee for approval. The full-time salaried Executive Director and his staff play a key part in the structure. Each committee works on its training programs in terms of recruitment and selection with the executive director and his staff providing technical assistance and logistical support.

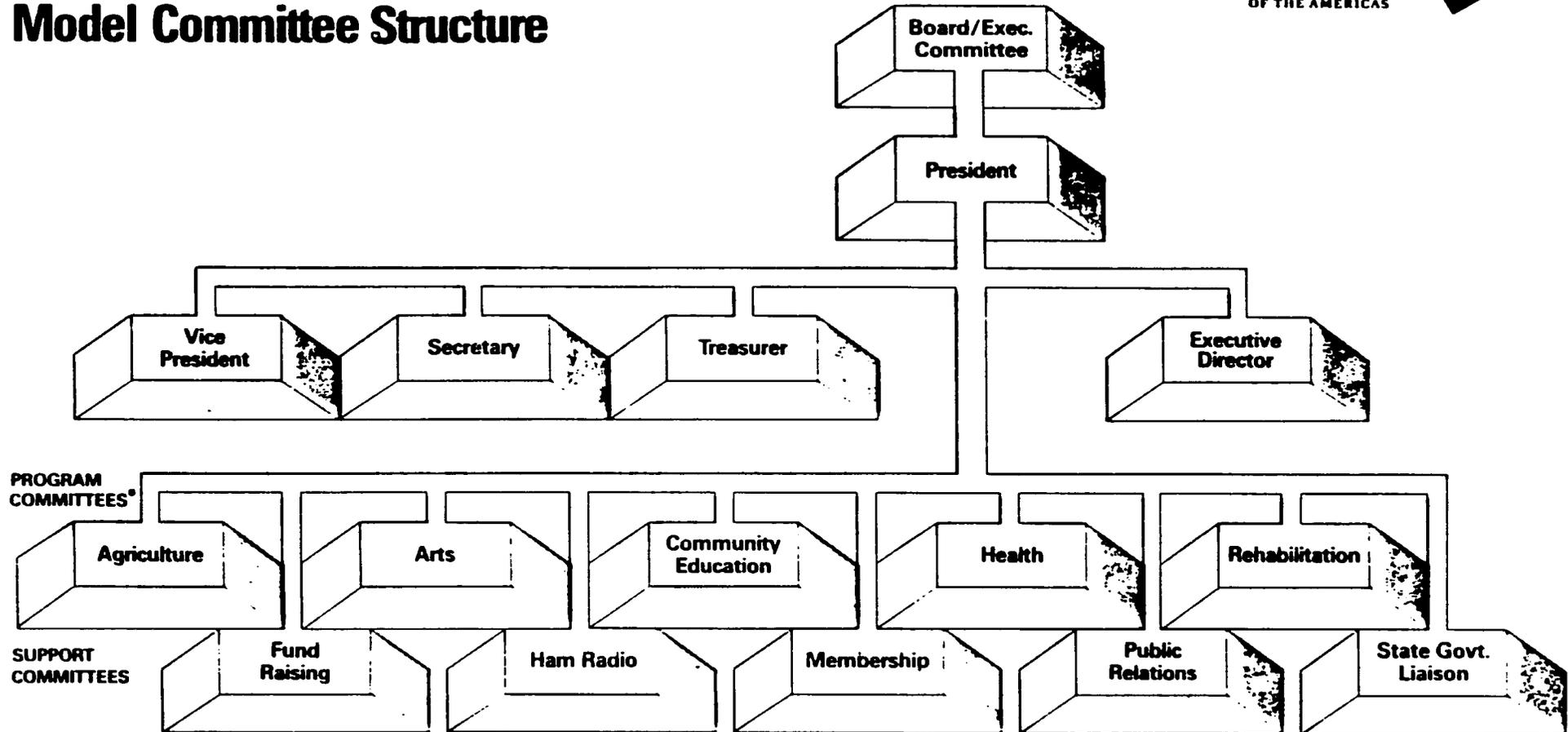
b. Dominica/Duchess County, New York

In Duchess County training is handled by various active committees, such as computers in business which is handled by the economic development committee. There is no training coordinator or executive director. The president has some files, but most are kept by respective committee chairs. There are no paid Partners staff.

In Dominica there are no paid Partners staff. The training activities are managed by the active committees with an Executive Committee providing



Model Committee Structure



* Other Program Committees include: Sports, Education, Journalism, Business and Trade, Women in Development, Student Exchange, Energy, Youth Development, etc.

Exhibit 2

PROGRAM COMMITTEES FUNCTIONING IN TRAINING IN SIX PARTNERSHIPS REVIEWED

Program Committee	Partnerships					
	Costa Rica/ Oregon	Dominica/ Duchess County	Guatamala/ Alabama	Panama/ Delaware	Cali/ South Carolina	Uruguay/ Minnesota
Agriculture	X	X	X	X		
Arts						
Community Education						
Health					X	
Rehabilitation					X	
Sports						
Education	X		X	X		X
Journalism						
Business and Trade	X	X	X	X	X	
Women in Development						
Student Exchange						
Energy						
Youth Development		X				
Economic Development		X				
Tourism						
PATH - Special Education	X		X		X	
Veterinary Medicine						X
Emergency Preparedness		X	X			

X - Indicates committees functioning in north and south partnerships.

review, suggestions, and final approvals. In the past, this structure relied heavily on the president to carry out administrative details. He maintains some files.

c. Guatemala/Alabama

In Alabama the executive director is responsible for most aspects of administering training, from identifying training resources to paying bills. His position as Director of the Capstone International Program Center at the University of Alabama provides a base for the Partners operation. Files are kept in his office. His assistant is paid by the AID Central America grant. A portion of his salary and salary supplements for his two assistants are paid out of the grant with the AID/Guatemala mission.

In Guatemala, the volunteer president sets general guidelines and policy in training programs. The paid executive director and her secretary are responsible for most administrative details in training. Files are maintained in the executive director's office. The president and executive director coordinate each program committee's training program. However, each committee plays an active part in planning, recruitment, and selection.

d. Panama/Delaware

In Delaware the agriculture committee, under the leadership of the Dean of Agriculture at the University of Delaware, is active in arranging training. The Partners committee training coordinator is the Director of International Programs at the University, and handles administrative matters related to training. The part-time executive director, paid by the AID Central America grant, has program files on training participants. The Partners committee treasurer -- a university financial officer, maintains the financial files on trainees.

e. Southwest Colombia/South Carolina

In Cali, Colombia, the partnership is staffed by a salaried one-half time executive director and a secretary. Each committee plays an active role in planning, recruitment, and selection. The executive director coordinates the program and provides technical assistance and logistical support to the committees. Currently, he is attempting to expand the partnerships' focus outside of Cali into three additional geographic areas. Files and other documents are maintained in the Partners Cali office.

f. Uruguay/Minnesota

In Minnesota, the veterinary medicine committee has taken the lead in training. The chair of that committee, who is a faculty member at the University of Minnesota, handles all matters related to veterinary training, and financial files are maintained by the University. There are no paid Partners staff.

B. Process

With the exception of trainee application procedure, there were no standardized training program processes. NAPA's Director of International Training stated "Because each partnership is unique, each develops its own approach to training. The program areas in which training takes place depend on the level of activity of respective committees -- not something NAPA says." Eventhough NAPA did not advocate a rigid process, the evaluators did find a general process or steps usually taken in developing training programs. Here again, which and how these steps were taken depended on the individual partnerships. The evaluators identified twelve steps (briefly described below):

1. Ideas for a project

Ideas for a project, which include a training component, surfaced in many ways. Many ideas began when NAPA announced the availability of training grants to its members.

Conceptualization of projects and training needs often originated from a particular interest of a member or committee of a northern or southern partnership who then checked out the possibility with the counterpart organization. Training also was generated by the visit of someone representing the northern Partner who successfully marketed his/her own special interest (Appendix F illustrates travel grant activity).

2. Planning a project

Since 1984, Partners has required an annual plan from each partnership. Most plans reviewed were single-page outlines with a brief section devoted to training. Each partnership developed its own plans independently. Both northern and southern partnerships approved the jointly developed annual plans.

3. Development of a project

After the project was approved in the annual plan, the respective northern and southern committees developed a joint activity or project which included training. In some instances a training coordinator was named for either or both partnerships to be responsible for training (See Appendix E for a Partners' project development model).

4. Identifying training needs

As part of project development, committees identified training needs, programs available in northern partnerships, length of training, types of trainers to be recruited, etc.

5. Approval of the project and training component

At this stage the respective executive and/or training committees reviewed and approved the final project design and training component. Also, at this time NAPA assured availability of training grant funds.

6. Recruitment of trainees

Then the southern committee announced the training opportunities and recruited qualified participants.

7. Selection of trainees

The actual selection of trainees varied according to each partnership. Most selection was done by the program or training committee, but instances were found where presidents, executive directors, committee chairpersons, or school directors actually selected the trainees.

8. Development of the training program

The development of the training program was usually the responsibility of the northern partnership committee. As expected, when they did not have the required expertise the actual training program was developed by other individuals and organizations. However, the committee or its designee retained administrative and fiscal control.

9. Processing of trainees

First, applications from trainees and budgets developed by southern and northern partnerships were submitted to NAPA for approval, processing and funding.

Based on NAPA's approval and funding, the southern partnerships were responsible for in-country English language training; pre-departure orientation; logistical details, i.e. visas, passports, medical exams, cash advances, etc. The actual practice varied widely in processing trainees with no particular pattern on who was responsible.

10. Actual training

Upon arrival in the United States, the trainees became the responsibility of the northern partnership. They were responsible for orientations, classroom instruction, internships, observation tours, housing, disbursements, home stays, home visits, transportation, etc.

11. Return of trainee to work in the identified partner's project

The trainee was then to return and work in the project and become a contributing member of the Partnership.

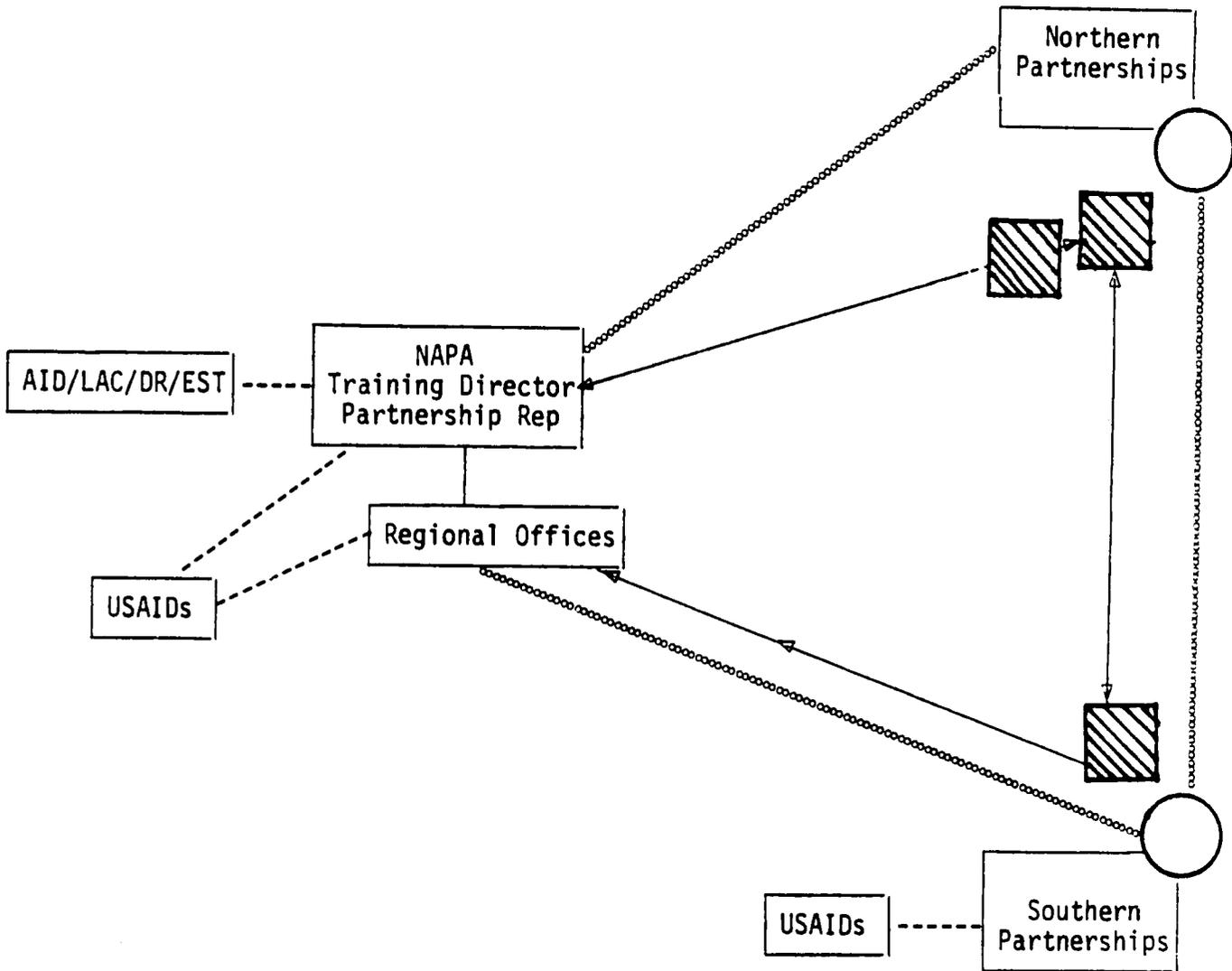
12. Evaluation and follow-up

Each trainee was required to complete an evaluation of his/her training program and the southern partnership was responsible for follow up.

The flow of information and communication is complex and complicated the process. Exhibit 3, on the following page illustrates communication and paperwork flows in the Partners' training program. Exhibit 4, which was developed by the contractor, displays graphically the Partners' training process.

Exhibit 3

PARTNERSHIP COMMUNICATION/PAPERWORK FLOW
TRAINING PROGRAM

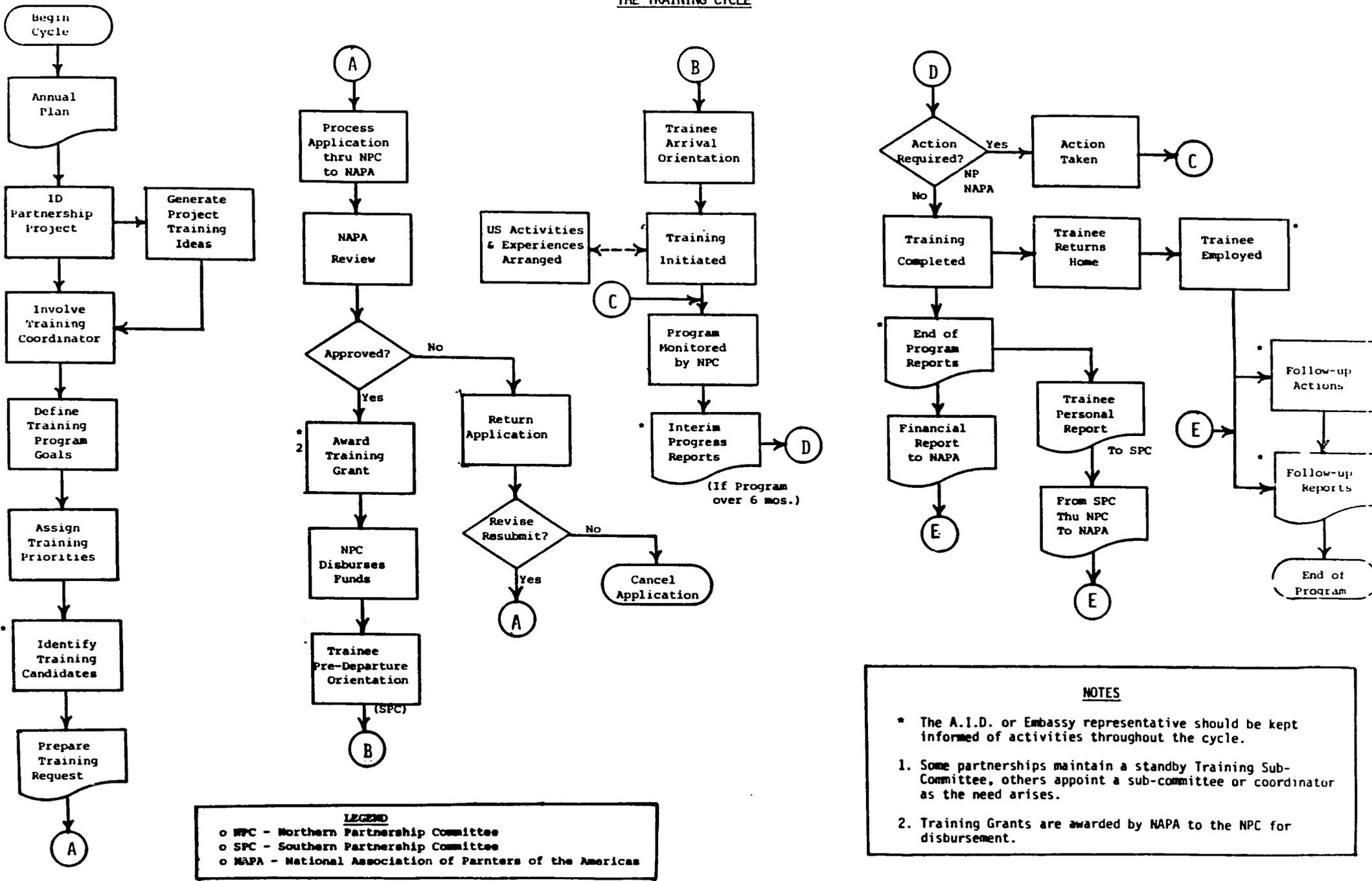


Key:

----- Coordination

.....○ Program ideas, feedback, instructions, communications

———▨ Paperwork, applications, budget



LEGEND

- o NPC - Northern Partnership Committee
- o SPC - Southern Partnership Committee
- o NAPA - National Association of Partners of the Americas

NOTES

- * The A.I.D. or Embassy representative should be kept informed of activities throughout the cycle.
- 1. Some partnerships maintain a standby Training Sub-Committee, others appoint a sub-committee or coordinator as the need arises.
- 2. Training Grants are awarded by NAPA to the NPC for disbursement.

CHAPTER IV

ANALYSIS OF THE TRAINING PROCESS

The evaluation team reviewed AID and Partners records; interviewed appropriate AID and Partners officials, staff, and volunteers; visited four LAC countries; visited five U.S. Partners; and interviewed representative samples of trainees and their employers or supervisors. Over 150 individuals were contacted.

This Chapter presents an analysis of data. It addresses a number of critical questions and issues prescribed by the scope of work, and other identified during the course of the evaluation. The report responds to questions and issues of importance to AID and Partners which may have bearing on future decisions, improved management, increased cost effectiveness, better training, and improved utilization of training.

