

FDAL 508

74649

ANNUAL REPORT

ANDEAN PEACE SCHOLARSHIP PROJECT

October 1, 1988 - September 30, 1989

Contract No. LAC-0647-C-7052-00

Submitted to:

**AGENCY FOR INTERNATIONAL DEVELOPMENT
Washington, D.C.**

Submitted by:

**DEVELOPMENT ASSOCIATES, INC.
Arlington, VA
and
Institute of International Education**

April 12, 1990

PREFACE

Following is the second annual report of the Andean Peace Scholarship Project, a participant training project funded by the United States Agency for International Development. The Andean Peace Scholarship Project is designed to provide technical and academic training to individuals from the nations of Bolivia, Colombia, Ecuador and Peru. In the process it aims to strengthen the ties between the United States and these Andean nations.

This report details activities of the second project year during which the firm of Development Associates and its subcontractor, the Institute of International Education, placed a total of 458 trainees in long-term and short-term training.

The cumulative two-year total of trainees placed is 694.

TABLE OF CONTENTS

	Page
PREFACE	i
I. INTRODUCTION	1
A. Policy Framework	1
B. Purpose of This Annual Report	3
II. TECHNICAL APPROACH TO APSP TRAINING	4
A. Training Implementation Model	4
1. Short-term Training Programs.....	4
2. Long-term Training Programs.....	6
B. Participant Support Activities	7
C. Monitoring of Programs and Trainees	8
D. Regional Training Office: Quito	9
III. OVERVIEW OF APSP SECOND YEAR	11
A. Year Two Training Summary	11
B. Country Overview Reports: Short-term Programs	13
Bolivia.....	17
Colombia.....	18
Ecuador.....	19
Peru.....	20
C. Country Overview Reports: Long-term Programs	21
Bolivia.....	22
Colombia.....	22
Ecuador.....	22
Peru.....	22
IV. ASSESSMENT OF YEAR TWO	32
A. Participant Placement	32
B. Historically Black Colleges and Universities	33
C. Experience America	33
V. PROGRAM PLANS FOR FY 1991	39
VI. FINANCIAL MANAGEMENT	41
A. Analysis of Training Cost	41
B. Second Year Budget vs. Actual Costs	42
C. Analysis of the Project to Date	49
D. Cost Containment	50

LIST OF EXHIBITS

	Page
Exhibit 1: Percentage Women Trainees.....	14
Exhibit 2: FY 1989 - APSP Training Sites - Short Term.....	15
Exhibit 3: 1989 Long-Term Placements Bolivian Participants.....	23
Exhibit 4: 1989 Long-Term Placements Colombian Participants.....	24
Exhibit 5: 1989 Long-Term Placements Ecuadorean Participants.....	27
Exhibit 6: 1989 Long-Term Placements Peruvian Participants.....	29

LIST OF TABLES

	Page
Table 1: Projected Administrative Costs Per Participant-Month Per Year.....	44
Table 2: Total Administrative Costs Per Participant-Month of Training.....	45
Table 3: Percentage Target Placements.....	46
Table 4: Participant Projections-End of Project Variance from Original RFP.....	47
Table 5: Participants vs. Participant Months End of Project.....	48
Table 6: Cost Per Participant-Month by Technical Area.....	53
Table 7: Cost Per Participant-Month by Professional Level.....	54
Table 8: Short-Term Program Cost (FY 88, 89) Per Participant- Month by Length of Program.....	55
Table 9: Short-Term Program Cost (FY 88, 89) Per Participant-Month by Number of Participants per Course.....	56
Table 10: Short-Term Program Cost Per Participant-Month, 1989 by U.S. Region.....	57

I. INTRODUCTION

A. Policy Framework - Andean Peace Scholarship Project

The Andean Peace Scholarship Project is unlike other government aid programs in both political philosophy and implementation. To understand the rationale of this multi-million dollar aid project, it is necessary to return to the conclusions of the 1984 Kissinger Commission report which identified the economic and political challenges in Latin America. The Bipartisan Commission identified deficiencies in health, education, and economic opportunities that give rise to political and social upheaval. At the same time the commissioners affirmed the importance of shared values, ideas, and economic interests between the United States and the countries of Central and South America.

The Andean Peace Scholarship Project was created in an effort to solidify democratic values as well as to help correct some of the gross economic and social disparities between the U.S. and the four Andean countries of Bolivia, Colombia, Ecuador and Peru. Over the life of the project more than 1,700 nationals from these four countries are to receive training in the United States. At the conclusion of the second project year a total of 694 men and women had come to the United States either for short-term skills training or to do college-level academic work.

The Project has two goals:

- 1) All trainees are to experience U.S. life and value systems, especially those systems that might be adapted within their own countries; and
- 2) Trainees are to obtain knowledge and skills that will be useful in their home country development.

The Andean Peace Scholarship Project builds on a trend in our development assistance which evolved throughout the 1970s and 1980s. This concept involves three significant changes over previous strategies. First, it focuses on the long-term approach, seeking to dispel the perception held by many Latin Americans

that the U.S. only pays attention to Latin America during times of crisis. The Andean Peace Scholarship Project endeavors to avoid a crisis-triggered response to the issues of national development and U.S.-Latin American relations.

Second, in an effort to develop skills among those who have little access to scholarships, the APSP directly targets the disadvantaged, minorities, and women. All candidates for scholarships are identified as leaders within their communities. These are the people who can not only influence social development in their countries, but who are in a position to share their skills training.

Third, special emphasis is placed on the importance of undertaking development in a balanced and integrated manner. Real progress demands advances in every sector of society as well as coordination among all sectors. The USAID Missions endeavor to include individuals from all geographic areas within a country in order to achieve this broad and balanced emphasis. Skills training is designed in any field that the AID Mission designates as critical to the needs of the country. Thus, a program in farm cooperative development may be followed by training for rural health promoters. Journalists from Peru may be developing interview techniques at the same time that urban day care workers from Colombia are learning how to design educational games for preschool children.

It is encouraging to observe that each trainee who has completed training returns home with enhanced skills and knowledge. These results, however, are only part of the program objective. Closing exercises as well as conversations with trainees indicate that in the majority of cases, trainees return to their home countries with a changed and improved perception of the United States. During their stay of five or six weeks the groups seem to grow in confidence and in ability as well as to gain an understanding of the values of our pluralistic society and of the democratic process. A similar but longer experience has also occurred with long-term trainees. Perhaps the most positive assessment will take place as the returned trainees share their skills and ideas with their colleagues back home.

B. Purpose of This Annual Report

The publishing of this second annual report marks the mid-point of the Andean Peace Scholarship Project, a four-year project funded by the United States Agency for International Development. The project is scheduled to be completed by September 30, 1991.

Development Associates and its subcontractor, the Institute of International Education (IIE) have now reached a vantage point which enables us to look back over a panorama of two completed 12-month training cycles. The first two training years included 32 specially-designed technical programs (which trained 215 Andean scholars in the first year and 351 in the second year), and a total of 128 individual long-term technical and academic placements.

This report describes the goals, the activities, and the accomplishments of the second project year and provides a report of fiscal management. Chapter II of the report summarizes the processes which Andean project staff have developed to design and implement participant training programs. In Chapter III we describe the second year training programs and some Experience America activities in order to provide our readers, many of whom have also been personally involved with participants, with a flavor of what it is like to have touched the lives of the Andean Peace Scholars.

Chapter IV presents a review of the second year project targets including HBCUs and Experience America programs which have been unusual or particularly creative. Chapter V provides a discussion of the APSP plans for Year Three, ways in which targets might be achieved more readily in Year Three. Finally, Chapter VI provides an assessment of the fiscal management of the project. Charts are included to illustrate pertinent training costs for both the second project year and the combined two years.

2189y/4.90

II. TECHNICAL APPROACH TO APSP TRAINING

A. Training Implementation Model

This section describes a model of the working relationships between Development Associates' staff, USAID Missions, and the training institutions.

1. Short-Term Training Programs

The design and implementation of high-quality, cost-effective, short-term technical training programs is a complex process involving the coordination of many different persons and institutions: AID/Washington, the four USAID Missions together with their in-country APSP contractors, the Development Associates/IIE Arlington staff, and finally, the training vendors who participate in the project. To ensure a smooth and effective operation, Development Associates maintains frequent communication with the AID Country Missions. The country officer maintains a constant two-way flow of information with the Mission and the in-country contractor personnel on the status of the training programs. Following is a brief description of these activities:

- o Determination of Training Needs and Selection of Participants. Based on its assessment of the country's social or economic development needs, the AID Mission identifies a field of study and develops training objectives. The Mission then selects the trainees from among the applicants who meet the APSP participant criteria. The selection process is carried out by the AID Mission training personnel or, in some cases, by local institutions or private voluntary organizations who work under contract with AID.
- o Designing Training Program Content Areas. Development Associates begins to design the training program once it receives a formal training request from an AID Mission. This request identifies the country problem which is to be addressed by training, specifies training objectives, and provides a description of the target group. Training objectives will usually include a statement of the skills and capabilities (behavioral objectives) that trainees should have on their return to their home country.
- o Experience America. One of the cornerstones of the scholarship program is the Experience America component. A considerable amount of time is devoted by the Development Associates Country Coordinator to making sure

that each training program design includes elements which allow participants to experience U.S. values and institutions. During implementation of the training program, the Country Coordinator verifies that the actual Experience America activities fulfill their intended purpose, making sure that these experiences are predominantly participatory in nature and not merely observational.

- o Procurement Process. Once the training request is received from the AID Mission, the APSP Country Coordinator designs a training program, drafted in the form of a Request for Proposal (RFP), which includes technical content, field visits and Experience America activities. Training institutions selected from among Development Associates' and IIE's network of training resources are then invited to present a training proposal to Development Associates/IIE. Following AID procurement regulations, Development Associates seeks to identify the most creative programs and to contain costs by generating as much competition as possible.
- o Proposal Evaluation. Once proposals are received from prospective vendors, the APSP Country Coordinator convenes a proposal review committee to evaluate the training design. The recommendation of the proposal committee is presented to the APSP Project Director for final review. A summary of the best training possibilities together with Development Associates' recommendations and preliminary TCA budget information is sent to the Mission for concurrence.
- o Mission Review. The next step is for the Mission to indicate which training option is to be implemented. Mission concurrence with one of the recommendations authorizes Development Associates to negotiate subcontracts with vendors, to make required program changes, and to request a training micro-design. Modifications to the original program specifications based on greater knowledge of the target group can be readily carried out at this stage. At the same time the number and names of participants, the training duration, and the starting date are confirmed.
- o Subcontract Negotiation. Based on the foregoing, the Country Coordinator verifies costs, negotiates subcontracts, and reviews technical program details with vendors. Once negotiations are concluded, a process which can take up to two weeks, a memorandum of negotiation and a subcontract are prepared and submitted for AID/W contracts and LAC/DR/EHR concurrence. A formal agreement between Development Associates and the training institution is established through a subcontract which specifies dates, training sites, number of instructors, level of participant support, and other issues regarding quality and costs.
- o Coordination with Vendors. During the procurement process, the APSP Country Coordinator seeks to verify the qualifications of potential vendors. During the subcontract negotiation phase, the APSP Country Coordinator works with the training vendor on the final micro-design to ensure that all necessary logistical arrangements have been made. Finally, during the training course, the Country Coordinator maintains regular contact with the vendor to ensure proper compliance with the terms of the subcontract.

- o Budget Preparation. Once a subcontract is executed, the Coordinator prepares a TIP budget for the Mission. This is a refinement of the training cost budget which DA/IIE has already sent to Missions along with the recommendations. In most cases the call forward date is included in the same communication.
- o Development Associates Coordination with AID. Throughout the design process, Development Associates maintains a steady flow of information among AID/W and Missions so that Mission training officers are accurately informed concerning the development of the programming process. During the training program, Development Associates monitors both the trainees and the institutions through visits and regular telephone calls. The Development Associates Country Coordinator informs the Mission of progress and problems through telephone reports and written monitoring reports. In addition, LAC/DR/EHR and Development Associates are in frequent communication by telephone and via weekly or bi-weekly review meetings.

2. Long-Term Training Programs

Selection and Placement of Trainees

The placement of long-term scholarship recipients follows a different pattern from that described above for short-term trainees:

- o The AID Mission selects the long-term candidates in some cases with the assistance of local institutions. Based on country training needs and in consultation with local education authorities, the Mission determines which fields of study are relevant to the country's development needs and invites candidates to submit applications for scholarships. The Mission reviews the candidates' academic credentials and then forwards the documents to Development Associates so that the search for a suitable training institution may begin.
- o Two Long-term Placement Specialists at Development Associates work with colleges and universities throughout the United States to identify appropriate curriculum and training programs for the Andean Peace scholars. The academic specialists assess a candidate's scholastic records and communicate directly with admissions officers on behalf of the applicants. They select the institution that is most suited to the particular academic objective, taking into account the admission requirements, the coursework, cost, location, and duration of training. This selection is reviewed by the APSP Project Director, and a formal recommendation is submitted for AID Mission concurrence.
- o Once concurrence is received, the Long-term Specialist applies for student admission to the selected institution. The Placement Specialist completes all necessary logistic arrangements prior to the student's travel to the U.S.

B. Participant Support Activities

Participant Support and Counseling

From the moment that a candidate for training (short- or long-term) is accepted as an Andean scholar, the scholar begins to receive support and counseling designed to make the training experience as smooth and profitable as possible. These efforts include pre-departure orientation in his/her home country, airport reception upon arrival in the U.S., orientation at the training site, assistance during training from an on-site project leader, supervision from the Andean Project Country Coordinator and finally, assistance upon termination of training.

