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**CARIBBEAN AND LATIN  
AMERICAN SCHOLARSHIPS PROGRAM  
SIXTH ANNUAL REPORT**

**March, 1992**

**Submitted to:**

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**EXECUTIVE  
SUMMARY**

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**INTRODUCTION**

The Sixth Annual Report of the Caribbean and Latin American Scholarships Program (CLASP) provides the Agency for International Development (AID) with an overview of the performance and implementation status of CLASP-I and CLASP-II training initiatives through September 30, 1991 (FY 1991).

CLASP-I, authorized in February 1985, began as a Central American initiative operating as two projects: the Central American Peace Scholarships (CAPS) and the Georgetown University-managed congressional set-aside, the Central American Scholarship Program (CASP). In 1986, CLASP was extended to the Caribbean region through the Presidential Training Initiative for the Island Caribbean (PTIIC) utilizing funding that was available under the Latin American and Caribbean II (LAC-II) Project. The third expansion of CLASP began in 1987 when LAC-II funds were used to launch the Andean Peace Scholarship Program (APSP). Further expansion occurred in 1988 when the Georgetown University set-aside training program was expanded to encompass the Caribbean region and continue its program in Central America. The new effort was termed the Cooperative Association of States for Scholarships (CASS).

CLASP-I has proven to be such a successful effort that it has entered a new phase, CLASP-II, which extends the CLASP operation to 1998. CLASP-II continues the focus on the disadvantaged population, women, and other previously excluded sectors of developing countries. It also continues to identify and recruit scholarship candidates

who have demonstrated leadership traits or leadership potential, but who are clearly unable to obtain their educational objectives in the United States on their own without scholarship assistance. CLASP-II heightens the focus on leadership qualities as a criterion of selection, and also looks more closely at the special CLASP focus on Experience America activities which are designed to provide the Trainee with increased understanding of democratic processes and institutions, the role of democratic institutions protecting a private sector economy, and how development functions in a free enterprise system. An equally important focus of CLASP-II is in-country Follow-on programs and how best to stimulate and enhance the contributions of returned Trainees.

This report is organized into five chapters and six appendices. The Executive Summary highlights program achievements and lessons learned contained in the report. Chapter One provides an overview of the CLASP-I and CLASP-II programs including the conceptual framework regarding target populations, program management, and program evaluation. Chapter Two provides an overview of CLASP-II and a description of and lessons learned from in-depth qualitative studies of programs in Guatemala, El Salvador, and of the mid-winter seminar conducted by the Leadership Center, Incorporated. Chapter Three examines the quantitative aspects of the CLASP-I and CLASP-II programs including the achievement of targets, areas of preparation, occupations prior to training, and sectors from which participants are selected. Chapter Four discusses, from the Trainees' point of view, the two principal components of CLASP training, skills and academic

training and Experience America. It also examines the benefits of training to returned Trainees and Follow-on activities. Chapter Five considers how satisfaction among Trainees varies across gender, length of the training program, type of training, and years of education. It also indicates how the Trainees characterize the United States before and after training and the effect of the program on the Trainees' socio-economic status after their return to home countries. Appendix A contains country-specific profiles, and subsequent appendices address such topics as Description of Variables, Lessons Learned, CLASP-II Evaluation Strategies, Composite Trainee Profiles, CLASP-II Policy Guidance Cable, and the CLASP Fact Sheet for FY 1991.

### CLASP TARGETS

The CLASP Project papers and subsequent policy guidance set out several specific project targets.

- Over the life of the project, 15,000 individuals from the LAC region are to be sent to the U.S. for training under CLASP-I; it is anticipated that a lesser number will be programmed under CLASP-II.
- A minimum of 40 percent of all CLASP Trainees should be women.
- At least 70 percent of the CLASP Trainees should be economically or socially disadvantaged. The remaining 30 percent need not be classified as disadvantaged, but they may not be from among the elite who could study in the U.S. with their own resources, rather it might be comprised of a growing middle class in need of skills training.
- A minimum target level of 30 percent of the Trainees are to be placed in long-term training (nine months or more). The four Andean CLASP field Missions were permitted by AID/Washington to maintain a 20 percent minimum target,

although they were encouraged to meet the 30 percent target.

- No fewer than 10 percent of all Trainees will be trained in Historically Black Colleges and Universities (HBCUs).
- Although specific target numbers were not assigned, the Project Papers targeted leaders and potential leaders, a mix of rural and urban candidates, and youth.

### ACCOMPLISHMENTS TO DATE UNDER CLASP

The life of project goal for CLASP-I scholarship awards was reached and exceeded in FY 1990, and by the end of FY 1991, a total of 15,657 scholarship awards had been granted. Of the 1,486 scholarships awarded under CLASP-II, 596 were awarded in FY 1990, and 890 were awarded in FY 1991 (see Table 1).

**Table 1** CLASP Trainees by Project  
(N = 17,143)

<u>CLASP-I</u>	<u>(n=15,657)</u>
CAPS	11,461
PTIIC	1,246
APSP	1,494
CASP	1,129
CASS	327
<u>CLASP-II</u>	<u>(n=1,486)</u>
Central America	547
Caribbean	117
CASS (CA/Carib.)	822

Source: CIS through September 30, 1991

The following, in outline form, summarizes the accomplishments of CLASP since the program's inception in February 1985 through September 30, 1991.

### Achievement of Program Targets

- Under CLASP, 17,143 individuals have initiated training in the United States,

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15,657 under the CLASP-I project and 1,486 under the CLASP-II project.

- Of this number, 7,486 (44%) CLASP Trainees are women; of the CLASP-I Trainees, 6,786 (43%) are women, while of the CLASP-II Trainees, 700 (47%) are women. The target for women for both CLASP-I and CLASP-II is 40 percent.
- Among all CLASP Trainees, 14,944 (87%) individuals are from socially, ethnically, or economically disadvantaged backgrounds; of the CLASP-I Trainees 13,562 (87%) are disadvantaged, while of the CLASP-II Trainees, 1,382 (93%) are from disadvantaged backgrounds. The target for disadvantaged Trainees for CLASP-I and CLASP-II is 70 percent.
- Overall, 5,719 individuals (33%) have been enrolled in long-term training programs lasting over nine months; of the CLASP-I Trainees, 4,788 (31%) were enrolled in long-term training programs, while of the CLASP-II Trainees, 931 (62%) are enrolled in long-term programs. Long-term training goals for CLASP-I were targeted at 20 percent for the Andean Missions and 30 percent for all other Missions. In CLASP-II all Missions have a goal of 30 percent long-term with a minimum target of 20 percent.
- Field Missions have classified 15,098 Trainees (88%) as actual or potential leaders.
- Selection Committees have identified 11,979 Trainees (70%) as coming from rural areas.

### **Program Accomplishments**

Based on responses to Exit Questionnaires and interviews of returned Trainees, Trainees indicate that the program is a success.

- More than 85 percent of Trainees exiting from the U.S. express satisfaction with their training program.
- Upon exiting the U.S., slightly more than 89 percent of the Trainees would recommend the program to others, while nearly 95 percent of the Trainees already returned to their home country would make the same recommendation.
- Nearly 82 percent of the exiting scholars felt that they had increased their understanding of the U.S. way of life "much" or "very much" as a result of their training program.
- Nearly 84 percent of the returned Trainees are employed; many of those not employed are continuing their education.
- Of those employed, nearly 93 percent were able to put into practice what they had learned in their training program.
- Slightly over 64 percent reported an increase in salary since their return to home country from U.S. training; 38 percent attributed this increase in salary, at least in part, to their U.S. training.

### **NEW SCHOLARSHIP AWARDS**

During FY 1991, CLASP Information System data show that 1,631 scholars entered into training under the various projects of CLASP-I and CLASP-II (see Table 2, p.4).

The 741 CLASP-I new starts include 347 Trainees from the Central American Peace Scholarships (CAPS) Program, 24 from the Presidential Training Initiatives for the Island Caribbean (PTIIC) Program, and 370 from the Andean Peace Scholarships Program (APSP). Of these scholars, 390 (52%) were women, 577 (78%) were from disadvantaged populations, and 64 (9%) were enrolled in long-term programs.

The 890 CLASP-II new starts include 614 Trainees entered by four Central America

**Table 2** Fiscal Year 1991 CLASP New Starts (N = 1631)

CLASP-I	New Starts	Women		Disadvantaged		Long-Term	
		#	%	#	%	#	%
CAPS	347	202	58	270	86	21	6
PTIIC	24	5	21	19	79	0	0
APSP	370	183	49	288	78	43	12
Overall	741	390	52	577	78	64	9
<b>CLASP-II</b>							
Central America	498	203	41	432	87	32	6
Caribbean	116	60	62	92	79	29	25
CASS (CA/Carib)	276	140	51	276	100	276	100
Overall	890	403	45	800	90	337	38
CLASP Overall	1631	793	49	1377	84	410	25

Source: CIS through September 30, 1991

Missions (Belize – 8, Costa Rica – 210, El Salvador – 120, and Guatemala – 160) and two Caribbean Missions (Haiti – 48 and Jamaica – 68) and 276 CASS Trainees from Central America (Belize – 10, Costa Rica – 15, El Salvador – 21, Guatemala – 30, Honduras – 26, Nicaragua – 90, and Panama – 12) and the Caribbean (Dominican Republic – 22, Haiti – 20, Jamaica – 7, and RDO/C – 23).

Overall, the CLASP-II new starts include 403 (45%) women, 800 (90%) scholars from disadvantaged backgrounds, and 337 (25%) enrolled in long-term programs.

## THE EVALUATION PROCESS

The primary method of evaluation of the CLASP-I Program has been a combination of process examination and quantitative methodology. The process examination explored the mechanics of implementation of the program from recruitment through predeparture, orientation, the training experience through return and Follow-on. In addition to interviewing, review of country plans, procedures and files, the process evaluation was accomplished through questionnaires developed in English, Spanish, and French to capture the Trainee's observations of the training program at critical junctures in the training program.

Self-administered questionnaires are completed by Trainees at the conclusion of their U.S. training program and, for long-term Trainees, at mid-point in their programs. The process of administering questionnaires to returned Trainees in their home country through a personal interview has afforded an opportunity to examine the U.S. training experience more fully than the responses on the Exit Questionnaire permitted. In each of the three kinds of questionnaires, the principal emphasis was the appraisal of the training experience.

The questionnaire data collection effort is complemented by Site Visits by evaluation staff to U.S. training sites to interview Trainees and training providers. These visits are designed to gain a greater depth of information on training programs that may be especially innovative or especially problematic. The focus on the CLASP-I training process through the eyes of the Trainee has provided valuable insights into the strengths and weaknesses of the training process. It has provided useful data for efforts to understand and characterize the impact of the training on the lives of the scholarship recipients. This questionnaire data collection effort continues during the CLASP-II evaluation process with revised instruments designed to probe the core issues of the CLASP-II training program.

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The new focus of the CLASP-II evaluation effort is to *understand the impact of the training on the Trainee, his career, and his community or country*. Proven social science interactive research methodologies such as case studies, focus groups, and townhall meetings bring together the evaluator and the Trainee or persons such as employers, mentors, or family members—individuals who are important sources of information about the results of the training experience. These qualitative methodology strategies offer the opportunity for a more tangible and insightful look at issues such as leadership qualities, multiplier effect, and the effect of Experience America activities. A description of various components of qualitative methodology is provided in Chapter One.

### **LESSONS LEARNED**

The following observations do not respond to specific problems or concerns, but are general “lessons learned.” The evaluation contractor, through its implementation and evaluation assistance, has had the opportunity to observe many different implementation strategies over the past six years, and the following observations derive from this experience. In addition to earlier observations, the ongoing review of new questionnaire responses and the introduction of qualitative evaluation strategies have added to the body of knowledge and data that has been collected over the length of the program.

Lessons learned from analyzing the data supplied by Trainees, Mission staff, and training providers are outlined below.

#### **Predeparture Orientation and Training**

1. Successful orientation is an important stepping stone to a successful training program. The Trainee’s positive view of the U.S. is strongly associated with his or her satisfaction with the in-country predeparture orientation.

2. Predeparture orientation requirements are different for short-term and long-term Trainees. Long-term Trainees may have several weeks of predeparture training in English or remedial preparation which can afford them additional time to learn about their prospective U.S. experience. Short-term Trainees will have little additional orientation, even in the U.S.; they are usually equally anxious about the logistics of their travel as about the objectives of the training.

3. When orientation is incorporated with in-country English language training, there is an opportunity to establish a tone for the program, to communicate to the participants their responsibilities, to offer professional and academic counseling, as well as counseling regarding job prospects.

4. Returned Trainees are major resources for the predeparture orientation programs offered by the field Missions, particularly in dealing with issues of transition to U.S. social, academic, and political life. Increasingly, field Missions are drawing upon this valuable resource for orientation programs.

5. Successful orientation programs have generally included discussions about Trainees taking with them information about their home country, especially for use with host families or in other facets of Experience America. Trainees often express frustration with North Americans’ lack of knowledge about Central America, the Caribbean, or the Andes.

6. It is helpful for all Trainees, especially long-term Trainees, to be alerted to the typical stages of adjustment to a new cultural environment. During the U.S. training program, in order to avoid unpleasant surprises which are likely to detract from their learning experience, it is very important to provide accurate information in the predeparture orientation on both the training program and U.S. culture. Trainees need to

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understand what will be happening to them and how they can best respond to "culture shock." The topic of preparation for cultural understanding was addressed in the *CLASP Information Memorandum, Vol. VI 91-01 (March 1991)*.

### **English Language Training (ELT)**

1. It appears that short-term training is most successful when conducted in the Trainees' native language.
2. For long-term students, in-country ELT has been used to screen out those students who do not have either the motivation or the capacity to learn English. If the standard for English qualification for the program is explicit from the outset, the prospective Trainee will be prepared should his or her program be terminated.
3. If ELT is provided in the U.S. for academic Trainees, and they must establish a certain level of English competence before beginning their academic studies, the Trainees should be aware of this requirement at the outset and helped to understand how their progress impacts on their U.S. program.
4. In addition to survival ELT before their departure, short-term and long-term students whose U.S. training is conducted in Spanish or French/Creole have been found to appreciate the opportunity to continue to build on their ability to communicate in English. The availability of a continuing ELT component for these Trainees allows them to grow in their ability to communicate with Americans, and thus enhance the Experience America component of their training.
5. Homestays with families who did not speak the Trainees' language have resulted in Trainees who felt isolated.
6. On the other hand, many Trainees reveal that their understanding of the U.S. was

closely linked to their homestay experience.

### **Training Programs**

1. Experience has shown that the success of efforts of training providers will be influenced to a great degree by the adequacy of advance communications about the training group and the training objective. The training provider needs adequate advance information regarding the backgrounds of the Trainees, especially in the case of group training. This is particularly important when the training program is new, or the training provider does not have experience with similar training groups.
2. Problems are likely to develop between the Trainee and the training provider unless all parties to the training program (the Mission, the placement contractor, the training provider, and the Trainee) have a common perception of the training objective.
3. The diversity of CLASP training often requires specially tailored programs to meet specific needs; these specially designed programs, because of their uniqueness and creativity, may be more problematic than some of the proven "off-the-shelf" programs. However this aspect of training also represents a challenge, i.e., to document both the failures and the breakthroughs so that all the participating Missions are able to draw on the experiences of others in their unique efforts to implement the CLASP training design.
4. Trainee levels of satisfaction, as expressed in the Exit Questionnaires, increase when the level of training is appropriate for all Trainees.
5. A simulation training exercise, such as the San Simon Game presented at the LCI mid-winter seminar, appears to be a

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successful technique in engaging and sustaining the involvement of Trainees.

### **Homogeneity**

1. The issue of heterogeneous and homogeneous groupings for training recurs both in traditional training programs as well as mid-winter seminars. It is clear from observations, Site Visits, Trainee responses to open-ended questions, and information supplied by training providers that mixing Trainees from divergent backgrounds, educational levels, and age groups frequently presents a serious obstacle to the successful achievement of the training objective. Frustration resulting from a heterogeneous group training situation may be experienced by all parties involved: by the more prepared Trainees who feel held back by the less prepared Trainees; by the less prepared Trainees who must struggle to keep up with the training and may feel isolated by other Trainees; by the younger Trainees who may feel less confident about expressing their ideas; and by the training provider who must cope with the divergent needs of the Trainees.
2. An idea that should be kept paramount is the relationship between the training objectives and the background of the Trainees. Over-qualified members of a training group may be as disruptive and divisive in terms of group dynamics as under-qualified members.
3. The field Mission may not always form its own training group, but rather may entrust that responsibility to a placement contractor. In such a situation, the Mission will want to assure that the design of the training program is congruent with the background of the Trainee, and that the group organizer is alert to the importance of homogeneity.

### **Support Structures**

1. HAC medical coverage continues to surface in CLASP evaluations as a problem in terms of timely compensation for medical expenses. Project managers may wish to alert Trainees to some potential problems in this area and be sensitive to Trainees' expressions of unhappiness when problems occur.
2. Stipend amount is another area of recurring Trainee concern. When only a part of a group of Trainees is unhappy with the stipend amount, the presumption may be that those individuals had less ability to manage their funds or had unrealistic expectations of the entitlements of the training program. Both of these possibilities maybe addressed in predeparture orientation and may require special attention when the issue presents itself. It would be helpful to the Trainees to be furnished with an explanation of the stipend before departure for the U.S. (preferably in writing), which outlines how it is intended to cover normal living expenses. A discussion of budgeting the stipend would be useful. Trainees should understand that they can seek assistance from the training provider or placement contractor for budgeting assistance.
3. If Trainees are to receive stipends at a level established below *Handbook 10* guidelines, the Trainees are likely to learn of this fact. Dissatisfaction might be less likely in this circumstance if the Trainees had prior knowledge of the rationale for that decision.
4. In addition to the support structure in the U.S., an El Salvador Follow-on study of primary school teachers revealed that additional impact that can result from having an in-country institutional support structure (the Ministry of Education) assisting the effort of the returned Trainees in applying their training experience.

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## **Experience America**

1. Trainee response to questionnaires indicate that increased Trainee interaction with U.S. society and institutions improves the Trainee's attitudes toward the United States. Many Trainees reveal that their understanding of the U.S. was closely linked to their homestay experience. Visiting with U.S. families and attending athletic and civic events are rated more positively by Trainees than observing cultural events and visiting tourist spots.
2. Most Trainees are happy with the chance to live and study in the United States, even if some have reservations about the particular training received. Many of the most important reactions to the scholarship relate to the opportunity to meet Americans, attend U.S. schools and to get to know the United States.

## **Trainee Perceptions of the Program after Returning Home**

1. Trainees are inclined to rate the value of the program more highly once they return to their country if they have jobs which provide for more individual initiative and more flexibility. In particular, private sector, self-employed Trainees report most often that they are successful in implementing newly acquired skills.
2. Trainees who are recruited into the program directly from school or from more narrow professional or occupational fields seem to encounter more difficulty in applying their training experience. They, therefore, represent special targets for Mission efforts in Follow-on programs.
3. The responses of returned Trainees indicate that long-term training provides greater post-training career benefits than short-term training. Long-term Trainees also have more continued contact with the U.S. upon return to their country. However, there is also a higher level of academic achievement at the time of

selection among long-term scholarship recipients, which may explain this correlation.

## **Follow-on Programs**

1. The concept of Follow-on should be initiated in the predeparture orientation program with some discussion of what activities the Trainees would view as appropriate and useful upon their return. When anticipation of a Follow-on program is initiated at the predeparture orientation stage by specifying the objective of the program and the Trainee responsibility for returning and contributing to the home country's development, Trainees become more aware of the seriousness of their commitment to more active participation in their communities.
2. The structure of Alumni Associations should reflect the demographic and geographic realities of the country, the kinds of training offered, and incorporate the recommendations of the returned Trainees. Some Alumni Association options currently in operation in the Missions include: national associations, regional associations, associations organized by field of training, and occasionally, a combination of the options.
3. Support services are essential as returned scholars re-enter their culture as job-seeking adults.
4. Many returnees do not have the job-search skills to market themselves to prospective employers, and thus Follow-on can profitably integrate this focus into its activities. Emphasis on teaching Trainees job-hunting skills and providing ongoing technical education appears to be a worthwhile effort.
5. In-country training programs structured along the lines of "participatory education" using and teaching techniques that

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encourage interchange, group creativity, small group discussion, and innovative teaching aids appear to be successful in adult training programs.

6. Reinforcement seminars designed to balance technical content with leadership or motivational skills has proven to be a relevant complement to the U.S. training experience. Trainees involved in this kind of program agree that the overall experience has been made much richer, and concerns about the inapplicability of training lessen. This kind of program, for participating Trainees, becomes a kind of second core to the CLASP scholarship which continues to provide them with great incentives to continue learning and to apply what they have learned.
7. The prospect for networking seems to be a key for stimulating Follow-on activities.
8. The involvement of local organizations (educational, civic, Church, chambers of commerce, etc.) can lend much in the way of support to the Follow-on process by linking the scholar to the home community.
9. The ultimate success of a Follow-on program is predicated upon whether the returned Trainee adapts, re-adjusts, achieves some independence, becomes employed, and is of service to the community. The topic of Follow-on was addressed in the *CLASP Information Memoranda Vol. VI 90-02 (July 1991)* and *Vol. VI 91-03 (September 1991)*.

### **Employment and Career Advancement**

1. Self-employed returnees are more likely to maintain U.S. contacts after completing their program and returning to their home country. Trainees who are older than the youthful majority of CLASP Trainees seem less inclined to initiate contacts with U.S. people and are less likely to develop a more positive view of the United States.

2. In some fields of training, successful apprenticeship programs have been organized in which the returned Trainee works for a company for a short period of time with the prospect of being hired by that company. Students acquire first-hand experience in their specific field of study, while employers can benefit from their skills. Employers are often more willing to hire someone they have already trained and with whose potential they are already familiar.
3. Returnee Questionnaire data reveal that men are more likely to be employed than women.
4. Among returned Trainees, the rate of employment is similar for short- and long-term Trainees.
5. Returned Trainees generally report returning to the same job after training, but with greater responsibilities and new activities.
6. Upon their return to country, Trainees report that their jobs are "better," and that they earn more than before training.

### **Impact of Training**

1. Trainees report that their view of the world and of themselves is very different as a result of the CLASP training experience. They speak of a broadened vision of the world and their potential, of greater self-confidence, and of a growing commitment to serve others. Most say that their hopes and aspirations for the future have changed as a result of their U.S. experiences. In describing those changes, Trainees address:
  - efforts to improve their educational levels;
  - efforts to improve their work or to undertake new work (such as starting a business of their own);

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- the desire to improve the living standard of their fellow countrymen based on what they saw in the U.S.;
  - the desire to work within their community for social ends; and
  - the desire to improve themselves by becoming better leaders, better students, and by self-motivation as entrepreneurs.
2. Community-based development projects are perceived to be more than construction of buildings and irrigation systems; they embrace educational advances and the mobilization of people in support of common goals.
3. In focus groups, many Trainees report that they are acting as "multipliers" by sharing with others the skills gained during their U.S. training. Small business people, trainers of trainers, teachers, health, and natural resource Trainees recount ways in which they passed on their learning to others.
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- The above comments and observations are not offered as specific recommendations, but rather, represent a synthesis of lessons learned to date which may provide insight into programming and training as CLASP proceeds into the future.

# CHAPTER ONE

## CLASP Overview

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## CHAPTER ONE:

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### CLASP Overview

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## INTRODUCTION

The purpose of this chapter is to provide an overview of the origins of the Agency for International Development's (AID) Caribbean and Latin American Scholarships Program (CLASP), examine some of the special characteristics of CLASP, objectives, management, evaluation strategies, and its targets and achievements.

## OVERVIEW

CLASP was initiated by AID in 1985 as a direct response to recommendations made in January 1984 by the National Bipartisan Commission on Central America (NBCCA). The Commission, chaired by Dr. Henry Kissinger, outlined a long-term program of support to strengthen the human resource base of the region in order to provide an adequate foundation for viable democratic societies and social and economic development. The program was expanded to include the Caribbean in 1986 and the Andean region of South America in 1987.

The goals of CLASP, one of the largest and most diverse participant training programs undertaken by AID, emphasizes three areas:

- strengthening the human resource base of the three regions and strengthening the ties of friendship and understanding between the countries of the Latin American and Caribbean (LAC) region and the United States;
- promoting broad-based economic and social development in the region and encouraging the development of free enterprise economies and democratic pluralism; and

- providing a broad base of leaders and potential leaders from socially and economically disadvantaged classes with technical skills and training, academic education, and appreciations of free enterprise economies in democratic societies.

## Organization

The Education and Human Resource (EHR) Division of the LAC Bureau in Washington and 16 USAID field Missions administer CLASP in 23 countries of the LAC region. Individuals and groups are trained in more than 250 training institutions throughout the United States. Twelve U.S.-based contractors assist in the placement and monitoring of the Trainees during their U.S. training programs. LAC/DR/EHR manages two Congressionally set-aside special programs under CLASP, as noted in the follow paragraphs. From 1985 through September 30, 1991, more than 17,000 individuals have participated in CLASP training—67 percent in short-term programs and 33 percent in long-term programs.

**Table 1.1** CLASP Trainees by Project  
(N = 17,143)

<u>CLASP-I</u>	<u>(n=15,657)</u>
CAPS	11,461
PTIC	1,246
APSP	1,494
CASP	1,129
CASS	327
<u>CLASP-II</u>	<u>(n=1,486)</u>
Central America	547
Caribbean	117
CASS (CA/Carib.)	822

Source: CIS through September 30, 1991

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By the conclusion of CLASP's first phase (CLASP-I) in 1993, more than 17,000 individuals will have completed training activities in the United States. The second phase (CLASP-II), terminating in 1998, will provide training to an additional 10,000 individuals. See Table 1.1 for the total number of Trainees who have entered training programs to date under CLASP-I and CLASP-II.

### **CLASP Sub-Programs**

#### ***Central American Peace Scholarships Program (CAPS)***

The original goal of CAPS was to provide training in the United States to 7,000 Central Americans; training targets were subsequently increased to 12,200. The CAPS project which began in 1985 has awarded 11,461 scholarships through FY 1991 to students from Belize, Costa Rica, El Salvador, Guatemala, Honduras, and Panama. From the same countries, an additional 1,129 scholarships have been awarded through the CASP project and a further 714 scholarships were awarded through the CASS project (including 90 scholars from Nicaragua).

#### ***Presidential Training Initiative for the Island Caribbean (PTIIC)***

The PTIIC project, which began in 1986, proposed training in the United States for about 1,785 individuals from the Dominican Republic, Haiti, Jamaica, and AID's Regional Office for the Caribbean (RDO/C) whose Trainees represent thirteen island nations of the Eastern Caribbean. At the end of FY 1991, the PTIIC project had trained 1,246 individuals, and CASS had selected 375 Trainees, for a total of 1621.

#### ***Andean Peace Scholarships Program (APSP)***

The APSP regional project began in 1987 in the countries of Bolivia, Colombia, Ecuador,

and Peru. The training target for this region was established at 1,740 scholars. Scholarship awards at the end of FY 1991 totalled 1,494 Trainees.

#### ***Central American Scholarship Program (CASP) and Cooperative Association of States for Scholarships (CASS)***

The CASP and CASS programs are Georgetown University-implemented congressional set-asides. CASP and CASS work with state education systems, training institutions, and community colleges to develop cost-effective training programs for disadvantaged youth.

CASP began operating in Central America in 1985 programming Trainees into short- and long-term programs, but the focus shifted to two-year academic training programs in U.S. community colleges. With the award of its final scholarships in FY 1990, CASP had awarded 1,129 scholarships.

In FY 1989, Georgetown University obtained a further set-aside to expand its CASP initiative in Central America and extend its recruitment and programming into the Caribbean. This program, CASS, has been exclusively targeted on long-term academic training and most of its scholarship award recipients have continued to be placed in the same type of two-year community college occupations skills training that was begun under the CASP project. Through FY 1991, 327 CASS Trainees were awarded scholarships under CLASP-I and 822 under CLASP-II for a total award of 1,149 CASS scholarships.

#### ***Leadership Center of the Americas (LCA)***

LCA, managed by the Consortium for Service to Latin America, was established in 1988 with a Congressional earmark of \$1.25 million to provide training to over 200 Caribbean and Latin American scholars each year in leadership and improved business practices, and to improve their understanding of U.S. democratic institutions and its free

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enterprise system. In October 1990, the LCA cooperative agreement was awarded to the newly-formed Leadership Center, Inc., of New Orleans, to conduct mid-winter seminars and summer internships for undergraduate students and to establish a network of future Latin American leaders. Approximately 52 percent of the participants in the various LCA programs for 1990-91 are CLASP Trainees. No funds were set-aside by Congress for the program in FY 1991, but the program will continue through, at least, FY 1994.

### **SPECIAL CHARACTERISTICS OF CLASP**

CLASP shares many typical AID participant training characteristics, especially those related to human resource development. However, several characteristics are unique to CLASP. CLASP provides training to groups that have traditionally lacked access to economic and social advancement. CLASP emphasizes the leadership abilities of the Trainee in addition to the field of training. Other unique characteristics include the following.

- CLASP has a special target emphasis on training the socio-economically disadvantaged from both rural and urban areas, women, and persons who have demonstrated leadership or leadership potential.
- The design of the training program begins with the Trainee. First, program staff identify and select the Trainee using the target criterion, and then they build the training program around his or her training needs in the context of the overall objectives of the Country Development Strategy Statement.
- To assure the broadest and most impartial base for recruiting and selecting Trainees, Missions have formed selection committees often including representatives of the private and public sectors in their countries as well as Mission staff.

- The field Missions are also responsible for providing a special orientation to CLASP scholars for their U.S. study programs. Predeparture orientation programs are intended to prepare the Trainee to make the most of the U.S. training experience both in terms of the training objective, the Experience America activities, and any English language or remedial training that may be provided. Additional orientation may occur in the U.S.
- The CLASP program is designed to include first-hand experience with U.S. social and democratic institutions, processes and values. During training, program administrators provide scholars with opportunities to become involved in the daily lives of individual American families and in activities in the community and in private sector and governmental organizations. The sum of these opportunities constitutes the Experience America component of the training.
- The CLASP program recognizes that, for the training experience to be most successful, structured and continuous contact with returned scholars must be maintained. All participating CLASP Missions are expected to implement specially tailored Follow-on programs for Trainees after they have returned home. CLASP-II places an even higher priority on this component of the program.
- CLASP Missions are under AID/ Washington guidance regarding implementing practices for containing costs to ensure that contractors design and implement the training programs at reasonable costs. As part of this cost control process, contractors are required to use the TCA system to report their expenses.

### **MANAGEMENT OF THE CLASP PROGRAM**

The responsibilities for management of CLASP are divided between the EHR

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Division of the LAC Bureau and the USAID field Missions.

### **Education and Human Resources Division**

The EHR Division issues policy guidance and monitors project implementation for compliance with program objectives. In collaboration with the field Missions, the EHR Division manages the evaluation of CLASP assisted by its CLASP monitoring and evaluation contractor, Aguirre International. The EHR Division is also responsible for managing the special programs mandated by Congress.

### **USAID Field Missions**

USAID field Missions are responsible for designing, implementing, and evaluating CLASP training in line with overall policy guidance and program objectives. The individual Missions contract with local and U.S.-based contractors to carry out specific portions of the program from recruitment, selection, and orientation, through placement, Follow-on, and evaluation.

### **CLASP Management**

In order to manage and guide large numbers of individuals and organizations that contribute to the achievement of CLASP objectives, AID has established several management tools:

- *The CLASP Project Paper:* The first Project Paper which set the goals and purpose of the project was issued by AID in 1985 and offered specificity regarding two groups targeted for the program—70 percent socially or economically disadvantaged individuals and 40 percent women. Other target groups—actual and potential leaders, rural and urban youth, and ethnic minorities—have no percentages designated. Thus, Mission project administrators decide what percentages to assign targeted groups in accordance with demographic, social, and political conditions existing in a given country. Under CLASP-II, the individual field Missions issue their own Project Papers based on their Social Institutional Framework Analysis and goals of the Mission.
- *The Country Training Plan:* The Country Training Plan (CTP) is a Mission document which describes how the Mission will accomplish all Mission-sponsored training, inclusive of CLASP. It is the Country Training Plan that provides for flexibility in the implementation of the CLASP project. The CTP, prepared by the Mission and shared with the LAC Bureau, provides the rationale for its participant training program and describes how this training will be carried out. The CTP and its annual update serve as the basis for AID/Washington oversight of the program to assure compliance with policy guidance. Appendix A summarizes Country Training Profiles for the CLASP Missions and Congressional set-asides.
- *Policy Guidance Cables:* Policy guidance to field Missions in the form of cables and other communications from AID/Washington continues to influence the implementation of the CLASP Program. CTP review cables from AID/Washington offer comments on a Mission's draft CTP and CTP Updates and guidance for modifying draft documents. Other more general guidance cables clarify policies and specify issues for inclusion in CTP drafts and updates. The major policy guidance issued during FY 1991 was contained in Cable 106163 April 1991 on the subject *CLASP II Policy Guidance*. See Appendix F for the text of this cable.
- *Monitoring and Evaluation Contract:* The contractor, Aguirre International, visits AID Missions on a regular basis to obtain data on returned Trainees, examine Mission management of the CLASP program, and report findings to AID/Washington. LAC/DR/EHR, through these CLASP Country Reports, reviews

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and monitors Mission progress and accomplishments.

- **Technical Assistance:** AID/Washington, through Aguirre International, provides AID field Mission with technical assistance and training in support of the CLASP Information System (CIS) database. CIS is a computerized database installed and maintained in each Mission which provides AID with reports on the Trainee biodata, status of Trainees, selection criteria, and types of training.
- **CLASP Quarterly Reports:** The field Missions provide data quarterly from the CIS to Aguirre International which furnishes AID/Washington with quarterly counts by Mission and sub-program on new starts during the quarter, and on compliance with target groups of women and disadvantaged. See Appendix G for the *CLASP Fact Sheet for FY 1991*.
- **Contractor Meetings:** Regular meetings are held in the Washington area to review accomplishments and constraints of the CLASP Program, disseminate information, and share ideas and experiences. These meetings bring together representatives of LAC/DR/EHR, the implementation contractors, and the monitoring and evaluation contractor.

## **EVALUATING THE CLASP PROGRAM**

Over the years, a number of instruments, protocols, and methodologies have been utilized in evaluation of the CLASP program. Quantitative evaluations accomplished under CLASP-I employed, almost exclusively, the CLASP Information System biodatabase and questionnaire databases which allowed comparison of Trainee satisfaction with the nature of the training program and other non-components of their stay in the U.S. It yielded useful data on Trainee appraisals of the program's utility upon return to his or her country and allowed an examination of Trainee perceptions of the extent to which they have

learned something about the people of the U.S. and the U.S. system of government.

Qualitative methodologies were introduced with the beginning of CLASP-II in FY 1990, and their applications are discussed more in depth in Chapter Two. These methodologies which include, but are not limited to, focus groups, personal and group interview, and case studies serve as complements to the quantitative data collection and analysis and are employed to examine in depth, a series of key issues in the CLASP-II program. Among these concerns are:

- Trainee selection;
- the development impact of the training in the home country;
- the Experience America component;
- the impact of CLASP training on Trainees' individual career advancement;
- leadership issues (identification, growth, and realization in the community upon return),
- assessments of Follow-on programs; and
- other issues that might evolve.

Various tools, methods, and strategies may be employed for qualitative research under CLASP-II. In addition to those mentioned above, these applications may include: participant observation, "rapid appraisal," life histories, key informant interviews, town meetings, and direct observation indicators. Further discussion of these designs follow in this chapter.

Future CLASP-II evaluations will contain a flexibility of approach which will utilize the best features of the quantitative and qualitative approaches to research and evaluation in order to present timely, in-depth and meaningful insights into how the CLASP program is functioning.

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## **The Quantitative Approach to CLASP Evaluation**

### ***The Clasp Information System (CIS)***

A foundation CLASP instrument has been the CIS Trainee biographical database, maintained in each field Mission and submitted quarterly to Aguirre International via diskette for updating of new Trainee starts. Aguirre International processes the data, aggregates it, and reports the information quarterly to the LAC Bureau. In addition to biographical and demographical data, the Missions maintain records of home and work addresses, return dates, and data on which to base assessment of achievement of target populations. The CIS biodatabase is the place to start when assessing the achievement of objectives and the selection of populations for in-country sampling of returned Trainees. The current CIS maintains data in nearly 100 fields and has the capability of producing twenty-two special reports. Special customized reports can be requested by field Missions to fulfill specific needs.

### ***The Mid-Term Questionnaire***

The Mid-Term Questionnaire is completed at the training site by Trainees enrolled in long-term academic and technical programs. The mid-term protocol, which serves as a diagnostic tool, is a thirty-eight question, twelve page self-administered questionnaire. The Mid-Term questionnaire is mailed to scholars approximately midway through their long-term program.

The purpose is to determine how students are viewing the program at that immediate point in their training program, to recommend interventions if serious problems are reported, and to make recommendations for mid-course corrections and adjustments should they be necessary. Aguirre International evaluators review the questionnaires and, if serious or repeated difficulties are expressed by the Trainees, a report with

suggestions or recommendations is prepared and forwarded to the LAC Bureau which, in turn, contacts the respective field Mission or U.S. contractor responsible for monitoring the Trainee while in the United States. To date, the CIS contains records for 2,285 Mid-Term Questionnaires.

### ***The Exit Questionnaire***

An Exit Questionnaire is completed by short- and long-term Trainees at their final training site at the end of U.S. training. The exit protocol is a self-administered, forty-five question instrument which has as its primary purpose the assessment of the overall training experience of the individual Trainee. The focus is on the actual training experience and adjunct activities or actions that contributed to its success. The departing Trainee is asked about the training program, the administrative support structure, the preparation for the training before departure for the U.S., and whether he or she expects this learning experience to be relevant upon return home.

The questionnaire contains both closed and open-ended questions. The Exit Questionnaire serves as a management tool for the LAC Bureau in its oversight of program implementation. The Exit Questionnaires are mailed to Trainees at their training site approximately one month before the end of the training program; Trainees are encouraged to complete the questionnaires and return them to Aguirre International in pre-addressed, stamped envelopes. The database of Exit Questionnaires excludes some Trainees who completed the program during its first two years, and, as with any direct mail survey, the response rate is less than 100 percent. To date the CIS contains information obtained from 6,699 Exit Questionnaires.

### ***The Returnee Interview Questionnaire***

The Returnee Interview Questionnaire is administered by local, trained data collectors

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in the Trainee's home country six months or more after the Trainee has returned from training in the United States. For in-depth country process evaluation reports in the larger Missions large samplings of returned participants were drawn; for smaller Missions, data collectors attempted to contact and interview the entire returned Trainee population.

This evaluation protocol continues to seek the Trainee's appraisal of the training experience and its usefulness after he or she has had experience in applying the U.S. training in the home environment. This thirty-four question follow-up instrument probes the Trainee's overall evaluation of the training experience with the retrospective viewpoint of elapsed time. Also introduced in this Returnee Interview Questionnaire are issues relating to the experience of the Trainee in attempting to apply the benefits of training. The Trainee is also asked to evaluate the Follow-on program and whether he or she has any suggestions that might contribute to the enhancement of impact of training through Follow-on activities. To date, the CIS database contains the data of 2,168 Returnee Interview Questionnaires.

### **The Qualitative Approach to CLASP Evaluation**

A central goal in introducing the qualitative approach into the ongoing CLASP evaluation activity has been that of providing new methodologies which improve the flexibility of data collection on topics of special concern and which afford a more timely analysis and presentation of that work. During FY 1991, these new methodologies have been employed in buy-in studies of the mid-winter seminar of the Leadership Center of America, Guatemala Follow-on and impact of training on selected groups, and CLASP Follow-on in El Salvador. The integration of the methodologies into the design of these studies will be discussed in summaries of the results presented elsewhere in this report (Chapter Two). A brief

description of various qualitative methodological strategies follows.

### ***The Case Study***

The case study is a delimited, issues-oriented, short-term research effort in support of specific program needs. Case studies, while drawing on the quantitative CLASP database compiled by Aguirre International in the CIS, will generally employ qualitative data collection and analysis. By virtue of the flexible and adaptable methods that the qualitative approach provides, case studies can be tailored to the changing needs of Missions and AID/Washington.

The case study implies a focus on a set of issues with a reduced range of respondents, with the assumption that the detailed information gained about a particular case will provide useful insights about general processes. Because the study of one case or a subset of related cases does not provide the rigorous statistical base for generalizations about larger populations, it is important to maintain a mutually supporting relationship between case studies, which will often employ qualitative methodologies, and the quantitative data that will continue to be the basis of the CLASP Information System.

The case study is also well suited to situations where detailed knowledge, rather than overall representativeness, is the paramount concern. A Mission may feel that some aspect of its CLASP program (such as Guatemala's interest in the effectiveness of its Follow-on program discussed in Chapter Two) could benefit from an external view, which by virtue of having evaluated parallel CLASP programs in other countries, can bring that wider experience to a set of recommendations for greater effectiveness. The delimited nature of case studies is one of its primary virtues; a case study will generally require a small team working for a relatively short time in order to accomplish its ends. This means that case studies can serve as cogent responses to pointed questions, provided in a timely manner.

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### ***The Focus Group***

A focus group is a carefully selected group (6-10 persons) chosen to reflect a particular view, orientation, background, history, or sensitivity to be "focused" on a problem issue, or other subject in order to elicit responses which would not otherwise be generated outside the group dynamics. Through careful moderation, the group serves to restructure questions, issues, and cultural constructs, which leads to deeper insights into the questions at hand than is possible through the use of a structured interview instrument. Various focus groups are conducted around single topic, with group composition oriented by the requirements of the research. An audiotape and occasionally a videotape are used in focus groups to increase the richness of the data to be analyzed.

### ***Group Interviews and "Town Hall Meetings"***

The group involved in the evaluation process participates in a guided meeting in which a facilitator asks questions, raises issues, and develops topic areas in an interactive process with the group. A limited survey can also be incorporated into this process if the questions lend themselves to a yes/no show-of-hands kind of response.

### ***Key Informant Interviews***

By this method, the evaluator uses knowledge of the social context of the participants to identify, not a random sample of interviewees, but a delimited list of persons who can provide differing substantive views from a range of structural perspectives, whether this be within a community or within a particular institution. The evaluators, then, through preliminary contacts and available knowledge, construct a model of the range of social positions in the group under consideration. They interview a limited but representative range of persons who occupy

a variety of those positions, usually adopting an open-ended question guide.

### ***Life Histories***

The life history is a techniques especially appropriate for assessing perceived impacts of training on returned participants. Conducted as an interview or as several linked discussions, the informant is led, through a series of guided questions, to articulate the sequence of events, persons and opportunities which have brought him or her to the present moment. Through this technique the program's emphases on leadership, attitudes, and career advancement can be highlighted.

### ***Informal Surveys***

The informal survey draws on a smaller base of respondents in order to focus on a delimited set of issues under consideration. Usually the informal survey, like the more formal survey instrument allows for only certain responses; it works best when the pool of respondents is thought to be homogenous. The informal survey normally serves as a second methodological step to test and confirm, with a wider population, the preliminary conclusions drawn from either a focus group, open-ended interviewing or life histories.

### ***"Rapid Appraisal"***

This term, taken from the "rapid rural appraisal" methodology for rural development, is a label for a combination of approaches already described, but on-site. That is, under "rapid appraisal" are classified the techniques of key informant interviews, group interviews, and informal surveys in the home communities of participants, or on-site in the training institutions in the U.S. In the former case, the participants are placed in their socio-cultural context.

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### ***Open-ended Interviewing***

This approach is often a second step after a "rapid appraisal", in which the data collected and analyzed leads to the formulation of a key set of questions for further investigation. In contrast to the closed instrument of a statistical survey, however, the "open-ended interview" permits a wide range of substantive responses to be incorporated into the database.

### ***Direct Observational Indicators***

This technique is best suited to site visits, especially in-country, in which the evaluators are sensitized to specific cultural manifestations of socially significant differences. The formalization of a social indicators list could be useful, for example, confirming economically disadvantaged status of Trainees in their home communities. Drawn from the "rapid rural appraisal" approach, direct observation requires considerable sensitivity on the part of the observer; to be useful it must be regularized through detailed check lists and standardized recording.

### ***Participant Observation***

This standard field research approach, adopted within the discipline of anthropology, implies a longer-term study either in home communities of returnees or in an institutional setting (two to four months might be suitable for the specified kinds of issues to be investigated in CLASP-II monitoring). Participant observation requires that the field worker take part in the daily life of the subject community or institution, usually participating fully in the round of work and social activities of the group studied. While time-consuming (to be used only sparingly), participant observation is uniquely suited to answering certain kinds of questions, such as, looking at the ongoing expression of returnee leadership in its true socio-cultural expression, in the life of the community.

### **CLASP TARGETS**

The CLASP Project papers and subsequent policy guidance set out several specific project targets.

- Over the life of the project, 15,000 individuals from the LAC region are to be sent to the U.S. for training under CLASP-I; it is anticipated that a lesser number will be programmed under CLASP-II.
- A minimum of 40 percent of all CLASP Trainees should be women.
- At least 70 percent of the CLASP Trainees should be economically or socially disadvantaged. The remaining 30 percent need not be classified as disadvantaged, but they may not be from among the elite who could study in the U.S. with their own resources.
- For CLASP-I, a minimum target level of 30 percent of the Trainees are to be placed in long-term training (nine months or more). The four Andean CLASP field Missions were permitted by AID/Washington to maintain a 20 percent minimum target, although they were encouraged to meet the 30 percent target. For CLASP-II training, a 30 percent goal has been established with a minimum target level of 20 percent.
- Although specific target numbers were not assigned, the Project Papers targeted leaders and potential leaders, a mix of rural and urban candidates, and youth.
- Each Mission will establish placement procedures to comply with existing and Agency policy to place at least 10 percent of all U.S.-trained Peace Scholars, both academic and technical, in Historically Black Colleges and Universities (HBCUs).

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## ACCOMPLISHMENTS TO DATE UNDER CLASP

The total number of scholarship awards for the CLASP-I life of project was reached and exceeded in FY 1990, and by the end of FY 1991, a total of 15,657 scholarship awards had been granted. Of the 1,486 scholarships awarded under CLASP-II, 596 were awarded in FY 1990 and 890 were awarded in FY 1991.