The ten areas examined were:

- Congruence with AID priorities
- Provision of skills
- Utilization of skills
- Political and social exposure
- Cost reduction
- Recruitment/selection
- Orientation/language training
- Multiplier effect
- Follow up
- Management of participant training activities

A. CONGRUENCE WITH AID PRIORITIES

Most Partners' training programs' areas of study were in AID general priority areas, i.e., agriculture, education, business, health, etc. However, according to USAIDs, a significant number (35%) of the actual training programs observed were in AID non- or low-priority subareas such as bilingual secretarial training, pre-nursing, law, music, special education, English as a second language, etc. Furthermore, we found minimal consultation and cooperation between southern partners and USAIDs in determining training and program mix. Following are three conclusions:

1. The specific mix of training programs for each country in the study generally fell under major AID priority areas.

The original AID training grant to NAPA included a list of "the fields of training activities that would be eligible for support within the program:

- a. Agriculture, rural development, and nutrition;
- b. Health, nutrition, and family planning;
- c. Education, public administration, and human resource development;
- d. Urban development, especially as it relates to small business development and the development of financial and marketing skills;
- e. Science and technology, energy and environment, institution building, and the development of the private sector."

The grant document also stated: "Efforts will be made to keep these training fields in line with the priorities of the countries participating in this program, and also consistent with AID policies in the countries in Latin America and the Caribbean where USAID Missions operate."

NAPA's Program Guide, used by partnerships to develop training projects, stated that training "should be designed to meet individual and community needs in the southern partnership. In addition, priority will be given specifically to these development needs: agriculture, education, health, population and family planning, small business development, women in development, emergency and safety issues." Relative importance of respective areas was not addressed; nor was mention made of AID priorities.

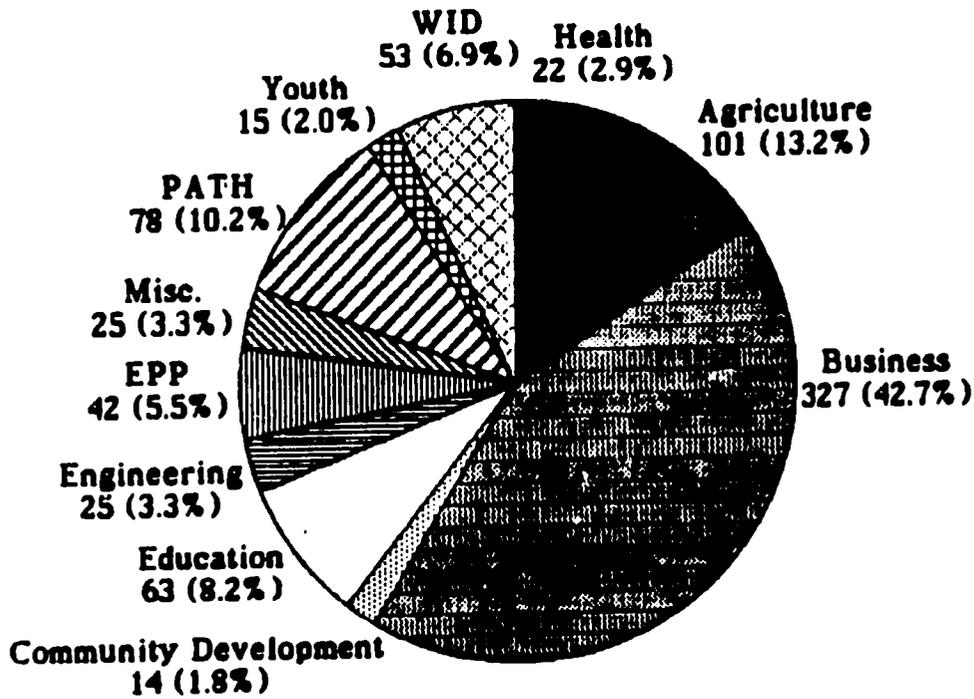
Exhibit 5, prepared by NAPA, illustrates the proportion of training which had taken place in various categories. Exhibit 6 shows the specific mix of training for each country in the study sample. For all training under the major two grants, business received the most emphasis: 43 percent of training participants trained in that area. Agriculture came second with 13 percent, followed by PATH (special education and handicapped training) with 10 percent, and education with 8 percent. Seven other categories claimed the remaining 26 percent.

There was overlap between categories. For example, an Experiential Training for Fishermen Program was listed by NAPA under business although considered agriculture by the Costa Rica/Oregon partnership.

A more serious problem was the meaning of categories -- particularly in the case of women in development (WID). Guatemala/Alabama Partners said they were told by NAPA to place under WID the brief secretarial internship for 53 recent teenage female Guatemalan secretarial graduates. As defined by AID, this was not a WID activity.

Number of Trainees By Program Area

Grants #305 and 307
All Partnerships
1983-87

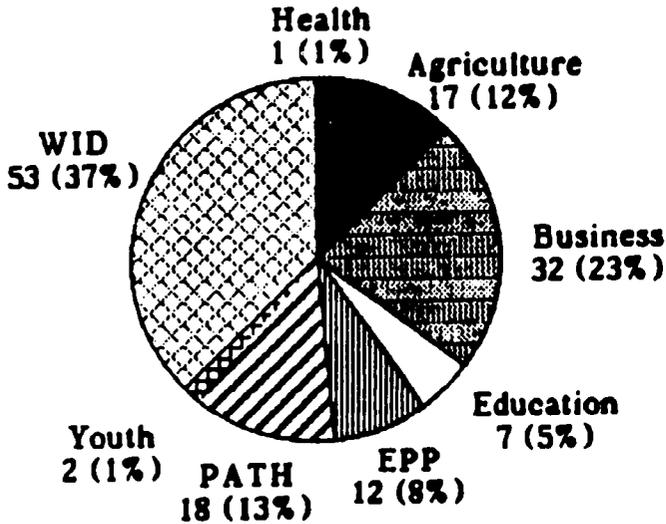


PATH - Handicapped and Special Education
EPP - Emergency Preparedness Program
WID - Women in Development

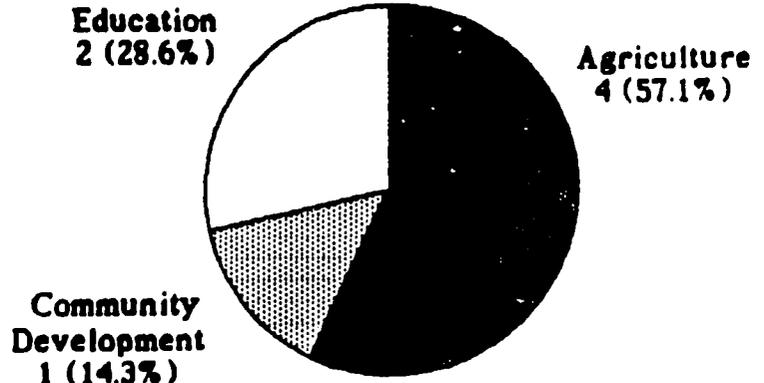
Number of Trainees By Partnership and Program Area

Grants #305, 307

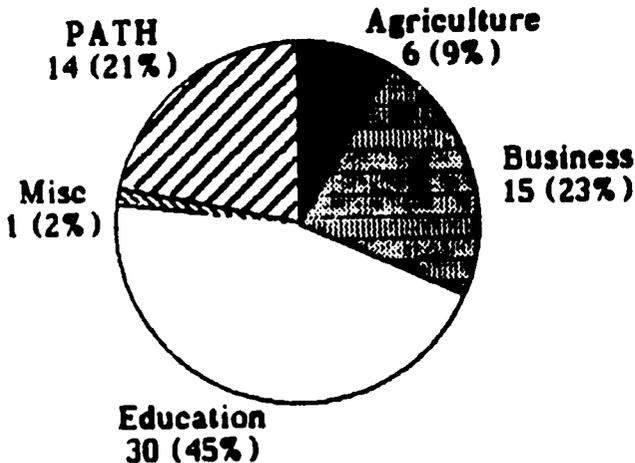
Guatemala/Alabama
Total No. Trainees: 142



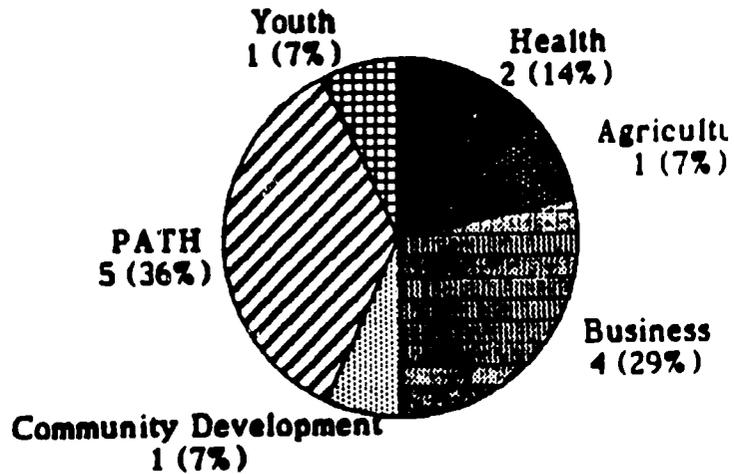
Minnesota/Uruguay
Total No. Trainees: 7



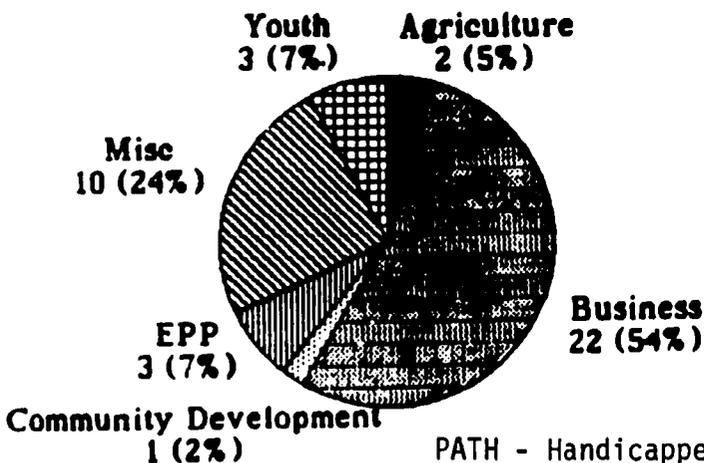
Costa Rica/Oregon
Total No. Trainees: 66



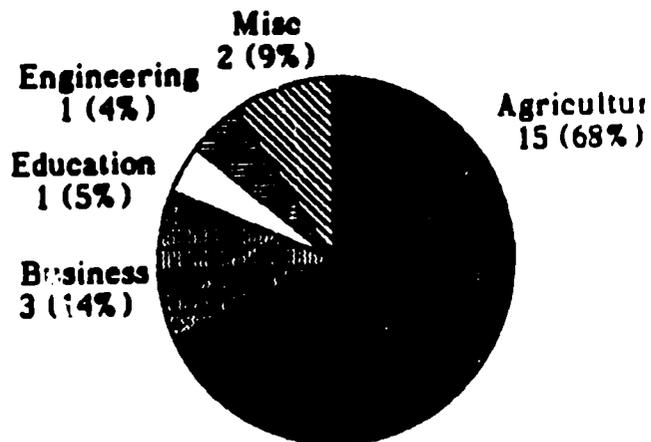
S.W. Colombia/S. Carolina
Total No. Trainees: 14



Dominica/Dutchess County
Total No. Trainees: 41



Panama/Delaware
Total No. Trainees: 22



PATH - Handicapped and Special Education
EPP - Emergency Preparedness Program
WID - Women in Development

2. A significant number of actual training programs reviewed (35%) were in non-priority sub areas.

The following training activities were identified by USAID staff interviewed as being programs the Missions either would not have done at all or would have been of low priority.

<u>Country</u>	<u>Program</u>	<u># Trainees</u>
Guatemala	Bilingual Secretaries	53
Guatemala	Special Education	14
Guatemala	Hearing Impaired Education	5
Colombia	Special Education	1
Colombia	Law	1
Colombia	Pre Nursing (student)	1
Costa Rica	Special Education for Physically Handicapped	9
Costa Rica	English as a Second Language	18
Costa Rica	Music	1
TOTAL		103

Thus, in the countries studied under NAPA grants 305 and 307, 292 individuals received training, of whom AID officials stated 103 or 35% were trained in non- or low priority AID areas. These numbers only represent a sample of selected partnerships and the total may be skewed by the project involving 53 bilingual secretaries from Guatemala.

3. Minimal consultation and cooperation was done with USAIDs prior to determining program mixes.

The original 1983 AID training grant to NAPA spelled out collaboration with USAID missions as follows: "The local Partner committees will use USAID Missions as a resource in the recommendation and recruitment of potential trainees for the NAPA International Training Grant Program. Toward this end, the local partnerships will be requested by NAPA to contact the local AID Mission in relation to this program. The purpose of this meeting will be as follows:

- a. To inform the local AID Mission of the existence of the program, and the process by which candidates are to be nominated through the local partnerships.
- b. To request that a USAID officer be designated as the official contact or liaison person for the local partnership regarding this program. In most cases it is understood that this person will be the USAID Training Officer, or an otherwise specifically designated person with the USAID Mission. The USAID liaison

officer will be invited to participate on the local Partners committee.

- c. To share information on candidates recommended, and where appropriate, solicit recommendations from local USAID Missions for candidates that might be eligible for the program."

NAPA's Program Guide suggests that "the southern partnership should maintain a friendly, informal relationship with the local AID Mission." It states that "The purpose of this contact is to inform. You are not required to obtain AID approval for your trainee selection."

We found in visiting countries in Latin America and the Caribbean that personal relationships were usually cordial, but working relationships were not well defined or strained. A collegial, cooperative, and "let's get the job done together" attitude was not present in the four countries reviewed.

As we saw in Chapter III, the approved partnership annual plan comprises the partnerships' program and training mix. In the Partnerships contacted, the USAIDs were not consulted on the program and/or training mix in the Partnerships' annual plan development. This could account for the significant percentage of training in areas considered low or non-priority by the USAIDs.

During the course of our discussions with the southern partners and the USAIDs a variety of communication problems and misunderstandings were noted.

Partnerships felt:

- USAIDs do not define AID priorities clearly
- AID priorities change constantly
- USAID personnel are busy and are hard to see
- AID has too many regulations and an inordinate amount of paperwork
- USAID Missions want to control what Partners' training should be
- USAID staff is constantly changing and each person changes instructions and at times changes priorities

USAIDs felt:

- Partners avoid involving USAIDs in planning, selection, and recruitment
- Partners look to USAIDs only as sources of funding and not as organizations to be consulted prior to making decisions

- Partners only consult with USAIDs when they have visa or other problems after trainees are recruited and selected
- Partners are disorganized and do not do a completely professional job in recruitment, selection, orientation, and training

The above examples of how Partners and USAIDs perceive each other are serious and are the subject of a recommendation in Chapter V.

B. PROVISION OF SKILLS

In general, the quality of training provided was good and usually the participants were trained in the skills intended. We found, with a few exceptions, that both participants and employers were satisfied. The specific mix of skills acquired varied depending on the interests and capabilities of each partnership. Five conclusions with supporting narrative follow:

1. Generally the quality of training provided was good but with little or no monitoring of quality by NAPA or the Partnerships.

Training took place under the auspices of 49 of Partners' 57 partnerships. The largest single block of trainees - 438 programmed under grant 307 - were limited to the six Central American partnerships. The largest block of training funds under grant 305 - \$ 1 million of the total \$ 1.693 million - was designated for countries in the CBI. Only \$ 697,000 was available for non-CBI countries.

Vermont/Honduras and Alabama/Guatemala accounted for 56 percent of all training participants. Partnerships ranked three through eight were credited with another 24 percent of training participants. The remaining 20 percent of training participants were divided among 41 partnerships, 18 of which provided training for only one person.

Queried about this distribution of training slots among eligible partnerships in terms of who made use of training resources available through AID funding, NAPA's Director of International Training explained that the amount of training which was planned and orchestrated by a partnership depended on the overall health of that partnership -- both south and north. For example, Costa Rica/Oregon was representative of an active partnership. The southern Partners committees generated ideas for projects. The northern Partners committees were strong about identifying and organizing resources, both human and institutional, for implementing a wide variety of projects which often included a well developed training component.

The place of training depended on what type of training was required and on what training resources were represented by members of the Partners committee. Because Partners membership was academically-oriented, and training requests tended to be related to interests of Partners members, most training was based at universities and four-year colleges. Community colleges, other training institutions, and employer sites were involved less frequently.

Of the northern partnerships visited, three could be characterized as essentially higher education models: Alabama/Guatemala, Delaware/Panama, Minnesota/Uruguay. Oregon also fit into this category, but made more use of the K-12 public schools, as well as experimenting with internships in business and specially-designed courses, e.g., for rural fishermen. The other partnership, Dutchess County, used a greater array of training sites, drawing upon several unique resources in its geographic area which are listed below:

- Appalachian Mountain Club and National Park Service: two teams of three for trail construction and maintenance and youth leadership development
- County Fire Center: team of three in emergency preparedness techniques
- Culinary Institute of America: three teams of three in food preparation and dining room service
- Dutchess Community College: individuals for A.A. program in accounting and human services
- Marist College: two groups in management and computer training
- Wethersfield Farm: soil conservation and horticulture science

According to NAPA's Program Guide: "Partners training programs must be a minimum of one month and not exceed 24 months." Length of training depended upon two main factors: (1) the amount of time the person or group can be away from his/her/their work, and (2) the amount of time it will take to learn the desired skills.

Initially, Partners anticipated twice as many person-months of long-term training as it did short-term training. In reality, total participant months in short-term training exceeded long-term; 850 to 784. NAPA explained that the requests for training from southern partnerships had favored short-term as opposed to long-term (See Appendix I). As a result, although the total number receiving training exceeded the original estimate, the number of participant months was 60 less than estimated (see Appendix M).

NAPA's compilation of statistics about the Partners training program indicated that two-thirds of training participants come to the U.S. for one month or less, an average of .699 months (about three weeks). Another 26 percent stayed between 1-6 months (an average of 2.470 months). Only 8 percent were involved in long-term training of between 6-24 months; these were in the U.S. an average of 13.288 months. For the whole group of 763 trainees, the average amount of time spent in the U.S. was 2.141 months.

NAPA's Program Guide offered little in way of guidance concerning actual planning or conduct of training, seeming to rely on the partnerships to understand what was involved. Further, there was virtually no monitoring of training carried out by NAPA, and no systematic monitoring in partnerships.

Based on interviews and training exit evaluations, the evaluation concluded that the quality of Partners training programs varied greatly, dependent primarily upon the ability of those placed in responsibility at the local level. Two examples found in northern partners that illustrate the extremes follow:

- a. A professor in marine culture at the University of Delaware told us he had arranged for the protege of a professor he worked with during a Partners travel grant study in Panama to come to the U.S. for a

special project on the subject of mangrove swamps. When the trainee arrived his English was not even at minimal functioning level. After several months the professor said he still was not able to communicate with him, so the trainee said he would just remain at the English Language Institute (ELI) rather than attempt a project in his specialization. When queried about this student, however, the staff at the ELI had no recollection of his being there and they were unable to turn up any record of him. The Partners training coordinator said she was unfamiliar with this case.

- b. In contrast, the chair of the Economic Development Committee of Dutchess County Partners held a scheduled meeting one evening each week with the trainees in various programs under that committee's sponsorship. During that time many problems were surfaced and decisions made about dealing with them. Training content and format was revised as appropriate, and any other issues were addressed and resolved at least within one week.

With the exception of an exit evaluation form completed by participants at the end of training, the evaluators relied on the 150 plus interviews accomplished to judge quality. The general finding was that quality of training was good.

2. Most participants were adequately trained in the skills intended.

Of the participants interviewed in southern partnerships only two felt they were not adequately trained. One person in special education from Costa Rica felt she was not placed in a program of her speciality. Nevertheless, she said what she learned would be useful and her program was well carried out. A participant from Dominica, who studied computer skills, said she already had knowledge of computers and her classmates were beginners. She related that she did not learn anything new and that her program should have been changed.

