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**COUNTRY REPORT UPDATE ON
THE CARIBBEAN AND LATIN AMERICAN
SCHOLARSHIP PROGRAM
IN HONDURAS**

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EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

BACKGROUND

The Caribbean and Latin American Scholarship Program (CLASP) was established pursuant to recommendations in the 1984 Report of the National Bipartisan Commission on Central America (NBCCA), better known as the Kissinger Commission. That report and a subsequent General Accounting Office study of U.S. Government scholarship programs in this hemisphere resulted in a joint Congressional-Executive initiative to increase scholarships to Central Americans, primarily for persons from backgrounds of socio-economic disadvantage.

The new program was entrusted to the Agency for International Development (AID) to manage through its overseas Missions. However, some of the training effort was also assigned to the U.S. Information Agency, and some of the funding was set aside to be administered by Georgetown University. The training initiative was launched in Central America in FY 85 as the Central American Peace Scholarship (CAPS) project, and the set-aside portion was initiated as the Central American Scholarship Program (CASP).

The CLASP scholarship initiative was a major undertaking from the outset. The initial target was 10,000 Peace Scholars, and this soon became raised to 15,000 when the initiative was extended to developing countries of the Caribbean and the Andean region of South America. To assist AID in monitoring and evaluating this foreign policy-motivated, complex training program, a contract was awarded to Aguirre International. As part of that evaluation effort, Country Reports have been prepared on each of the participating AID Mission-managed programs. These reports describe the training effort in each country from the start of the design phase and selection process through post-training Follow-on activities with the returned Trainees.

THE COUNTRY REPORT FOR HONDURAS

A Country Report for Honduras was issued in July 1987. That report was based on review of all the information that had been collected to date on the Mission-run program and on in-country interviews with CAPS Trainees who had completed their programs and had been back in Honduras as of September 1986. This cut-off date was established so that the views of the interviewed Trainees would reflect their experience in applying the training. At that time, those Trainees who were back in Honduras after their training had participated almost exclusively in short-term technical training programs.

The 1987 Country Report on CAPS training in Honduras indicated a very successful training effort. The Mission was modifying its recruitment and selection effort to increasingly incorporate the disadvantaged persons, females, leaders and future leaders who had been identified by AID/Washington (AID/W) as priority recruitment targets, and had extended the training initiative country-wide. Additionally, the in-country survey, based on sampling methods, indicated a very high level of satisfaction by the Trainees with the training experience. It also indicated that they found the training was appropriate, and that they were able to apply it. Ninety-six percent expressed satisfaction (47% satisfied and 49% very

satisfied) with their training programs and 98 percent indicated they definitely would recommend the program to others.

At the time of the in-country survey work for the Country Report, long-term Trainees (those whose training program is over nine months, per the CLASP guidance) were still in training in the U.S. Consequently, to capture the experiences of long-term Trainees and to bring the findings regarding CLASP implementation up to date, this Update Report was undertaken to incorporate the experiences of long-term Trainees after their return to Honduras.

This Update Report also allows a survey of returned CASP long-term Trainees, that similarly was not possible earlier.

SCOPE OF THE UPDATE REPORT

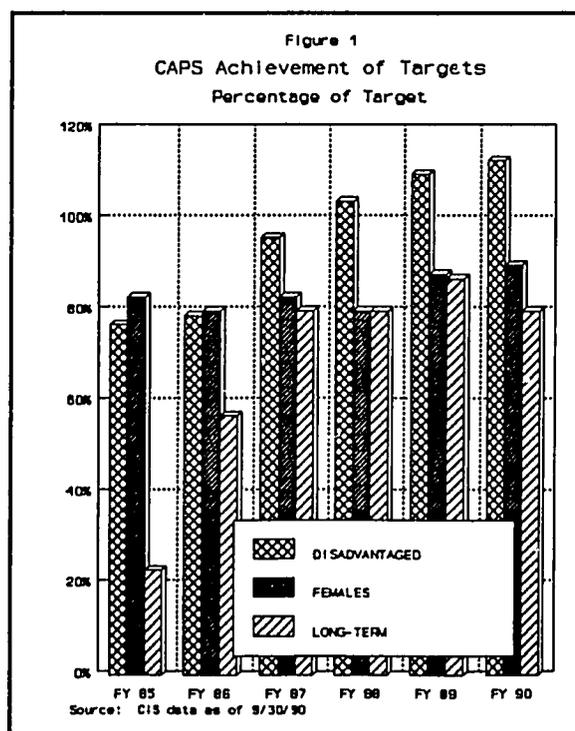
This Update Report adds to the findings of the Honduras Country Report by supplying the appraisal of the long-term Trainees. These CAPS Trainees' long-term studies will have given them a more extensive learning experience, both academically and in terms of their exposure to the U.S. way of life, than the short-term Trainees in the earlier sample.

This report takes as its point of departure the earlier Country Report evaluation and supplements it with more up-to-date program information as well as the survey results among long-term Trainees who had returned by mid-FY 90 for both the CAPS and CASP training projects. Also included are updated information on the status of implementation of CLASP training (referred to as CLASP I now that CLASP II has begun) and observations on changes that have taken place in that program since the preparation of the Country Report evaluation.

This will be the last CLASP I evaluation of training in Honduras under the AID/W centrally managed monitoring and evaluation contract. However, CLASP II has already begun, and a new monitoring and evaluation contract has been awarded, also to Aguirre International. This new evaluation effort will shift the focus toward an intensified effort to assess the application of the training, leadership enhancement, democratic outlook, etc.

FINDINGS

The Mission has made progress toward overcoming the selection target shortfalls that characterized the earlier findings of the Country Report (see Figure 1). This has been achieved with some major training program design changes. By decreasing the number of long-



term scholarships for training from two to four years, and increasing long-term training opportunities for periods of from one to two years, the share of long term training has been significantly increased.

The Mission has been above the 70 percent minimum target for the socio-economically disadvantaged since FY 88. The participation of women in the CAPS project increased significantly in FY 87, and then leveled off at about 80 percent of the target, which is four out of every ten Trainees. However, in FY 90, programming of women for the scholarships has been above the 40 percent target, and the cumulative record has risen to 36 percent, i.e., over 90 percent of the target.

CASP training in the U.S. is different from CAPS training as will be described in the following sections. What is particularly important to keep in mind is the profile of the CASP Trainee. In all cases he or she will be a recent secondary school graduate. CASP scholars are recruited for training in a professional job skill with the objective of an A.A. or A.S. degree at the end of two-years in a U.S. community or technical college. They live with a U.S. family, at least at first while they are learning English. They are part of a training group that will include other young students from other countries.

Also in place now is a Follow-on program which is working to harness the experience and enthusiasm of CLASP returned Peace Scholars. A National Association of ex-Scholars for the Development of Honduras (ANEDH) has been formed, and it has opened its membership to CASP and other U.S.-trained Hondurans outside of the CAPS project. The Follow-on plan is extensive and well thought out. It merits a closer look at how it is operating in practice.

SURVEY RESULTS

The generally very positive Trainee assessments of their training programs that characterized the earlier evaluation of CAPS training continues to hold true for the more recently returned long-term Trainees. The interviews with CASP Trainees, both Exit Questionnaires and in Honduras, indicate that the CASP effort in Honduras is also operating effectively with Trainees according high marks to their training.

- Honduran Trainees in general (both long-term and short-term Trainees) judge the quality of their training to be high (93.4% of Exit Questionnaire respondents).
- The percentage of those who expressed feeling unprepared for their training has decreased to 3.7 percent. Over 95 percent said they felt prepared.
- At the end of their Training, virtually all Honduran Trainees indicated that they understand the U.S. better or much better as a result of their program.
- All returned Trainees who are employed (94% of those interviewed) judge their training to be at least somewhat applicable to their present employment.

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- Over eight out of ten (85.7%) returned CAPS Trainees are satisfied or very satisfied with their training program. For CASP Trainees the responses are even higher (93.8%).
 - Over nine out of ten (93.8%) returned CAPS Trainees would definitely recommend the Peace Scholarship program to others. None would not. For CASP, the result is nearly as high (86.7% said definitely yes, and only one Trainee replied negatively).

OBSERVATIONS AND RECOMMENDATIONS

USAID/Tegucigalpa has demonstrated a great capacity to effectively apply lessons learned over time in developing and applying its own training program, as well as learning from the central program managers and the program managers in other Missions. Selection targets have now been met or are on their way to being met. The highlights are as follow:

- Since FY 89, the Mission has exceeded the 70 percent minimum target for awards to the disadvantaged, and the cumulative total has been raised to 79 percent.
- Mission efforts to meet the 40 percent minimum target for women are nearing that objective. However, there are not similar continuing efforts to reach the 30 percent minimum target for scholarship awards for long-term training.
- The Mission's CAPS programming at HBCUs is above the 10 percent requirement, and, as of FY 90, it was at a higher level than other participating CLASP Missions.

Recommendations that flow from this review of the successful Honduran CLASP training implementation relate to efforts to build on this record of success as well as share it with other Missions without as extensive experience.

- The Mission should consider inviting comparative evaluation of its approach to Follow-on activities that encourage an open door policy for all U.S. Trainees.
- The Mission's varied experience with ELT suggests the possibility for a comparative cost/benefit study of in-country and in-U.S. ELT. The CASP experience with ELT would also be applicable as a different example.
- USAID/Tegucigalpa's leading role in HBCU programming also might serve as a basis for examination by other Missions without as successful a program.
- The Mission plans to target recruitment for CLASP II more on rural areas. That is appropriate, as the national capital area has been over-represented in the CAPS training program, especially for long-term Trainees.

COUNTRY REPORT UPDATE
HONDURAS

COUNTRY REPORT UPDATE – HONDURAS

INTRODUCTION

This Caribbean and Latin American Scholarship Program (CLASP) evaluation Update Report on Honduras is intended to complement the 1987 CLASP Country Report done by Aguirre International under the CLASP Process Evaluation contract with AID. The earlier report focussed on the experience of short-term Trainees, and this Update Report, therefore, focusses on the experience of long-term Trainees. To understand the context to of the scholarship program, it is useful to keep in mind the background on the origin of the CLASP training initiative and the evaluation process.