- o Pre-departure Orientation. Prior to leaving their home country, participants receive an extensive pre-departure orientation from the Mission training officers or in-country contractor personnel. During this period participants undergo a medical examination, receive assistance in obtaining passports and airline tickets, are instructed on the objectives and goals of their training program, and receive general information on the training site, and on the culture and customs of life in the U.S.
- o Airport Reception. Upon arrival at the port of entry -- usually Miami -- short-term participants are met by a representative of Development Associates who assists them with U.S. Immigration and Customs requirements and with airline connections to their final destination. The short-term groups are escorted to the training site or are met at each transfer point on their journey.
- o Orientation at Training Site. Program orientation is conducted by the APSP Country Coordinator for short-term participants and by the Academic Specialist for long-term scholars. The purpose is to provide a cross-cultural transition, to provide an introduction to the training program, and to explain the terms of agreement for accepting the scholarship. The Coordinator verifies the adequacy of living arrangements and initiates personal contact with each participant at this time. The Coordinator interprets the Experience America program goals and conducts cross-cultural training exercises designed to facilitate adjustment.
- o On-going Assistance During Training. Both short-term and long-term participants are made aware that Development Associates/IIE personnel will continue to provide support to them regarding any problem that may occur. All participants are instructed to call an 800 telephone number at any time to request assistance. They also have the home telephone numbers of the APSP Project Director and Country Coordinator in case of an emergency. During the course of their academic year, DA/IIE staff visit long-term participants at their site both to provide assistance and to monitor their progress.

- o Program Closure. At the termination of the training program for all short-term trainees, the APSP Country Coordinator travels to the training site to conduct final training exercises, to conduct a program evaluation, to participate in the closing ceremonies, and to escort the group to the port of departure, thus ensuring that the participants embark safely for their home country.

C. Monitoring of Programs and Trainees

In addition to the support which program coordinators provide participants, the APSP staff monitors the training institution closely. This ensures that all phases of a trainee's program, from arrival in the U.S. to departure for home, are operating smoothly and successfully. It also allows the coordinator to keep the AID Mission informed of the participant's progress. Monitoring assures Andean project staff that the program meets the overall objectives and requirements of the AID Mission and APSP, and allows the coordinator to intervene if problems arise or program quality is threatened.

In addition, monitoring seeks to ensure that the trainee is attending programmed activities and allows Development Associates to act quickly in cases of personal or health problems.

Monitoring is carried out by several methods, such as:

- o Telephone Calls. For short-term groups, the APSP Country Coordinator maintains weekly contact by telephone with the vendor's Training Director and with some of the participants to obtain updated information on training, Experience America activities, and on participant well-being. This information is relayed to the AID Mission in a regular progress report.

Long-term participants are contacted by the Placement Specialists approximately once a month to obtain pertinent progress data. Student advisors are also contacted at appropriate intervals.

- o Visits. Long-term scholars are visited approximately once a year by Development Associates/IIE staff. The purpose of the visit is two-fold: (1) to verify information on the student's progress, and (2) to strengthen the participant's confidence in the level of support available through the project personnel. Frequently, the Coordinator is able to assist with personal and academic problems that trainees had been struggling with on their own.

- o **Reports.** All providers of training under the APSP are required to submit periodic reports which contribute to the monitoring activity. In the case of short-term programs the vendor is required to submit a final evaluation report upon completion of the program. For long-term scholars the academic institution is required to provide all academic term reports, grades and other pertinent documentation when due at the end of each term. The participant is also asked to submit a report on his Experience America activities every six months. Grade reports and Experience America essays are forwarded to the AID Mission.

D. Regional Training Office: Quito

During the first two project years, the APSP staff included a Regional Coordinator located in Quito who worked in direct support of the USAID Missions and in-country institutions. The Regional Coordinator traveled to the four countries, assisting the USAID Missions and local institutions in carrying out their responsibilities, primarily through technical assistance and through information and advice on training issues. The specific tasks have varied depending on each Mission's needs but have included the following:

- o Assisting with the development of training program objectives consistent with the APSP objectives;
- o Developing and refining pre-departure orientation programs for participants;
- o Assisting with debriefing sessions at the end of programs;
- o Establishing and maintaining information flows between Missions and Development Associates/IIE;
- o Assisting in the continuous review and possible revisions of the Country Training Plans (CTPs) as the project developed; and
- o Assisting Missions to establish group management and project implementation procedures.

The technical assistance described above has been carried out through the continued presence of the Regional Coordinator in Quito, Ecuador, and by his regular visits to the other APSP countries.

After review by LAC/DR/EHR and with concurrence of the four Missions, it was decided that the Quito office had achieved its objectives after two years of operation. The office was therefore closed on December 31, 1989, and the resources were transferred to Arlington to assist with the heavier trainee load planned for Years Three and Four.

III. OVERVIEW OF THE APSP SECOND YEAR

A. Year Two Training Summary

During the second year of the Andean Peace Scholarship Project, Development Associates designed 19 specialized programs for 351 short-term trainees, and researched university placement for 107 long-term students. Women were recruited for both short-term and long-term programs. Of the total 351 short-term trainees 133 or 38% were women; 47 of the 107 or 44% long-term placements were women. Exhibit 1 which follows on page 13 shows the numbers and percentages of women from each country.

1. Short-term

Peace scholars came to the United States for a total of 519.4 months of technical training in health, agriculture, public affairs, early childhood education, drug prevention, labor issues, video production techniques, and small business. They studied in virtually every geographic region from Miami to California, and from Philadelphia to Galveston.

Though the size of the training groups ranged from 14 to 30 participants per group, the majority of the groups had between 17 and 20 participants. The average length of training increased in the second year from an average of 6.8 weeks in fiscal year 1988 to 7.6 weeks in 1989.

2. Long-term

In addition to the short-term groups, Andean Placement Specialists researched university programs and placed 107 students in degree and non-degree programs during the second project year. Long-term students from all four of the Andean countries are involved in coursework ranging from science and medicine to banking and finance to music and teaching.

For example, one can find a marine biologist from Colombia studying at the University of Mississippi, a Peruvian economist at UCLA, an Ecuadorean nutritionist at the University of Southern Illinois, and groups of Bolivian English teachers at the School for International Training and at St. Michael's College, both in Vermont.

3. Procurement

To find the appropriate training institution for the 19 specially-tailored programs, Development Associates sent out more than 184 requests for proposals (RFPs) for training program designs. RFPs were sent to universities and community colleges, to Historically Black Colleges and Universities (HBCUs), to independent training institutions, and to nonprofit associations.

For every training program an evaluation panel of three professionals rated the training proposals independently; they then met to discuss the strengths and weaknesses of each program.

All proposals were rated on pre-established criteria:

- o the strength and the relevance of the program design to trainee needs;
- o the variety and creativeness of Experience America activities;
- o evidence of institutional capability; and
- o logistic arrangements.

This independent rating system succeeded in bringing a fresh outlook to each evaluation and allowed the Coordinator to recommend the strongest program to the Mission.

B. Country Overview Reports, Year Two

Short-term Training Programs

By the end of FY 1989, each country was well along toward meeting its targets in both long- and short-term placements. Bolivia and Ecuador each sent four short-term groups; Colombia sent six groups and Peru sent five. Exhibit 2, which follows, lists the short-term training sites used during the second fiscal year; Exhibit 3 illustrates the geographic diversity in the placements.

A description of the technical training programs along with profiles of the participants follow in the country reports.

EXHIBIT 1

PERCENTAGE WOMEN TRAINEES

SHORT-TERM GROUPS 1989

<u>Country</u>	<u># Groups</u>	<u>Number of Trainees</u>			<u>% F/M</u>
		<u>Male</u>	<u>Female</u>	<u>Totals</u>	
Bolivia	4	56	16	72	22.2
Colombia	6	55	55	110	50.0
Ecuador	4	70	21	91	23.1
Peru	5	37	41	78	52.6
Totals	19	219	133	351	37.9

Average number of participants per group: 18.5

LONG-TERM PARTICIPANTS 1989

<u>Country</u>	<u>Number of Trainees</u>			<u>% F/M</u>
	<u>Male</u>	<u>Female</u>	<u>Total</u>	
Bolivia	13	14	27	51.9
Colombia	27	17	44	38.6
Ecuador	10	8	18	44.4
Peru	10	8	18	44.4
Totals	60	47	107	43.9

EXHIBIT 2

FY 1989 - APSP TRAINING SITES - SHORT TERM

<u>INSTITUTION</u>	<u>LOCATION</u>
1. Academy for State and Local Government (2 programs)	Washington, DC and Newark, New Jersey
2. California State University-Chico (2 programs)	Chico, California
3. META Inc.	Miami, Florida
4. University of South Carolina (2 programs)	McClellanville, South Carolina
5. Mesa State College	Grand Junction, Colorado
6. University of Texas Medical Branch	Galveston, Texas
7. Miami-Dade Community College	Miami, Florida
8. University of Arizona	Tucson, Arizona
9. Tulane University	New Orleans, Louisiana
10. Development Associates (2 programs)	Walnut Creek, California
11. University of New Mexico	Albuquerque, New Mexico
12. Institute for Training and Development (3 programs)	Amherst, Massachusetts
13. Mendez England & Associates	Albany, New York
14. Consortium for Service to Latin America (2 programs)	Baton Rouge, Louisiana

LOCATION OF SHORT-TERM TRAINING PROGRAMS
THROUGH SEPTEMBER 30, 1989



Bolivia

During Fiscal Year 1989 Bolivia sent four short-term groups with a total of 72 trainees for technical training programs. A description of each group follows.

Mayors - Bolivia initiated the FY 1989 training cycle by sending a group of 20 small-town mayors for a four-week course in Public Administration. These mayors were among the first elected rather than appointed municipal officials in Bolivia. They spent a week in Washington, D.C., for orientation to U.S. government issues and were then divided into two groups. Half of them traveled to upstate New York and the other half to New Orleans for technical training. Both groups had comparable technical training programs which used small municipalities as models. At the end of the program, the mayors reconvened in Miami where they participated in a roundtable to share the major themes of their technical program.

Agricultural Producers - The second Bolivian group was comprised of 19 small-scale farmers who spent eight weeks studying beekeeping, and hog and chicken farming in California. Starting from the ground up, the Bolivian farmers constructed animal pens, kept records of feed, identified the cost of their labor and struggled with the problem of pests which attack beehives. In addition to technical farming content, they developed model associations and cooperatives which "sold" their chickens at the end of the training.

Video Producers - Certainly the Bolivian program which presented the greatest design challenge thus far was the 19.5-week course for video producers. Fourteen professional video producers began their program with six weeks in Philadelphia studying English. The group lived with American families during their language training, an experience of U.S. family life which proved overwhelmingly positive. From Philadelphia they transferred to Miami to participate in a technical program which combined sound, lighting, camera and scriptwriting workshops. Difficulties occurred with the single program design meeting widely the disparate needs and abilities of this group. Shortly into the program the number of hours in each specialty was increased to satisfy the needs of the group. As a final technical project, four teams of videographers wrote the scripts and produced short videos which included intense drama, a murder mystery, and a documentary of Miami scenes.

Control of Vector-Borne Diseases - The final short-term program of the fiscal year was a six-week technical training course in the control of vector-borne diseases. This was taught "in the wild" at the Center for International Programs of the University of South Carolina. Public health physicians who were actively working with dengue, yellow fever and chagas, as well as four women lab technicians and biology teachers participated in this combination classroom and field study course. When Hurricane Hugo's assault on the South Carolina coast threatened a one-week program delay, the problem was converted into a unique Experience America advantage. The doctors spent a week visiting hospitals and district courts and studying U.S. culture and language in Miami while South Carolina cleaned up after Hugo.

Colombia

During the second year of the APSP, Colombia sent six short-term technical groups with a total of 110 trainees, and 44 long-term scholars.

Early Childhood Education - In October 1988, a group of 20 women community leaders arrived in Grand Junction, Colorado, to begin a seven-week course on Early Childhood Education and Development at Mesa State Community College. The participants were untrained workers who cared for pre-school children in community-organized day care centers. These community nurseries, located in urban, marginal, and very poor communities of Bogota, provide basic care for children of working mothers. In addition to their classroom work, which included presentations on child abuse, nutrition, first aid and teaching methodologies, participants visited bilingual nursery schools and Head Start centers.

Health Promoters - This was the second of two groups of Colombian health promoters to come to the U.S. for training in primary health care and prevention services. The seven-week training course conducted by the University of Texas Medical Branch in Galveston, Texas, provided coursework in health education, the development of community promotion programs, methods of communication, health education and behavior change. The group, selected by the Colombian Ministry of Health, was composed of 17 women and 3 men who worked in health promotion within their communities.

Labor Leaders - This group was made up of 18 leaders -- 6 women and 12 men -- representing democratic labor unions in Colombia. The training course in Labor Relations and Trade Union Development was provided by Miami-Dade Community College with assistance from the Center for Labor Research and Studies of Florida International University. The training design included presentations in labor relations theory, as well as practice in developing negotiating skills. Methodology included role-playing, simulations, and video critique methodology. Presentations by local union leaders as well as site visits to some of the most innovative labor relations environments in the U.S. rounded out the seven-week program.

Health Professionals - 16 health professionals -- 6 women and 10 men -- arrived on June 10, 1989, for a ten-week course in Epidemiology, Biostatistics and Data Management and Analysis. Training was provided by Tulane University's School of Public Health and Tropical Medicine in New Orleans, and included health systems management and research, biostatistics and epidemiology, experimental design and sampling, and monitoring and evaluation. The program utilized a combination of instructional seminars in the content areas of biostatistics and epidemiology, microcomputer laboratory instruction and practice, as well as practicums with counterpart health delivery organizations and researchers.