It was found in four programs, involving a significant number of trainees, that the programs designed by northern partners were not what the trainees or southern partners needed or desired. This happened for reasons such as poor communications, not defining needs clearly, attempting to use off the shelf courses which did not apply, lack of knowledge regarding the trainees' levels of ability, etc. To the partnerships' credit in all four cases reviewed, necessary adjustments were made.

3. Employers and supervisors were satisfied with the quality of training.

Employers and supervisors, interviewed in southern partnerships, all felt the quality of training was appropriate for their subordinates. Four suggested that Partnerships and NAPA should check quality of training and provide for more adequate follow up.

4. Almost all trainees interviewed were satisfied with the quality of their training but about one-third expected to learn more skills.

Sixteen trainees interviewed were very satisfied with the quality of their training. However, eight told us that they had too much free time and/or the level of difficulty and content of their programs were too easy.

5. The specific mix of skills acquired under the program varied according to partnership.

Exhibits 5 and 6, in Section A of this chapter, illustrate the mix of skills acquired under the program. The actual mix varied according to each partnership's priorities, interests, and capabilities.

C. UTILIZATION OF SKILLS

The evaluation found that of twenty-four trainees interviewed, 23 were using their skills as individual workers, 17 were teaching others their newly learned skills, 17 were in positions of leadership, and 20 were serving community needs. NAPA and the partnerships did not have a systematic follow up or tracking system on returned trainees. Two conclusions follow:

1. In a sample of 24 trainees interviewed, 23 used skills on their job, 17 were teaching others, 17 were in leadership roles, and 20 appeared to be serving their country and community.

From site visits to southern partnerships, we found variation, depending upon country, in terms of how 24 training participants are using their new skills, what leadership roles they are playing, and how they are serving country and community needs.

2. NAPA and the partnerships did not have a systematic trainee follow up.

After receiving training in the U.S. and returning to their country, participants were supposed to apply their newly-acquired skills to problem-solving situations which meet individual and community needs. In this way, participants contributed to the social and economic development of their community and country -- a goal both of Partners and AID.

It was difficult to determine what use they were making of their training, because NAPA and the partnerships did not have a systematic way of tracking former participants. One northern partnership was even discouraged from trying to obtain such information.

When Dutchess County insisted on evaluative data before it would agree to schedule another training program in the computer field, the southern Partner (Dominica) refused to receive a visit for that purpose by representatives of Marist College which had conducted the training. According to the chair of the Dutchess County Partners Economic Development Committee, without specific information about difficulties encountered in putting the new skills to use, subsequent training could not be revised appropriately.

The table below shows how 24 trainees interviewed were utilizing their skills in four countries (Some persons will be represented in more than 1 skill use category).

Training Utilization Table

<u>Skills Use</u>	<u>Country</u>				<u>Total</u>
	<u>Costa Rica</u>	<u>Colombia</u>	<u>Dominica</u>	<u>Guatemala</u>	
Individual Job	7	4	6	6	23
Teaching Others	5	3	5	4	17
Leadership Role	7	4	3	3	17
Serving Community & Country Needs	7	4	4	5	20
Number Interviewed	8	4	6	6	24

D. POLITICAL AND SOCIAL EXPOSURE

The political and social learning varied from partnership to partnership and, furthermore, from program to program within a given partnership. The three grants evaluated did not set out specific political and social objectives nor goals and purpose for the "experience America" program. However, about 40% of returned trainees had communicated some of their knowledge about the United States to their countrymen in a formal setting. All of the trainees felt their perceptions of the United States had changed -- mostly in terms of correcting erroneous ideas they had gained from mass media. The communications maintained with Partners after training appeared to be sporadic and usually on an individual basis. Six conclusions follow:

1. Political and social learning varied from partnership to partnership and from program to program within a given partnership.

In varying degrees we found trainees participating in partnership activities, field trips related to their technical and other fields, cultural events, concerts, recreational centers, home visits, home stays, weekend outings, holiday reunions, to a much lesser degree civic events, some religious events, etc. Planned political and social learning ran the gamut from zero to full and excellent experiences.

2. The three AID grants evaluated did not set out specific political or social objectives nor goal and purpose for an "experience America" type of program.

Evidently AID assumed that, since Partners of the Americas had a solid reputation as a people-to-people organization, training conducted under

Partners auspices would include an exemplary "experience in America" dimension.

NAPA, too, made the assumption that northern partners who arranged for training also were incorporating experiences appropriate for achieving this objective. The subject was not treated in the NAPA Program Guide. However, social and cultural experiences were included in some training programs, e.g. a welcoming event, a graduation ceremony, and field trips.

In U.S. sites visited, Costa Ricans were taken to scenic wonders of the Northwest -- mountains and Pacific coast, Dominicans to the FDR home and library and the Vanderbilt mansion, Guatemalans to Birmingham and shopping malls, Panamanians to Longwood Gardens and Washington D.C., Uruguayans to the lakes and farms of Minnesota.

A cornerstone of the Partners tradition was the home stay. An integral part of Partners travel grant program, this concept also had been extended to the training program -- depending on the feasibility and willingness of the northern partnership. Because NAPA considered the home stay an important vehicle for exposing training participants to American values, ideas, and life style, description of this practice in five state sites is included below.

a. Delaware and Minnesota Partners arranged home stays for several of their short-term training participants, and made alternative arrangements for others. Families and couples living in apartments were special guests for weekend outings with Partners families and at holiday times like the Fourth of July, Thanksgiving, and Christmas.

b. Dutchess County Partners offered home visits to the groups who came for training at Marist College and the Culinary Institute of America (75% of trainees), but most opted not to participate. "Dominicans usually have countrymen in New York City, so on weekends they leave Dutchess County for the city," according to the chair of the Economic Development Committee.

c. In Oregon, a home stay usually was an integral part of the overall training design. An attempt was made to match up the interests of the training participant with his or her host. For example, six Costa Ricans underwent one month of intensive instruction in computer applications at Lewis and Clark College. During that time they lived in a dorm on campus. The next two weeks were devoted to an internship for firsthand experience of computer applications in American business. The supervisor/host of one of these trainees, whom we met at the U.S. Bank Corporation, introduced the trainee to various aspects of the operation he directs -- information resources with a staff of 300. He was Hungarian reared in Peru, and schooled in Boston, and had worked in banking in Mexico before settling in Portland.

d. In Alabama, neither home stays nor family visits were built into training plans (except for the teenage secretarial graduates who for seven years have stayed with families during a three-week internship).

Longer term training participants often were able to participate more fully in the life of their communities. Uruguayan Alvaro Garcia and his wife captained the winning volleyball team in the married students housing complex at the University of Minnesota. Panamanian Adan Tomlin was the star of the Dover soccer team as well as the Delaware Tech soccer team. He also painted posters for a candidate in an election for state representative. Costa Rican Carlos Murillo and his wife biked extensively, thereby gaining an active interest in environmental protection issues, which they intended to pursue upon return home after completion of a master's degree in agricultural economics at Oregon State University.

Former training participants, queried in their own countries, commented extensively about their extra-curricular experience in America. The table below summarizes comments from 24 individual participants queried:

Social and Cultural Experiences

Trainees

<u>Experiences</u>	<u>Country</u>				<u>Totals</u>
	<u>Costa Rica</u>	<u>Colombia</u>	<u>Dominica</u>	<u>Guatemala</u>	
Home Stays	4	1	0	3	8
Home Visits	6	4	3	2	15
Cultural Events	3	3	2	2	10
Social Events	7	3	5	4	19
Civic Events	4	1	2	3	10
Sponsor Family	5	2	4	3	14
Number Interviewed	8	4	6	6	24

3. About 40% of the returned participants said they had communicated their knowledge of U.S. social and cultural experiences to their countrymen in a formal setting.

We found that 40% of the returned participants interviewed had spread their knowledge of U.S. social and cultural systems to many of their countrymen. Some of the reasons for this low performance were:

- Lack of Partners follow up
 - Not all returned trainees participated in Partner activities
 - Job or professional level was low
 - Trainees were not active in civic or social organizations
 - This aspect of the program was not planned as part of the training program
4. All trainees interviewed felt their perceptions of the United States had changed.

Most trainees said that many erroneous concepts they had of the U.S., mainly due to mass media, had changed. Where there was a planned "know America" program seven trainees commented that what they saw and did was positive. They said that negative aspects of our culture and society were avoided or ignored, and to really know America, you should see the good and the bad.

5. When provided, trainees assessed this aspect of their training as being worthwhile.
6. Communications maintained between trainees and northern partnerships after training appeared to be sporadic and usually on an individual basis.

We observed a significant amount of communication between return trainees and northern partners. Some of the communication was project related, but a good part of it was on a friendship or personal basis. No organized or planned communication system designed to keep returned trainees linked with northern partnerships was encountered.

E. COST REDUCTION

Cost reduction efforts varied greatly between partnerships. The NAPA accounting system and other factors made an accurate comparison with other contractors managing similar programs impossible. The amount of costs shared by trainees varied from partnership to partnership -- from almost nothing to a significant amount, depending upon the program. In the grants studied (305 and 307) AID covered about 64.4% of total training costs and other sources accounted for 35.6% of total training costs. Of the AID costs 25.9% were for management. In most budgets reviewed training costs were usually accurately budgeted with only minor subsequent adjustments required. However, the budgeting process did not account for some costs and/or did not accurately reflect management costs for each program. NAPA and the partnerships budgeting and accounting systems were not compatible with AID's and other training contractors' systems. Six conclusions follow:

1. Costs and cost reduction efforts varied greatly between partnerships. The NAPA accounting system and other factors made an accurate comparison with other contractors impossible.

According to NAPA statistics, highlighted on the following pages in Exhibit 7 and detailed in Exhibit 8, the total expended under the two major AID grants between 1983-87 was \$2,643,493. For this amount 763 persons from Latin America and the Caribbean came to the U.S. -- most for short-term technical training or professional upgrading, and some for degree programs.

As shown in Exhibit 7, total AID cost per participant was \$2,333 for one month or less, \$3,912 for 1-6 months, and \$11,559 for 6-24 months. For the average stay of 2.141 months, each participant cost AID an average of \$3,465. On the basis of cost per participant month, the AID cost per participant averaged \$3,337 for one month, \$1,583 per month for 1-6 months, and \$869 per month for 6-24 months (See Appendices K and L).

NAPA broke down costs into two major categories: training and management. Average training cost was highest for participants in the U.S. for one month or less -- \$2,052. For training participants here for 1-6 months the training cost decreased to an average of \$1,220 per month. When trainees stayed between 6-24 months the average cost was \$802 per month. When all 763 trainees were considered, average training cost per month was \$1,198.

Management costs (administrative costs incurred by NAPA's operation at the Washington level) were calculated by NAPA at an average of \$420 per participant month. This was 25.9% of the total AID cost per participant month. The average management cost per month decreased from \$1,286 for participants in the U.S. for one month or less (38.5% of total cost), to \$364 per month for 1-6 months (22.9%) to \$68 per month for 6-24 months (7.8%). See Exhibit 9 for details on costs of management.

Apart from NAPA administrative charges, the Northern Partners added management fees, overhead and/or indirect costs to training program budgets. Also, the time of regional, southern and northern partners staff paid by other AID grants was not calculated as a management cost.

NAPA's Program Guide, in response to the question "What expenses does the training grant cover?" stated:

"For successful cost-sharing, trainees, partnerships, employers and training institutions must work together for cost reduction... To assist with total training costs, trainees might arrange to have their salaries continued

Exhibit 7

TRAINING STATISTICS
GRANTS NOS. 305 AND 307

	LENGTH OF TRAINING			TOTAL
	ONE MONTH OR LESS	1 - 6 MOS.	6 - 24 MOS.	
NUMBER OF PARTICIPANTS	502	202	59	763
TOTAL PARTICIPANT MONTHS	351	499	784	1634
AVERAGE PARTICIPANT MONTHS	.699	2.470	13.288	2.141
AVERAGE PARTICIPANT TRNG COST/MO.	\$2,052	\$1,220	\$802	\$1,198
AVERAGE PARTICIPANT MGMT COST/MO.	\$1,286	\$364	\$68	\$420
AVERAGE TOTAL PARTICIPANT AID COST/MO.	\$3,337	\$1,583	\$869	\$1,618
MANAGEMENT COST AS PERCENT OF TOTAL	38.5%	22.9%	7.8%	25.9%
TOTAL COSTS TO AID	\$1,171,355	\$790,161	\$681,977	\$2,643,493
TOTAL PARTICIPANT AID COST	\$2,333	\$3,912	\$11,559	\$3,465

* Spreadsheet from NAPA/D. Luria, 6/26/87

GRANTS NO. 305 AND 307 - ALL REGIONS, 1983-87
 COMBINED TRAINING COST ANALYSIS WORKSHEET

	Trng. No. Grantees	Duration (Months)	Total Grant/ Trainee	Total Trng. Cost	Total Trng. Mos.	Trng. Cost Per Trnee-Mo.	Mgt. Cost Per Trnee-Mo.	Total Cost Per Trnee-Mo.	Total Mgt. Costs	Total Mgt. Costs Per Trnee	Total Costs To AID	Total Cost Per Trainee	Mgt. Cost As % Of Total Cost	Other Sources Contrib.	Other As % Of Total
Short-Term Trainees															
	502	.5- 1	\$1,434	\$720,109	351	\$2,052	\$1,286	\$3,337	\$451,246	\$899	\$1,171,355	\$2,333	38.5%	785,841	40.2%
	141	1- 2	\$2,501	\$352,680	259	\$1,362	\$489	\$1,851	\$126,744	\$899	\$479,424	\$3,400	26.4%	224,494	31.9%
	27	2- 3	\$3,627	\$97,926	75	\$1,305	\$323	\$1,628	\$24,270	\$899	\$122,196	\$4,526	19.9%	79,999	39.6%
	15	3- 4	\$4,706	\$70,590	55	\$1,283	\$245	\$1,529	\$13,483	\$899	\$84,073	\$5,605	16.0%	39,986	32.2%
	4	4- 5	\$4,387	\$17,548	20	\$900	\$184	\$1,084	\$3,596	\$899	\$21,144	\$5,286	17.0%	15,135	41.7%
	15	5- 6	\$4,656	\$69,840	90	\$776	\$150	\$926	\$13,483	\$899	\$83,323	\$5,555	16.2%	48,820	36.9%
Sub-Total	704	1	\$1,887	\$1,328,693	850	\$1,564	\$745	\$2,309	\$632,823	\$899	\$1,961,516	\$2,786	32.3%	1,194,275	37.8%
Long-Term Trainees															
	2	.6- 7	\$5,913	\$11,825	14	\$845	\$128	\$973	\$1,798	\$899	\$13,623	\$6,811	13.2%	20,185	59.7%
	6	7- 8	\$4,821	\$28,926	48	\$603	\$112	\$715	\$5,393	\$899	\$34,319	\$5,720	15.7%	51,560	60.0%
	4	9- 10	\$8,913	\$35,650	38	\$938	\$95	\$1,033	\$3,596	\$899	\$39,246	\$9,811	9.2%	15,550	28.4%
	19	11- 12	\$9,149	\$173,833	236	\$737	\$72	\$809	\$17,079	\$899	\$190,912	\$10,048	8.9%	97,120	33.7%
	20	13- 14	\$12,384	\$247,670	279	\$889	\$65	\$954	\$17,978	\$899	\$265,648	\$13,282	6.8%	2,150	0.8%
	1	15- 18	\$10,090	\$10,090	18	\$561	\$50	\$610	\$899	\$899	\$10,989	\$10,989	8.2%	2,150	16.4%
	4	19- 20	\$12,467	\$49,866	80	\$623	\$45	\$668	\$3,596	\$899	\$53,462	\$13,365	6.7%	37,290	41.1%
	3	23- 24	\$23,694	\$71,082	72	\$987	\$37	\$1,025	\$2,697	\$899	\$73,779	\$24,593	3.7%	37,880	33.9%
Sub-Total	59	13	\$10,660	\$628,942	784	\$802	\$68	\$869	\$53,035	\$899	\$681,977	\$11,559	7.8%	\$263,885	27.9%
TOTALS:	763	2	\$2,566	\$1,957,635	1,634	\$1,198	\$420	\$1,618	\$685,858	\$899	\$2,643,493	\$3,465	25.9%	\$1,458,160	35.6%

Exhibit 9

MANAGEMENT COST ANALYSIS WORKSHEET

GRANTS 305 and 307

GRANT 305

GRANT 307

33

Management Budget -	Annual	4 Year Total
Dir salary	\$33,015	132,060
Asst.Salary	\$7,000	28,000
Sec Salary	\$4,917	19,668
Fringes	\$8,845	35,379
Workshops	\$3,519	14,074
Telephone	\$4,233	16,930
Staff Travel	\$3,816	15,264
Program Consulting	\$1,433	5,733
Publications	\$1,760	7,040
Total Mgt. Cost	\$68,537	\$274,148
Total Trng.Cost	489,409	1,957,635
Total Direct Cost	\$557,946	\$2,231,783
Indirect @18.45%	102,928	411,710
Total, All Costs:	\$660,873	\$2,643,493
Mgt.+Indirect Costs:	\$171,465	\$685,858

06/24/87 EDL

Management Budget -	Annual	4 Year Total
Dir salary	\$22,529	\$90,116
Asst.Salary	\$5,500	22,000
Sec Salary	\$3,417	13,668
Fringes	\$6,289	25,157
Telephone	\$3,890	15,558
Staff Travel	\$3,676	14,705
Program Consulting	\$1,215	4,861
Publications	\$1,760	7,040
Total Mgt. Cost	\$48,276	\$193,105
Total Trng.Cost	307,396	1,229,585
Total Direct Cost	\$355,672	\$1,422,689
Indirect @18.99%	67,578	270,310
Total, All Costs:	\$423,250	\$1,692,999
Mgt.+Indirect Costs:	\$115,854	\$463,415

05/31/87 EDL

Management Budget	Annual	Two-Year Total
Dir salary	\$20,972	\$41,944
Asst.Salary	3,000	6,000
Sec Salary	3,000	6,000
Fringes	5,111	10,222
Workshops	7,473	14,946
Staff Travel	280	559
Office Expense	686	1,372
Total Mgt. Cost	\$40,522	\$81,043
Total Trng.Cost	364,025	728,050
Total Direct Cost	\$404,546	\$809,093
Indirect @17.77%	70,700	141,400
Total, All Costs:	\$475,246	\$950,493
Mgt.+ Indirect	\$111,221	\$222,443

05/31/87 edl

while in the U.S. And homestays might be arranged, rather than housing trainees in hotels or dormitories. The host training institution may waive tuition or donate training supplies. The trainee or his/her agency should cover international travel costs whenever possible."

We found from site visits that practice about cost reduction varied greatly between partnerships. In most cases actual costs of training were charged to the AID grant. Practice ran the gamut, as shown below:

a. In Alabama, there did not appear to be attention to cost reduction. On the contrary, Alabama universities participating in Partners training also levied indirect costs or an administrative fee.

b. In Minnesota, special efforts were made to secure cost reduction in training. The University of Minnesota's School of Veterinary Medicine waived tuition for short-term training. The in-state rate for tuition was charged for degree students instead of the higher out-of-state rate. A research assistantship was arranged in at least one case, as well as employment for a spouse who was not supported by AID, so in effect two received professional training for the price of one.

c. In Oregon, Partners took advantage of a state waiver of out-of-state tuition made available to foreign students who agreed to spend a percentage of their time in community education kinds of activities which increased the awareness of Oregonians about other countries. Also, an enterprising trainee discovered and took advantage of free international airline travel available through the Institute of Education (which receives gratis tickets from several American airlines).