The impetus for CLASP came from a recommendation in the 1984 Report of the National Bipartisan Commission for Central America (the Kissinger Commission) that the U.S. launch a specially designed training initiative in Central America. Under the resulting Central American Peace Scholarship (CAPS) program, Trainees from disadvantaged sectors of their societies would be brought to the U.S. to “Experience America” and to develop new skills which would benefit the economic and political development of their countries. The new training initiative began very quickly in 1985, and AID/W awarded a contract for the evaluation of that program, which began in 1986.

Early CLASP/CAPS Country Report evaluations were conducted on the basis of interviews with those Trainees who had completed their training and had been back in their home country long enough so that their retrospective views on the value of their training experience would represent a valid commentary on their efforts to apply the training on the job and in the community. It is important to keep in mind that a large majority of the CAPS scholarship awards have gone to short-term Trainees. Additionally, the normally greater lead time associated with the increased complexity of long-term placement programs naturally resulted in those scholarship recipients beginning their training programs later than the early short-term Trainees. This meant in the case of the earliest evaluations, i.e., those conducted in the pioneering Central American CLASP countries, the survey population did not generally include Trainees who had been selected to participate in long-term programs.

The nature of long-term training is very different from short-term training, and the profile of the long-term Trainee differs from that of the short-term Trainee. It is, therefore, to be expected that an evaluation of the CLASP training programs for short-term Trainees might yield results that would be different from that portion of the training effort dedicated to long-term training. For that reason, the CLASP evaluation contract included provision for further survey work to update the earlier evaluations in Central America to focus on Trainees who had returned from long-term training programs. Not only have sufficient returned long-term Trainees now been back in country for periods in excess of six-months to constitute an adequately large sample for in-country interviews, but Exit Questionnaire data from the same population is also now available for these Trainees.

In addition to evaluating the long-term training programs, this update report will also build on the earlier evaluation results, in terms of the program data and its analysis, while avoiding duplicating the earlier process-oriented evaluation effort. The full picture of the CLASP

training program and the resultant observations will emerge from reading this update evaluation in conjunction with the earlier evaluation effort.

Although this update evaluation is the final in-country evaluation for CLASP I, it will not represent the final chapter in evaluation of the CLASP training initiative. CLASP II, which will continue the program through 1996, has already begun. During the CLASP II evaluation process, there will be a heightened focus on evaluating the impact of the CLASP training experience on the Trainees and their contributions to their society.

CLASP II will continue to focus on the disadvantaged, women and other previously bypassed sectors of developing countries. It will also continue to look for candidates who have demonstrated leadership traits, but who nevertheless are clearly not in circumstance that would allow them to obtain their educational or training objectives in the U.S. without the assistance of a scholarship. In fact, CLASP II will heighten the focus on leadership qualities as a criterion of selection and look more closely at the special CLASP "Experience America" activities, which are designed to assure that the returning Trainee has achieved a greater understanding of how the democratic and free enterprise system of U.S. society works.

For that reason, evaluation efforts for CLASP II will similarly be more acutely focused on those hard to measure aspects of the scholarship program. New evaluation methodologies will be brought to bear on assessment of whether the Experience America activities have had any lasting effect on the outlook of the returned Trainees, to explore the relationship between the effort to identify leaders and potential leaders during the selection process and the leadership-enhancing effect of the training, and to explore the role of Follow-on programs, to name just a few of the areas that require a more interactive evaluation approach.

Depending on the evaluation priorities of the CLASP II Missions, the CLASP I Trainees, and the biographical data on them in the CLASP Information System (CIS) and on their attitudes toward the program, which are in the Questionnaire Database, remain available, and represent a very rich resource for future evaluations.

SURVEY METHODOLOGY

The research for this study was done in November 1990, and included long-term returned Trainees who had been in country for at least six months. The CIS data used for the analysis of these results is for long-term Trainees who had been in-country at least from March 31, 1990, to conform with the criteria of the interviewed Trainees. The population of returned long-term Trainees, who met this criteria was 160 in the CAPS project, and 93 in the CASP project. These two projects have different designs and different Trainee characteristics, so the respective Trainees' assessment of the training program may be dissimilar. Because of that, the responses, even to the same question, should not be compared between the two projects.

Two random selections were made, one for each project. The process of drawing the sample used two computerized listings (one for CAPS and one for CASP) of long-term

Trainees who had returned as of March 31, 1990. The Trainees were listed in numerical order by the PIO/P number issued for the training program. The ordering by PIO/P was intended to assure that the sample would reflect both early and more recently selected Trainees. A PIO/P number sequence will reflect to a great extent this chronological ordering. Every tenth (10% for CAPS) or fifth (20% for CASP) Trainee was selected for interviewing. Alternate candidates were selected by continuing the enumeration until there were at least two back-up interview candidates selected for each principal Trainee selected.

No effort was made to stratify the sample by gender, rural origin, etc. However, a comparison of the samples with the larger population of returned long-term Trainees indicates that the sample drawn by this selection process is representative for both CAPS and CASP.

For the 190 returned long-term CAPS Trainees, about 40 percent were females. Among the randomly selected CAPS Trainees who were targeted for interviews, females represented 38.9 percent. For the 93 returned CASP long-term Trainees, 49.5 percent were female. Among the randomly selected CASP Trainees who were targeted for interviews, the representation of females was 52.6 percent.

Similarly, in terms of geographic representation, the distribution of the Trainees in the sample is representative of the population of returned Trainees (see Table 1).

For the CAPS returned long-term Trainees, 101 (63%) were recruited from Tegucigalpa or outlying areas of the same department (the jurisdictional equivalent of a state in the U.S.). The remaining 59 (37%) were recruited from the rest of the country. The random sample yielded 12 (75%) from Francisco Morazan Department, the country's political and population center, and 6 (25%) from the rest of Honduras. For CASP the related geographical distribution for the returned Trainees yielded similar results. Overall, the number recruited from Tegucigalpa Department was 37 (39.8%), and for the sample it was 7 (36.8%). The rest of the country accounted for 56 (60.2%) overall and 12 (63.2%) of the randomly selected sample.

Department	City	CAPS	CASP
Atlántida	La Ceiba [2/13]	3	17
	Tela & other [1/4]		
Choluteca	Choluteca	3	3
Colón	Trujillo	2	-
Comayagua	Comayagua[1/3]	3	3
	Siguatopeque[2/-]		
Copán	Copán & other	2	2
Cortés	La Lima Nueva[4/-]	19	14
	San Pedro Sula[14/13]		
	other[1/1]		
El Paraíso	Danil[2/4]	4	6
	El Paraíso & other[2/2]		
Francisco Morazán	Comayaguera[27/12]	101	37
	Tegucigalpa[71/25]		
	other[3/-]		
Gracias a Dios	Puerto Lempira	3	-
Intibucá	La Esperanza[-/3]	2	3
	other[2/-]		
Islas de Bahía	Guanaja	1	-
Olancho	Juticalpa[4/1]	7	1
	other[3/-]		
Santa Barbara	La Flecha	-	1
Valle	Nacaone[-/2]	2	2
	San Lorenzo[2/-]		
Yoro	El Progreso & other	4	4
unidentified		3	-
Total		160	93

Source: CIS as of 3/31/90

In practice, the process of trying to locate the individuals who had been identified in the sample selection as the primary targets for interviews revealed that some could not be located at their old addresses, and new addresses were unavailable. A few were among the long-term Trainees who had stayed illegally in the U.S. Others simply were not available. As a result, the backup selection was used to complete the interview sample.

The survey team, which had extensive experience in conducting surveys in Honduras, reported problems much greater than anticipated in locating returned Trainees. As the interviewers fell back increasingly on backup interview candidates, the sample became more opportunistic and less random. During this process, some of the symmetry between the sample and the general population was lost.

In the survey of returned CAPS Trainees, although the percentage of women did not change significantly (original sample 38.9%, final sample 37.5%), the urban/rural mix shifted from 62.5 percent capital area to 18.8 percent capital area (this refers to residence at time of recruitment; in fact a higher percentage of those interviewed resided at the time of the interview in the capital and surrounding area). For CASP, the final sample was three less than the target, but gender representation also did not shift significantly (from 52.6% female in the original sample to 50% in the final), but again with regard to the geographic distribution there was a shift. The original sample was capital area 36.8 percent, and the final sample was 12.5 percent. Once again, the sample proportion takes into consideration residence at time of recruitment, not the higher representation of those residing in the capital area at the time of the in-country survey.

The random selection process described above meant having to pass up interviews with several returned Trainees who were readily available, such as some who were working in the CASP office in Tegucigalpa. These opportunistic interview situations were used instead for background discussions and for developing a generalized appraisal of returned Trainee activities and views. To the extent that ready availability of returned Trainees might have influenced the representative nature of the survey if a random selection had not been used, this was avoided.

DESCRIPTION OF THE RETURNED TRAINEE SAMPLE

AGE AT TIME OF SELECTION

The returned CAPS Trainees interviewed for this report are, on average, older than the average long-term Trainees for Honduras, especially for the men (see Table 2). The interviewed male returned Trainees averaged 29.4 years of age, whereas the average for all long-term male Trainees is 24.9 years of age. The women of the sample are slightly older (25.7 years old, while the average for the female long-term Trainees is 23.7), but the difference is not as great as the one registered for men.

	Females	Males	Total
L-T Trainees (268)	23.7	24.9	24.4
Interviewed Trainees			
CAPS (16)	25.7	29.4	28.0
CASP (16)	20.3	21.7	21.1

Source: CIS data as of 3/31/90

In contrast, for the CASP training, which targets recent secondary school graduates, the interviewed returned Trainees were much younger than their CAPS counterparts, with the males averaging 21.7 years of age and the females 20.3 years of age, which is about three years younger than the average for all long-term Trainees from Honduras.