The following, in outline form, summarizes the accomplishments of CLASP since the program's inception in February 1985 through September 30, 1991.

### Achievement of Program Targets

- Under CLASP, 17,143 individuals have initiated training in the United States, 15,657 under the CLASP-I project and 1,486 under the CLASP-II project.
- Of this number, 7,486 (44%) CLASP Trainees are women; of the CLASP-I Trainees, 6,786 (43%) are women, while of the CLASP-II Trainees, 700 (47%) are women (see Figure 1.1).
- Among all CLASP Trainees, 14,944 (88%) individuals are from socially, ethnically, or economically disadvantaged backgrounds; of the CLASP-I Trainees 13,562 (87%) are disadvantaged, while of the CLASP-II Trainees, 1,455 (98%) are from disadvantaged backgrounds (see Figure 1.2).
- Overall, 5,719 individuals (33%) have been enrolled in long-term training programs lasting over nine months; of the CLASP-I Trainees, 4,788 (31%) were enrolled in long-term training programs, while of the CLASP-II Trainees, 931 (62%) are enrolled in long-term programs (see Figure 1.3, p.12).
- Field Missions have classified 15,098 Trainees (88%) as actual or potential leaders.

- Selection Committees have identified 11,979 Trainees (70%) as coming from rural areas.
- Those identified as having been selected on the basis of the youth criteria or involved in youth-related occupations total 5,189 (30%).

### Trainee Views on the Effects of Training

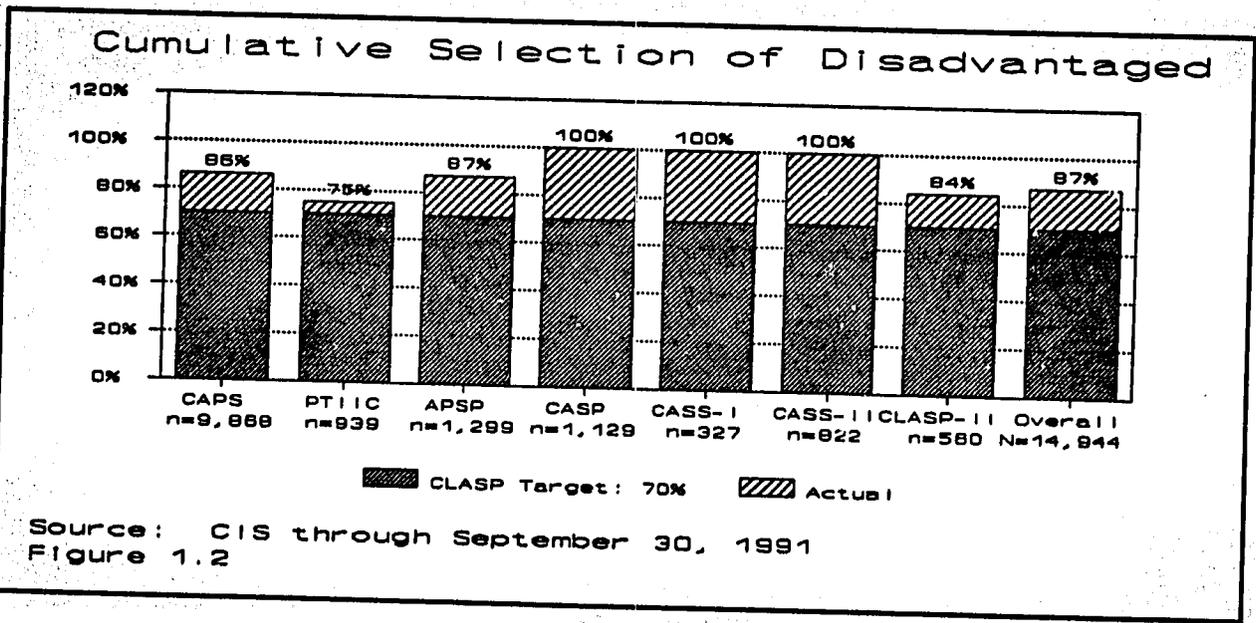
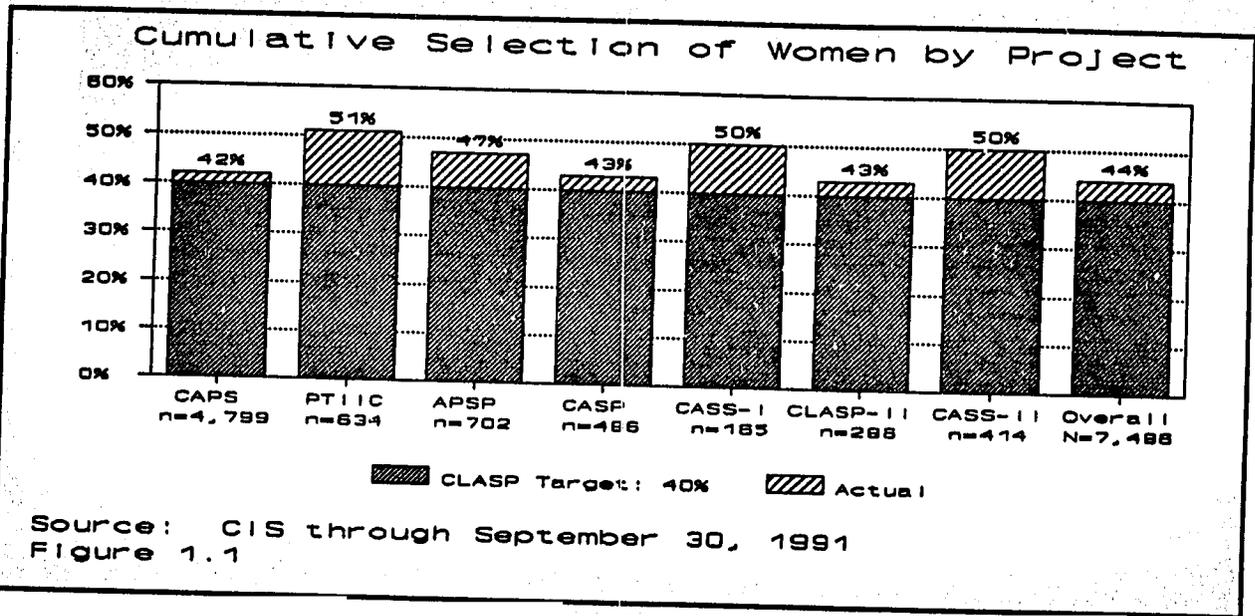
- Nearly 79 percent (5,250) of the exiting Trainees felt that their original objectives were realized *to a great extent* or *to a very great extent*.
- About 92 percent of the returned Trainees were able to put into practice what they had learned.
- The program's quality was rated as *good* or *excellent* by 81 percent of all Trainees responding to the Exit Questionnaire.
- Nearly 81 percent of the returned Trainees responding have indicated that CLASP training had been useful or very useful in advancing in their career; 84 percent of the returned Trainees were employed.
- Nearly 89 percent (5,831) of the exiting Trainees would recommend their training programs to others in their home country, while nearly 95 percent of returned Trainees would recommend the program.

### Trainee Attitudes Regarding the U.S. and the Training Experience

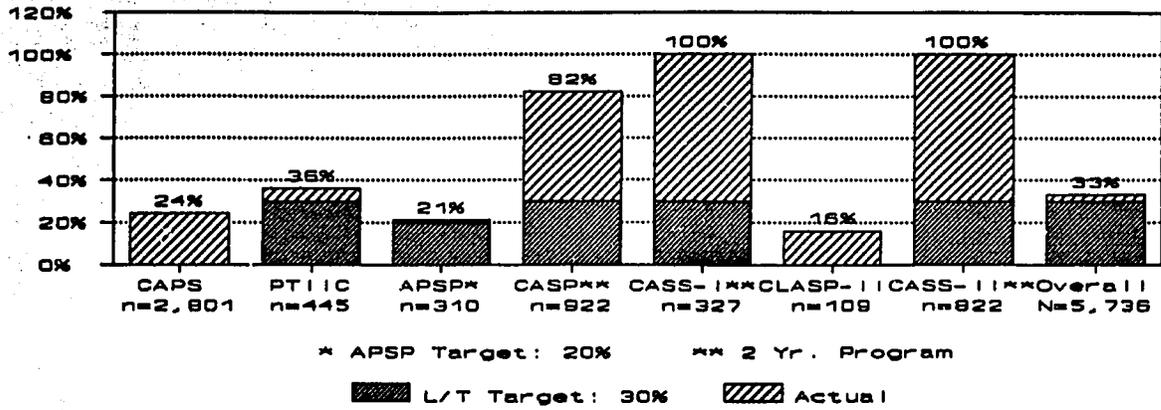
- Nearly 82 percent (5,348) of the Trainees reported upon completion of their training that they had increased their understanding of the U.S. way of life *much* or *very much*.
- When departing the U.S., Trainees are asked to identify the aspects of the U.S. program that they had liked most. The responses that appeared most frequently

were "sharing the training experience" and "U.S. culture and society." These two themes characterized nearly 45 percent of the responses.

Chapter Two will discuss the application and results of qualitative evaluation methodologies to impact and Follow-on efforts in Guatemala and El Salvador, and an evaluation of the mid-winter seminar of the Leadership Center, Inc.



## Cumulative Long-term Training



Source: CIS through September 30, 1991  
 Figure 1.3

# CHAPTER TWO

## CLASP-II Evaluation

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## **CHAPTER TWO:**

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### **CLASP-II**

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#### **Evaluation**

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## **INTRODUCTION**

The shift to CLASP-II training has also been accompanied by new approaches in evaluation. In FY 1991, there were four CLASP-II evaluation efforts in which varying strategies were adopted to examine a series of programmatic issues: U.S. training, Follow-on, a mid-winter seminar for CLASP Trainees, and the impact of CLASP training. After a brief discussion of the progress of previous evaluations under CLASP, the first results of CLASP-II evaluation methodology are reported.

### **Evaluation Under CLASP-I**

Under CLASP-I, evaluations tended to focus on organizational issues and on the process of training. Two features characterized CLASP-I evaluations:

- the achievement of CLASP target guidelines (whether a sufficient percentage of scholarships were being offered to women, for example, or how Missions were observing LAC guidance on the short-term/long-term mix); and
- the degree of Trainee satisfaction with the different components of the program, from predeparture orientation to post-return offerings of the Missions.

These data on program functioning played an important role earlier in the program when implementation policies were being refined.

### **Approaches to CLASP-II Evaluation**

As more Trainees returned home and re-entered the work force, program

implementors both in the Missions and in Washington recognized the need to assess the effects on Trainees' lives of their CLASP training. There was also a desire to enrich the information available on returned Trainees, including understanding more fully the particularities of Trainees' application of their training to their careers and community activities.

The earlier process evaluations did not completely ignore the issues of the impact of training. For example, returned Trainees were also asked to assess the applicability and usefulness of their training and to report on their Follow-on activities. Nevertheless, the information gathered was not sufficient to the growing need to understand how Trainees were benefitting from CLASP training.

AID/Washington, accordingly, adopted a more flexible evaluation model for CLASP-II. Qualitative evaluation methods were included in the effort, and a greater focus was placed on the impact of training. The new model was also designed to encourage evaluation research on issues of particular interest to individual Missions. In late 1990, a new evaluation contract was awarded to Aguirre International which called for synthesizing the CLASP-I achievements in data management and process evaluation with a new emphasis on impact and the use of qualitative methods.

In the first year of CLASP-II evaluation, most of the subjects of the assessments were CLASP-I Trainees. To date, CLASP-II evaluation is a change in approach, rather than an evaluation of the new program. The differences are centered on a shift in the objectives of the evaluation, in the way it is

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conducted, and in the sources of information used. The new, non-statistical approaches also alter the way the results are reported.

### **CLASP-II EVALUATIONS IN FY 1991**

Four different evaluation efforts were undertaken under the CLASP-II monitoring and evaluation contract in FY 1991. These were a process evaluation of the mid-winter seminar of the Leadership Center of the Americas; a review of a USAID/San Salvador teacher training program; an examination of Follow-on activities in El Salvador; and a major impact evaluation of the Central America Peace Scholarship program (CAPS) in Guatemala.

#### **Leadership Center of the Americas, Inc.**

The central evaluation contractor was asked to evaluate the effectiveness of the mid-winter seminar offered by the Leadership Center of the Americas, Inc. (LCI). LCI was a Congressional earmark within the CLASP program. Each year, LCI brings together Latin American and Caribbean university students studying in the United States, CLASP Trainees as well as others who are in the U.S. under the sponsorship of other programs or drawing on their own resources.

In the winter of 1990, the seminar took place at Louisiana State University in Baton Rouge. Held for ten days starting December 26, 1990, it was attended by over 240 scholars. In addition to the usual program of lectures and discussions, a week-long experimental simulation was held, in which seminar participants assumed the roles of political actors in a fictitious Latin American country called San Simon. The objectives of the exercise were to strengthen participants' understanding of the "theoretical and fundamental workings of a democratic society." This included learning the skills of coalition building, negotiation, setting priorities, and leadership techniques.

The evaluation consisted of two sets of activities:

- an on-site assessment of the evolution of the game, using a process evaluation techniques; and
- a series of four focus groups with training participants.

The process evaluation stressed unobtrusive observation, a series of one-on-one interviews with key informants, and informal interaction with LCI staff and administrators. Its objective was to observe the course of the San Simon game, newly developed for this event. The focus groups followed a standard format of small group discussions held to air participants' perceptions of a common experience. The dynamics of group discussion permitted the evaluators to gather information quickly and efficiently.

#### *Democracy in San Simon*

The San Simon simulation created an environment where participants were exposed to the mechanics and functioning of the democratic process. The concrete task that players faced was the election of a president of the parliament of San Simon, in a context in which participants were evenly divided at the outset among five political parties. Participants learned various leadership techniques and strategies, and employed them in the ongoing struggle within the simulation to devise coalitions and work towards the election of their candidates.

Given that the San Simon exercise was new, the game was very successful in engaging and sustaining the involvement of participants. During the days that the game was played, many participants became deeply involved in the political process of San Simon. At times, some participants identified themselves so fully with the game that they developed fervent allegiances to their political party or interest group. Participants worked long hours in the preparation of policy papers and in wooing potential allies and votes.

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Conflicts developed among the participants who had been assigned opposing political viewpoints. The immersion of the participants in the game scenario exceeded the expectations of LCI staff, who marvelled at the intensity of the action and who occasionally found themselves relegated to the sidelines as bemused onlookers.

### ***Focus Group Results***

The focus groups revealed that the Trainees brought varied attitudes to the seminar that ranged from open suspicion about possible concealed motives of LCI or the U.S. Government, to a gratefulness for the U.S. Government's interest in their countries and for the educational and cultural opportunities they were enjoying in the U.S. These opposing attitudes reflect the diversity of participant backgrounds, with CLASP Trainees generally having the most positive attitudes.

### ***LCI: Findings***

As would be expected with any new, multi-day simulation, the process revealed areas that could be improved before the next application. Observations of the game and focus group discussions highlighted the following conclusions and suggestions for future seminars:

- The game captured the elements of a democratic process, achieving its objectives. Virtually every element of an actual electoral process was evident: the negotiations, the competition for power, the conflicts and alliances among participants playing the game. Staff and participants noted that the game captured the real-life feeling of an election.
- The game was too long. Everyone, staff and participants included, agreed that too much time was dedicated to the game. Since this was a "dress rehearsal" and first trial of the game, planners had already

recognized that needs for subsequent modifications may become apparent.

The evaluation also recommended, based on participant views and observation of the process, that the seminar itself begin somewhat later and offer several days of orientation, discussions, and leadership training before the initiation of the San Simon game. Other concerns discussed were the heterogeneity of the participants (especially the contrast between CLASP and non-CLASP students), staff interaction styles, and the content and level of difficulty of lectures.

In sum, the evaluation provided an independent assessment of the functioning of the LCI mid-winter seminar while LCI tested an innovative means to strengthen the skills of Latin American and Caribbean students in operating within a democratic model of governance. LCI went on to adopt a number of the participants' recommendations, expressed in the evaluation. In the following year's seminar, LCI revised the San Simon exercise to unfold in three days. Orientation sessions were augmented. Further, a much greater proportion of the proposed participants were to be CLASP Trainees.

### **Primary School Leadership Training: USAID/San Salvador**

#### ***The Training Program Observed***

A second CLASP-II evaluation effort was held in January, 1991, in New Orleans, Louisiana. The CLASP-II monitoring and evaluation contractor was asked to attend the final session of the Primary School Leadership Training project of USAID/San Salvador. Using CLASP-I funding within the Mission's Central American Peace Scholarship (CAPS) program, USAID/San Salvador sent a group of 75 elementary school teachers, principals, and nucleus directors (heads of educational regions)—all women—to the U.S. for intensive training in teaching techniques, classroom management, and community relations. The program was in

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support of an expanded effort in basic education by USAID/San Salvador.

The training project design for the teachers incorporated many new features, addressing issues that had been identified in previous evaluations as areas to be strengthened.

These included:

- the need to expand predeparture orientation,
- the attempt to ensure the relevance of training to home conditions, and
- the effort to structure, from the beginning, an appropriate Follow-on program for returned Trainees with a base of support in a Salvadoran institution.

Coordination and planning was carried out by USAID/San Salvador, the Salvadoran Ministry of Education, and the CAPS program contractor, the National Association of Partners for the Americas (NAPA).

### ***Methodology***

The evaluation employed two methodologies—focus groups and open-ended interviews—to rapidly gather the views and perceptions of Trainees and of the Ministry of Education officials. Four focus groups were conducted.

### ***Findings and Recommendations***

The Primary School Leadership Training Project was a well-designed, innovative, and efficiently implemented instructional sequence. The Aguirre International evaluation, conducted at the end of the third phase of the training process, found that the program substantially met its objectives. The evaluators encountered Trainees who were satisfied with their predeparture preparation; with the eight weeks of U.S. pedagogical and management training; with their exposure to the United States; and with the concluding

seminar in which they were joined by Salvadoran Ministry of Education officials and during which they wrote action plans detailing their projected activities for the coming school year.

The Trainees' high level of satisfaction suggested that many of the shortcomings noted in earlier short-term training programs had been avoided here.

- The pre-selection visits to the candidates' rural schools by USAID personnel and Ministry officials lent great credibility to the process and to the Trainees' participation.
- Predeparture orientation was carried out in stages and was sufficiently detailed so that all Trainees confirmed that they were informed of the goals of the training and prepared to deal with cultural differences to be encountered in the United States.
- Pre-training visits to El Salvador by representatives of the U.S. training institutions apparently helped them design training programs that were relevant and applicable to the teachers' real working conditions.
- The concluding session in New Orleans achieved its primary purposes of leading the Trainees through the task of writing action plans and of securing from the participating officials of the Salvadoran Ministry of Education their support for the program and their willingness to promote its implementation.
- The Experience America component of training, which included classroom internships in U.S. elementary schools, permitted the Trainees to see the application of the techniques they were learning.

The teachers returned to El Salvador with a sense of accomplishment and with high levels of motivation to apply what they learned in the course of the program.

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## **Results**

Because the Mission intended to repeat the training program in FY 1992, the evaluation suggested several specific points to enhance its implementation. Recommendations highlighted areas of strength to be incorporated into the program, and specific suggestions were made relating to selection, stipends, the writing of action plans during the last phase, and the role of Ministry officials prior to training and on return to El Salvador.

### **Follow-on in El Salvador**

In July 1991, the central evaluation contractor was asked by USAID/San Salvador to take on three distinct evaluational tasks:

- to conduct a delimited (specific, issues-oriented) evaluation via focus groups with returned Trainees in the training fields of the Physical Education and Public Administration;
- to observe the Second Annual CAPS Alumni Association Meeting; and
- to review the first in-country evaluation report of the progress of the primary school teacher Trainees just described, prepared by the Universidad Francisco Gavidia (UFG) in May 1991.

### ***CAPS Trainees in Public Administration and Physical Education***

Four focus groups were held with Trainees in Public Administration and Physical Education. CAPS Scholars in these fields of training were selected for attention because a previous evaluation had found that these Trainees reported in greatest numbers either that (a) they had changed their opinion of the United States in a positive direction (in the case of Public Administration Trainees) or (b) that the U.S. training experience had "changed their lives" (both Public Administration and Coaches/P.E. Teachers reported this).

Four focus groups were held with Trainees, two from each field of study, one composed of women, the other men. The discussions revealed that most Trainees were happy with the U.S. training and positive about the Salvadoran components of the program.

### **Impact of Training**

Trainees reported a range of impacts related to their scholarships, some directly connected to the content of training, others to the prestige of having been selected as a CAPS scholar. For some, Trainee status gave them the ability and the perceived influence to address key decision-makers in their communities.

Some, however, reported having been hampered in their desire to put their CAPS experience to work. Returned Trainees in Public Administration had experienced more difficulty. The uncertain circumstances faced by some Trainees at their workplaces had limited the scope of their impact.

While some returned Trainees encountered institutional barriers to applying their training experiences at their work place, they reported being committed to applying new values gained from their U.S. experience in the home and community. All the Trainees interviewed took part in at least one community-related activity as a direct outcome of their participation in CAPS. Returned Trainees reported being involved in such concerns as a vaccination campaign; an anti-drug effort; activities targeting senior citizens, parents, youth, and children; community education; workshops on public health and job training; and the founding of a dance troupe.

### **Attitudinal and Behavioral Change**

Trainees attributed the changes in attitude they experienced to the Mission's program planning and implementation procedures. These were designed to support the Trainees at the personal, professional, and community levels.

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Trainees in the focus groups stated that U.S. training had helped Trainees to develop further in their area of expertise; but it had also served as a solid foundation for action. In the words of one Trainee, "Before training (we) were timid and ineffective in our approach to some community projects, but now there is a sense of self-confidence in all we do."

When Trainees were challenged with the idea that the short training period was insufficient to lead to such changes, most Trainees replied that it did; as one said, "Even a single week would have created an impact . . . In our country the opportunities are so limited, and come our way so seldom, that going to the United States and being sponsored by the U.S. are very significant."

### ***The CAPS Alumni Association Meeting***

#### **Observations**

In early July, a major CLASP Follow-on event in Central America occurred as 601 returned Trainees attended the El Salvador CAPS Second Annual Alumni Meeting, approximately 40 percent of the country's returned CAPS Trainees. The meeting was hosted by the National Association of Partners of the Americas (NAPA), the CAPS in-country contractor. The agenda of the two-day meeting combined speakers with regional, field-of-training, and skills workshops.

The evaluation team found that the meeting was well organized and managed. The skills workshop themes included leadership and project development, among other topics. Alumni representatives met according to region and field of training. Attendees took an active role at the various sessions and demonstrated excitement and enthusiasm.

The climax to the meeting was the nomination and installation of the Executive Board of the new El Salvador CAPS National Alumni Association. Each departmental association had sent two representatives to

sit on the board of the new group. On the last day, the National Association was founded in a formal ceremony in plenary session.

#### **Focus Group Comments**

Two of the focus groups described previously discussed the creation of the new CAPS Alumni Association leadership. Most participants questioned the mode of selection of the officers; they felt that the process was not as democratic as it should have been and that it favored candidates with greater economic resources. The Mission was informed of these views.

#### ***The Teachers' Evaluation***

USAID/San Salvador contracted with the Universidad Francisco Gavidia (UFG) to evaluate the primary school teachers in-country implementation efforts (the evaluation of their U.S. training was described earlier in this chapter). UFG designed and undertook a quantitative evaluation program focusing on the acquisition of teaching techniques and the implementation of skills acquired in U.S. training. Aguirre International evaluators reviewed the first UFG report to provide another appraisal of the progress of the program and of the evaluation.

The UFG noted that there were excellent results in all aspects of the training; only seven of the 50 teachers were not performing at the evaluation-defined minimal level. The evaluators, encouraging the adoption of qualitative and contextual measures, found that all but one of these seven cases were characterized by significant external factors impinging on these teachers' performances. Lack of teaching facilities, substandard facilities, direct threats by insurgent forces, extreme privation, and lack of resources account for these "non-performers" low scores. This review suggested to UFG that a greater reliance on Trainee-centered criteria would yield a more accurate understanding of the progress of the Trainees.

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## **CLASP in Guatemala**

In June, 1991, an impact evaluation was conducted of CLASP-I training in Guatemala. CLASP-I had been implemented through the USAID Mission's Central America Peace Scholarships Program (CAPS) and the Georgetown University-administered Central American Scholarship Program (CASP). The two programs have sent more Trainees to the U.S. than any other of the seven-Mission CAPS programs, more, in fact, than any other country in the entire CLASP-I program, including the Andes and the Caribbean. CAPS/Guatemala sent 4,558 Trainees to the U.S. from its beginning in FY 1985 through FY 1990; through CASP-Georgetown, an additional 186 Guatemalans came to the U.S. for training.

### ***The Evaluation***

USAID/Guatemala, in conjunction with AID/LAC/EHR in Washington, took advantage of the "buy-in" provision of the regional evaluation contract to evaluate CAPS training. The evaluation of CLASP-I training in Guatemala was a multidisciplinary effort carried out by a team of three persons between mid-June and early July, 1991.

Two objectives guided the evaluation:

- to examine the impact of CLASP training among different categories of the CLASP population, now that the U.S. training phases of the CAPS and CASP programs are nearly over. The evaluation articulated the broad range of outcomes and impacts that Trainees and others attribute to CLASP training.
- to review and assess in-country Follow-on efforts. The evaluation focused principally on the in-country supplemental training provided by the Experiment in International Living (EIL) and on the CAPS alumni association, called ASOPAZAC. CASP Follow-on was also reviewed.

### ***Evaluation Methodology***

The CLASP-Guatemala evaluation combined traditional survey methods with qualitative techniques. The methodological tools used in the evaluation were:

- a *survey*, concentrating on the impact of training in the work place and in the community, conducted with 525 CLASP Trainees throughout the country;
- fifteen *focus groups*, centering on U.S. training, Follow-on, and impact issues with, on average, 8 persons, selected by category of Trainee;
- *case studies*, developed on specific activities and initiatives taken on by the Trainees, such as the reforestation efforts and the ASOPAZAC project fund; and
- *open-ended interviews* with Mission personnel and with others involved in the program.

The objective of combining these methods in the evaluation was to establish relationships between past training and present activities, whether this be through logical connections, empirical observations, or statistical associations. The various methodologies combined the strengths of quantitative analysis with more detailed qualitative information.

### ***The Impact of CLASP Training***

The evaluation of CLASP training examined the following five areas:

- changes in the workplace and in Trainee income;
- current Trainee educational aspirations;
- changes in Trainees' community activities and citizen participation;
- impacts directly associated with participation in structured Follow-on activities; and

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- changes in Trainees' vision of themselves and the world.

### **Employment**

Survey and focus group results indicated that 77 percent of the survey Trainees were employed. Of those not employed, half were not in the job market, with a resulting unemployment rate of 12 percent. (The national unemployment rate was 28.4 percent at the time of the study.) The rate of employment was similar for short-term and long-term Trainees, although men were more likely than women to be employed. Trainees in education and training and certain technical fields (i.e., machine repair, computer sciences, and quality control) had the highest rates of employment. Trainees from the *ladino* departments of the east and the capital were more likely to be employed than from the indigenous departments of the central and western highlands.

Trainees generally returned to the same job after training but reported having greater responsibilities and new activities. They also judged their jobs as "better" after training and reported earning greater income.

Trainees participating in focus groups, from a variety of fields, described how they had applied their training in concrete cases. These Trainees also discussed obstacles to applications, such as training focused at an inappropriate level or resistance by employers to their introducing innovations.

### **Education**

Thirty-four percent of the Trainees who responded in the survey said that they were formally enrolled in an educational institution, most either in university degree programs or in technical fields such as nursing, computers, or industrial training. In focus groups, many Trainees reported that they were acting as "multipliers" by sharing with others the skills gained during their U.S. training. Small business people, Trainers of Trainers, teachers, and natural resource

Trainees described specific ways in which they passed on their learning to others. A separate survey question probing leadership activities revealed that 55 percent of the Trainees reported they had trained others.

### **Community Participation**

Seventy-one percent of Trainees surveyed reported that they participated in community activities, and 74 percent indicated greater participation than before CLASP training. Trainees indicated active involvement in multiple levels of volunteer activities, with over half asserting that they had assumed four or more of the six typical activities suggested in the questionnaire.

Almost all short-term Trainees were identified as leaders by the Mission at the time of recruitment. Leadership qualities are difficult to measure; nevertheless, the leadership activities reported by Trainees in the survey suggest that they were fulfilling their mandate of leadership. This conclusion is bolstered when the large number of Trainees who had participated in the Mission-sponsored in-country reinforcement seminars offered by the Experiment in International Living (EIL) was considered.

Trainees described in focus groups their involvement in a wide range of concrete activities in their communities and regions. An example of this was the broad participation by CAPS Trainees in reforestation efforts. This had occurred both in training seminars and in separate initiatives taken by regional alumni associations and by other groups of Trainees.

Trainees throughout the country were found to have worked in grass roots projects, to have established their own private voluntary organizations, to have secured in some cases legal status for those organizations, and to have succeeded in applying for outside funding to support their activities.

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### **Impact Related to Follow-on**

While Follow-on activities received separate treatment in the evaluation (see below), it was evident in examining impact that Follow-on activities had reinforced Trainee impact upon their communities. Two areas in which Trainee impact was stimulated by formal Follow-on activities were:

- the alumni association Special Project Fund: This project involved CAPS Trainees directly in the improvement of their communities. Trainees and neighborhood committees proposed small infrastructural projects at the local level. Trainees designed the projects, mobilized resources to carry them out, and worked with the fund administrator in completing them. Despite administrative difficulties encountered, 33 projects were completed, including schools, water systems, health posts, and rural roads.
- the Follow-on Community-based Development Projects: Small training projects carried out by Trainees participating in EIL reinforcement seminars provided CAPS returnees with direct experience in the framing of small-scale development projects. Trainees had implemented 227 small projects, training over 6,000 people, by the end of June, 1991. Included in this number were 800 persons trained by CAPS Trainees in cholera prevention.

### **Attitudinal Impact**

A more intangible impact of CLASP training has been on attitudes. Discussions with Trainees suggest their view of the world and themselves is very different as a result of the CLASP training experience. Eighty-five percent of the Trainees surveyed said their hopes and aspirations for the future have changed as a result of their U.S. experience. In describing those changes, Trainees addressed their hopes to advance their education, improve their work efficiency and undertake new activities, and contribute to

the development of their community and their country.

In focus groups, Trainees spoke of a broadened vision of the world and their potential. Many spoke of greater self-confidence and of a growing commitment to serve others. However, this impact was often not realized in present Trainee activities. These changed attitudes and aspirations remain a latent force in Trainees' self-definition and in activities they may undertake in the future.

### ***The Follow-on Program***

Follow-on is an area of primary importance in Guatemala CLASP-I programming. The Mission and the Georgetown CASP/CASS programs have developed a number of innovative approaches to Follow-on which could usefully serve as models for Follow-on efforts in other countries.

### ***EIL Reinforcement Seminars***

The Mission awarded an in-country Follow-on contract to the Experiment in International Living in 1989 for a series of reinforcement seminars for short-term Trainees. This program responded, at least in part, to concerns expressed about the adoption by USAID/Guatemala of a standard five-week U.S. training experience. The program offered the opportunity to undertake a type of Follow-on activity not attempted elsewhere, one which built on U.S. training and which provided Trainees an ongoing, in-country framework for continued learning.

The Follow-on project established ongoing reinforcement seminars reaching 2,000 short-term returned Trainees. The seminars were designed to balance technical content with leadership or motivational skills. The technical curriculum was based on an assessment of the skills level of Trainees and was checked against Trainee needs by frequent seminar evaluations.

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The leadership component of the training adopts "participatory education" techniques encouraging group interaction, shared creativity, small group discussion, and the use of innovative teaching methods. Trainees participated in—and learned to conduct—group discussions, mutual brainstorming, and the presentation and interpretation of ideas and problems in a group setting.

### ***Findings: The EIL Follow-on Project***

The following summarizes the evaluation findings:

- The EIL Project developed an outreach program involving over 2,000 Trainees in ongoing activities, in spite of difficulties of communication and transportation.
- Trainees were enthusiastic about the training received, and those who continued in the program demonstrated high levels of commitment.
- Program attrition was about 33 percent from Module I to Module III. However, Trainees and programmers felt that attrition was due mostly to work- and family-related constraints, rather than unhappiness with the seminars.
- EIL developed training materials in eight fields of study for four week-long seminars for adults. These materials, emphasizing participatory techniques and practical applications, were reported to be relevant and useful on the job and in their careers.
- Trainees affirmed that the techniques of participatory education that EIL employed in training were useful and appropriate in their work on the job and in the community.
- A network of regional representatives in local-level offices throughout Guatemala was integral to the EIL Follow-on Project. This support structure maintained direct contact with Trainees and supported their efforts to develop tech-

niques to apply their training in their communities.

- EIL's efforts in stimulating small training projects led Trainees to undertake training efforts with their fellow workers and community members. CAPS Trainees have provided practical instruction in their communities.

### ***Comparing EIL Participants and Non-Participants***

When CAPS Trainees who participated in the EIL seminars were compared with those who had not taken part, it was found that EIL participants reported more positive responses in relation to their work in several significant variables:

- A higher percentage of EIL participants stated they were employed.
- A higher percentage of EIL participants reported having new and more challenging responsibilities in their work, 77.1 percent versus 58.6 percent for non-participants.
- Nearly 68 percent of EIL participants stated that training had influenced their present economic situation, while only 45 percent of non-participants in EIL seminars made the same statement.
- EIL Trainees were also more likely to be enrolled in formal education (40.3%) than those who had not taken part in EIL seminars (28.7%). Interestingly, more than half the non-participants who *were* enrolled in formal education were attending the university, while, among EIL Trainees, only 29.7 percent were university students.
- With respect to Trainee participation in community activities, 83.5 percent of EIL participants stated that they had taken part in community efforts, while 70.5 percent of non-participants made the same assertion.

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These figures established that EIL Follow-on training reinforced many of the goals that CLASP training is designed to support: advances in the workplace, efforts to gain even greater expertise through further education, and increased community involvement. The population which took advantage of EIL training scored higher on all these variables; in some cases, the difference is substantial.

It was found that the Mission's in-country Follow-on Project, designed to supplement what some saw as an overly brief U.S. training, has in fact developed into a relevant complement to the U.S. experience. The evaluators recommended that other CLASP Missions be made aware of the results of this approach as a feasible model for combining U.S. and in-country training.

### **CLASP-II EVALUATION: PRELIMINARY CONCLUSIONS**

The four evaluation efforts described in this chapter show that assessing the outcomes and impacts of CLASP training is a complex affair. The term "impact" itself is many-sided; Aguirre International evaluators have used it to refer to a broad range of changes in behavior and attitude identified by CLASP Trainees and others as concomitant of CLASP training. The goal in the evaluations has been to establish a case for the strength of certain linkages between CLASP training and subsequent activities in the home country, although it is not possible to conclusively "prove" that one set of circumstances or conditions derives from the other.

#### **Lessons Learned**

Certain conclusions can be drawn from the four CLASP-II evaluations carried out:

- The LCI experience demonstrates that it is possible to structure Trainee activities in the U.S. so that issues relating to democratic processes and institutions can be explicitly addressed.
- The Primary School Leadership Training project supports the notion that the training experience is improved when all the actors—Mission, counterpart institutions, placement contractor, and training providers—join forces to ensure that training is designed for its applicability in the workplace.
- The same evaluation reinforces the importance of placing Follow-on in a paramount position in training program design, so that Trainees are encouraged after their return home by their employers and through Mission in-country activities as they attempt to implement what they have learned.
- The observation of the CAPS Second Annual Alumni Meeting in El Salvador bolsters the significance of coherent and challenging Follow-on activities in country; and points to the importance of creating a wide base of support among Trainees for new alumni associations.
- The qualitative evaluation of Public Administration and Physical Education Trainees in El Salvador points to the role that well-designed training themes have in encouraging Trainee changes in attitudes and activities, but highlights as well the way in which external factors can hinder Trainees' efforts to apply their training, in spite of their best intentions.
- The CAPS/Guatemala evaluation reinforces a wide range of conclusions about the impact of CLASP training in the largest CAPS training program, reflecting Trainee advances on the job, in the community, and as participants in in-country Follow-on efforts.
- Finally, the Guatemala effort also highlights several approaches to Follow-on and points to the intensive reinforcement seminar as an appropriate means to strengthen brief short-term training efforts.

# CHAPTER THREE

## CLASP Target Population

## CHAPTER THREE:

### CLASP Target

### Population

## INTRODUCTION

This chapter describes the extent to which the CLASP-I and CLASP-II training initiatives are reaching the intended target population described in Chapter One.

## THE CLASP OBJECTIVES

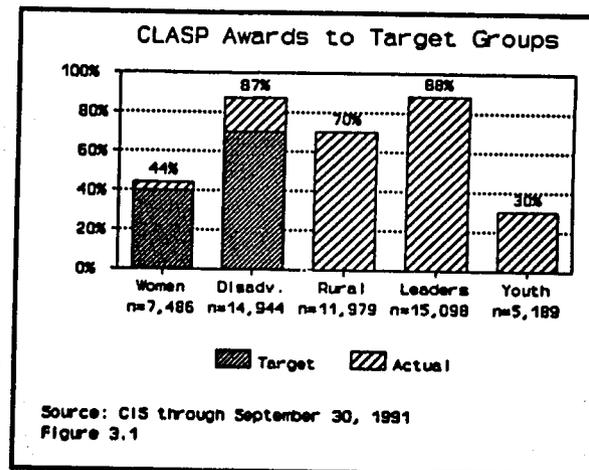
The recommendations of the Kissinger Report and the selection criteria designed into the program clearly established that recruitment for CLASP scholarships should be conceived quite differently from traditional AID participant training. When the CLASP training initiative was launched, USAID Missions were faced with the challenge of recruiting women candidates, disadvantaged populations, rural residents, and youth, who also possess qualities of leadership or leadership potential, and who otherwise would be overlooked for AID scholarships. To assure the U.S. Congress that AID was reaching these target populations, all CLASP training programs are evaluated on the extent to which they meet this recruitment criteria.

The computerized CLASP Information System (CIS) was designed to collect and report data indicating compliance with the Congressional mandates. The CIS figures reported in this chapter are based on data available as of September 30, 1991. The discussion is organized according to project data for the various projects: CAPS, PTIIC, APSP, CASP, CASS, and CLASP-II projects.

### Is CLASP meeting project design targets?

**Yes.** CLASP managers are not only meeting targets, but exceeding them. Selection

procedures have been designed to identify the applicants who meet the criteria described in Chapter One and other established selection criteria, consistent with the Kissinger Report, the CLASP-I and CLASP-II Project Papers, and Country Training Plans. See Figure 3.1 for a description of the extent to which Missions addressed the target figures for women, the economically and socially disadvantaged populations, rural resident, leaders and potential leaders, and youth.



As of the end of FY 1991, a total of 17,143 Trainees were recruited and selected for CLASP training and sent to the U.S. by the sixteen USAID field Missions and Georgetown University. All of the selection criteria minimum targets have been exceeded. Six hundred thirty-four (634) more women have been selected to participate in the program than required by the 40 percent target. CIS data reveal that 2,954 more individuals identified as disadvantaged have been selected than was required by the 70 percent target for economically and socially disadvantaged individuals. The target of 30 percent in long-term training programs has been

exceeded by 582 scholarship awards (including the APSP long-term awards which were targeted at 20 percent). The high proportion of Trainees selected on the criteria of rural (70%), leaders and potential leaders (88%), reflects the priority given these criteria by selection committees.

Even when the CLASP training initiative is broken down into its component projects, the record for compliance with the training targets is very good. In all projects, the selection targets were surpassed by the end of FY 1991. The target for long-term training has been met by PTIIC and by APSP (in the latter case, APSP Missions were granted a waiver of the 30% target); overall, CAPS Missions, at 24 percent, are below the 30 percent target for long-term placement.

In examining the data on selection criteria, it should be kept in mind that a Trainee may meet more than one target, e.g., a woman who is reported as disadvantaged may be recorded as both economically and socially disadvantaged as well as meeting the rural and leadership criteria. To avoid double counting, the totals for each category should not be added.

Within regional projects, the record of success in meeting the program targets varies among the participating Missions. The record of target achievement by each Mission may be found in Table 3.1, the Country Profiles (Appendix A) section of the report, and in summary form in the *CLASP Fact Sheet (Appendix G)*.

**Table 3.1 CLASP Awards By Mission and Project**

Mission/Project	Total Awards	Women		Disadvantaged		Long-term		Academic	
		#	%	#	%	#	%	#	%
<b>Belize:</b>									
CAPS	291	126	43	224	77	61	21	63	22
CASP	229	91	40	229	100	181	79	181	79
CASS-I	25	14	56	25	100	25	100	25	100
CASS-II	30	9	30	30	100	30	100	30	100
CLASP-II	8	5	63	6	75	8	100	8	100
Overall	583	245	42	514	88	305	52	307	53
<b>Bolivia:</b>									
APSP	389	144	37	321	83	70	18	69	18
<b>Colombia:</b>									
APSP	294	154	52	294	100	75	26	52	18
<b>Costa Rica:</b>									
CAPS	1,929	811	42	1,818	94	596	31	334	17
CASP	187	75	40	187	100	154	82	155	83
CASS-I	35	19	54	35	100	35	100	35	100
CASS-II	70	36	51	70	100	70	100	70	100
CLASP-II	210	108	51	190	90	24	11	24	11
Overall	2,431	1,049	43	2,300	95	879	36	618	25
<b>Dominican Republic:</b>									
PTIIC	169	70	41	142	84	109	64	44	26
CASS-I	45	21	47	45	100	45	100	45	100
CASS-II	105	65	62	105	100	105	100	105	100
Overall	319	156	49	292	92	259	81	194	61

Mission/Project	Total Awards	Women		Disadvantaged		Long-term		Academic		
		#	%	#	%	#	%	#	%	
<b>Ecuador:</b>										
APSP	411	181	44	348	85	88	21	41	10	
<b>El Salvador:</b>										
CAPS	1,604	691	43	1,040	65	537	33	235	15	
CASP	193	98	51	193	100	144	75	144	75	
CASS-I	44	26	59	44	100	44	100	44	100	
CASS-II	81	42	52	81	100	81	100	81	100	
CLASP-II	120	40	33	79	66	0	0	0	0	
Overall	2,042	897	44	1,437	70	806	39	504	25	
<b>Guatemala:</b>										
CAPS	4,558	2,174	48	4,332	95	658	14	120	3	
CASP	186	76	41	186	100	160	86	162	87	
CASS-I	58	24	41	58	100	58	100	58	100	
CASS-II	125	63	50	125	100	125	100	125	100	
CLASP-II	209	72	34	192	92	47	22	0	0	
Overall	5,136	2,409	47	4,893	95	1,048	20	465	9	
<b>Haiti:</b>										
PTIIC	248	115	46	171	69	51	21	50	20	
CASS-I	25	6	24	25	100	25	100	25	100	
CASS-II	71	26	37	71	100	71	100	71	100	
CLASP-II	48	31	65	40	83	8	17	8	17	
Overall	392	178	45	307	78	155	40	154	39	
<b>Honduras:</b>										
CAPS	1,913	715	37	1,538	80	438	23	447	23	
CASP	207	97	47	207	100	163	79	165	80	
CASS-I	45	27	60	45	100	45	100	45	100	
CASS-II	98	51	52	98	100	98	100	98	100	
Overall	2,263	890	39	1,888	83	744	33	755	33	
<b>Jamaica:</b>										
PTIIC	234	153	65	78	33	65	28	130	56	
CASS-I	17	9	53	17	100	17	100	17	100	
CASS-II	56	31	55	56	100	56	100	56	100	
CLASP-II	69	30	43	53	77	22	32	22	32	
Overall	376	223	59	204	54	160	43	225	60	
<b>Nicaragua:</b>										
CASS-II	90	49	54	90	100	90	100	0	0	
<b>Panama:</b>										
CAPS	502	155	31	449	89	447	89	357	71	
CASP	127	49	39	127	100	120	94	120	94	
CASS-II	12	5	42	12	100	12	100	12	100	
Overall	641	209	33	588	92	579	90	489	76	
<b>Peru:</b>										
APSP	400	223	56	336	84	77	19	17	4	

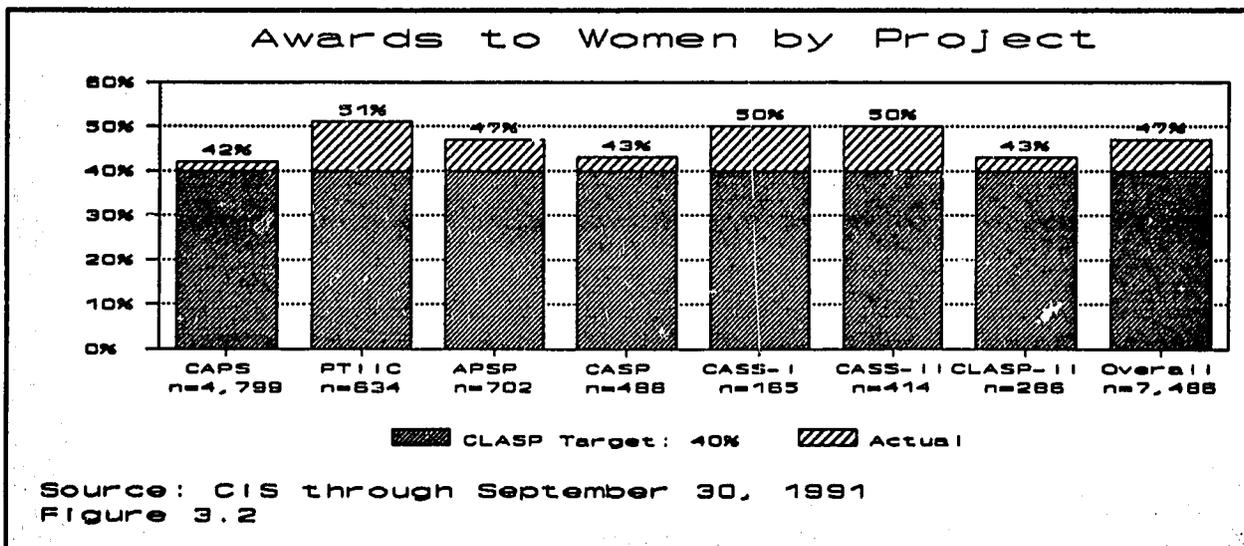
Mission/Project	Total Awards	Women		Disadvantaged		Long-term		Academic	
		#	%	#	%	#	%	#	%
<b>RDO/C:</b>									
PTIC	595	296	50	548	92	220	37	212	36
CASS-I	33	19	58	33	100	33	100	33	100
CASS-II	84	37	44	84	100	84	100	84	100
Overall	712	352	49	665	93	337	47	329	46
<b>ROCAP:</b>									
CAPS	664	127	19	467	70	47	7	12	2
<b>OVERALL:</b>									
CAPS	11,461	4,799	42	9,868	86	2,784	24	1,568	14
CASP	1,129	486	43	1,129	100	922	82	927	82
PTIC	1,246	634	51	939	75	445	36	436	35
APSP	1,494	702	47	1,299	87	310	21	179	12
CASS-I	327	165	50	327	100	327	100	327	100
CASS-II	822	414	50	822	100	822	100	732	89
CLASP-II	664	286	43	560	84	109	16	62	9
TOTAL	17,143	7,486	44	14,944	87	5,719	33	4,231	25

**Is CLASP recruitment meeting the target for the selection of women?**

Yes. The cumulative selection of women for CLASP training surpassed the minimum target of 40 percent for the first time in FY 1989. In that year, total awards to women reached the 42 percent level. By the end of FY 1991, the record was further improved. The cumulative figure for female selection rose to 44 percent. Figure 3.2 indicates the

award of scholarships to women by the various CLASP projects and the Georgetown University set-asides through September 30, 1991.