As far as living expenses were concerned, most training participants were lodged in university or college facilities, and that rate was charged to the grant. Suitable low-cost hotel or apartment accommodations were used for short stays. In the case of home stays of more than a few days' duration, a reasonable amount of compensation usually was given to the host/hostess.

2. Costs shared by trainees interviewed varied from partnership to partnership and program to program from almost nothing to a significant amount.
3. In Grants 305 and 307 AID covered about 64.4% of total training costs; NAPA estimated that other sources accounted for 35.6% of total training costs. Of the AID costs 25.9% were for management.

AID funds were utilized to pay training program costs and management or administrative costs (See Appendix H). The in-kind costs for each country included: salary continuation, international travel, visas, passport fees, medical examinations, in-country English-language training, costs of obtaining related documents, in-country travel, etc. Also some northern partners expenses were counted as in-kind costs. These included

waivers of tuition and fees, volunteer time not reimbursed, free home stays, local transportation, entertainment, etc.

4. Within NAPA guidelines, most training budgets reviewed in the evaluation had training costs which were usually accurately budgeted with only minor adjustments required.

The evaluation found that both southern and northern partnerships were involved in the budget process. Each submitted a budget to International Training Director, NAPA, who carefully reviewed each budget and program. Most adjustments and corrections were made at this stage.

5. Partners' accounting and budgeting systems did not truly reflect some costs nor did they accurately reflect management costs for each program.

This is discussed in Conclusion 1 above.

6. NAPA and the partnerships' budgeting and accounting systems were not compatible with AID's and other contractors' systems.

F. RECRUITMENT AND SELECTION

The evaluation found the participants selected to be predominately middle class or higher, 61% male, 39% female, mainly from capital or large urban areas, 55% public sector, 40% private sector and 5% were not employed when selected. The quality of recruitment and selection varied widely but most trainees did reenter the labor force. Three conclusions with descriptive narrative follow:

1. The participants selected were predominately middle class or higher, 61% male, 39% female, mainly from capital or large urban areas, 55% came from the public sector, 40% came from the private sector, and 5% were not employed when selected.

Partners training participants could be typically characterized as male, middle-30s, living in an urban area, employed in the public sector, mid-level in career, and of sufficient economic means to afford airfare to the U.S.

In some cases considerable effort was expended to identify and attract persons who had the effect of adding greater diversity to the trainee profile. For example, participation of the private sector was encouraged, as illustrated in the following two examples:

- a. Dominica/Duchess County's partnership, through its Economic Development Committee, under the chairmanship of an IBM executive, had attempted to improve that island nation's tourism industry by training restauranteurs at the prestigious Culinary Institute of America and computer specialists for hotels and other businesses. Whatever the good intent on the part of these Partners and the training institutions

involved, these training efforts had less than expected payoff (See Section H on Multiplier Effect).

b. Guatemala/Alabama provided training, with the assistance of the World Trade Center adjacent to the University of Alabama, which increased the knowledge of young entrepreneurs about international business and helped them assess the feasibility of marketing their products in the U.S.

Another notable aspect of Partners' trainee profile was the relatively large proportion of women -- 39 percent as compared with an overall AID-wide figure of 21 percent. Partners almost reached the target set by the LAC bureau of 40 percent. This good showing in terms of gender resulted not only from high representation of women in education, health, and related fields of training, but also from the fact that one-third of training opportunities in the "business" area were made available to women (see Appendix G).

2. The quality of recruitment and selection varied widely.

Partners' Program Guide stated that persons selected for training "must be middle-career professionals or technically-oriented workers, persons who are beyond their first job and who have reached a stage where they needed additional skills development." According to NAPA, and supported for the most part, by review at the selected sites, most participants in the Partners training program met these criterion. In the sites visited, we found a number of exceptions, such as the following:

a. In Delaware the 20 year-old daughter of a Panama Partners committee member had just completed a two-year A.A. program at Delaware Technical College, cost to AID of \$6,900. She said her immediate plans were to get married and live in Florida, where she expected to further her schooling.

b. In Duchess County the first trainee from Dominica was a personal friend of a Dominica Partners official, raising concerns regarding selection criteria. This two-year A.A. program at Duchess Community College cost AID \$15,262.

c. In Oregon (but actually at the Cleveland Institute of Music), the 27-year old daughter of Costa Rica's former Minister of Foreign Affairs in 1987 completed a B.A. program in harp. Her last year was paid for under the A.I.D./NAPA grant at a cost of \$5,500. NAPA claimed this activity was initiated by USAID/San Jose; however, Partners disbursed project funds according to its procedures. The evaluators brought this program to the attention of LAC/DR/EST officials, the USAID/San Jose EHRD officer, the Executive Director of the Costa Rica Partners, and NAPA officials for their action.

d. In Guatemala, AID funded the training of 53 bilingual secretaries who had just graduated from high school. A large number of these girls came from the Gibb School in Guatemala city, which is a finishing school for girls from wealthy families. The level of training and the people selected did not meet AID or Partners criteria.

Despite some exceptions, which from time to time caused the northern halves of the partnerships to seriously question the selection process, they generally had been satisfied with persons selected for training in the

U.S. Their main concern had been appropriateness of those selected in terms of being able to return to their countries and play major roles in the Partners organization so that social and economic development goals of Partners could be furthered.

The actual recruitment and selection process took place on the southern side of the partnership. In general, recruitment was limited because training programs were usually tied into a Partnership project, which in itself cut down the audience of potential candidates. We found some instances where programs appeared to be developed for a pre-selected candidate(s), which was not the NAPA process observed in Chapter III of this report. The tendency on the part of southern Partners was to select coworkers, individuals known to, or friends of, officials or committee members. During visits to four countries, it was noted, by chance, that six trainees were blood relatives of Partners officials or committee members. The evaluation did not find extensive recruitment nor a rigorous selection methodology which would assure wide spread knowledge of the Partners' programs and/or selection of the best candidates.

3. Most trainees appeared to reenter the labor force.

During conversations with southern Partners staff and committee members we concluded that most trainees did reenter the labor force. However, since the Partners did not have a systematized follow up process in place our conclusion could not be verified with hard data.

G. ORIENTATION/LANGUAGE TRAINING

Partners' orientations, both southern and northern, were found to be weak and many programs did not include formal orientation to American life and culture. English language training was managed on an ad hoc basis from program to program with varying degrees of success. Two conclusions follow:

1. Southern and northern Partners' orientations often were weak or non existent, with some trainees not receiving orientation to American life and culture.

Appropriate orientation, including information about American life and culture, was expected for preparation for the U.S. experience. NAPA's Program Guide made no mention of orientation, apparently believing no instruction to partnerships was necessary.

Northern Partners complained that there often was confusion on the part of those who came to the U.S. for training. Trainees were given erroneous information - especially about what they could expect with regard to allowances they would receive. Allowance problems created as far back as 1984 were still being discussed by trainees.

The reaction of the Alabama Partners' executive director was typical: "The Guatemala Partners certainly know Alabama. They could use the video and slides we have sent down as part of their orientation. There really is no reason why they can't do a better job about orientation."

Participants studying in the U.S. suggested that orientation in their countries could include more specific information about their individual training programs and what would be expected of them, what their housing arrangements would be, what it was like to be a student in the American education system, what American families were like and what was expected in relations with Americans.

In Latin American and Caribbean Partners typical orientation programs included 1 hour to a day with the sponsoring committee, a talk by a returned participant, and time with the Partners executive director or president for logistical details. There was no suggested content from NAPA for the orientation causing wide diversity in what each trainee received.

Returned trainees were questioned about both southern and northern orientations. Their reactions (24 individuals) are summarized below:

a. Orientation by Southern Partners

Received orientation	- 18
Did not receive any orientation	- 6
Given information on their training program	- 18
American life and culture	- 14
Logistics and allowance information	- 17

A common complaint about southern partner orientation was that the information given was erroneous and/or incomplete.

b. Orientation by Northern Partners

Received orientation	- 22
Did not receive orientation	- 2
Training program explained	- 22
American life and culture	- 15
Logistics and allowance information	- 22

Seven of the trainees felt their northern partnership orientations were superficial and could have had more substance.

2. English language training was managed on an ad hoc basis from program to program with varying degrees of success.

Except for certain Caribbean countries, Spanish or Portuguese are the predominant language in most of the other nations in which Partners of the Americas operates. This posed a major problem in terms of selection of training participants and provisions for training in the various states.

Most Partners' training was short-term and focused on upgrading technical skills. It was not usually possible to include a substantial language training component. Hence, the participant needed sufficient English language proficiency to function in an academic setting.

In discussions with southern Partners, fifteen long-term trainees were identified who had problems with English. In Grants 305 and 307 Partnerships only sent 59 long-term trainees out of a total of 763 trainees. The evaluators were of the opinion that Partners probably wasted resources by selecting people with low levels of English language capability when the universe of English speakers was large. Two factors contributed in part to this dilemma. The program or project was designed with a particular person(s) in mind and/or the training component selection criteria did not specify adequate English language capability as a prerequisite.

In some instances, formal instruction in English was built into the program for short-term trainees. Additionally, internships and home stays provided excellent non-formal opportunities for enhancing English skills. When home stays were not feasible, an alternative was the friendship family.

Some training programs were conducted in Spanish when the level of English comprehension was not high enough. The ideal, of course, was a bilingual American trainer. The incentive of traveling in Latin America on a Partners travel grant had motivated faculty in partners states to study Spanish, and some became impressively proficient.

Interpreters were used on occasion, with varying success. Cultural sensitivity and the ability to relate to the particular group was important. For instance, a mature Guatemalan who happened to be in Birmingham was employed as interpreter for the month-long course in emergency medical training. She not only acted as language bridge between trainees and instructors, but also assisted in social and adjustment problems. As a result, according to the training director, morale of the group was high and the whole experience was very satisfactory for all concerned.

In planning short-term training programs, partnerships could have paid more attention to English language capability of the trainees and how this area was going to be managed. Returned non-English speakers were quite vocal when translations and/or interpretations were faulty.

H. MULTIPLIER EFFECT

1. Of the 24 returned trainees interviewed, 17 reported they had taught others. The numbers taught ranged from 3 to 200 with each returned trainee reaching an average of 33 people. However, the Partners does not have a follow-up system in place, making it impossible to ascertain any multiplier effect.

I. FOLLOW UP

The absence of a follow-up system made it difficult to find how many returned trainees were integrated into the partnership network. However, of 24 trainees interviewed 16 joined Partners (paid their membership fee) and 13 of these were participating actively in partnership affairs. One conclusion follows:

1. Partners did not have a follow-up system in place.

In our reviews of northern and southern Partners, we found many instances (some excellent) of continued contact with U.S. culture, ideas, and influences. We were unable to quantify or judge the effectiveness of this type of follow-up for the whole program. In a small sample (24) of returned trainees about one-half were participating actively in Partners' programs.

J. MANAGEMENT OF PARTICIPANT TRAINING ACTIVITIES

The structure and management of Partners was comprised of NAPA, regional offices, and over 100 northern and southern organizations. Partners' management of participant training activities lacked uniformity, was concentrated in a few countries, and lacked many facets of managerial direction. A strength of the program was that a large cadre of volunteers was recruited to assist in managing training programs. However, some of the management practices identified which could be improved were: distribution of resources by country; NAPA leadership; adherence to AID regulations; guidance to partnerships; monitoring quality of training; working relationships with local USAIDs; utilization of salaried employees; follow-up and, defining relationships with AID in participant training programs.

In Chapter V contractor recommendations are made, which include the problem areas described above. Three conclusions with descriptive narrative follow:

1. Management of participant training activities lacked uniformity, was concentrated in few countries, and lacked many facets of managerial direction.

NAPA central staff provided general management guidance to partnerships. General policy or management support and advice was provided by regional personnel. However, the day-to-day management of each partner was left up to the partner with minimal monitoring or interference from outside. Thus, we found a significant lack of uniformity and/or many facets of managerial direction. As illustrated in Appendix H, we found no rationale for the allocation of funds to partnerships, except on a first-come, first-served basis. Partnership allocations of resources were not made on the basis of program areas, size of country, AID priorities, etc.

2. A program strength was that a large cadre of volunteers was recruited to assist in the management of the program.
3. Some of the management practices which could be improved were:
 - o distribution of resources by country
 - o NAPA leadership
 - o adherence to AID regulations
 - o guidance to partnerships

- o monitoring of training quality
- o working relations with local USAID
- o follow up
- o defining relationships with AID

NAPA staff handled allocations of funds, reviewed and approved individual training applications, accounted for funds, collected information, developed reports, and provided general guidance to partnerships. NAPA did not take a leadership role in assisting partnerships design and implement programs.

We found little or no attempt to follow U.S. Government and AID regulations. AID Handbook 10, which governs all AID participants, was not followed or consulted in the partnerships visited. Amounts charged for per diem, living allowances, entertainment, mileage, varied widely. NAPA did not provide specific guidance about allowable costs, even the most easily regulated item varied. Mileage, for instance, had been reimbursed at five different rates .20, .205, .22, .25, .35 (three different rates even in the same partnership). Entertainment was included as a separate line item, or combined with training costs, or given separately to the trainee.

The guidance or operational rules of the Partners were incomplete or ignored in key parts of the program. We found little or no guidance for allowable costs, authorized rates of reimbursement, use of AID Handbook 10, monitoring of training quality, English language training, orientations, etc.

As described earlier in this chapter, working relationships with local USAIDs were a problem and Partners did not have a systematic follow-up in place.

Partnership, AID and/or USAIDs priorities did not always coincide. In many instances, it was evident that the AID priorities were not what partnerships were seeking. The relationships or acceptance of AID support were not clearly defined and mutually acceptable to both parties.

K. GUATEMALA/ALABAMA GRANT 329

As noted in Chapter I, the evaluation treated the Guatemala/Alabama Grant 329 separately because of its special nature. This grant provided \$350,000 to the Alabama Partners to manage participants from Guatemala while they were in the United States. At the time of the last Quarterly Report, 36 grants had been awarded for 29 persons months of short-term training and 74.5 months of long-term training. The AID contribution was \$165,057 and other sources contributed \$5,466 making a total funding of \$170,523 (See Appendix H for details).

This grant was completely distinct from the other two grants (305 and 307) evaluated. First, the southern Partner Guatemala was not involved. USAID/Guatemala recruited, selected, and in most cases made the determination of U.S. training sites. Unlike normal Partners projects, most trainees under this project were placed outside of Alabama and were not even acquainted with Alabama. In practice, Alabama served as a placement contractor.

When interviewed, both USAID/Guatemala and Alabama were satisfied with the program. The average training costs were higher than normal due to the relative small size of the program. The higher administrative costs per month were expected for only 36 grants.

Inasmuch as this program did not follow the Partners' regular program, the evaluation could not address the questions proposed in the contract scope of work.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter recapitulates the conclusions in ten evaluative areas from Chapter IV, and provides recommendations for AID and NAPA. Each conclusion is followed by a recommendation.

A. CONGRUENCE WITH AID PRIORITIES

1. The specific mix of training programs for each country in the study have generally fallen under major AID priority areas.

Recommendation:

None

2. A significant number of actual training programs reviewed (35%) were in non-priority sub areas.

Recommendation:

AID and NAPA work cooperatively to develop a means of insuring that current and any future training programs are in USAID Mission priority areas.

3. Minimal consultation and cooperation was done with USAIDs prior to determining program mixes.

Recommendation:

AID and NAPA develop a strategy to increase partnership consultation and cooperation with USAIDs. For example, NAPA could sponsor joint regional workshops for this purpose.

B. PROVISION OF SKILLS

1. Generally, the quality of training provided was good but with little or no monitoring of quality by NAPA or the partnerships.

Recommendation:

NAPA develop guidance for regional offices and partnerships (northern and southern) to monitor training quality.

2. Most participants were adequately trained in the skills intended.

Recommendation:

None

3. Employers and supervisors were satisfied with the quality of training.

Recommendation:

None

4. Almost all trainees interviewed were satisfied with the quality of their training but about one-third expected to learn more skills.

Recommendation:

NAPA inform all partnerships of this conclusion and suggest they review all future training programs in terms of level of difficulty and number of skills to be learned.

5. The specific mix of skills acquired under the program varied according to partnership.

Recommendation:

AID and NAPA review this area to ascertain if changes are needed in the specific mix of skills to be acquired. Involvement of USAIDs in this study is essential.

C. UTILIZATION OF SKILLS

1. In a sample of 24 trainees interviewed, 23 used skills on their job, 17 were teaching others, 17 were in leadership roles, and 20 appeared to be serving their country and community.

Recommendation:

NAPA, in consultation with partnerships, develop guidance on factors effecting utilization of skills. Guidance should include, but not be limited to: designing the original training program with a skill utilization component; recruitment and selection of trainees who will use their new skills and be in a position to teach others; etc.

2. NAPA and the partnerships did not have a systematic trainee follow up.

Recommendation:

NAPA, in consultation with partnerships develop and implement a uniform and adequate follow-up system for all partnerships to use.

program with a skill utilization component; recruitment and selection of trainees who will use their new skills and be in a position to teach others; etc.

D. POLITICAL AND SOCIAL EXPOSURE

1. Political and social learning varied from partnership to partnership and from program to program within a given partnership.

Recommendation:

NAPA and partnerships develop and implement a political and social learning program.

2. The three AID grants evaluated did not set out specific political or social objectives nor goal and purpose for an "experience America" type of program.

Recommendation:

Any future AID contracts and/or grants with Partners prescribe an "experience America" type program.

3. About 40% of the returned participants had communicated their knowledge of U.S. social and cultural experiences to their countrymen.

Recommendation:

NAPA, in consultation with partnerships, provide guidance to partnerships so that returned trainees communicate their knowledge of U.S. social and cultural experiences to their countrymen in some kind of an established format. Consideration should be given to: (1) recruiting and selection of trainees capable and interested in this aspect of the program, and (2) inclusion of this spread effect in the original training plan.

4. All trainees interviewed felt their perceptions of the United States had changed.

Recommendation:

None

5. When provided, trainees assessed this aspect of their training as being worthwhile.

Recommendation:

None

6. Communications maintained between trainees and northern partnerships after training appeared to be sporadic and usually on an individual basis.

Recommendation:

NAPA provide guidance to partnerships on how to increase and systematize communications between returned trainees and northern partnerships.

E. COST REDUCTION

1. Costs and cost reduction efforts varied greatly between partnerships. The NAPA accounting system and other factors made an accurate comparison with other contractors impossible.

Recommendation:

Partners utilize AID's Training Cost Analysis (TCA) for any future AID training activities.

2. Costs shared by trainees interviewed varied from partnership to partnership and program to program from almost nothing to a significant amount.

Recommendation:

NAPA review costs shared by trainees with partnerships in view of finding a way for a more equitable manner of managing trainee contributions.

3. In Grants 305 and 307, AID covered about 64.4% of total training costs and other sources accounted for 35.6% of total training costs. Of the AID costs 25.9% were for management.

Recommendation:

None

4. Within NAPA guidelines, most training budgets reviewed in the evaluation had training costs which were usually accurately budgeted with only minor adjustments required.