Microentrepreneurs - On July 29, 1989, a group of 19 Colombian microentrepreneurs, 18 men and 1 woman, began a seven-week course in Management and Production Techniques. Participants were selected leaders who owned and

managed wood and furniture manufacturing plants in small- and medium-sized communities throughout the country. The training was provided by the Institute for Training and Development of Amherst, Massachusetts, and was designed to improve participants' entrepreneurial management and performance skills, provide principles of market research, and achieve higher levels of efficiency in production.

Mayors - The University of Arizona in Tucson was host to 18 Colombian Mayors -- the first to be elected to office by popular vote in the country's political history. The five-week training course conducted by the University's Latin American Area Center provided the participants with the opportunity to become familiar with American systems of government, develop their skills in the management of small municipalities, and explore their current and potential roles as leaders of their communities. Participants, all mayors of small- and medium-sized towns in predominantly rural environments, were selected from among the three major political parties in the country. The program concluded with a five-day visit to Washington, D.C., for additional training and Experience America activities.

Ecuador

The Ecuador Mission sent four short-term training groups with a total of 91 participants and 18 new long-term participants during Year Two of the APSP.

Drug Abuse Prevention - Ecuador's training cycle began with a group of educators and psychologists whose course concentrated on curriculum development for drug abuse educational programs. Development Associates' Walnut Creek, California, staff designed and implemented the five-week training program. The course content covered principles and methods of developing anti-drug abuse campaigns for the mass media, for schools and for community groups. Trainees visited community centers and school programs in the San Francisco area to observe the impact of U.S. drug abuse information and education programs. The training was designed to provide information and practice which could be adapted for use in developing an anti-drug abuse curriculum for the public school system in Ecuador through the Ecuadorian Ministry of Education.

Aquaculture - In July, Ecuador sent 18 trainees to the University of South Carolina for a ten-week course in aquaculture. This program provided individualized instruction for a group with widely varying levels of experience and areas of specialization. Instructors worked one-on-one with the participants to help them develop skills in pond site selection, maintaining tanks, and the harvesting and marketing of fish. The aquaculture group finished their program with a taste of U.S. disaster relief and recovery procedures when they were evacuated from McClellanville to avoid Hurricane Hugo.

Mayors - The third program, which focused on municipal management, tested the concept of training teams of Ecuadorian municipal officials. Each team of three consisted of the mayor or the mayor's representative, the financial

director and the public works director of an Ecuadorian city. Training topics covered financial management and revenue generation relating to urban services. Special emphasis was placed on the administration of ecologically-sound solid and liquid waste treatment and disposal programs. Classroom activities were augmented with visits to local governments and service delivery programs in municipalities in Louisiana, Florida, and Puerto Rico.

Young Political Leaders - Ecuador's final program of the year provided for the study of the administration of political parties and the mechanism and structure of the political campaign in the United States. Seventeen young political leaders from Ecuador spent three weeks in Washington, D.C., before traveling to New Jersey where the group worked behind the scenes as "interns" with the Republican and Democratic gubernatorial campaigns. The three-week Washington, D.C., program presented the tools commonly used in the administration of U.S. political parties or in the political system. Such practices as polling, lobbying and responding to the "public interest" were covered. Issues of interest to Ecuador and Latin America such as bilateral relations, the foreign debt crisis, and the drug situation were also included. The three-week New Jersey internship allowed the participants to use actively knowledge and information gained during the Washington, D.C., segment and to observe from the inside-out the workings and functioning of a U.S. political campaign.

Peru

Peru sent five short-term groups for technical training. The 78 peace scholars trained this year bring Peru's project total of short-term trainees to 154.

Drug Abuse Prevention - To begin the training year, 14 Peruvian community development specialists and education counselors attended a six-week course on Drug Abuse Prevention Strategies in San Francisco. The course, designed by Development Associates, combined classroom work with field visits to community-based prevention organizations. Based on the experiences and content of the course, each participant developed an individual action plan which could be utilized in the Peruvian work situation.

Agriculture - Irrigated Vegetable Production - Peru's second program provided skills training in irrigated vegetable production for small-scale farmers located in the coastal valley of Peru. Fourteen leaders in various producers' associations throughout the central and northern coast of Peru participated in a practical training course for eight weeks at a unique agricultural training site in the Arizona desert outside of Tucson. Participants created model irrigation systems in conditions similar to their coastal climate. In addition, they examined U.S. production and marketing techniques which could be applicable to the small-scale farmer.

Administration of Justice - Prosecutors - In June, 16 Peruvian public prosecutors traveled to Albuquerque for training in Administration of Justice. The five-week program provided both classroom and practical experience. Background information on criminal law in the United States and the role of the prosecutor was augmented with an experiential component. For part of the time the Peruvian prosecutors worked with an assistant district attorney from the prosecutor's office. Mock trials also allowed participants to take the role of prosecutor and thus apply the knowledge gained from their classes and clinical observations.

Agriculture - Pest Management - A second agricultural program for small-scale farmers from the sierra of Peru who were engaged in traditional subsistence farming took place in Chico, California. Fourteen farmers attended eight weeks of training in Integrated Pest Management where they learned to apply personal health and environmental safety standards in the regulation and application of chemical pesticides. The course also introduced participants to biological control methods.

Early Childhood - An eight-week program in Early Childhood Education was designed for 20 supervisors responsible for the curriculum development and teaching methods used by Peruvian nursery school teachers. The Peruvian teachers studied a number of models of early childhood education systems by visiting child care and education programs in Holyoak, Massachusetts. Their curriculum included techniques for developing better teaching materials and methods for evaluating the learning and behavioral problems of small children. In this dual-institution (the Institute for Training and Development, and Roxbury Community College -- an HBCU) program, two weeks were spent in the Boston area where participants visited large-city child care facilities.

C. Country Overview Reports

Long-Term Training Programs

All four of the Andean Missions, following guidance from AID/Washington, made a concerted effort to recruit long-term Andean Peace scholars. One hundred seven participants were placed in university or community college programs in FY 1989 in contrast with the 21 placements in FY 1988. Of the 21 long-term participants who arrived in FY 1988, seven Ecuadoreans have completed their training and returned home. Among the 107 long-term trainees for FY 1989, 27 were from Bolivia, 18 from Ecuador, 44 from Colombia, and 18 from Peru. Exhibits 3-6 which follow on pages 21-28 identify the trainees, the placement and the programs for each of the four countries.

Bolivia

Bolivia sent 25 English teachers for an advanced certificate in Teaching English to Speakers of Other Languages (TESOL). In addition, two scholars are studying for Master's degrees in TESOL, one at SUNY Buffalo, and one at Radford University in Virginia. The program advisors have combined their practical methods courses with opportunities to observe U.S. classrooms and to student teach. The Bolivians will have the opportunity to forge ongoing ties with U.S. professional counterparts when they attend the International TESOL Conference in San Francisco in March, 1990.

Colombia

During FY 1989, Colombia sent a total of 44 academic participants to the U.S. -- 18 are non-degree students and 26 participants are pursuing a master's degree. These students are located in various institutions throughout the United States. Their fields of study include health, education, business, computer science and marine biology. Exhibit 3 lists the academic programs and institutions for the Colombian participants.

Ecuador

Ecuador's 18 long-term students have been placed in individual programs in music, coaching, education, nutrition, engineering and business. Thirteen participants are in non-degree university programs; five are working on master's degrees.

Peru

In addition to three Peruvians studying for their master's in economics at UCLA, the University of Wisconsin and the University of Chicago, 14 teachers of English as a second language are enrolled in a 12-month certificate program at the State University of New York (SUNY) at Buffalo.

EXHIBIT 3

1989 LONG-TERM PLACEMENTS

BOLIVIAN PARTICIPANTS

<u>Name</u>	<u>Location of Training</u>	<u>Degree Sought</u>	<u>Field of Study</u>
Isabel Cavour	SUNY Buffalo, NY	MA	TESOL
Martha Coss	Radford U. Radford, VA	MA	TESOL
Clara Arianzen Wilma Beltran Jaime Coaquira Jannett Esprella Fernando Garcia Betty Gorena Ivan Ossorio Rolando Ribera Mirka Rodriguez Maria Salinas Juan Tames Carlos Valencia Oscar Vargas	School of Intl. Training Brattleboro, VT.	Advanced Certificate in TESOL	TESOL
Carlos Camacho Wilma Flores Freddy Gonzales Livia Gonzales Ninoska Lopez Saul Oroza Remberto Padilla Sonia Ruiz Felipe Sanchez Sonia Tardio Angelica Tejerina Milton Villarroel	St. Michael's College Winooski, VT	Advanced Certificate in TESOL	TESOL

EXHIBIT 4

1989 LONG-TERM PLACEMENTS

COLOMBIAN PARTICIPANTS

<u>Name</u>	<u>Location of Training*</u>	<u>Degree Sought</u>	<u>Field of Study</u>
Grace Britton	Boston U.	MA	Public Health
Nicolas Soto	Indiana U. Bloomington	Non-degree	Adolescent Psychology
David Beltran	U. of California San Diego, CA	Non-degree Fellowship	Pediatric Cardiology
Gladys Herrera	U. of New Mexico	MA	Ed. Admin.
Margarita Delgado	U. of New Mexico	MA	Ed. Admin.
Gladys Sandoval	Oklahoma State U.	Non-degree	Women and Family Studies
Julio Perez	U. of Alabama Tuscaloosa	MA	Women's Studies
Victor Jimenez	U. of Kentucky	Non-degree	Public Admin.
Oscar Bedoya	Colorado State U.	Non-degree	Mineral Resources
Rafael Barragan	Kirkwood Comm. College	Non-degree	Hospital Admin.
Patricia Mejia	Penn State U.	MS	Health Admin.
Luis Alfonso Roa	Northeastern U.	MBA	Business Administration
Maria Cristina Arevalo	ESL-Wichita State U. Wichita, KS/ Academic-Emporia State U., Kansas	Non-degree	Industrial Psychology

*Location indicates original placement usually for ESL. Some students will transfer for academic work.

EXHIBIT 4 (CONTINUED)

<u>Name</u>	<u>Location of Training</u>	<u>Degree Sought</u>	<u>Field of Study</u>
Augusto Gomez	U. of Florida	Non-degree	Amazonic Investigations
Javier Castro	U. of Northern Iowa	Non-degree	Curriculum Began in and Instruction TESOL
Julio Lopez	U. of Texas, Austin	MS	Math/Computer Science
Nestor Anzola	U. of Southern Mississippi	MS	Marine Biology
Monica Tobon	ESL-Lewis Clark State Coll. Lewiston, Idaho	MA	Women's Studies
Consuelo Guayara	ESL-Lewis Clark State Coll. Lewiston, Idaho	Non-degree	Women and Family Studies
Elmer Diaz	ESL-Lewis Clark State Coll. Lewiston, Idaho	MS	Ecology
Rodrigo Velosa	ESL-Lewis Clark State Coll. Lewiston, Idaho	Non-degree	Animal Ecology
Pedro del Valle	U. of Maryland	MS	Marine Environmental Science
Libia Santos	U. of South Carolina and Auburn	Non-degree	Fisheries
Oscar Barreto	U. of Maine	Non-degree	Public Administration
Jaime Becerra	ESL-U. of South Carolina-Academic U. North Carolina Chapel Hill	MS	Biostatistics
Myriam Torres	U. of South Carolina	MS	Epidemiology
Luz Stella Hoyos	U. of South Carolina	MS	Environmental Toxicology

EXHIBIT 4 (CONTINUED)

<u>Name</u>	<u>Location of Training</u>	<u>Degree Sought</u>	<u>Field of Study</u>
Norma Corrales	U. of Ohio, Athens OH	MA	Educational Leadership
Jairo Ortiz	Cal. State U. Fresno, CA	MA	Education
Laura Arcila	ESL-California State U., Fresno Academic-SUNY, Buffalo	MA	Education
Jose B. Mejia	U. of South Carolina	MS	Epidemiology
Ismael Caicedo	U. of South Carolina	MS	Epidemiology
Esmeralda Burbano	U. of South Carolina	MS	Intl. Health
Fabio Castano	UCLA	MPH	Community Health
Oscar Florez	U. of Texas, Austin	MS	Computer Science
Carlos Rueda	ESL-UCLA	Non-degree Fellowship	Rheumatology
Luis E. Vega	U. of Florida Gainesville	MS	Agroforestry
Arturo Diaz	U. of Oregon, Eugene	MS	Management
Alexander Blandon	U. of Oregon, Eugene	Non-degree	Public Administration
Liliana Moncada	Georgetown U./ Walter Reed Hosp.	Non-degree	Tropical Diseases
Gonzalo Daniel	Georgetown U./ Walter Reed Hosp.	Non-degree	Neuropathology
Yesid Navas	Michigan State U.	MS	International Forestry
Beatriz Cantor	U. Missouri Columbia	MS	Health Administration
Maria del Pilar Jimenez	U. of Arizona	Non-degree	Clinical Nutrition

EXHIBIT 5

1989 LONG-TERM PLACEMENTS

ECUADOREAN PARTICIPANTS

<u>Name</u>	<u>Location of Training*</u>	<u>Degree Sought</u>	<u>Field of Study</u>
Mario Andrade	Arizona State U. Tempe, AZ	MA	Social Work
Patricio Aizaga	Indiana U. Bloomington	Non-degree	Music
Martha Tenorio	U. of Colorado Boulder	Non-degree	Coaching
Pablo Villalba	U. of Colorado Boulder	Non-degree	Coaching
Raul Cabezas	Texas A&M U.	Non-degree	Mechanical/ Engineering
Dario Espinosa	Emporia State U. Emporia, KS	Non-degree	Banking and Finance
Hector Fiallo	Penn State U.	MS	Solid State Science
Maria Luisa Abarca	U. of New Mexico	MA	Educational Administration
Vicente Chalacan	U. of New Mexico	MA	Educational Administration
Cristina Mejia	U. of Southern Illinois - Carbondale	Non-degree	Special Education
Alexandra Herbozo	U. of Southern Illinois - Carbondale	Non-degree	Nutrition and Dietetics
L. Patricia Reinoso	ESL-Indiana U. - Bloomington Academic- Ball State U.	Non-degree	Deaf Education

* Location indicates original placement usually for ESL. Some students will transfer for academic work.