SELECTION CRITERIA

Gender

Female Trainees in the group of long-term Trainees for Honduras represent 41.7 percent of the total, which is above the AID/W specified minimum target of 40 percent women selected for training (see Table 3). Among the sample selected for this study, women represented 40 percent of the CAPS long-term Trainees interviewed, and 43.8 percent of the CASP long-term Trainees interviewed.

	All L-T	Sample	
	Trainees	CAPS	CASP
Female	41.7	40.0	43.8
Disadvantaged	74.7	33.3	100.0
Youth	4.5	-	-
Leader	99.7	100.0	100.0
Rural	49.3 (288)	26.7 (15)	52.4 (16)

Source: CIS data as of 3/31/90

Rural Origin

Among all long-term Trainees from Honduras who have been selected for training, almost half (49.3%) are from rural origins. For the sample selected for this study, the percentage of CASP Trainees is about the same as the one just described (52.4%), while for CAPS Trainees, only one fourth (26.7%) come from rural areas.

Economic/Social Disadvantage

Honduran long-term Trainees identified as economically or socially disadvantaged (74.7%) are well above the AID/W specified minimum target of 70 percent. However, as all of the CASP Trainees have been identified by the program implementer as disadvantaged, this raises the overall average. For long-term CAPS Trainees, the corresponding amount is about 55 percent from economically disadvantaged backgrounds.

Among the sample interviewed for the study, all of the CASP Trainees were considered economically disadvantaged: the same as the total population for CASP. One third of CAPS Trainees (33.3%) fit this criteria. Therefore, the share of CAPS returned Trainees identified as disadvantaged in the sample is somewhat lower than the 55 percent of all long-term CAPS Trainees who meet this profile.

Leadership

All of the long-term CLASP Trainees from Honduras have been identified in the CIS as leaders or potential leaders. In addition to applying to all identified for long-term study, this leadership designation applies also to those CAPS and CASP long-term Trainees selected and interviewed for this study.

OTHER CHARACTERISTICS OF THE SAMPLE

Level of Education Prior to Selection

CAPS long-term Trainees had completed almost 15 years of education prior to selection, while the average years of education completed by their parents were 7.4 years by the mother, and 8.3 years by the father. The CAPS long-term Trainees interviewed were very close to these averages, having completed 15.3 years of education. The mothers of these interviewed long-term Trainees had a slightly higher educational achievement than the average for the mothers of all CAPS long-term Trainees, while the fathers had almost the exact same average (see Table 4).

	<u>Trainee</u>	<u>Mother</u>	<u>Father</u>
Returns			
CAPS (n:16)	15.3	8.0	8.2
CASP (n:16)	11.9	5.1	5.2
L-T Trainees			
CAPS (n:143)	14.8	7.4	8.3
CASP (n:125)	12.0	5.9	5.9

Source: CIS data as of 3/31/90

For CASP Trainees, the average years of education for all long-term Trainees was 12 years, and for their parents 5.9 years for both mothers and fathers. The educational achievement of the sample selected for interviewing for this study is slightly lower, with Trainees having completed 11.9 years of education prior to selection, and their parents slightly over 5 years (5.1 for the mothers and 5.2 for the fathers).

Position or Occupation Prior to Selection

Honduran long-term Trainees were selected for training in equal proportion from among recent graduates and unskilled workers (34%), with professionals falling in third place (19.1%) and technicians in fourth place (10.5%). The differences between the selected male and female Trainees in the first two categories are slight, but among female Trainees the percentage of professionals is considerably higher than for male Trainees (26.5% compared with 13.8%). The share of females selected who were working as technicians is much lower than males with a similar background (5.1% compared to 14.4%).

For the sample interviewed, 50 percent of CAPS long-term returned Trainees had been unskilled workers prior to selection,

and almost 20 percent had been professionals (18.8%). Recent graduates and technicians both represented 12.5 percent of the sample. For the interviewed CASP Trainees, half were students or recent graduates, while 22.2 percent were professionals, and 16.7 percent were technicians (see Table 5).

	Long-Term Trainees			Returns	
	<u>F</u>	<u>M</u>	<u>T</u>	<u>CAPS</u>	<u>CASP</u>
Stud./Rec. Grad.	37.6	31.9	34.3	12.5	50.0
Professional	26.5	13.8	19.1	18.8	22.2
Business	-	.6	.4	-	-
Technician	5.1	14.4	10.5	12.5	16.7
Semi-skld. wrkr.	-	.6	.4	-	-
Unskilled wrkr.	30.8	37.5	34.7	50.0	11.1
Other	-	1.3	.7	6.3	-
(number)	(121)	(167)	(288)	(16)	(16)

Source: CIS data as of 3/31/90

Field of Study

The most frequently pursued fields of study, for all long-term Trainees, were agriculture and related sciences (27.5%), home economics (13.1%), and engineering (12.9%).

When the focus on fields of study is separated by gender, some differences appear. For the Honduran male long-term Trainees, the most often selected fields of study were agriculture and related sciences (37.2%), computer science and engineering (both with 12.6%), and business (10.2%).

For the female long-term Trainees, the most frequent areas of study were home economics (19.8%), agricultural sciences (14%), business and engineering (each with 13.2% - see Table 6).

For the interview sample, the greatest number of CAPS long-term Trainees studied agriculture and related sciences (50%), followed by business (21.4%) and education (14.3%).

The fields of study represented among the CASP long-term Trainees were engineering (31.3%), followed by computer science and the social sciences (25% each).

Training Objective

The highest proportion of Honduran long-term CAPS Trainees were selected for B.A. programs, followed closely by those selected for M.A. programs. This order is consistent for all long-term Trainees, as well as when the breakdown by sex of the Trainee is observed. The order also holds for the interview sample (see Table 7). All the CASP long-term Trainees were selected for two-year A.A. degree programs.

Table 6
FIELD OF STUDY
(percentages)

	Long-Term Trainees			Returnees		Total
	F	M	T	CAPS	CASP	
Ag. & Related	14.0	37.2	27.5	50.0	12.5	30.0
Business	13.2	10.2	11.5	21.4	-	10.0
Communication	-	1.2	.7	7.1	-	3.3
Computer Sci.	9.9	12.6	11.5	7.1	25.0	16.7
Education	9.1	5.4	6.9	14.3	-	6.7
Engineering	13.2	12.6	12.9	-	31.3	16.7
Foreign Lang.	.8	-	-	-	-	-
Health	5.0	1.8	3.1	-	-	-
Voc.Home Econ.	19.8	8.4	13.1	-	-	-
Indust. Arts	-	.6	.3	-	-	-
Phys. & other Sci.	-	.6	.3	-	6.3	3.3
Public Affairs	-	1.2	.7	-	-	-
Social Sci.	1.7	7.4	2.1	-	25.0	13.3
Construction	8.3	3.0	5.2	-	-	-
Mechanics	-	.6	.3	-	-	-
Precision Prod.	5.0	2.4	3.5	-	-	-
(number)	(121)	(167)	(288)	(14)	(16)	(30)

Sources: CIS data as of 3/31/90

Table 7
TRAINING OBJECTIVE
(percentages)

	CAPS Long-term			Returnees	
	F	M	T	CAPS	CASP
A.A.	14.5	13.6	13.9	12.5	100.0
B.A.	38.2	40.9	39.8	37.5	-
M.A.	36.4	37.5	37.0	31.3	-
Ph.D.	1.8	-	.6	-	-
Other	9.1	8.0	8.3	18.8	-
	(55)	(88)	(143)	(16)	(16)

Source: CIS data as of 3/31/90

SURVEY RESULTS

The CLASP interview questionnaire that was used for the in-country survey was a 1987 version, chosen so that the responses would relate to the earlier Country Report interview results. Besides individual and program base line data questions, it contained thirty questions, four of which were open-ended. In addition, there were twenty-three follow-up questions, thirteen of which were also open-ended. The following section presents the major questions and the results in three areas of inquiry:

- Trainee appraisal of the U.S training experience,
- Trainee experience in applying the training, and
- Trainee observations on Follow-on.

TRAINEE APPRAISAL OF THE TRAINING EXPERIENCE

Did Training Meet the Expectations of the Trainee?

Yes. The results of the interviews with returned long-term Trainees indicate that most (96.9%) declared their program to have been the same (59.4%) or better (37.5%) than expected, while only one of those interviewed (3.1%) expressed the view that the program was worse than expected (see Table 8). Among the men interviewed, all said the program was what they expected (47.1%) or better than expected (52.9%). For the women, six out of ten said the program met their expectations (60%), while one third (33.3%) said it was better than expected.

Breaking the results down by program, the CAPS returned long-term Trainees at the time of the interview declared the program to have been the same (43.8%) or better (56.3%) than expected (see Table 9). Comparing these results with those offered in Exit Questionnaires to the same question, the answers at the time of exiting were less positive: three of ten found the program better than expected, 6.7 percent of Trainees declared the program worse than expected, and the remaining 63.3 percent viewed the program to be what they had expected.

In comparing the results of these answers between the Exit Questionnaires and the interviews with returnees for CASP long-term Trainees, a similar, somewhat more positive response can be observed (see Table 10). The results indicate a higher

	<u>F</u>	<u>M</u>	<u>T</u>
Worse than expected	6.7	-	3.1
Same as expected	60.0	47.1	53.1
Better than expected	33.3	52.9	43.8
	(15)	(17)	(32)

Source: Returnee Interviews

	<u>Returnees</u>	<u>Exit Q.</u>
Worse than expected	-	6.7
Same as expected	43.8	63.3
Better than expected	56.3	30.0
	(16)	(30)

Source: Exit and Returnee Interviews

	<u>Returnees</u>	<u>Exit Q.</u>
Worse than expected	6.3	7.4
Same as expected	62.5	70.4
Better than expected	31.3	22.2
	(16)	(54)

Source: Exit and Returnee Interviews

proportion of returned Trainees who found the training experience to be better than expected. About the same level (over nine in ten) of the returned CASP Trainees viewed the training as meeting or exceeding their expectations.

Were Returned Trainees Satisfied with the Program?