Recommendation:

None

5. Partners' accounting and budgeting systems did not truly reflect some costs nor did they accurately reflect management costs for each program.

Recommendation:

NAPA revise its accounting and budgeting system to reflect true management costs. Items for inclusion in management costs are: management fees charged by northern partnerships, overhead or indirect costs charged by northern partners, portions of salaries devoted to training (paid by other AID grants) for other Partners officials such as regional employees, paid northern partners staff, and salaried southern partners employees.

6. NAPA and the partnerships budgeting and accounting systems were not compatible with AID's and other contractors systems.

Recommendation:

Partners utilize AID's Training Cost Analysis (TCA) for any future AID training activities.

F. RECRUITMENT AND SELECTION

1. The participants selected were predominately middle class or higher, 61% male, 39% female, mainly from capital or large urban areas, 55% came from the public sector, 40% came from the private sector, and 5% were not employed when selected.

Recommendation:

None

2. The quality of recruitment and selection varied widely.

Recommendation:

NAPA and partnerships review current recruitment and selection practices. Then, develop new guidance to ensure more standard practices in recruitment and selection.

3. Most trainees appeared to reenter the labor force.

Recommendation:

None

G. ORIENTATION/LANGAUGE TRAINING

1. Southern and northern Partners' orientations often were weak or not provided, with some trainees not receiving orientation to American life and culture.

Recommendation:

NAPA provide detailed guidance to northern and southern partners on orientation responsibilities.

2. English language training was managed on an ad hoc basis from program to program with varying degrees of success.

Recommendation:

NAPA, with partnership inputs, develop uniform policy and guidance for all partnerships in regard to English language training.

H. MULTIPLIER EFFECT

1. Of the 24 returned trainees interviewed, 17 reported they had taught others. The numbers taught ranged from 3 to 200 with each returned trainee reaching an average of 33 people. However, the Partners does not have a follow-up system in place, making it impossible to ascertain any multiplier effect.

Recommendation:

Partners develop a comprehensive follow-up system so multiplier effect can be monitored. Also Partners develop guidance to partnerships making multiplier effect a part of each training plan. Multiplier effect should be taken into consideration in recruitment, selection, and course content.

I. FOLLOW UP

1. Partners did not have a follow-up system in place.

Recommendation:

Partners develop and institute a comprehensive follow-up system.

J. MANAGEMENT OF PARTICIPANT TRAINING ACTIVITIES

1. Management of participant training activities lacked uniformity, was concentrated in few countries, and lacked many facets of managerial direction.

Recommendation:

NAPA consider contracting a management consulting firm to review all Partners' management practices and to make recommendations for improvement.

2. A program strength was that a large cadre of volunteers was recruited to assist in the management of the program.

Recommendation:

None

3. Some of the management practices which could be improved were:

- o distribution of resources by country
- o NAPA leadership
- o adherence to AID regulations
- o guidance to partnerships
- o monitoring of training quality
- o working relations with local USAIDs
- o follow-up
- o defining relations with AID

Recommendations:

- o Distribution of resources by country

Partners develop a more planned and programmatic way in fund allocation to partnerships.

- o NAPA leadership

NAPA leadership (Washington and regional) take a more active role in providing guidance, monitoring quality of instruction, ensuring adequate follow-up, reviewing program mix, and adherence to AID regulations.

- o Adherence to AID regulations

NAPA provide guidance and training to partnerships regarding travel regulations and AID Handbook 10.

- o Guidance to partnerships

NAPA review current guidance to partnerships and then update, expand, and implement. This will probably require extensive training.

o Monitoring of training quality

NAPA, with partnership inputs, develop and implement a uniform system to monitor the quality of training.

o Working relations with local USAIDs

NAPA and AID/LAC/DR/EST take the initiative to develop and implement a strategy to improve working relations between USAIDs and partnerships.

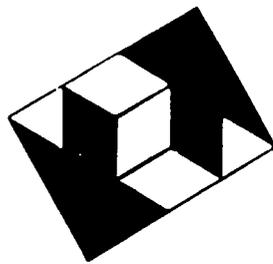
o Follow-up

NAPA and partnerships, as quickly as possible, institute a comprehensive follow-up system.

o Defining relations with AID

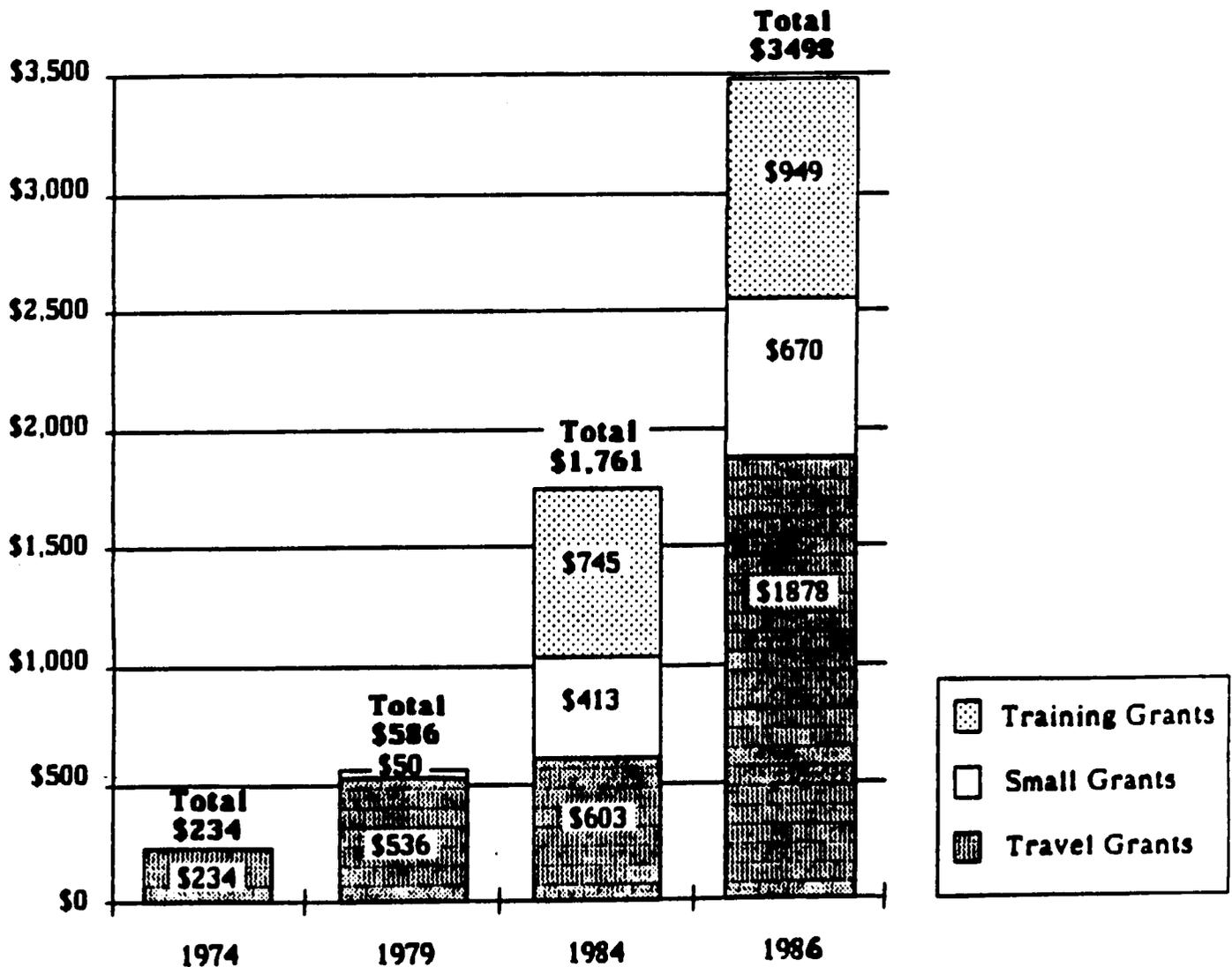
Prior to entering into AID training projects, the interests, roles and responsibilities of each party (NAPA, Partnerships, USAIDs, AID/Washington) should be mutually agreed upon.

PARTNERS
OF THE AMERICAS



1424 K Street, N.W., Washington, D.C. 20005
Telephone 202-628-3100 Cables: NAPAR Telex 64261
DIDD Terminal #202-737-6862

**Resources Available to Partnerships
1974-1986 (In thousands of dollars)**



SIX PARTNERS' A.I.D. FUNDED TRAINING GRANTS

<u>A.I.D. Grant No.</u>	<u>Title</u>	<u>Dates</u>	<u>Amount</u>
1. LAC 0622-G-SS-3012-00	CBI & Training Initiatives	1/1/83 - 12/31/87	\$1,693,000.00
2. LAC-0318-G-SS-5044-00	Central America Democracy	4/1/85 - 3/31/87	1,000,000.00
3. LAC-0622-A-004069-00	Guatemala	9/30/84 - 7/31/87	350,000.00
4. 598-0640-A-00-6535-0	Peru Training	6/16/86 - 12/31/88	265,000.00
5. 538-0160 (#322)	Caribbean Training	7/1/86 - 7/6/89	1,600,000.00
6. 598-0640 (#318)	Brazil Training	7/1/86 - 6/30/87	<u>450,000.00</u>
Total All A.I.D. Grant Funds to Date:			\$5,358,000.00

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52

EVALUATION OF PARTNERS OF THE AMERICAS TRAINING PROGRAM

Information from USAID/WashingtonA. Congruence with AID priorities

1. What are AID initiatives in this country?
2. What does AID think are the needs in this country? Individual? Community?
3. To what extent does the mix of Partners training programs for this country correspond to AID priorities (e.g. ag, ed, health, business, safety, women)

B. Cost reduction

1. How do specific measures taken by Partners to reduce costs compare with measures adopted by other training programs?
2. For future contracts should Partners use the training costs analysis to strengthen cost-reduction efforts?

F. Recruitment/selection

1. To what extent do selection criteria match the criteria of the funding AID project?
2. If there are discrepancies, what kind and for what reason?

J. Management of participant training activities

1. What is AID's impression about how the overall planning process has worked?
2. What observations can AID make concerning the process for Partners' management of their participant training program?
3. What does AID perceive to be the strengths and weaknesses of the Partners management of participant training programs?
4. What suggestions does AID have for ways in which Partners' management of their training program might be improved?
5. What information or other support does Aid feel is needed from Partners/ Washington, or any other source, to enable state partnerships to manage their role in the training program more effectively?

K. General

1. What does AID think are major strengths of the Partners' training program?
2. Major weaknesses? How could Partners' training program be improved?

53

EVALUATION OF PARTNERS OF THE AMERICAS TRAINING PROGRAM

Information from NAPA (Partners Headquarters)

A. Congruence with AID priorities

1. What is the process for designing training programs? Who (what roles) are involved at each level? (NAPA, southern partnership, northern partnership)
2. How do training programs take into account USAID's priorities for respective countries as well as other identified community and individual needs?
3. What has been the mix of programs overall?

___agriculture ___education ___health ___women in development
___population & family planning ___small business development
___emergency & safety ___other

4. To what extent does this mix correspond to that set out in the projects originally funded by USAID? If there are discrepancies, what and why?

B. Provision of skills

1. What was the actual length of training? How was that determined? How did the actual differ from what was originally envisioned? Why?
2. Where did training actually take place? Under the auspices of which northern partnerships?
3. What is NAPA's impression of the appropriateness and quality of training provided? What changes in training duration, content, or format might make this training more effective?

C. Utilization of skills

What kind of feedback does NAPA receive concerning actual use by participants of skills they acquired through their U.S. training?

D. Political and social exposure

1. What was the nature of the "experience America" program (goals, objectives, duration, cost, effectiveness)? Does NAPA provide guidelines for this component?
2. What is NAPA's impression of how this aspect of the training program is handled by the northern partnerships? Is the approach fairly standard, or what are uniquenesses?
3. What is NAPA's perception of its "experience America" program as compared with that of USAID training contractors?

JK

Information from NAPA - page 2

E. Cost reduction

1. What does training cost? Short-term vs. long-term? Individual vs. group? Training vs. administrative costs?
2. What specific measures are taken to reduce costs?
3. What is NAPA's impression of how these measures compare with those of other USAID-funded training programs?
4. What are the actual and in-kind costs of the portfolio for each country, by source and by level of effort?
5. What proportion of costs do participants themselves cover out of their own pockets?
6. Were training costs accurately budgeted for in the Partners' proposals? If not, were they over-budgeted? under-budgeted? What accounts for this?
7. How can the budgeting process be improved?
8. For future contracts should Partners use the training costs analysis to strengthen cost-reduction efforts?

F. Recruitment/selection

1. What is the profile of participants in terms of ...
 - socioeconomic status
 - sex
 - geographic distribution
 - level of career attainment
 - public or private sector affiliation
 - likelihood of re-entering the labor force
2. To what extent do selection criteria match the criteria set out in the project documents as funded by USAID? If discrepancies, what and why?
3. What is NAPA's assessment of the process for selecting participants -- strengths? weaknesses? How does this vary among partnerships?
4. What changes could be made to improve the selection process?

G. Orientation/language training

1. What is NAPA's impression about how prepared participants have been for their trip and program in the U.S.? What proportion of participants pass through Washington DC or are seen on-site by NAPA representatives?
2. How has orientation been handled -- at country level and in the U.S.? How successful has it been? How could orientation be improved?

G. Orientation/language training (continued)

3. How has language training been handled--at country level and in the U.S.? How successful has it been? How could language training be improved?
4. What has been the experience with use of interpretation? With increasing emphasis on short-term training, is use of interpreters more feasible than language training?

H. Multiplier effect

1. What evidence does NAPA have that participants actually have gone back to their countries and trained others in their own departments, community, or organization with skills they learned in their U.S. training?
2. How could the training program be improved to better equip participants to transmit their learning to others upon their return home?

I. Follow-up

1. What kind of communication has been maintained with participants since their return to their country?
2. Is there any systematic procedure for maintaining participant contact "with U.S. culture, ideas, and influence"?
3. What steps could be taken to make follow-up more effective?

J. Management of participant training activities

1. What has been the process for managing the participant training program? How is Partners organized at the headquarters level? Who has responsibility for what?
2. How has the overall planning process about training actually worked at various levels?
3. What aspects of the original plans -- and individual and group itineraries -- had to be changed or dropped?
4. What does NAPA consider the strengths -- and weaknesses -- of Partners' management of participant training programs? At headquarters level? In southern partnerships? In northern partnerships?
5. How can Partners' management of participant training activities be improved?
6. What is Partners' assessment of its relationship with USAID (LAC, S&T/OIT) and how could that be strengthened?

66

K. General

1. What does NAPA consider the major strengths of the training program? Of the way it is being implemented?
2. How could the training program -- or the way it is being implemented -- be improved?
3. How is the Partners' training program related to other aspects of Partners' overall program? How does the training program benefit from this interrelationship? What is the specific benefit to participants?
4. What else do evaluators need to know to be able to accurately describe the Partners' training program?

EVALUATION OF PARTNERS OF THE AMERICAS TRAINING PROGRAM

Information from Training Institutions or Sites

B. Provision of skills

1. What was the actual length of training? How was that determined? How did the actual differ from what was originally envisioned? Why?
2. What were expectations for training?
2. Where did training actually take place?
3. How was the training actually carried out?
- individually-tailored program - group program
4. What was the format and content of training? What mix of skills was acquired through what learning process?
5. What is the institution's assessment of the appropriateness and quality of training provided?
6. Were participants adequately trained in the skills intended?
7. What was the level of satisfaction with the training? How is this documented?
8. What changes in training duration, content, or format might make this training more effective?

C. Utilization of skills

What kind of feedback has the institution received concerning actual use by participants of skills they acquired through their U.S. training?

D. Political and social exposure

1. In what way did the institution participate in the "experience America" component of the training program?
2. What kind of experiences have participants had while at the institution -- in addition to the technical or academic training?
3. How much does the institution feel these activities increased participants' awareness or understanding of the U.S.?

Information from training institutions or sites - page 2

E. Cost reduction

1. What does training cost? Short-term vs. long-term? Individual vs. group? Training vs. administrative costs?
2. What specific measures are taken to reduce costs?
3. What are the actual and inkind costs by source and by level of effort? What additional inkind contributions are not reflected in documentation of costs?
4. What proportion of costs do participants themselves cover out of their own pockets?

F. Recruitment/selection

1. What is the profile of participants in terms of ...
 - socio-economic status
 - sex
 - geographic distribution
 - level of career attainment
 - public or private sector affiliation
 - likelihood of re-entering the labor force
2. To what extent do participants match up with the institution's understanding of who will be coming? If differences between expectations and actual what and why?
3. What is the institution's assessment of the process for selecting participants -- strengths? weaknesses?
4. What changes could be made to improve the selection process?

G. Orientation/language training

1. What is the institution's impression about how prepared participants have been for their trip and program in the U.S.?
2. How has orientation been handled -- at country level and in the U.S.? How successful has it been? How could orientation be improved?
3. How has language training been handled--at country level and in the U.S.? How successful has it been? How could language training be improved?
4. What has been the experience with use of interpretation? With increasing emphasis on short-term training, is use of interpreters more feasible than language training?

Information from training institutions or sites - page 3

H. Multiplier effect

1. What evidence does the institution have that participants actually have gone back to their countries and trained others in their own departments, community, or organization with skills they learned in their U.S. training?
2. How could the training program be improved to better equip participants to transmit their learning to others upon their return home?

I. Follow-up

1. What kind of communication has been maintained with participants since their return to their country?
2. Is there any systematic procedure for maintaining participant contact so they can be updated about developments in their technical specialty or "with U.S. culture, ideas, and influence"?
3. What steps could be taken to make follow-up more effective?

J. Management of participant training activities

1. What has been the process for managing the participant training program at the level of the training institution or site?
2. How has the overall planning process about training actually worked? What has been the role of the institution or training site?
3. What aspects of the original plans -- and individual and group itineraries -- had to be changed or dropped?
4. What does the institution consider the strengths -- and weaknesses -- of management of these participant training programs?
5. How can management of participant training activities be improved?
6. What information or other support is needed to enable the institution to implement the training program more effectively?

K. General

1. What have training participants liked most about their training?
What have training participants liked least about their training?
3. What does the institution consider the major strengths of the training program? Of the way it is being implemented?
4. How could the training program -- or the way it is being implemented -- be improved?

EVALUATION OF PARTNERS OF THE AMERICAS TRAINING PROGRAM

Information from State PartnershipA. Congruence with AID priorities

1. What is the process for designing training programs? Who is involved?
2. How do training programs take into account USAID's priorities for respective countries as well as other identified community and individual needs?
3. What has been the mix of programs overall?

___agriculture ___education ___health ___women in development
 ___population & family planning ___small business development
 ___emergency & safety ___other

4. To what extent does this mix correspond to that set out in the projects originally funded by USAID? If there are discrepancies, what and why?

B. Provision of skills

1. What was the actual length of training? How was that determined? How did the actual differ from what was originally envisioned? Why?
2. What were expectations for training -- Yours (the northern partnership)? Theirs (the southern partnership)? Training participants themselves?
2. Where did training actually take place? Under what auspices -- community colleges? universities? other institutions? employer sites?
3. How was the training actually carried out?
 - individually-tailored program - group program
4. What was the format and content of training? What mix of skills was acquired through what learning process?
5. What is the partnership's impression of the appropriateness and quality of training provided?
6. Were participants adequately trained in the skills intended?
7. What was the level of satisfaction with the training? How is this documented?
8. What changes in training duration, content, or format might make this training more effective?