When considering women as a target group, it is important to examine both the quantity and the quality (length and type of training) of awards to determine whether the awards are distributed equitably among men and women. There are, of course, many factors



**Table 3.2 Awards to Women in Long-term and Academic Training Programs By Project**

	Total			Total		
	<u>Long-term</u>	<u>Number</u>	<u>Percent</u>	<u>Academic</u>	<u>Number</u>	<u>Percent</u>
CAPS	2,784	1,122	40.3	1,568	614	39.1
CASP	922	397	43.4	927	403	43.5
PTIIC	445	187	42.3	436	210	48.1
APSP	310	136	44.0	179	84	46.9
CASS-I	327	162	51.1	327	165	50.4
CASS-II	822	409	50.2	732	378	51.6
CLASP-II	109	56	51.3	62	24	38.7
Overall	5,719	2,373	43.1	4,231	1,878	44.3

Source: CIS through September 30, 1991

that may limit the number of female candidates for long-term programs, e.g., societal stereotypes, lack of equal educational opportunity, family obligations, etc., but the selection policies established by the project managers may be designed to overcome these barriers. Table 3.1, which depicts the country-specific achievements regarding the selection of women, shows that the project managers, for the most part, are largely achieving or surpassing that objective. Exceptions exist in the CAPS project in Honduras (37%), Panama (31%), and ROCAP (no longer a participant in CLASP); in the APSP in Bolivia (37%); in the CASS-I in Haiti (24%); in the CASS-II in Belize (30%), El Salvador (33%), and Haiti (37%); and in CLASP-II in Guatemala (34%).

The distribution of CLASP long-term scholarship awards to women does not differ significantly from that of all awards (see Table 3.2). Slightly over 43 percent of all long-term scholarships were awarded to women very nearly the same percentage of their participation in CLASP training overall (44%).

Considering academic awards to women (a sub-set of those who have been selected for long-term training), females comprise 44 percent of the academic awards, the same as their participation in CLASP training overall (see Table 3.2). Missions have awarded these scholarships proportionately to women.

### **Is CLASP selection meeting the target for the selection of the disadvantaged (economically, socially, and ethnically)?**

**Yes.** All CLASP projects are well above the minimum 70 percent target for selection.

Mission definitions of economic and social disadvantage vary depending on local factors. In most cases, family income and household amenities are important factors in the definition. Other factors which may be taken into consideration in determining a candidate as disadvantaged include the gender or ethnic group of the Trainee as well as social position. Table 3.1 shows a breakdown by Mission and by project of the percentage of scholarships awarded to disadvantaged persons by project managers as of the end of FY 1991.

In addition to the designation of economic disadvantage (used by all participating Missions), which was applied to 88 percent of the Trainees selected, the other categories of disadvantage are ethnic and social disadvantage.

An indicator of disadvantage status maybe found in some of the demographic data collected for all Trainees. For example, it would seem likely that the parents of Trainees who are considered to be from disadvantaged circumstances will have little education. However, since the program is

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also seeking candidates who have demonstrated leadership potential, it might also be assumed that the scholarship recipient would have succeeded in pursuing academic studies beyond the levels attained by his or her parents; this is precisely what the data discloses.

The typical Trainee selected for the CAPS project has 11.2 years of education, while his or her mother had an average of 4.1 years of schooling, and the Trainee's father had an average educational background of 4.3 years. This gap of education between Trainees and parents in the CAPS project is the largest of all the CLASP projects, with the range among El Salvador's Trainees and parents being the greatest. In the PTIIC project, the educational level of the Trainees and parents is the highest of all CLASP projects, with the Trainees averaging 13.7 years, the mothers averaging 8.1 years and the fathers averaging 8.6 years. The 14.6 years of schooling by the average Haitian Trainee is the highest average of the PTIIC Missions. The APSP Trainee has an average schooling of 13.6 years, with mothers averaging 7.7 years and fathers averaging 8.9 years. The highest average years of schooling attained by APSP Trainees is the 14.7 year average of APSP/Ecuador. The Georgetown University set-asides (CASP, CASS-I, and CASS-II) and CLASP-II have very similar years of schooling averages for Trainees as well as parents (see Table 3.3).

Data is not available which would allow a comparison between the years of schooling of the population in general in CLASP Trainees' country with that of the parents of CLASP Trainees and the Trainees themselves. However, the data from the CIS for CLASP Trainees and their parents appears to clearly sustain the hypotheses. The levels of schooling for the parents of CLASP Trainees are entirely consonant with the backgrounds of social and economic disadvantage from which the project managers are attempting to recruit. At the same time,

the contrast between the educational backgrounds of the Trainees and their parents is sufficiently large to indicate that the Trainees have demonstrated the ability to progress beyond their background of disadvantage.

### **Have the CLASP Project Managers responded to the leadership criterion in their selection of Trainees?**

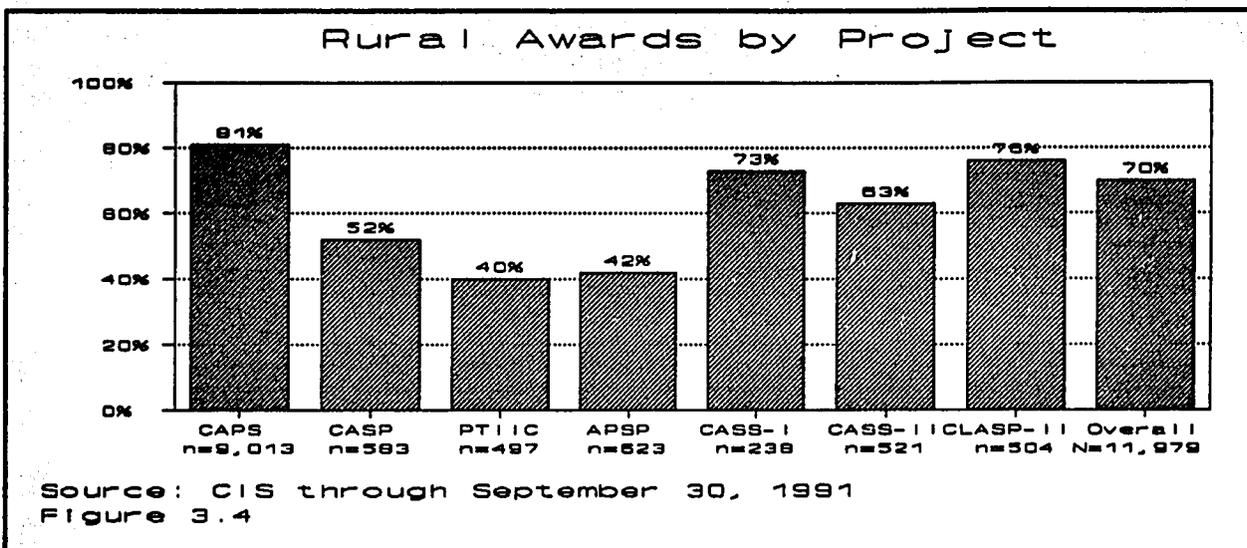
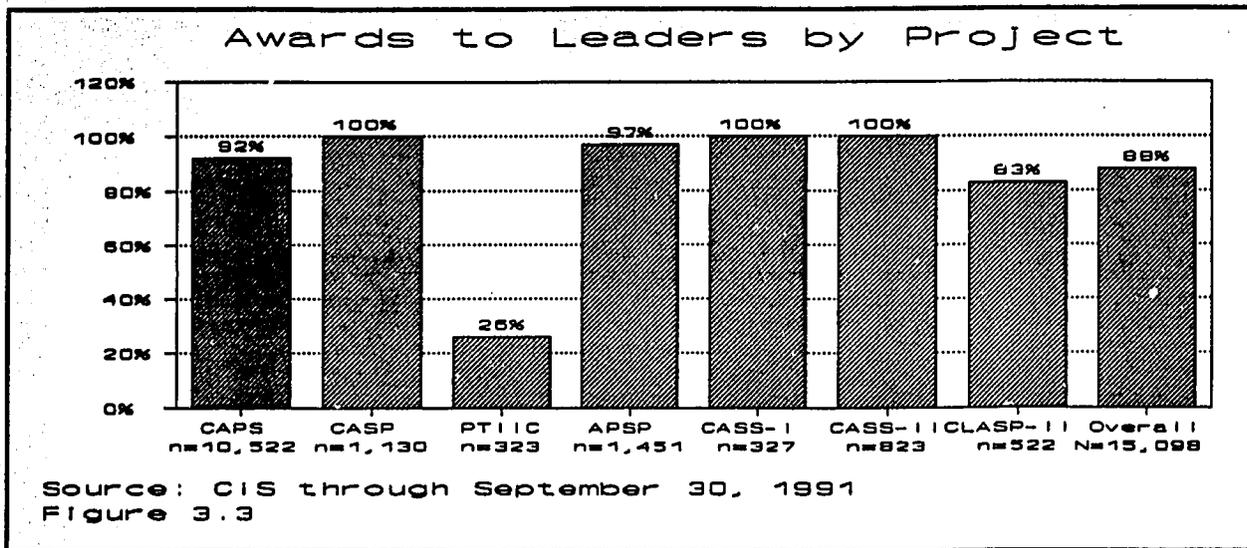
**Yes.** Policy guidance has stressed the importance of seeking current or future leaders for participation in the program. As a result, 88 percent of the CLASP Trainees have been identified as individuals who possess leadership characteristics or leadership potential (see Figure 3.3, p.32).

In the program design minimum programming levels for leaders were not established nor were leadership traits defined. It, therefore, became the prerogative of the CLASP Project Managers and Mission selection committees to identify these characteristics. Leadership, a subjective quality, is more difficult to measure than other CLASP criteria. Leaders may refer to politicians, opinion makers, or young people who have shown indications of becoming leaders in the future. Over the course of the project, it has become evident that the quality of leadership is crucial in reaching project objectives. Missions have given serious consideration to definitions of leadership or functional systems for using leadership as a selection criteria.

The test of whether Trainees have been reasonably identified in terms of leadership characteristics will only come with time as they demonstrate after their return home how well they are able to apply their training experience for their own advancement and for the benefit of their communities and associations. During CLASP-II evaluations the case study methodology is an appropriate tool for assessing success in this area.

**Table 3.3 Mean Years of Schooling of CLASP Trainees and Parents**

<u>Mission/Project</u>	<u>Trainee</u>	<u>Mother</u>	<u>Father</u>	<u>Mission/Project</u>	<u>Trainee</u>	<u>Mother</u>	<u>Father</u>
<b>Belize:</b>				<b>Honduras:</b>			
CAPS	12.9	4.5	4.5	CAPS	10.7	5.8	6.0
CASP	12.8	8.5	9.3	CASP	12.1	6.4	6.8
CASS-I	12.5	6.8	6.5	CASS-I	12.0	6.4	6.1
CASS-II	13.5	8.7	8.4	CASS-II	12.0	6.6	6.6
CLASP-II	14.4	6.3	6.0	<b>Jamaica:</b>			
<b>Bolivia:</b>				PTIIC	13.5	7.5	7.9
APSP	13.7	9.3	10.9	CASS-I	12.2	8.8	8.8
<b>Colombia:</b>				CASS-II	12.5	8.0	8.2
APSP	12.1	6.1	6.7	CLASP-II	14.4	8.1	8.7
<b>Costa Rica:</b>				<b>Nicaragua:</b>			
CAPS	12.8	4.2	3.8	CASS-II	9.8	6.3	6.8
CASP	11.7	6.3	6.4	<b>Panama:</b>			
CASS-I	12.1	5.1	5.6	CAPS	13.2	8.5	8.7
CASS-II	11.5	5.9	5.9	CASP	12.3	7.2	7.1
CLASP-II	11.4	6.8	5.6	CASS-II	12.0	9.6	9.1
<b>Dominican Republic:</b>				<b>Peru:</b>			
PTIIC	12.7	6.2	6.3	APSP	13.6	7.4	8.6
CASS-I	11.7	7.3	6.6	<b>RDO/C:</b>			
CASS-II	12.1	6.6	6.7	PTIIC	13.8	9.3	9.5
<b>Ecuador:</b>				CASS-I	13.2	9.1	8.8
APSP	14.7	8.0	9.2	CASS-II	12.0	8.7	8.8
<b>El Salvador:</b>				<b>ROCAP:</b>			
CAPS	12.5	3.2	3.5	CAPS	15.2	5.1	5.6
CASP	12.2	6.5	7.3	<b>OVERALL:</b>			
CASS-I	12.0	5.4	6.5	CAPS	11.2	4.1	4.3
CASS-II	12.2	6.5	7.7	CASP	12.3	6.9	7.5
CLASP-II	12.3	4.7	5.9	PTIIC	13.7	8.1	8.6
<b>Guatemala:</b>				APSP	13.6	7.7	8.9
CAPS	9.4	3.3	3.9	CASS-I	12.4	6.7	6.9
CASP	12.2	6.4	7.4	CASS-II	12.2	6.7	7.1
CASS-I	12.0	6.0	6.3	CLASP-II	12.4	6.0	6.1
CASS-II	12.0	5.4	6.1	<b>Haiti:</b>			
CLASP-II	12.7	3.2	3.3	PTIIC	14.8	5.7	7.9
<b>Haiti:</b>				CASS-I	15.0	6.1	8.7
PTIIC	14.8	5.7	7.9	CASS-II	14.8	5.7	7.1
CASS-I	15.0	6.1	8.7	CLASP-II	16.0	3.8	5.3
CASS-II	14.8	5.7	7.1				
CLASP-II	16.0	3.8	5.3				



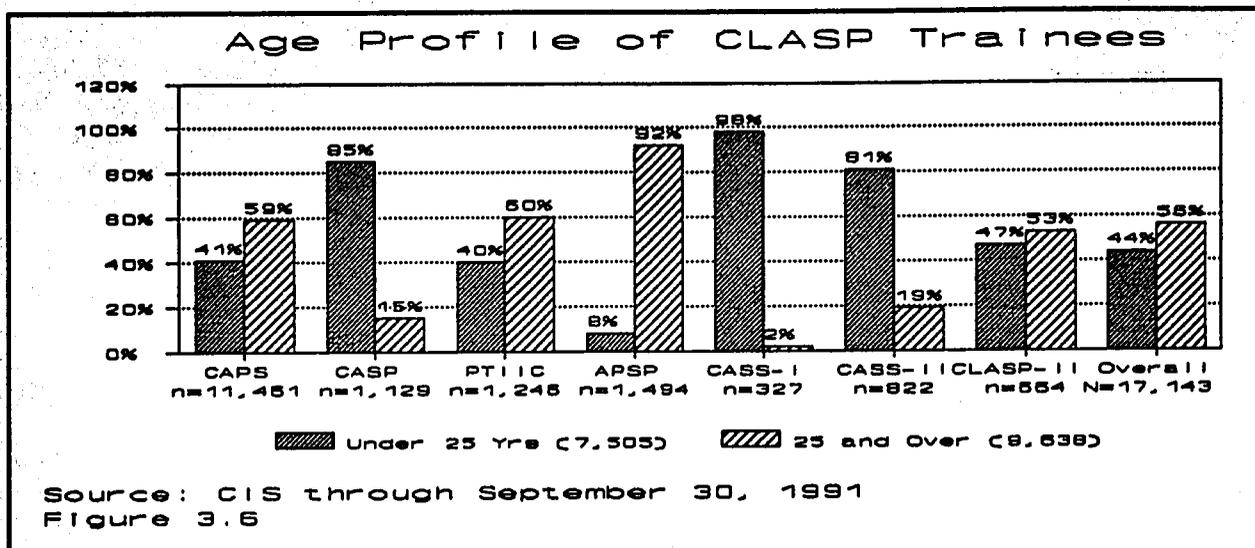
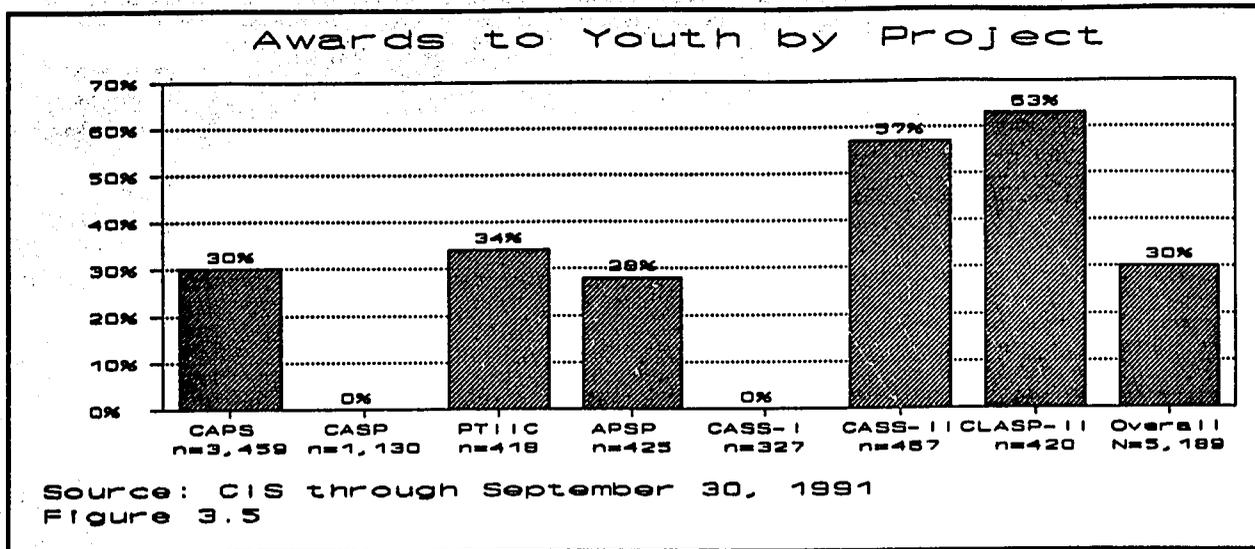
**Have individuals from rural areas received a significant share of CLASP awards?**

**Yes.** Project managers have included candidates from rural areas in their Trainee selection. CAPS, CASP, CASS-I, CASS-II, and CLASP-II projects have awarded over half of their scholarships to persons from rural areas. For CLASP overall, close to 70 percent of the Trainees have been from rural areas (see Figure 3.4).

There is no policy mandating the distribution between rural and urban populations, and the term "rural" is defined by each Mission according to country-specific conditions. Some project managers have identified as

"rural" candidates from economically deprived areas on the periphery of urban areas whose population is principally composed of migrants from rural areas. Of the 17,143 awards made to Trainees under the CLASP program for whom rural-urban data was furnished, 11,979 awards were made to candidates on the basis of the rural criterion as established by the Missions.

PTIIC Missions sent the fewest Trainees identified as rural. This is, in part, because these Missions represent island nations for which the distinction between rural and urban would be somewhat artificial. The CAPS project has identified the greatest percentage of rural Trainees (9,013 or 81%).



**Have youth received a significant portion of CLASP training awards?**

**Yes.** The average age for all CLASP Trainees since the program began is 27.6 years. The average age for men (28.3 years) is higher than for women (26.8 years). Missions have identified "youth" as a selection factor for about 30 percent of all Trainees (see Figure 3.5). Although there is no youth focus in CLASP-II, CASS-II and CLASP-II have selected the highest percentage of youth among all the projects (63% and 57%, respectively).

While no specific targets or definitions of youth were established in the CLASP-I Project Paper, it is clear that an important focus

of the Project Paper was on youth or youth-related activities. In the absence of a specified age criteria to apply to the selection process, many Missions have identified under age 25 as the criterion for defining youth; a few, however, have higher or lower age criteria. The guidance to the Missions also provides for including in the youth reporting category some non-youth whose jobs are youth-related, e.g., schoolteachers and Scout leaders. Using the 25-year age indicator, CASS-I, CASP, and CASS-II have the highest percentages under 25 years of age (98%, 85%, and 81%, respectively). CASS-I and the APSP project had the smallest percentages over 25 years of age (see Figure 3.6).

Using their country-specific definitions, Missions have designated about 30 percent of the Trainees as meeting a youth selection criteria. The majority of Trainees, however, are under 30 years of age at time of selection.

### ADDITIONAL CLASP PROGRAM DATA

Discussion in the above sections addresses the extent to which the CLASP program is meeting the targets that are specified in the program design. However, a more complete understanding of the uniqueness of the CLASP training initiative and better appreciation of the background of the Trainees may be gained by reviewing additional data, primarily biographical information. The following sections present information about the areas of preparation of Trainees and their occupations prior to selection. This information is useful in understanding areas from which CLASP implementors have selected Trainees. Information is also presented regarding the sectors of employment from which Trainees were drawn, identifying whether the Trainee was selected from public or private sectors.

#### What is the area of preparation of CLASP Trainees prior to training?

The fields with the greatest number of Trainees are education (20%) and agriculture (18%). Business and health follow with nine percent and seven percent each. These fields are followed by applied technology, and manufacturing (5% each), and exact sciences and public administration (4% each). Engineering, economics, and sociology follow with three percent, two percent, and one percent, each. Reflecting the diversity of the recruitment for CLASP training, the category of "other" accounts for 23 percent of the number of Trainees (see Table 3.4).

The education sector has a large representation of women compared to men (26.7% to 14.4%); but the field of agriculture has the largest gender imbalance with 27.1 percent

Table 3.4 Area of Academic Preparation By Gender (Percentages)

Field	No.	Female	Male	Overall
Educa.	3,396	26.7	14.4	19.8
Agricul.	3,036	5.6	27.1	17.7
Business	1,454	11.4	6.2	8.5
Health	1,150	9.1	4.9	6.7
Appl. Tech.	892	3.5	6.5	5.2
Manufac.	834	5.9	4.1	4.9
Exact Sci.	731	3.6	4.8	4.3
Pub. Admin.	726	3.4	4.9	4.2
Engin.	468	1.2	3.9	2.7
Economics	323	1.6	2.1	1.9
Sociology	116	.9	.5	.7
Fine Arts	87	.6	.4	.5
Artisan	66	.7	.1	.4
Other	3,868	25.8	20.1	22.5

Source: CIS through September 30, 1991

male Trainees compared to only 5.6 percent female Trainees. The percentage of women in business and health fields nearly doubled that of men. This information is drawn from CIS data of 17,143 Trainees.

#### What occupations did CLASP Trainees have prior to selection?

CLASP Trainees come from a wide variety of backgrounds. Because of the disadvantaged, youth, and rural emphases of the program, many of the applicants have recently left school or are from backgrounds in the trades, agricultural, or self-employed areas. The unskilled worker and student categories contain almost equal proportions of men and women, while men predominate in the skilled worker and technician fields. Women, on the other hand, predominate in the professional and business fields (see Table 3.5).

CIS data are also available on the field of employment of Trainees at the time of their selection for the program. The largest percentages of Trainees come from the fields of agriculture (23.5%) and education (20.5%), which are also the two largest categories in areas of academic preparation. The remaining fields of employment of Trainees contain fewer than 10 percent each (see Table 3.6).

**Table 3.5 Occupation By Gender (Percentages)**

Occupation	Female	Male	Overall
Stu/Rec Grad	25.3	23.8	24.5
Unskilled Worker	22.6	23.0	22.8
Professional	17.4	13.0	14.9
Businessperson	11.2	7.7	9.2
Technician	4.4	11.7	8.5
Skilled Worker	4.1	8.5	6.6
Semi-skld Worker	1.4	1.8	1.6
Manager	.4	1.3	.9
Unemployed	.6	.6	.6
Other	12.6	8.6	10.4

Source: CIS through September 30, 1991

**Table 3.6 Field of Employment at Time of Selection By Gender (Percentages)**

Field	Female	Male	Overall
Agriculture	11.2	32.7	23.5
Education	28.3	14.8	20.5
Health	11.2	6.5	8.5
Manufacturing	9.3	7.0	8.0
Public Admin.	5.6	9.2	7.7
Business	8.9	5.9	7.2
Exact Sciences	4.0	1.7	2.7
Applied Tech.	1.3	3.0	2.3
Economics	.9	2.7	1.9
Engineering	.5	1.3	1.0
Fine Arts	1.2	.9	1.0
Artisan	.7	.3	.5
Sociology	.3	.4	.4
Other	16.5	13.7	14.8

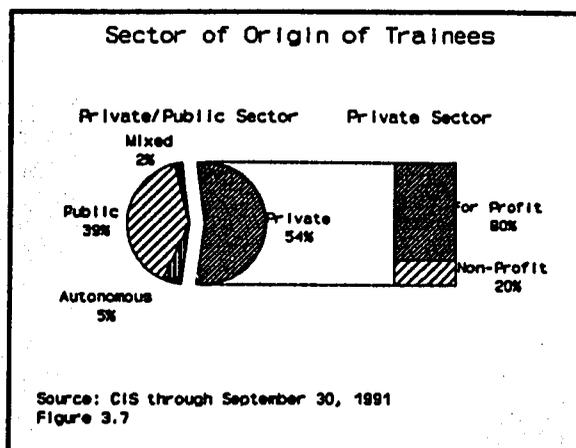
Source: CIS through September 30, 1991

### Are Trainees being selected from the private sector?

**Yes.** Based on CIS data for 12,110 Trainees, private sector employees make up 54 percent of those selected for training.

Figure 3.7 shows that of the 54 percent employed in the private sector, 11 percent worked in private, non-profit organizations, and 43 percent were employed by private for-profit organizations. Thirty-nine percent

of the Trainees were employed in the public sector. About seven percent of all Trainees belonged to the mixed (public-private) and autonomous (universities) sectors. Except for the private for-profit sector where the percentage of women (45.3%) exceeded that for men (40.9%), there were no significant differences in the percentages of men and women employed by each sector.



### To what extent have CLASP Missions placed Trainees in Historically Black Colleges and Universities?

CLASP placements at HBCUs during the past fiscal year represent an increase over past years. The total number of Trainees who were trained in both short- and long-term programs at HBCUs totalled 673. Of this amount, 191 Trainees were enrolled in long-term training at HBCUs. This represents about eight percent of the total long-term Trainees who were placed from the three regional CLASP projects. With the placements by Georgetown University included, the percentages is about five and one-half percent. The average amount of time that a long-term Trainee spent at an HBCU was slightly over nine and one-half months. The remaining 437 Trainees, who attended HBCUs during the same period in short-term programs, represent over 38 percent of the 1,237 short-term CLASP training placements for the fiscal year. These Trainees spent on average slightly over half a month at the HBCU institution.

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AID/Washington has requested a change in the format of Training Cost Analysis (TCA) reports from placement contractors which will identify HBCU institutions and the precise expenditures and length of time a Trainee has spent at each one. Placement contractor data appears to be the most accurate source of this HBCU information. Complete TCA data for FY 1991 was not available at the time of preparation of this report.

When guidance was received about changes in HBCU reporting from placement numbers to training months, the CIS was modified to allow Missions to enter data and to retrieve and evaluate data relative to their HBCU programming. Throughout FY 1991, technical assistance visits were made to field Missions to provide an enhanced CIS capability which incorporated HBCU data. While Missions are making efforts to comply, data received to date has not reflected all of the actual HBCU placements. However, through Mission visits and contact, it would appear that the field Missions are making progress in their efforts to comply with the 10 percent HBCU target.

See Appendix A, *Country Profiles*, for individual Mission HBCU placement.

## **CONCLUSION**

The data presented in this chapter indicate that the managers of the CLASP projects have designed their recruitment and selection to meet the program's target and selection emphases. Trainees are primarily from the disadvantaged sectors of their societies (87%), as defined by the Missions. Forty-four percent are women. The Trainees are often young (44% under age 25); often come from rural areas (70%); and most are classified as leaders and potential leaders (88%).

Trainees selected for the program come from a broad area of academic background and employment, with the areas of agriculture and education predominating. Trainees are

also chosen from backgrounds of private and public sector employment, with private sector comprising over half of the Trainees selected.

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After successfully recruiting Trainees from the targeted populations, project managers seek to provide these Trainees with appropriate training programs and experiences to meet and fulfill the goals of the program. Chapter Four discusses the skills and academic training designed to advance the Trainees job-related skills, to assist in their career progress and in their country's development. The chapter will also examine a second component of CLASP training, Experience America, to see what opportunities were offered and what gains were made in understanding U.S. people, institutions, and way of life.

# CHAPTER FOUR

## Implementation of CLASP

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## CHAPTER FOUR:

### *Implementation of*

### **CLASP**

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## INTRODUCTION

In order to implement the Caribbean and Latin American Scholarship Program, USAID/Missions contract with a number qualified and experienced training providers. These contractors, working under USAID directives, arrange for academic training and technical training programs for individuals and groups that meet the criteria established by AID/Washington and the field Missions in each CLASP-participating country.

This chapter depicts and discusses the nature and content of CLASP training and displays some results of the training effort, e.g., training implemented during CLASP-I (FY 1985–1991), and during the first year of a second five-year training effort under CLASP-II (FY 1991). The discussion focuses on some of the most important aspects of the training. The results presented derive from an analysis of segments of the data contained in the CLASP Information System, which is the compilation of Mission-generated data on selected Trainees, and in the Exit Questionnaire and Returnee Interview Questionnaire databases. These databases electronically maintain the information that has been collected in two survey instruments, the Exit Questionnaire, and the Returnee Questionnaire. These questionnaires are administered to Trainees at two different moments of their scholarship experience: at the point of exiting the program, and at least six months after Trainees return to their home country.

## GENERAL DESCRIPTION OF THE TRAINING

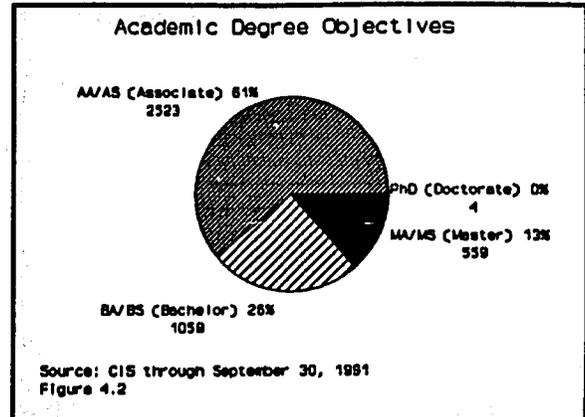
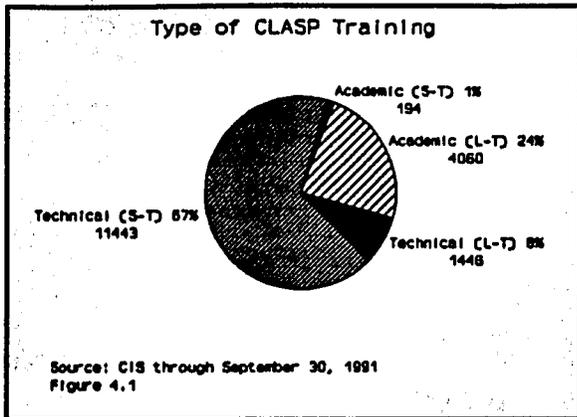
The object of CLASP Training includes two principal components. The first, skill/

academic training is designed to advance the Trainees' job-related skills, to assist their career progress, and their country's development. The training differs, however, from traditional AID training because it is not intended to relate to a specific development project in the Trainee's country. The second component, Experience America, is designed to provide opportunities for the Trainees to gain first-hand exposure to U.S. democratic institutions, free enterprise, free press, lifestyles, customs, and people in order to establish understanding and links between the Trainees and U.S. citizens.

## Training Duration and Training Category

The duration of CLASP training may be short-term or long-term. All training programs lasting up to nine months are classified as "short-term." Training programs lasting more than nine months are considered "long-term." Training may also be "academic" or "technical." The duration of these two training categories may be either short- or long-term. Academic training is certificate- or degree-seeking. Technical training is not a certificate- or degree-seeking endeavor; however, the training providers usually grant a *diploma* at the end of the training.

Figure 4.1 shows the numerical distribution of Trainees by training category and training duration. It includes the overall figures for CLASP-I and CLASP-II through FY 1991. A matrix of the distribution of long-term and academic training by Mission may be found in Chapter Three, Table 3.1.



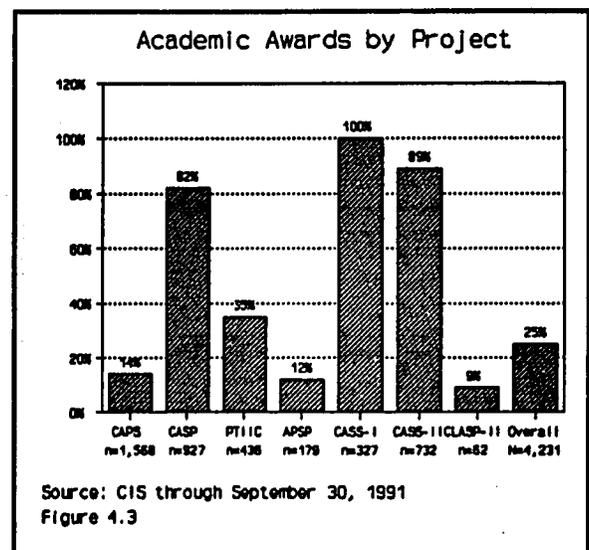
### ***Training Category and Recruitment Patterns***

Most Trainees identified and recruited by field Missions for academic, long-term training are enrolled in a higher education institution in the United States. Trainees in this category usually seek a college degree in a given science or in the humanities. In contrast, Trainees identified and recruited by field Missions for technical training usually participate in "custom-made" group training programs designed with the purpose of providing Trainees a discrete set of skills and abilities applicable to the gainful employment, or volunteer work they perform in their country. These custom-made training programs are implemented by training contractors in a variety of training delivery institutions including U.S. colleges and universities, and in other less traditional training settings.

### **Academic Programs**

Academic training managed by the USAID Missions (CAPS, PTIIC, APSP, and CLASP-II) consists of college or university training for individual scholars with varying degree objectives. Training placements by Georgetown University (CASP, CASS-I, and CASS-II) generally are groups made up of Trainees from different countries enrolled in the same academic program at a U.S. community college. Figure 4.2 shows the distribution of academic programs by project.

CLASP academic Trainees degree objectives are distributed among A.A./A.S., B.A./B.S., M.A./M.S. and Ph.D. degrees. Over three-fifths of the long-term academic Trainees (61%) are enrolled in programs leading to a two-year Associates Degree. Candidates for Bachelor Degrees make up 26 percent of the long-term academic enrollment, while candidates for the Masters Degree and Doctorate programs comprise 13 percent and less than one percent, respectively. Figure 4.3 shows academic awards by project.



The variety of fields which CLASP students pursue is large. The most frequent avenue of academic training, as noted above, has been the two-year program of study in U.S. community colleges offered by the CASP and CASS projects. For AID scholarship programs, this type of training placement is

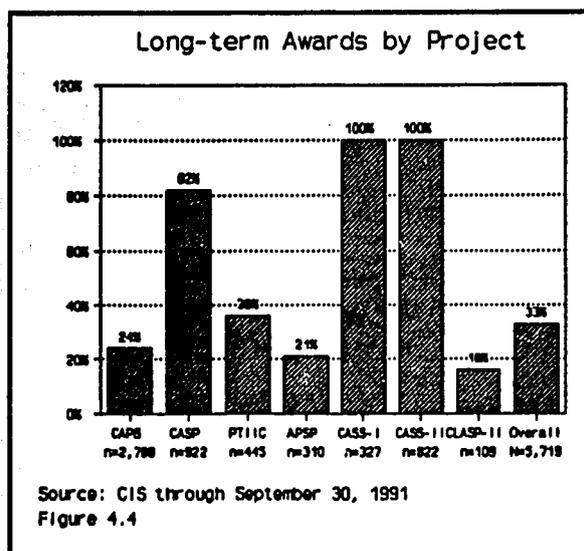
unique. In these community college programs, fields of study often include such areas as business, computer programming, hotel management, etc.

### Junior Year Abroad Program

The Junior Year Abroad (JYA) program is a CLASP-I training program designed by some Missions to recruit and send to the U.S. for training, groups of outstanding university students. Through this program, Trainees have had the opportunity to enhance their home-country college education by spending a year in a U.S. institution of higher learning. Although, by college education standards, this is definitively academic training, due to the fact that it does not result in a certificate or degree, for USAID purposes, all Junior Year Abroad training is considered and classified as long-term technical training.

### Long-Term Training

Long-term training is any training, academic or technical, that lasts nine months or more. The CLASP-I Project Paper outlines a minimum target of 30 percent for long-term training; however, the goal for the APSP has been targeted at 20 percent. For CLASP-II, the goal is 30 percent long-term training with a minimum target level of 20 percent. Figure 4.4 shows the efforts project managers have made in meeting these objectives.



## DESCRIPTION OF THE DATA

CLASP training program evaluation data have been collected by the Aguirre International since 1986, when the firm was contracted by AID/Washington to provide technical assistance and evaluation services for CLASP. The principal instruments for measuring the results of the training programs have been the questionnaires, which are designed to capture Trainees' impressions of the program, identify the program strengths and weaknesses, highlight any special problems, and collect post-training appraisals of the value of the training.

A description of the questionnaires is included in Chapter One of this report in the discussion of the *The Quantitative Approach to CLASP Evaluation*. To briefly, reiterate:

- The Exit Questionnaire is a self-administered protocol collected at the end of the U.S. training program. The Exit Questionnaire database, the largest of the questionnaire databases, contains responses from 6,699 Trainees.
- The Returnee Interview Questionnaire is administered in the Trainees' country six months or more after return. The Returnee Questionnaire database contains responses from 2,168 Trainees.
- The Mid-Term Questionnaire is used exclusively for long-term training as a diagnostic tool to identify situations for which mid-course corrections may be necessary. The CIS contains records completed by 2,285 Mid-Term Trainees.

### Continuity of Responses

In some instances the number of responses in the database will be lower than the total number of questionnaires that have been collected. These are the result of a break in continuity of data collection in response to a specific question. An inevitable consequence of instrument refinement to provide a flexible response to changing evaluation

emphases is that the most recent data will not necessarily be representative of the entire Trainee population. The CLASP questionnaires have undergone some revision over the period of the program, but a major portion of the database has been continuously collected. In FY 1992, revised CLASP questionnaires will be adopted to collect data regarding the shifting emphases of CLASP-II toward employment, impact, and Follow-on.

### TRAINEE PERCEPTION OF TRAINING

The following discussion of Trainee perceptions related to the scholarship program is organized by topical questions. Under each question is a description of the responses according to the data extracted from the Exit and Returnee Questionnaires. Data for individual Missions and projects is aggregated for this report.

This section addresses six principal questions:

- Are the Missions providing adequate predeparture orientation?
- Are the training objectives of the Trainees being met?
- What is the degree of Trainee satisfaction with the training?
- How have the Experience America objectives of the program been met?
- What are some of the benefits of the training to returned Trainees?
- What other activities have Trainees participated in?

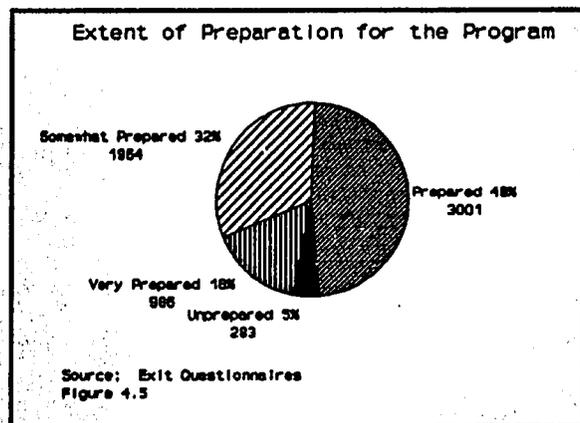
### Predeparture Preparation

After their selection for a U.S. training program, CLASP Trainees are invited by the field Mission to a predeparture orientation. Lasting from two days to two weeks' duration, these orientation sessions provide departing Trainees with a whole array of information, instructions, and "social rules"

intended to help them to have a more pleasant sojourn in the U.S. Often, CLASP alumni are invited to these sessions as guest speakers.

### *Did the CLASP Trainees feel prepared for the trip and the training program in the U.S.?*

Yes. Trainees were asked in the Exit Questionnaire to what extent they had been prepared for the travel to the U.S. and their training program. Figure 4.5 shows that 64 percent were "very prepared" (16%) or "prepared" (48%). Thirty-two percent responded that they were "somewhat prepared"; only five percent stated that they were unprepared (see Figure 4.5).



### *Did the respondents find the predeparture training useful?*

Yes. A majority of the respondents to the Exit Questionnaire who received predeparture preparation felt that it was either "considerably useful" or "very useful" in the four areas surveyed. Fewer than 2.5 percent indicated that the training was "of no use" in the areas surveyed. Table 4.1 shows the responses to the question of the usefulness of preparation related to four distinct aspects of the predeparture orientation.

### Training Objective of Trainees

All CLASP training programs originate with a well-defined training objective. For example, the objective of a long-term

**Table 4.1 Usefulness of Predeparture Training (N=4,756)**

<u>Areas of Preparation</u>	<u>Of No Use</u>	<u>Not Very Useful</u>	<u>Of Some Use</u>	<u>Considerably Useful</u>	<u>Extremely Useful</u>
English Language	2.5	4.1	24.4	41.2	27.3
Info on U.S.	1.9	3.9	25.1	48.9	19.7
Program Info.	1.9	4.5	19.2	48.2	26.2
Info. on USAID	1.8	4.9	19.8	49.2	24.3

Source: Exit Questionnaires

academic training program may be to provide a recruited Trainee with the education necessary to obtain a Masters Degree in Economics from an accredited institution of higher education in the United States, or, for a technical short-term training program, to introduce teachers to the latest teaching and pupil-management strategies. Whether academic or technical training, of short-term or long-term duration, CLASP training is shaped by the Mission objectives, the training and education guidelines stipulated in the Country Training Plan, and the objectives of the Trainees themselves.

***What main objective did respondents have upon entering the CLASP program?***

When asked in the Exit Questionnaire what their main objective was for applying for the CLASP program, over three-fourths (77.3%) of the 5,479 respondents identified "knowledge in field (of training)" as their chief objective. "Getting to know the U.S." and "learning English" were the next choices, selected by nine percent of the respondents. Nearly two percent (1.9%) hoped to "make professional contacts"; less than one percent hoped to "make friends." Five percent identified "other" which includes sharing culture, career development, traveling, self-improvement, etc. (see Table 4.2).

***To what extent did respondents realize their training expectations?***

**To a great extent.** Trainees are also probed as to whether their training expectations were realized. As shown in Table 4.3, most

**Table 4.2 Main Objectives of CLASP Trainees (N=5,479)**

<u>Objectives</u>	<u>Percent</u>
Knowledge in Field	77.3
Get to Know U.S. Culture	9.0
Learn English	9.0
Make Professional Contacts	1.9
Make Friends	.8
Other	2.0

Source: Exit Questionnaires

Trainees reported that the training provided was what they had expected. Over three-fourths (79%) of the respondents to the Exit Questionnaire reported that their objectives were realized to "a very great extent" (25.9%) or to "a great extent" (53.1%). Slightly over 15 percent indicated that they had realized "some" of their objectives, while fewer than six percent felt that their objectives had been realized "a little" or "not at all."

**Table 4.3 Extent to Which Trainees Realized Training Expectations (Percentages; N=6,617)**

<u>Degree of Expectation</u>	<u>Short-term</u>	<u>Long-term</u>	<u>Over-all</u>
A Very Great Extent	27.8	22.4	25.9
A Great Extent	52.5	54.1	53.1
Some	14.2	17.3	15.3
A Little	4.9	5.5	5.1
Not At All	.6	.7	.6

Source: Exit Questionnaires

## Trainee Satisfaction

The Exit Questionnaire contains questions regarding the quality of training and the level of Trainees' satisfaction with the program.

### *Were respondents satisfied with the U.S. scholarship program?*

**Yes.** About 85 percent of the 6,484 respondents to this question on the Exit Questionnaire were "very satisfied" (35.4%) or "satisfied" (50%). Fewer than eight percent (7.8%) were "neither satisfied nor dissatisfied." Those who were "dissatisfied" or "very dissatisfied" represented 6.8 percent of those responding.

Among Trainees who were asked this question after their return home and after a period of at least six months to evaluate the application of their training, the satisfaction rating of the program was slightly higher. Ninety percent were "very satisfied" (44.9%) or "satisfied" (45.1%). Six percent were "neither satisfied nor dissatisfied." Those who were "dissatisfied" or "very dissatisfied" totaled four percent of the respondents (see Table 4.4).

Satisfaction Levels	Exit (n=4,787)	Returnee (n=1,955)
Very Satisfied	35.4	44.9
Satisfied	50.0	45.1
Neither/Nor	7.8	6.0
Dissatisfied	3.1	1.9
Very Dissatisfied	3.7	2.1

### *How do Trainees rate the overall quality of their U.S. scholarship program?*

**Very well.** A related measure of the success of the training experience is obtained through the question of how Trainees rate the overall quality of their program. Overall, about nine out of every ten respondents

were positive about the quality of their training. The largest percentage (47.7%) characterized their program as "good," followed by 43.5 percent who considered the program to be "excellent." Fewer than seven percent (6.7%) rated the program as "fair," and slightly more than two percent considered the program to be "poor" or "very poor" (see Table 4.5).