Yes. In looking at the results of this question, a comparison may be made between the CAPS returned Trainees who were interviewed and the responses to the Exit Questionnaire by the long-term CAPS Trainees who had returned to Honduras up to the cut-off date for this study (up to March 31, 1990). The data show that once back in-country and with experience in applying the U.S. training experience, the CAPS Trainees' feelings about the program become more clearly defined and more positive (see Table 11).

Table 11
CAPS TRAINEES SATISFACTION WITH THE PROGRAM
(percentages)

	Returnees			Exit Questionnaires		
	F	M	T	F	M	T
Very dissat.	-	-	-	-	4.5	3.2
Dissatisfied	14.3	-	7.1	-	13.6	9.7
Neither/nor	14.3	-	7.1	33.3	13.6	19.4
Satisfied	28.6	-	14.3	55.6	40.9	45.2
Very sat.	42.9	100.0	71.4	11.1	27.3	22.6
	(7)	(7)	(14)	(22)	(9)	(31)

Source: Exit and Returnee Interviews

At the time of exiting the program, 67.8 percent of CAPS Trainees said they were satisfied or very satisfied with the program, while 12.9 percent expressed dissatisfaction with the program, and 19.4 percent responded ambivalently, i.e., stating that they were neither satisfied nor dissatisfied with the program. At the time of the later in-country interviews, the feeling of satisfaction about the program had increased to 85.7 percent, an 18 percentage point increase (from 67.8% to 85.7%), while the feeling of dissatisfaction about the program had decreased to 7.1 percent, and the feeling of ambivalence had also decreased to 7.1 percent (a 12.3 percentage point decrease). Also notable is the fact that all returned male Trainees declared themselves to be very satisfied with the program.

For CASP Trainees, the comparison between the answers given at the time of exiting and those given once they had been back in-country for at least six months, also reflect a change toward the positive (see Table 12). Thus, whereas at the time of exiting 78.6 percent of CASP Trainees were satisfied or very satisfied with the program, and 5.4 percent were dissatisfied, at the time of the later in-country interviews, 93.8 percent of the returned Trainees declared their satisfaction with the program (a 15 percentage point increase), and none declared themselves to be dissatisfied.

Table 12
CASP TRAINEES SATISFACTION WITH THE PROGRAM
(percentages)

	Returnees			Exit Questionnaires		
	F	M	T	F	M	T
Very dissat.	-	-	-	-	-	-
Dissatisfied	-	-	-	7.7	3.3	5.4
Neither/nor	12.5	-	6.3	11.5	20.0	16.1
Satisfied	50.0	100.0	75.0	61.5	63.3	62.5
Very sat.	37.5	-	18.8	19.2	13.3	16.1
	(0)	(8)	(16)	(26)	(30)	(56)

Source: Exit and Returnee Interviews

Would the Trainees Recommend the U.S. Training Program?

Definitely Yes. Trainees were asked in all of the monitoring instruments whether they would recommend a similar program to others. Most of the returned long-term CAPS Trainees responded that they definitely would recommend a program similar to their own (93.8%), while, at the time of exiting, the figure was slightly lower (87.1%) (see Table 13). Thus it appears that, beyond the period of a possible "halo effect", the Trainee's assessment of the value of the training increases.

For CASP Trainees, the increase is even more dramatic. At the time of exiting 77.8 percent of Trainees stated they would definitely recommend a program like their own to others, while at the time of the later in-country interview, 90.5 percent declared they would definitely recommend their training program. This represents a 13 percentage point increase (see Table 14).

Why Would the Trainees Recommend the Program to Others?

A variety of reasons. The responses to this question give an indication of the value the Trainees have placed on the program, as well as on their perception of the impact of the program. Most of the answers given by the returned Honduran Trainees revolved around the value of the educational experience and relevance to and its impact on the needs of Honduras. Also identified as a reason for recommending the program was the perception Trainees had about the personal changes they experienced through the opportunity offered by the CLASP program.

The following are representative of answers of both CAPS and CASP scholars related to the educational experience *per se*:

"Because education in the U.S. is far superior to the education in Honduras."
(a CAPS Trainee)

"Because the agricultural techniques are very modern." (a CASP Trainee)

"Because of the experience one can get, [which is] so necessary for Honduran technicians." (a CAPS Trainee)

An answer inherently related to the nature of the program was expressed by a returned CASP Trainee: "Because the program selects persons with scant economic resources, which I consider a privilege."

	<u>Returnees</u>	<u>Exit Q.</u>
No	-	-
Maybe	6.5	12.9
Yes, def.	93.8	87.1
	(16)	(31)

Source: Exit and Returnee Interviews

	<u>Returnees</u>	<u>Exit Q.</u>
No	6.7	3.7
Maybe	6.7	18.5
Yes, def.	86.7	77.8
	(15)	(54)

Source: Exit and Returnee Interviews

Responses of returned CAPS Trainees that pertained to the impact of the training experience on the Trainee included the following:

“The person develops in all aspects: social, cultural, and professional.”

“It does not matter how many problems one has to face, but the opportunity of seeing the world from another perspective has no price.”

“For the opportunity of knowing another culture and for the quality of the teaching.”

Similar responses by returned CASP Trainees were as follow:

“You develop many aptitudes and ambitions. It has been like a ladder, and every day it improves with more knowledge.”

“Because it is an opportunity that hopefully many could have.”

***What Did Trainees Like Most about
Their Training Experience in the U.S.?***

Principally interpersonal relationships. Trainees liked many aspects of their training experience, and their eloquent answers to this query fall in several broad categories. The most often cited high points relate to interpersonal relations or experiences Trainees had with people from the U.S., with people from other cultures, with U.S. families with whom they lived or visited, through the friendships they established, and in short, through their many involvements and experiences they had while in the U.S. A second category relates to the training program and what they as individuals got out of it, as well as the facilities and methods they came into contact with. A third category relates to the personal benefits received through learning a new language or getting to visit or know a new place, and finally, there are some responses related to learning about U.S. values.

What Trainees most often mentioned that they liked most about their U.S. training experience relates to getting to know U.S. culture, developing friendships with people from a culture different from their own, sharing experiences and living with U.S. families. These responses were received from both CAPS and CASP returned Trainees.

“What I liked the most was to live with (*convivir*) an American family, get to know American classmates, and the opportunity to get to know several places.”

“I travelled a lot, learned a lot, and made many friendships.”

“Getting to know a good family, live with them and experience two different cultures. To know that I could always depend on them in moments of need.”

Comments related to the training program or academic experience, to the teaching methodologies, and to the facilities encountered were almost as frequent as the ones about experiencing a new culture. Positive responses to this effect, received from returned CAPS Trainees, included:

“The form and techniques used in classes; their culture, and respect between student and teacher.”

“Getting up to date in my area of training.”

Regarding facilities and techniques, a CAPS Trainee said that “the libraries . . .” were the best feature. Other memorable highlights expressed by CASP Trainees included the following:

“I really enjoyed learning new techniques and getting to know new equipment and instruments.”

“Trips to different farms and factories of agricultural machinery.”

Related to personal benefits, by far what most impressed the Honduran long-term Trainees interviewed was their mastering a new language and the opportunity they had to visit new places. Typical of their responses were the following views expressed by returned CAPS Trainees:

“To be able, for the first time, to communicate in a language different than mine.”

“Having learned English; having gotten to know their educational system and the work of professors; and learn about the socio-cultural experiences of North Americans.”

“What I liked most was learning English and making friends with people in the area of forestry.”

Comments that pertained to cross-cultural aspects which the Trainees experienced included:

“The respect they have for property.” (a CAPS Trainee)

“The attention the police has with regular people.” (a CASP Trainee)

Finally, the answer of a CAPS long-term Trainee brought together several elements in a very enthusiastic way:

“From the social point of view, the people are very friendly; from the technical point of view, everything.”

What Did Trainees Like Least?

Those who answered, noted both programmatic and cultural issues. Answers varied, but there were some areas in which Trainees had complaints about their training and living experience in the U.S. However, of the Trainees interviewed, at least 20 percent declined the opportunity to identify any negative aspect of their program, and instead responded that there was nothing in their experiences that they could single out as liking "least."

Among those who did offer responses, the themes, which are common among visiting foreigners in general, related most often to the differences in climate and the food from what they were accustomed. These are standard responses and are to be expected.

Among more substantive issues, answers can be divided among those pertaining to the program or factors related to it, and those related to cultural experiences which were distasteful to the Trainees. Disliked items associated with the program related to group composition, academic aspects of the program, amount of stipends, and coordination.

According to one returned CASP Trainee, there should be more care in the selection of Trainees, because ". . . in the program there were people participating who were not prepared enough to keep up."

Related to the academic content of the program, a CASP Trainee noted that: "There was a lack of orientation of the studies toward the problems of tropical regions and for underdeveloped countries."

Another CASP Trainee said he disliked "the level of the training."

One CAPS Trainee was negative about "the attitude of professors and the waste of resources."

And yet another returned CAPS Trainee commented on "the form in which the educational programs are presented that is so intensive that there is no time to analyze or think about anything else."

Concerning stipends, several Trainees mentioned that they were too low and should be increased, and one CAPS Trainee said: "What I liked least was that I lacked the opportunity to visit other places due to economic limitations."

Regarding the management and coordination of the program, most of the responses came from CASP returned Trainees. Samples are as follow:

"Having had to be under the coordination of people without any experience for such a job, and the training that was not based on practice."

"What I disliked the most was the organization of the AID personnel [sic] in the school I attended."

Among cultural aspects that produced a negative reaction from the Trainees were attitudes and behavioral traits they encountered, as well as feelings of being discriminated against. General aspects that produced a negative reaction were addressed by both returned CAPS and CASP Trainees:

“Americans are not as friendly as Latins.” (a CAPS Trainee)

“. . . the coldness and lack of friendliness of Americans.” (a CAPS Trainee)

“. . . to find people who criticized Honduran society, who thought Hondurans came from a jungle, and their ignorance about where Honduras is . . .” (a CASP Trainee)

Some responses pertain to specifically to aspects of discrimination. Among the returned CASP Trainees several cited:

“The discrimination of some Americans toward Central Americans.”

“In some parts there is discrimination toward Latins.”