C. Utilization of skills

What kind of feedback has the partnership received concerning actual use by participants activities

Information from State Partnership - page 2

D. Political and social exposure

1. What was the nature of the "experience America" program (goals, objectives, duration, cost, effectiveness)? Did NAPA provide guidance for this component?
2. What kind of experiences have participants had while in the U.S.?
 - lived with families
 - visited with families
 - attended athletic or similar events
 - attended civic activities
 - attended cultural events
 - traveled around the state
 - traveled around the U.S.
 - visited with friends around the U.S.
 - other (specify)
3. How much does the partnership feel these activities increased participants' awareness or understanding of the U.S.?
 - citizens
 - politics
 - how the government functions
 - life styles
 - families
 - other (specify)
4. What is the partnership's assessment of how it handles this aspect of the training program? Does it consider its approach fairly standard, or are there uniquenesses?

E. Cost reduction

1. What does training cost? Short-term vs. long-term? Individual vs. group? Training vs. administrative costs?
2. What specific measures are taken to reduce costs?
3. What are the actual and inkind costs by source and by level of effort? What additional inkind contributions are not reflected in documentation of costs?
4. What proportion of costs do participants themselves cover out of their own pockets?

Information from State Partnership - page 2

F. Recruitment/selection

1. What is the profile of participants in terms of ...
 - socio-economic status
 - sex
 - geographic distribution
 - level of career attainment
 - public or private sector affiliation
 - likelihood of re-entering the labor force
2. To what extent do participants match up with the partnership's understanding of who will be coming? If differences between expectations and actual, what and why?
3. What is the partnership's assessment of the process for selecting participants -- strengths? weaknesses?
4. What changes could be made to improve the selection process?

G. Orientation/language training

1. What is the partnership's impression about how prepared participants have been for their trip and program in the U.S.?
2. How has orientation been handled -- at country level and in the U.S.? How successful has it been? How could orientation be improved?
3. How has language training been handled--at country level and in the U.S.? How successful has it been? How could language training be improved?
4. What has been the experience with use of interpretation? With increasing emphasis on short-term training, is use of interpreters more feasible than language training?

H. Multiplier effect

1. What evidence does the partnership have that participants actually have gone back to their countries and trained others in their own departments, community, or organization with skills they learned in their U.S. training?
2. How could the training program be improved to better equip participants to transmit their learning to others upon their return home?

Information from State Partnership - page 4

I. Follow-up

1. What kind of communication has been maintained with participants since their return to their country?
2. Is there any systematic procedure for maintaining participant contact "with U.S. culture, ideas, and influence"?
3. What steps could be taken to make follow-up more effective?

J. Management of participant training activities

1. What has been the process for managing the participant training program? How is partnership organized? Who has responsibility for what?
2. How has the overall planning process about training actually worked? What are roles of partnerships -- north and south?
3. What aspects of the original plans -- and individual and group itineraries -- had to be changed or dropped?
4. What does the partnership consider the strengths -- and weaknesses -- of Partners' management of participant training programs? At headquarters level? In the southern partnership? In the northern partnership?
5. How can Partners' management of participant training activities be improved?
6. What information or other support is needed from Partners/Washington DC, or any other source, to enable the state partnership to manage the training program more effectively?

K. General

1. What have training participants liked most about their U.S. experiences?
2. What have training participants liked least about their U.S. experiences?
3. What does the partnership consider the major strengths of the training program? Of the way it is being implemented?
4. How could the training program -- or the way it is being implemented -- be improved?
5. How is the Partners' training program related to other aspects of Partners' overall program? How does the training program benefit from this interrelationship? What is the specific benefit to participants?
6. What else do evaluators need to know to be able to accurately describe the Partners' training program?

W

EVALUATION OF PARTNERS OF THE AMERICAS TRAINING PROGRAM

Information from Southern PartnershipA. Congruence with AID priorities

1. What is the process for designing training programs? Who is involved?
2. How do training programs take into account USAID's priorities for the country as well as other community and individual needs identified by the partnership?
3. What has been the mix of programs overall?

___agriculture ___education ___health ___women in development
___population & family planning ___small business development
___emergency & safety ___other

4. To what extent does this mix correspond to that set out in the projects originally funded by USAID? If there are discrepancies, what and why?

B. Provision of skills

1. What was the actual length of training? How was that determined? How did the actual differ from what was originally envisioned? Why?
2. What were expectations for training -- Yours (the southern partnership)? Theirs (the northern partnership)? Training participants themselves?
3. What is the partnership's impression of the appropriateness and quality of training provided?
4. Were participants adequately trained in the skills intended?
5. What was the level of satisfaction with the training? How is this documented?
6. What changes in training duration, content, or format might make this training more effective?

C. Utilization of skills

1. What kind of background and experience did participants have prior to their U.S. visit?
2. What positions did participants occupy prior to training?
3. What positions do participants occupy now?
4. If there was a change in job responsibilities, was this related in any way to the training received in the U.S.?

65

Information from southern partnership - page 2

C. Utilization of skills (continued)

5. How relevant was the U.S. training received to participants' current position?
6. How are participants actually using in their jobs what they learned while in the U.S.?
7. Have participants' salaries changed as a result of their training in the U.S.?
8. Have participants received any other benefits as a result of their training in the U.S.?
9. What is the greatest benefit of the participants' U.S. experience? To the partnership? To participants? To participants' employers?
10. What changes might the partnership recommend to make training more useful in the country's context?

D. Political and social exposure

1. From the perspective of the partnership, what is the nature of the "experience America" component of the training program?
2. What kind of experiences have participants had while in the U.S.?
 - lived with families
 - visited with families
 - attended athletic or similar events
 - attended civic activities
 - attended cultural events
 - traveled around the state
 - traveled around the U.S.
 - visited with friends around the U.S.
 - other (specify)
3. How much does the partnership feel these activities increased participants' awareness or understanding of the U.S.?
 - citizens
 - politics.
 - how the government functions
 - life styles
 - families
 - other (specify)
4. What is the partnership's assessment of how this aspect of the training program is handled?

Edo

Information from southern partnership - page 3

E. Cost reduction

1. What does the training program cost the partnership in terms of administrative costs? How is this covered?
2. What specific measures are taken to reduce costs? (e.g. reduced airfares)
3. What are the actual and inkind costs by source and by level of effort? What additional inkind contributions are not reflected in documentation of costs?
4. What proportion of costs do participants themselves cover out of their own pockets?

F. Recruitment/selection

1. What strategies are used to reach and recruit the types of participants desired?
2. What is the process used to select participants?
3. What is the profile of participants in terms of ...
 - socio-economic status
 - sex
 - geographic distribution
 - level of career attainment
 - public or private sector affiliation
 - likelihood of re-entering the labor force
4. To what extent do selection criteria match the criteria of the funding AID project? If discrepancies, what and why?
5. What is the partnership's assessment of the process for selecting participants -- strengths? weaknesses?
6. What changes could be made to improve the selection process?

G. Orientation/language training

1. How prepared have participants been for their trip and program in the U.S.?
2. How has orientation been handled -- at country level and in the U.S.? How successful has it been? How could orientation be improved?
3. How has language training been handled--at country level and in the U.S.? How successful has it been? How could language training be improved?
4. What has been the experience with use of interpretation? With increasing emphasis on short-term training, is use of interpreters more feasible than language training?

Information from southern partnerships - page 4

H. Multiplier effect

1. What evidence does the partnership have that participants actually have trained others in their own departments, community, or organization with skills they learned in their U.S. training?
2. What is the effectiveness of this training in terms of numbers, quality, and usage?
3. How could the training program be improved to better equip participants to transmit their learning to others upon their return home?

I. Follow-up

1. What kind of communication has been maintained with participants since their return to their country?
2. Is there any systematic procedure for maintaining participant contact "with U.S. culture, ideas, and influence"?
3. How -- specifically -- have participants been integrated within the partnership upon return home? How is their role in the partnership following their U.S. experience different from what it was before?
4. What steps could be taken to make follow-up more effective?

J. Management of participant training activities

1. What has been the process for managing the participant training program? How is partnership organized? Who has responsibility for what?
2. How has the overall planning process about training actually worked? What are roles of partnerships -- south? north?
3. What aspects of the original plans -- and individual and group itineraries -- had to be changed or dropped?
4. What does the partnership consider the strengths -- and weaknesses -- of Partners' management of participant training programs? At headquarters level? In the southern partnership? In the northern partnership?
5. How can Partners' management of participant training activities be improved?
6. What information or other support is needed from Partners/Washington DC, or any other source, to enable the southern partnership to manage the training program more effectively?

65

Information from southern partnership - page 5

K. General

1. What have training participants liked most about their U.S. experiences?
2. What have training participants liked least about their U.S. experiences?
3. What does the partnership consider the major strengths of the training program? Of the way it is being implemented?
4. How could the training program -- or the way it is being implemented -- be improved?
5. How is the Partners' training program related to other aspects of Partners' overall program? How does the training program benefit from this interrelationship? What is the specific benefit to participants? To the partnership?
6. What else do evaluators need to know to be able to accurately describe the Partners' training program?

EVALUATION OF PARTNERS OF THE AMERICAS TRAINING PROGRAM

Information from USAID Mission

A. Congruence with AID priorities

1. What are AID initiatives in this country?
2. What does AID think are the needs in this country? Individual? Community?
3. What has been the mix of programs for this country?
___ag ___ed ___health ___women in development ___small biz development
___population & family planning ___emergency & safety ___other
4. To what extent does the mix of Partners training programs for this country correspond to AID priorities?

C. Utilization of skills

1. What is the mission's observation about how relevant the U.S. training has been relative to participant roles in their country?
2. What does the mission feel is the greatest benefit of the participants U.S. experience?
3. What changes would the mission suggest in the training?

D. Political and social exposure

1. What perceptions of this aspect of training does the mission have?
2. What evidence does the mission have that these activities have increased participants' awareness or understanding of the U.S.?

F. Recruitment/selection

1. What is the mission's understanding of the process used to select participants for training? What has been the mission's role, if any?
2. To-what extent do selection criteria match the criteria of the funding AID project? If there are discrepancies, what kind and for what reason?
3. What have been the strengths of the process used for selection?
4. What have been the weaknesses of the process used for selection?
5. What changes could be made to improve the selection process?
6. What difference is there between participants in Partners' training and participants in other training programs funded by AID?

G. Orientation/language training

1. What is the mission's perception of how orientation has been handled at the country level? How could orientation be improved?
2. What is the mission's perception of how language training has been handled? How could language training be improved?

H. Multiplier effect

1. What evidence is there that participants actually train others in their own departments, community, or organization with skills acquired through training in the U.S.? What is the mission's observation about the effectiveness of this multiplier effect?
2. How could the U.S. training program be improved to better equip participants to transmit their learning to others upon their return home?

I. Follow-up

1. What has been the mission's role in maintaining the participants' contact "with U.S. culture, ideas, and influence" after their return home?
2. What steps could be taken to make follow-up more effective?

J. Management of participant training activities

1. What is the mission's impression about how the overall planning process has worked?
2. What observations can the mission make concerning the process for Partners management of their participant training program?
3. What does the mission perceive to be the strengths and weaknesses of the Partners management of participant training programs?
4. What suggestions does the mission have for ways in which Partners' management of their training program might be improved?
5. What information or other support does the mission feel is needed from Partners/Washington, or any other source, to enable state partnerships to manage their role in the training program more effectively?

K. General

1. What does the mission think are major strengths of the Partners training program?
2. Major weaknesses? How could Partners training program be improved?
3. What else do evaluators need to know to accurately describe this program?

11

EVALUATION OF PARTNERS OF THE AMERICAN TRAINING PROGRAM

Information from Employees

B. Provision of skills

1. What were your expectations for the training your employee would receive in the U.S.?
2. What is your impression of the appropriateness and quality of the training provided?
3. Was your employee adequately trained in the skills intended?
4. How satisfied was your employee with the training?
5. What changes in training duration, content, or format might have made this training more effective?

C. Utilization of skills

1. What kind of background and experience did your employee have prior to his/her U.S. visit?
2. What position did your employee occupy prior to training?
3. What position does this employee occupy now?
4. If there was a change in job responsibilities, was this related in any way to the training received in the U.S.?
5. How relevant was the U.S. training received to the employee's current position?
6. How is this employee actually using in his/her job what was learned while in the U.S.?
7. Has the employee's salary changed as a result of training in the U.S.?
8. Has this employee received any other benefits as a result of being selected for training in the U.S.?
9. What has the greatest benefit of the employee's U.S. experience? To you (the employer)? To the employee?
10. What changes might you recommend to make training more useful?

12

Information from Employers - page 2

F. Recruitment/selection

1. In what way were you (the employer) involved with identification of this employee for this training opportunity?
2. What is the employer's assessment of the process for selecting training program participants -- strengths? weaknesses?

H. Multiplier effect

1. What evidence does the employer have that the employee actually has trained others in their own department, community, or organization with skills they learned in their U.S. training?
2. What is the effectiveness of this training in terms of numbers, quality, and usage?
3. How could the training program be improved to better equip participants to transmit their learning to others upon their return home?

J. Management of participant training activities

1. What has been the process for managing the participant training program from the perspective of the employer?
2. How has the overall planning process about training actually worked? What are roles of employers?
4. What does the employer consider the strengths -- and weaknesses -- of Partners' management of participant training programs?
5. How can Partners management of participant training activities be improved?

K. General

1. What have training participants liked most about their U.S. experiences?
2. What have training participants liked least about their U.S. experiences?
3. What does the employer consider the major strengths of the training program? Of the way it is being implemented?
4. How could the training program -- or the way it is being implemented -- be improved?
6. What else do evaluators need to know to be able to accurately describe the Partners training program?

B

EVALUATION OF PARTNERS OF THE AMERICAS TRAINING PROGRAM

Information from Training Participants

B. Provision of skills

1. What were your expectations for the training you would receive in the U.S.?
2. What did you think of the appropriateness and quality of the training provided?
3. What was the specific mix of skills you acquired?
4. Were you adequately trained in the skills intended?
5. What was your level of satisfaction with the training?
5. What changes in training duration, content, or format might have made this training more effective?

C. Utilization of skills

1. What kind of background and experience did you have prior to your U.S. visit?
2. What position did you occupy prior to training?
3. What position do you occupy now?
4. If there was a change in job responsibilities, was this related in any way to the training received in the U.S.?
5. How relevant was the U.S. training received for your current position?
6. How are you actually using in your job what you learned while in the U.S.?
7. Has your salary changed as a result of training in the U.S.?
8. Have you received any other benefits as a result of being selected for training in the U.S.?
9. What has the greatest benefit to you of your U.S. experience? To your employer?
10. What changes might you recommend to make training more useful?

Information from Trainees - page 2

D. Political and social exposure

1. How would you assess the "experience America" aspect of your training?

2. What kind of experiences did you have while in the U.S.?

- lived with families
- visited with families
- attended athletic or similar events
- attended civic activities
- attended cultural events
- traveled around a particular state
- traveled around the U.S.
- visited with friends around the U.S.
- other (specify)

3. How much did these activities increase your awareness or understanding of the U.S.?

- citizens
- politics
- how the government functions
- life styles
- families
- other (specify)

4. How have you communicated your social and political learning to your fellow countrymen/countrywomen since your return?

E. Cost reduction

What proportion of costs associated with your experience in the U.S. did you yourself handle out of your own pocket?

F. Recruitment/selection

1. How did you hear about this training opportunity? What was the application process? What was the process you had to go through to get selected?

2. How would you characterize yourself according to ...

- socioeconomic status, geographic distribution, level of career attainment, public or private sector affiliation, current role in the labor force

3. What changes do you think could be made to improve the selection process of who goes to the U.S. for training?

12

Information from Trainees - page 3

G. Orientation/language training

1. How prepared do you feel you were for your trip and program in the U.S.?
2. How was orientation handled within your country and in the U.S.? How could it have been improved?
3. What was your proficiency in English before you went to the U.S.? After your return?
4. How was language training handled in the U.S.? How could it have been improved?
5. Did you have instruction in English in preparation for your trip to the U.S.? Did you continue instruction after you returned home? How often do you speak English?

H. Multiplier effect

1. How have you actually trained others in your own department, community, or organization with skills you learned in your U.S. training?
2. What is the effectiveness of this training in terms of numbers, quality, and usage?
3. How could the training program have been improved to better equip you to transmit your learning to others when you returned home?

I. Follow-up

1. What kind of communication have you maintained with colleagues and friends in the U.S. since your return home?
2. How has your contact "with U.S. culture, ideas, and influence" been maintained?
3. How have you been integrated into the partnership since you returned home? How has your role in the partnership changed since your U.S. experience?
4. What steps could be taken to make follow-up more effective?

J. Management of participant training activities

1. What was your own experience with Partners as far as their role in administering the training program? The partnership in your country? The partnership in the north? The Partners organization in Washington DC?
2. What suggestions might you have for improving the management of participant training activities as you experienced them?

Information from Trainees - page 4

K. General

1. What did you like most about your U.S. experiences?
2. What did you like least about your U.S. experiences?
3. What do you consider the major strengths of the training program? Of the way it is being implemented?
4. What do you consider the major weaknesses of the training program? Of the way it is being implemented?
5. How could the training program -- or the way it is being implemented -- be improved?
6. What else do evaluators need to know to be able to accurately describe the Partners' training program?

APPENDIX D

SITE VISIT ITINERARIES AND INDIVIDUALS CONTACTED

I. Schedule of Hunter Fitzgerald (35 working days)

<u>Date</u>	<u>Location</u>
5/18/87 - 5/25/87	Washington, D.C.
5/26/87 - 5/30/87	Alabama
6/1/87 - 6/2/87	Washington, D.C.
6/3/87	Travel
6/4/87 - 6/8/87	Guatemala
6/9/87 - 6/13/87	Call, Colombia
6/14/87	Travel
6/15/87 - 6/22/87	San Jose & Limon, Costa Rica
6/23/87	Travel
6/24/87	Barbados
6/25/87 - 6/27/87	Dominica
6/28/87 - 6/29/87	Barbados
6/30/87	Travel
7/14/87 - 7/28/87	Washington, D.C.

AP

APPENDIX D

SITE VISIT ITINERARIES AND INDIVIDUALS CONTACTED

II. Schedule of Rosemary George (37 working days)

<u>Date</u>	<u>Location</u>
5/18/87	Washington, D.C.
5/26/87 - 5/30/87	Alabama
6/1/87 - 6/3/87	Washington, D.C.
6/4/87 - 6/6/87	Delaware
6/7/87 - 6/9/87	Duchess County, N.Y.
6/10/87	Travel
6/14/87 - 6/17/87	Minnesota
6/18/87 - 6/21/87	Oregon
6/22/87	Travel
6/29/87 - 7/3/87	Washington, D.C.
7/23/87 - 7/31/87	Washington, D.C.

III. Schedule of Richard Dawson (8 workdays)

<u>Dates</u>	<u>Location</u>
various dates	Washington, D.C.

19.

APPENDIX D
 SITE VISIT ITINERARIES AND INDIVIDUALS CONTACTED
 WASHINGTON, D.C.