EXHIBIT 5 (CONTINUED)

<u>Name</u>	<u>Location of Training</u>	<u>Degree Sought</u>	<u>Field of Study</u>
Katya Palacios	U. of Northern Iowa	Non-degree	TESOL
Carlos Mosquera	U. of Northern Iowa	Non-degree	TESOL
Ruben C. Maldonado	U. of Northern Iowa	Non-degree	TESOL
Maria Gabriela Espinoza	U. of Northern Iowa	Non-degree	Science Education
Virginia Andrade	U. Texas Austin, TX	MS	Construction Engineering
Luis Vallejo	Michigan State U.	Non-degree	Consumer Technology

Arrived in FY 1988 - Still in Training at End of FY 1989

<u>Name</u>	<u>Location of Training</u>	<u>Degree Sought</u>	<u>Field of Study</u>
Omar Aguirre	U. of Kansas	MA	Computer Engineering
Miguel Malo	UCLA	MPH	Public Health
Enma Perugachi	ESL- U. of Arizona, Tucson/Academic-Pima Community College	Non-degree	Substance Abuse Rehabilitation
Roberto Reece	ESL - U. of Arizona, Tucson/Academic-U. of Idaho	Non-degree	Resource Management/Ecology
Francisco Vallejo	UCLA	MPH	Public Health
Juan Vasconez	UCLA	MPH	Public Health

EXHIBIT 6

1989 LONG-TERM PLACEMENTS

PERUVIAN PARTICIPANTS

<u>Name</u>	<u>Location of Training*</u>	<u>Degree Sought</u>	<u>Field of Study</u>
TESL Group - 14	SUNY Buffalo, NY	Advanced Certificate in TESOL	TESOL
Jose Ames			
Ana Belizario			
Isabel Castillo			
Jose Gonzales			
Gaby Guerrero			
Telmo Gutierrez			
Gustavo Gutierrez			
Marcos Ly			
Miguel Irigoyen			
Liliana Nunez			
Judith Portella			
Luz Rodriguez			
Juan Romero			
Norma Vecorena			
Jose Esposito	U. Wisconsin Milwaukee, WI	MS	Economics
Jorge Canales	U. Chicago	MS	Economics
Gonzalo Tamayo	UCLA	MS	Economics

Arrived in FY 1988 - Still in Training at End of FY 1989

<u>Name</u>	<u>Location of Training*</u>	<u>Degree Sought</u>	<u>Field of Study</u>
Jose Escaffi	U. of Texas - Austin	MS	Regional Planning and Development
Elsa Galarza	Iowa State U.	Ms	Agricultural Economics

* Location indicates original placement usually for ESL. Some students will transfer for academic work.

EXHIBIT 6 (CONTINUED)

<u>Name</u>	<u>Location of Training*</u>	<u>Degree Sought</u>	<u>Field of Study</u>
Franco Giuffra	U. of Chicago	MA	Public Policy Studies
Carlos Lozada	U. of California Davis	MS	Animal Science
Jorge Pena	Iowa State U.	MA	Agricultural Engineering and Irrigation
Jose Salazar	U. of Missouri Columbia	MA	Mass Media Communication-Journalism
Rosario Sheen	California State U.-Northridge and Brooklyn College	MA	Mass Communication
Jose M. Valdivia	U. of Minnesota	MS	Agricultural and Applied Economics

* Location indicates original placement usually for ESL. Some students will transfer for academic work.

LOCATION OF LONG-TERM TRAINEES
THROUGH SEPTEMBER 30, 1989



IV. ASSESSMENT OF YEAR TWO

The midpoint of the project came with the completion of the second year of training activities. Thus, the halfway point is an appropriate time to review the accomplishments of the last year, to compare items with Year One, and finally to set goals for the final two years of the project.

A. Participant Placement

The slow start of the first project year, when Missions had to spend many of the early months establishing procedures for recruitment and searching for appropriate in-country assistance, no longer threatens the success of the Andean Project. The momentum of the second year is evident when we compare the placements with Year One. During the second year Andean project staff designed and supervised 19 different short-term training programs for 351 participants. This represents training for 136 more participants than in the previous year.

The increase in long-term placements is even more dramatic. In Year Two Andean Project Placement Specialists placed five times as many academic participants than in Year One -- 107 students as opposed to 21 in the first training cycle. The project specialists researched academic programs for individual placement and also managed the special procedures needed for placing groups in long-term certificate programs.

Although our analysis indicates that we have trained 40% of our total projected participants, the steady increase in numbers of groups and individual placements indicate that we are well on our way to meeting the 75% mark at the end of fiscal year 1990. Contributing to this momentum is the steady growth in Development Associates/IIE academic and technical training resources. Building on the two institutions' history of training and academic associations, Andean project staff have developed an extensive file of vendors who can provide training in the Spanish language. Moreover, contacts at universities and community colleges throughout the United States and Puerto Rico have grown extensively.

B. Historically Black Colleges and Universities

Andean project staff have as a matter of policy stressed the importance of including HBCUs on all our requests for proposals. During 1989 one training group was placed in a program which included substantial HBCU training. This is not a satisfying project record, nor one which we wish to replicate during the last two years of the project. During the third and fourth project years Development Associates requested and received the authority to work with HBCUs and to let contracts on a sole source basis. Using this direct, cooperative arrangement, our aim will be to meet and then exceed the AID mandate that 10% of all participants be trained at HBCUs.

Overall, the HBCUs do not have the Spanish-language resources that the Andean project always requires for short-term training. Nevertheless, we believe that the experience of working with Afro-American professors, trainers, agriculturalists, and health workers will provide positive role models as well as a broad experience of the United States.

C. Experience America

The Experience America component of the Andean Peace Scholarship Project is integrated into participant training in two ways. For the short-term technical training groups, these activities are carefully folded into the training program design. They are coordinated by training designers so that the activities are directly relevant to the training topics. Typically, the participants are exposed to North American society and culture through a series of outings, social functions, holiday celebrations and other exchanges.

Experience America activities for short-term trainees have been both varied and plentiful. The efforts of the training vendors who arrange and implement the actual field experiences have produced creative activities. In addition to field visits, all Andean scholars, no matter what the training focus, participate in social and cultural facets of U.S. society.

Although the Experience America design is unique to each group, the following example of activities illustrates the range of experiences which are offered.

APSP trainees have:

- o Walked Boston's Freedom Trail
- o Worked as volunteers in a gubernatorial campaign;
- o Taken blood pressure and exercised on the tread mill while visiting facilities of a local hospital
- o Organized faculty/staff soccer games
- o Participated in university Spanish classes as "visiting instructors"
- o Exchanged songs and folk dances with Peace Corps Volunteers in Training
- o Interviewed the local Sheriff at his office
- o Participated in a host family children's party
- o Attended a university football game
- o Visited the State Fair
- o Participated in Oktoberfest
- o Taught classes in a Spanish-language Head-Start program
- o Worked as interns in small retail businesses.

Evaluations by Development Associates and IIE staff reveal that the short-term trainees, despite their limited command of the English language, usually return home with observations and impressions quite different from their prior opinions. They comment on the respect for law which characterizes Americans, and the involvement of citizens in advocacy and service groups. They frequently note that in the U.S. individuals can indeed, by dint of hard work and perseverance, achieve success regardless of their prior circumstances. For many participants, their opinion is changed from a view of North Americans as indifferent and perhaps even belligerent, to a picture of caring and interested, though sometimes ill-informed individuals.

For the long-term scholars, who are placed individually in institutions throughout the United States, their experience of American life and values evolves over their entire program. Although coordination of specific activities from the Arlington, Virginia, office is not possible nor realistic, each individual and the guidance counselors from their institutions are well aware that Experience America is an essential component of the scholarship. Participants are encouraged to communicate with APSP staff about their experiences and questions. The long-term participants in FY 89 have reported a wide range of activities in the Experience America

component of their scholarship. Some have taken educational trips and sightseeing trips to various cities in the United States. Still others have attended seminars. Many have stayed with American families and shared unique cultural exchanges.

Some examples of the experiences of long-term students and short-term trainees which have been gleaned from conversations and letters follow:

- o During Christmas break, a Peruvian APSP student attended a leadership seminar sponsored by the Leadership Center of the Americas in Baton Rouge, Louisiana. The seminar introduced Latin America's future leaders to the American political system, its democratic values and processes, and the role of the private sector in society. In addition, the seminar promoted friendship and understanding among the participants and between them and the U.S.
- o Eleven APSP trainees, six from Peru and five from Ecuador, attended the mid-winter seminars sponsored by the National Council for International Visitors. In various cities around the nation, the participants had an opportunity to experience the community dimension to their academic study. They attended conferences, met business, government and community leaders and visited corporations, farms, and industrial plants. The participants spent Christmas with American families and learned a great deal about the American Christmas celebration.
- o Omar Aguirre, who is attending the University of Kansas, researched and wrote about the history of Lawrence, Kansas. Prompted by his wife's membership, he also investigated an organization entitled Small World, a group set up as a support system for the dependents of the university's international students. Omar suggests implementing something similar in his home country, Ecuador. Omar also joined IEEE, the professional organization in his discipline of computer and electrical engineering.
- o Maria Teresa Inazunta, another Ecuadorean student, became impressed by the handicrafts and flower arrangements of the German and Danish settlers in the Cedar Falls area. Maria researched their background and began to create her own handicrafts of the region. She participated in the Homecoming Parade and the International Food Fair where she shared a part of her own Ecuadorean culture.
- o Miguel Malo, studying for a master's degree at UCLA, has become active in his field of Public Health. This Ecuadorean is involved in a minority development project in the Latino community. A highlight of his experience was a trip to Washington, D.C., where he visited a number of international organizations including PAHO, IDB and the World Bank.
- o An Otavalenan Indian from Ecuador, Enma Perugachi, became interested in learning about the Indian past of Tucson, Arizona, where she studied. Her interests in the present-day Indian culture led her to investigate their

regional foods and ceremonies. In addition, Enma reported on community services and visited shelters for the homeless. She attended a seminar in Seattle on the economic and political self-reliance of Native Americans.

- o A group of six school teachers from Ecuador shared a variety of experiences during their stay. They visited schools where they observed and practiced the educational methods they had been learning. In meeting the parents of the school children they discovered both the concerns these parents had and how involved parents can become in education. They emphasized the important role that knowing English played in allowing them to form friendships with Americans and to share their cultures. In addition to enthusiastic sightseeing, they spent Christmas with American families.
- o Elisa Galarza, a Peruvian long-term trainee, had a formal introduction to the United States through lectures, trips and homestays with her cross-cultural class at Iowa State University. Later, she became active in the YWCA and university activities. In addition, she participated in a conversation group along with an American volunteer which allowed her to learn about American customs as she improved her English language skills. Elsa also became involved in setting up a Peruvian student association at Iowa State.
- o The Health Promoters group from Colombia who trained at the Center for International Health in Galveston, Texas, participated in a TV program during which two of them acted as spokespersons for the group, providing information on Colombia and their communities.
- o Jose Salazar, from Peru, was elected president of the Latin American Student Association at the University of Missouri, at Columbia, Missouri. He also addressed the Monroe City Kiwanis Club as part of a Community Development Seminar in June 1989. He continues to be a contributor to the University newspaper, "The Maneater."
- o Julio Perez, from Colombia, who is studying at the University of Alabama, Tuscaloosa, Alabama, has been included in the Director's List of Honor Students of the English Language Institute. He is also very active in several community service projects.
- o Twenty small-scale farmers from Bolivia learned about voluntarism first hand when they assisted a local church group with their thrift shop.
- o The group of 18 Labor Leaders from Colombia who trained at Miami-Dade Community College in Miami, Florida, were honored by being appointed to the Honor Guard for the High Chefs during the "Paella '89 Festival" Parade on October 14.
- o On September 29, the group of 17 Colombian Mayors training at the University of Arizona in Tucson was honored during a special meeting of the City Council presided over by Mayor Tom Volgy. The Colombian Mayors were declared Honorary Citizens of Tucson and each received an engraved copper plaque commemorating the occasion.