	Short-T (n=4,166)	Long-T (n=2,295)	Over- all
Excellent	49.1	33.4	43.5
Good	44.3	53.9	47.7
Fair	4.8	10.0	6.7
Poor	1.3	2.0	1.5
Very Poor	.5	.7	.6

Sources: Exit Questionnaires

The positive assessment applies to both short-term and long-term programs. Among the short-term Trainees, a total of 93.4 percent of the respondents rated the programs as either "excellent" (49.1%) or "good" (44.3%), with the remainder finding the programs "fair" (4.8%), "poor" (1.3%), or "very poor" (.5%).

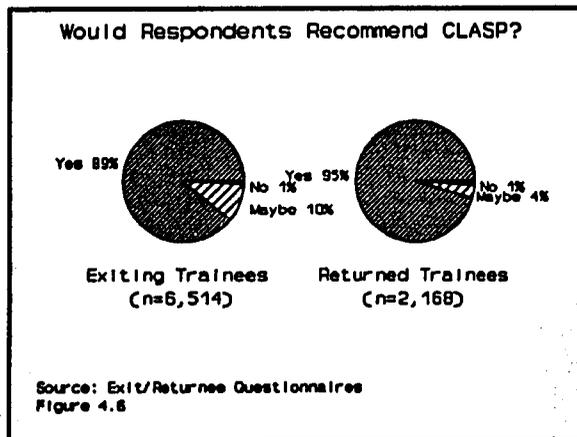
For long-term Trainees, the responses to the Exit Questionnaire show that 87.3 percent rated their programs as either "excellent" (33.4%) or "good" (53.9%). Ten percent rated the programs as "fair." Two percent responded "poor," while less than one percent (.7%) said that their program was "very poor."

### *Would respondents recommend the CLASP program to others?*

**Yes.** An additional indicator of Trainee satisfaction with the CLASP experience is the response to the question of whether they would recommend the program to others. According to responses from Exit

Questionnaires, 89 percent of the respondents would recommend the program. Ten percent responded "maybe"; and one percent said "no."

Respondents to the question on the Returnee Questionnaire also report very positive recommendations. Ninety-five percent indicated "yes"; four percent responded "maybe," and one percent said "no" (see Figure 4.6).



The response to this question is perhaps the single most clear-cut measure of Trainees' overall impressions of the CLASP program. The overwhelmingly positive responses show that, on the whole, the program has offered Trainees a very valuable learning experience in the United States, which they appreciate and would like their countrymen to be able to share.

### Experience America

In addition to the skills/academic training and instruction objectives of the CLASP program, each independent training program encompasses an Experience America component. Through this integral part of the training, Missions, in conjunction with training contractors, aim to provide Trainees with first-hand experiences in American culture and customs. In general, Experience America strives to provide Trainees with activities destined to teach them more about the U.S. people and institutions, through programmed visits to cultural centers and

participation in civic events; as well as, through informal encounters offered by the Trainees' every-day-life in the United States. Under Experience America, the most common field trips include visits to U.S. local, state, and federal agencies, private enterprises, amusement parks, cultural centers and the like. In these visits, Trainees have the opportunity to meet U.S. and local government officials, e.g., senators, representatives, and mayors of various cities.

Trainee visits to businesses and industrial complexes are, for the most part, activities which complement classroom lectures, and other traditional teaching-learning processes. In all, however, CLASP training dispenses education, training, and instruction in the formal, non-formal, and informal dimensions.

Additionally, under Experience America, an attempt is made to put Trainees in a direct and significant contact with American families. Many Trainees have the opportunity to visit homes. Others, mostly long-term Trainees, live-in with American families throughout the duration of their scholarship in the United States.

For CLASP-II, Experience America activities remain an important program element. The Project Paper establishes that the Missions are to include this aspect of training as a formal component of all contracts and training requests, and that this activity be experiential and participatory, rather than observational.

In the following sections the Experience America component is addressed through Trainee response to questions on Exit Questionnaires and Returnee Interview Questionnaires.

### *What type of experiences did Trainees have in the United States under the Experience America component of the program?*

Responses from exiting Trainees indicate a wide variety of experiences. As displayed in

Table 4.6, the great majority of Trainees visited tourist spots (93.2%) and attended cultural events (92.6%). A large percentage (83.3%) visited or lived with U.S. families, and 82.2 percent traveled around the U.S. Over two-thirds (67.3%) attended athletic events and 63.8 percent attended civic activities.

<u>Experiences</u>	<u>Percentage</u>
Visit Tourist Spots	93.2
Attend Cultural Events	92.6
Visit/Live with Families	83.3
Travel Around U.S.	82.2
Attend Athletic Events	67.3
Attend Civic Activities	63.8

Note: More than one aspect may be identified, therefore numbers do not add up to 100%.

Source: Exit Questionnaires

***What did Trainees like most about their experience in the U.S.?***

Respondents to the Exit Questionnaire listed the five following most-liked experiences: social interaction (23.5%), U.S. culture and society (21.3%), various aspects of the program (13.4%), general knowledge (12.7%), and general information (7.7%). Other experiences which were noted included: U.S. institutions (6.7%) and English language training (5.9%).

Among the Trainees responding to this question on the Returnee Interview Questionnaire, the respondents listed the same first five choices as the exiting Trainees: social interaction (22.7%), U.S. culture and society (20.5%), various aspects of the program (20.8%), general knowledge (10.6%), and general information (6.0%). Other aspects cited by the returned Trainees included: English language (1.3%), political/educational aspects (5.1%), and the

environment (4.1%). Note that the two questionnaires did not contain the same variables (see Table 4.7).

<u>U.S. Experience</u>	<u>Exit (n=6,247)</u>	<u>Returnee (n=2,134)</u>
Social Interaction	23.5	22.7
U.S. Culture/Society	21.3	20.5
Aspects of the Prog.	13.4	20.8
General Knowledge	12.7	10.6
General Information	7.7	6.0
U.S. Institutions	6.7	*
English Language	5.9	1.3
Political/Educational	*	5.1
Environment	*	4.1

\* Variable not included on this questionnaire.

Note: More than one aspect could be identified, therefore, numbers do not add to 100%.

***What did Trainees like least about their experiences in the U.S.?***

On the Exit Questionnaire, no aspect of the program was named as least-liked by more than a small minority of the respondents. Only 10.4 percent of the Trainees disliked the social interaction, which was the most-liked item for a majority of the Trainees (see above). In descending order, these items include: U.S. environment (8.9%), food (8.5%), English knowledge (7.1%), U.S. culture and institutions (6.3%), travel and transportation (4.6%), and program duration (3.7%). The dissatisfaction with English knowledge appears to be an expression of dissatisfaction with problems in communicating in English rather than problems involving training or instruction (see Table 4.8).

Returned Trainees responded to the same question on the Returnee Interview Questionnaire with slightly different priorities. The most frequent complaint was food

**Table 4.8** What Trainees Like Least About Their Experience in the U.S. (Percentages)

<u>U.S. Experience</u>	<u>Exit</u> (n=4,862)	<u>Returnee</u> (n=1,897)
Social Interaction	10.4	5.2
U.S. Environment	8.9	8.0
Food	8.5	9.9
English Knowledge	7.1	3.3
U.S Culture/Institu.	6.3	5.6
Travel and Transp.	4.6	4.1
Program Duration	3.7	9.2

Note: More than one aspect could be identified, therefore, numbers do not add to 100%.

(9.9%), followed by program duration (9.2%), considered too short by the respondents. Next in order were: U.S. environment (8%), U.S. culture and institutions (5.6%), social interaction (5.2%), travel and transportation (4.1%), and English knowledge (3.3%).

***Did respondents find that their CLASP experiences increase their understanding of certain aspects of U.S. life very much?***

Yes. Table 4.9 shows the percentages of respondents to this question on the Exit Questionnaire who said that the program had increased their understanding of various aspects of U.S. life "much" or "very much." Over 80 percent of the Trainees reported an increased understanding of U.S. way of life, and over 75 percent increased their understanding of U.S. families. Over half of the respondents increased their understanding of U.S. government (58.8%) and U.S. politics (54.6%). In each of the five areas of the CLASP program shown in Table 4.9, a majority of the Trainees felt that they had gained increased understanding of the U.S.

***How do Trainees characterize the U.S. as a country?***

Trainees were asked to indicate on a 7-point scale how they would characterize the U.S.

**Table 4.9** Trainee's Increased Understanding of the U.S. (Much/Very much; Percentages)

<u>Areas of Increase</u>	<u>Exit Q.</u> (N=4,694)
U.S. Way of Life	81.8
U.S. Families	75.3
U.S. Citizens	71.4
U.S. Government	58.8
U.S. Politics	54.6

Note: More than one aspect may be identified, therefore numbers do not add up to 100%.

according to the following values: disorderly/orderly; ungenerous/generous; unfair/fair; unfriendly/friendly; and insensitive/sensitive (to other countries). For purposes of this report, the three positive responses at the 5-6-7 levels were combined for a positive percentage (see Table 4.10).

**Table 4.10** Trainees' Characterization of the U.S. as a Country (Positive Responses; Percentages)

<u>Characterization</u>	<u>Exit</u> (n=6,186)	<u>Returnee</u> (n=426)
Orderly	83.7	*
Generous	79.5	80.9
Fair	78.9	74.4
Friendly	78.5	74.8
Sensitive	72.3	62.3

\* Variable not included on this questionnaire.

Data collected on the Exit Questionnaire show that, on the whole departing Trainees think very well of the U.S. Large proportions of the Trainees chose the positive adjectives of orderly (83.7%), generous (79.5%), fair (78.9%), friendly (78.5%), and sensitive (72.3%).

In the responses to the Returnee Interview Questionnaire, the U.S. was also

characterized positively by the Trainees: generous (80.9%), friendly (74.8%), fair (74.4%), and sensitive (62.3%).

A recent modification of this question was designed to explore whether exiting Trainees consider their attitude toward aspects of the U.S. society and its government changed during the course of their training program. The results from this revised question, reported in the next chapter, indicate an improved impression after the training program, greater for the U.S. people than toward the U.S. government, but positive nevertheless.

### **Benefits of Training to Returned Trainees**

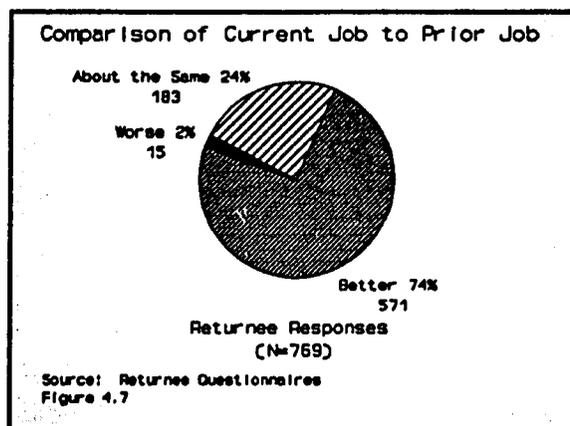
On the Returnee Interview Questionnaire, a series of questions are asked in order to gain data on the effect of the CLASP training on the Trainee's life and career. These questions range from items comparing job status at the time of the interview to that existing before training, to others querying the applicability of the knowledge acquired in the program. Responses to these items provide information for assessing the perceived benefits of the program for the individuals lives and careers.

#### ***Do returned Trainees find employment?***

**Yes.** However, a minority of the returnees encounter problems finding suitable positions in which to use their newly-acquired skills. Of 1,698 returned Trainees responding to this question, 83.9 percent were employed. Among returned Trainees who answer "not at all" to this question, the incidence of negative assessments of the value of the training program are higher than among those who are employed. This underscores the fact the Missions in the countries to which the Trainees returned will be able to enhance the impact of the training and the positive attitude of the Trainees toward training if they focus attention on assisting the unemployed returned Trainees to find suitable employment.

#### ***How does the Trainee's current job compare with the previous job?***

**Very well.** Of the 925 employed Trainees who responded to this question, nearly 62 percent indicated that their current job was "better" than the job they held prior to the program. Almost 20 percent (19.8%) said that it was "about the same," while 1.6 percent said that their current employment was "worse" than their previous one. One hundred fifty-six respondents (16.9%) responded that the question was "not applicable." Adjusting for these 156 responses, the percentage for "better" increases to 74.2 percent; "about the same" increases to 23.8 percent, and "worse" increases to two percent (see Figure 4.7).



#### ***Do Trainees acknowledge that the training has increased their professional competence?***

**Yes.** Of those responding to this item, 89 percent of the returned Trainees reported that their CLASP training was "very useful" (52.1%) or "useful" (36.9%) in improving their professional competence. Nearly seven percent (6.8%) of the respondents reported that the training was "somewhat useful." Less than five percent of the returned Trainees reported the training as "not very useful" (3.3%) or "of no use" (9%). Therefore, 95.8 percent of the responding Trainees felt that their CLASP training was of benefit to them in increasing their professional competence (see Table 4.11).

**Table 4.11** Usefulness of CLASP Training for Increasing Professional Competence (Percentages)

Usefulness	Returnee (n=1,102)
Very Useful	52.1
Useful	36.9
Somewhat Useful	6.8
Not Very Useful	3.3
Of No Use	.9

***Do the Trainees believe that their CLASP training has helped them to obtain increases in their salaries?***

**For the most part, no.** From the responses of employed returned Trainees, the data indicate that over one-third (37.6%) reported that their increase in salary was due, at least in part, to their CLASP training.

It should be noted that the objective of the training is not an increase in salary, but rather increased professional competence and positive understanding of the U.S. The question is not relevant for Trainees who were not employed prior to joining the program or who were self-employed. Many other Trainees are returning to the same position they left, often after only a short absence. The employers of the Trainees may often feel that the benefit to the absent employee is the leave of absence that permits the Trainee to participate in the program. It would not be realistic to expect a salary increase in such circumstances when the Trainee returns, especially in the case of public service employees. The issue of an increase in salary most likely would come about when the employee was able to demonstrate a greater level of competence and increased productivity or perhaps with the assumption of increased responsibility.

***Did returned Trainees find the training useful for the current job?***

**Yes.** Over three-fourths of the Trainees (78.8%) responding found the CLASP train-

ing "very useful" (38.8) or "useful" (40.1%) for the job they held at the time of the interview. Slightly over ten percent (10.4%) reported that it was "somewhat useful." Six percent indicated that it was "slightly useful," while fewer than five percent found the training "of no use" (see Table 4.12).

**Table 4.12** Usefulness of CLASP Training for the Present Job (Percentages)

Usefulness	Returnee (n=563)
Very Useful	38.8
Useful	40.0
Somewhat Useful	10.4
Not Very Useful	6.0
Of No Use	4.8

***Were the returned Trainees able to put into practice what they had learned in their CLASP training programs?***

**Yes.** A great majority (92.8%) of the respondents to this question report being able to put into practice what they had learned in their CLASP training. Nearly half (48.7%) reported being able to put their training into practice "to a great extent." Of the 7.2 percent who were unable to put into practice what they had learned, three percent felt that the training was not applicable; less than one percent (.9%) said that they lacked the resources, and slightly over three percent (3.2%) reported "other" reasons.

**Meeting Other CLASP Objectives**

***Was CLASP training effective in helping Trainees to establish professional ties in the U.S. or at home?***

**Yes, to a degree.** Fewer than half (44.8%) of the returned Trainees responding to this question reported that the program was "very useful" or "useful" in establishing relations with people in the U.S. who did the same kind of work. More than one-fourth (27.3%) found the training "somewhat useful." Over one-fourth (27.4%) reported

the training to be "not very useful" (19.5%) or "of no use" (8.4%) in meeting this desired linkage (see Table 4.13).

<u>Usefulness</u>	<u>In U.S.</u>	<u>At Home</u>
Very Useful	44.8	32.8
Useful	—	34.8
Somewhat Useful	27.3	9.3
Not Very Useful	19.5	13.1
Of No Use	8.4	10.0
Source: Returnee Interview		(N=2145)

A greater number found the CLASP training program more useful for meeting people from their own country in the same line of work. Over two-thirds (67.6%) found the program "very useful" (32.8%) or "useful" (34.8%) in this regard. Slightly more than nine percent found it to be "somewhat useful." Fewer than one-fourth of the respondents found the training "not very useful" (13.1%) or "of no use" (10%) in facilitating home country contacts.

It should be noted that establishing ties to U.S. or home country persons in the same line of work is not a specific objective of the training, but the existence of such linkage might indicate that effective Experience America programs were operative.

***In what ongoing activities are Trainees involved since their return?***

**A variety of activities.** Table 4.14 shows the percentages of returned Trainees who reported being involved in various activities upon their return to country. The most frequently cited activity is maintaining contact with other Trainees (75%). Returned Trainees establish formal and informal networks for maintaining contact and

support. The second activity is reading professional publications (38.2%), often AID-sponsored subscriptions. Nearly 20 percent (19.3%) have been active in professional associations. The remainder have been involved in various business transactions with the U.S. (see Table 4.14).

<u>Activities</u>	<u>Returnee Q. (N=2,017)</u>
Contact With Other Trainees	75.0
Professional Reading	38.2
Professional Associations	19.3
Buying Goods from the U.S.	16.0
Buying Services from U.S.	4.1
Providing Products to the U.S.	3.4
Offering Services to the U.S.	2.3
Other Business Contacts	3.1
Note: More than one aspect may be identified, therefore numbers do not add up to 100%.	

***Have Experience America activities led to an increased appreciation of U.S. democratic institutions?***

**Yes.** In addition to the data reported earlier in this chapter (see Figure 4.9) regarding Trainees' increased understanding of the U.S., other efforts to probe changes in Trainee perception also indicate a significant shift in Trainee understanding of U.S. politics and the U.S. governmental system as a result of the training experience and the Experience America activities designed to achieve that purpose. Additional data, based on the Returnee Interview Questionnaire, points to a clear positive shift in Trainees' perceptions of several characteristics of the U.S. government after the training, compared with the same Trainees' views prior to training. This data is presented in Appendix B, Table 5.7.

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## **Follow-On**

As more Trainees return home after their U.S. training, well structured and managed in-country Follow-on training programs have recently gained much relevancy and importance. For this training phase, several Missions have instituted training programs to reinforce the U.S. training, and to help individual Trainees to implement what they learned during their U.S. training program.

In addition to in-country Follow-on contractors' scheduled training modules, field Missions have developed other successful Follow-on activities. Since the scheduled training modules include a developed training plan and related curricula, the activities promoted by Missions tend to address issues not directly associated with programmed, structured training. For example, as part of Follow-on, some Missions have promoted re-entry programs; other Missions have been instrumental in the formation of CLASP alumni associations, while still others provide limited financial support for the development and implementation of CLASP alumni community projects.

Overall, fewer than one-half of the returned Trainees maintain an active "link" with the United States after they return home. The recent emphasis on in-country Follow-on programs for Returnees may help to increase the number of CLASP alumni seeking and maintaining a linkage with the United States.

Visits to in-country Follow-on programs strongly suggest that Follow-on training contractors are actively promoting the linkages between CLASP alumni and U.S. people and institutions. Among other things, these programs may continue to provide U.S. printed materials, and, where feasible, resource centers for the Trainees.

## **SUMMARY AND CONCLUSIONS**

As instituted by the U.S. Government and administered by USAID, the Caribbean and Latin American Scholarship Program

(CLASP-I and CLASP-II), has provided academic and technical training to 17,143 individuals who, prior to 1985, would have fallen outside the realm of the usual USAID scholarship recipients in the Latin America and the Caribbean region.

During its first six years of operation, CLASP has not only met all of its initial intended goals regarding the recruitment of these leaders, and the recruitment of at least 40 percent women but, most importantly, CLASP has excelled in promoting the region's development by supplying technical skills and academic knowledge to further promote the individuals' self-realization and community development in each CLASP-participating country. As noted above, the majority of Trainees are highly satisfied with the training received, and most of them leave the U.S. with a sincere desire to put into practice what they learned during their U.S. training.

In addition to the technical and academic training furnished, CLASP has been the vehicle for promoting among the Trainees some of the intrinsic values of a democratic society. These values have been promoted by the incorporation of an Experience America component in all of the CLASP training programs. By various means, Trainees are given the opportunity to experience, first-hand, the everyday life of people in the United States, and the mechanisms that support American institutions. During their stay in the United States, some Trainees (mostly long-term) have had the opportunity to "Experience America" through homestays, that is, live-in arrangements that the training providers set up on the Trainees behalf. Others (mostly short-term Trainees) visit with American families, and attend civic, cultural, or athletic activities to gain a better insight into American culture and U.S. peoples' customs.

To further promote the Trainees' acquaintance with U.S. people and institutions, some training programs specifically include visits to local, state, and federal institutions. During

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**these visits, Trainees have had the chance to witness decision-making processes that exemplify the United States democratic code.**

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**In Chapter Five, satisfaction levels of Trainees are examined by gender, length of training, type of training, and years of education. The chapter will observe how Trainees characterize the U.S. prior to departure for training and after their training, and the effects of the training on some socioeconomic aspects of the lives of returned Trainees.**

# CHAPTER FIVE

## Satisfaction Among Selected Groups

## INTRODUCTION

The purpose of this chapter is to examine how satisfaction among Trainees varies across gender, length of the training program (short-term/long-term), type of training (academic/technical), and years of education. It will also present how the Trainees characterized the United States before and after their training, and some effects of the program on the Trainee's socioeconomic status after returning to his or her home country.

## DATA AND METHODS

Data for this report are drawn from three sources:

- the CLASP Information System (CIS) database;
- Exit Questionnaires which are sent to recipients of both academic and technical scholarships as they complete their program. This protocol contains 45 questions. In all, 6,699 Exit Questionnaires have been collected; and
- interviews with returned Trainees at any time after six months of returning to the home country. The interview/questionnaire includes 34 questions and is administered by researchers in the Trainees' home country. The returnee database contains 2,168 cases.

The discussion and findings set out below are supplemented by tables in Appendix B. Those tables contain the description of the variables. The figures in the following section depict the data set out in the tables.

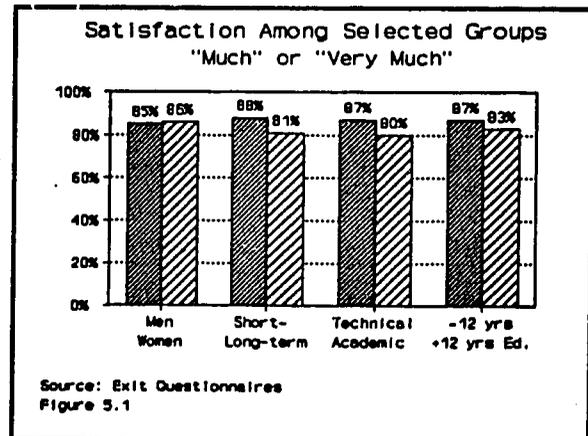
## FINDINGS AND DISCUSSION

### Satisfaction Levels

The following discussion will address satisfaction levels by gender, length of training, type of training, and level of education using data obtained from Trainee Exit Questionnaires.

### *Are men and women similarly satisfied with their training program?*

Yes. Overall, Trainees were satisfied with their training program; 86.6 percent of the women reported being "satisfied or very satisfied" with their program, and 84.4 percent of the men reported the same level of satisfaction about their program (see Figure 5.1 and Appendix B, Table B.1).



Both men and women cited as most satisfying the following:

- the skills acquired;
- the opportunity for professional advancement; and,

- learning another language and culture.

Returned Trainees highlighted similar aspects.

Of those who were dissatisfied, men cited the following sources of their dissatisfaction:

- interaction with others;
- exposure to a different culture and institutions;
- travel and transportation;
- organization of training; and,
- lack of challenge by the training content.

Among the women who were dissatisfied, the following concerns were expressed:

- lack of interaction with others;
- the U.S. environment;
- food;
- lack of challenge by the training content; and,
- exposure to a different culture and institutions.

***Are Trainees who received short-term and long-term training similarly satisfied?***

No. A difference between Trainees who received short-term training and those who received long-term was found (see Figure 5.1 and Appendix B, Table B.2). Long-term Trainees (88.2%) felt that the opportunity for professional advancement and learning another language were the two most important and useful aspects of the program. For short-term Trainees (80.5%), the training content was the most useful aspect.

Both short-term and long-term Trainees were most often dissatisfied with the amount

of stipends and housing arrangements. Long-term Trainees were specifically concerned with:

- the program duration (a long-term program lasts an average of more than 28 months);
- the language of instruction (the instruction of long-term programs, especially academic programs, will generally be in English, i.e., not the native language of most of the Trainees);
- the level of specialization (long-term study usually involves learning a new area or level of specialization);
- the lack of attention and guidance from the personnel in charge of the program;
- the quality of training; and,
- lack of opportunity to interact with U.S. families.

The frustrations of long-term Trainees, which are inherent in their more stressful environment, could be ameliorated by a consistent practice of direct communication with training program monitors to discuss progress and any needed adjustments to the Trainee's program. It also suggests that a consistent effort by the Mission and the placement contractor to assure that Experience America activities such as visits and stays with U.S. families and the chance to travel within the United State, as is regularly done with short-term CLASP Trainees, would improve the long-term Trainee's overall satisfaction with the training program.

***Are Trainees in academic and technical training similarly satisfied?***

No. Figure 5.1 and Appendix B, Table B.3 show that more Trainees who received technical training were satisfied with their program than those who received academic training (87% and 80%, respectively).

The sources of dissatisfaction among academic and long-term Trainees were related to problems with English. Trainees in both of these types of training were separated from family and friends for a long period of time. Academic Trainees are generally in the U.S. longer than long-term technical Trainees, but the latter will, by definition, be enrolled in training programs lasting more than nine months.

A look at the response of these Trainees, whose period of study is more comparable, revealed, in fact, that satisfaction levels (80% academic and 87.1% technical) and dissatisfaction levels (7.2% and 6.9%, respectively) are extremely close. The academic Trainees more often than long-term technical Trainees express concern over adjusting to the U.S. environment and culture (25.6% of academic students compared to 15.5% for the technical Trainees). This difference derived from the academics being often individually placed, while the long-term technical Trainees were often part of a training group. For these Trainees a strong support structure is needed, e.g., contact by coordinators, visiting, or living with U.S. families, organized field trips, etc., while in the United States.

***Are Trainees similarly satisfied across levels of education?***

**No.** As shown in Figure 5.1 and Appendix B, Table B.4, more Trainees having 12 or less years of education were satisfied with their training program than those with more education (87.2% and 82.5%, respectively).

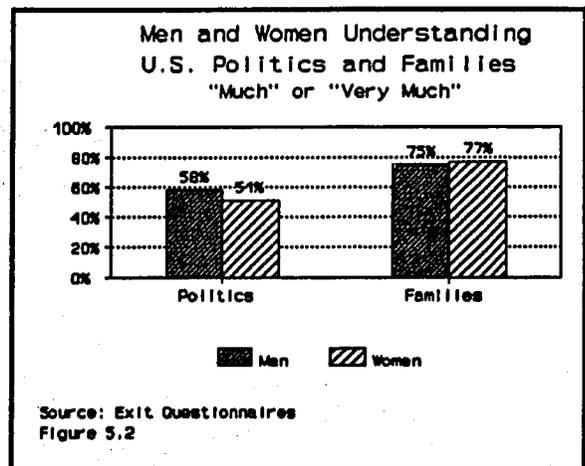
Trainees with more years of education are more likely to demand high quality programs, and sometimes find their program too repetitive or elemental. Data suggest that Trainees with more years of education might benefit a great deal from more challenging programs.

Overall satisfaction among the Trainees is very important for the success of the

programs. It also appears that those who were dissatisfied with various aspects of the program were also less likely to admit any applicability or usefulness of their training. This viewpoint was also expressed by returned Trainees. Dissatisfied Trainees also found training programs less effective for increasing their knowledge and understanding of U.S. culture and government than those who were satisfied with various aspects of the program.

***Do men and women similarly think that the program increased their understanding of the U.S. political system?***

**No.** A higher percentage of men reported that the program increased "much" or "very much" their understanding of U.S. politics than did women, 58 and 50.6 percent, respectively (see Figure 5.2 and Appendix B, Table B.5).



This difference is perhaps explained by the fact that, in Latin American societies from which the vast majority of the CLASP Trainees come, men are traditionally expected to be more interested in politics than are women. The reader should note that this difference is reported here for the program overall and that this relationship may vary among countries.

***Do men and women Trainees similarly think that the program increases their understanding of U.S. families?***

Yes. Both men and women said that the program increased their understanding of U.S. families; 74.5 percent of the men said that the program increased their understanding of U.S. families, and 76.6 percent of the women reported feeling the same way about their programs. This implies that both men and women equally value visiting or staying with U.S. families and are interested in interacting and learning about the people of the United States (see Figure 5.2 and Appendix B, Table B.5).

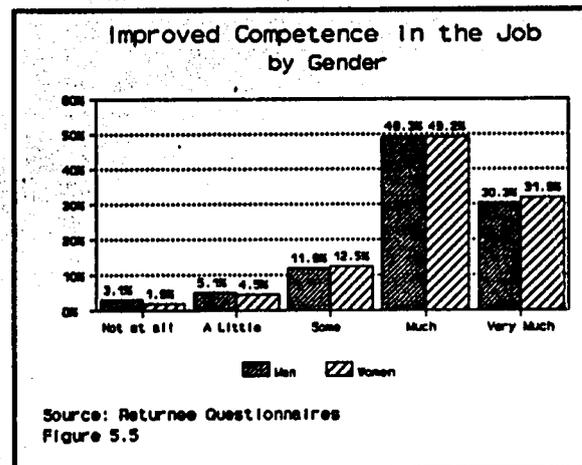
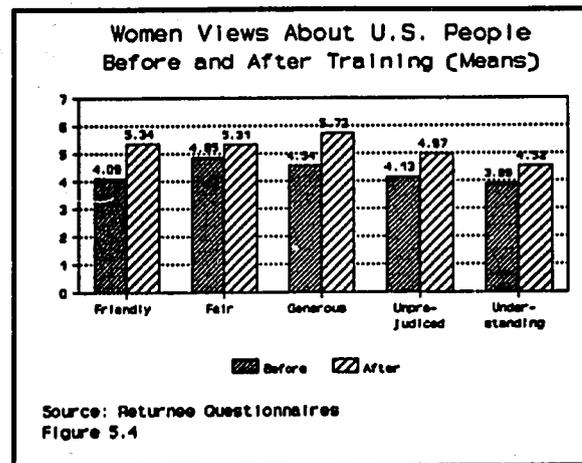
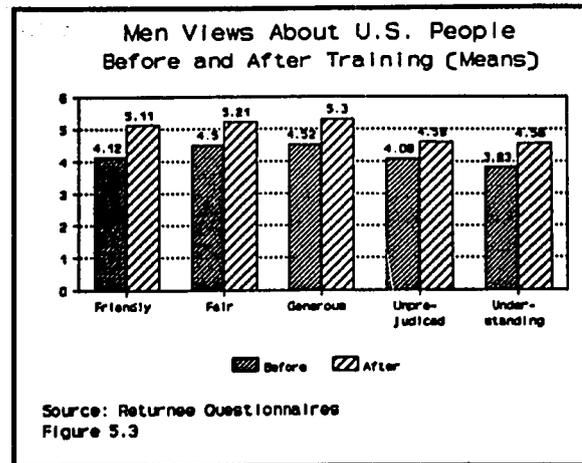
***Do men and women Trainees equally think that the program improved their view of the people of the United States?***

No. In rating perceptions about the U.S. institutions, women indicated a greater shift in their perceptions of the U.S. people and government than did men. They also tended to ascribe lower values before their training experience began than did men. The differences were not as great when Trainees receiving short-term training were compared to those who received long-term training. The same pattern appears with regard to attitudes toward the U.S. Government (see Figures 5.3 and 5.4 and Appendix B, Table B.7).

***Do men and women similarly think that the program has improved their competence in the job?***

Yes. Almost a similar percentage of men (79.6%) and women (81%) recognized that the program improved their skills and performance in the job, "much" or "very much." A very small percentage of both groups reported that the training did not help them at all (see Figure 5.5 and Appendix B, Table B.8).

More Trainees who received long-term training (87.3%) than those who received



short-term training (78.5%) found the training helpful for improving their performance in the job.

Trainees who reported that the training did not improve their skills and performance in

the job recommended that the program be designed and tailored according to the students' background and experience. "Training institutions need to know well in advanced the Trainees' education level and experience," Trainees told interviewers. Others suggested, "...once the program begins, the Trainees' input is very important." Distribution of reading materials about the training subject previous to traveling to the United States was another recommendation for improving the program.

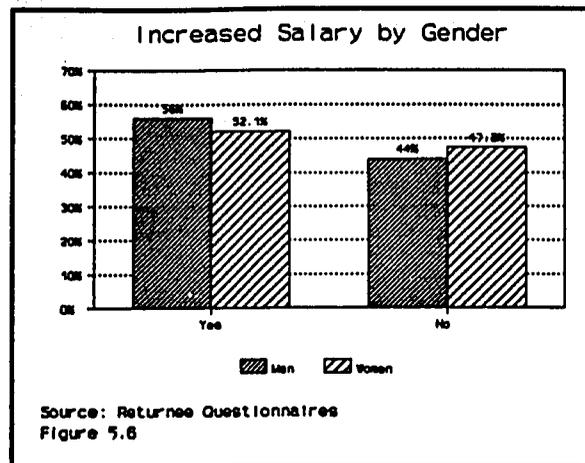
***Do Trainees find that the program increased Trainees' employment opportunities and salary?***

**Yes.** Eighty-four percent, or 1,698, of the 2,025 surveyed Trainees claimed to be working at the time of the interview. More men were employed than women, 59 and 41 percent, respectively.

Among those who were employed, 43 percent received short-term training; 30 percent had on-the-job training, and the rest received an A.A. degree (7%), a seminar (7%), a B.A./B.S. degree (3%), or another type of training (5%). Trainees reported working for the public sector (60%), private sector (32%), and being self-employed (8%).

Fifty-four percent of the employed Trainees responding to the question: Has your salary increased since return?, reported having received a salary increase at the time of the interview. Of those who reported having their salary increased, 52.1 percent were women, and 56 percent were men (see Figure 5.6 and Appendix B, Table B.9).

Trainees receiving salary increases reported working for the public sector (70%), private sector (26%), and being self-employed (4%). These Trainees also stated receiving short-term training (66%), B.A./B.S. degrees (15%), M.A./M.S. degrees (8%), observational tours (4%), or another type of training (7%). Forty-six percent of the respondents



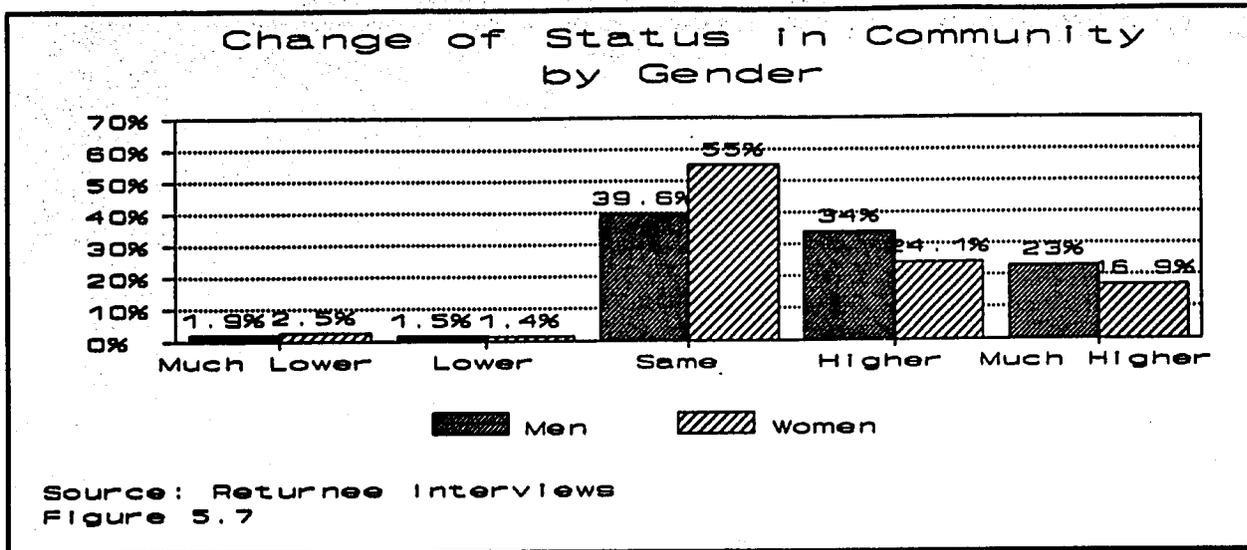
reported that the training program had no effect on their salary at all.

More Trainees who received long-term training reported that their salary increased as a result of their experience in the United States than those who received short-term training. The difference may be explained by the fact that long-term programs often result in the Trainees earning an academic degree (a factor found to be a cause of salary differentiation), and, even if the training is non-academic, such a training may be more specialized. This should not imply though, that Missions ought to select Trainees only for long-term training; it has already been shown that Trainees who received short-term training also consider that they have benefitted a great deal from the program.

***Do men and women Trainees similarly think that the program increased their status in the community?***

**No.** Men and women both reported that the training program increased their status in their community, although men (57%) more often than women (41%) reported this perception (see Figure 5.7 and Appendix B, Table B.10).

There is a greater difference when Trainees who received short-term training are compared with those who received long-term training, 35.4 percent and 69.9 percent,



respectively (see Appendix B, Table B.10). This would appear to indicate that Trainees who received long-term training perceived a greater improvement in their status in their community due to their training in the United States than those who received short-term training. This implies that the training program is not only valued by the Trainees, but it is considered by the Trainees to be valued by their community as well.

Again, Missions should not consider this measurement as a basis for limiting short-term training, but as previously noted, Trainees who received short-term training have learned about the United States and have found, for the most part, their experience in the United States to be often satisfactory and quite rewarding.

## CONCLUSIONS

From the data analysis, several conclusions may be drawn:

1. Both men and women are comparably satisfied with the training program. The level of satisfaction is still similar even after Trainees return to the home country.
2. A higher percentage of Trainees who received short-term training said that they were satisfied with their program than

those who received long-term training. This difference is still significant even after the Trainees have returned to their country.

3. A higher percentage of Trainees who received technical training reported being satisfied with their program than those who received academic training. The difference is still significant among returned Trainees.
4. Trainees with fewer years of education were more likely to be satisfied with their programs than those with more years of education.
5. Men reported more frequently than women that their experience in the United States increased their understanding of U.S. politics.
6. Men and women reported with similar frequency that their experience in the United States increased their understanding of U.S. families.
7. Trainees reported that their training in the United States helped them to improve their competence in the job; the improvement was perceived regardless of gender and length of the training.

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8. Over half of the Trainees reported that their training in the United States helped them to increase their salary. A greater percentage of long-term Trainees reported having experienced an economic improvement due to their training.
  9. Both men and women said that the training program increased their status in their community. The difference is significant when Trainees who received long-term training were compared with those who received short-term training. A much larger portion of long-term Trainees perceived an increase in status than short-term Trainees.

### **POLICY IMPLICATIONS**

The data analyses presented in this chapter show that the majority of the Trainees have been satisfied with their training program, especially Trainees in short-term programs and those with fewer years of education. These groups were more likely to be satisfied with their programs than those who received long-term training and had more years of education. It appears that influences external to the program training objective (e.g., length of separation from home, absence of family, etc.) also affect the levels of satisfaction, but the data suggests, nevertheless, that a careful study of the Trainees's backgrounds would help in the selection and placement of Trainees in programs with the appropriate level of difficulty, specialization, or even interest. Level of satisfaction is a valuable diagnostic tool for identifying an especially successful or problematic program, and, if necessary, for proposing and implementing corrective measures.

Both men and women receiving a CLASP scholarship have found the Experience America component of particular interest and utility for learning about and understanding the people and government of the United States. The activity of visiting or staying with U.S. families appears to be one of the most valued aspects of the program,

although short-term Trainees are less likely to report that the experience increased their knowledge of the United States than long-term Trainees. An attempt should be made to continue, if not expand, this type of activity so that all Trainees, regardless of the length and field of study, receive the benefits of this component of the program.

Another significant measure of a successful program is the Trainee's perception of how the training experience advanced his or her career and status. The Trainees' views about their newly-acquired capabilities and their opportunities to become agents of social change in their respective society are also important indicators of success. The evaluation process under CLASP-I has emphasized the measurement of levels of satisfaction of the Trainees with the content and structure of their training program, and the support services provided to them, e.g., housing arrangements, stipends, etc. The effect of the program on the Trainees' socioeconomic status has also been studied, although generally as expressed by the returned Trainee in response to a questionnaire, without further probing (an exception being cases arising from in-country impact and Follow-on studies discussed in Chapter Two).

The evaluation process under CLASP-II will not only continue to focus on many of the same issues explored under CLASP-I, but, with the application of social science research techniques new to the program (e.g., focus groups and case studies, etc.), a more detailed and in-depth analysis of how the training program has helped the Trainee to become an agent of change is being explored. There will be continued emphasis on the implementation and expansion of Follow-on programs and activities, and the role of Follow-on programs in stimulating and enhancing the contributions of returned Trainees. By contrasting different Follow-on programs and activities for different returned Trainee populations across countries, alternative Follow-on programs can be analyzed and proposed to the Missions for consideration. Lastly, given the CLASP mandate for a

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major share of the scholarship awards to be allocated to women, it will be of interest to apply the CLASP-II evaluation methods to focus more intensively at the effect of the program on the woman Trainee's role in the family and in the work place, and the ability of the returned women Trainee to apply her training experience in the socioeconomic development of her country.

CLASP-II evaluation is also looking at the impact of the training not only on the Trainee and his or her career, but also on his or her community and country. CLASP-II evaluation strategies can offer insightful examinations of leadership qualities, multiplier effects, and the effect of Experience America activities.

# APPENDIX A

## Country Profiles

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**APPENDIX A:**

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**Country Profiles**

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**INTRODUCTION**

This Appendix is designed to narrow the focus of the evaluation of the CLASP training initiative and its regional project components to the country-specific level by presenting project summaries and achievement of selection targets. The Country Profiles describe the USAID Mission-managed programs of CAPS (in Central America), PTIC (for the Caribbean) and APSP (for the Andean Region of South America). Separate sections are included on the two Georgetown University-administered projects (CASP and CASS), although the achievements of these two projects are noted in the country-specific profiles.

Two of the USAID Missions manage regional CLASP training efforts. Both of these, the USAID/ROCAP Mission in Central America, and the USAID/RDO/C Mission in the Caribbean, recruit CLASP Trainees from several countries. In the ROCAP Mission (which has completed its CLASP-I project and is not participating in CLASP-II) like the Georgetown-administered Congressional set-aside projects, the recruitment of Trainees is from countries where country-specific USAID Missions are also managing CLASP training programs. In reporting these regional training efforts in this section, the Trainees are treated as a group, rather than separated by nationality.

It should be noted that the recruitment and selection procedures, as well as the emphases of the training programs, may vary significantly among projects, especially with regard to differences in focus between the country-based programs and the region-based programs, and this variance may significantly influence Trainee appraisals. Information

about these programs was derived from individual Country Training Plans, CTP Updates, and Mission SIFs.

The data on achievement of selection targets, presented in this Appendix to depict Mission compliance with AID/Washington guidance, is taken from the CLASP Information System (CIS) as of the end of FY 1991. It is supplied by the participating Missions and by Georgetown University. The data depicts the cumulative achievements of all CLASP projects with regard to minimum targets for recruitment of females and the disadvantaged. It also reflects the amount of scholarship programming dedicated to long-term training (over nine months). The 30 percent target of CLASP does not apply to the four Andean participating countries, where the minimum target is 20 percent. The data depicted in the Country Profile graphs also indicate the characteristics of CLASP Trainees in terms of two other categories which are emphasized in the CLASP design, academic (degree-seeking) training and leadership. Because these two program emphases do not have a specific minimum programmatic target, Missions are responsible for setting their own targets. The data regarding target selection is presented in a different format by Mission and by individual project in Chapter Three, Table 3.1, of this report.

During FY 1991, country reports were published for the four Caribbean Missions (Dominican Republic, Haiti, Jamaica, and the RDO/C), and country update reports were published for five Central American Missions (Costa Rica, El Salvador, Guatemala, Honduras, and Panama). Also in FY 1991, qualitative evaluations (discussed in Chapter Two of this report) were conducted

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in Guatemala and El Salvador. In-country process evaluations were conducted in the four APSP Missions (Bolivia, Colombia, Ecuador, and Peru) in the first quarter of FY 1992, and the reports will be published in the second quarter of FY 1992. For in-depth analyses of individual country programs which incorporate data from Exit Questionnaires and Returnee Interview Questionnaires in addition to biographical and demographical information, interested readers are referred to these aforementioned reports produced for AID/Washington by the CLASP Monitoring and Evaluation Contractor, Aguirre International.

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# BELIZE

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**SUB-REGION:**

Central America

**PROJECT TITLES (PROJECT NUMBERS):****CLASP-I:**

CAPS (505-0039)

CASP (597-0001)

CASS-I (597-0001)

**CLASP-II:**

CASS-II (598-0661)

CLASP-II (505-0047)

**PROJECT PERIOD:**

CLASP-I: FY 1985 – 1994

CLASP-II: FY 1990 – 1998

**PROJECT MANAGERS:**

USAID/Belize: Lourdes Smith

AID/Washington: Anthony Vollbrecht

**CONTRACTOR:****CLASP-I:**

Essex Community College, MD; Ferris State University, MI; Hampton University, VA; University of New Mexico, NM

**Programmed through PIO/P's:**

Partners for International Education and Training; U.S. Department of Agriculture

**CLASP-II:**

TO BE DECIDED

**Programmed through PIO/P's:**

Partners for International Education and Training

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**PROGRAM SUMMARY**

USAID/Belize administers the CLASP's Central American Peace Scholarships (CAPS) project. Additionally, the Mission monitors two regional projects implemented under a cooperative agreement with Georgetown University, the Central American Scholarships Program (CASP) and the Cooperative Association of States for Scholarships (CASS). All of these projects

have a common goal, the awarding of education and training scholarships to individuals from disadvantaged sectors of society who display leadership traits or leadership potential, and who otherwise would not have the opportunity to profit from short-term or long-term training in the United States. Of all of these scholarship projects, CAPS is the largest. USAID/Belize has trained 291 Trainees under CAPS.