<u>Name</u>	<u>Title</u>	<u>Organization</u>	<u>Type of Contact</u>
David Evans	AID Officer	AID/LAC/DR/EST	AID Project Officer
Joseph Carney	FSO	AID/LAC/DR	Chief of LAC/DR/EST
David Luria	Director of Administration	NAPA	Supervisor of NAPA Grants
Wendy Russell	Director of International Training and Education	NAPA	Project Manager
Barbara Otis	Deputy Director	AID/S&T/IT	AID Training Staff
Elizabeth Carter	Training Officer	AID/S&T/IT	AID Training Staff
Dan Terrell	Training Officer	AID/S&T/IT	AID Training Staff

 COLOMBIA

<u>Name</u>	<u>Title</u>	<u>Organization</u>	<u>Type of Contact</u>
Martha Cecilia Villada	Regional Representative	NAPA	NAPA Regional Coordinator
Oscar Mejia	Executive Director	Partners/Call	Partners' Executive Director & trainee
Vivian Gillespie	Health Analyst	USAID/Bogota	Acting USAID/Bogota backstop
Constanza de Gonzalez	Prior Executive Director	Partners/Call	Executive Director
Eduardo Castrillon	Psychiatric Faculty	Universidad del Valle, Cali	Trainee
Oscar Bolonos	Dean	College of Medicine, Universidad de Valle	Employer/supervisor
Elssy Rivas	Program Coordinator	Valle Sports Commission	Trainee
Fabio Londono	Accountant	Carton de Colombia	Trainee
Mhora de Bastidas	Occupational Therapist	Universidad de Valle Hospital	Trainee

55

APPENDIX D
 SITE VISIT ITINERARIES AND INDIVIDUALS CONTACTED
 COSTA RICA

<u>Name</u>	<u>Title</u>	<u>Organization</u>	<u>Type of Contact</u>
Helio Munoz	NAPA Regional Coordinator	NAPA	NAPA Staff - regional
Felix Angil Salas	Executive Director	Costa Rica Partners	Paid Partners' Staff
Guillermo Vega	Administrative Assistant	Costa Rica Partners	Paid Partners' Staff
Sherman Thomas	President Costa Rica Partners	Costa Rica Partners	Partners volunteer
Wa Hing Ching Rojas	Businessman	Limon, Costa Rica	Trainee
Benjamin Connell Cuthbert	Retired teacher	Limon, Costa Rica	Interpreter on Training Course
Marjorie McDougal	English teacher	Limon, Costa Rica (MOE)	Trainee
Ramiro Crawfordd	Consultant-Fish Cooperative	Universidad Costa Rica	Trainee & Committee Chairman
Fernando Herrera	Community Health Worker	Ministry of Health	Trainee
German Vargas (Telephone conversation only)	Employment Coordinator Handicapped	Ministry of Labor	Trainee
Leonor Salazar	Professor of Special Education	Ministry of Education	Trainee
Jose Luis Alvarado	Businessman	Computers Internacional S.A.	Trainee and Committee Member
Allan Munoz (Telephone conversation only)	Quality Control Supervisor	Productos de Alimentos	Trainee and Committee Member
Frank Latham	Controller	USAID/San Jose	USAID Official
Thomas McKee	HRD & Training Officer	USAID/San Jose	Training Manager
John Jones	General Development Officer	USAID/San Jose	USAID Official
Inez de Rodriguez	Training Officer	USAID/San Jose	Local Training Officer

81

APPENDIX D
SITE VISIT ITINERARIES AND INDIVIDUALS CONTACTED
DOMINICA

<u>Name</u>	<u>Title</u>	<u>Organization</u>	<u>Type of Contact</u>
Alwin Bully	President	Partners/Dominica	Partner's volunteer president
Gilley Roachford	Regional Representative	NAPA	NAPA regional staff
Al Bisset	Deputy Director	USAID/Bridgetown	USAID Manager
Sylvia Samuels	Training Officer	USAID/Bridgetown	USAID Training Officer
Sheridan Gregoire	Chairman	Partners/Dominica	Chairman Economic Development Committee
Gloria Ambo	Secretary	Industrial Development Corporation	Trainee
Gretta Frigal	Office Manager	Industrial Development Corporation	Supervisor Gloria Ambo
Meville-Kelvin Murthine	Sales Manager	Home Industries Cooperative	Trainee
Cecil Shillingford	Chairman	Partners/Dominica	Volunteer Committee Chairman
Shermaine Green Brown	News Coordinator	Dominica Broadcasting Co.	Trainee
Clement Burton	Fire Chief	Partners/Dominica	Committee Member
Julien Baptiste	Fireman	Dominica Fire Department	Trainee/Committee Member
Julietta Pascal	Acting Manager	Dominica Broadcasting Co.	Supervisor of Trainee
Felix Gregoire	Director of Forestry	Ministry of Agriculture	Supervisor of 6 Trainees
Jeniffer White	Past President	Partners/Dominica	Partners' Volunteer
Erica Burnet	Owner/Chef	La Robe Creole Restaurant	Trainee
Charmaine Dominique	Accountant	National Development Foundation	Trainee
Anita Bully	Director	National Development Foundation	Supervisor of Charmaine Dominique
Peter Agille	Past President	Dominica President	Partners' Volunteer

82

APPENDIX D
SITE VISIT ITINERARIES AND INDIVIDUALS CONTACTED
GUATEMALA

<u>Name</u>	<u>Title</u>	<u>Organization</u>	<u>Type of Contact</u>
Kermit Ferrer	President of Guatemala Partners	Partners/Guatemala	Volunteer member
Ana Maria Galindo	Executive Director	Partners/Guatemala	Paid Staff/Partners
Anthony Catarucci	Director	USAID/Guatemala	Courtesy call
Paul White	Deputy Director	USAID/Guatemala	USAID Manager
Robert Burke	Program Officer	USAID/Guatemala	USAID Training Supervisor
Elvira de Saenz de Tejada	Training Officer	USAID/Guatemala	USAID Local Training Officer
Fernando Valley	Vice President	Negocios Internacionales	Committee Chairman
Claduis Thomas	Teacher	APROS (School for hearing impaired)	Trainee
Candy de Rodas	Director of Courses	Instituto Guatemalteco Americano (IGA)	Supervisor of Trainee
Zulia Vivar	Secretary	IGA	Trainee
Sonia Vasquez	Secretary	Partners/Guatemala	Trainee
Fernando Cuellar	Fireman	Guatemala Fire Department	Trainee
Claudia Galindo	Secretary	UNICEF	Trainee
Ana Maria de Rodriguez	Director	ADENPA (Center for children with learning disabilities)	Trainee
Jose Ayerdis M.	Volunteer - Child Psychologist	ADENPA (MOE - Nicaragua)	Volunteer
Ramiro Jose Sisias (?) Jargas	Pediatric Neurologist	ADENPA	Consultant

83

Alabama

University of Alabama, Tuscaloosa

- Edward Moseley, Director, Capstone International Center; Executive Director, Alabama Partners
- Cecile Mistovich, Associate Director, Alabama Partners
- Eric Baklanoff, Professor of Economics (lecturer, International Marketing Training Program, 1983-4-5-6)
- John Hill, Professor of Management and Marketing (lecturer, International Marketing Training Program, 1983-4-5-6)

University of Alabama, Birmingham

- Marie Gospodareck, Director, Emergency Medical Services Training, School of Community and Allied Health (director for Emergency Medical Training Program, 1986)

University of Montevallo, Montevallo

- Ray Mayfield, Director, Continuing Education; President, Alabama Partners
- Linda Knoles, Former Assistant Business Manager (coordinator for secretarial training, 1985 and 1986)

Alabama Institute for Deaf and Blind, Talledega
(Deaf Education Training Program, 1986)

- Jack Hawkins, President
- Hank Baud, Vice President
- Carol Apple, Teacher

World Trade Center, University of Alabama, Tuscaloosa
(Coordinated International Marketing Training Program, 1986)

- Nisa Bacon, Director

Others

- Steve d' Amico, Vice President, South Trust Bank; President, Birmingham Partners; President-elect, Alabama Partners
- Robert Hornsby, Partners Volunteer (arranges "internship" placements for secretarial graduates)
- Helen Rivas, Partners Volunteer (assists with secretarial training program)
- Juan Santandreu (interpreter for International Marketing Training Program)

Delaware

Delaware Partners

- Beatriz Duarte, Acting Executive Director

University of Delaware, Newark

- Cynthia Williams, Director, Office of International Programs; Training Coordinator, Delaware Partners
- Tony Thomas, Office of the Comptroller; Treasurer, Delaware Partners
- Professor George Haenlein, Animal Science (advisor for trainees)
- Professor Shinya Kikuchi, Civil Engineering (advisor for trainees)
- Professor Paul Meckley, Animal Science (advisor for trainees)
- Professor Daiber, Marine Science (advisor for trainee)
- Mr. Navaro, Partners Volunteer

English Language Institute, University of Delaware, Newark
(Responsible for English instruction for Partners trainees)

- Katherine Schneider, Assistant Director
- Joe Matterer, Instructor
- Jan Lefebvre, Orientation Coordinator

Delaware Technical and Community College, Dover

- Jack Kotula, President
- Tim Kavel, Director of Development, Office of the President (coordinator for trainees; former President, Delaware Partners)
- Ed Kerly, Chairman, Engineering (advisor for trainee)
- Don Phillips, Chairman, Electronics (advisor for trainee)
- Lewis Atkinson, Dean of Instruction
- Counselor (Spanish-speaking)
- English instructor

Delaware Technical and Community College, Wilmington

- Carol Puhl, Director of English Language Training Program

Training Participants (long-term) from Panama

- Lydia Rivera, plant pathology
- Jessica Rodriguez, management
- Nelson Santa-Maria, agriculture

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Duchess County, New York**Duchess County Partners**

- Fred Gerty, Regional Office of Parks and Recreation, New Paltz; President, Duchess County Partners
- Skip Patterson, IBM; Chair, Economic Development Committee (responsible for training programs accounting for 75% of participants from Dominica)
- Linda Faber, Chair, Tourism Committee (coordinator for training in conjunction with Appalachia Mountain Club)
- Barbara Sweet, IBM, Chair; Emergency Preparedness Committee (coordinator for emergency preparedness training)

Culinary Institute of America, Hyde Park

- Joe Amendola, Executive Vice President (conducted needs assessment in area of hotel and restaurant management and food services in Dominica and drafted a plan for implementing improvements)
- Larry Monaco, Director of Special Projects, (former President, Duchess County Community College); member of Partners Economic Development Committee (coordinated training in restaurant and food management)

Duchess County Community College, Poughkeepsie

- Howard Himelstein, Dean of Student Services (handled paperwork for trainees)
- Ben Sullivan, Business Instructor (advisor of trainee)

Duchess County Fire Center, Poughkeepsie

- Al Crotty, Fire Coordinator (advisor and host for Dominica fire chief's visit)
- Jim, Mike, Julius, (instructors for training in emergency preparedness)

Marist College, Poughkeepsie

- Julianne Maher, Dean, School of Adult Education
- Marsha Rozales, Director, Corporate and Professional Education (coordinator for management and computer science training)

Minnesota

Minnesota Partners

- Jim Klassen, President; Director, Community Education, Roseville Area Schools
- Dr. Homer Venters, former President, Chairman of the Board, Chair of Health/Medical Committee
- Dr. Richard Weatherman, Chair, PATH Committee
- Darlene Diesch, Secretary, Board Member, and member of WID Committee

University of Minnesota, College of Veterinary Science
 (Direction of long-term and short-term Partners training)

- Dr. Robert H. Dunlop, Dean
- Dr. D. K. Sorensen, Associate Dean
- Dr. Tom Fletcher, Acting Associate Dean
- Dr. Stan Diesch, Chair, Partners Veterinary Medicine Committee (coordinator of training program for Uruguayans)
- Dr. Bill Olson (advisor to trainees)
- Dr. Victor S. Cox, Associate Professor (advisor to trainee)
- Dr. Harold Kurtz (advisor to trainee)
- Livija Carlson, Librarian (advisor to trainee)

University of Minnesota, College of Agriculture

- Dr. Vernon Cardwell, Professor, Agronomy and Plant Genetics; Co-chair, Partners Agriculture Committee
- Dr. Don Otterby (advisor to trainee)

University of Minnesota, other

- Dr. Robert Kvavik, Assistant Vice President for International Education
- Frances Paulu, Director, Minnesota International Center
- Lois Keys, English Language Center, Office of International Education
- Carol Steinberg, Director, Minnesota Awareness Program (funded by USAID's Biden-Pell Development Education Program)
- Dr. Barbara Knudsen, Professor, Department of Sociology; member, Partners WID Committee

College of St. Thomas

- Dr. Tom Fish, Associate Dean, School of Education; member, Partners Education Committee

Training Participant from Uruguay

- Dr. Alvaro Garcia, animal nutrition specialist, School of Veterinary Medicine, University of Uruguay

Oregon

Oregon Partners

- Mary McGladrey, President
- Catherine Sanguenza, Administrative Assistant
- Margaret Lewis, Chair, Agriculture and Fisheries Committee (coordinates training in ag and fisheries for Costa Rican participants)
- Joe Myers (and Barbara), former Chair, Agriculture and Fisheries Committee (coordinated training in ag and fisheries for Costa Rican participants)
- Sue Landgren, Chair, WID Committee

Lewis and Clark College, Portland

- Vance Savage, Director, International Programs; former Oregon Partners President, current Chair of Training Grants Committee
- Scott Burks, Professor; Chair, PATH/Special Education Committee (coordinated training for various groups of special education training participants)
- Dell Smith, Professor; Chair, Public Health Committee (developing public health programs in Costa Rica with possibilities for training components)
- Steve Stoyhoff, ISALC (Language Center); (coordinated English Language Methodology Program, 1986 and 1987)

Oregon State University, Corvallis

- Michael Martin, Professor of Agricultural Economics (advisor to C. Murillo)
- Carlos Murillo, master's candidate in ag economics

Site of Experiential Training for Fishermen Program (1987), Astoria

- Jim Bergeron, Marine Extension Agent, Oregon State University (coordinator)
- Eldon Korpela, commercial fisherman (instructor about gill nets, etc.)
- Dale Perkins, Vocational and Technical Education, State Department of Education (instructor in boat and equipment maintenance)
- Ivan Larson; commercial fisherman
- Fred Littlejohn, home stay family host for two Costa Rican fishermen trainees
- Jack Davies, home stay family host for Costa Rican trainee in this program

Other

- Eugene Lukoc, Information Resources Manager, U.S. Bank Corporation (supervisor of trainee in Business Application of Computers Program, 1984)
- Jim and Beverly Fenimore, "friendship family" for trainee in ESL Methodology Program, 1987)

Nutrition and Family Food Production Project

January to August 1984

1 Planning
Partner Travel Grant
 Delaware Partner visits Panama to help assess needs, plan project.

2 Training
Partner Training Grant
 Panama nutrition specialist receives training in Delaware on curriculum development/extension education.

3 Workshop
Local Resources
 Panama nutrition specialist uses new skills to teach nutrition to core group of village women.

4 Materials Development
Partner Travel Grant
 Delaware Partner visits Panama to help develop audio-visual and printed materials on nutrition.

September 1984 to April 1985

5 Materials Production
Partner Small Grant
 Training materials are reproduced in quantity and given to core group of women for their outreach efforts.

6 Mid Term Evaluation

7 Workshop
Local Resources
 Core group of women hold nutrition education workshops in their own villages, using new training materials.

May to December 1985

8 Training
Partner Travel Grant
 Delaware horticulturist visits Panama to teach core group of women how to raise vegetable gardens.

9 Workshop
Local Resources
 Women leaders teach vegetable gardening to larger groups in their villages.

10 Seed/Tool Banks
Partner Small Grant
 Seed and tool banks are established, enabling citizens to begin cultivating their own gardens.

11 Final Evaluation

PROJECT DEVELOPMENT MODEL

19

1986 VOLUNTEER TRAVEL BY CATEGORY, NUMBER, PERCENT

<u>Category</u>	<u>No. of People</u>	<u>Percent of People</u>
Agricultural Development	115	8.4%
Community Development	121	8.9%
Culture/Arts	122	8.9%
Education	288	21.1%
Emergency Preparedness	191	14.0%
Health Services	141	10.3%
Journalist Exchange	14	1.0%
Project Development	139	10.2%
Rehabilitation Services	118	8.7%
Small Business	63	4.6%
Sports/P.E.	<u>52</u>	<u>3.8%</u>
TOTAL	1364	100.0%

90

1986 PARTNERS VOLUNTEER TRAVEL BY REGION, NUMBER, COST

<u>Region</u>	<u>No. Partnerships</u>	<u>No. Travelers</u>	<u>Average Per Partnership</u>	<u>Total Cost (000)</u>	<u>Cost Per Traveler</u>
Brazil	19	367	19	\$490.	\$1,335.
Caribbean	13	287	22	189.	659.
Central America	6	293	49	212.	725.
Mexico	6	124	21	71.	575.
South America	<u>13</u>	<u>293</u>	<u>23</u>	<u>329.</u>	<u>1,124.</u>
TOTAL	57	1364	24	\$1,292.	\$947.