- o The Peruvian Public Prosecutors that received training at the University of New Mexico in Albuquerque participated in a mock trial where they were able to apply their skills in the actual prosecution of cases before a judge and jury. Several of the prosecutors also had the opportunity to ride in police patrol cars with the police officers on their nightly rounds.
- o As part of their training, the group of 17 young political leaders from Ecuador participated in events connected with the New Jersey gubernatorial election campaign. Part of the group attended a Republican fund-raising luncheon on November 3 in Newark, New Jersey, during which First Lady Barbara Bush was honored. Later the same day they attended a support rally at Bloomfield Town Hall which was addressed by President Bush. This group also had the opportunity to express their views in a TV interview that was broadcast on Arlington Access TV's Channel 33 on November 4 and 7.
- o A high point for the 14 Bolivian Video Producers was a visit to the new MGM and Universal Studios at Orlando, Florida. The participants were given the VIP treatment which included a behind-the-scenes tour of the 16,000-square-foot sound stage at Universal Studios and of the MGM special effects department where a hurricane was produced for their benefit.
- o Vicente Dellepiani who was studying scriptwriting with the video group was invited to participate in a panel discussion, "Trends in the Latin American Film Industry," at the Inter-American Co-Production Conference held in Miami in October.
- o The Fall 1989 issue of Tulane Medicine, the Tulane University Medical School magazine, carried an article on the group of 16 Colombian Health Professionals who attended a ten-week course at the Tulane School of Public Health and Tropical Medicine this past summer.
- o Twenty mayors from small communities in Bolivia were so impressed with the mayors' associations they visited during their training that during their closing exercises they drew up articles of association for a Bolivian version of a mayors' professional group.

Monitoring Experience America

Because a majority of the long-term students are placed individually at universities, it is not possible to monitor their social or civic involvement in U.S. society in a systematized way. When participants are placed in groups, Development Associates can communicate with the institution's project director to ensure that the students are truly investigating their social, political and cultural environment as well as making progress on their academic work.

For individuals we rely on our orientation visit, telephone calls and letters of encouragement, and our strong request for written reports. Though we have not found a way to ensure compliance across the board, the many reports we receive illustrate insights into values and lifestyles that are gained only after repeated contacts with U.S. citizens. We could accept as a matter of faith that by simply residing for an extended amount of time in the U.S., a participant will have truly experienced America; but the documentation of results and changes in perceptions on an individual basis would be lacking. Therefore, we will continue to search for the most appropriate mechanisms which will ensure student participation in American life as well as an objective means of quantifying the results of their participation.

* * * * *

The second year of APSP was an exciting and productive one. The number of trainees nearly doubled from Year One and evaluations generally praised the quality of programs. The emphasis on skills training and on the practical application of skills learned to their home country situation provides the basis for the overall training experience. Programs, whether focusing on practical skills, like agricultural techniques or on more nebulous community development concepts, often require students to write an action plan in an effort to ensure training transfer. Follow-on activities now planned through each Mission should further reinforce the transfer of skills within each sector.

The teamwork and communications which have developed among LAC/DR/EHR, the four USAIDs and Development Associates have much to do with the second year accomplishments. Andean project staff believe that Year Three will be even better.

V. PROGRAM PLANS FOR FISCAL YEAR 1991

By the end of the second fiscal year Development Associates/IIE had trained a total of 566 short-term students and were continuing to supervise 121 long-term trainees. This total of 694 participants represents 40% of the 1740 total participants targeted in the contract. The results obtained from the procurement process in place indicate that most of the original target of 1740 trainees would be met by the end of the fourth year.

However, there are several factors in the forecast which will have an impact on final participant numbers. For one, the original 15% projection of long-term participants in the project has been raised to allow a higher percentage, 20 to 30% of long-term students. The funding relationship between short-term and long-term programs will affect final Mission participant targets. As a rule of thumb, five long-term participants enrolled in a public university for 12 months will cost as much as a six-week, short-term group of about 18 persons.

In addition, the Development Associates/IIE contract will be extended to supervise participants who will continue studying in the U.S. beyond September 1991, the original final month of the contract. One Mission plans to have finished all training by the end of FY 1991, while others plan to place participants in the U.S. during the month of September, 1991. Therefore, Mission/Development Associates/IIE planning decisions will affect the overall number of participants programmed for the last two years of the project and for the period of the extension.

Another change which will be seen in the Andean Peace Scholarship Project is the closing of the regional Quito office. Originally, the office was installed to provide a technical assistance source for each of the four missions. This included assistance in writing training objectives, defining and shaping training programs and helping to set guidelines for recruitment. Toward the end of FY 1989, the consensus of Mission training officers, Development Associates, and AID/Washington was that those objectives had been met and that closing the office could divert the balance of the funds to other functions at the home office in Arlington.

One of the contemplated changes during the middle of FY 1990 is augmenting Arlington staff by the addition of one professional and one administrative assistant, as well as increasing the financial management position to full-time. Such areas as academic placement, HBCU placement support, long-term group contract monitoring, monitoring of short-term groups in the U.S., and reporting to missions and to AID/Washington are all staff intensive activities required of the project. The increased numbers of participants in Year Two and projected for Years Three and Four demand intense staff resources in Arlington.

As the project enters its third year, Development Associates will pay increasing attention to preparing forecasts which accurately predict the expenditure of funds for participant training purposes for each of the four Andean project countries. Projections of costs over the final two years of the project will be accomplished early in FY 1990.

In addition, the lessons of the first two years suggest a number of areas of emphasis which will help maintain and/or enhance the quality of the project. These include:

- o Continued effort to establish clear, accurate communication among LAC/DR/EHR, the USAIDs and Development Associates;
- o Earliest possible program description and detail on participants from Missions;
- o Improved RFPs based on participant needs as described by the Missions;
- o Early information on training design and program activities for Missions to use in orientation;
- o Increased emphasis on Spanish-language textbooks or alternate educational resource material;
- o Applications of lessons learned on quality factors such as group size and composition; and
- o Additional, creative program designs based on past successful programs.

VI. FINANCIAL MANAGEMENT

A. Analysis of Training Costs

During the second year of the Andean Peace Scholarship Project, Development Associates and its subcontractor, IIE, trained 19 short-term technical groups in 10 major subject areas. Each group, however, was substantially different and required a tailor-made design. The second year of the APSP has seen a 94% increase in the number of participants placed in training and a 264% increase in participant months over those in the project's first year. At this point in the project, having trained 40% of the total number of participants called for under the contract, we are able to analyze average and median program costs more accurately than in Year One. These analyses also reveal that a variety of influencing factors, such as the number of participants per course, the length of course, participant background and the field of training also affect cost of program. The cost per short-term participant-month ranged from \$2,361 to \$6,366, with the average cost being \$3,769 per participant-month. The cost per long-term participant-month average was \$2,166. However, this reflected heavy start up costs and declined to \$1,854 in the Ninth Quarter.

The total cost of training and the cost per participant-month is affected by the numbers of participants, by the duration of training, by the professional level of the participants and by the technical area of training. Total costs per group range from a low of \$67,694 to a high of \$267,889, the latter for a 4.5-month program. The average total cost per group was \$117,807. Training across all groups had an average duration of 7.59 weeks, although if the longest program is put aside due to its atypical length of 20 weeks, the average drops to 6.80 weeks. The average number of participants per group across all four Andean countries was 18, with the lowest being 14 and the highest, 30.

B. Second Year Budget vs. Actual Costs

Total expenditures for the first two years reached \$5,552,782. In keeping with the increased number of participants, expenditures during the second year of the project were more than double the amount spent during the first year, or \$3,746,407. This is an increase of 107% over FY 1988 expenditures of \$1,806,375.

Though the total expenditures represent 28.9% of the present APSP total budget, this apparently low percentage of the budget does not include obligations for long-term participants presently in training. The majority of the long-term academic participants began their training during the latter half of the year, which means that the bulk of their expenses will occur during Year Three. Adding these obligated expenses to actual expenditures as of the end of FY 1989 raises the total to \$8,612,980 spent or obligated. This is 45% of the total project budget and 39% of the proposed six-year budget.

1. Administrative Costs

Originally, procedures approved by LAC/DR/EHR in Year One called for administrative costs to be apportioned equally among the four countries. This equal division of costs was selected to reflect the fact that the number of participants and level of staff effort on behalf of the four Missions was roughly equal. This, however, ignored the differences in the numbers and types of participants, the duration of their training programs, and technical versus academic specialties. In light of this it was decided to change to the new TCA-based system AID has generally adopted. This system applies a uniform administrative cost per participant-month. This cost is further refined by applying a 2:1 ratio of technical to academic participant-months to reflect level of effort. This system is now the method used for APSP.

Administrative costs in Year One were quite high, primarily because the number of participants was far below contract expectations. Thus, the administrative cost per participant-month was \$2,431, even though the actual administrative costs were 12% below budget. In Year Two administrative costs were right on

budget and cost per participant-month in the year dropped to \$897.77. In Year Three costs will drop to a low of \$327.69 and level off. Over the original four-year project life administrative costs are expected to be right on budget for that period.

APSP took longer to start up in the field and begin sending participants. As a result, because this contract was fully operational, administrative costs were very high in Year One. However, as Table 1 shows, the costs rapidly decline as the number of participants increase. Table 2 plots these costs in a graph. Table 3 then shows that after two years, 40% of participants had been placed. On the other hand Table 4 shows that by the end of the project the targets will be reached. Finally, Table 5 shows the relationship between participants and participant-months, a critical factor for administrative costs.

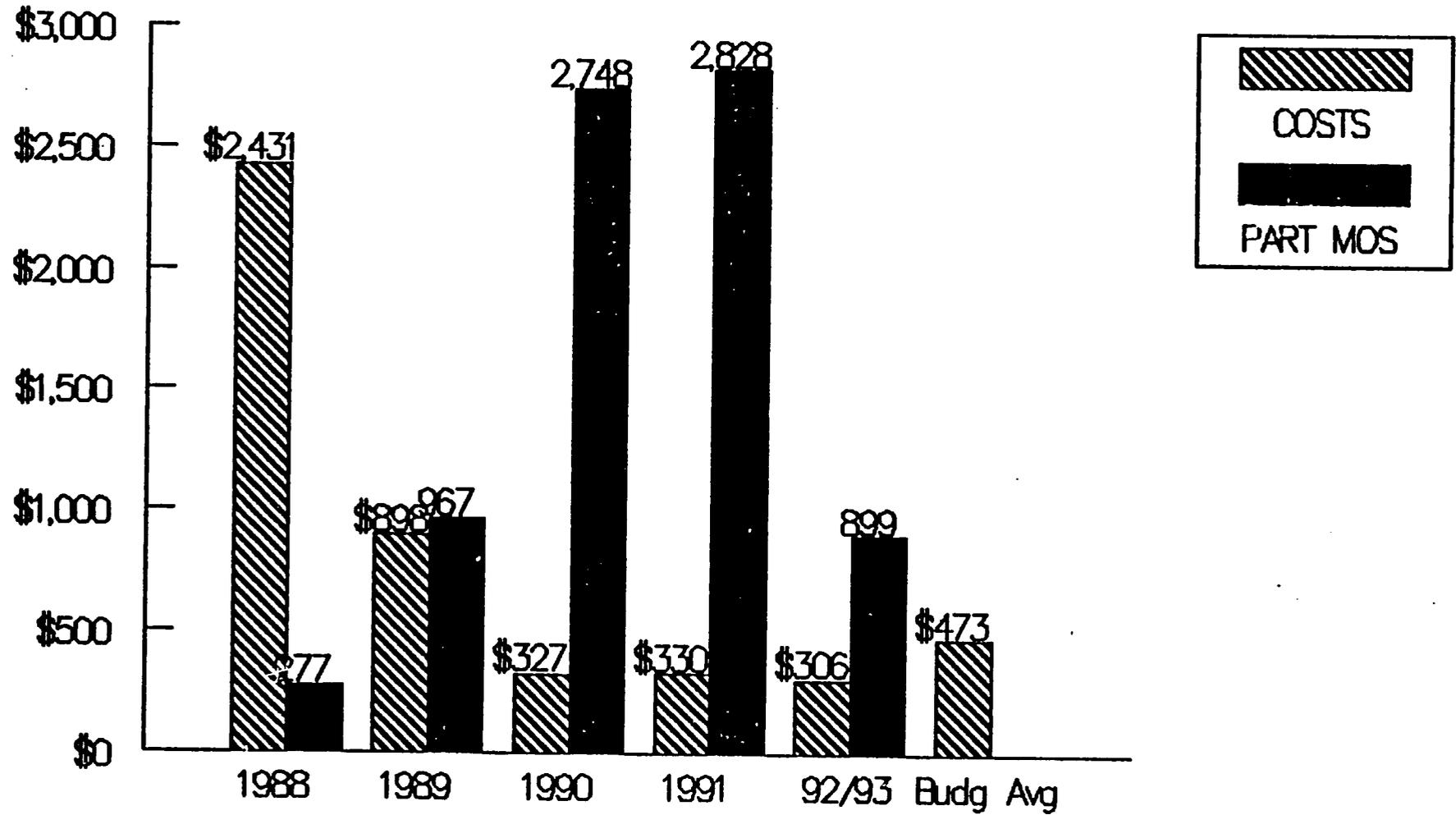
2. Participant Costs

Participant costs continued to vary by country, number and type of training program. During the second year, Colombia took the lead with the largest number of short-term participants in training and long-term participants placed in academic study in the U.S. (154). However, all projects had sent between 170 and 180 participants by the end of Year Two. Despite this similarity in numbers of trainees there is a wide difference in the number of participant-months per country. As might be expected, and was the case at the end of Year One, the actual expenditures and obligations for participant costs for all four countries during Year Two were below the amount budgeted for the year.

Program costs per participant have been quite reasonable. The average cost per participant-month for short-term was \$3,769 and for long-term was \$2,166. However, since so much of these long-term costs are for start-up, a more realistic cost is the 9th Quarter TCA average of \$1,894. These costs compare well to OIT average costs of \$5,138 for short-term and \$1,760 for long-term programs. We believe the reasonable overall costs and high quality of training are attributable to two factors: teamwork between LAC/DR/EHR, the USAIDs and Development Associates, and the intense staff effort placed on researching training institutions and negotiating costs.