Over the last six years of operation, USAID/Belize has emphasized the training of a nation-wide cadre of school principals and vice-principals, community health and agricultural extension workers, and Belize's private sector middle-level managers. Earlier in the program, an emphasis was placed on the recruitment of individuals who had previously been trained in one of several Soviet Bloc countries.

**ACCOMPLISHMENTS**

In FY 1991, Belize's training goals under CAPS were achieved. To date 291 scholarships have been provided to 165 men and 126 women. Of all Trainees, 224 or 77 percent were identified as "disadvantaged" by the Mission, 61 or 21 percent were pursuing long-term training, and the majority (78%) of all of Belize's CAPS Trainees were placed in technical training. Almost all (98%) of the Belizean Trainees were identified as leaders or potential leaders.

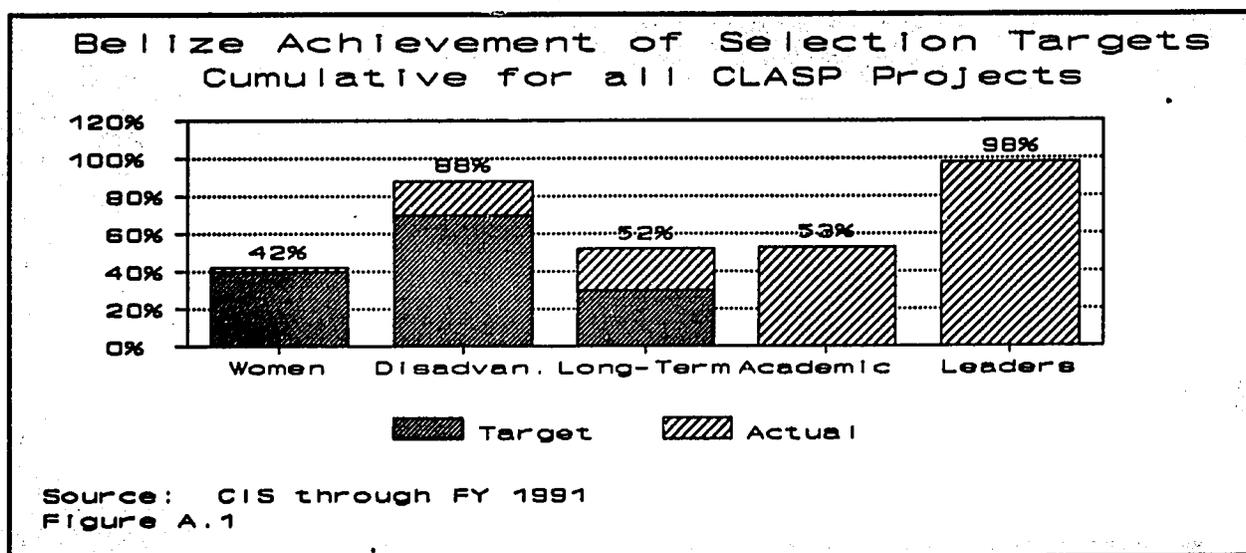
CASP is the second largest of the CLASP components in Belize. Under CASP, 229 Trainees have received training in the United States, 138 men and 91 women. All (100%) are disadvantaged. In contrast, and due to its recent start, Belize's CLASP-II has only trained three men and five women. All of them (100%) were enrolled in academic long-term training.

Twenty-five scholarships have been awarded under CASS-I, and 30 under CASS-II, all of them (100%) to disadvantaged individuals pursuing academic long-term training in the United States.

Overall, 583 Trainees have been trained under the different CLASP projects, 338 men and 245 women. The minimum (40%) target of female participants has been exceeded, and the 70 percent CLASP target of "disadvantaged" Trainees has also been surpassed with 88 percent of all Trainees classified as such. Belize's initial CLASP training goals have been accomplished.

Figure A.1 compares and contrasts Belize's CLASP targets with actual program accomplishments. All of the program targets have been achieved for the recruitment of women, socio-economic disadvantaged, long-term, academics, and leaders.

In FY 1991, 10 Trainees in Cooperative and Credit Union Leadership Training received 15 person months of training at the HBCU, North Carolina A&T State University.



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# BOLIVIA

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**SUB-REGION:**

Andean Region

**PROJECT TITLES (PROJECT NUMBERS):****CLASP-I:**

APSP (511-0603)

**CLASP-II:**

BPSP (511-0611)

**PROJECT PERIOD:**

CLASP-I: FY 1987 – 1994

CLASP-II: FY 1990 – 1998

**PROJECT MANAGERS:**

USAID/La Paz: Beatriz O'Brien

AID/Washington: Leslie Anderson

**CONTRACTOR:****CLASP-I:**

Development Associates

**CLASP-II:**

TO BE DECIDED

Long-term training programs were begun for health educators and public administrators.

The small business entrepreneurs undertook training in marketing techniques, the use of financial and credit vehicles, basic management tools. The school administrators gained experience in designing new administration methodologies, budgeting, and annual plans. Short-term public administrators were trained in efficient planning and management. Dairy producers were provided training both in specific production advances as well as in marketing and distribution. Judges and lawyers were trained in contrasting judicial systems and exposed to the functioning of the U.S. judicial order. The long-term training in health was directed to women health trainers in rural and marginal urban areas. The M.A. program in public administration provides professional training in the field for teachers and practitioners.

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**PROJECT SUMMARY**

The CLASP/APSP training project began in 1987 with twenty short-term training scholarships. In FY 1991, it continued in active implementation and completed its project placement goal within the fiscal year. The program focused this year on training in health, small business, administration, and agriculture. USAID/La Paz continued to orient selection to form geographic and occupational nuclei of returned Trainees on which Trainees can build to mutually reinforce efforts to apply the lessons learned from their U.S. training experiences.

The new scholarship awards during FY 1991 included short-term programs for dairy producers, elementary and secondary school administrators, small business people, public administrators, and lawyers and judges.

With the exception of long-term training for teachers of English as a Second Language, USAID/La Paz has oriented its training to a segment of the population that does not normally know English. "Survival English" was offered to short-term groups. Some long-term Trainees had to be taught English as part of their program; others received long-term training in Spanish.

APSP/Bolivia will continue to support some long-term Trainees in the U.S. as the CLASP-II Bolivia Peace Scholarship Program (BPSP) begins its implementation in FY 1992. A U.S. placement contractor had not been selected by the beginning of 1992. BPSP will focus training in five areas: (1) agricultural production for small farmers; (2) small business and cooperative management and marketing skills; (3) infant and maternal health care; (4) non-formal education and communications; and (5)

natural resource management and environmental protection. Over the five years of the BPSP project, the Mission plans to award 300 scholarships for U.S. training.

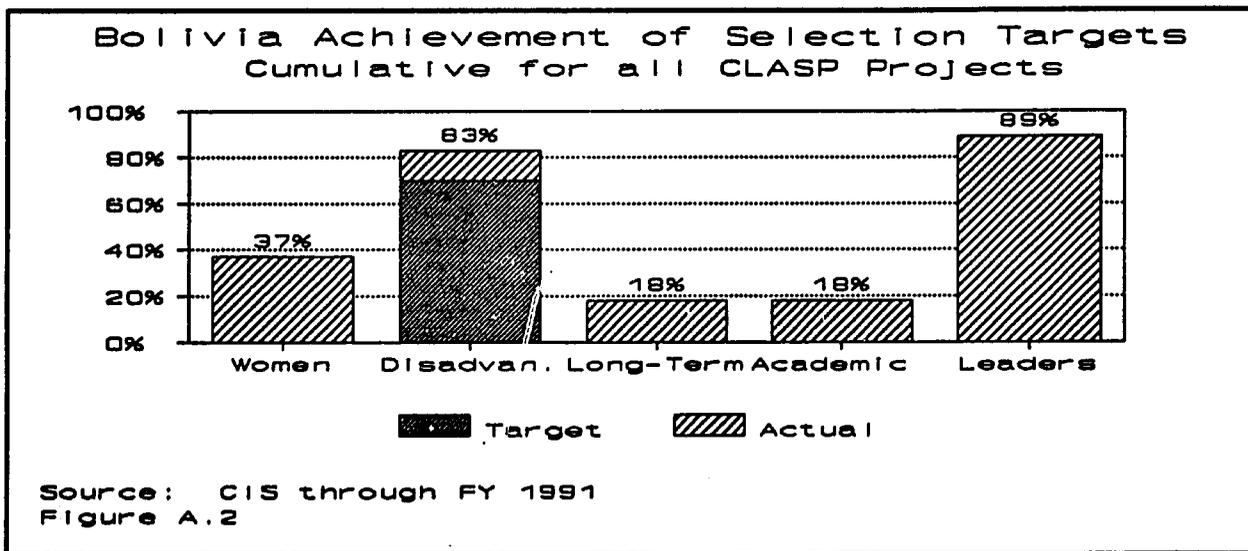
### ACCOMPLISHMENTS

CIS biographical data through the end of FY 1991 indicates there were 82 additional new scholarship awards. At the end of FY 1991, USAID/La Paz had formally reported awarding ninety percent of the projected 430 scholarships to be given to both short-term and long-term trainees in the APSP/Bolivia scholarship project.

Figure A.2 reflects the distribution of the cumulative scholarships awarded for the CLASP/APSP project in Bolivia at the end of FY 1991 in terms of compliance with the minimum targets for long-term training, the

selection of women, and the selection of persons from backgrounds of disadvantage. The Mission project managers exceeded the minimum program target for recruiting the disadvantaged; figures for women and for long-term training were slightly below the suggested targets. The long-term target for APSP, at 20 percent, is a lower requirement than the program-wide target of 30 percent for CLASP long-term training. Almost 90 percent of Trainees from Bolivia were identified as leaders.

The total HBCU placement to date under APSP/Bolivia is 6.5 percent, based on training months. Forty-three short-term APSP Trainees were programmed in FY 1991, including 21 Trainees at Alcorn State University and 22 Trainees at Lincoln University.



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# COLOMBIA

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**SUB-REGION:**

Andean Region

**PROJECT TITLE (PROJECT NUMBER):**

APSP (598-0640)

**PROJECT PERIOD:**

CLASP-I: FY 1987 – 1994

**PROJECT MANAGERS:**

USAID/Bogota: James Smith

AID/Washington: Leslie Anderson

**CONTRACTOR:**

Development Associates

Programmed through PIO/P's: Partners  
for International Education and Training

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**PROJECT SUMMARY**

Because of its relative level of economic development, Colombia has been classified by AID, for purposes of its assistance programs, as a More Developed Country (MDC). This status removes the country from normal AID country development programming. AID personnel in-country is minimal and developmental programs are designed to require less in-country attention. The inclusion of Colombia in the CLASP training initiative through APSP presented AID managers with unique organizational challenges. Drawing on the experience of AID missions with well-established CLASP programs, a special evaluation was conducted to suggest structural, staffing, and programming arrangements. As a result, an APSP Office was established in Colombia that began scholarship programming by the end of FY 1987. In June 1988 USAID/Bogota contracted the Fundación para la Educación Superior (FES) to administer all APSP advertising, recruitment, pre-selection, predeparture orientation, and Follow-on activities. By the end of FY 1988, 40

scholarships had been awarded, and the Colombian program began full-scale activities with both short-term and long-term Trainees. The remaining APSP/Colombia scholarships were awarded during FY 1989 and FY 1990; no new awards were made in FY 1991.

Colombia's unique problems, such as improving its institutional capability to deal with the narcotics trafficking problem, presented special programming challenges to USAID/Bogota. The Mission has sought to train individuals in how to confront the dangers of drug production, trafficking and consumption. Special training emphases have focussed on human resource development needs and on the private sector, where an effort has been made to identify leaders emerging from backgrounds of economic disadvantage. Other programming targets have been the areas of national resources and environmental sciences. APSP programming has also been directed in part at training trainers, in order to take advantage of the multiplier-effect of such training.

In its training program, USAID/Bogota has had to deal with the fact that its Trainees do not normally know English. This has meant that survival English had to be designed for short-term groups, and that long-term Trainees had to be taught English as part of their program.

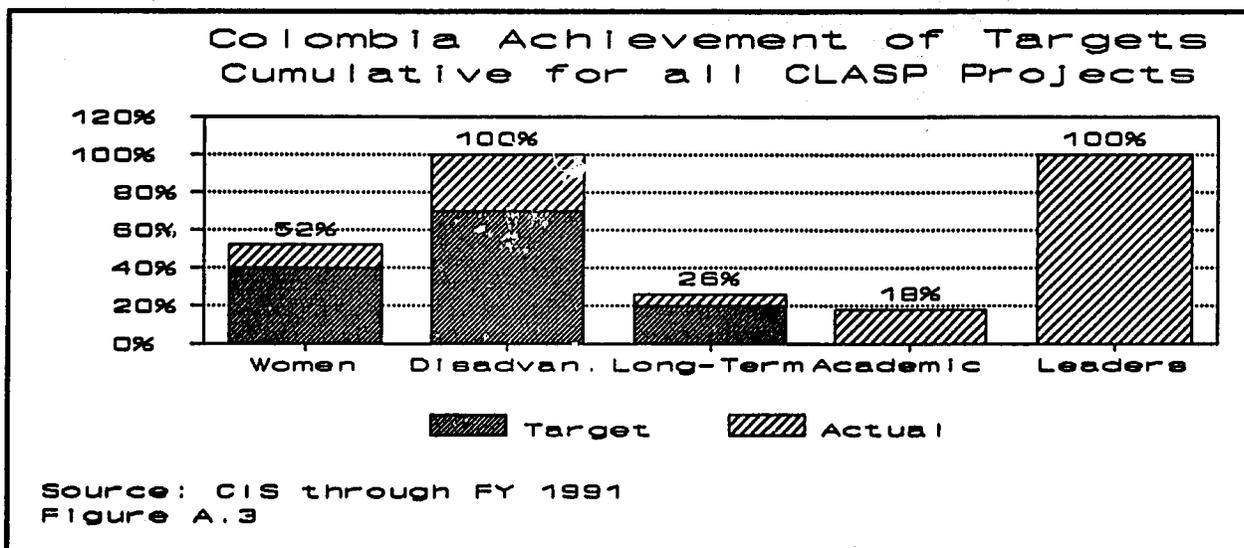
**ACCOMPLISHMENTS**

Although USAID/Bogota began its APSP programming slowly due to reasons unique to its status as an ADC country, it had achieved a level of scholarship awards similar to that of its Andean neighbors by FY 1990. Similar to the neighboring APSP training programs, scholarship awards for long-term training began in FY 1989.

Figure A.3 reflects the cumulative scholarships awarded for the CLASP/APSP project in Colombia at the end of FY 1991 in terms of compliance with the minimum targets for long-term training, for selection of women, and for selection of persons from backgrounds of disadvantage. USAID/Bogota has exceeded the targets in selecting women and persons from economically disadvantaged backgrounds. Long-term training is well over the APSP-specific minimum target of 20 percent. The APSP/CLASP training effort in Colombia has classified 100 percent of its Trainees as leaders.

USAID/Bogota will not be participating in the CLASP-II program.

The APSP placement contractor reports that, as of the end of the APSP project, 9.1 percent of 275 APSP/Colombia Trainees were placed in HBCUs. APSP/Colombia Trainee placements in HBCUs total 24.23 training months, resulting in an overall HBCU placement rate of 1.2 months.



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# COSTA RICA

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**SUB-REGION:**

Central America

**PROJECT TITLES (PROJECT NUMBERS):****CLASP-I:**

CAPS (515-0242)

CASP (597-0001)

CASS-I (597-0001)

**CLASP-II:**

CASS-II (598-0661)

CLASP-II (515-0254)

**PROJECT PERIOD:**

CLASP-I: FY 1985 – 1994

CLASP-II: FY 1990 – 1998

**PROJECT MANAGERS:**

USAID/San Jose: David Losk

AID/Washington: Anthony Vollbrecht

**CONTRACTORS:****CLASP-I:**

Agricultural Cooperative Development International; American Field Services; CenAmerican Institute for Business Administration; Creative Associates; Eastern Carolina University; Experiment in International Living; National 4-H Council; National Rural Electric Cooperative Association; United Schools of America

**Programmed through PIO/P's:**

Consortium for International Development; Partners for International Education and Training; U.S. Department of Agriculture; Walton Program

**CLASP-II:**

Consortium for Service to Latin America  
**Programmed through PIO/P's:**  
Consortium for International Development; Partners for International Education and Training

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**PROGRAM SUMMARY**

USAID/San Jose has allocated its largest number of scholarships to short-term training. Groups have been formed of about 20 representatives from such fields as rural municipal leaders, Red Cross workers, public health workers, teachers, school administrators, counselors, rural firemen, and women leaders of cooperatives. A second emphasis of the scholarships program in Costa Rica has been secondary school students, primarily from rural areas. After English Language Training (ELT) they travel to the U.S., where they stay in U.S. homes for nine to ten months. The third focus of the Costa Rican program has been long-term scholarships. These generally are for the last two years of an undergraduate degree or for an M.A./M.S. degree.

**ACCOMPLISHMENTS**

Costa Rica's CLASP is comprised of CLASP-I the Central American Peace Scholarships (CAPS), the Central American Scholarship Program (CASP) and the Cooperative Association of States for Scholarships I (CASS-I), and under CLASP-II, the Cooperative Association of States for Scholarships II (CASS-II). CAPS, however, is the largest of all of USAID/San Jose's scholarship projects. From its inception in 1985, 1,929 Trainees have been trained in the United States, 1,118 men and 811 women. The 40 percent women recruitment target has been exceeded by two percent. In regard to disadvantaged status, 94 percent of all CAPS Trainees have met this criterion. Costa Rica's CAPS has successfully reached a 31 percent long-term training recruitment which is above the 30 percent minimum target, and has an academic recruitment effort of 17 percent.

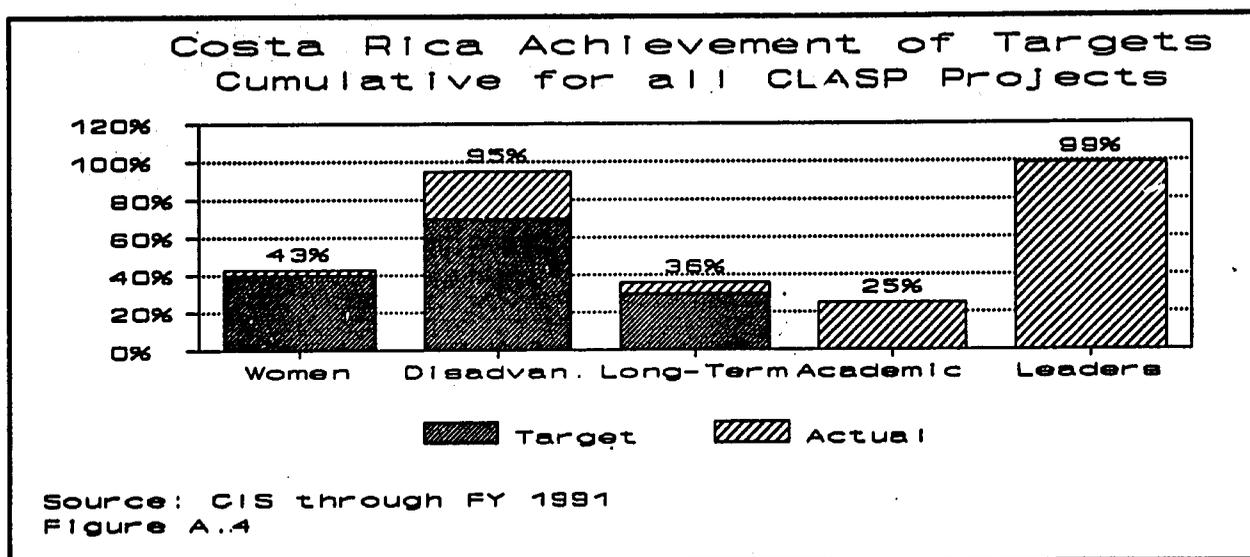
Costa Rica's other CLASP training projects are smaller in scope than CAPS. Under CASP, for instance, 187 Trainees have been trained, while CASS-I, operating one year under CLASP-I, awarded only 35 long-term academic scholarships. Under CASS-II, 70 scholarships have been awarded for long-term academic training. The recently instituted CLASP-II project has augmented the total number of Trainees by 210.

Overall, USAID/San Jose has identified, screened, and selected for training in the United States 2,431 Trainees, 1,382 men and 1,049 women. The women recruitment target of 40 percent has been exceeded in all projects. Also, all projects have met the "disadvantaged" selection criterion and, excepting the recently started CLASP-II, all projects have also met the long-term recruitment targets. Nearly all Trainees (99%) have been identified as leaders or potential leaders by the Mission.

The CAPS/Costa Rica project, which began in FY 1985, has awarded the balance of its CLASP long-term scholarships in FY 1991. Subsequent funding will be for long-term training already in progress. The Mission projects holding some funds in reserve to allow for long-term training extensions, if needed. If funding still remains available in FY 1993, it will be expended on short-term groups.

Figure A.4 reflects the cumulative distribution of the scholarships awarded by USAID/San Jose at the end of FY 1991. It shows the Mission's compliance with recruitment targets pertaining to gender, socioeconomic status, length of training, training emphasis (academic/technical), and Trainees' leadership and leadership potential.

In FY 1991, Costa Rica entered short-term 46 short-term CAPS-II Trainees in HBCU training, raising its total number to 235.



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# DOMINICAN REPUBLIC

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**SUB-REGION:**  
Caribbean

**PROJECT TITLES (PROJECT NUMBERS):**  
PTIC (517-0216)  
CASS-I (597-0001)  
CASS-II (598-0661)

**PROJECT PERIOD:**  
CLASP-I: FY 1986 – 1994

**PROJECT MANAGERS:**  
USAID/Santo Domingo: Gloria Pineda  
AID/Washington: Marilyn Arnold

**CONTRACTORS:**  
United Schools of America/Creative  
Associates, Inc.  
Programmed through PIO/P's: Partners  
for International Education and Training

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## PROJECT SUMMARY

The Presidential Training Initiative for the Islands of the Caribbean (PTIC) was launched in the Dominican Republic in FY 1986. USAID/Santo Domingo focussed its now completed project of non-traditional U.S.-based training in three distinct areas: two-year A.A. or certificate training for economically disadvantaged youth, M.A. degree level studies for public university professors, and short-term technical programs. Their achievement in dedicating scholarships to long-term training (64%) was the second highest in CLASP overall.

Long-term Trainees have been sent to U.S. junior and community colleges in such fields as computer programming, tourism, agriculture, industrial electricity, marketing, health, furniture production, electronics, education, communications media, and economics. There have also been two-year Master's Degree programs in the social science areas.

Also operating in the Dominican Republic is the Georgetown University-administered CLASP/CASS project. Common to both projects is the selection emphases on leaders and potential leaders from disadvantaged backgrounds.

A mid-program change in the training placement contractor (January 1989) directly affected Trainees in the U.S. This development along with the suspension of project funds during sanctions related to non-payment of debt obligation resulted in revised placement figures (169 actual versus projected 188) and no additional PTIC placements in FY 1991.

USAID/Santo Domingo does not foresee programming new Trainees using CLASP-II funds until a later date. The focus of this renewed training effort will closely reflect the original project design, but with less emphasis on youth. Trainees will be selected from among elementary and secondary H.S. teachers and administrators, university professors, department heads and university students to receive both academic and technical training in management, curriculum development, materials development and student motivation.

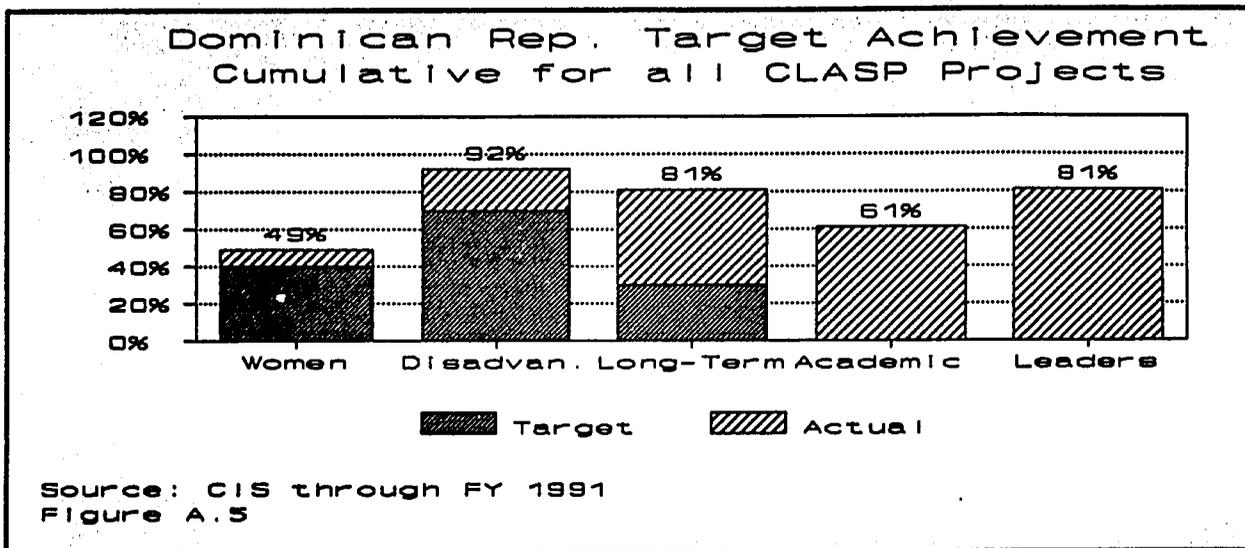
In FY 1991, the CASS program placed an additional 22 Trainees. The CASS training program in the Dominican Republic is very close in design to the disadvantaged, rural youth who represented the majority of the Mission-managed PTIC youth training program.

## ACCOMPLISHMENTS

Figure A.5 reflects the cumulative scholarships awarded for the CLASP/PTIC and CASS projects in the Dominican Republic through FY 1991. USAID/Santo Domingo has substantially achieved the

program targets which are an integral part of the CLASP program concept. In terms of the emphasis on long-term training, the project was significantly above the minimum target.

USAID/Santo Domingo reports in its CTP for 1991-1992 that 20 percent of its long-term scholarship placements were made in HBCUs.



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# ECUADOR

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**SUB-REGION:**

Andean Region

**PROJECT TITLES (PROJECT NUMBERS):****CLASP-I:**

APSP (518-0067)

**CLASP-II:**

EDSP (518-0091)

**PROJECT PERIOD:**

CLASP-I: FY 1987 – 1994

CLASP-II: FY 1990 – 1997

**PROJECT MANAGERS:**

USAID/Quito: Ellen Leddy

AID/Washington: Leslie Anderson

**CONTRACTORS:****CLASP-I:**

Development Associates; Experiment in International Living

**CLASP-II:**

Experiment in International Living

**Programmed through PIO/P's:**

Partners for International Education and Training

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**PROJECT SUMMARY**

Ecuador initiated participation in the Caribbean and Latin American Scholarship Program (CLASP) in FY 1988, with the launching of the Andean Peace Scholarship Program. APSP aims to promote democratic values and strengthen ties between the U.S. and the countries of the Andean region through training of leaders and potential leaders from both the public and private sectors who can make a contribution to the development of the country and have demonstrated the potential to influence opinions and policies.

Short-term training of Ecuadoreans has been directed at health professionals (public health technicians, administrators and policy-makers), agricultural trainees (aquaculturists, extensionists and natural resource managers, among others), community development leaders, mayors and municipal officials, drug prevention specialists, journalists, artisans, and youth groups (including young political leaders). Long-term training (evenly divided between Masters programs and non-degree academic work) has been targeted at public health technicians and administrators, agricultural economists, special education professionals, university professors and administrators, university students, and other young professionals demonstrating leadership potential. Training has often been coordinated through intermediary organizations both in the public and private sectors.

In its training program, USAID/Quito has found that most of the target population knows little or no English. Through its in-country contract with the Experiment in International Living, all groups have been offered some English language training. Short-term Trainees have been offered a brief "survival English" course, and long-term Trainees are offered innovative language training which combines intensive in-country work with U.S. supplemental study.

**ACCOMPLISHMENTS**

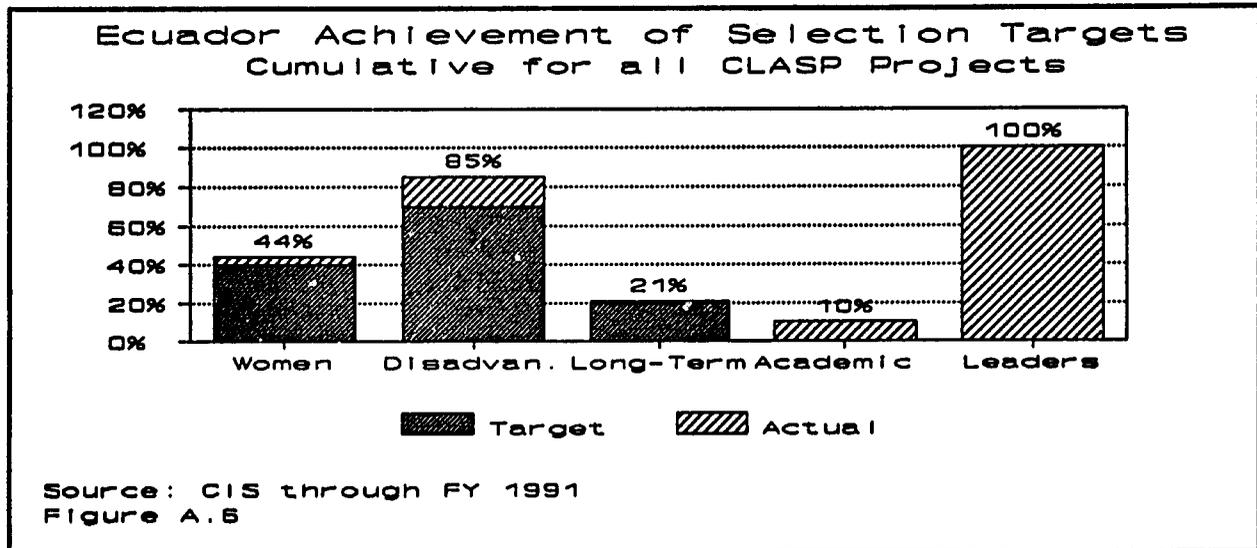
The APSP program in Ecuador has been in operation for four years and has reached a total of 411 scholarship awards at the end of FY 1991. During the past fiscal year, an additional 157 Trainees traveled to the U.S. Of these, 42 individuals were sent for long-term training, and 62 percent of the new Trainees were female.

USAID/Quito programming of APSP scholarship awards began with a major emphasis on short-term training, because of problems associated with 620Q restrictions. This initial lag in long-term scholarship awards was addressed by a subsequent focus on long-term training. Almost half of the APSP/Ecuador long-term Trainees were sent in FY 1991, and the Mission has exceeded the APSP-specific minimum target of 20 percent for long-term training.

Figure A.6 reflects the cumulative scholarships awarded for the CLASP/APSP project in Ecuador at the end of FY 1991 in terms of the target for long-term training, for selection of women, and for selection of persons from backgrounds of disadvantage. USAID/Quito has exceeded the targets in the latter two categories in Trainee selection. The Mission has classified 99.8 percent of its Trainees as leaders or potential leaders.

USAID/Quito has awarded the Experiment in International Living the contract to administer its CLASP-II effort, the Ecuador Development Scholarship Program. For CLASP-II, the Mission has selected five "illustrative" training areas for emphasis: agricultural and natural resources; health and family planning; urban growth management; export, trade, and investment; and government and democratic initiatives. In FY 1992, the Mission has projected offering scholarships to agricultural producers, nutritionists, urban planners, health promoters, and agricultural policy implementers.

The USAID/Quito rate of HBCU placement to date is slightly more than eight percent in terms of numbers of Trainees. In FY 1991, 12 long-term Trainees were placed in HBCUs.



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# EL SALVADOR

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**SUB-REGION:**

Central America

**PROJECT TITLES (PROJECT NUMBERS):****CLASP-I:**

CAPS (519-0337)

CASP (597-0001)

CASS-I (597-0001)

**CLASP-II:**

CASS-II (598-0661)

CLASP-II (518-0091)

**PROJECT PERIOD:**

CLASP-I: FY 1985 – 1994

CLASP-II: FY 1990 – 1998

**PROJECT MANAGERS:**

USAID/San Salvador: Jaleh de Torres

AID/Washington: Anthony Vollbrecht

**CONTRACTORS:****CLASP-I:**

Consortium for Services to Latin America; National Association of Partners of the Americas; United Schools of America; University of New Mexico  
**Programmed through PIO/P's:**  
Partners for International Education and Training; U.S. Department of Agriculture

**CLASP-II:**

Development Associates

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**PROGRAM SUMMARY**

The largest CLASP scholarship project operating in El Salvador is the Mission-administered CAPS project. Some CAPS Trainees have also been recruited and trained under the supervision of the regional AID office in Guatemala (ROCAP). A parallel CLASP project is administered on a regional basis by Georgetown University (CASP/CASS). These CLASP projects have a common purpose, i.e., to benefit economically disadvantaged individuals by

providing them with a scholarship to the U.S. and to allocate a major share of the scholarship awards to females, youth, rural dwellers, and persons who have demonstrated leadership or leadership potential.

The USAID/San Salvador-managed CAPS program has allocated a majority of its long-term scholarships to three-year programs for disadvantaged individuals who otherwise would not have the opportunity to visit and study in the United States. The first year is used for English language study and orientation. The following two years lead to an Associate of Applied Science degree, typically in a field such as business administration, accounting, construction management, agricultural mechanics, electronics repair, or medical equipment repair.

Short-term training has been generally focussed on economically disadvantaged community leadership, considered most likely to influence young people, such as teachers and youth leaders. A special youth-related program in El Salvador has been the selection of school valedictorians for a five-week program which exposed them to the U.S. life style, instructed them in leadership skills, taught the role of government and the private sector in a democracy, and emphasized communication skills and voluntary service for community development.

In its training program, USAID/San Salvador has had to deal with the fact that its Trainees would not normally know English. This has meant that survival English had to be designed for short-term groups, and that long-term Trainees had to be taught English as part of their program.

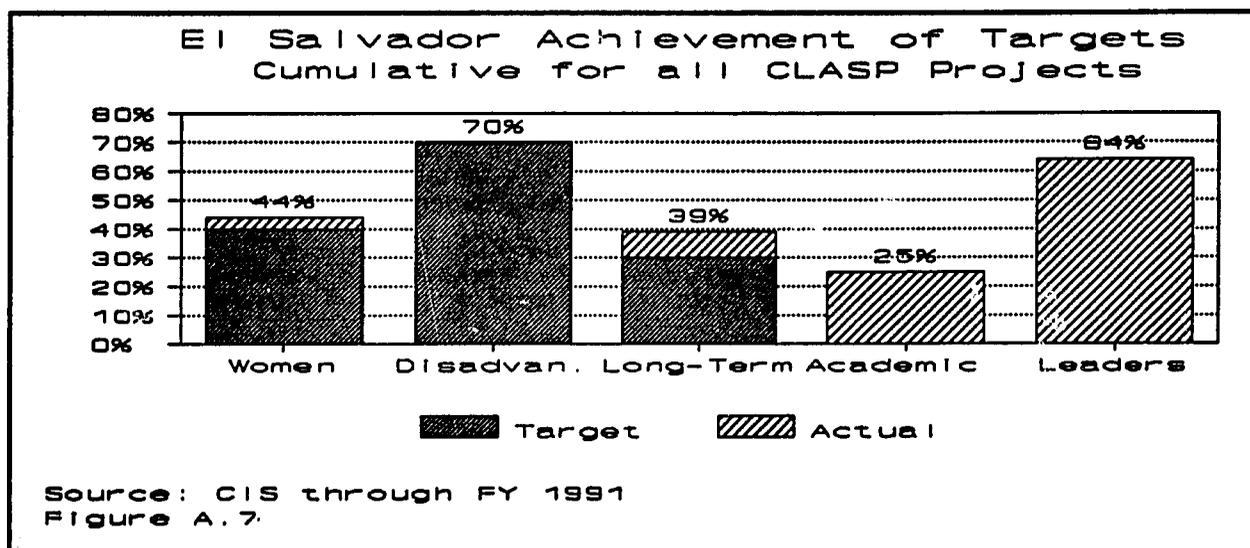
**ACCOMPLISHMENTS**

The CLASP program in El Salvador has now been operational for six years. A total of

2,042 Trainees have been trained under CLASP's auspices, 1,145 (56%) men and 897 (44%) women. Seventy percent of all Trainees have been disadvantaged; 39 percent came for a long-term study in the U.S., and 25 percent were programmed for academic training. Moreover, on a per-project basis, excepting CASS-I, all projects have met the minimum 40 percent women recruitment criterion, as well as the 70 percent disadvantaged recruitment target; in fact, all (100%) of CASP, CASS-I, and CASS-II Trainees have been deemed "disadvantaged" by the Mission. Also, all (100%) of CASS-I and CASS-II Trainees have been recruited for long-term academic training.

Figure A.7 depicts CLASP/El Salvador performance in important target areas for all projects. All of the gender, disadvantaged, and long-term percentages of recruitment targets have been met or exceeded, and the academic and leadership categories show satisfactory achievement.

In FY 1991, 24 short-term CAPS Trainees entered HBCU training at Jackson State (MS) University, and 20 short-term Trainees were placed at Xavier (LA) University.



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# GUATEMALA

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**SUB-REGION:**

Central America

**PROJECT TITLES (PROJECT NUMBERS):****CLASP-I:**

CAPS (520-0362)

CASP (597-0001)

CASS-I (597-0001)

**CLASP-II:**

CASS-II (598-0661)

GPSP (520-0393)

**PROJECT PERIOD:**

CLASP-I: FY 1985 – 1994

CLASP-II: FY 1990 – 1998

**PROJECT MANAGERS:**

USAID/Guatemala: Bambi Arellano

AID/Washington: Anthony Vollbrecht

**CONTRACTORS:****CLASP-I:**

Del Valle University, Guatemala;  
Experiment in International Living; META,  
Inc.

Programmed through PIO/P's:  
Partners for International Education and  
Training; U.S. Department of Agriculture

**CLASP-II:**

Development Associates

tive of seeking economically disadvantaged individuals for short-term and long-term training in the U.S. In Guatemala, an added emphasis has been placed in recruiting youth and indigenous populations.

The first CLASP/CAPS scholarships in the country were awarded in FY 1985. In that year, the Mission selected 325 individuals to be sent to the U.S. for training. Subsequently, the CAPS programming averaged nearly one thousand awards per year. During the first three years of the project, CAPS focussed almost entirely on short-term training. In order to increase the share of the project allocated to long-term training awards, USAID/Guatemala began in FY 1988 to include a greater portion of long-term Trainees in its programming. Consequently, and due to the higher costs associated with longer periods of training, the total number of new starts declined.

Overall, the CAPS project in Guatemala has focussed on short-term training for target populations from small and medium private sector enterprises, and from the public sector among persons employed in primary health care, community development, training, primary education, etc. This training, in training groups of close to 40 persons, has continued through the past two years. The long-term training has been targeted on several groups. The Junior Year Abroad (JYA) program has been the conduit for about 100 university students per year. This effort complements other AID funding, and it is designed to help deserving youth complete a secondary education. Long-term training has typically included fields such as business administration, education, engineering, public health, agriculture, and computer science.

In its training program, the Mission has been challenged by the lack of English language

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## PROGRAM SUMMARY

The CLASP scholarship program in Guatemala is administered by the USAID Mission. Some Trainees, however, have been selected on a regional bases by the ROCAP Mission, also located in Guatemala. Additionally, Guatemala's Trainees are recruited into the CASP/CASS project by Georgetown University. CAPS in Guatemala is the largest project among all of the countries which participate in the CLASP training initiative. Above all, Guatemala's CLASP's projects share the CLASP objec-

skills of the target populations. This has resulted in "survival" English training designed for short-term groups, while long-term Trainees were provided English language training as part of their program or received instruction in Spanish.

### ACCOMPLISHMENTS

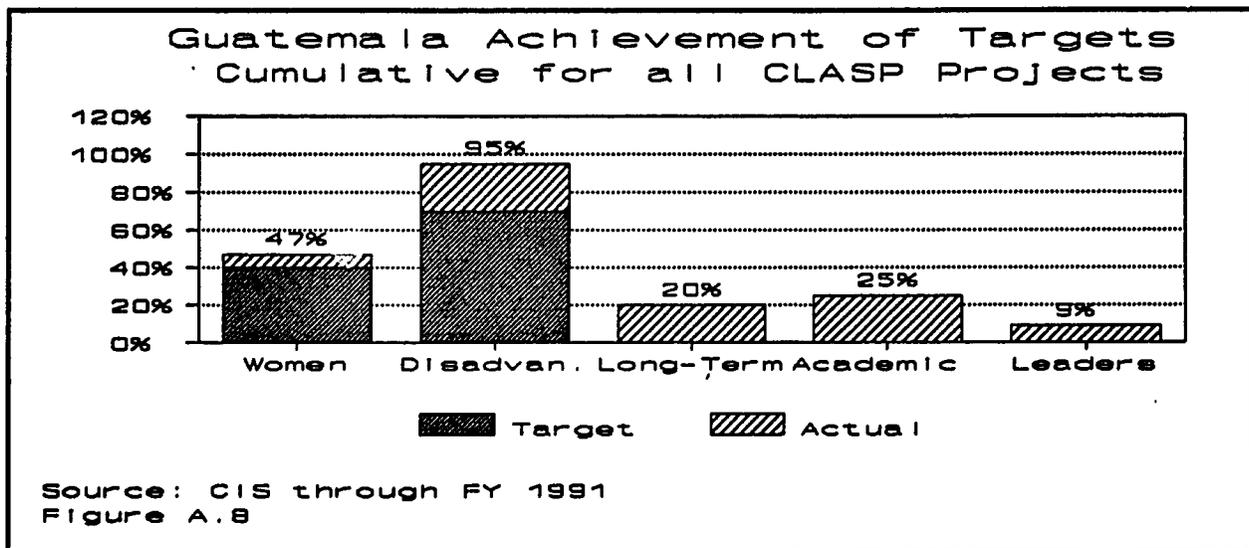
Guatemala's CAPS program has provided training in the United States to 4,604 Trainees, 913 (52%) men and 691 (43%) women. Under CAPS, the disadvantaged target has reached 95 percent, but long-term and academic training percentages are low at 14 and three percent, respectively. CASS-I, in contrast, is Guatemala's smallest project; under CASS-I 58 persons have received training. One hundred twenty-five individuals were trained under CASS-II, and 209

entered training under the Guatemala Peace Scholarship Program (GPSP).

Overall, 5,136 Guatemalans have received CLASP scholarships, 2,727 (53%) men and 2,409 (47%) women. Of these, 95 percent have been classified as "disadvantaged" by the Mission, 20 percent were enrolled in long-term training, and 25 percent pursued academic studies. Nine percent have been classified as leaders.

Figure A.8 captures the percentages by target categories for Guatemala's CLASP Program overall through FY 1991.

USAID/Guatemala reported 40 short-term Trainees in HBCU programs for FY 1990 and reported no HBCU placements in FY 1991.



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# HAITI

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**SUB-REGION:**

Caribbean

**PROJECT TITLES (PROJECT NUMBERS):****CLASP-I:**

PTIIC (521-0640)

CASS-I (597-0001)

**CLASP-II:**

CASS-II (598-0661)

CLASP-II (521-0227)

**PROJECT PERIOD:**

CLASP-I: FY 1986 – 1992

CLASP-II: FY 1990 – 1998

**PROJECT MANAGERS:**

USAID/Port-au-Prince:

Nicole Jean-Mary (CLASP-I)

Herve Jean-Charles (CLASP-II)

AID/Washington: Marilyn Arnold

**CONTRACTORS:****CLASP-I:**

United Schools of America

Programmed through PIO/P's:

Partners for International Education and Training

**CLASP-II:**

Programmed through PIO/P's:

Partners for International Education and Training

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**PROJECT SUMMARY**

In Haiti, as elsewhere in the Caribbean, the Caribbean and Latin American Scholarship Program (CLASP) was implemented through both the PTIIC project, administered by AID, and the CASS earmark project, administered by Georgetown University. Both of these projects are aimed at providing both short-term and long-term training opportunities in the U.S. for the socially and economically disadvantaged (including a major participation of women), to enhance

their active role in the development of their country. In Haiti, the PTIIC project began in early FY 1987. Selection of scholarship recipients has included communication specialists, political party officials, legislators and labor activists. The project has also included public sector representatives from the Ministry of Information and from the Ministry of Justice. These courses were intended to advance the democratic development of Haiti.

Due to a change in training placement contractor midway through the project, the project faced and surmounted special programming difficulties. This change resulted in a reduction in Trainee placements (20 actual versus 164 projected) in the U.S. for FY 1989.

The training program in Haiti is challenged by the general lack of English language capability among the target population for CLASP long-term academic training. After an initial experience with very expensive and extensive ELT in the U.S., the Mission began an English language program in-country (four months) and limited the instruction in the U.S. to "topping-off." Nevertheless, the costs associated with long-term training have proved to be significantly more than anticipated.

FY 1990 was the final year for PTIIC in Haiti with the placement of 44 Trainees. CLASP-II funding was tapped to place 48 Trainees (8 academic long-term) in FY 1991. Planning for the remainder of CLASP-II through FY 1995 calls for training 153 Haitians professionals from education, agriculture, the private sector, and journalism for U.S.-based training. [This program, along with other USAID programs in Haiti, is currently suspended because of the political situation.]