One returned CAPS Trainee voiced similar criticism: “. . . the contempt of a lot of Americans towards Latin Americans.”

What Recommendations Do Trainees Have for Improving the Program?

Mostly programmatic issues. The interviewed Trainees offered many suggestions on aspects that they felt could be improved, to make the program even better. Recommendations were related to the orientation prior to departure, to the program itself, to its coordination, and to Follow-on activities.

Suggestions offered regarding pre-departure orientation included providing English classes prior to departure (which is now a regular part of the CAPS orientation), and providing accurate information about the area where the Trainee will live. One CAPS Trainee said: “They should have a committee of Trainees to inform about what one is going to learn. One gets little information on what one will learn.”

And, a CASP Trainee suggested: “I recommend that people be given orientation as to the purpose of the scholarships, because many just go for the ride (de paseo).” (CASP)

Comments pertaining to the program were related to the content of the program and its application to Honduran reality, to specific aspects of the program, to the amount of stipend, and to program coordination.

Related to the program, some of the comments from returned CAPS Trainees that were offered were:

“The program should be broadened and remove some of the restrictions. It has so many restrictions.”

“There should be a better relation between the Mission and the [health] insurance company.”

Returned CASP Trainees offered similar appraisals:

“The program is very good, but the length of training should be three to five years, to get a good preparation.”

“They should improve the quality in this area of studies [apparel merchandising], because it was very deficient.”

“Visits should be programmed to different American companies that are related to the area of studies.”

Remembering that most of the returned Trainees expressed the view that the training they received was appropriate and applicable to conditions in Honduras, a few commented that this was an area for improvement. The following were representative of such views of returned CAPS Trainees:

“The studies should be adapted to the situation in Honduras, regarding the type of soils and forests we have, and the technology to which we can have access.”

“It should be required of the universities that they allow the Trainees to develop their theses about subjects of interest for Honduras.”

“I recommend that some university in the United States focus its study programs toward the problems of underdeveloped countries. The level of the programs is such that they cannot be put in practice here at this time. I also suggest that the returned Trainees have more contacts with the U.S. through facilities offered by the program.”

“Trainees should be sent to areas with ecological conditions at least somewhat similar to ours, and study disciplines more oriented to solving Latin American problems.”

The area most often mentioned in terms of recommended program-related changes centered on the stipend. Both CAPS and CASP Trainees recommended that it be increased:

“The stipend should be increased so the Trainee can be a little better off.”

“The stipend is too low—it should be increased.”

“The scholarships should be improved and an allowance be given for dependents to avoid family crises.”

“I participated as the wife of another Trainee and only received partial financing. The program should treat each Trainee as an individual.”

Suggestions related to the coordination of the program were varied. A CAPS Trainee offered the following: “There should be more visits by AID and the scholarship administrators.”

CASP returned Trainees made the following comments:

“The campuses and technical schools should be visited more frequently to find out how the money assigned to the Trainees for their needs is being used.”

“The coordinator of the program in the U.S. was so deficient that many times I felt bad and wanted to return to my country.”

“Select proper personnel to work with the Trainees. The coordinating personnel should be more responsible. And, there should be an integration of the Trainee in community activities.”

Suggestions regarding Follow-on were also varied. A common element among both CAPS and CASP respondents was that they thought Follow-on activities have an important role to play for them. A CAPS Trainee commented: “There should be help in maintaining relations with people who gave the training in the U.S.”

CASP returned Trainees offered the following related comments:

“There should be more contact between the returned Trainees and AID.”

“The program is excellent, but the Mission should provide information about jobs.”

“Trainees should be given information and follow-up once they return to their country.”

“There should be a permanent follow-up, giving training in certain areas in the country if possible.”

TRAINEE EXPERIENCE IN APPLYING THE TRAINING

Are Trainees Working Now?

Yes. Of the fifteen returned long-term CAPS Trainees who answered this question, all but one (93.3%) are working. Of those working, 58 percent said that their jobs were better than the ones they had before the training, and attributed the better job to the training.

The percentage of returned long-term CASP Trainees is similar. Only one of the sixteen respondents was unemployed; this represents 93.8 percent employment. Of the working CASP Trainees, 39 percent said their job was better than what they had before, and felt that this was due to their training experience.

How Useful Do Trainees Consider the CLASP Training?

Very useful. Those returned Trainees who were employed were asked a series of questions regarding their perception of the usefulness and applicability of their training experience to their present job, and regarding the extent to which they could apply what they had

	(-) 1	2	3	4	5 (+)
To present job	-	-	-	40.0	60.0
Extent uses new knowledge	-	-	40.0	48.7	13.3
Applicable resources to apply new knowledge	6.7	33.3	33.3	13.3	13.3

Source: Returnee Interviews (n = 15)

learned and the extent that they had the resources to apply their new knowledge. All of the interviewed returned Trainees, both CAPS and CASP Trainees, felt that their training was at least somewhat useful to their present job (see Tables 15-CAPS and 16-CASP). Over 93 percent characterized the training as either extremely useful (62.1%) or very useful (31%).

In terms of the extent to which they consider themselves able to apply the new knowledge, nearly seven in ten said they could apply it much or very much. About two in ten were able to apply the training somewhat, and only about one in ten indicated that they were able to

	(-) 1	2	3	4	5 (+)
To present job	-	-	14.3	21.4	64.3
Extent uses new knowledge	14.3	7.1	28.6	42.9	7.1
Applicable resources to apply new knowledge	28.6	14.3	14.3	21.4	21.4

Source: Returnee Interviews (n = 15)

apply the training only a little or not at all on their current job. Another indicator of the applicability of the training is to ask whether the Trainees have the resources to apply what they learned in the training. Over one-third (34.5%) said that the resources were available to apply what they had learned, and another 24.1 percent said that they "somewhat" had the resources to apply what they learned, bringing the overall figure to 58.6 percent who responded affirmatively to this question.

Are Trainees Studying Now?

Not many. Of the sixteen CAPS returned Trainees interviewed, only three are studying. This represents slightly less than 20 percent of the total (18.8%). Of the CASP returned Trainees interviewed, four (25%) are studying. It may be expected that more CASP Trainees would be studying, since their training experience consisted of studies towards a two-year A.A. degree. Unlike CAPS Trainees, who may have earned a higher degree or

have been involved in non-degree, technical training, it is more likely that the CASP Trainee would continue to pursue a B.A. degree.

TRAINEE OBSERVATIONS RELATED TO FOLLOW-ON

In What Continuing CLASP-Related Activities are Trainees Active?

Contact with other Trainees. Asked about what they have done since they returned to Honduras to maintain the linkages with the program and the contacts they had made, over seven of ten (70.4%) returned Trainees said that they maintain contact with other Trainees. The other activity these Trainees do to keep up with their training experience is read professional literature, with over a third (38.7%) declaring that they do so.

Are the Trainees Involved In a CLASP-specific Follow-on Program?

Yes, most are. Among the interviewed returned Trainees, three-quarters of the CAPS Trainees and slightly less (73.3 percent) of the CASP Trainees said that they had received some type of Follow-on contact. AID and people in the U.S. were the two sources identified as providing Follow-on. For the CAPS Trainees who said they had been engaged in Follow-on activities, 75 percent responded that their activities were in connection with AID.

Table 17 reflects the responses of both CASP and CAPS Trainees to questions about whether they were involved in follow-on activities, and if so, by whom it was provided.

	<u>CAPS</u>	<u>CASP</u>
Yes, received Follow-on	75.0 (16)	73.3 (15)
Provided by AID	75.0 (12)	6.7 (15)
From the U.S.	16.7 (12)	20.0 (15)
Source: Returnee Interviews		

Reflecting the difference in the two CLASP programs, where returned CASP Trainees have generally been the responsibility of the CASP administrators, CAPS Trainees depend on the AID Mission for any follow-on-activity. The proportion of returned Trainees who identified U.S. sources as providing Follow-on was at a lower level. Only one CAPS Trainee and three CASP Trainees identified this as a source of Follow-on activities.

It must be noted at this point, however, that the USAID Mission has developed a new approach to Follow-on programming which will set its CLASP II program apart from earlier efforts. Working with the alumni association, the Mission's scope of Follow-on programs, will encompass all U.S. Trainees who have returned to Honduras, regardless of program. The nature of this approach is outlined below.

OTHER ASPECTS OF CLASP TRAINING IN HONDURAS

THE HONDURAN FOLLOW-ON PROGRAM

A detailed examination of the Follow-on program in Honduras was not within the scope of this Update Report, except as it related to commenting on whether the Mission is now active

in this area. However, a study of the conceptual framework of the Mission's Follow-on planning merits more than cursory comment.

The Mission has gone beyond the routine operations that fall under the rubric of Follow-on, e.g., alumni association, annual meetings, newsletters, etc. The Mission's CLASP II (HOPS II) design of a Follow-on program establishes that the operation in Honduras benefits from critical thinking as to what is the purpose of Follow-on and how the objectives of AID can be best served by the program. The impetus for this approach was the recognition that, despite the investment in training that was targeted on contributing to the national development of Honduras, the Mission did not know how successful that effort had been, because it had no effective follow-up system for monitoring the ability of the returned Trainees to apply their training experiences to that process. Similarly, the Mission did not know whether it would be able to enhance the effectiveness of the returned Trainees with supplemental Follow-on activities.

Rather than a social activity, the Mission Follow-on plan identifies the purpose of Follow-on as a "form of continuing education to further the technical and non-technical objectives of all AID-sponsored participant training." In addition to maintaining better contact with the returned Trainees, the Mission has planned the continuing distribution of technical materials, using the regional textbook program (RTAC), sponsoring technical conferences or workshops, facilitating supplementary training through correspondence courses, as well as providing periodic refresher English courses.

One of the most innovative aspects of AID/Tegucigalpa Follow-on planning is the identification of who may be served by the continuing effort. The starting point is a focus on the entire pool of U.S. Government-sponsored returned Trainees, not just AID-sponsored. The Mission contemplates working to harmonize Follow-on activities with USIS, which also has sponsored many Hondurans for U.S. study, e.g., Fulbright scholars and Hubert Humphrey Fellows. Within AID training efforts, the draft strategy suggested trying to avoid any lines between CLASP and other training programs, and between the various CLASP projects, i.e., CAPS/Honduras, CAPS/ROCAP, CASP/CASS.