PROJECTED ADMINISTRATIVE COSTS PER PARTICIPANT-MONTH PER YEAR

ADMIN COSTS PER PARTICIPANT MONTH

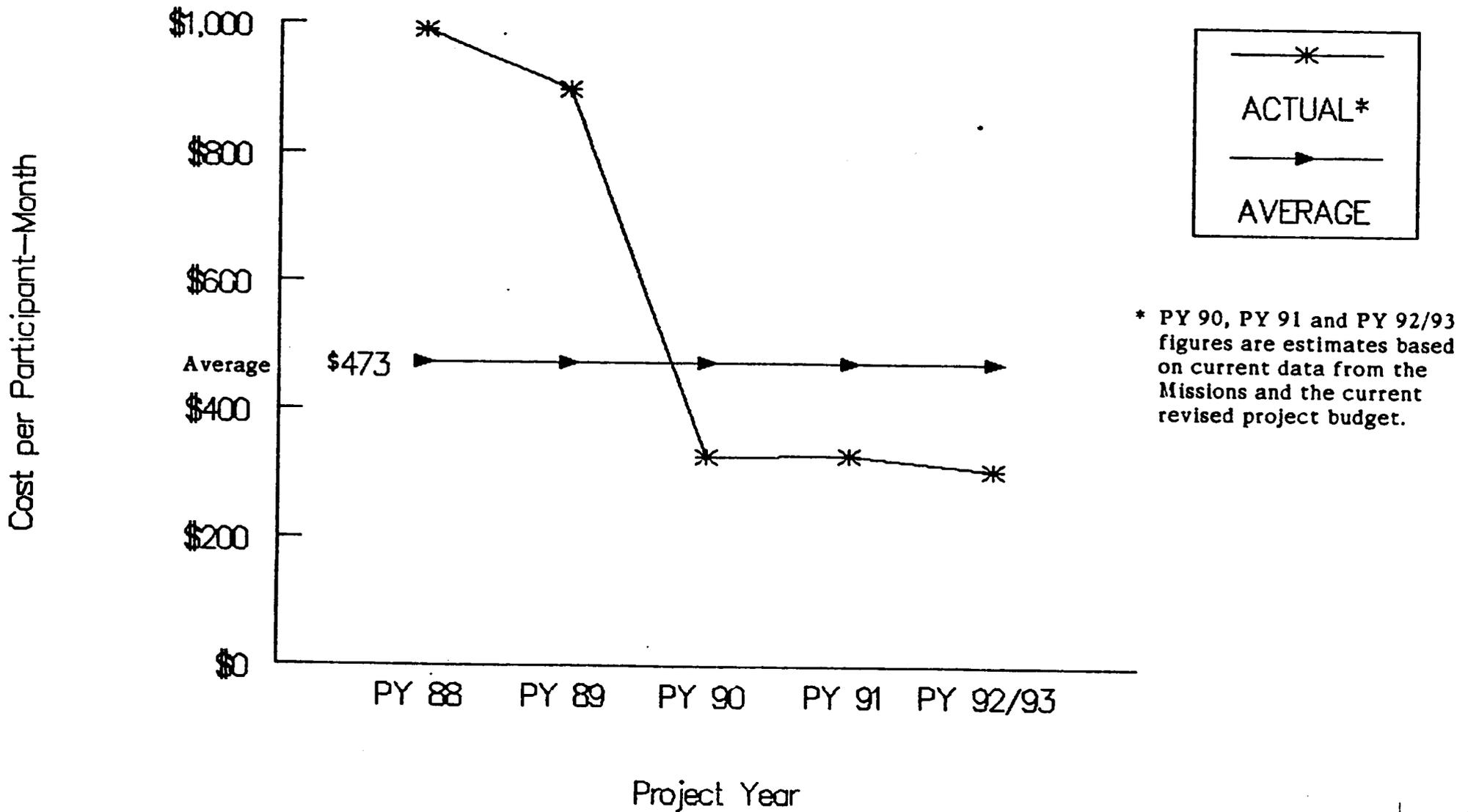


YEARS

TABLE 1

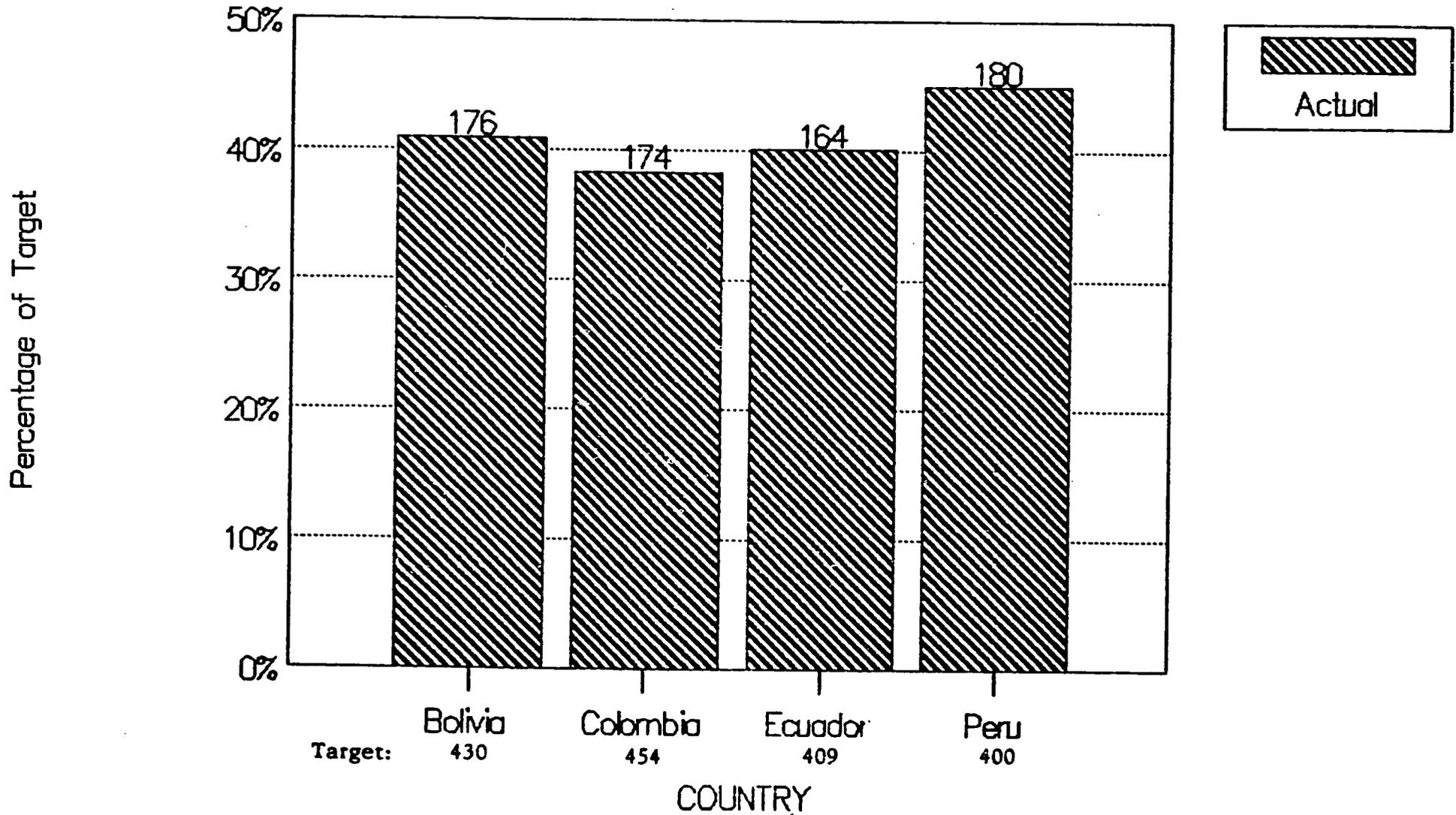
44

TOTAL ADMINISTRATIVE COSTS PER PARTICIPANT-MONTH OF TRAINING



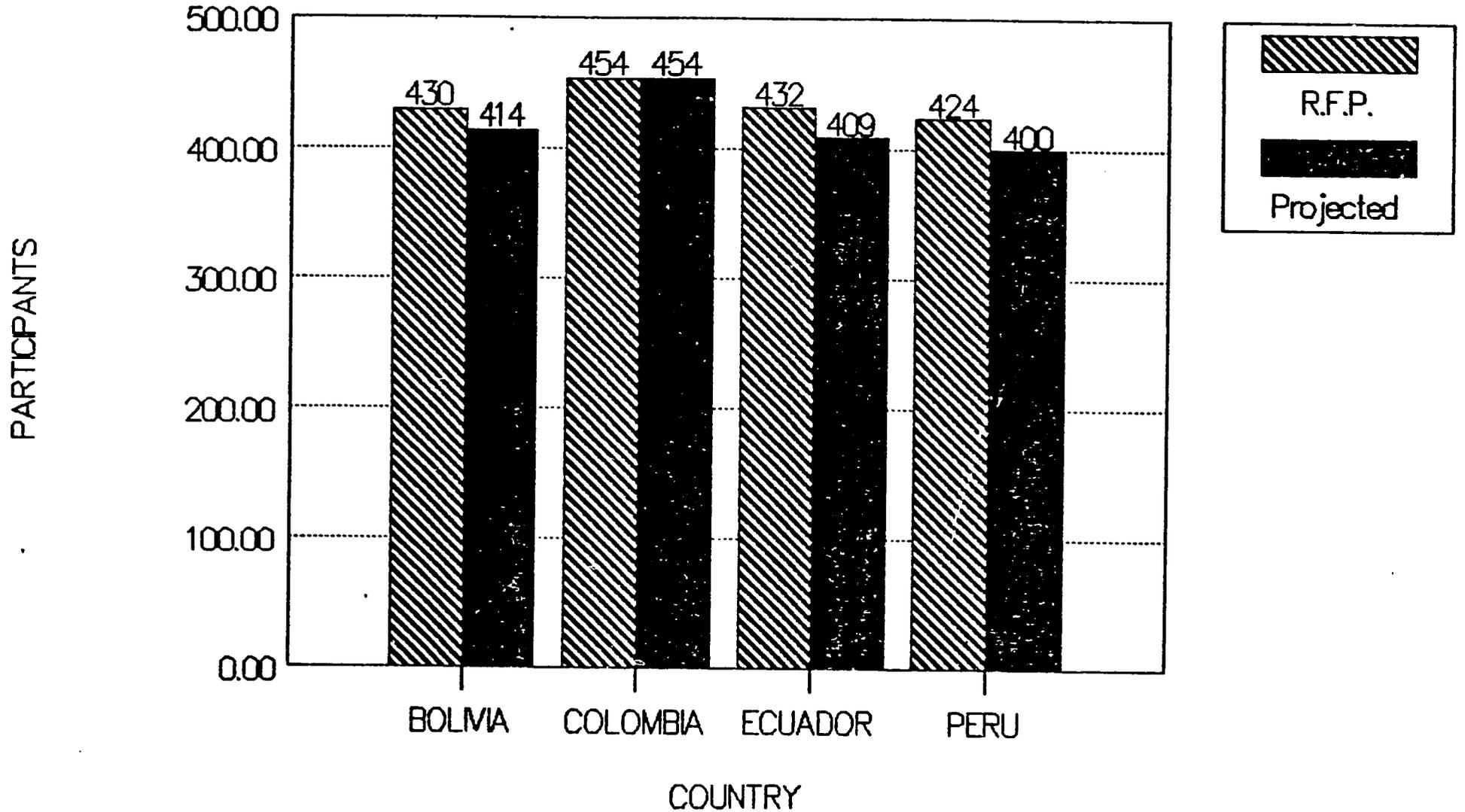
PERCENTAGE TARGET PLACEMENTS

AS OF 9*30*89



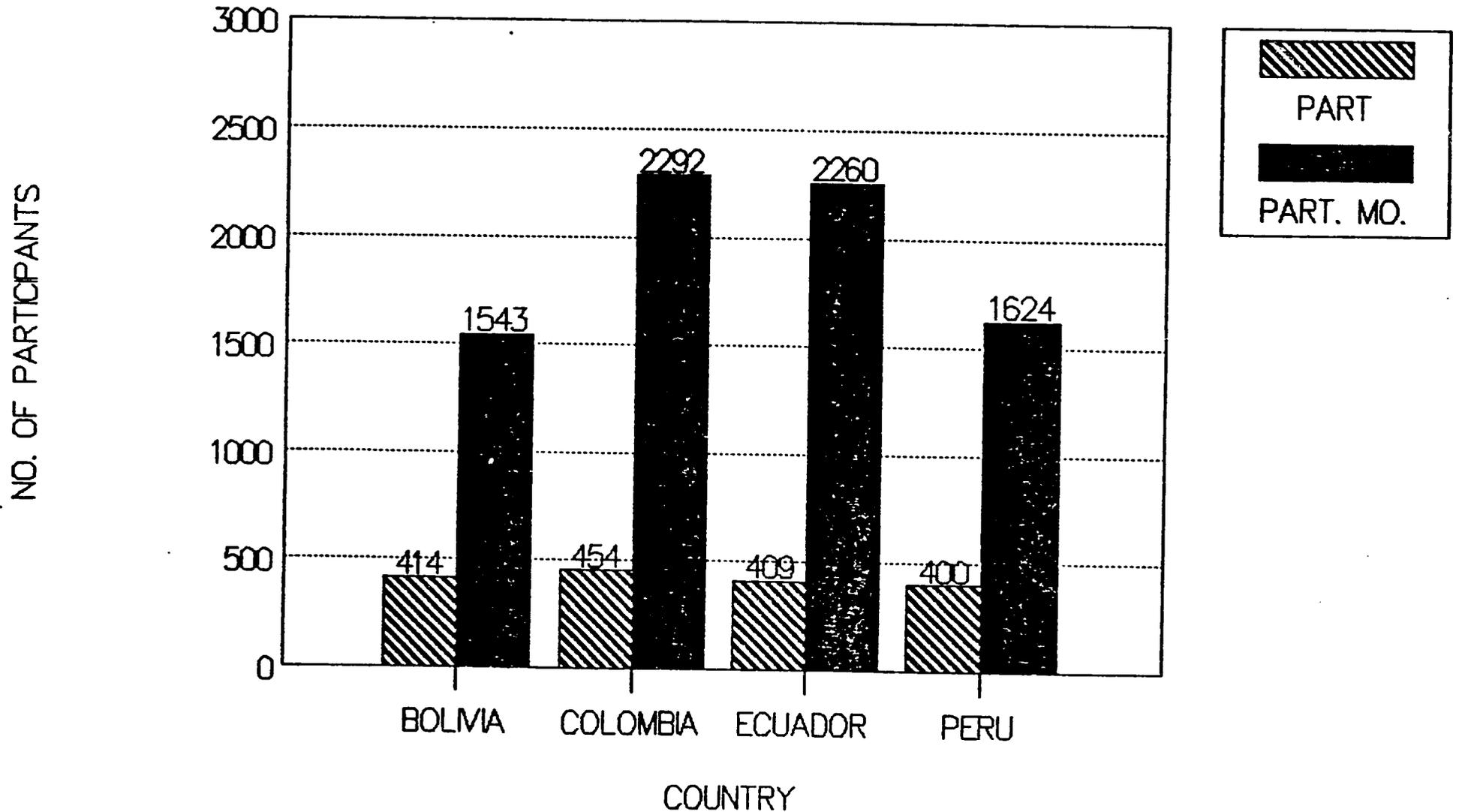
PARTICIPANT PROJECTIONS—END OF PROJECT

VARIANCE FROM ORIGINAL RFP



PARTICIPANTS vs. PARTICIPANT MONTHS

END OF PROJECT



C. Analysis of the Project to Date

CUMULATIVE

In analyzing the project history, we are able to identify training characteristics which can be used as cost indicators. Trends have been developed based on 32 tailor-made short-term training programs implemented over the first two years of the project. We have reviewed the programs from the point of view of size of training group, length of training, subject matter of training, the educational level of participants and U.S. training sites. The graphs on the following pages illustrate program costs broken down by program characteristics.

Program Type

Combined analyses of the two graphs "Technical Area" (Table 6) and "Professional Level" (Table 7) do support trends in average costs for certain kinds of participants trained in distinct technical categories. Both graphs support the conclusion that the least expensive group to train is in agriculture, while we can expect programs for government officials to be most costly. Public officials who are often placed in high-cost cities occasionally have additional travel and frequently require a more technically sophisticated level of instruction. Teachers, on the other hand, as backed up by the Public Information Category in the Technical Area graph, should predictably be a median-cost program.

Size and Duration

There are some lessons to be learned as well from the data accumulated on program length and size. Two graphs, "Length of Program" (Table 8) and "Number of Participants per Course" (Table 9), reveal that the optimum length is from seven to ten weeks, while the most cost-effective group size is from 20 to 23 participants. These conclusions are based on averages of the 32 short-term programs. The reasons for this can be attributed to staffing and other direct costs such as classroom rental fees and van rentals. Usually staff and other support costs do not increase markedly when a program increases from 16 to 20 participants. However, as program size increases much above 20, additional staff, classrooms, vans, etc., may be needed.

Geographic Area

The final graph, "U.S. Region" (Table 10), showing the distribution of average per-program costs according to the geographic location within the U.S. indicates that the eastern half of the United States is the most expensive training site. This difference would be even more pronounced if the high-cost cities of the west (such as San Francisco) were eliminated from the analysis.

There are, of course, other factors which increase or decrease program costs and which are not evident within these graphs. The intensity of the technical curriculum, additional travel costs when a program is conducted in multiple sites, and increased participant maintenance costs in higher-cost urban areas as opposed to smaller towns or rural locations all affect program costs.

Prototype Short-term Program

A profile of the most economic type of program might be a training course in which twenty-two farmers participate in a seven-week course dealing with a technical agricultural topic at a training site located in the western part of the United States. The participants would have some high school; all would be literate, and they would travel only locally and then by van or bus.