## ACCOMPLISHMENTS

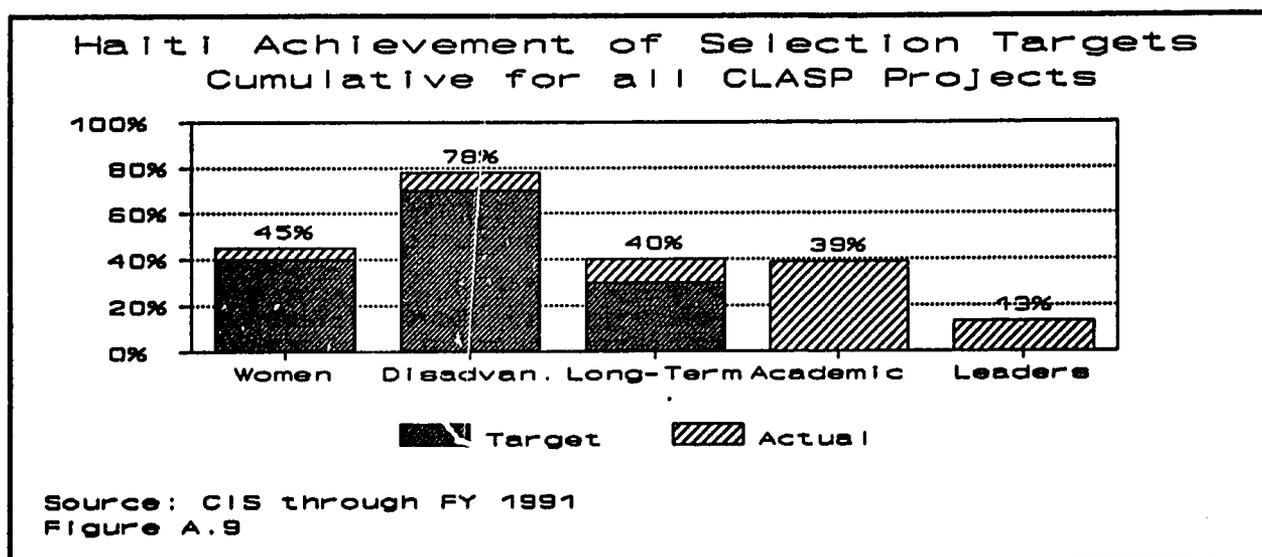
The CLASP/PTIIC program in Haiti began awarding scholarships in FY 1987. Initial programming was mostly short-term training, but also included a small group of long-term academic students. In the second year of the project, a major increase of long-term scholarships was awarded. By the third year of the program, the USAID Mission in Haiti scaled back its long-term programming to assure sufficient funding availability for the students already in long-term training. This was also influenced by the change in placement contractor.

Of the target areas for CLASP training awards, Haiti is well above the minimum target for women, and meets targets for disadvantaged individuals. Long-term training of PTIIC scholarship recipients, which stood at 25 percent at the end of FY

1988, has declined to 20 percent, below the 30 percent minimum for the PTIIC project, with only three long-term awards in FY 1989 and two in FY 1990.

Figure A.9 reflects the cumulative scholarships awarded for the CLASP/PTIIC project and CASS in Haiti at the end of FY 1991 relative to minimum targets for long-term and academic training, for selection of women, the disadvantaged, and leaders. The inclusion of CASS data increased the percentages for long-term training which enabled USAID/Haiti to reach the CLASP long-term training goal of 30 percent.

Of the total 248 CLASP participants at the end of FY 1991, nearly 14 percent attended or are attending training programs at HBCUs. In FY 1991, 12 short-term CLASP-II Trainees were placed in HBCUs.



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# HONDURAS

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**SUB-REGION:**

Central America

**PROJECT TITLES (PROJECT NUMBERS):****CLASP-I:**

CAPS/HOPS ((522-0329)

CASP (597-0001)

CASS-I (597-0001)

**CLASP-II:**

CASS-II (598-0661)

HOPS-II (522-0364)

**PROJECT PERIOD:**

CLASP-I: FY 1985 – 1994

CLASP-II: FY 1990 – 1998

**PROJECT MANAGERS:**

USAID/Tegucigalpa: Ned Van Steenwyck

AID/Washington: Anthony Vollbrecht

**CONTRACTORS:****CLASP-I:**

Academy for Educational Development;

Agricultural Cooperative Development

International; CenAmerican Institute for

Business Administration; Galloway

Farms; Honduras/Vermont Partners;

Land O'Lakes; National Association of

the Partners of Americas; University of

New Mexico; Winrock International

Institute for Agriculture Development

Programmed through PIO/P's:

Northeast Technical Institute, MN;

Partners for International Education and

Training; U.S. Department of Agriculture

**CLASP-II:**

Academy for Educational Development

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**PROJECT SUMMARY**

In Honduras, the largest CLASP scholarship program is the CAPS project. CAPS Trainees are selected by the USAID/Tegucigalpa Mission, but a few Hondurans have been also recruited and selected by the regional AID Mission in Guatemala

(ROCAP). The other project, CASP/CASS, is managed by Georgetown University on the basis of a legislative set-aside in the CLASP authorization. Both of the projects have the same goal of awarding scholarships to emerging leaders who come primarily from disadvantaged backgrounds. These scholarships are reserved for persons who would not otherwise have the opportunity for exposure to U.S. society and to U.S. education and training designed to help them realize their leadership potential. The CAPS training program in Honduras provides a mix of both short-term and long-term educational opportunities.

A key element of the CLASP/CAPS training program for both short-term and long-term Trainees is active exposure to and participation in the culture and democratic aspects of life in the United States. Fields of study are related to priority areas for Honduras' development such as agriculture, education, health/population, small and export business, and infra-structure development. Targeted for long-term training, primarily at the undergraduate level, are youth from rural areas who have leadership potential.

**ACCOMPLISHMENTS**

The CAPS program in Honduras got off to a quick start in FY 1985, with 209 scholarships awarded, and more than fifteen percent of those were received by long-term Trainees, whose placement and support constitute demanding requirements. Since then, the project has expanded in both number of scholarships awarded and in the portion of them allocated to long-term training (over the 30 percent minimum in FY 1987 and FY 1989). Total awards to the end of FY 1991 have reached 1,913.

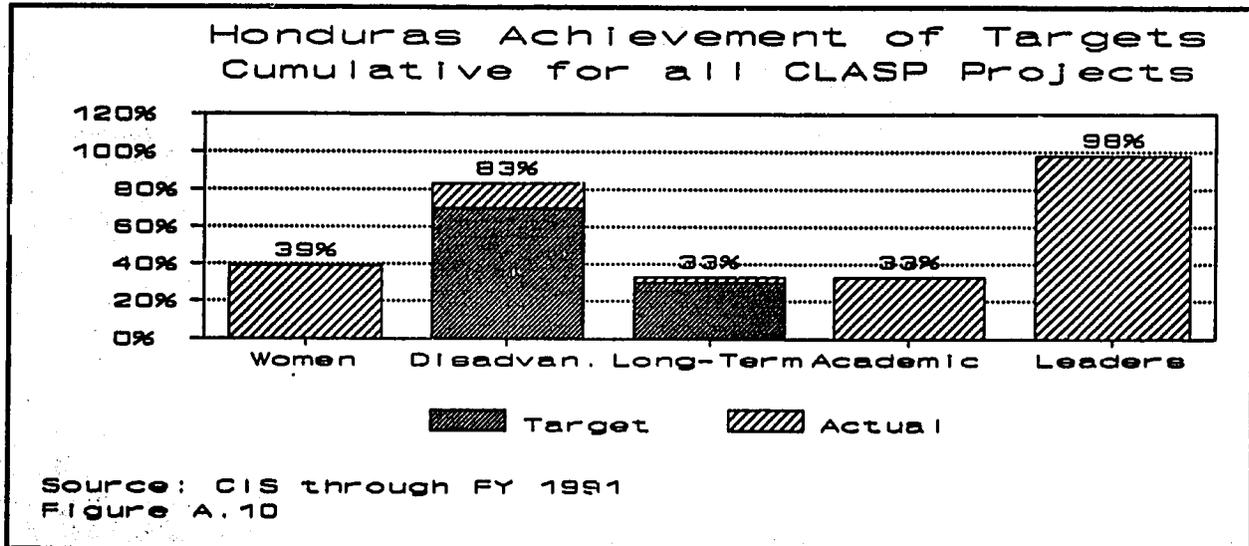
USAID/Tegucigalpa has made efforts to find qualified scholarship recipients who come

from economically or socially disadvantaged backgrounds, as well as assuring that a significant portion of those awards go to women. Mission programming for the past three years was greater than 40 percent, and in FY 1991 reached 62 percent, thus bringing the over-all placement record for women in the Honduras CAPS project nearer its 40 percent target (37%). For long-term training the Mission's record dropped slightly, as there were no new long-term scholarship awards in FY 1990 or 1991. With 99 percent of its short-term awards for FY 1991 going to disadvantaged persons, the Mission has surpassed the CLASP minimum target for

including persons from economically and socially disadvantaged backgrounds.

Figure A.10 reflects the cumulative scholarships awarded for the CLASP/CAPS project and CASS in Honduras at the end of FY 1991 relative to the minimum targets for long-term and academic training and for selection of women and persons from disadvantaged backgrounds.

USAID/Tegucigalpa reported 199 HBCU placements (150 short-term and 49 long-term) in FY 1990 and no HBCU placements in FY 1991.



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# JAMAICA

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**SUB-REGION:**  
Caribbean

currently focussed exclusively on long-term training.

**PROJECT TITLES (PROJECT NUMBERS):**

**CLASP-I:**  
PTIIC (532-0147)  
CASS-I (597-0001)  
**CLASP-II:**  
CASS-II (598-0661)  
CLASP-II (532-0169)

Jamaica's PTIIC project beginning in FY 1986 was fully operational by FY 1987. It targeted individuals, e.g., teachers and private sector leaders, whose U.S. experience could create multiplier effects. Training for women in the construction industry, journalist, media personnel and labor leaders all typify successful sector programs.

**PROJECT PERIOD:**

CLASP-I: FY 1986 – 1994  
CLASP-II: FY 1990 – 1998

Due to a change in training placement contractor midway through the project, the project faced and surmounted special programming difficulties. This change resulted in a reduction in Trainee placements (15) in the U.S. for FY 1989.

**PROJECT MANAGERS:**

USAID/Kingston: Yvonne Johnson  
AID/Washington: Marilyn Arnold

**CONTRACTORS:**

**CLASP-I:**  
United Schools of America  
**Programmed through PIO/P's:**  
Partners for International Education and Training  
**CLASP-II:**  
TO BE DECIDED  
**Programmed through PIO/P's:**  
Partners for International Education and Training

FY 1990 saw the closing stages of PTIIC overlapping with the commencement of CLASP-II. The latter extends the basic principles of PTIIC, but gives greater emphasis to leadership development for individuals engaged in agriculture, health, tourism, small business, environmental protection, and development of economic infrastructure and education.

## ACCOMPLISHMENTS

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## PROJECT SUMMARY

The CLASP training initiative in Jamaica has been carried out through PTIIC and more recently under CLASP-II administered by USAID/Kingston, and CASS, administered by Georgetown University. Both projects have the same goal of including sectors of the society that otherwise would not normally be included in sectoral-oriented development training. The USAID-managed project, which is the largest, includes a mix of short-term and long-term training, whereas the Georgetown-administered project, based on a legislative earmark, is

USAID/Kingston has selected and sent a total of 303 Jamaicans to the U.S. for training under CLASP programs (234 PTIIC Trainees FY 1986 - 1990 and 69 CLASP-II FY 1991). CASS has sent 73 young leaders for long-term academic programs.

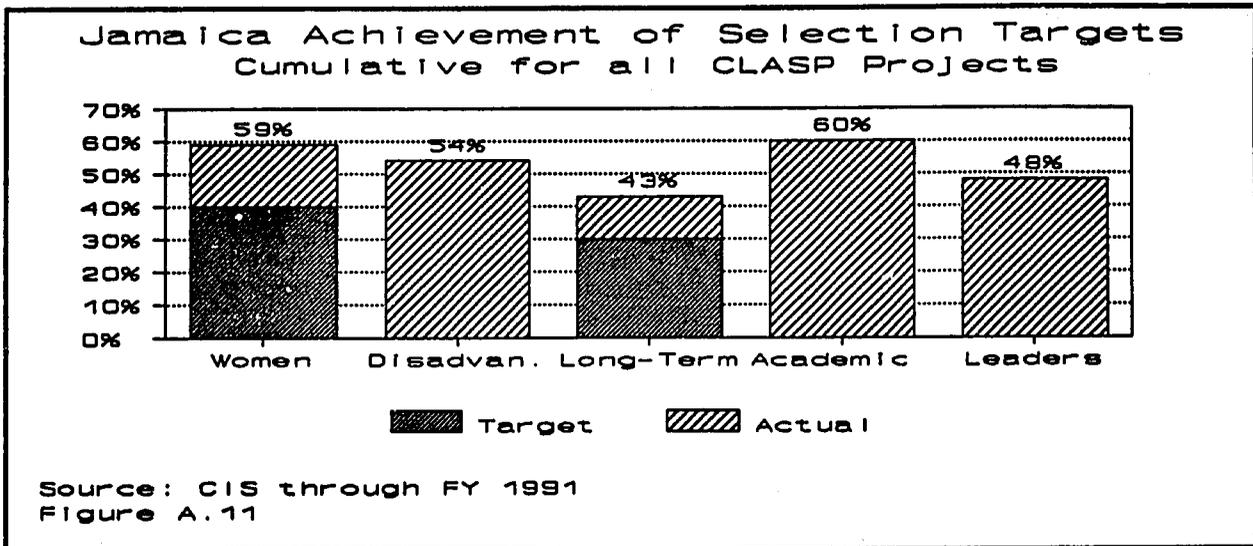
USAID/Kingston encountered problems in structuring its scholarship project to meet all of the target emphases. Nevertheless, USAID/Kingston was able to program increased levels of scholarship awards for Trainees from disadvantaged backgrounds (73% in FY 1991 and 77% for CLASP-II Trainees). This training ratio increases the

overall percentage of compliance with that target. USAID/Kingston has the highest portion of awards to women of any component of CLASP training, 59 percent.

Figure A.11 reflects the cumulative scholarships awarded for the CLASP/PTIIC project in Jamaica at the end of FY 1991 relative to the minimum targets for selection of women, those from social/economic

disadvantaged backgrounds, long-term and academic training and Trainees with leadership skills or potential.

USAID/Kingston reports the placement of 26 percent of its PTIIC Trainees in HBCU training through FY 1991, including two long-term CLASP-II placements in FY 1991, at Florida A&M University and Howard (DC) University.



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# N I C A R A G U A

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**SUB-REGION:**

Central America

**PROJECT TITLES (PROJECT NUMBERS):**

CASS-II (598-0661)

NPSP (524-0318)

**PROJECT PERIOD:**

CLASP-II: FY 1990 – 1998

**PROJECT MANAGERS:**

USAID/Managua: Joseph Williams

AID/Washington: Anthony Vollbrecht

**CONTRACTORS:**

TO BE DECIDED

Programmed through PIO/P's: Partners  
for International Education and Training

community leaders, especially women and minorities. It will also address the needs of the country by focusing on training designed to expand the leadership base of the country. Significant training is planned for the education sector; normal school teachers, in-service trainers, and university faculty will serve as target groups.

The Nicaragua CLASP-II component will address some of the priority skills needs of Nicaragua within the context of leadership development for strengthening democratic institutions and values by providing training in basic skills and attitudes necessary to participate in and strengthen a democratic system and the technical, organizational, and planning skills needed for economic, social, and political development. NPSP scholars are expected to return to Nicaragua and actively work to share their newly acquired skills and knowledge with co-workers, and to contribute directly to the social, economic, and political development of their organizations and communities.

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## PROJECT SUMMARY

USAID/Managua manages the Nicaragua Peace Scholarship Program (NPSP), a component of the CLASP-II Program. The primary target groups are adults already in leadership positions or potential leaders in the education sector, mayors and regional council members, and cooperative leaders. Over the length of project, an estimated 260 Nicaraguans will attend short-term technical programs, and an estimated 77 individuals will attend long-term programs (42 in technical programs and 35 in academic programs leading to a Masters degree).

The NPSP is one of two projects under the Nicaraguan Development Training Project (DPT), the other being a traditional development training program. The DPT is consistent with CDSS strategy in its design to train those who will contribute to improving government services to create a positive investment environment. The NPSP component supports the goal of expanding economic participation by training regional and

## ACCOMPLISHMENTS

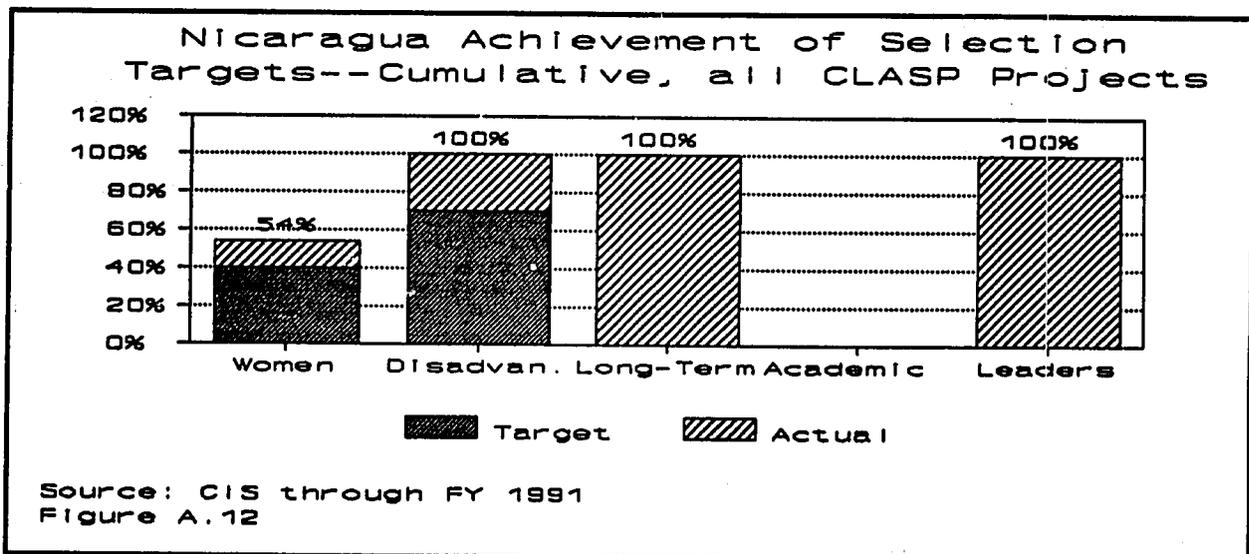
The Nicaragua CLASP-II Program began in June 1991 with an 18-month training program in computer operations implemented under CASS; it included English as a Second Language and Experience America components. The program, administered by Georgetown University, was designed for 15 Nicaraguan vocational teachers and 75 Nicaraguan youth who have not completed secondary education. Figure A.2 reflects the percentages of Trainees selected according to specific targets.

The 90 Trainees are receiving training in six community colleges in computer science, computer secretarial skills or computer repair. Programs for the teacher conclude in May 1992, and for the youth Trainees in

November 1992. The cooperating colleges provide basic education to assist the students in developing skills applicable to the workplace in Nicaragua, including the basics of starting, marketing, and operating small, micro- and home businesses. The Experience America goal is to introduce students to small community and individual initiatives responding to unemployment and private enterprise. Cooperating colleges also give priority to personal development activities aimed at helping students to understand the

concepts of personal worth, potential growth, and direction; to help develop self-confidence and initiative; and to learn appropriate attitudes and behaviors about employment in the workplace. Upon completion of training, a two-day prereturn workshop is given which focuses on re-entry and employment issues based on the prevailing economic reality in Nicaragua.

USAID/Managua reported no HBCU placements in FY 1991.



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# PANAMA

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**SUB-REGION:**

Central America

**PROJECT TITLES (PROJECT NUMBERS):****CLASP-I:**

CAPS (525-1000)

CASP (597-0001)

**CLASP-II:**

CASS-II (598-0661)

**PROJECT PERIOD:**

CLASP-I: FY 1985 – 1994

CLASP-II: FY 1990 – 1998

**PROJECT MANAGERS:**

USAID/Panama: Vilma Jaen

AID/Washington: Anthony Vollbrecht

**CONTRACTORS:****CLASP-I:**

Georgetown University; National 4-H Council

**Programmed through PIO/P's:**

Partners for International Education and Training

**CLASP-II:**

TO BE DECIDED

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**PROJECT SUMMARY**

The CLASP Training program, which began in 1985, was suspended in FY 1989 for political reasons resulting from AID being asked to leave Panama in 1987. With the establishment of civilian government in December 1989, both the USAID/Panama Mission-managed CAPS and Georgetown University-managed CASP projects resumed training during FY 1990. Some Panamanians have also been trained in the CAPS project through the regional effort managed by the ROCAP Mission in Guatemala. Both the CAPS and the CASP projects share the same objectives and programming targets, although both projects have limited the breadth of

their impact by concentrating on long-term training, almost to the exclusion of short-term training. This has meant that the recruitment population has been constituted by sectors of Panamanian society that were either not employed or able to be away from their jobs for an extended period. At the time the CAPS training effort was suspended in 1988, the Mission had awarded 427 scholarships.

The first groups selected under CAPS for long-term training were potential Panama Canal pilots and electrical engineers, while training in agriculture was provided to rural youth. Subsequent long-term groups were composed of economists, transportation managers, English professors, teachers and administrators, computer programmers, and undergraduates in general fields such as business administration, the sciences, and economics. Short-term training was provided to rural youth, journalists, former trainees in the Soviet Bloc, politicians, and persons in various maritime occupations.

Provincial committees have been established under the CAPS project in the ten provinces for the purpose of organizing and setting up Follow-on programs for returned Trainees. These committees, composed of business and community leaders, have been given the challenge of meeting with returned Trainees, advising them on career paths and how best to pursue their professional goals, and assisting them in finding jobs.

**ACCOMPLISHMENTS**

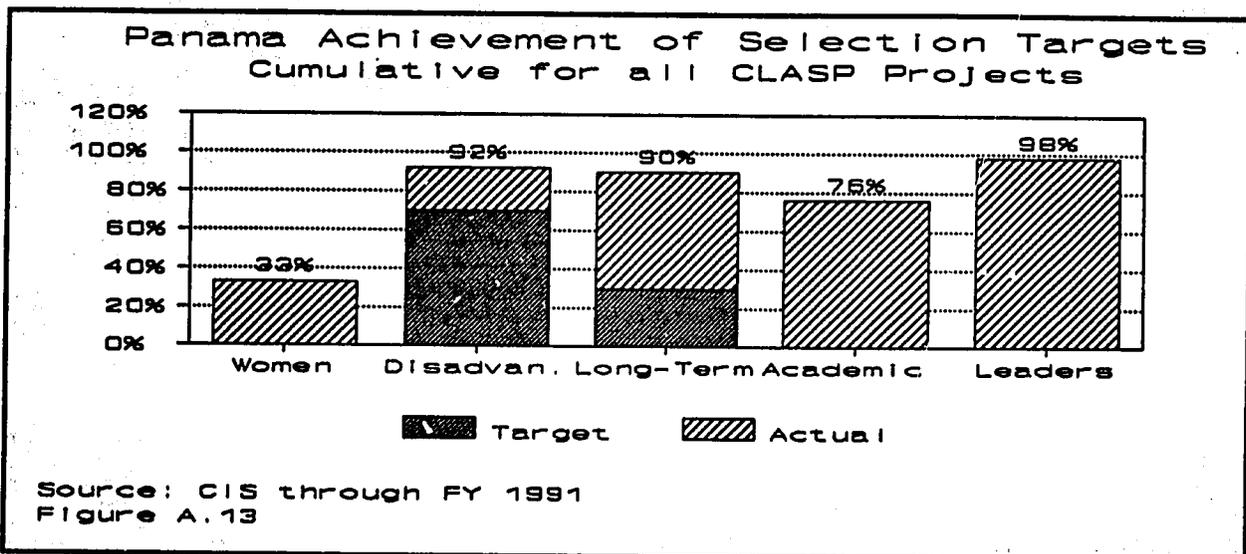
Under the CAPS project, 427 scholarships were awarded the first four years (FYs 1985 – 1988); over half of all scholarships (246) were awarded during the second year of the program. The program was suspended in FY 1989. Since the CLASP/CAPS training was restarted in FY 1990, an additional

75 Trainees began their U.S. training programs, bringing the total CAPS/Panama scholarships to 502 to date.

The CLASP minimum targets, designed to insure the participation of sectors of society that otherwise would not experience training in the U.S., have been met under CAPS scholarship awards with the exception of the percentage of female Panamanian Trainees.

Figure A.13 reflects the scholarships that have been awarded under the CLASP program overall by Panama to the end of FY 1991 relative to the minimum targets for women, persons from disadvantaged backgrounds, long-term training, and academic training, and selection of leaders or potential leaders.

In FY 1990, USAID/Panama reported seven long-term placements in HBCUs and no HBCU placements in FY 1991.



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# PERU

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**SUB-REGION:**

Andean Region

**PROJECT TITLES (PROJECT NUMBERS):****CLASP-I:**

APSP (527-0313)

**CLASP-II:**

CLASP-II (527-0340)

**PROJECT PERIOD:**

CLASP-I: FY 1987 – 1994

CLASP-II: FY 1990 – 1998

**PROJECT MANAGERS:**

USAID/Lima: Veronica Ferrero

AID/Washington: Leslie Anderson

**CONTRACTORS:****CLASP-I:**

Development Associates; National Association of the Partners of the Americas; Partners of the Americas (Texas-Partners)

**CLASP-II:**

TO BE DECIDED

The diverse groups from which participants are selected include: community leaders and organizers, agricultural leaders, teachers at high school and university levels, principals, journalists, farmers and cooperative leaders, drug abuse prevention and legal system professionals, development and finance specialists, and industrial workers. The technical training has ranged from formal academic studies at junior colleges and universities to observation trips, meetings with officials and technicians, visits to active local community organizations, factories and farms, seminars, lectures, workshops, and hands-on technical training. Training in the U.S. is offered in Spanish, in English with Spanish interpreters, or in English without interpreters. To the extent practical and feasible, the participants interact and live with U.S. families. They participate in community events and activities through such organizations as the Scouts, the 4-H, civic action groups, sports clubs, cultural societies, and church groups.

**ACCOMPLISHMENTS**

USAID/Lima began full-scale programming of the APSP project in FY 1988. It maintained a level of scholarship awards averaging about 90 per year until FY 1991, when 131 awards were given.

From FY 1988 through FY 1990, Development Associates, Inc., served as the U.S. placement contractor for USAID/Lima within the overall APSP project. The application of 620Q restrictions against Peru required APSP/Peru to contract with a recognized Private Voluntary Organization working within Peru. A cooperative agreement was signed with the National Association of Partners of the Americas (NAPA) for the final project year.

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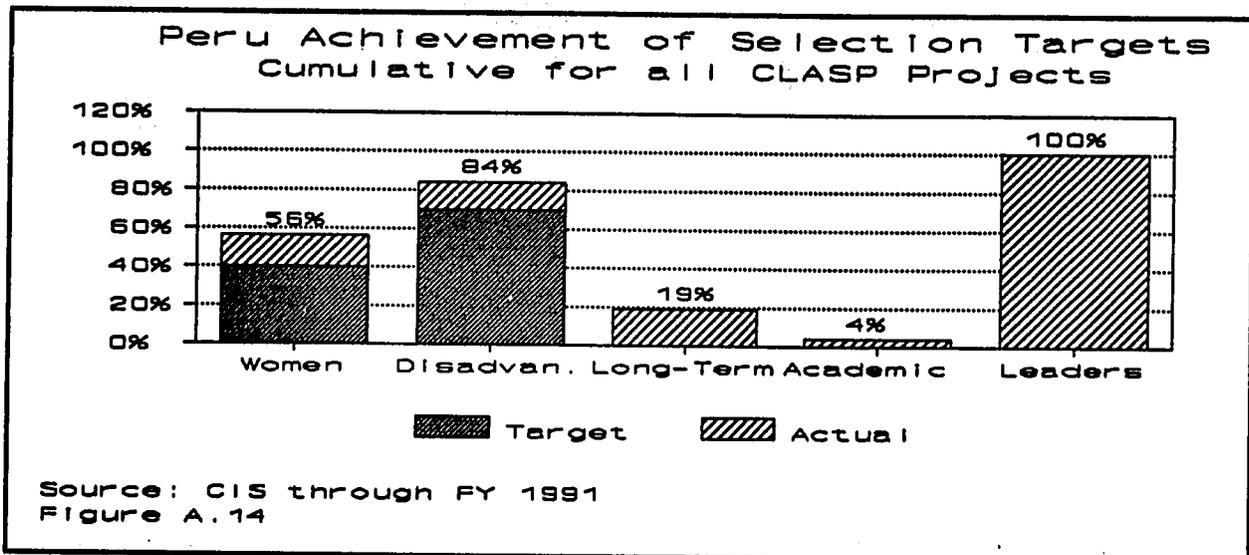
**PROJECT SUMMARY**

The Andean Peace Scholarship Program (APSP) in Peru began CLASP training in FY 1987. This project, managed by USAID/Lima, is directed primarily to disadvantaged populations. It has two main objectives, cultural and developmental. The cultural objective seeks to strengthen the ties between the U.S. and Peru by exposing Trainees to the U.S., its citizens, values, cultures, and institutions, and to enable them to acquire a realistic and positive understanding of the U.S. The development objective is to provide Trainees with appropriate and relevant training to increase their skills and broaden their knowledge base in a particular discipline or sector related to priority development concerns in Peru.

Figure A.14 reflects the scholarships awarded for the APSP project in Peru at the end of FY 1991 in terms of the minimum targets for long-term training, for selection of women, and for selection of persons from disadvantaged backgrounds. USAID/Lima programming of women in the APSP training project has significantly exceeded the minimum target (56% compared to 40%). The Mission exceeded the target for economic and social disadvantage and nearly met, with 19 percent, the minimum APSP regional target of 20 percent for long-term training. One hundred percent of Peruvian Trainees were classified as leaders.

USAID/Lima will participate in the CLASP-II effort and has designed a program which will bring over 300 Trainees to the U.S. for training in the fields of agriculture, education, governance and community polity, human rights, mass communications, and small business associations and labor unions. The program will begin in FY 1992 and be implemented over five years.

USAID/Lima surpassed the target goal of 10 percent scholarship placement in HBCUs. Fifty-seven Trainees (14%) were placed at HBCU institutions.



# R D O / C

## SUB-REGION:

Caribbean

## PROJECT TITLES (PROJECT NUMBERS):

### CLASP-I:

PTIIC (538-0640)

CASS-I (597-0001)

### CLASP-II:

CASS-II (598-0661)

CLDT (538-0173)\*

\* Split with Development Training.

## PROJECT PERIOD:

CLASP-I: FY 1986 – 1994

CLASP-II: FY 1990 – 1998

## PROJECT MANAGERS:

USAID/RDO/C: Sylvia Samuels

AID/Washington: Marilyn Arnold

## CONTRACTORS:

### CLASP-I:

Academy for Educational Development;  
United Schools of America/Creative  
Associates

Programmed through PIO/P's:

Partners for International Education and  
Training

### CLASP-II:

TO BE DECIDED

## PROJECT SUMMARY

Since FY 1986, the USAID Regional Development Office for the Caribbean (RDO/C) in Bridgetown, Barbados has been implementing the PTIIC scholarship project. PTIIC was designed to increase both long-term and short-term educational and training opportunities in the U.S. for citizens of the island states of Antigua-Barbuda, Barbados, British Virgin Islands, Dominica, Grenada, Montserrat, St. Christopher-Nevis, St. Lucia, and St. Vincent-Grenadines (Table A.1 shows the distribution of awards). The

**Table A.1** Distribution of RDO/C Trainees

<u>Country</u>	<u>Number</u>
Antigua/Barbuda	63
Barbados	21
British V.I.	24
Dominica	63
Grenada	172
Montserrat	40
St. Kitts/Nevis	54
St. Lucia	86
St. Vincent/Gren.	70
Other	2
Total RDO/C	595

Source: CIS data as of 9/30/91

Georgetown University-managed CASS project has awarded 84 scholarships among the same population since FY 1989.

The target population for both scholarship projects is the economically disadvantaged strata which might not otherwise be able to develop its leadership potential, nor have the chance to experience U.S. society. While the priority groups for inclusion in the program are tailored to the needs of the respective countries, the major focus has been on primary and secondary teachers, youth leaders, private sector individuals, public sector representatives seeking training in areas vital to economic development.

The PTIIC training initiative encountered special programming difficulties because of a change in training placement contractor in the middle of the project period (January 1989). This directly affected Trainees in the U.S. and placement targets for subsequent years. RDO/C planned to award 622 scholarships through FY 1991, but the transition of contractors and higher than anticipated training costs resulted in the

placement of only 595 Trainees through September 30, 1991.

PTIIC and the Caribbean Leadership and Development Training Project (CLDT) will be implemented as parallel programs for three years (1990 - 1993). CLDT will utilize both CLASP-II funding and general development training funds to train approximately 30 long-term associate degree candidates and 25 short-term three month technical Trainees. Training emphasis will be on leadership development and training of trainers. Since the numbers of Trainees slated for CLASP-II are relatively small, RDO/C will buy-in to OIT's placement contractor, PIET. The remaining PTIIC Trainees will continue to be monitored through 1993 by the current contractor, The Academy for Educational Development.

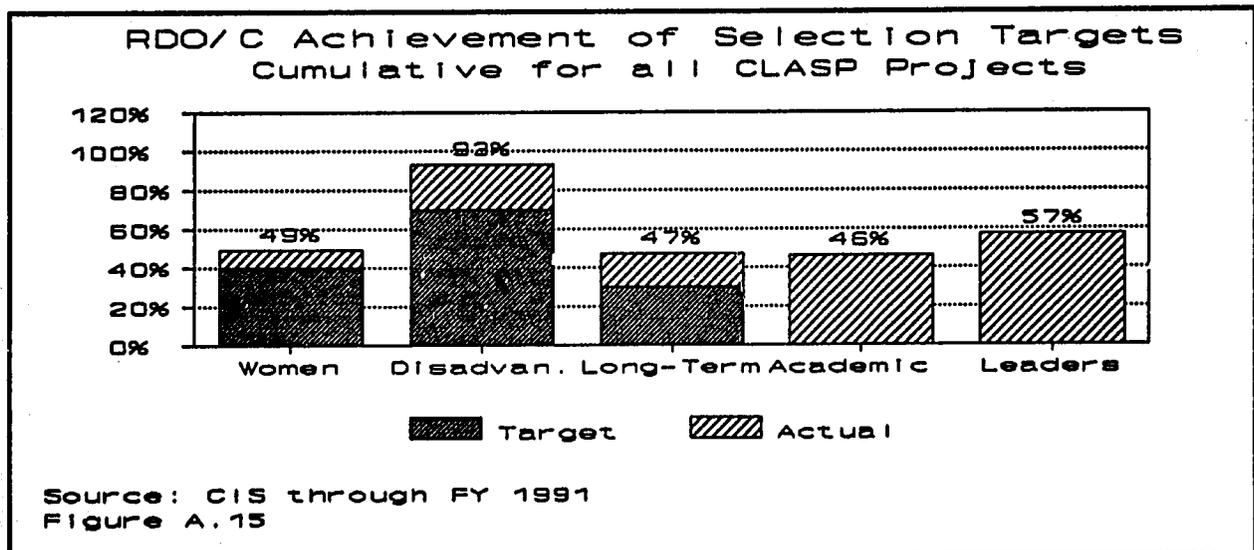
### ACCOMPLISHMENTS

The Caribbean regional scholarship program began in the summer of 1986, when a group of primary and secondary school teachers participated in a specially tailored course to

upgrade and enhance their teaching skills. Since the inception of the program, training has been arranged for individuals from a wide range of fields: education, journalism, agribusiness, and management training for mid-level public sector employees.

Figure A.15 reflects the PTIIC scholarships awarded by USAID/RDO/C to the end of FY 1991 relative to the minimum targets for selection of women, those from social/economic disadvantaged backgrounds, long-term and academic training, and Trainees with leadership skills or potential. All minimum target areas have been exceeded. The Mission did not begin recording data on leadership criteria at project inception, and has not updated the earlier data. This in part explains why selection of leaders appears under-represented.

The RDO/C reports in its FY 1991 Country Training Plan Update that 344 of its 595 Trainees (58%) had been placed in HBCU training, including one short-term PTIIC Trainee in FY 1991.



# ROCAP

**SUB-REGION:**

Central America

**PROJECT TITLE (PROJECT NUMBER):**

CAPS (596-0130)

**PROJECT PERIOD:**

CLASP-I: FY 1985 – 1990

**PROJECT MANAGERS:**

USAID/ROCAP: Joseph Kelly

AID/Washington: Anthony Vollbrecht

**CONTRACTORS:**

CenAmerican Institute for Business

Administration; Escuela Agricola

Panamericana-Zamorano

Programmed through PIO/P's: Partners  
for International Education and Training

**PROJECT SUMMARY**

The goal of the USAID Regional Office for Central American Programs (ROCAP), located in Guatemala, was to complement the efforts of the separate Central American USAID Missions' administration of the Caribbean and Latin American Scholarship Program (CLASP). Table A.2 provides the distribution of ROCAP Trainees by country. The last ROCAP Trainees entered training in FY 1990. ROCAP is not a participant in the CLASP-II project.

The several regional academic and training institutes, like CLASP, were designed to help develop the human resources of the region. USAID/ROCAP, because of its region-wide focus, maintained cooperative programs with these regional schools. ROCAP worked with two schools to select CAPS scholarship recipients for U.S.-based training: EAP, located at Zamarano, Honduras (usually referred to by its location), and INCAE, located in San Jose, Costa Rica.

**Table A.2** Distribution of ROCAP Trainees

<u>Country</u>	<u>Number</u>
Belize	1
Costa Rica	158
El Salvador	143
Guatemala	133
Honduras	159
Panama	68
Other	2
Total ROCAP	665

Source: CIS data as of 9/30/91

ROCAP's management of the CAPS training project began in FY 1985 and continued through FY 1990. The focus of its training effort was on cooperatives, small business associations, and non-profit organizations, especially those that served low income target groups. Its objective was to improve the human resource base of the region in two vital areas: agricultural education and public fiscal management.

The ROCAP program offered a mix of short-term and long-term training programs. Short-term typically provided an initial month at the regional institution followed by two or three months in the U.S. Groups targeted for short-term training included agricultural educators and key personnel of the different Controller Generals' offices of Central America. Long-term non-academic training was offered to selected Zamarano faculty, with long-term academic training provided to Zamarano graduates for B.S. degree completion at a U.S. agricultural university.

**ACCOMPLISHMENTS**

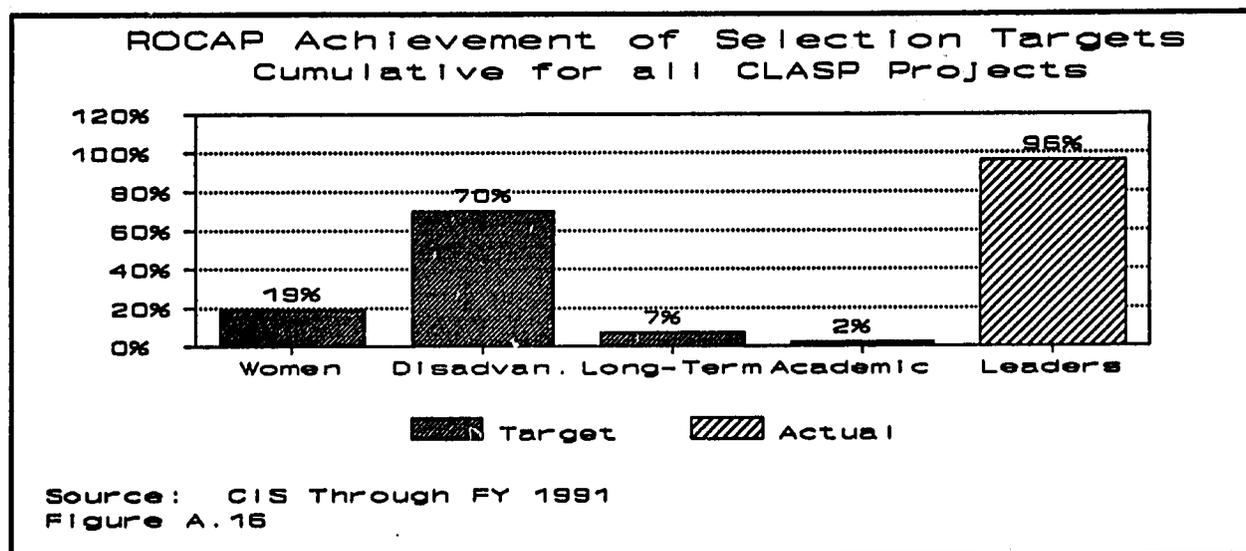
ROCAP structured its regional CAPS project to avoid duplicating USAID country missions' efforts. This limited the Trainee

selection pool to the regional institutions, whose student bodies have fewer women and are less often from disadvantaged backgrounds, and who are already enrolled in academic training. ROCAP was, therefore, constrained in its recruitment efforts.

USAID/ROCAP acknowledged the need to refocus its recruitment efforts to seek a higher percentage of women and long-term scholarship Trainees, and through efforts, the recruitment share for disadvantaged during FY 1990 rose to 78 percent. However, for FY 1990, the recruitment level for women fell to three percent, decreasing the overall average.

Figure A.16 reflects the scholarships awarded by USAID/ROCAP at the end of FY 1990 (its final year of CLASP participation) relative to the minimum targets for long-term and academic training, for selection of women and the disadvantaged. Not only was ROCAP below target for including at least 40 percent women, their long-term training was less than one quarter of the 30 percent minimum target level, with no academic awards to women.

USAID/ROCAP has completed its participation in the CLASP Program. Previously it had reported that it was programming approximately 40 percent of its scholarship recipients at U.S. HBCUs.



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# CASP

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**SUB-REGION:**

Central America

**PROJECT TITLE (PROJECT NUMBER):**

CASP (597-0001)

**PROJECT PERIOD:**

FY 1985 – 1992

**PROJECT MANAGERS:**

Georgetown University:

Thomas Oates/Elizabeth Robinson  
AID/Washington: Anthony Vollbrecht**CONTRACTOR:**

Georgetown University

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**PROJECT SUMMARY**

CASP, implemented by Georgetown University through a legislative set-aside of CLASP funding, began operating in Central America in FY 1985 concurrently with the AID-managed CAPS project. The focus of the Georgetown effort was to develop training programs using educational and training institutions (specifically community colleges) in the U.S. that had not traditionally been involved in training foreign students. Table A.3 depicts the Trainee population by country, that received CASP scholarship awards.

An important aspect of the CASP training design was the type of training being provided. The U.S. community college system is designed to provide professional skills training beyond the secondary level. Through CASP, disadvantaged Central American youth, who had demonstrated exceptional academic achievement at the secondary school level, were provided this type of training in addition to being introduced to the U.S. way of life and learning some English.

**Table A.3** Distribution of CASP Trainees

<u>Country</u>	<u>Number</u>
Belize	229
Costa Rica	187
El Salvador	193
Guatemala	186
Honduras	207
Panama	127
Total CASP	1,129

Source: CIS data as of 9/30/90

**ACCOMPLISHMENTS**

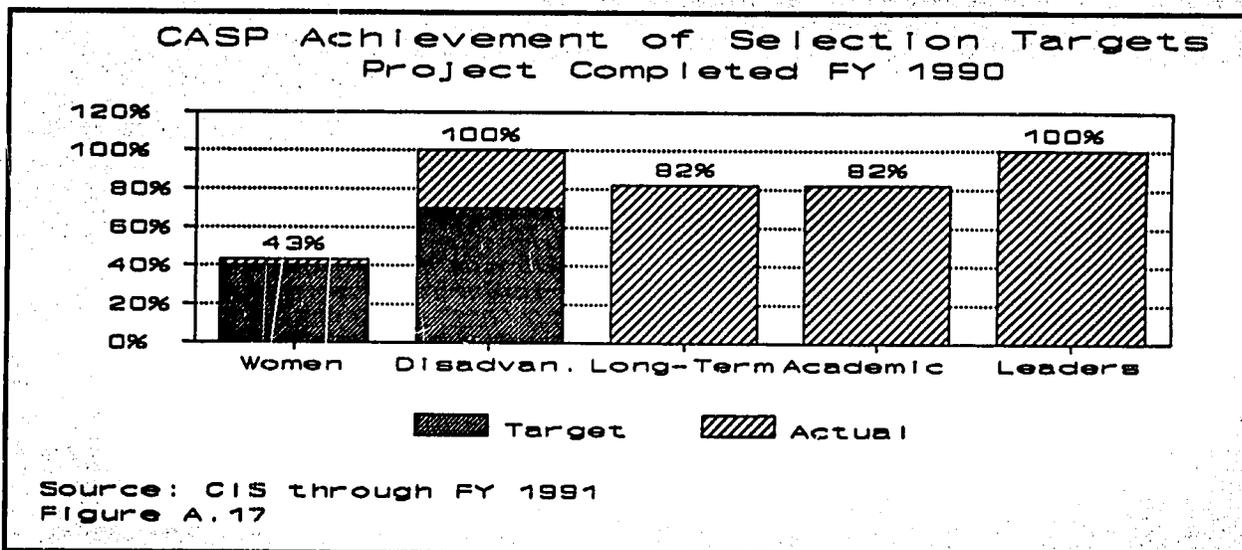
To manage CASP recruitment, selection, pre-departure orientation, and follow-on programs in tandem with the Central American AID Missions, Georgetown established a series of regional country offices. Although the CASP training effort, in part, competed with the Missions' recruitment efforts, CASP was generally more narrowly focussed. CASP also worked collaboratively with the Missions and followed the Missions' Country Development Strategy Statements.

CASP managers developed successful procedures for preparing U.S. institutions to receive CASP Trainees, including arranging for school representatives to visit the region and participate in orientation programs. Georgetown University, assisted by its active alumni associations in the Central American region, initiated new activities designed to assist the returned Trainee in transitioning his or her new skills to productive employment and civic activities.

Figure A.17 reflects the scholarships awarded by CASP at the end of FY 1990 relative to the minimum targets for long-term and academic training, and for selection of women and the disadvantaged. CASP

exceeded minimum targets in all of these categories.

CASP, which has ended its participation in CLASP, reported no HBCU placements in FY 1991.



# CASS

**SUB-REGIONS:**

Central America  
Caribbean

**PROJECT TITLE:**

CASS

**PROJECT PERIOD:**

CASS-I: FY 1989 – 1992  
CASS-II: FY 1990 – 1998

**PROJECT MANAGERS:**

Georgetown University:  
Thomas Oates/Elizabeth Robinson/  
Chantal Santelices  
AID/Washington: Anthony Vollbrecht

**CONTRACTOR:**

Georgetown University

**Table A.4** Distribution of CASS Trainees

Country	Number	
	CASS-I	CASS-II
Belize	25	30
Costa Rica	35	70
El Salvador	44	81
Guatemala	58	125
Honduras	45	98
Dominican Rep.	45	105
Haiti	25	71
Jamaica	17	56
RDO/C	33	84
Panama	—	12
Nicaragua	—	90
Total	327	822

Source: CIS data as of 9/30/91

**PROJECT SUMMARY**

In FY 1989, CASS-I was funded by a another legislative set-aside for CLASP training. With this cooperative agreement, Georgetown University began a new effort beyond its earlier Central America CASP initiative and expanded programming into the Caribbean. CASS-II was inaugurated in FY 1990 with CLASP-II funding. See Table A.4 for country placements.