While pooling the returned Trainees with the common experience of training in the U.S., the Mission Follow-on study clearly recognized that for most purposes there are clear differences in affinity and professional interest that make Follow-on more relevant if its activities are clearly targeted at a more operational level. One operational factor in Follow-on implementation is geographical; departmental groupings will be most efficient for Follow-on meetings. Secondly, the interests and activities of the returned Trainees will be most relevant within sub-groups along the lines of long-term and short-term Trainees, small business sector, youth groups, campesino leaders, export sector, health, education, academic groups, etc.

As noted above, the in-country CLASP Update Report was not a means to study the implementation of this Follow-on program in detail. This was especially the case as the focus of the evaluation activities were on the returned long-term Trainees. The Mission concept for Follow-on was for each training contractor to assume responsibility for Follow-on

activities for its returned Trainees. This, however, was difficult to implement given the large number of contractors involved in the Honduran training. The National Association of Partners of the Americas (NAPA), through the Honduras/Vermont partnership, has developed an active Follow-on program. However, those activities were not fully integrated with those of the long-term training contractor. Similarly, the long-term training contractor was involved in Follow-on activities related to participation of Trainees it had handled, but was not actively engaged in trying to locate the long-term Trainees who had been placed by the previous contractor, which was no longer active in Honduras.

A further issue that appeared to arise from Follow-on programming was the question of who is to be included. A list of returned Trainees developed by the long-term training contractor in association with a Follow-on meeting was found to not be inclusive of all returned Trainees who had been programmed by that contractor. When the list was analyzed, it appeared that those who were not included were those who had not completed their U.S. training program. Some had left the program because of family problems, others because of academic difficulties, etc.

At the time of the in-country evaluation of the program in late 1990, the evaluators suggested to the Mission that the issue of inclusion or exclusion, was one which the Mission and/or AID/W might wish to address, especially in the context of CLASP II (HOPS II) planning. The issue was whether Follow-on support would be made available to any Trainee who has begun the U.S. training program, whether or not that Trainee successfully completed it. A short-term Trainee who has successfully completed a one month training program will have had much less of a learning experience and exposure to the U.S. and resources invested in that experience than a long-term Trainee who returns home after six months of training. The Mission decided this issue in the HOPS II Follow-on program in favor of the broad approach to eligibility.

This USAID/Tegucigalpa approach should serve as a benchmark for others setting up Follow-on programs. For, if the purpose of Follow-on is to continue to build on the investment in the human resource developmental aspect of the U.S. training experience, the logical conclusion would be to be inclusive rather than restrictive in application of the program. An additional benefit would be that inclusion of the returned Trainee who did not accomplish his or her training objective might not only salvage and build on what had been achieved, but it also might diminish negative aspects of the training experience.

ENGLISH LANGUAGE TRAINING IN HONDURAS

The AID/Tegucigalpa Mission has significant experience with English Language Training (ELT) in Honduras. Several formulas have been tried in terms of length of training and the mix between in-country and U.S. topping-off ELT. Although this ELT applies only to long-term Trainees (short-term Trainees are provided survival English training), the experience, nevertheless applies to the over 430 long-term CLASP I Trainees, and it will continue to be applicable to CLASP II training.

The issues related to ELT that merit consideration are the cost and the successful preparation for academic achievement. In Honduras major cost savings have been realized

as a result of the in-country language training. As the Mission noted, "Nine months in this program result in a cost to the project of \$2,500 per scholar. This same period of training in the U.S. would cost about \$10,000." Additionally the nine months also served to prepare the scholarship recipient in any academic area which needed remedial attention, and it served as a period when orientation for the U.S. training program could begin.

At the beginning of the CLASP I training effort, the in-country ELT capability was not yet available, and there was a time constraint in launching Trainees into the program, which only began when they travelled to the U.S. The early ELT was, therefore done in the U.S. At first Trainees were provided six months of ELT at the end of which they were expected to reach a TOEFL score of 550 in order to enter a U.S. university. Most succeeded. For those who did not reach the target, two years of study in a community or technical college was an option. For a few Trainees, who had done so poorly in learning English that even the lower level needed for A.A. studies was not an option, consideration was given to placement in a Spanish language program in Puerto Rico or New Mexico. It is not clear from the records whether this third option was exercised, but some of the early CAPS Trainees did study in community colleges.

At a later point in the U.S. ELT procedure, the period of language training was lengthened to one academic year in order to improve the level of preparation of the academic Trainees for their university studies. The impression by persons familiar with the program, from having monitored it from Honduras, was that the additional period of training did not seem to make much difference. There were some Trainees who still had not achieved the 550 TOEFL score at the end of the academic year.

This U.S. ELT experience provided the background for the Mission's effort to develop an in-country capability. The cost savings cited above were based on direct experience with the U.S. expense of ELT. The in-country ELT training for CAPS long-term Trainees (and for HOPS II) also provided the opportunity to integrate a cohesive orientation related to the Experience America objective of the training.

At the time of the in-country interviews for this Update Report, the Mission was applying an ELT policy of nine months of training in-country followed by three months of U.S. topping off. As noted, the nine months was also used for remedial academic preparation and for pre-departure orientation. The target for successful completion of the ELT program was a score of 400 on the TOEFL exam. This target was predicated on the assumption that the topping off in the U.S. would take the Trainee to the 550 level before entering academic training, and that, if the Trainee could not achieve the 400 level in-country, the Trainee would be washed out of the program.

A review of the Mission's and the placement contractor's records with regard to TOEFL scores, however, indicated that the option to terminate Trainees from the program because of poor achievement in ELT was not applied in some, if not all, cases. The records showed that eighty long-term Trainees had travelled to the U.S. even though their TOEFL scores were under 400, and one Trainee was even below a score of 300. Apparently the same

procedure of offering the lower achievers the option of study at a community college was applied in these cases.

The records also reflect that the programs of over twenty of the long-term Trainees were terminated prematurely, with a majority of those due to academic difficulties. It was not possible to investigate in this study whether there was a correlation between the academic problems and poor performance in pre-training ELT, but it would appear reasonable to look for such a correlation.

The ELT approach for CLASP II, as described by the Mission, is similar to the current in-country ELT approach. However, the Mission plans to apply the de-selection option for those Trainees who prove to be unable or unprepared to learn English. The Mission indicated at the time of the in-country evaluation that the HOPS II effort would be to reduce the in-country ELT to six months.

It will be interesting to observe the results of this more demanding ELT design. The earlier experience with ELT in the U.S. suggests that more (or less) time is not necessarily directly proportional to the students ability to learn a foreign language, or even the level of learning. What would seem very important, however, is the prior knowledge by the Trainee of the expectation of the program and the consequence if that is not achieved.

OTHER ASPECTS

Another aspect of the CLASP training effort in Honduras that is unique to that country involves the issue of Trainee economics. This issue has two aspects: Trainees whose financial situation is such that they would not be able to participate in the program without some income supplement to care for families left behind in Honduras; and, Trainees whose family income indicates that they could afford at least part of their U.S. training experience without the scholarship.

Allowances

The Mission devised an "income replacement" allowance structure, drawing on PL-480 excess foreign currency holdings, to provide for breadwinners to participate in the scholarship program while still providing for their family. The allowance program identified a minimum amount of supplement based on income and family size and established a maximum amount of allowance (L.800/month). In other countries, similar concerns are addressed by attempting to identify Trainees whose employers will provide at least partial salary during the training period. The Honduran approach has offered greater recruitment flexibility.

Partial Scholarships

With regard to higher income situations, the Mission also adopted a flexible approach. Rather than eliminating the possibility of scholarships for middle income applicants through a rigid Economic Means Test, a flexible policy was developed of considering those applicants for a partial scholarship. The model was for the applicant, or the applicant's family, to pay

for travel and living expenses in the U.S., while the scholarship paid for HAC insurance, and tuition.

This provision ended up as a challenge to the Mission at one point when an austerity monetary policy of the Honduran government made it difficult for the Trainees' families to obtain foreign exchange for the U.S. expenses, or even to meet the costs. For four months, the Mission treated the partial scholarship recipients as if they were on a full scholarship to compensate for the lost foreign exchange value, and then returned to a reduced U.S. dollar contribution from scholars' families.

HBCU Placement

An additional CLASP training placement requirement is the Gray Amendment requirement that ten percent of U.S. training placements be at Historically Black Colleges and Universities (HBCUs). This is a requirement that has not been tracked in the CIS database for CLASP I, but will be monitored in the CLASP II database.

The Mission has compiled a very good record of compliance with HBCU programming for CLASP I Trainees. Although there were not any HBCU placements during FY 85 and FY 86, the Mission included training for 42 Trainees at HBCUs in FY 87 and a similar level (43 Trainees) in FY 88. These placements represented about ten percent of placements in those two years, and an average of about five percent overall for the project. In FY 89, the Mission included training at HBCUs for 88 short-term Trainees, and 40 long-term Trainees. They had at least part of their training program at one of nine different HBCUs. The FY 90 record was still higher. One hundred and fifty short-term Trainees attended HBCUs, and HBCU training was included in the programs of 49 long-term Trainees (these were mostly, but not entirely, long-term Trainees who would have also been counted in the FY 89 data.)

Although this data on HBCU placement is not readily available for purposes of analysis, because it is not in the CIS database, it is clear that the Mission has more than complied with the HBCU placement requirement. The Honduran HBCU placements reported in FY 90 represented 25.7 percent of long-term placements, and 31.7 percent of the short-term placements for the entire CLASP programming at HBCUs. Even with the revised reporting system for HBCU placements for FY 91 (training months rather than Trainee placements), the Mission's large number of long-term placements suggest that it will still be a leader in this field.

Long-term Training

The Mission, as noted previously, changed the nature of its long-term training to shorten the period of training, and thereby to increase the number of long-term Trainees toward the minimum target of 30 percent specified by AID/W. The Mission made progress in its FY 87 programming, but subsequently levelled off at about 25 percent (see Table 18).