It is important to point out that the above analyses deal with average costs rather than program effectiveness. Many of the programs, especially those for public officials, have had above the average costs but have been notably successful training experiences. Our analysis would rate these higher-cost programs as cost-effective based on the presumption that they met an expressed country development need.

D. Cost Containment

A key factor contributing to the low level of expenditures in Year Two and comprehensively is the careful cost-containment policy observed at all times by Development Associates in managing the project. As explained in Chapter 1 of this

report, for short-term training careful attention is given to the competitive bidding process, including the evaluation of proposals. The bidding process allows us to select vendors which will provide cost-effective, technically superior programs. Later, at the contract negotiation stage, Development Associates reviews the proposed budgets line by line to assure that all participant needs have been identified and that all costs are reasonable. By the same token, every effort is made to obtain discounts or other savings in long-term programs.

Country coordinators commonly effect cost savings in proposed budgets by reinforcing AID ceilings on consultant daily rates, by insisting or receiving rationale for line item expenses like van rentals, telephone and copying expenses and by receiving certifications of salaries and overhead rates. In addition, the coordinator reviews the program design with the institution to confirm that all items budgeted are in fact necessary to ensure a high-quality program but are not either wasteful or unusually expensive. Coordinators invariably save money, sometimes thousands of dollars, from the originally proposed short-term programs. Frequently, the savings are \$10,000 or more. Conversely, the coordinator will frequently suggest that the program needs something which the institution has not foreseen, i.e., escorts, additional staff, or Experience America activities. Thus, the process also helps to assure high quality.

These efforts for short-term programs appear to be validated when OIT costs are reviewed. The APSP average cost per participant-month for a tailor-made short-term course is \$3,769. This is \$1,029 below the OIT survey total of \$4,798 for classroom training courses published in a recent cable.

Cost containment is exercised in long-term and academic programs as well. For each long-term scholar, intensive surveys are conducted with appropriate academic institutions to find the most suitable placement within a high-quality academic institution at the lowest cost available.

Tuition reduction is usually tied to an early application deadline when universities and community colleges are processing financial aid applications. Though APSP project staff are usually placing students long after that deadline, staff have found other modes of assuring cost containment. Since the beginning of

the project, it has been Development Associates/IIE's policy to work with the better public universities rather than the more expensive, private schools. This has a dual benefit: besides having generally lower tuition rates, the public universities often have a keener interest in accepting international students and adapting programs to suit their special needs. The more expensive private schools, by their exclusive nature, are accustomed to receiving students with both outstanding GRE and TOEFL scores and are not as likely to change procedures or prices to accommodate disadvantaged APSP students.

Development Associates/IIE has also successfully used the group placement model. Three groups of teachers of English as a second language have been placed in different academic settings. Group placement has allowed APSP staff to negotiate special services and monitoring without additional fees.

2189y/4.90

COST PER PARTICIPANT-MONTH

BY TECHNICAL AREA

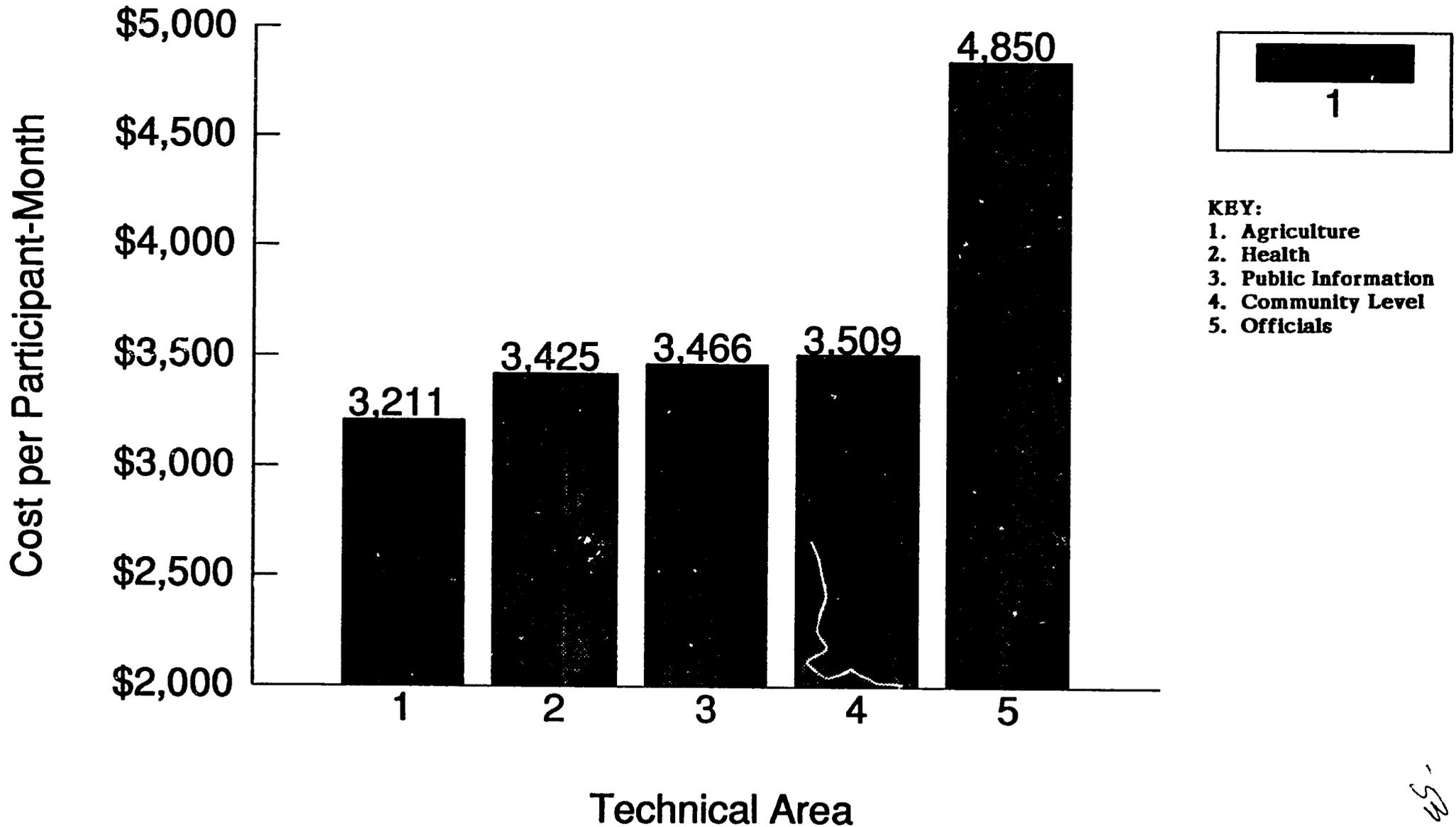
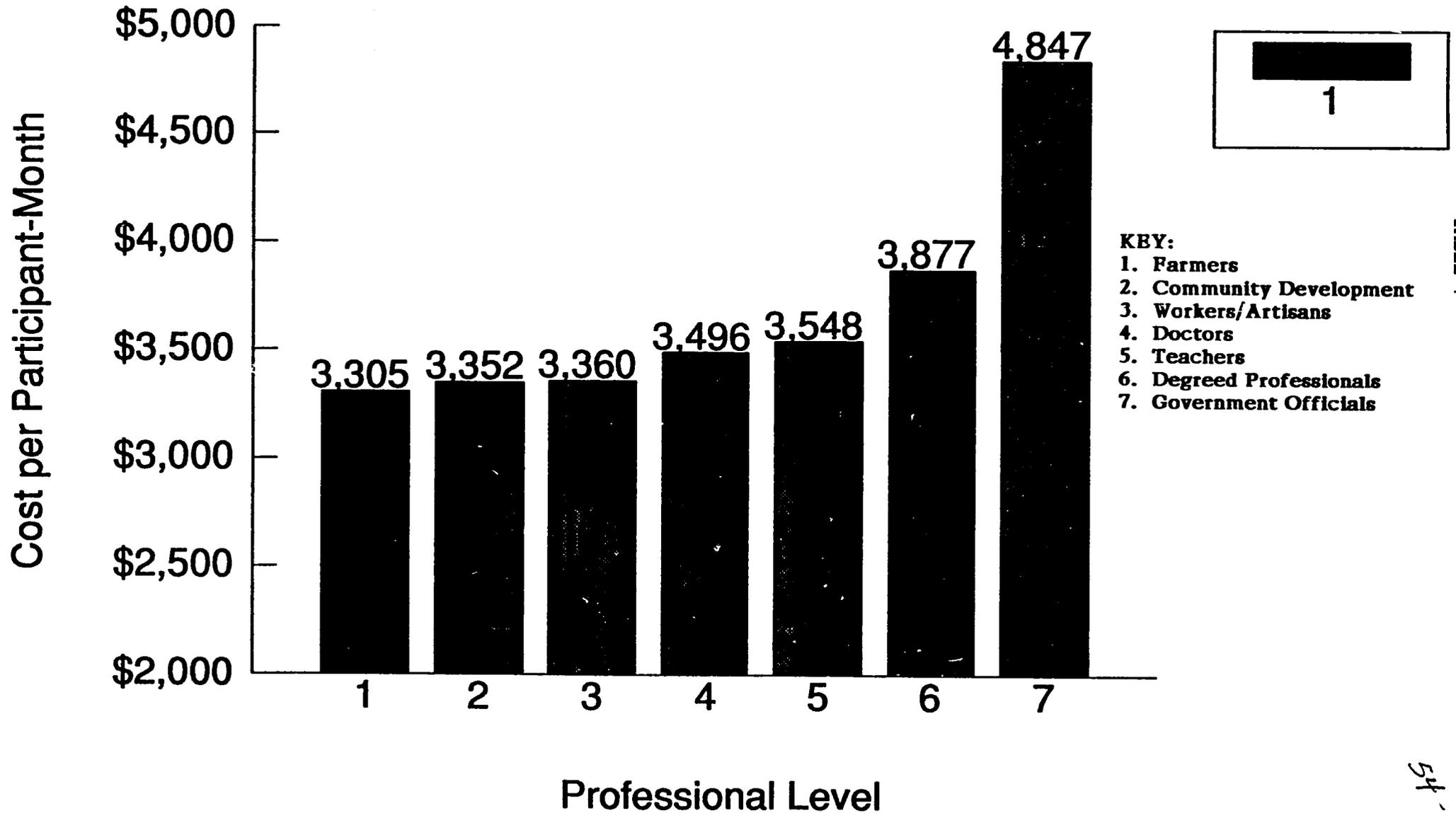