Regional offices were established in the Caribbean working parallel with the USAID Missions in that region. Georgetown's focus continues to be one of developing training programs using educational and training institutions (specifically community colleges) in the U.S. that have not traditionally been involved in training foreign students. The intended objective of this project design is to provide an effective, inexpensive alternative to traditional AID training, and provide cultural enrichment opportunities for U.S.

communities not frequently exposed to international visitors.

The CASS training initiative has been exclusively targeted on long-term academic training. Most of its scholarship award recipients have continued to be placed in the same type of two-year community college occupational skills training that was begun by Georgetown under the CASP project.

CASS training program costs are cost-shared with cooperative state college and community college systems, with a cost-share target of 25 percent of the CASS federal funds to be provided by the institutions.

Similar to CASP, an important aspect of the CASP training design is the type of training being provided. The U.S. community college system is designed to provide professional skills training beyond the secondary level. Through CASP, disadvantaged Central American youth, who had demonstrated exceptional academic achievement at the secondary school level, were provided this

type of training in addition to being introduced to the U.S. way of life, and learning some English.

CASS has implemented two-year training programs in the area of disability. In June 1990, thirty hearing impaired Trainees from five countries were recruited to study computer information systems/office applications and computer literacy/desk top publishing at two U.S. junior colleges. Fourteen Trainees (some disabled and some not) from five countries are receiving sign interpreter/disability outreach promoter training at a junior college. CASS is currently recruiting rural teachers in Central America and the Caribbean for two-year Special Education Programs. During their training in the U.S., all hearing impaired students learn American Sign Language and English as a Second Language. CASS works closely with disabled groups and hearing impaired groups in Central America and the Caribbean for all in-country activities, recruitment, orientation, and Follow-on.

### ACCOMPLISHMENTS

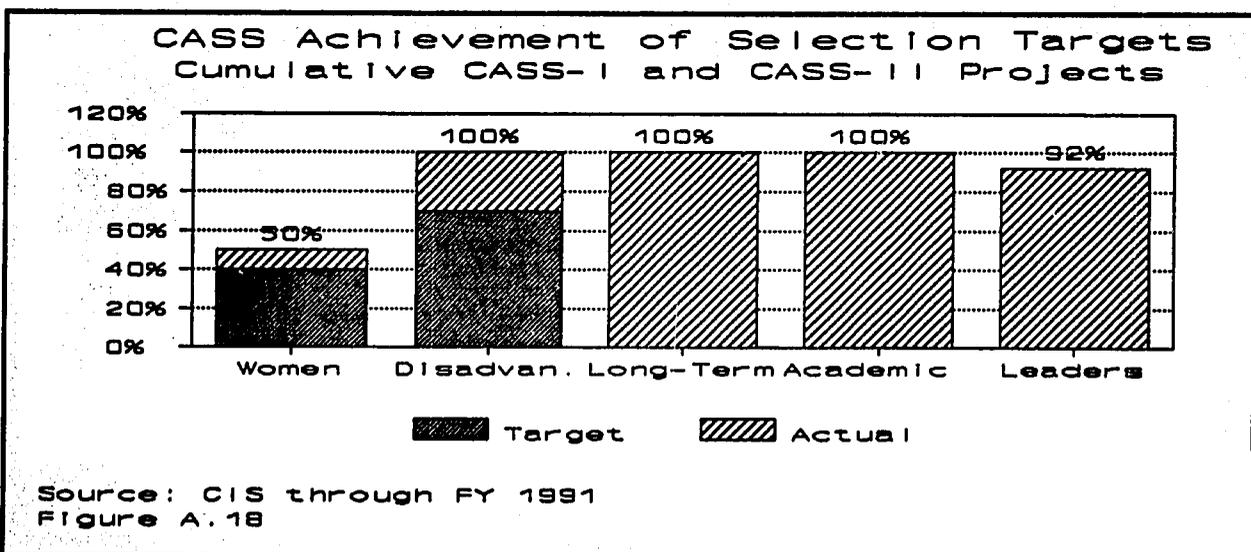
The CASS project in Central America and the Caribbean is essentially a continuation of

CASP. It has used the same personnel and program approach. In the Caribbean, however, a new series of offices were established to manage the recruitment, selection, orientation, and follow-on in that region.

Although the CASS training effort competes somewhat with USAID Missions in recruitment, the CASS effort, like CASP, is in general much more narrowly focussed than that managed by the USAID Missions. CASS managers are also under instruction to work in collaboration with the USAID Mission and to take into consideration the focus of the Mission's Country Development Strategy Statement, Country Training Plan, and Social Institutional Framework planning documents.

Figure A.18 reflects cumulative CASS-I and CASS-II scholarships awarded to the end of FY 1991 relative to the minimum targets for long-term training and academic training, and for the selection of women and the disadvantaged. CASS exceeds minimum targets in all of these categories.

CASS reported no HBCU placements in FY 1991.



# **A P P E N D I X    B**

## **Description of Variables**

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**APPENDIX B:**

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**Description of**

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**Variables**

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**INTRODUCTION**

The data used for the analysis come from three sources: The CLASP Information System (CIS), and the Exit and Returnee Questionnaire Databases. The variables can be described as follows:

*Satisfaction With the Training Program:* Trainees' satisfaction with their program is measured by a question asked in the Exit and Returnee Questionnaires: "How satisfied are you with all the training you received?" The response to this question is a five-point scale ranging from "very dissatisfied" (value 1) to "very satisfied" (value 5). Overall, 6,469 out of 6,699 Trainees (96.6%) who completed the Exit Questionnaire, and 1,955 out of 2,023 Trainees (96.6%) responding to this question on the Returnee Questionnaire entered valid responses to this question.

*Understanding U.S. Politics and Families:* In the Exit Questionnaire the Trainees are asked to indicate how their scholarship program experiences increased their understanding of U.S. politics and families. The response to this question is also a five-point scale that ranges from "not at all" (value 1) to "very much" (value 5). A similar question appears on the Returnee Questionnaire; however, this a retrospective measure that asks the Trainee to assess his or her feeling, before and after the training, regarding a series of characteristics of people and government of the United States. The list of characteristics includes: friendly, fair, generous, unprejudiced, and understanding. The responses range from "very unfriendly," "unfair," etc. (value 1) to "very friendly," "fair," etc. (value 7).

*Improved Socio-Economic Status:* In the Returnee Questionnaire the Trainees are asked to assess the extent to which Trainees think that the training program helped them to change their socio-economic status. A question that measures the change of salary is: To what extent did the program help you to increase your salary? The answers to this question ranges along a five-point scale from "not at all" (value 1) to "very much" (value 5). Trainees were also asked in the Returnee Questionnaire to assess how the experience in the U.S. affected their status in the community. The response to this question also falls into a five-point scale which ranges from "much lower" (value 1) to "much higher" (value 5).

*Usefulness of Training:* Trainees are asked to rate, on a five-point scale (1=of no use to 5=very useful), the usefulness of their training for improving their job competence and learning new skills.

*Length of Training and Level of Education:* These data come from the CLASP Information System. These are continuous variables, and were transformed into: short-term training (value of less than 9 months) and long-term training (value of more than nine months); 12 or less years of education and 13 or more years of education.

*Gender and Field of Study:* This information is also collected by the Missions and entered in the CIS. Each item has two values, e.g., male=1 and female=2; and academic=A and technical=T.

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## Data Tables

The following tables show the cross-tabulation of the dependent and independent variables. Note that the total number of valid responses is always not equal to the total number of responses in the database.

**TABLE B.1** **SATISFACTION BY GENDER**

	MEN		WOMEN		TOTAL	
	%	#	%	#	%	#
Very Dissatisfied	3.7	128	3.8	113	3.7	241
Dissatisfied	3.7	131	2.2	66	3.1	197
Neither Dissat./Satisfied	8.2	286	7.4	218	7.8	504
Satisfied	51.2	1793	48.7	1444	50.0	3237
Very Satisfied	33.2	1166	37.9	1124	35.4	2290
<b>TOTAL</b>	<b>54.2</b>	<b>3504</b>	<b>45.8</b>	<b>2965</b>	<b>100.0</b>	<b>6469</b>

Source: Exit Questionnaire

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**TABLE B.2** **SATISFACTION BY LENGTH OF PROGRAM**

	SHORT		LONG		TOTAL	
	%	#	%	#	%	#
Very Dissatisfied	3.6	151	3.9	91	3.7	242
Dissatisfied	2.5	103	4.1	94	3.0	197
Neither Dissat./Satisfied	5.7	240	11.5	265	7.8	505
Satisfied	45.9	1919	57.5	1324	50.0	3243
Very Satisfied	42.3	1767	23.0	530	35.5	2297
<b>TOTAL</b>	<b>64.5</b>	<b>4180</b>	<b>35.5</b>	<b>2304</b>	<b>100.0</b>	<b>6484</b>

Source: Exit Questionnaire

**TABLE B.3 SATISFACTION BY TYPE OF TRAINING**

	ACADEMIC		TECHNICAL		TOTAL	
	%	#	%	#	%	#
Very Dissatisfied	3.5	52	3.9	178	3.8	230
Dissatisfied	3.8	57	2.9	129	3.2	186
Neither Krause/Satisfied	12.7	189	6.1	273	7.7	462
Satisfied	58.4	868	47.2	2123	50.0	2991
Very Satisfied	21.6	321	39.9	1793	35.3	2114
<b>TOTAL</b>	<b>24.8</b>	<b>1487</b>	<b>75.2</b>	<b>4496</b>	<b>100.0</b>	<b>5983</b>

Source: Exit Questionnaire

**TABLE B.4 SATISFACTION BY YEARS OF EDUCATION**

	12 YEARS OR LESS		13 YEARS OR MORE		TOTAL	
	%	#	%	#	%	#
Very Dissatisfied	3.9	160	3.4	82	3.7	242
Dissatisfied	1.9	77	5.0	120	3.0	197
Neither Krause/Satisfied	7.0	285	9.1	220	7.8	505
Satisfied	47.1	1980	55.0	1325	50.0	3243
Very Satisfied	40.1	1635	27.5	662	35.5	2297
<b>TOTAL</b>	<b>62.8</b>	<b>2606</b>	<b>37.2</b>	<b>2409</b>	<b>100.0</b>	<b>6484</b>

Source: Exit Questionnaire

**TABLE B.5 UNDERSTANDING U.S. POLITICS AND FAMILIES BY GENDER**

	POLITICS (n = 6363)				FAMILIES (n = 6449)			
	Men		Women		Men		Women	
	%	#	%	#	%	#	%	#
Not at all	4.2	148	5.2	149	2.1	75	1.9	55
A Little	9.6	334	11.6	334	5.5	192	5.1	150
Some	28.2	984	32.6	939	17.9	627	16.5	486
Much	40.4	1406	38.5	1108	43.0	1505	40.5	1193
Very Much	17.6	612	12.1	349	31.5	1102	36.1	1064
<b>TOTAL</b>	<b>54.8</b>	<b>3484</b>	<b>45.2</b>	<b>2879</b>	<b>54.3</b>	<b>3501</b>	<b>45.7</b>	<b>2948</b>

Source: Exit Questionnaire

**TABLE B.6****UNDERSTANDING U.S. POLITICS AND FAMILIES  
BY LENGTH OF TRAINING**

	<b>POLITICS (n = 6377)</b>				<b>FAMILIES (n = 6461)</b>			
	<b>Short</b>		<b>Long</b>		<b>Short</b>		<b>Long</b>	
	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>
Not at all	6.0	245	2.3	54	2.7	111	0.8	19
A Little	12.7	518	6.8	156	6.7	280	2.8	65
Some	30.3	1236	30.0	689	20.5	852	11.5	265
Much	37.5	1529	43.0	988	41.5	1724	42.5	979
Very Much	13.5	551	17.9	962	28.6	1190	42.4	976
<b>TOTAL</b>	<b>64.0</b>	<b>4079</b>	<b>36.0</b>	<b>2298</b>	<b>64.3</b>	<b>4157</b>	<b>35.7</b>	<b>2304</b>

Source: Exit Questionnaire

**TABLE B.7****MEANS RESPONSES ON  
U.S. CHARACTERIZATION BY GENDER**

	<b>MEN (n=174)</b>			<b>WOMEN (n=225)</b>		
	<b>Before</b>	<b>After</b>	<b>Diff.</b>	<b>Before</b>	<b>After</b>	<b>Diff.</b>
<b>People:</b>						
Friendly	4.12	5.11	.99	4.09	5.34	1.25
Fair	5.50	5.21	.29	4.85	5.31	.46
Generous	4.52	5.30	.78	4.54	5.72	1.18
Sensitive	4.08	4.59	.51	4.13	4.97	.84
Understanding	3.83	4.56	.73	3.89	4.52	.63
<b>Government:</b>						
Friendly	4.36	5.09	.73	3.27	4.27	1.00
Fair	4.24	4.61	.37	4.41	5.06	.65
Generous	4.66	5.06	.40	4.73	5.54	.81

These are averages of a seven point scale, e.g., ranging from unfriendly (value = 1) to very friendly (value = 7).

Source: Returnee Questionnaire

**TABLE B.8****IMPROVED COMPETENCE IN THE JOB  
BY GENDER AND LENGTH OF TRAINING**

	GENDER (n = 1594)				LENGTH (n = 1673)			
	Men		Women		Short		Long	
	%	#	%	#	%	#	%	#
Not at all	3.1	28	1.9	14	2.6	35	2.9	9
A Little	5.1	45	4.5	32	5.0	69	3.9	12
Some	11.9	104	12.5	90	13.7	188	5.9	18
Much	49.3	430	49.2	355	52.2	714	38.3	116
Very Much	30.3	265	31.9	231	26.3	360	49.0	149
<b>TOTAL</b>	<b>54.7</b>	<b>872</b>	<b>45.3</b>	<b>722</b>	<b>81.6</b>	<b>1366</b>	<b>18.4</b>	<b>304</b>

Source: Returnee Questionnaire

**TABLE B.9****INCREASED SALARY  
BY GENDER AND LENGTH OF TRAINING**

	GENDER (n = 649)				LENGTH (n = 1151)			
	Men		Women		Short		Long	
	%	#	%	#	%	#	%	#
Yes	56.0	167	52.1	183	52.7	258	55.8	96
No	44.0	131	47.9	168	47.3	231	44.2	76

Source: Returnee Questionnaire

**TABLE B.10****INCREASED STATUS IN COMMUNITY  
BY GENDER AND LENGTH OF TRAINING**

	GENDER (n = 543)				LENGTH (n = 550)			
	Men		Women		Short		Long	
	%	#	%	#	%	#	%	#
Much Lower	1.9	5	2.5	7	2.7	9	1.9	4
Lower	1.5	4	1.4	4	1.2	4	1.9	4
Same	39.6	105	55.0	153	60.8	203	26.4	57
Higher	34.0	90	24.1	67	24.9	83	35.6	77
Much Higher	23.0	61	16.9	47	10.5	35	34.3	74
<b>TOTAL</b>	<b>60.7</b>	<b>265</b>	<b>39.3</b>	<b>278</b>	<b>57.5</b>	<b>334</b>	<b>42.5</b>	<b>216</b>

Source: Returnee Questionnaire

# APPENDIX C

## Lessons Learned

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## **APPENDIX C:**

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### ***Lessons Learned***

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## **INTRODUCTION**

This appendix is intended to serve as a reference resource. It reiterates and supplements the discussion of lessons learned that appears in the Executive Summary and subsequent chapters of this Annual Report. Since this process of identifying and reporting lessons learned has been ongoing from the beginning of the evaluation process in 1986, some of the material in this section appeared in previous CLASP Annual Reports, and because it represents a distillation of cumulative experience derived from observing and participating in CLASP training, much of the information in this appendix will be familiar to those parties involved with the CLASP process.

The purpose of this appendix is to serve the needs of new CLASP managers, whether a new member of the AID/Washington project management team, or one of the field Mission managers. Because CLASP training has a unique design, this section may also serve as a source of ideas and guidance for anyone not familiar with the CLASP effort who is simply interested in learning about this innovative and complex training initiative.

The following observations are not intended to describe specific problems or concerns, but rather are generalizations based on observation of CLASP implementation strategies, site visits, field visits, and evaluation efforts over the past years. In addition to earlier observations, the ongoing review of new questionnaire responses and the introduction of qualitative evaluation strategies have added to the body of knowledge and data that has been collected over the length of the program.

Lessons learned from analyzing the data supplied by Trainees, Mission staff, and training providers are outlined below.

## **LESSONS LEARNED FROM CLASP TRAINING COMPONENTS**

Lessons learned from CLASP training (drawn from observation, data, and interviews with Trainees, field Mission staff, and training providers) are organized by project component and chronological progression: project administration, recruitment, selection, predeparture orientation, English Language Training, skills or academic training, support structures, Experience America, returned Trainee perceptions and experiences, Follow-on programs, employment and career advancement, impact of training, and evaluation.

### **Project Administration**

1. Missions which instituted and administered clear, well-defined policies and procedures for recruitment selection, programming, placement, monitoring, and Follow-on of Trainees have conducted very effective programs.

In developing an effective organizational scheme, several key questions were posed:

- Was an in-country contractor necessary?
- Who would manage the Trainees in the U.S?
- Would the Mission use AID/OIT contractors or procure its own?
- What type of staff would be needed?

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In order to develop clear policies and procedures for the recruitment, selection, programming, placement, and monitoring of the Trainees, further key questions were posed:

- Would intermediary institutions be used in the recruitment of CLASP candidates?
  - What type of documentation would be needed for processing and audits?
  - Who would do the selecting?
  - How would the selection criteria be applied?
2. The appropriate implementation structure depends on the complexity of Mission implementation activities and Mission staffing. Some Missions have managed the entire in-country portion of their contract through their own training offices. Other Missions have used in-country contractors (both U.S. and host-country organizations) to handle all or part of the administration of in-country activities.
  3. An understaffed contract or training office can cause serious project delays and confusion.
  4. For CLASP-type projects, Missions have been well served when they have hired at least one person familiar with dBase III or similar computer programs, and trained a backup to the primary person. Missions which have the benefit of computer-literate staffs have been able to devise many uses for the CLASP Information System (CIS), the Participant Training Management System (PTMS), the PIO/P Generator, and other dBase III programs which will be continued through future AID training programs.
  5. It is useful to have on the CLASP staff an individual who understands such issues as cross-cultural adjustment, specification

of training objectives in behavioral terms, and predeparture and return briefings. Some Missions have designed and applied their own questionnaires to returned Trainees. To be of greatest use, however, these questionnaires must be read, coded, data processed and analyzed using statistical procedures. Experience shows that written questionnaires that are not subjected to coding and data processing are seldom analyzed; they are usually reviewed superficially and stored.

### **Recruitment**

1. Missions discovered the need to clearly differentiate between recruitment and selection in establishing procedures and criteria. Recruitment involves identifying a qualified pool of candidates; selection occurs from among these already qualified candidates.
2. Use of widespread publicity (newspaper and magazine advertisements, posters, etc.) has proven to be more appropriate for long-term scholarships than for short-term programs. Short-term programs can often be managed through local intermediary institutions which promote the program through in-house mechanisms.
3. Missions that encountered early difficulty reaching the 40 percent target for participation of women found a solution by instituting a targeted recruitment effort. Rather than adding women to programs which have been designed primarily for men, training groups were designed for women.
4. U.S. and local Mission staff have often proven to be sources of valuable contacts for the Training Office when they have understood the purposes of the programs. In addition to other contacts and approaches, some staff will have their own projects and professional interests which need to be maintained separate from CLASP.

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5. Because CLASP has its own specific selection and programming criteria, it will normally not have a natural constituency in the Mission. Project managers have discovered, therefore, that the benefit of attracting other staff in recruitment, planning, or targeting exercises has carried with it the need to resist CLASP-type training being co-opted by other Mission offices or projects.
  6. Appropriate local organizations (private voluntary organizations and other groups) are often very effective in recruiting qualified candidates. Such organizations, when used as intermediaries, also need recruitment guidelines to ensure an equitable screening process.
  7. Peace Corps personnel may be helpful both in identifying qualified candidates and in interviewing candidates in areas where the Mission personnel may have difficulty traveling. A danger in using local groups is that they may nominate individuals who are not properly selected or screened. Their procedures must be carefully monitored, and the CLASP Project Officer must be convinced that the local organizations fully understand the goals and objectives of CLASP screening and selection.
  8. When local organizations, which frequently may be local government entities, are used to supply a pool of candidates from which the Mission selects the Trainees, the efforts of the organizations to control the selection process can be avoided by using more than one organization, or by requesting a large enough pool of candidates, so that a real choice is available to the Mission.
  9. In some cases, Missions have found the need to withdraw training programs when faced with local government insistence on controlling the selection process.

## **Selection**

1. Clean and specific definition of key selection criteria terms (leader, potential leader, economic and social disadvantage, rural, youth, etc.) is necessary prior to initiating selection procedures. The definitions must be functional, so that each candidate can be classified according to the Mission's selection criteria. If definitions are difficult, as in the case of leadership, different methodologies have been used to assess the extent to which a person demonstrates leadership (for example, references from teachers and colleagues, individual and group interviews, and personal essays).
2. Standard application forms, which include all the information required by LAC/DR for the information system database, as well as for Mission selection procedures, have proven very useful to the program monitoring and evaluation procedures.
3. The availability of records of all non-selected applicants is also invaluable to the evaluation of the project implementation.
4. The evaluation process examines how the project managers have developed and used tangible measures (a systematic weighted scale) to categorize and rank applicants at all stages of the selection process.
5. With the CLASP emphasis on leadership, personal interviews with all final candidates, using uniform interview questions, are very important.
6. The selection process appears to have worked best when at least one U.S. (or other Mission project representative) and one foreign national have served on each selection committee and have participated in each interview. In addition, it has proven to be helpful to have a technical expert and a representative of the contractor present.

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7. Missions have demonstrated that different selection criteria and procedures may be applicable for different training programs, e.g., short-term and long-term academic training. If this is done, however, both sets of procedures need to be available in written form as part of the project documentation.

8. When selecting individuals for a training group, it is important to ensure that, in addition to meeting CLASP selection criteria, they also meet one additional criterion, i.e., that they constitute a coherent training unit. In earlier stages of the project, some Missions sent groups which have met CLASP criteria for disadvantaged, rural, etc., but the educational level of the Trainees varied widely, sometimes with a portion being illiterate. This factor made the group virtually untrainable as a unit. Information supplied by training contractors indicates that they have been surprised by the divergent backgrounds of such groups, and have had to revise the program completely during the first days that the group was in the U.S., leading to added costs, strain, and discontent for all concerned. The final result was two parallel programs, one for literate Trainees and another for illiterate Trainees.

9. Other relevant considerations worth keeping in mind while forming training groups, besides educational background, include experience of Trainees, area of preparation, area of interest, and proposed use of the training.

### **Predeparture Orientation**

1. A successful orientation is an important stepping stone to a successful training program. The Trainee's positive view of the U.S. is strongly associated with his or her satisfaction with the in-country predeparture orientation.
2. Predeparture orientation requirements are different for short-term and long-term

Trainees. Long-term Trainees may have several weeks of predeparture training in English or remedial preparation which can afford them additional time to learn about their prospective U.S. experience. Short-term Trainees will have little additional orientation, even in the U.S.; they are usually equally anxious about the logistics of their travel as about the objectives of the training.

3. The learning experience of short-term Trainees in the U.S. may be enhanced by bringing them together as a group for predeparture orientation and by stimulating exchange of information among members of the group.
4. Program design tends to be more successful, in the view of the Trainees, when U.S. contractors or trainers have been involved with the in-country activities such as the predeparture orientation.
5. When orientation is incorporated with in-country English language training, there is an opportunity to establish a tone for the program, to communicate to the participants their responsibilities, to offer professional and academic counseling, as well as counseling regarding job prospects.
6. Returned Trainees are major resources for the predeparture orientation programs offered by the field Missions, particularly in dealing with issues of transition to U.S. social, academic, and political life. Increasingly, field Missions are drawing upon this valuable resource for orientation programs.

7. Successful orientation programs have generally included discussions about Trainees taking with them information about their home country, especially for use with host families or in other facets of Experience America. Trainees often express frustration with North Americans' lack of knowledge about Central America, the Caribbean, or the Andes.

8. It is helpful for all Trainees, especially long-term Trainees, to be alerted to the typical stages of adjustment to a new cultural environment. During the U.S. training program, in order to avoid unpleasant surprises which are likely to detract from their learning experience, it is very important to provide accurate information in the predeparture orientation on both the training program and U.S. culture. Trainees need to understand what will be happening to them and how they can best respond to "culture shock." The topic of preparation for cultural understanding was addressed in the *CLASP Information Memorandum, Vol. VI 91-01 (March 1991)*.
9. The concept of Follow-on activities can be initiated in the predeparture orientation with discussion of what post-training activities the Trainees would view as appropriate and useful.

#### **English Language Training (ELT)**

1. It appears that short-term training is most successful when conducted in the Trainees' native language.
2. For long-term students, in-country ELT has been used to screen out those students who do not have either the motivation or the capacity to learn English. If the standard for English qualification for the program is explicit from the outset, the prospective Trainee will be prepared for the consequence if his or her program is terminated.
3. If ELT is provided in the U.S. for academic Trainees, and they must establish a certain level of English competence before beginning their academic studies, the Trainees should be aware of this requirement at the outset and helped to understand how their progress impacts on their U.S. program.
4. In addition to survival ELT before their departure, short-term and long-term

students whose U.S. training is conducted in Spanish or French/Creole have been found to appreciate the opportunity to continue to build on their ability to communicate in English. The availability of a continuing ELT component for these Trainees allows them to grow in their ability to communicate with Americans, and thus enhance the Experience America component of their training.

5. Homestays with families who did not speak the Trainees' language have resulted in Trainees who felt isolated.
6. On the other hand, many Trainees stated that their understanding of the U.S. was closely linked to their homestay experience.

#### **Training Programs**

1. Experience has shown that the success of efforts of training providers will be influenced to a great degree by the adequacy of advance communications about the training group and the training objective. The training provider needs adequate advance information regarding the backgrounds of the Trainees, especially in the case of group training. This is particularly important when the training program is new, or the training provider does not have experience with similar training groups.
2. Problems are likely to develop between the Trainee and the training provider unless all parties to the training program (the Mission, the placement contractor, the training provider, and the Trainee) have a common perception of the training objective.
3. The diversity of CLASP training often requires specially tailored programs to meet specific needs; these specially designed programs, because of their uniqueness and creativity, may be more problematic than some of the proven "off-the-shelf" programs. However this aspect

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of training also represents a challenge, i.e., to document both the failures and the breakthroughs so that all the participating Missions are able to draw on the experiences of others in their unique efforts to implement the CLASP training design.

4. Trainee levels of satisfaction, as expressed in the Exit Questionnaires, increase when the level of training is appropriate for all Trainees.
5. A simulation training exercise, such as the San Simon Game presented at the LCI mid-winter seminar, appears to be a successful technique in engaging and sustaining the involvement of Trainees across many cultures and disciplines.

### **Homogeneity**

1. The issue of heterogeneous and homogeneous groupings for training recurs both in traditional training programs as well as mid-winter seminars. It is clear from observations, Site Visits, Trainee responses to open-ended questions, and information supplied by training providers that mixing Trainees from divergent backgrounds, educational levels, and age groups frequently presents a serious obstacle to the successful achievement of the training objective. Frustration resulting from a heterogeneous group training situation may be experienced by all parties involved: by the more prepared Trainees who feel held back by the less prepared Trainees; by the less prepared Trainees who must struggle to keep up with the training and may feel isolated by other Trainees; by the younger Trainees who may feel less confident about expressing their ideas; and by the training provider who must cope with the divergent needs of the Trainees.
2. An idea that should be kept paramount is the relationship between the training objectives and the background of the Trainees. Over-qualified members of a training group may be as disruptive and

divisive in terms of group dynamics as under-qualified members.

3. The field Mission may not always form its own training group, but rather may entrust that responsibility to a placement contractor. In such a situation, the Mission will want to assure that the design of the training program is congruent with the background of the Trainee, and that the group organizer is alert to the importance of homogeneity.

### **Support Structures**

1. HAC medical coverage is cited in CLASP evaluations as a problem in terms of timely compensation for medical expenses. Project managers may wish to alert Trainees to some potential problems in this area and be sensitive to Trainees' expressions of unhappiness when problems occur.
2. Stipend amount is another area of recurring Trainee concern. When only a part of a group of Trainees is unhappy with the stipend amount, the presumption may be that those individuals had less ability to manage their funds or had unrealistic expectations of the entitlements of the training program. Both of these possibilities may be addressed in predeparture orientation and may require special attention when the issue presents itself. It would be helpful to the Trainees to be furnished with an explanation of the stipend before departure for the U.S. (preferably in writing) which outlines how it is intended to cover normal living expenses. A discussion of budgeting the stipend would be useful. Trainees should understand that they can seek assistance from the training provider or placement contractor for budgeting assistance.
3. If Trainees are to receive stipends at a level established below *Handbook 10* guidelines, the Trainees are likely to learn of this fact. Dissatisfaction might be less likely in this circumstance if the Trainees

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had prior knowledge of the rationale for that decision.

4. In addition to the support structure in the U.S., a Follow-on study of primary school teachers from Central America revealed that additional impact that can result from having an in-country institutional support structure (the Ministry of Education) assisting the effort of the returned Trainees in applying their training experience.

### **Experience America**

1. Trainee responses to questionnaires indicate that increased Trainee interaction with U.S. society and institutions improves the Trainee's attitudes toward the United States. Many Trainees reveal that their understanding of the U.S. was closely linked to their homestay experience. Visiting with U.S. families and attending athletic and civic events are rated more positively by Trainees than observing cultural events and visiting tourist spots.
2. Most Trainees are happy with the chance to live and study in the United States, even if some have reservations about the particular training received. Many of the most important reactions to the scholarship relate to the opportunity to meet Americans, attend U.S. schools and to get to know the United States.

### **Returned Trainee Perceptions of the Program**

1. Trainees are inclined to rate the value of the program more highly once they return to their country if they have jobs which provide for more individual initiative and more flexibility. In particular, private sector, self-employed Trainees report most often that they are successful in implementing newly acquired skills.
2. Trainees who are recruited into the program directly from school or from more narrow professional or occupational

fields seem to encounter more difficulty in applying their training experience. They, therefore, represent special targets for Mission efforts in Follow-on programs.

3. The responses of returned Trainees indicate that long-term training seems to provide greater post-training career benefits than short-term training. Long-term Trainees also have more continued contact with the U.S. upon return to their country. However, there is also a higher level of academic achievement at the time of selection among long-term scholarship recipients, which also may explain this correlation.

### **Follow-on Programs**

1. The concept of Follow-on should be initiated in the predeparture orientation program with some discussion of what activities the Trainees would view as appropriate and useful upon their return. When anticipation of a Follow-on program is initiated at the predeparture orientation stage by specifying the objective of the program and the Trainee responsibility for returning and contributing to the home country's development, Trainees become more aware of the seriousness of their commitment to more active participation in their communities.
2. The structure of Alumni Associations should reflect the demographic and geographic realities of the country, the kinds of training offered, and incorporate the recommendations of the returned Trainees. Some Alumni Association options currently in operation in the Missions include: national associations, regional associations, associations organized by field of training and, occasionally, a combination of these options.
3. Support services are essential as returned scholars re-enter their culture as job-seeking adults. Returning Trainees have

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benefitted from goal-setting and confidence-building experiences.

4. Many returnees do not have the job-search skills to market themselves to prospective employers, and thus Follow-on can profitably integrate this focus into its activities. Emphasis on teaching Trainees job-hunting skills and providing ongoing technical education seems to be a worthwhile effort.
5. In-country training programs structured along the lines of "participatory education" using and teaching techniques that encourage interchange, group creativity, small group discussion, and innovative teaching aids appears to be successful in adult training programs.
6. Reinforcement seminars designed to balance technical content with leadership or motivational skills has proven to be a relevant complement to the U.S. training experience. Trainees involved in this kind of program agree that the overall experience has been made much richer, and concerns about the inapplicability of training lessen. This kind of program, for participating Trainees, becomes a kind of second core to the CLASP scholarship which continues to provide them with great incentives to continue learning and to apply what they have learned.
7. The prospect for networking seems to be a key for stimulating Follow-on activities.
8. The involvement of local organizations (educational, civic, Church, chambers of commerce, etc.) can lend much in the way of support to the Follow-on process by linking the scholar to the home community.
9. The ultimate success of a Follow-on program is predicated upon whether the returned Trainee adapts, re-adjusts, achieves some independence, becomes employed, and is of service to the community. The topic of Follow-on was

addressed in Aguirre International *Information Memoranda Vol. VI 90-02 (July 1991)* and *Vol. VI 91-03 (September 1991)*.

### **Employment and Career Advancement**

1. Self-employed returnees are more likely to maintain U.S. contacts after completing their program and returning to their home country. Trainees who are older than the youthful majority of CLASP Trainees seem less inclined to initiate contacts with U.S. people and are less likely to develop a more positive view of the United States.
2. In some fields of training, successful apprenticeship programs have been organized in which the returned Trainee works for a company for a short period of time with the prospect of being hired by that company. Students acquire first-hand experience in their specific field of study, while employers can benefit from their skills. Employers are often more willing to hire someone they have already trained and with whose potential they are already familiar.
3. Other observations and lessons learned about employment include:
  - Returnee Questionnaire data reveal that men are more likely to be employed than women.
  - Among returned Trainees, the rate of employment is similar for short- and long-term Trainees.
  - Returned Trainees generally report returning to the same job after training, but with greater responsibilities and new activities.
  - Upon their return to country, Trainees report that their jobs are "better," and that they earn more than before training.

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## **Impact of Training**

1. Trainees report that their view of the world and of themselves is very different as a result of the CLASP training experience. They speak of a broadened vision of the world and their potential, of greater self-confidence, and of a growing commitment to serve others. Most say that their hopes and aspirations for the future have changed as a result of their U.S. experiences. In describing those changes, Trainees address:

- efforts to improve their educational levels;
- efforts to improve their work or to undertake new work (such as starting a business of their own);
- the desire to improve the living standard of their fellow countrymen based on what they saw in the U.S.;
- the desire to work within their community for social ends; and
- the desire to improve themselves by becoming better leaders, better students, and by self-motivation as entrepreneurs.

2. Community-based development projects are perceived to be more than construction of buildings and irrigation systems; they embrace educational advances and the mobilization of people in support of common goals.

3. In focus groups, many Trainees report that they are acting as "multipliers" by sharing with others the skills gained during their U.S. training. Small business people, trainers of trainers, teachers, health, and natural resource Trainees recount ways in which they passed on their learning to others.

## **Evaluation**

Respondents to focus group evaluation reacted favorably to the focus group as an evaluation model, stating their satisfaction with the opportunity to further express their opinions.

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The above comments and observations are not offered as specific recommendations, but rather, represent a synthesis of lessons learned to date which may provide insight into programming and training as CLASP proceeds into the future.

**A P P E N D I X   D**

**CLASP-II**

**Evaluation Strategies**

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**APPENDIX D:**

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**CLASP-II**

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**Evaluation**

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**Strategies**

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**INTRODUCTION**

The accompanying matrix depicts in tabular form the range of possibilities of CLASP-II evaluation research, to indicate to CLASP Missions and other interested parties the degree to which evaluations can be tailored to their needs and interests (see Table D.1).

- The first column provides a list of *issues* particular to CLASP training. The list is only a representative indication of themes, and will evolve as evaluation needs change.
- The second sketches the *scope* of evaluation of CLASP Trainees. The scope can range from a consideration of Trainees sponsored by several countries (for example, from a geographical region or Missions which have adopted similar program focuses) to an individualized selection of evaluation subjects.
- The third column summarizes the varying *methodologies* which are used to realize the evaluation. Survey research has long been a part of CLASP evaluation; many of the qualitative methods listed, new with CLASP-II evaluation, were described in Chapter One.
- The fourth suggests the various potential *audiences* of CLASP-II evaluations.

This table offers a "menu" of how evaluation research can provide particular insights into training initiatives throughout the CLASP program.

**AN EXAMPLE OF THE EVALUATION MATRIX IN ACTION**

Small enterprise development has been a training emphasis in the CLASP programs of many participating Missions. As a hypothetical case, a Mission decides to focus on the impact of microenterprise training with respect to the accomplishments of Trainees in the marketplace as well as changes in their role in the community. Under CLASP-II, the Mission contracts an evaluation under the "buy-in" provision of the central monitoring and evaluation contract.

In the attached matrix, the *scope* of the evaluation is "Trainees from a single training theme," and the primary *issues* are entrepreneurship and community activities. *Methods* to be adopted would depend on the scale of the evaluation and could include:

- focus groups with selected microenterprise Trainees, to discuss their views on how they have applied their training to their businesses;
- case studies of particular Trainees (for example, with successful Trainees, or with Trainees who employ more than five persons);
- a quantitative survey of a sample of small business Trainees to investigate commonalities of application and experience; and
- a case study of a small businessman's association in which Trainees have been active.

Similarly, Missions can combine the various elements of evaluation research to tailor

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evaluation research to their programming requirements.

## **TYPES OF EVALUATIONS AND REPORTS**

Evaluation reports can be grouped under the following headings:

### **Country Impact Evaluations**

Country Impact Evaluations are multi-disciplinary field studies that examine the impact of CLASP training among different categories of the CLASP population in a specific country or within several countries, and which articulate the broad range of outcomes and impacts that Trainees and others attribute to training. Sources of information can include: a survey drawing on concrete, quantifiable questions relating to the usefulness and applicability of training in the work place; focus groups conducted on the impact of U.S. training in the community and on the job; case studies on specific activities and initiatives taken on by the Trainees; and open-ended interviews with Mission personnel and others involved in the program. The analysis looks for proposed linkages between CLASP training and a broad range of changes in behavior and attitude identified by CLASP Trainees and others as a consequence of their U.S. experience.

Country specific impact evaluations will be conducted utilizing the "buy-in" mechanism to the CLASP evaluation contract.

### **Country Process Evaluations**

The process evaluation is a field study that assesses a specific Mission's progress in implementing key elements of the CLASP program. Areas evaluated include: recruitment, screening and selection of CLASP Trainees; predeparture orientation; training in the U.S.; "Experience America;" Follow-on; Mission management; and the effects of training. Sources of information include: The CLASP Information System (CIS) which

comprises Trainee biographical data; Mid-term Questionnaires (administered to long-term Trainees midway through their program); Exit Questionnaires (administered to all CLASP Trainees prior to the completion of their U.S. training experience); and field data which include one-on-one interviews with returned long-term and short-term Trainees (following their return to country), interviews with Mission project staff, selection committee members, counterpart agencies, in-country contractors, and selected employers of Trainees.

The analysis reflects the extent to which Missions are meeting the goals of CLASP and suggests further improvements in implementing the project. Unless specifically requested through the "buy-in" mechanism, Country Process Evaluations, as a specific type, will conclude with the Andean Region process evaluations of the first quarter of FY 1992.

### **Country Evaluation Updates**

Updates are field studies which build on the results of a previous evaluation of a specific Mission's work. They are intended to complement earlier evaluation findings. Additional features include an examination of the development of a Mission's Follow-on program, and a comparison of the findings of the update with the previous evaluation so as to assess the progress and suggest recommendations for further improvement.

### **Site Visit Reports**

*U.S. site visits* are carried out at the U.S. training site and describe the implementation of the training and Trainees' perceived applicability of their studies. These reports also can address specific areas of concern to both the Trainees and the trainers. Various methodologies and protocols are used (focus groups, interviews, questionnaires, etc.) These reports are primarily qualitative, but can be supplemented with quantitative data (exit questionnaire data and or questionnaire specific).

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The CLASP evaluation contract allows for an estimated six site visits to be carried out during each fiscal year. Missions may submit requests to LAC/DR/EHR for the CLASP evaluation contractor to conduct U.S. site visits. Based on requests, LAC/DR/EHR will select certain sites based on justification and available funds. Missions are encouraged to use the "buy-in" mechanism to have their own site visit evaluations conducted.

*In-country site visits* are conducted in the Trainees' home country when they are grouped for the purpose of predeparture orientation, Follow-on activities or training, English Language Instruction, etc.

### **Individual Program Evaluations**

This is an evaluation report on short-term technical training groups, based on information contained in the Exit Questionnaires. Information from contractor/trainer responses may be included in these reports.

The CLASP-II evaluation contract allows for six Individual Program Evaluations (IPEs) each fiscal year. Missions are encouraged to submit requests and justifications to LAC/DR/EHR for particular groups. LAC/DR/EHR will review requests and select certain short-term groups for IPEs. Missions are encouraged to utilize the "buy-in" mechanism for IPEs for groups in which they are particularly interested. Individual Program Evaluations for Missions using the OIT contractor, PIET, are not available, since PIET conducts its own evaluation of short-term groups.

### **Information Memoranda**

These reports are topical and contain information useful to Missions and their contractors. Topics are suggested by program implementers as the program evolves. Areas of interest addressed in FY 91 included:

**Skills Training: Traditional or Non-Traditional Methodology**  
**Preparation for Cultural Understanding**

### **Current CLASP Follow-on Efforts Contractors Look at Follow-on Leaders and Potential Leaders in CLASP**

Missions can communicate to LAC/DR/EHR areas or topics of interest or need that the CLASP evaluation contractor might address during the current fiscal year.

### **Evaluation Planning**

In the second quarter FY 1992, CLASP Missions will have the opportunity to discuss with the CLASP evaluation contractor their objectives and requirements in designing an appropriate evaluation plan. Through the CLASP evaluation contract, additional resources are provided to complement Mission capabilities to develop a CLASP evaluation plan to be realized over the life of CLASP-II. Contractor assistance includes discussions with the Missions to:

- review the Mission Country Training Plan for the upcoming year;
- review and select certain U.S. training sites for visits;
- discuss Mission-specific questions to supplement the AID Exit Questionnaire administered by the evaluation contractor;
- review the Mission CIS for possible enhancements related to evaluation data;
- review Mission debriefing and Follow-on programs to determine if in-country evaluations would be useful for certain groups;
- establish the parameters for country impact studies; and
- review the "buy-in" mechanism to the CLASP evaluation contract.

TABLE D.1 AN EVALUATION MATRIX

AUDIENCES	ISSUES *	METHODS	SCOPE	PRODUCTS
U.S. Congress	<b>"IMPACT"</b>	Surveys:	Trainees from Several CLASP Countries	Country Impact Evaluations†
AID/Washington Program Managers		Returnee Questionnaire	Trainees from a Single Country	Country Process Evaluations†
USAID Missions	Democratic Initiative Support	Tailored to Mission Interests	Trainees from a Single Region or Economic Sector	Country Evaluation Updates†
Other interested Parties:	Community Action	Exit Questionnaire	Trainees from Mission Emphasis (Leaders, Women)	Limited Special Reports: (Case Studies, Focus Groups, etc.)†
	Training Applicability for Employment	Case Studies	Trainees from a Single Training Theme	In-Country Site Visit Reports†
	Host Government Institutions	Focus Groups	A Single Training Group	U.S. Site Visit Reports‡
	U.S. Placement Contractors	Open-ended Interviewing	Trainees Chosen at the Individual Level	Video Programs†
	In-Country Contractors	"Town Hall Meetings"		"Enhanced" IPEs (Individual Program Evaluations)†
	Alumni Associations	Key Informant Interviews		"Standard" IPEs‡
	Regional Organizations	Life Histories		Information Memoranda‡
		Entrepreneurship	Participant-observation	CLASP Annual Reports‡
		Women	Direct Observational Indicators	Ad Hoc Reports‡
		Environmental Issues	Document Analysis	CLASP Quarterly Reports‡
	Follow-on and Impact	Videotaping of Case Studies, Focus Groups, Events		
	<b>"PROCESS"</b>	Site Visits		
		Recruitment and Selection		
		Predeparture Orientation		
		Training Implementation		
	Experience America/ Perceptions of U.S.			
	Follow-on Implementation			

\* This list of issues is not meant to be exhaustive, but only to suggest a range of issues commonly mentioned.

† Products available through cost-sharing arrangements between the Missions and the core contract.

‡ Products available through the core contract at no cost to the Missions.

# APPENDIX E

## Composite Trainee Profiles

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## **APPENDIX E:**

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### **Composite Trainee**

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### **Profiles**

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## **INTRODUCTION**

The duties of evaluators associated with the monitoring and evaluation of CLASP often result in stimulating one-on-one interviews and delightful focus group sessions with CLASP Trainees, all rewarding experiences. While conducting field work, many members of the Aguirre International staff have met Trainees eager to share their experiences, observations, and successes.

The following are three situations representing the experiences of a male short-term Trainee, a female short-term Trainee, and a long-term male Trainee. The first, recounts the importance of CLASP training, as viewed by a community leader, a mayor of a city in one of the CLASP-participating countries in Central America. He makes evident the benefits of CLASP training, and explains his reasons for wanting to implement some of his newly acquired knowledge and skills.

The second, a composite success story, captures the essence of a typical CLASP Trainee who, as a leader in her community has overcome some of the social barriers that have traditionally impeded her full participation in the development of her community and her country.

The third is also a composite story of a typical long-term Trainee who, through his CLASP experience, has matured tremendously. His story points up some of the added benefits associated with Trainees' participation in CLASP.

In the first case, the interviewee focuses on the impact of CLASP training, and the perceived potential effect that CLASP will have in his community. He expressed his

views during an interview that followed a focus group session where he participated. In the second case, the narrative represents the views of a composite, CLASP Trainee, who portrays the aggregate voices of female Trainees that have participated in several focus groups. The third story is that of an academic Trainee. He portrays the aggregate voices of Junior Year Abroad CLASP Trainees as heard in several focus groups.

Although the three narratives have been edited, their content regarding CLASP training is authentic.