Rather than continuing to attempt to reach the 30 percent target, the Mission programmed no new starts for long-term CLASP I training in FY 90 or FY 91. The effect has been to fall backward from the placement target.

Records Maintenance

A final issue regarding the AID/Tegucigalpa management of CLASP I training concerns record management. The Mission's document preparation and storage system is very efficient. However, the CLASP Information System (CIS) suffered from lack of resources dedicated to its maintenance, and the Mission had apparently not insisted that its placement contractors maintain up-to-date information on whereabouts of returned Trainees.

Table 18
CAPS AWARDS FOR LONG-TERM STUDY

<u>Fiscal Year</u>	<u>Number Trainees</u>	<u>Long-term</u>	<u>Percent</u>	<u>Cumulative Percent</u>
1985	209	15	7	7
1986	296	69	23	17
1987	404	131	32	24
1988	403	106	26	24
1989	342	110	32	26
1990	158	-	-	24

Source: CIS as of 9/30/90

In preparation for the survey of returned Trainees, the Mission was asked to provide some information updating on Trainee location. That process was extended by the Mission to a generalized updating of the CIS database performed by a person hired temporarily for that purpose.

The Mission is currently contracting for an expanded information system storage and retrieval capability. It will be looking for a system that will be more responsive to generating reports on how the CLASP II training is meeting Mission objectives, and also provide better management capability for the Training Office. To get the greatest value for this new information management system, or any system, the data managers will have to make sure that accurate and up-to-date information is in the system.

UPDATE TO THE COUNTRY REPORT

UPDATE OBSERVATIONS

The Honduran program early in its start-up phase had a major concentration on short-term training, often for periods of about two weeks. About 70 percent of all short-term training programs conducted between FY 85 and FY 88 were for periods of less than one month. In FY 87 and FY 88, when less than one month training declined to 66 percent and 41 percent respectively, most of those training courses were nearly one month in duration. This training profile prompted the assessment in the Country Report that "It is difficult to distinguish CAPS training in Honduras from traditional training."

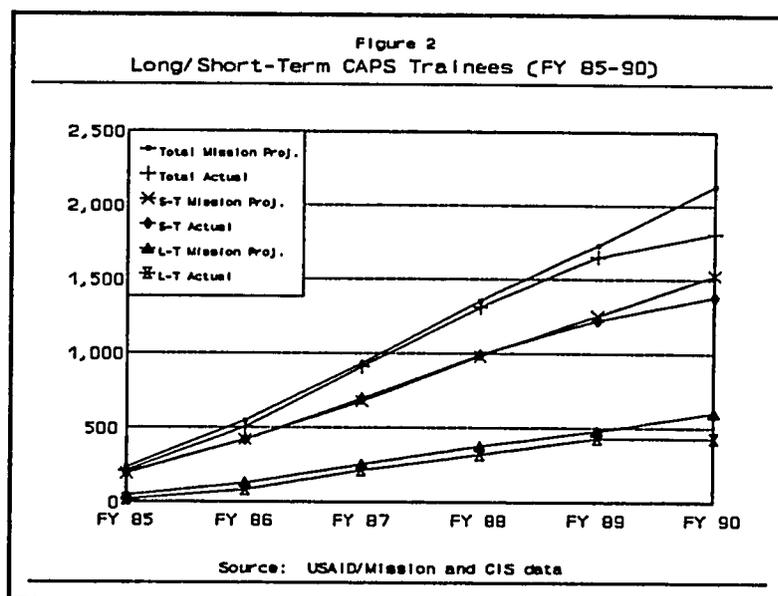
As the CLASP program evolved, AID/W program managers came to the conclusion that the exposure to a broad range of experiences in the U.S. and a better understanding of U.S. politics, economic system, and society required that more of the Trainees be enrolled in long-term training and that short-term Trainees spend at least one month in the U.S. as part of their training program.

As a result, the Mission altered the design of its CAPS training program to accommodate the one month minimum period of training and the target for 30 percent of the scholarship awards to long-term training programs. In the CTP issued in 1988, the Mission stated that

“From FY 1985 thru FY 1987, the bulk of our programs had a two to four week duration. Starting in FY 1988, and for the duration of the CAPS project, we will increase the length of our short-term program to a minimum of five weeks.”

Also announced at that time was the compensating change in program emphases to reduce the number of two to four-year academic programs in favor of one to two-year programs. Nevertheless, the Mission has not been able to award as many scholarships as it had planned at that time. The Mission had projected being able to award over 2,200 scholarships through FY 90 (see Figure 2). The actual number of awards at the end of FY 90 reached over 1,800 as CLASP I training began winding down (there have been 101 additional awards during the first three quarters of FY 91).

The Honduras Country Report issued in 1987 contained several specific observations and recommendations to the Mission on ways that the CAPS project in Honduras might be strengthened. Many of those recommendations were administrative and procedural. However, others focussed on implementation strategies. This section reviews the major recommendations and updates information as to where the CAPS Honduras project now stands.



- **Recommendation:** that the enrollment of women be increased.

Update Observation: In 1987 the cumulative representation of women in the CAPS/Honduras program stood at 33 percent, compared with the minimum selection target of 40 percent (See Table 19). Beginning in FY 89, however, programming of females each year has exceeded the 40 percent target, and the cumulative representation of

Table 19
CAPS AWARDS TO FEMALES
(Target 40 Percent)

Fiscal Year	Number Trainees	Females	Percent	Cumulative Percent
1985	209	70	33	33
1986	296	92	31	32
1987	404	135	33	33
1988	403	125	31	32
1989	342	160	47	35
1990	158	70	44	36

Source: CIS as of 9/30/90

of women increased to 36 percent by the end of FY 90. During FY 91, the Mission has included a still higher proportion of women, and by the end of the year the Mission should be nearing the minimum program target. This has been accomplished while maintaining an equitable balance (slightly over the 40 percent minimum target) of female participation in long-term training programs.

- **Recommendation:** that more youth be recruited into the CLASP training initiative.

Update Observation: At the time of the 1987 evaluation, the proportion of Trainees in the CAPS project identified by the Mission as youth was seven percent. Although there is no program-wide minimum target for recruiting youth, the inclusion of youth was identified in early AID/W policy documents on CLASP design as an area for the attention of project managers, taking into consideration the conditions within the country.

As of the end of FY 90 the Mission had succeeded in augmenting the inclusion of youth in its training program up to the level of 21 percent. The percentage of youth receiving CAPS scholarships was nearly identical for males and females. This portion of Trainee recruitment coincided with the percentage of persons receiving CAPS scholarships who were age 21 or younger. The percentage of scholarship recipients under age 25 was 37 percent. This clearly indicates that the Mission had refocused its program to meet the suggested emphasis on youth of the AID/W program managers.

The attitudes of CAPS youth toward their training experience in the U.S. is under-represented in the survey of returned long-term Trainees. The reason is that of the returned CAPS Trainee population, less than five percent were identified as youth. This suggests that the greater emphasis of the Mission in incorporating youth into the program had resulted in many of these Trainees still being in the U.S. at the time of the in-country survey or only recently returned.

- **Recommendation:** that more disadvantaged persons be recruited into CLASP training initiative.

Update Observation: At the time of the 1987 study, the proportion of CAPS Trainees who were identified by the Mission as economically or socially disadvantaged was 22 percent, compared with the 70 percent AID/W suggested minimum target.

A look at more recent data clearly indicates that the Mission has not only significantly increased the share of awards to the socio-economically disadvantaged, but now is well above the minimum target (see Table 20).

<u>Fiscal Year</u>	<u>Number Trainees</u>	<u>Disadvantaged</u>	<u>Percent</u>	<u>Cumulative Percent</u>
1985	209	113	54	54
1986	296	165	56	55
1987	404	330	82	67
1988	403	351	87	73
1989	342	322	94	77
1990	158	155	98	79

Source: CIS as of 9/30/90

The data reflect two factors. First, the data which was presented in the earlier Country

Report evaluation is not the same as that which now appears in the CIS. Data through FY 86 now shows a level of 55 percent disadvantaged, rather than the earlier

reported seven percent. This change may be explained by a Mission review and revision of the earlier reported information, as was specifically recommended in the earlier evaluation.

In May 1988, the Mission described its framework for the recruitment of the disadvantaged thus: "Our initial departures were not selected according to current CAPS guidelines of about an even split [sic] between disadvantaged and non-disadvantaged. Since FY 1986, over 81 percent of our short-term scholars and 94 percent of our long-term scholars have been disadvantaged economically under the Mission's definition of being disadvantaged, i.e., if the family income is under L.15,000." The Mission also identified some of its scholarship recipients as members of disadvantaged ethnic groups such as the Miskito Indians and the Garifuna minority.

- **Recommendation:** that recruitment for the training program be broadened.

Update Observation: The earlier Country Report noted that rural recruitment into the scholarship program was low. At the end of 1986, about one quarter (27%) of CAPS males were identified as coming from rural areas, and 14 percent of females were similarly identified. Comparable updated data from the CIS for CAPS indicates that the Mission has made major strides in overcoming this problem. As of the end of FY 90, the CIS identifies about 64 percent as from rural areas (57% of females, and 68% of males). For long-term Trainees, including CASP, the percentage is lower.

Among the long-term returned Trainees among whom the survey was conducted, 63 percent of the CAPS Trainees had been recruited from Francisco Morazan department, which is where Tegucigalpa, the capital city, is located. Forty-four percent were from Tegucigalpa. For CASP, 40 percent of the returned Trainees were from Francisco Morazan department. Twenty-five of the 93 returnees (27%) were from Tegucigalpa. By comparison, Francisco Morazan department includes about 17 percent of the population of Honduras, and Tegucigalpa has about six percent.

- **Recommendation:** that pre-departure orientation be intensified on the training program and on U.S. culture.