TABLE 6

53

COST PER PARTICIPANT-MONTH

BY PROFESSIONAL LEVEL



SHORT-TERM PROGRAM COST (FY 88,89) PER PARTICIPANT-MONTH BY LENGTH OF PROGRAM

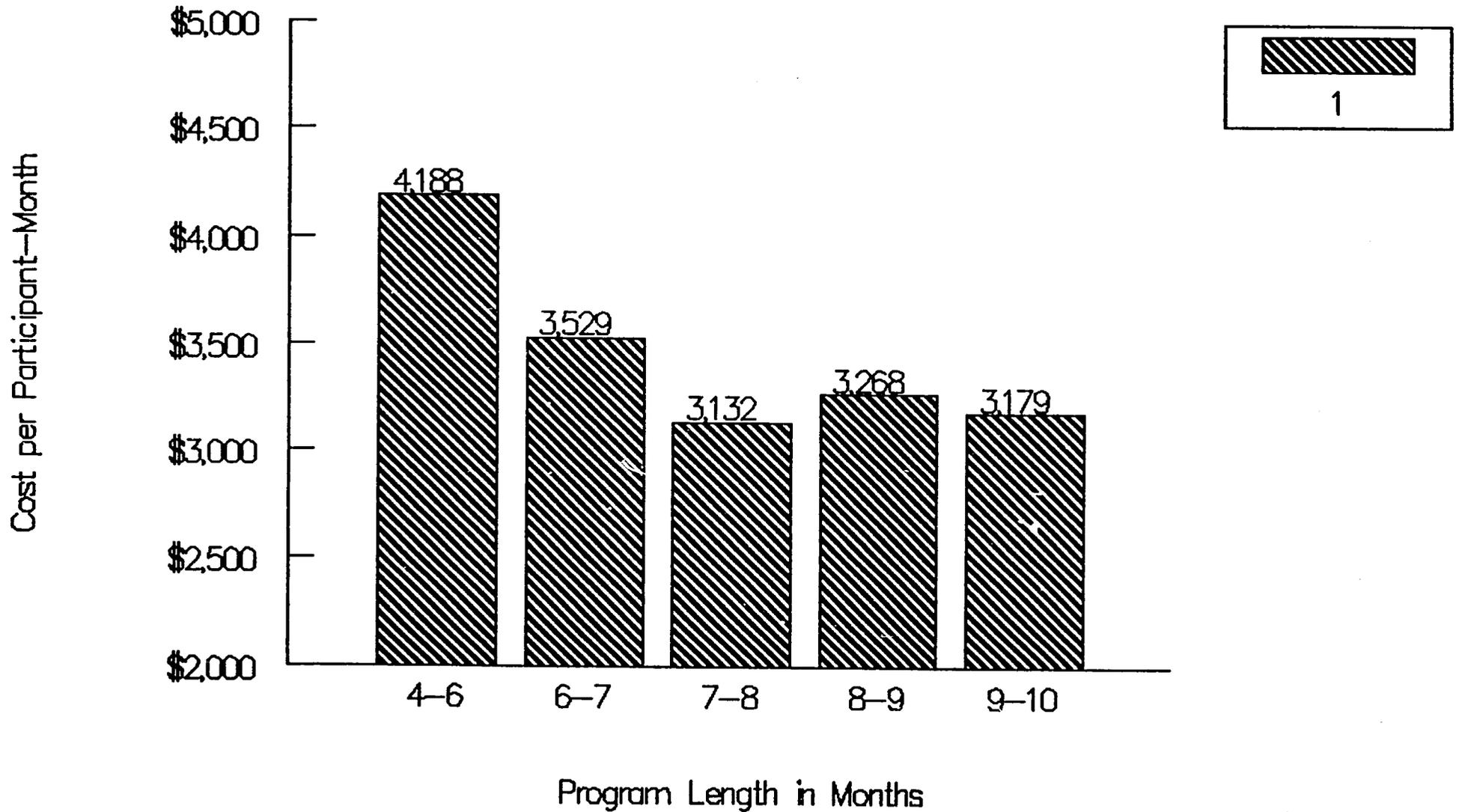
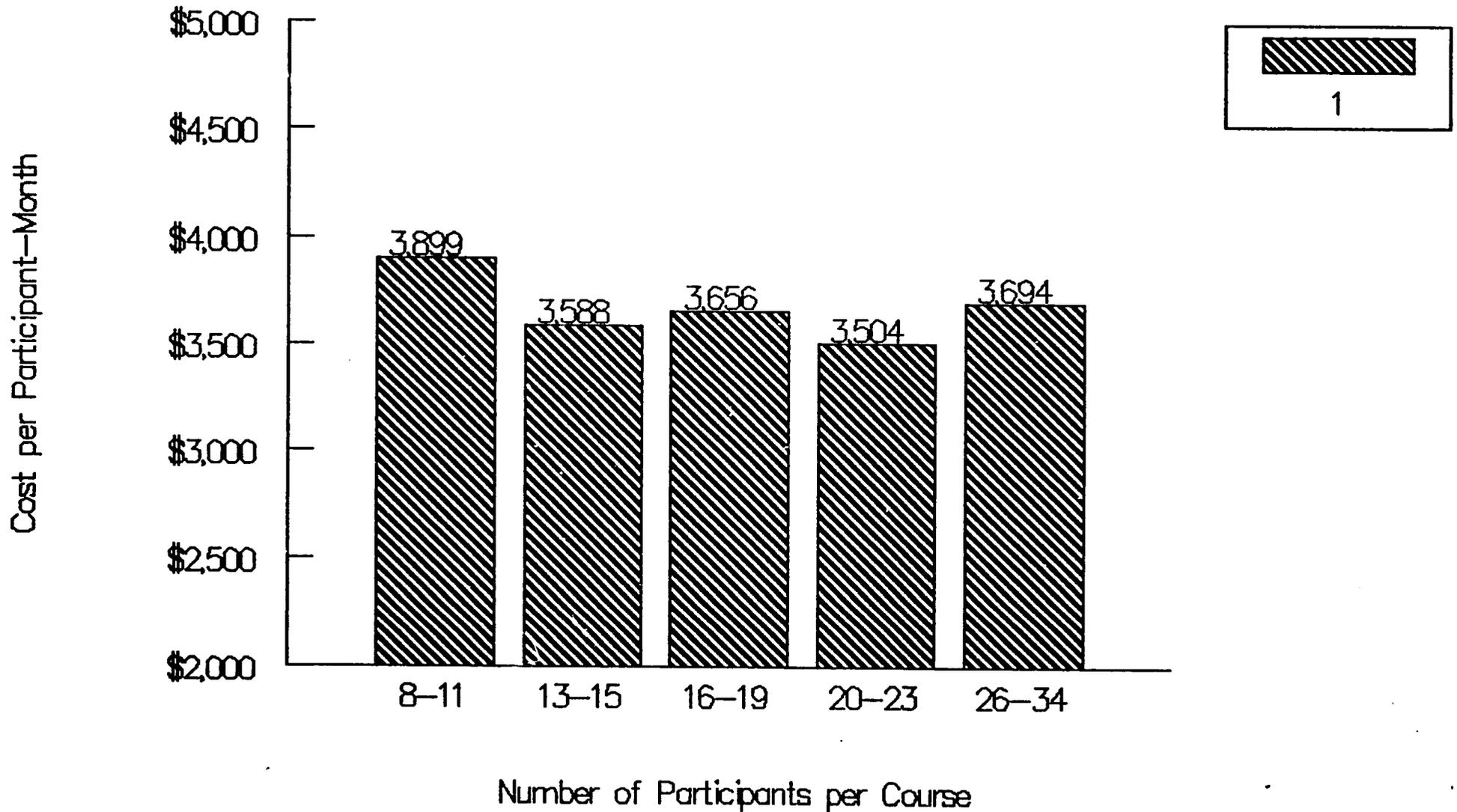
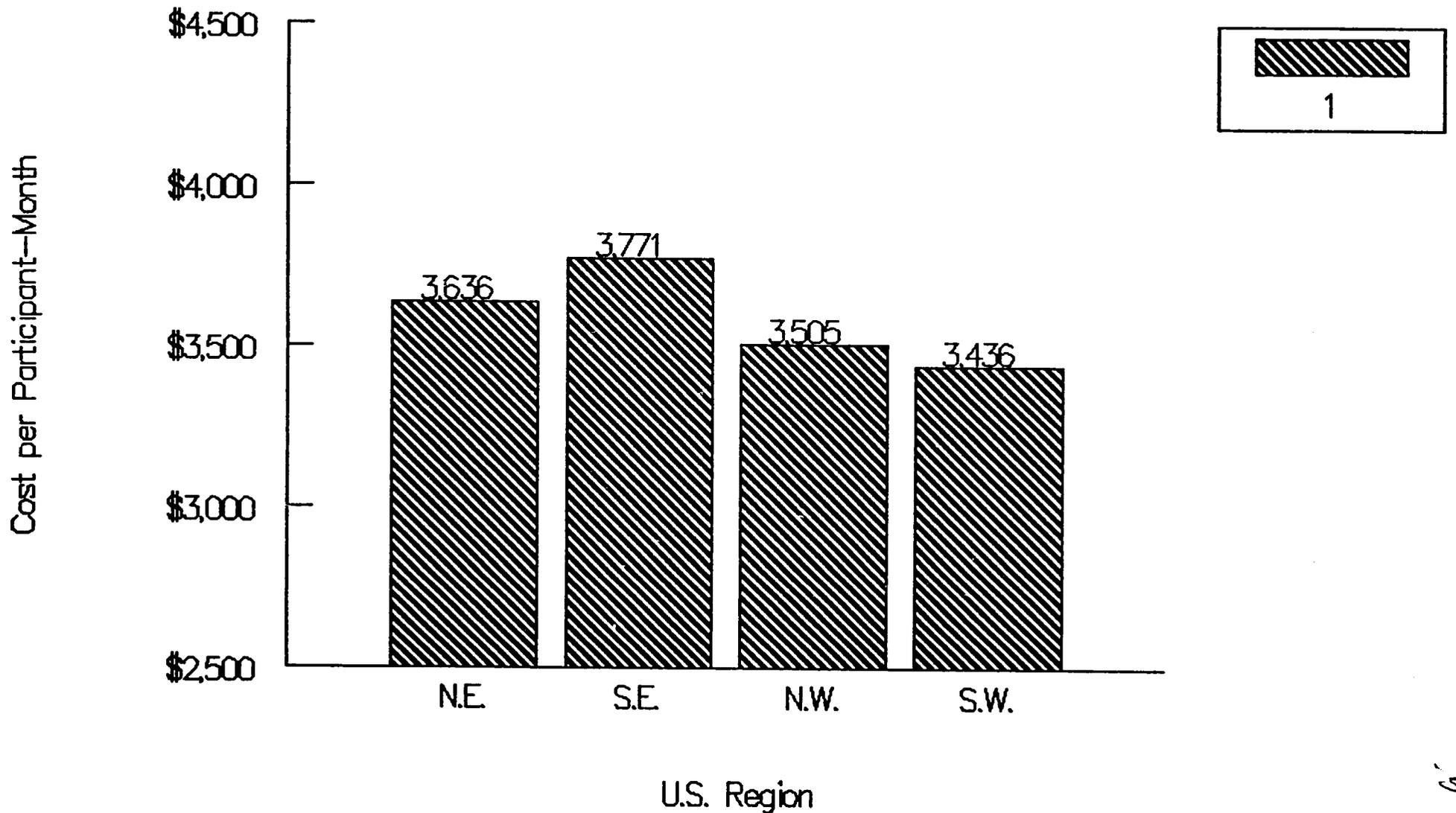


TABLE 8

SHORT-TERM PROGRAM COST (FY 88,89) PER PTCPT-MONTH BY # OF PARTICIPANTS-COURSE



SHORT-TERM PROGRAM COST PER PARTICIPANT-MONTH, 1989 BY U.S. REGION



57