91

Table of Training By Program Area and Sex
OH Partnerships 1983-87
Grant 329

<i>Program Area</i>	<i>Male</i>	<i>Female</i>	<i>% Female</i>
Agriculture	10	1	9.1%
Business	16	2	11.1%
Community Development	—	—	—
Education	0	1	100.0%
EPP	—	—	—
Engineering	—	—	—
Health	0	1	100.0%
PATH	—	—	—
Youth	—	—	—
WID	—	—	—
Misc.	5	0	0.0%
TOTAL	31	5	13.9%

Table of Training By Program Area and Sex
All Partnerships 1983-87
Grants 305 and 307

<i>Program Area</i>	<i>Male</i>	<i>Female</i>	<i>% Female</i>
Agriculture	85	16	15.8%
Business	222	105	32.1%
Community Development	12	2	14.3%
Education	34	29	46.0%
EPP	40	2	4.8%
Engineering	21	4	16.0%
Health	10	12	54.5%
PATH	21	57	73.1%
Youth	13	2	13.3%
WID	0	53	100.0%
Misc.	10	15	60.0%
TOTAL	468	297	38.8%

TRAINING PARTICIPANTS
BY PARTNERSHIP VISITED AND GENDER
GRANTS NOS. 305 and 307

PARTNERSHIP VISITED	MALE	FEMALE	TOTAL	PERCENT FEMALE
Costa Rica/Oregon	39	25	64	39.1%
Dominica/Duchess County	20	21	41	51.2%
Guatemala/Alabama	61	80	141	56.7%
Panama/Delaware	15	6	21	28.6%
S.W. Columbia/South Carolina	8	6	14	42.9%
Uruguay/Minnesota	6	1	7	14.3%
TOTAL	149	139	288 **	48.3%

* Office Management and Business Skills for teenage secretarial graduates = 53

** 38% of all trainees

GA

APPENDIX H

PARTNERSHIP RECIPIENTS OF TRAINING FUNDS
CENTRAL AMERICAN TRAINING FOR DEMOCRACY
GRANT # 0307

DATE: 03/31/87

PARTNERSHIP	GRANTS AWARDED	# OF MONTHS		AID GRANT	OTHER SOURCES	TOTAL FUNDS
		SHORT-TERM	LONG-TERM			
Alabama/ Guatemala	127	148.5	0.0	158,253.27	100,298.00	258,542.27
Delaware/ Panama	11	9.5	20.0	34,043.00	53,368.00	87,411.00
Louisiana/ El Salvador	3	5.0	0.0	5,325.00	4,553.00	9,878.00
Michigan/ Belize	4	7.5	0.0	11,005.00	5,772.00	16,777.00
Oregon/ Costa Rica	50	77.0	45.0	177,215.00	8,8219.00	265,434.00
Vermont/ Honduras	243	149.0	9.0	342,209.00	466,078.00	808,287.00
TOTAL	483	396.5	74.0	728,050.27	718,279.00	1,446,329.27

45

**GUATEMALA PARTICIPANT TRAINING
GRANT # 0329**

DATE: 09/30/84 TO 05/15/87

PARTNERSHIP	GRANTS AWARDED	# OF MONTHS		AID GRANT	OTHER SOURCES	TOTAL FUNDS
		SHORT-TERM	LONG-TERM			
Alabama/ Gua tema la	36	29.0	74.5	165,057.00	5,466.00	170,523.00
TOTAL	36	29.0	74.5	165,057.00	5,466.00	170,523.00

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TRAINING INITIATIVES AND CARIBBEAN BASIN INITIATIVES TRAINING
GRANT #305

PARTNERSHIP	GRANTS AWARDED	# OF MONTHS		AID GRANT	OTHER SOURCES	TOTAL FUNDS
		SHORT-TERM	LONG-TERM			
Alabama/ Guatemala	14	35.0	16.0	68,017.00		
Arkansas/ Bolivia	1	4.0	0.0	6,630.00		
Arizona/ Mexico	2	3.0	0.0	5,188.00	1,124.00	6,312.00
New York/ Barbados	21	31.5	0.0	43,807.60	44,178.00	87,985.60
New York/ St. Kitts/Nevis	1	0.0	21.0	17,830.00	10,800.00	28,630.00
New York/ Trinidad/Tobago	1	2.0	0.0	2,270.00	1,750.00	4,020.00
Colorado/ Brazil	4	10.5	0.0	13,226.00	11,210.00	24,436.00
Connecticut/ Brazil	1	0.0	12.0	13,780.00	3,000.00	21,780.00
District of Columbia/Brazil	1	0.0	12.0	14,184.00	3,126.00	17,310.00
Delaware/ Panama	10	12.5	32.0	38,451.00	26,199.00	64,650.00
New York/ Dominica	41	47.0	37.0	96,075.00	75,167.00	171,242.00
Florida/ Colombia	4	2.5	0.0	3,355.00	4,334.00	7,689.00
Georgia/ Brazil	2	6.0	0.0	4,472.00	7,215.00	11,687.00
Idaho/ Ecuador	1	1.0	0.0	2,530.00	1,310.00	3,840.00
Illinois/ Brazil	11	14.0	24.0	26,413.00	9,835.00	36,248.0

10

**TRAINING INITIATIVES AND CARIBBEAN BASIN INITIATIVES TRAINING
GRANT #305
(Continued)**

PARTNERSHIP	GRANTS AWARDED	# OF MONTHS		AID GRANT	OTHER SOURCES	TOTAL FUNDS
		SHORT-TERM	LONG-TERM			
Indiana/ Brazil	2	2.0	12.0	11,555.00	11,450.00	23,005.00
Iowa/ Yucatan Peninsula	1	0.0	16.0	14,162.00	5,090.00	19,252.00
Kansas/ Paraguay	12	33.0	24.0	61,007.64	31,310.00	92,317.64
Kentucky/ Ecuador	7	11.0	23.0	25,775.00	34,240.00	60,015.00
Louisiana/ El Salvador	1	0.0	26.0	14,194.00	3,800.00	17,994.00
New York/ St. Vincent	2	6.0	0.0	6,915.00	3,702.00	10,617.00
Massachusetts/ Colombia	7	2.5	33.0	31,607.00	25,444.00	57,051.00
Maryland/ Brazil	6	14.0	0.0	26,295.00	24,224.00	50,519.00
Maine/ Brazil	1	0.0	12.0	5,920.00	10,234.00	16,154.00
Michigan/ Belize	1	0.0	24.0	18,122.00	9,600.00	27,722.00
Michigan/ Dominican Republic	7	19.0	55.5	71,060.00	32,950.00	104,010.00
Minnesota/ Uruguay	7	19.0	24.0	59,730.00	29,190.00	88,920.00
Missouri/ Brazil	5	1.0	0.0	13,551.00	19,040.00	32,591.00

TRAINING INITIATIVES AND CARIBBEAN BASIN INITIATIVES TRAINING
GRANT #305
(Continued)

PARTNERSHIP	GRANTS AWARDED	# OF MONTHS		AID GRANT	OTHER SOURCES	TOTAL FUNDS
		SHORT-TERM	LONG-TERM			
North Carolina/ Bolivia	2	6.0	10.0	20,415.00	8,550.00	28,965.00
Nebraska/ Brazil	1	2.0	0.0	2,888.00	3,800.00	6,688.00
New Hampshire/ Brazil	4	4.0	0.0	8,300.00	10,940.00	19,240.00
New Mexico/ Mexico	7	4.5	39.0	39,645.00	8,250.00	47,895.00
Ohio/ Brazil	1	0.0	18.0	10,090.00	2,150.00	12,240.00
Oklahoma/ Mexico	1	0.0	12.0	3,480.00	8,882.00	12,362.00
Oregon/ Costa Rica	15	29.0	27.0	76,472.00	28,507.00	104,979.00
New York/ Montserat	9	9.0	8.0	14,715.00	8,775.00	23,490.00
Pennsylvania/ Brazil	1	4.0	0.0	4,780.00	1,680.00	6,460.00
Rhode Island/ Brazil	1	5.0	0.0	4,279.00	6,360.00	10,639.00
New York/ St. Lucia	9	10.5	12.0	41,766.00	30,430.00	72,196.00
New York/ Antigua	23	50.0	28.0	58,135.00	85,713.00	143,848.00
South Carolina/ Colombia	14	8.5	83.0	79,118.00	30,894.00	110,012.00
California/ Mexico City	1	0.0	23.0	17,106.00	11,054.00	28,160.00
Tennessee/ Brazil	1	2.0	0.0	3,267.00	5,940.00	9,207.00

101

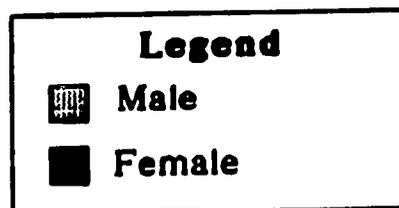
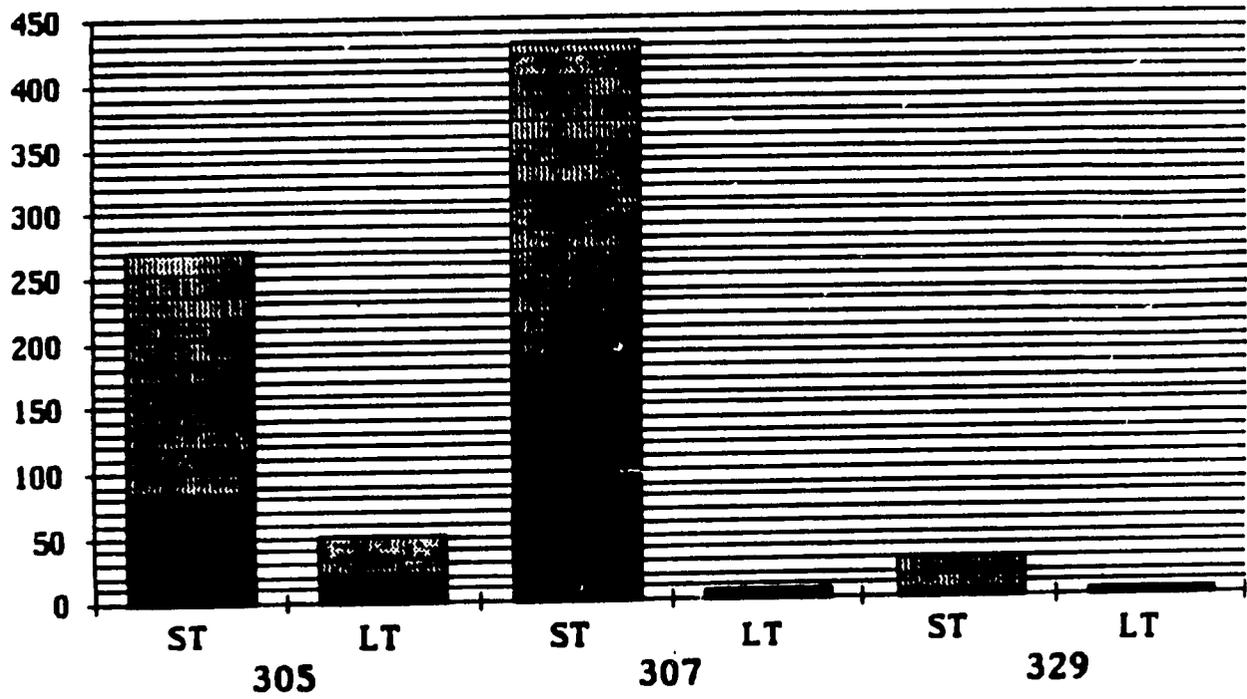
TRAINING INITIATIVES AND CARIBBEAN BASIN INITIATIVES TRAINING
 GRANT #305
 (Cont'nued)

PARTNERSHIP	GRANTS AWARDED	# OF MONTHS		AID GRANT	OTHER SOURCES	TOTAL FUNDS
		SHORT-TERM	LONG-TERM			
Tennessee/ Venezuela	5	13.5	7.0	23,977.00	24,550.00	48,527.00
Texas/ Peru	3	3.5	0.0	6,934.00	4,830.00	11,764.00
Utah/ Bolivia	6	9.0	0.0	13,585.00	3,200.00	16,785.00
Virginia/ Brazil	1	1.0	0.0	1,925.00	2,600.00	4,525.00
Vermont/ Honduras	42	21.0	0.0	53,290.00	56,890.00	110,180.00
New York/ Jamaica	4	9.0	16.0	24,291.00	16,243.00	40,534.00
TOTAL	325	477.0	686.5	1,229,585.24	832,658.00	2,062,243.24

100

Short-Term/Long Term Training

All Partnerships 1983-87
All Program Areas



101

APPENDIX J

SUMMARY OF PARTNERSHIPS SELECTED FOR EVALUATION

<u>Partnership</u>	<u># Grants</u>	<u># of Months</u>		<u>AID Funds</u>
		<u>Short-term</u>	<u>Long-term</u>	
Costa Rica/Oregon	65	106	72	253,687
Dominica/Duchess Co, N.Y.	41	47	37	96,075
Guatemala/Alabama	177	205	91	383,321
Panama/Delaware	21	22	52	72,494
Southwest Colombia/S. Carolina	14	10	95	67,218
Uruguay/Minnesota	7	19	24	59,730
Totals	325	409	371	932,525

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11
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GRANT NO. 305 - ALL REGIONS, 1983-87
TRAINING COST ANALYSIS WORKSHEET

	Trng. No.	Duration (Months)	Total Grant/ Trainee	Total Trng. Cost	Total Trng. Nos.	Trng. Cost Per Trnee-Mo.	Mgt. Cost Per Trnee-Mo.	Total Cost Per Trnee-Mo.	Total Mgt. Costs	Total Mgt. Costs Per Trnee	Total Costs To AID	Total Cost Per Trainee	Mgt. Cost As % Of Total Cost	Other Sources Contrib.	Other As % Of Total
Short-Term Trainees															
	142	.5- 1	\$1,570	\$222,870	116	\$1,913	\$1,738	\$3,651	\$202,477	\$1,426	\$425,347	\$2,995	47.6%	227,813	34.9%
	71	1- 2	\$2,823	\$200,446	123	\$1,623	\$820	\$2,443	\$101,238	\$1,426	\$301,684	\$4,249	33.6%	129,108	30.0%
	26	2- 3	\$3,592	\$93,389	72	\$1,288	\$511	\$1,799	\$37,073	\$1,426	\$130,462	\$5,018	28.4%	78,274	37.5%
	15	3- 4	\$4,706	\$70,590	55	\$1,283	\$389	\$1,672	\$21,388	\$1,426	\$91,978	\$6,132	23.3%	39,986	30.3%
	4	4- 5	\$4,387	\$17,548	20	\$900	\$292	\$1,192	\$5,704	\$1,426	\$23,252	\$5,813	24.5%	15,135	39.4%
	15	5- 6	\$4,656	\$69,840	90	\$776	\$238	\$1,014	\$21,388	\$1,426	\$91,228	\$6,082	23.4%	48,820	34.9%
Sub-Total	273	2	\$2,471	\$474,683	477	\$1,414	\$816	\$2,231	\$389,268	\$1,426	\$1,063,951	\$3,897	36.6%	\$539,136	33.6%
Long-Term Trainees															
	2	6- 7	\$5,913	\$11,825	14	\$845	\$204	\$1,048	\$2,852	\$1,426	\$14,677	\$7,338	19.4%	20,185	57.9%
	5	7- 8	\$4,310	\$21,551	40	\$539	\$178	\$717	\$7,129	\$1,426	\$28,680	\$5,736	24.9%	24,010	45.6%
	2	9- 10	\$8,195	\$16,390	20	\$820	\$143	\$962	\$2,852	\$1,426	\$19,242	\$9,621	14.8%	11,850	38.1%
	18	11- 12	\$9,274	\$166,933	224	\$745	\$115	\$859	\$25,666	\$1,426	\$192,599	\$10,700	13.3%	190,940	49.8%
	20	13- 14	\$12,384	\$247,670	279	\$889	\$102	\$992	\$28,518	\$1,426	\$276,188	\$13,809	10.3%	2,150	0.8%
	1	15- 18	\$10,090	\$10,090	18	\$561	\$79	\$640	\$1,426	\$1,426	\$11,516	\$11,516	12.4%	2,150	15.7%
	1	19- 20	\$9,361	\$9,361	20	\$468	\$71	\$539	\$1,426	\$1,426	\$10,787	\$10,787	13.2%	7,050	39.5%
	3	23- 24	\$23,694	\$71,082	72	\$987	\$59	\$1,047	\$4,278	\$1,426	\$75,360	\$25,120	5.7%	37,880	33.5%
Sub-Total	52	13	\$10,671	\$554,902	687	\$808	\$108	\$916	\$74,146	\$1,426	\$629,048	\$12,097	11.8%	\$296,215	32.0%
TOTALS:	325	4	\$3,783	\$1,229,585	1,164	\$1,057	\$398	\$1,455	\$463,415	\$1,426	\$1,692,999	\$5,209	27.4%	\$835,351	33.0%

10
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13

103

GRANT NO. 307 - CENTRAL AMERICA, 1985-87
TRAINING COST ANALYSIS WORKSHEET

	No. Grantees	Trng. Period (Months)	Total Grant/ Trainee	Total Trng. Cost	Total Trng. Mos.	Trng. Cost Per Trnee-No.	Mgt. Cost Per Trnee-No.	Total Cost Per Trnee-No.	Total Mgt. Costs	Total Mgt. Costs Per Trnee	Total Costs To AID	Total Cost Per Trainee	Mgt. Cost As % Of Total Cost	Other Sources Contrib.	Other As % Of Total
Short-Term Trainees															
	360	.5- 1	\$1,381	\$497,239	235	\$2,116	\$778	\$2,894	\$182,830	\$508	\$680,069	\$1,889	26.9%	\$58,028	45.1%
	70	1- 2	\$2,175	\$152,234	136	\$1,119	\$261	\$1,381	\$35,550	\$508	\$187,784	\$2,683	18.9%	\$5,386	33.7%
	1	2- 3	\$4,537	\$4,537	3	\$1,512	\$169	\$1,682	\$508	\$508	\$5,045	\$5,045	10.1%	1,725	25.5%
Sub-Total	431	1	\$1,517	\$654,010	374	\$1,749	\$585	\$2,334	\$218,888	\$508	\$872,898	\$2,025	25.1%	\$655,139	42.9%
Long-Term Trainees															
	1	7- 8	\$7,375	\$7,375	8	\$922	\$63	\$985	\$508	\$508	\$7,883	\$7,883	6.4%	27,550	77.8%
	2	8- 9	\$9,630	\$19,230	18	\$1,070	\$56	\$1,126	\$1,016	\$508	\$20,276	\$10,138	5.0%	3,700	15.4%
	1	11- 12	\$6,900	\$6,900	12	\$575	\$42	\$617	\$508	\$508	\$7,408	\$7,408	6.9%	1,650	18.2%
	3	19- 20	\$13,502	\$40,505	59	\$687	\$26	\$712	\$1,524	\$508	\$42,029	\$14,010	3.6%	30,240	41.8%
Sub-Total	7	14	\$10,577	\$74,040	97	\$763	\$37	\$800	\$3,555	\$508	\$77,595	\$11,085	4.6%	\$63,140	44.9%
TOTALS:	438	1	\$1,662	\$728,050	471	\$1,546	\$472	\$2,018	\$222,443	\$508	\$950,493	\$2,170	23.4%	\$718,279	43.0%
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104

TRAINING PARTICIPANTS AND COSTS
(estimated and actual)
BY LENGTH OF TRAINING

TABLE: GRANTS 305 AND 307

LENGTH OF TRAINING	NO. PARTICIPANTS		NO. PARTICIPANT MONTHS		COST PER PARTICIPANT	
	EST.	ACTUAL	EST.	ACTUAL	EST.	ACTUAL
ONE MONTH OR LESS	511	502	365	351	\$3,138	\$2,333
2-3 MOS.	102	168	251	334	\$4,157	\$3,581
4-6 MOS.	27	34	162	165	\$8,511	\$7,646
6-9 MOS.	28	10	261	79	\$9,350	\$4,694
9-12 MOS.	34	21	390	257	\$10,680	\$10,959
12-24 MOS.	13	28	266	449	\$12,300	\$14,424
	<u>715</u>	<u>763</u>	<u>1695</u>	<u>1635</u>	<u>\$3,766</u>	<u>\$3,464</u>

TABLE: GRANT 307

LENGTH OF TRAINING	NO. PARTICIPANTS		NO. PARTICIPANT MONTHS		COST PER PARTICIPANT	
	EST.	ACTUAL	EST.	ACTUAL	EST.	ACTUAL
ONE MONTH OR LESS	386	360	240	235	\$1,960	\$1,889
2-3 MOS.	60	71	125	139	\$2,602	\$2,716
4-6 MOS.						
6-9 MOS.	3	3	36	26	\$9,200	\$9,386
9-12 MOS.	3	1	18	12	\$7,560	\$7,408
12-24 MOS.	4	3	50	59	\$13,800	\$14,010
	<u>456</u>	<u>438</u>	<u>469</u>	<u>471</u>	<u>\$2,193</u>	<u>\$2,170</u>

TABLE: GRANT 305

LENGTH OF TRAINING	NO. PARTICIPANTS		NO. PARTICIPANT MONTHS		COST PER PARTICIPANT	
	EST.	ACTUAL	EST.	ACTUAL	EST.	ACTUAL
ONE MONTH OR LESS	125	142	125	116	\$4,316	\$2,995
2-3 MOS.	42	97	126	195	\$5,713	\$4,455
4-6 MOS.	27	34	162	165	\$8,511	\$7,646
6-9 MOS.	25	7	225	54	\$9,505	\$6,194
9-12 MOS.	31	20	372	245	\$10,887	\$10,592
12-24 MOS.	9	25	216	389	\$12,072	\$14,954
	<u>259</u>	<u>325</u>	<u>1226</u>	<u>1164</u>	<u>\$6,537</u>	<u>\$5,209</u>

105