Update Observation: At the time of the 1987 Country Report, Exit Questionnaire data from 17 Trainees (a very small number because the training placement contractor was not at that time willing to use the CLASP Exit Questionnaire) indicated that three (17.6%) indicated that they had not received pre-departure orientation, and comments from the interviewed returned Trainees suggested in several instances that they felt that they could have taken greater advantage of the training opportunity if they had felt better prepared. Of the interviewed exiting Trainees, however, half of those who said they had received pre-departure orientation rated it as "extremely useful," and another 43 percent rated the preparation as "of

considerable use.” As of the end of FY 90, for 434 exiting short-term and long-term Trainees, about 61 percent felt prepared or very prepared for their training program and another 36 percent felt “somewhat prepared.”

The more recent data indicates that the Mission has made progress in the design of its pre-departure orientation program.

Recommendation: that the Mission plan for a Follow-on program.

Update Observation: At the time of the 1987 in-country report, there was no ongoing Follow-on program for returned Trainees. Among the returned Trainees who were interviewed at that time, less than 30 percent reported being involved in any kinds of Follow-on activities, and those generally were continuing contacts with the U.S. contractor or training institution.

As of May 1988, the Mission was able to report the initiation of in-country job-placement programs for returned Trainees and plans for the formation of an alumni association for returned scholars. The Mission at that time had no one in the Mission to dedicate time to Follow-on activities and had to rely on contractor activities. This was somewhat of a problem in terms of the reach of activities, because several different contractors had been involved in the CAPS/Honduras training effort.

At the time of the 1990 in-country interviews for this report, an alumni association, the National Association of ex-Scholars for the Development of Honduras (ANEDH), had been formed, and it was active. It had the dedicated support of a Mission Training Section person, and NAPA had developed a Follow-on program for returned Trainees. This Follow-on effort was not a specific target of the Update Report information collection, because the Follow-on program did not appear to be designed to directly impact on the returned long-term Trainees, which were the focus of the study. However, the survey results indicate that three-quarters of the interviewed returned long-term CAPS Trainees mentioned that they are involved in some Follow-on activities, and the same percentage indicated that Follow-on activities were provided by AID.

Other Country Report Update Issues

The major program recommendations from the earlier Country Report are addressed earlier in this Update Report. Some issues that deal with procedure remain to be examined in terms of current Mission operations. These are described below.

Training Costs: Three suggestions from the Country Report regarded short-term group training in particular, but also were applicable to long-term training. They concerned training cost analysis. It appears that the Country Report’s drawing the Mission’s attention to a few instances of very high cost/month training efforts had the effect of redressing the situation. However, it must be noted that the Mission is still not implementing any systematic TCA procedure and would need some training in this methodology before it is able to do so. In this regard, it must be kept in mind that the Mission Training Office has

had to contend with personnel gaps which eroded the capability, already at a bare-bones staffing level, to more than keep afloat. At the time of the in-country survey, the office had recently added an assistant to work to restore the integrity of the CIS, and was seeking authorization for one additional local hire. There should be no doubt that the workload and responsibilities of the office justify this request, especially as it begins the transition into CLASP II (HOPS II) training.

CLASP Information System Data Input: The staffing gaps of the office and some apparent quality control problems in the data entry process resulted in significant unreliability of CIS data which is used for cost analysis. Before future TCA efforts are considered reliable, the Mission and/or the contractor will have to conduct a systematic records review to correct the CIS database.

Homestays: The earlier suggestion that an effort be made to increase the ability of short-term Trainees to interact with U.S. citizens resulted from a pattern of suggestions to that effect by the returned Trainees. The Mission recognized the validity of the suggestion and requested the placement contractor to include a U.S. homestay of at least a weekend in its short-term programming. An example of the impact of this new emphasis is that in the last youth group, which was sent in the CAPS project, the homestay component was so successful that it resulted in continuing Trainee-host family relationships. In some other cases U.S. families have visited their former guests and are assisting some of them to continue their studies in Honduras.

Training Implementation Plans: Aguirre International noted that the Mission was not getting full Training Implementation Plans (TIPs) in time to be used in orienting the Trainee before leaving for the U.S. It noted that in addition to timeliness, the Mission would also be well served if those TIPs include all aspect of the training including follow-up activities. From files of long-term Trainees reviewed in the course of the Update Evaluation, the pattern appears to be that TIPs are prepared after the student is already in training in the U.S., albeit usually in ELT, and do not address follow-on. The Mission confirmed that this continues to be an ongoing problem, although the essential training data is usually available. It is important that the Trainee is not completely in the dark as to where he will be going and what he will be studying when he departs Honduras.

Lead Time: The Mission continues to experience some problems in giving PIO/Ps to contractors with adequate lead-time, and, in those cases, the Mission's delinquency with the PIO/P would cause the contractor to be late in producing the complete TIP. The Mission's problem with preparing the PIO/Ps reportedly derives from its difficulty in imposing a discipline on the other Mission sections that interact with the Training Office. For this problem to be brought under control, the Training Office will require backing from senior management in emphasizing the need to build lead-time into the programming process.

Training Evaluations: In the Country Report, Aguirre International recommended that the Mission require its training contractors to provide training evaluations. This recommendation was addressed principally to short-term group training programs, but it could apply equally to long-term training. The Mission advised at the time of the interviews

for this Update Report that reports on short-term programs are now received. The records of long-term Trainees include questionnaire results from exiting Trainees, collected at the time of their return to Honduras, although all the information is in response to a series of open-ended questions. This particular questionnaire does not appear designed to elicit unfavorable information or recommendations for remedial action, because it apparently is not done in a fashion that the respondent would feel his observations would be confidential, and the administrator of the questionnaire is the placement contractor.

A further programmatic concern which surfaced in the questionnaire data developed for the 1987 Country Report was that translators for short-term group training programs at times were not familiar with the technical vocabulary of the subject. The Mission indicated that this issue had been discussed with the placement contractor, and they were not aware of any continuing problem in this regard.

In general it can be clearly concluded that the Mission has made major progress in addressing specific areas related to a shift in focus for implementation of the CLASP training initiative. The Mission is now exceeding the target recruitment priority for the disadvantaged. The award of scholarships to females has improved and is nearing the minimum target. Similarly, some progress has been made in allocating a greater number of scholarships for long-term Training opportunities, and all less than one month short-term training has been ended.

OBSERVATIONS AND RECOMMENDATIONS

Some observations regarding the implementation of CLASP training in Honduras arose at the outset as preparations were made to begin the in-country survey. Those ideas were discussed in-country with project managers. Other observations derive from learning experiences during the in-country study. Still others flow from receiving and analyzing the survey results. The following represent what appear to be the most salient issues.

OBSERVATIONS FLOWING FROM THE IN-COUNTRY INVESTIGATION

USAID/Tegucigalpa has demonstrated a great capacity to effectively apply lessons learned over time in developing and applying its own training program, as well as lessons learned from the central program managers and the program managers in other Missions. Some of the highlights of CLASP in Honduras are as follow:

- The Mission has made progress toward overcoming the selection target shortfalls that characterized the earlier findings of the Country Report.
- Since FY 89, the Mission has exceeded the 70 percent minimum target for awards to the disadvantaged, and the cumulative total has been raised to 98 percent.
- The Mission's CAPS programming at HBCUs is above the 10 percent requirement, and, as of FY 90, it was higher in absolute terms than other participating Missions.

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- Survey results indicate that all employed returned Trainees (94% of those interviewed) judge their training to be at least somewhat useful and applicable to their present employment.
 - Honduran Trainees in general (both long-term and short-term Trainees) judge the quality of their training to be high (93.4% of exiting respondents).
 - The percentage of those who expressed feeling unprepared for their training has decreased to 3.7 percent. Over 95 percent said they felt prepared.
 - At the end of their training, virtually all Trainees indicated that they now understand the U.S. better or much better as a result of their program.
 - Over eight out of ten (85.7%) returned CAPS Trainees are satisfied or very satisfied with their training program. For CASP Trainees the responses are even higher (93.8%).
 - Nearly 94 percent of returned CAPS Trainees would definitely recommend the Peace Scholarship program to others. None would not. For CASP, the result is nearly as high (86.7% said definitely yes, and only one Trainee replied negatively).
 - A comparison of the CIS database for returned CAPS long-term Trainees with one prepared by Academy for Educational Development (AED) disclosed widely varying training program start and end dates. In an effort to determine whether one database could serve as a basis for correcting the other, a file search was conducted on a sample. The results were that in some cases the CIS appeared to be correct, and in others the AED information appeared to be correct. In one case the file data indicated that neither database had the correct end date. The variance in dates was one or two years, in some cases. It clearly is not possible to have any reliable training cost analysis conclusions unless the dates of training that are used for the analysis are reliable.
 - Some CAPS Trainees experienced significant difficulty in learning English during the in-country ELT program. Nearly twenty percent of the AED-placed Trainees did not achieve a TOEFL score over 400. This is the level identified in the CLASP II (HOPS II) design for determining that the ELT Trainee should not be sent on to the U.S. There were also numerous instances where the TOEFL score was not entered in the AED database, so the percentage of low scorers could have been much higher.
 - Nearly fifteen percent of the AED-placed Trainees were terminated early for various reasons including low grades, health, pregnancy economic reasons, etc. A study of the relationship of these failures to ELT problems might reveal a correlation. In any case, the Mission has recognized the need to tighten up

the weeding out procedures for terminating students without the motivation or ability to learn English before they are sent to the U.S.

RECOMMENDATIONS

Recommendations that flow from this review of the successful Honduran CLASP training implementation focus on efforts to build on this record of success as well as share it with other Missions without as extensive experience.

- The Mission should consider inviting comparative evaluation of its approach to Follow-on activities that encourages an open door policy for all U.S. Trainees.
- The Mission's varied experience with ELT suggests the possibility for a comparative cost/benefit study of in-country and in-U.S. ELT. The CASP experience with ELT would also be applicable as a different example.
- USAID/Tegucigalpa's leading role in HBCU programming also might serve as a basis for examination by other Missions without such a successful a program.
- The Mission plans to target recruitment for CLASP II (HOPS II) more on rural areas. That is appropriate, as rural areas have been under-represented in the CAPS training program.