## **A MAYOR TRAINING IN PUBLIC ADMINISTRATION**

My name is Pedro Armando Contreras [a fictitious name]. I'm the mayor of the city where I was born, and the same place I have worked all my life. Prior to being elected mayor of my city, I worked in the private sector as the general manager of a medium-sized company. I am not a career politician. I was asked to participate in the election by one of the major political parties of my country. I ran for the post and was elected.

Earlier this year I was contacted by a representative of a training contractor. He asked me if I would like to participate in a training program sponsored by AID. I was interested, and entered into a selection process. Soon after I found out that other mayors of my Department were invited for the same program. I submitted all of the paper work they requested and, after a while, they call to tell me that I was selected to participate as a Trainee. I welcomed the announcement and the opportunity. They also invited me to attend an orientation

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meeting to be held in one of the hotels in the capital city.

The day of the orientation meeting, I arrived early at the meeting place. Soon other majors arrived. It was interesting to see that some of them were active in the opposition party, not in my party. We seldom get together with them to cooperate on anything. Recently, however, we are beginning to reactivate the national confederation of mayors. Within this political structure, we hope to be able to work together, regardless of party affiliation.

The orientation in-country lasted two weeks. During this time, we were told how the United States society functions, what the objectives of the program were, and where we were going for U.S. training. Some English classes were given, but most of us didn't learn much. However, those who already knew some English, benefitted from those classes. Overall, I felt they prepared us very well for the six-week experience in the United States. Once in the States, they divided us into three different training groups. One group was sent to Louisiana and Puerto Rico, another group was sent to Tucson, Arizona, and one more received training in Washington, D.C., and Lubbock, Texas.

All of us, I think, received very good training. I particularly enjoyed the content of the "public administration" lectures and the visits to places where we saw the scope of public works in the United States.

I was impressed by the American way of public administration, and the structuring of local governments as autonomous entities, independent from the central government. I was also impressed by the way in which city council members are elected, regardless of party affiliation. It is interesting to see people working together for the benefit of their communities, and people participating in the decision-making process. Upon return to my country, I am going to implement some of the strategies I learned.

You have asked me if the training has had any impact on me. In fact, the training has definitely impacted me in many ways, but I think that you won't be able to see the results until you come and visit my community after I have the chance to put into practice all that I have learned. Give me six months, and you will see. I have many plans. For example, the collection of garbage is one of the major problems in my municipality, therefore, one of the first things I am going to do is to get together with the city council to develop a strategy to act. Although, I have my own action plan, the objective of that meeting will be to draft a plan to solve the garbage problem. I know of a piece of empty land appropriate for a dump site but, since that lot is within the jurisdiction of an adjacent municipality, we will get together with the mayor of that city and, together, we will be able to develop a plan. I am confident of that.

I was thinking too, that the training has given us the opportunity to work with mayors who are of a different party. This is much needed in our country, e.g., the participation of the people to promote the social good without regard to party labels. I think that knowing these individuals, within the context of the training, will bear some future fruits.

Let me give you an example; there are 262 municipalities in our country. From this, 73 mayors are here representing their communities. It is my understanding that 75 more mayors will be trained by AID soon. If that is the case, about two-thirds of all of our municipal leaders will be trained. If we who are trained train the other mayors who were unable participate then, most of the leaders of our communities will have some common grounds to operate, and our country will have a better chance to develop into a solid democracy.

#### **A WOMAN ENTREPRENEUR**

My name is Carolina del Socorro Antunes [a fictitious name]. I am proud to be a CLASP

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**scholar. I participated in the program as a Trainee, and returned to my country seven months ago. You would not believe the kind of things I have done as a result of my training in the United States. I will tell you but, first, let me tell you a bit about myself.**

**I am a single mother, have three children, and used to be a beauty shop owner-operator. I still am in the same kind of business, but I have expanded. I now own and operate a beauty school. Prior to my CLASP training in the United States, I always wanted to travel, but my resources were scarce and I never had the opportunity to travel abroad.**

**When I learned about the availability of AID scholarships, I rushed to apply. I went to the capital city for that purpose which is where AID has its offices. I filled out an application, and submitted all the documents they asked me to submit. Then, it was just a matter of waiting to hear from AID. They did not take very long to notify me that I was selected. It was a happy moment for me and my family. There was one worry, however. It was necessary to be away from my children for several weeks. But, you know, mothers are always there when one needs them, and my mother took care of them while I was gone. Nevertheless, it was still hard to leave my children behind.**

**Before we left for the United States, AID gave us a brief orientation. Although it was rather limited, we were told what was expected from us. Among other things, they told us that upon our return to our country, we would have to work with our communities to help in organizing people to work on development projects.**

**As I heard the presenters, some of which were CLASP alumni, I began to plan, in my head, the sort of things that I would do with the people of my community. Since I knew many of them, I was sure that I would be able to initiate something with them, but at that time, I didn't know exactly what.**

**We left for the States. A handful of my relatives were at the airport when I left with the rest of the group. It was exciting; many of us in the group flew for the first time. During the flight they gave us a very good meal.**

**I was part of a group of 25 individuals who were in business for themselves. I knew some of them, especially, women who sold different things in the market, and ex-classmates from the beauty school I had attended four years ago. All were friendly. We all shared some of the same feelings toward the training, to learn new things and to be able to apply them upon our return to our country, and also to work with our communities—something I didn't know quite how to do yet.**

**Our group was placed in a community college of a small city in New Mexico. The first few days were hard to take. We felt, somewhat, isolated. There were hardly any people on the streets, and the buses ran only sporadically, although on time. The food was something that many of us didn't appreciate very much at the beginning. Later, some of us got used to the taste. But still, a few members of the group searched for a place where food similar to the food we were used to in our country could be bought. Some members of the group became faithful customers of that place.**

**In the school we were taught many interesting things, all relevant to our line of work, and at the level we were able to comprehend. Some of us, however, had a hard time with the lessons because of our limited prior schooling. Among other things, I learned some accounting and business management. The accounting lessons included procedures for setting up the books of small businesses that some in the group owned. The business management portion of the training dealt with how to get more customers, and how to be competitive by being up-to-date with customers' needs. I learned a lot.**

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Apart from the lessons in the classroom, they took us to visit several institutions and government offices. It was interesting to see how well-organized Americans are, the importance they give to time, and how well they plan their activities. I liked all that I saw during these visits and, when I was by myself, I would start thinking and making plans to implement what I was learning.

The program provided visits to community projects and amusement parks, and some of us had the opportunity to visit the homes of American families, mostly, the homes of our instructors and their friends. Everyone treated us very well. Once, we visited a Senior Citizen center. We also visited a public school. At the Seniors' center, we learned how Americans take care of their elderly. At the school, we saw the multiple teaching resources that the a teacher has and the relatively small classes. It was a sharp contrast between the number of students in a U.S. class and the rather large groups our teachers try to teach.

In all, the U.S. CLASP training was a great experience for me. I was anxious to get back, and put myself to work. I know, you have challenged me by asking, "How can six weeks of training make a difference?" Let me tell you, if it wasn't for those six weeks, I wouldn't have had the courage to start my own business. First, while I was in training, I asked myself, "If others can do it why couldn't I?". Second, with what I learned about business management, I felt that I could open up my own beauty academy and succeed at it, because now I knew how to bring students into an academy and how to maintain them. Moreover, I realized that the visit to the United States was a "selling" element that would help my endeavor, for now I could claim being aware of the latest U.S. teaching techniques. To make the long story short, soon after my arrival home, I opened up my own beauty academy. It is a successful business.

Besides my personal gain, I have become more active in the community. CLASP is

like a credential for me. Before the training, I was even afraid to go to the city hall. They wouldn't talk to me. Now, and I cannot really tell you why or how it came about, I walk into any government office I want and request whatever I need. Furthermore, I am working closely with the mayor of the city and the military in a community project.

As a Trainee, my relationship with CLASP has been excellent. I must also tell you, however, that some of us who went to the States for training have had a hard time in trying to implement what we learned. For one thing, once back in our communities, our daily routines impede a more active participation in community projects. Some women, for example, besides having to work, have to take care of their children, and they don't have time to devote to community projects. But that is changing, somewhat. Those of us who have benefitted from the established Follow-on training program try to visit with other Trainees who are unable to attend the training for whatever reason. I think that as more of us share our training with others, the opportunities to develop ourselves and our communities will increase.

### **A LONG-TERM TRAINEE IN COMPUTERS**

My name is Juan Luna Villaseñor [a fictitious name]. I am the youngest child of a family of five. My dad is the principal of a secondary public school, and a partner in an import/export enterprise. My mother keeps the books for the company and, from time to time, she travels to the United States to buy merchandise.

I am a second-year student at a local private university. At the *Universidad Nacional*, the public university, everything is very politicized and classes are not held regularly. That is why my parents decided to send me to study in a private institution.

One day I saw a poster at the school cafeteria. It read that USAID was offering scholarships for study in the United States. I

talk to some of my friends, and we decided to apply. There was a recruiting office in the administration building where one could pick up an application. Seven of us applied. Having good grades was very important. In my own case, it was also important that although I attend a private institution and my parents paid tuition, we don't belong to what in our country is considered "the elite."

After I submitted the application, along with my transcripts and photographs, they called me for an interview. The purpose of it was, I think, to see if I was really interested, and maturely ready to spend a year away from home. I thought I was. I responded to all of the interviewer's questions as best I could and, surely enough, after a few weeks I heard the good news, *gané la beca*, ("I won the scholarship"). It was a great feeling. I was very happy. When I related the news to my family, all of them were happy too. My dad and mom told me how proud they were of me.

Soon after that announcement, USAID organized an orientation meeting for all the selected Trainees. We met at a local hotel for five consecutive days. In general, they told us what to do upon arrival, what to take in terms of clothing, and what we were going to study. As the week-long meeting ended, most of us knew one another. We were like a big family, and were ready to initiate an adventure.

When we arrived in the States, we were sent to different schools, depending on our area of study. I was fortunate to be placed at a school in a place where the climate was similar to what I am used to. I heard that other students were sent to schools in cold areas and had to get used to the climate there; they said it wasn't easy.

For the first few weeks of my stay in the United States, I lived with an American family. They all were very nice. The oldest son was about my age, and he showed me around every now and then. After those few weeks, my friends and I decided to rent an

apartment. It was conveniently close to school, and it felt more like home. I would continue visiting the American family from time to time. On special occasions, they invited me to spend some time with them.

The college experience was hard at the beginning. Everything was different from what I was used to in my country. For instance, the freedom to take whatever classes one wanted seemed strange. Nevertheless, I was assigned a good advisor and, together, we developed a study plan and a school schedule. When I reviewed the college schedule, I wanted to take almost every class in it, because everything seemed very interesting. In the end, however, I concentrated all of my efforts on taking English and Computer Science classes, all with the idea of returning home, continuing my education, and helping my family with the business.

All I can tell you is that I have enjoyed the CLASP experience immensely. Since I already knew some English before I left for the U.S., I was able to pick up a lot more than some of my friends and soon, I became the interpreter for the group. Not for long though; many of them learned English fast.

My training in computers was not as profitable, however. I think that the time for studying it was not enough. On the other hand, I am grateful for the advance English training I took, it has provided me with a means to support myself and my continuing education, and to help my family. I am now an English teacher in a private school. I teach during the day, and go to school at night.

The U.S. training has opened other doors for me as well. Since I am on the board of the newly organized CLASP Alumni Association, I deal a lot with people in government and in business. Our organization is trying to get financial support to initiate several community projects, and we need help from those who have the means. I feel that attending the meetings that are set up with

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people in government and in business helps me a lot in my personal development.

Apart from all of the good CLASP experiences, there is one thing I am not too happy about. Contrary to what we were told before departing for the States, the college credits that we obtained there are not transferable to institutions in our country. It has to do with the bureaucracy of our

system—I think. However, the CLASP experience has been one of the best experiences of my life, something that I will treasure forever. Through the CLASP experience, I learned a lot, became a bit more independent, and made a lot of friends. As a matter of fact, I still keep in touch with some people in the States, especially, with the family with whom I lived.

**A P P E N D I X F**

**CLASP-II**

**Policy Guidance**

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**APPENDIX F:**

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**CLASP-II Policy**

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**Guidance**

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**INTRODUCTION**

In April 1991, LAC Cable #106163 on the subject of CLASP-II Policy Guidance was issued to the Latin American and Caribbean USAID Missions. The cable highlighted the goals, objectives, implementation guidelines for CLASP-II, and increased Mission responsibility for country needs analysis, program implementation, and evaluation.

The cable confirms the overall goal of CLASP-II as strengthening of broad-based social and economic development in a context of pluralistic democracy and the free enterprise system. It reaffirms that CLASP-II, like its predecessor, continues to draw on the same selection criteria to target specific groups for training. Leadership criterion has been elevated to a primary consideration for participant recruitment and selection in CLASP-II.

Whereas CLASP-I was a centrally directed and regionally funded program, CLASP-II is Mission-funded and, as a result, allows Missions to place heavier emphasis on country development objectives in the host countries, and Missions are encouraged, within the CLASP selection criteria and objectives, to devise training programs which reinforce general Mission objectives and program stability.

The cable suggests that Missions consider homogenous training groups (in background, level of expertise, and professional interest), appropriate predeparture orientation and pre-program planning, utilization of HBCUs, meaningful Experience America activities, and Follow-on support for Trainees upon return to home countries.

The Missions are encouraged to observe cost-containment measures, to use the Training Cost Analysis (TCA) costing and reporting procedures, and to develop evaluation plans for CLASP-II training groups to include an in-country evaluation after a significant number of CLASP-II Trainees have completed their training and returned home for a period of at least six months, and at least six months before the end of the project.

The referenced cable is reproduced in the following pages.

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POLITICALLY "ELITE" FAMILIES.

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GCLA-01 FVA-01 APSP-02 ES-01 STPO-01 STUR-01 SDB-02  
LADI-04 AHAD-01 ATPC-04 LAPS-02 /034 AB 03/1006Z

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DRAFTED BY: AID/LAC/DR/CHR:AVOLLBRECHT:RV/4497R  
APPROVED BY: AID/LAC/DR:EBRINEMAN  
AID/LAC/CAR:CTYSON (INFO) AID/LAC/CEN:RASSELIN (INFO)  
AID/LAC/SA:NPARKER (INFO)

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AMEMBASSY LIMA  
AMEMBASSY TEGUCIGALPA  
AMEMBASSY KINGSTON  
AMEMBASSY PANAMA  
AMEMBASSY BRIDGETOWN  
AMEMBASSY SANTO DOMINGO

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TAGS:

SUBJECT: CLASP II POLICY GUIDANCE

1. THE SECOND PHASE OF THE CARIBBEAN AND LATIN AMERICAN SCHOLARSHIP PROGRAM (CLASP II) ADOPTS MANY OF THE SAME OBJECTIVES AND CRITERIA AS THE NOW CONCLUDING CLASP TRAINING INITIATIVE. CLASP II CONFIRMS AS ITS OVERALL GOAL THE STRENGTHENING OF BROAD-BASED SOCIAL AND ECONOMIC DEVELOPMENT IN A CONTEXT OF PLURALISTIC DEMOCRACY AND THE FREE ENTERPRISE SYSTEM. IN THE TRANSITION TO CLASP II, THE PRIMARY CHANGES INVOLVE CLARIFICATION OF OBJECTIVES AND IMPLEMENTATION GUIDELINES AND INCREASED MISSION RESPONSIBILITY FOR COUNTRY NEEDS ANALYSIS AND PROGRAM IMPLEMENTATION AND EVALUATION.

2. CLASP II, LIKE ITS PREDECESSOR, CONTINUES TO DRAW ON THE FOLLOWING FIVE SELECTION CRITERIA TO TARGET SPECIFIC GROUPS FOR TRAINING:

A. LEADERS AND POTENTIAL LEADERS;

B. AT LEAST 40 PERCENT OF THE SCHOLARS MUST BE FEMALE;

C. A MINIMUM OF 70 PERCENT WILL COME FROM SOCIALLY DISADVANTAGED GROUPS;

D. WHILE 30 PERCENT MAY NOT BE DISADVANTAGED, TRAINEES WILL NOT BE SELECTED FROM FAMILIES WHO COULD REASONABLY

BE EXPECTED TO OBTAIN EDUCATIONAL OR CAREER TRAINING IN THE U.S. USING PRIVATE RESOURCES. IN NO CASE WILL TRAINING BE PROVIDED TO INDIVIDUALS FROM ECONOMICALLY OR

E. 20 - 30 PERCENT OF THE CLASP TRAINEES ARE TO BE LONG TERM, 9 - 36 MONTHS.

THE SPECIFIC DEFINITIONS OF SUCH SOCIAL CATEGORIES AS "ELITE," "ECONOMICALLY DISADVANTAGED," AND "LEADER" ARE DEVELOPED BY EACH PARTICIPATING MISSION IN ITS SOCIAL-INSTITUTIONAL FRAMEWORK ANALYSIS (SIF), A COUNTRY-SPECIFIC STUDY WHICH PRECEDES THE WRITING OF THE CLASP II PROJECT PAPER.

3. SEVERAL CONSIDERATIONS DISTINGUISH CLASP II FROM ITS PREDECESSOR. A PRIMARY REFINEMENT IN CLASP II PROGRAM STRATEGY IS THAT THE LEADERSHIP CRITERION HAS BEEN ELEVATED FROM ONE OF SEVERAL FACTORS TO THE PRIMARY CONSIDERATION FOR PARTICIPANT RECRUITMENT AND SELECTION. THIS CHANGE IS DESIGNED TO MAXIMIZE THE IMPACT OF HIGH-COST U.S. TRAINING BY CONCENTRATING ON INDIVIDUALS WITH THE GREATEST POTENTIAL FOR INFLUENCING THE DIRECTION OF THEIR COMMUNITIES AND SOCIETIES. THE PROJECT WILL PROVIDE LEADERS AND POTENTIAL LEADERS WITH TRAINING TO SIGNIFICANTLY ENHANCE THEIR TECHNICAL SKILLS, LEADERSHIP CAPABILITIES, CAREER POTENTIAL, AND APPRECIATION FOR THE VALUE OF DEMOCRATIC INSTITUTIONS AND FREE ENTERPRISE ECONOMIES. THE CLASP II OVERALL PROJECT GOALS ARE TO BE ACCOMPLISHED THROUGH THE ACADEMIC OR TECHNICAL TRAINING OF CURRENT AND POTENTIAL

LEADERS FROM FIELDS JUDGED BY THE PARTICIPATING MISSIONS TO BE CRITICAL TO THE SUCCESSFUL SOCIAL AND ECONOMIC DEVELOPMENT OF EACH COUNTRY.

4. CLASP WAS A CENTRALLY DIRECTED AND REGIONALLY FUNDED PROGRAM, WHILE CLASP II WILL BE FUNDED BY THE MISSIONS. AS A RESULT, CLASP II ALLOWS THE MISSIONS TO PLACE HEAVIER EMPHASIS ON COUNTRY DEVELOPMENT OBJECTIVES IN THE HOST COUNTRIES. IN THE PROCESS OF PREPARING FOR CLASP II, EACH MISSION HAS IDENTIFIED IN ITS SIF THE

PRIORITY GROUPS TARGETED FOR TRAINING. UNDER CLASP II, MISSIONS ARE ENCOURAGED, WITHIN THE CLASP SELECTION CRITERIA AND OBJECTIVES, TO DEVISE TRAINING PROGRAMS WHICH REINFORCE GENERAL MISSION OBJECTIVES AND PROGRAM STABILITY. WHILE CLASP SET NUMERICAL GOALS FOR THE NUMBER OF TRAINEES, CLASP II PLACES A GREATER EMPHASIS ON PARTICIPANT SELECTION AND ON PROGRAM QUALITY AND RELEVANCE THAN ON THE NUMBER OF PARTICIPANTS.

5. CLASP II WILL CONTINUE THE PRACTICE IN WHICH EACH MISSION ESTABLISHES ITS OWN ADMINISTRATIVE MECHANISM FOR RECRUITMENT AND SELECTION OF PEACE SCHOLARS. THE MISSIONS MAY DRAW ON HOST COUNTRY SUPPORT FOR THIS, SUCH THAT A COMMON ELEMENT IN CLASP II IMPLEMENTATION SHOULD BE THE ACTIVE PARTICIPATION OF LOCAL COMMUNITIES, INSTITUTIONS, AND SUPERVISORS IN THE RECRUITMENT AND SELECTION OF TRAINEES, IN THE ESTABLISHMENT OF TRAINING OBJECTIVES, AND IN THE PLANNING FOR TRAINING PROGRAMS. ONE PRINCIPLE TO BE OBSERVED IN IMPLEMENTING CLASP II RELATES TO THE COMPOSITION OF TRAINING GROUPS: CLASP

EXPERIENCE HAS SHOWN THAT TRAINING GROUPS MUST BE ADEQUATELY HOMOGENEOUS IN TERMS OF BACKGROUND, LEVEL OF EXPERTISE, AND PROFESSIONAL INTERESTS TO ENABLE THE TRAINING INSTITUTION TO OFFER TRAINING WHICH IS RELEVANT TO EACH PERSON IN THE GROUP. WHILE COST CONTAINMENT WILL CONTINUE TO BE AN ACTIVE MANAGEMENT CONCERN THROUGH THE MONITORING OF THE TRAINING COST ANALYSIS SYSTEM AND OPEN AND COMPETING BID CONTRACTS, IT WILL BE CONSIDERED IN THE CONTEXT OF APPROPRIATE, HIGH QUALITY PROGRAMS

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6. ADEQUATE ADVANCE PLANNING BY THE MISSIONS FOR PARTICULAR TRAINING PROGRAMS IS ESSENTIAL FOR THE SUCCESS OF THE PROGRAM. SUCH PLANNING TAKES THE FORM OF COMPLETE PID/PS AND TRAINING IMPLEMENTATION PLANS. SHORT-TERM TECHNICAL TRAINING PROGRAMS REQUIRE AT LEAST THREE MONTHS ADVANCE WRITTEN NOTIFICATION THROUGH A COMPLETED PID/P OR TRAINING REQUEST, WHILE THE PLANNING REQUIREMENTS FOR LONG-TERM TECHNICAL AND ACADEMIC TRAINING IMPOSE A MINIMUM OF SIX MONTHS PRIOR NOTIFICATION. FOR ADVANCED ACCEPTANCE AT ACCREDITED INSTITUTIONS, THE INSTITUTIONS MUST RECEIVE FULL DOCUMENTATION OF CERTIFIED TRANSCRIPTS, LETTERS OF RECOMMENDATION, MEDICAL CLEARANCES, AND OTHER REQUIRED CREDENTIALS THREE TO FOUR MONTHS BEFORE THE BEGINNING OF THE PROGRAM.

7. ALL PEACE SCHOLARS WILL RECEIVE APPROPRIATE AND ADEQUATE PRE-DEPARTURE ORIENTATION AND PRE-PROGRAM TRAINING NECESSARY TO BENEFIT FULLY FROM THE PROGRAM.

SUCH PRE-PROGRAM ACTIVITIES SHOULD INCLUDE ENGLISH LANGUAGE TRAINING IF NEEDED, REMEDIAL OR PREPARATORY ACADEMIC TRAINING, CULTURAL ORIENTATION TO THE U.S., AND FAMILIARIZATION WITH THE INSTITUTIONS IN WHICH THE PEACE SCHOLAR WILL BE WORKING. IT IS IMPORTANT THAT THE PEACE SCHOLARS BE PREPARED FOR WHAT THEY WILL EXPERIENCE EMOTIONALLY AS WELL AS INTELLECTUALLY, AND APPROPRIATE TRAINING SHOULD TAKE INTO ACCOUNT THAT DISADVANTAGED RURAL PEACE SCHOLARS MAY NOT BE FAMILIAR EVEN WITH URBAN LIFE IN THEIR HOME COUNTRY.

8. ALL CLASP II PEACE SCHOLARS WILL ATTEND TECHNICAL OR ACADEMIC TRAINING PROGRAMS IN THE U.S. LASTING NO LESS THAN 28 DAYS. AT LEAST 20 - 30 PERCENT OF THE PEACE SCHOLARS FROM EACH MISSION WILL ATTEND LONG-TERM TRAINING PROGRAMS OF NINE MONTHS OR MORE. THE TRAINING TO BE PROVIDED SHOULD BE APPROPRIATE TO THE NEEDS OF THE PEACE SCHOLAR AND MAKE A SUBSTANTIVE CONTRIBUTION TO THE PEACE SCHOLAR'S CAREER AND LEADERSHIP ABILITY.

9. EACH MISSION WILL ESTABLISH PLACEMENT PROCEDURES TO COMPLY WITH EXISTING LEGISLATION WITH RESPECT TO THE FULL UTILIZATION OF HISTORICALLY BLACK COLLEGES AND UNIVERSITIES (HBCUS). AT LEAST 10 PERCENT OF ALL PEACE SCHOLAR TRAINING, BOTH ACADEMIC AND TECHNICAL, WILL BE AT HBCUS. A RECENT AGENCY-WIDE DECISION REQUIRES THAT CALCULATIONS MADE FOR COMPLIANCE WITH THIS PROVISION BE MADE IN TERMS OF PARTICIPANT-MONTHS.

10. EXPERIENCE AMERICA REMAINS AN IMPORTANT FOCUS IN CLASP II IMPLEMENTATION. ALL TRAINING PROGRAMS WILL

INCLUDE EXPOSURE TO UNITED STATES LIFE AND VALUES, PARTICULARLY AS THEY RELATE TO DEMOCRATIC INSTITUTIONS, FREE ENTERPRISE, AND THE DEVELOPMENT OF PERSONAL AND INSTITUTIONAL RELATIONSHIPS BETWEEN TRAINEES AND U.S. CITIZENS. EACH PARTICIPATING MISSION IS RESPONSIBLE FOR THE INCLUSION OF APPROPRIATE EXPERIENCE AMERICA ACTIVITIES FOR EACH TRAINEE OR GROUP OF TRAINEES WHICH COMPLEMENT AND SUPPLEMENT THE TECHNICAL AND LEADERSHIP SKILLS COMPONENTS. EXPERIENCE AMERICA IS AN EXPERIENTIAL AND PARTICIPATORY, RATHER THAN OBSERVATIONAL, APPROACH TO UNDERSTANDING THE UNITED STATES. THESE ACTIVITIES SHOULD MAKE THE EXPOSURE TO VALUES, PRINCIPLES OF DEMOCRATIC GOVERNMENT, AMERICAN LIFESTYLE, AND U.S. INSTITUTIONS A PERSONAL AND RELEVANT EXPERIENCE. FOR PROGRAMMING PURPOSES, THE EXPERIENCE

AMERICA COMPONENT WILL BE A FORMAL COMPONENT OF ALL CONTRACTS AND TRAINING REQUESTS AND WILL BE FULLY INTEGRATED INTO THE OVERALL TRAINING PLAN.

11. ONE OF THE MOST COMMON FINDINGS OF EVALUATIONS OF PARTICIPANT TRAINING PROGRAMS OVER THE YEARS HAS BEEN THE IMPORTANCE OF PROVIDING FOLLOW-ON SUPPORT TO HELP PARTICIPANTS MAKE MAXIMUM USE OF THEIR TRAINING AFTER RETURNING HOME. IN CLASP II, THIS IS REFLECTED IN AN INCREASE IN THE EMPHASIS ON AND RESOURCES DEDICATED TO FOLLOW-ON. WHILE EACH MISSION IS FREE TO DEVISE ITS OWN FOLLOW-ON PROGRAM, FOLLOW-ON IS TO BE AN INTEGRAL PART OF INDIVIDUAL TRAINING-PROGRAM DESIGN FROM ITS INCEPTION. THE GOALS OF FOLLOW-ON ARE CURRENTLY BEING ACHIEVED THROUGH A VARIETY OF MEANS. MISSIONS HAVE, FOR

EXAMPLE, (A) ESTABLISHED GOOD TRACKING SYSTEMS TO STAY IN TOUCH WITH SCHOLARS; (B) FORMED ASSOCIATIONS OF RETURNED SCHOLARS; (C) SPONSORED MEETINGS AND REUNIONS; (D) SUPPORTED CONTINUING EDUCATION IN WORKSHOPS AND SEMINARS; (E) ASSISTED IN JOB PLACEMENT; (F) INVITED RETURNED TRAINEES TO ASSIST IN PLANNING OR OTHER ACTIVITIES; (G) SET UP LINKAGES BETWEEN RETURNEES AND OTHER U.S. ENTITIES SUCH AS THE PEACE CORPS; AND (H) UNDERWRITTEN THE PUBLICATION OF NEWSLETTERS, WORKING PAPERS, AND BULLETINS. OTHER CREATIVE APPROACHES TO FOLLOW-ON ARE ENCOURAGED. INITIATION AND SELF-RESPONSIBILITY OF THE RETURNED TRAINEE FOR THEIR OWN CAREER DEVELOPMENT SHOULD BE THE KEY THEMATIC APPROACH TO ANY FOLLOW-ON PROGRAMS.

12. TRAINING COST ANALYSIS (TCA) STANDARDIZES THE MONITORING OF ALL PROJECT SPENDING AND COST CONTAINMENT EFFORTS IN CLASP II AND, BY REQUIRING CONTRACTORS TO USE UNIFORM DEFINITIONS FOR COST PROPOSALS, FACILITATES THE COMPETITIVE CONTRACTING PROCESS. EACH CONTRACTOR NOW PREPARES QUARTERLY REPORTS DETAILING ITS PLANNED VERSUS ACTUAL EXPENDITURES. UNIQUE TO CLASP IS THE CLASP ANNUAL TCA SUMMARY REPORT, WHICH PERMITS COMPARISONS BETWEEN MISSION DATA (IN THE CLASP INFORMATION SYSTEM) AND CONTRACTOR DATA. THE ANNUAL REPORT PROVIDES A LEVEL OF DETAIL ALLOWING FOR MORE IN-DEPTH ANALYSIS THAN THE QUARTERLY REPORTS AND FORMS THE BASE OF AGGREGATE COST DATA WHICH WILL PERMIT MISSIONS AND THE AGENCY TO PROJECT MORE ACCURATELY THE REAL COST OF PARTICIPANT TRAINING.

13. UNDER CLASP II, AID/WASHINGTON WILL CONTINUE TO RELY UPON A CENTRAL EVALUATION CONTRACTOR TO CARRY OUT A

PROCESS EVALUATION, SIMILAR TO THAT CARRIED OUT UNDER THE CURRENT CLASP, TO ASSIST BOTH LAC/DR AND THE MISSIONS IN IDENTIFYING AND RESOLVING IMPLEMENTATION PROBLEMS. THE CLASP INFORMATION SYSTEM (CIS) WILL CONTINUE TO BE THE PROGRAM INFORMATION SYSTEM USED BY THE MISSION TO TRACK THE OVERALL PROGRESS OF THE PROGRAM AND TO REPORT TO AID/WASHINGTON ON IMPLEMENTATION. THE CENTRAL CONTRACTOR'S EVALUATION CAPACITY HAS BEEN EXPANDED THROUGH THE DEVELOPMENT OF A QUALITATIVE EVALUATION FOCUS WHICH WILL BE AVAILABLE TO MISSIONS THROUGH A BUY-IN ARRANGEMENT FOR THE DESIGN AND IMPLEMENTATION OF MISSION-SPECIFIC IMPACT EVALUATIONS TAILORED TO MISSION PRIORITIES AND NEEDS. THESE EVALUATION EFFORTS MAY BE TARGETED THE MISSIONS ON ANY ASPECT OF THE TRAINING PROGRAM, SUCH AS THE RECRUITMENT AND SELECTION PROCESS, TRAINING IMPLEMENTATION (E.G., THROUGH SITE VISITS), OR THE FOLLOW-ON PROGRAM. HOWEVER, EACH MISSION WILL BE

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RESPONSIBLE FOR AN IN-COUNTRY EVALUATION WHICH EXAMINES  
THE ENTIRE PROJECT IMPLEMENTATION AT SOME POINT AFTER A  
SIGNIFICANT NUMBER OF CLASP II TRAINEES HAVE COMPLETED  
THEIR TRAINING AND RETURNED HOME FOR A PERIOD OF AT  
LEAST SIX MONTHS, AND AT LEAST SIX MONTHS BEFORE THE END  
OF THE PROJECT.

14. AS IN PAST CLASP IMPLEMENTATION, LAC/DR WILL  
CONTINUE TO MONITOR PROGRAM IMPLEMENTATION IN CLASP II  
AND WILL MAKE AVAILABLE TO THE MISSIONS ITS OBSERVATIONS

AND POLICY GUIDANCE IN AN OPPORTUNE MANNER. BAKER

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**A P P E N D I X    G**

**CLASP Fact Sheet**

**Through FY 1991**

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**APPENDIX G:**  
**CLASP Fact Sheet**  
**Through FY 1991**

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**INTRODUCTION**

This appendix presents the final *CLASP Fact Sheet* for training through FY 1991. These Fact Sheets are prepared on a quarterly basis from the CLASP Information System for the AID LAC/DR/EHR Project Managers as a management tool for the monitoring and supervising of the CLASP Program. Data for the Fact Sheets are obtained quarterly from the field Mission managers of the program and from Georgetown University. When data updates from the field are received on diskette, the Aguirre International Data Manager compares the updates with the previous database for

analysis and to check for any inadvertent deletions, double entries, or otherwise unexplained changes that may have occurred since the previous quarter. When the Database Manager has verified that the new data is valid, the CIS database is updated and the merged aggregated data is used to produce the quarterly Fact Sheet reports.

This final FY 1991 Fact Sheet, upon which all of the analysis of compliance with CLASP programming targets in this Annual Report is based, contains data on both the CLASP-I and CLASP-II Programs.



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## CLASP FACT SHEET THROUGH FISCAL YEAR 1991

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## CAPS TRAINEES THROUGH FISCAL YEAR 1991

COUNTRY	TOTAL TRAINEES		FEMALE		ACADEMIC		LONG-TERM		DISADVANTAGED	
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
<b>Belize</b>										
FY 85	19		3	16%	4	21%	4	21%	7	37%
FY 86	82		48	59%	18	22%	18	22%	58	71%
FY 87	76		28	37%	15	20%	15	20%	55	72%
FY 88	50		18	36%	14	28%	13	26%	47	94%
FY 89	43		21	49%	11	26%	10	23%	37	86%
FY 90	1		0	0%	1	100%	1	100%	1	100%
FY 91	20		8	40%	0	0%	0	0%	19	95%
<b>TOTAL</b>	<b>291</b>		<b>126</b>	<b>43%</b>	<b>63</b>	<b>22%</b>	<b>61</b>	<b>21%</b>	<b>224</b>	<b>77%</b>
<b>Costa Rica</b>										
FY 85	44		9	20%	12	27%	12	27%	44	100%
FY 86	386		182	47%	31	8%	32	8%	373	97%
FY 87	366		144	39%	53	14%	52	14%	343	94%
FY 88	249		133	53%	61	24%	60	24%	234	94%
FY 89	483		207	43%	95	20%	236	49%	444	92%
FY 90	380		133	35%	81	21%	203	53%	362	95%
FY 91	21		3	14%	1	5%	1	5%	18	86%
<b>TOTAL</b>	<b>1,929</b>		<b>811</b>	<b>42%</b>	<b>334</b>	<b>17%</b>	<b>596</b>	<b>31%</b>	<b>1,818</b>	<b>94%</b>
<b>El Salvador</b>										
FY 85	342		98	29%	53	15%	53	15%	147	43%
FY 86	247		89	36%	51	21%	51	21%	135	55%
FY 87	285		100	35%	131	46%	137	48%	209	73%
FY 88	68		26	38%	0	0%	15	22%	37	54%
FY 89	280		113	40%	0	0%	173	62%	248	89%
FY 90	194		147	76%	0	0%	88	45%	148	76%
FY 91	188		118	63%	0	0%	20	11%	116	62%
<b>TOTAL</b>	<b>1,604</b>		<b>691</b>	<b>43%</b>	<b>235</b>	<b>15%</b>	<b>537</b>	<b>33%</b>	<b>1,040</b>	<b>65%</b>
<b>Guatemala</b>										
FY 85	337		132	39%	22	7%	22	7%	295	88%
FY 86	798		187	23%	4	1%	4	1%	794	99%
FY 87	1,037		589	57%	0	0%	0	0%	1,034	99%
FY 88	932		504	54%	72	8%	268	29%	798	86%
FY 89	1,048		531	51%	22	2%	364	35%	1,005	96%
FY 90	406		231	57%	0	0%	0	0%	406	100%
FY 91	0		0	NA	0	NA	0	NA	0	NA
<b>TOTAL</b>	<b>4,558</b>		<b>2,174</b>	<b>48%</b>	<b>120</b>	<b>3%</b>	<b>658</b>	<b>14%</b>	<b>4,332</b>	<b>95%</b>
<b>Honduras</b>										
FY 85	209		70	33%	31	15%	16	8%	113	54%
FY 86	291		88	30%	62	21%	65	22%	165	57%
FY 87	403		135	33%	126	31%	132	33%	328	81%
FY 88	409		129	32%	117	29%	114	28%	355	87%
FY 89	342		160	47%	111	32%	111	32%	322	94%
FY 90	158		70	44%	0	0%	0	0%	155	98%
FY 91	101		63	62%	0	0%	0	0%	100	99%
<b>TOTAL</b>	<b>1,913</b>		<b>715</b>	<b>37%</b>	<b>447</b>	<b>23%</b>	<b>438</b>	<b>23%</b>	<b>1,538</b>	<b>80%</b>

(Continued)

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## CAPS TRAINEES THROUGH FISCAL YEAR 1991 (Continued)

COUNTRY	TOTAL TRAINEES		FEMALE		ACADEMIC		LONG-TERM		DISADVANTAGED	
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
<b>Panama</b>										
FY 85	73		9	12%	21	29%	72	99%	55	75%
FY 86	246		70	28%	170	69%	235	96%	211	86%
FY 87	49		20	41%	49	100%	24	49%	49	100%
FY 88	59		27	46%	59	100%	58	98%	59	100%
FY 89	0		0	NA	0	NA	0	NA	0	NA
FY 90	58		19	33%	58	100%	58	100%	58	100%
FY 91	17		10	59%	0	0%	0	0%	17	100%
<b>TOTAL</b>	<b>502</b>		<b>155</b>	<b>31%</b>	<b>357</b>	<b>71%</b>	<b>447</b>	<b>89%</b>	<b>449</b>	<b>89%</b>
<b>ROCAP</b>										
FY 85	41		6	15%	1	2%	1	2%	1	2%
FY 86	241		34	14%	3	1%	8	3%	177	73%
FY 87	107		27	25%	3	3%	4	4%	100	93%
FY 88	104		31	30%	0	0%	6	6%	66	63%
FY 89	139		28	20%	2	1%	25	18%	98	71%
FY 90	32		1	3%	3	9%	3	9%	25	78%
FY 91	0		0	NA	0	NA	0	NA	0	NA
<b>TOTAL</b>	<b>664</b>		<b>127</b>	<b>19%</b>	<b>12</b>	<b>2%</b>	<b>47</b>	<b>7%</b>	<b>467</b>	<b>70%</b>
<b>GRAND TOTAL</b>										
FY 85	1,065		327	31%	144	14%	180	17%	662	62%
FY 86	2,291		698	30%	339	15%	413	18%	1,913	84%
FY 87	2,323		1,043	45%	377	16%	364	16%	2,118	91%
FY 88	1,871		868	46%	323	17%	534	29%	1,596	85%
FY 89	2,335		1,060	45%	241	10%	919	39%	2,154	92%
FY 90	1,229		601	49%	143	12%	353	29%	1,155	94%
FY 91	347		202	58%	1	0%	21	6%	270	78%
<b>TOTAL</b>	<b>11,461</b>		<b>4,799</b>	<b>42%</b>	<b>1,568</b>	<b>14%</b>	<b>2,784</b>	<b>24%</b>	<b>9,868</b>	<b>86%</b>

## PTIIC TRAINEES THROUGH FISCAL YEAR 1991

COUNTRY	TOTAL TRAINEES		FEMALE		ACADEMIC		LONG-TERM		DISADVANTAGED	
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
<b>Dominican Republic</b>										
FY 86	0		0	NA	0	NA	0	NA	0	NA
FY 87	48		19	40%	27	56%	40	83%	36	75%
FY 88	79		33	42%	17	22%	68	86%	65	82%
FY 89	1		1	100%	0	0%	1	100%	1	100%
FY 90	41		17	41%	0	0%	0	0%	40	98%
FY 91	0		0	NA	0	NA	0	NA	0	NA
<b>TOTAL</b>	<b>169</b>		<b>70</b>	<b>41%</b>	<b>44</b>	<b>26%</b>	<b>109</b>	<b>64%</b>	<b>142</b>	<b>84%</b>
<b>Haiti</b>										
FY 86	0		0	NA	0	NA	0	NA	0	NA
FY 87	78		31	40%	5	6%	6	8%	57	73%
FY 88	104		37	36%	40	38%	40	38%	63	61%
FY 89	20		17	85%	3	15%	3	15%	14	70%
FY 90	44		30	68%	2	5%	2	5%	35	80%
FY 91	2		0	0%	0	0%	0	0%	2	100%
<b>TOTAL</b>	<b>248</b>		<b>115</b>	<b>46%</b>	<b>50</b>	<b>20%</b>	<b>51</b>	<b>21%</b>	<b>171</b>	<b>69%</b>
<b>Jamaica</b>										
FY 86	1		0	0%	0	0%	1	100%	0	0%
FY 87	108		73	68%	63	58%	17	16%	14	13%
FY 88	69		43	62%	20	29%	22	32%	27	39%
FY 89	15		9	60%	14	93%	14	93%	7	47%
FY 90	41		28	68%	33	80%	11	27%	30	73%
FY 91	0		0	NA	0	NA	0	NA	0	NA
<b>TOTAL</b>	<b>234</b>		<b>153</b>	<b>65%</b>	<b>130</b>	<b>56%</b>	<b>65</b>	<b>28%</b>	<b>78</b>	<b>33%</b>
<b>RDOC</b>										
FY 86	69		38	55%	6	9%	6	9%	59	86%
FY 87	287		156	54%	59	21%	59	21%	278	97%
FY 88	90		41	46%	55	61%	63	70%	75	83%
FY 89	72		32	44%	46	64%	47	65%	67	93%
FY 90	55		24	44%	46	84%	45	82%	52	95%
FY 91	22		5	23%	0	0%	0	0%	17	77%
<b>TOTAL</b>	<b>595</b>		<b>296</b>	<b>50%</b>	<b>212</b>	<b>36%</b>	<b>220</b>	<b>37%</b>	<b>548</b>	<b>92%</b>
<b>GRAND TOTAL</b>										
FY 86	70		38	54%	6	9%	7	10%	59	84%
FY 87	521		279	54%	154	30%	122	23%	385	74%
FY 88	342		154	45%	132	39%	193	56%	230	67%
FY 89	108		59	55%	63	58%	65	60%	89	82%
FY 90	181		99	55%	81	45%	58	32%	157	87%
FY 91	24		5	21%	0	0%	0	0%	19	79%
<b>TOTAL</b>	<b>1,246</b>		<b>634</b>	<b>51%</b>	<b>436</b>	<b>35%</b>	<b>445</b>	<b>36%</b>	<b>939</b>	<b>75%</b>

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## APSP TRAINEES THROUGH FISCAL YEAR 1991

COUNTRY	TOTAL TRAINEES		FEMALE		ACADEMIC		LONG-TERM		DISADVANTAGED	
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
<b>Bolivia</b>										
FY 87	20		20	100%	0	0%	0	0%	20	100%
FY 88	76		36	47%	0	0%	0	0%	50	66%
FY 89	98		30	31%	27	28%	28	29%	79	81%
FY 90	113		38	34%	41	36%	41	36%	113	100%
FY 91	82		20	24%	1	1%	1	1%	59	72%
<b>TOTAL</b>	<b>389</b>		<b>144</b>	<b>37%</b>	<b>69</b>	<b>18%</b>	<b>70</b>	<b>18%</b>	<b>321</b>	<b>83%</b>
<b>Colombia</b>										
FY 87	0		0	NA	0	NA	0	NA	0	NA
FY 88	40		31	78%	0	0%	0	0%	40	100%
FY 89	153		70	46%	29	19%	43	28%	153	100%
FY 90	101		53	52%	23	23%	32	32%	101	100%
FY 91	0		0	NA	0	NA	0	NA	0	NA
<b>TOTAL</b>	<b>294</b>		<b>154</b>	<b>52%</b>	<b>52</b>	<b>18%</b>	<b>75</b>	<b>26%</b>	<b>294</b>	<b>100%</b>
<b>Ecuador</b>										
FY 87	0		0	NA	0	NA	0	NA	0	NA
FY 88	67		30	45%	4	6%	13	19%	51	76%
FY 89	108		29	27%	5	5%	17	16%	84	78%
FY 90	79		25	32%	11	14%	16	20%	76	96%
FY 91	157		97	62%	21	13%	42	27%	137	87%
<b>TOTAL</b>	<b>411</b>		<b>181</b>	<b>44%</b>	<b>41</b>	<b>10%</b>	<b>88</b>	<b>21%</b>	<b>348</b>	<b>85%</b>
<b>Peru</b>										
FY 87	0		0	NA	0	NA	0	NA	0	NA
FY 88	84		51	61%	8	10%	8	10%	76	90%
FY 89	96		50	52%	3	3%	17	18%	86	90%
FY 90	89		56	63%	6	7%	52	58%	82	92%
FY 91	131		66	50%	0	0%	0	0%	92	70%
<b>TOTAL</b>	<b>400</b>		<b>223</b>	<b>56%</b>	<b>17</b>	<b>4%</b>	<b>77</b>	<b>19%</b>	<b>336</b>	<b>84%</b>
<b>GRAND TOTAL</b>										
FY 87	20		20	100%	0	0%	0	0%	20	100%
FY 88	267		148	55%	12	4%	21	8%	217	81%
FY 89	455		179	39%	64	14%	105	23%	402	88%
FY 90	382		172	45%	81	21%	141	37%	372	97%
FY 91	370		183	49%	22	6%	43	12%	288	78%
<b>TOTAL</b>	<b>1,494</b>		<b>702</b>	<b>47%</b>	<b>179</b>	<b>12%</b>	<b>310</b>	<b>21%</b>	<b>1,299</b>	<b>87%</b>

## CASP TRAINEES Final

COUNTRY	TOTAL TRAINEES		FEMALE		ACADEMIC		LONG-TERM		DISADVANTAGED	
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
<b>Belize</b>										
FY 85	9		1	11%	5	56%	5	56%	9	100%
FY 86	56		15	27%	40	71%	40	71%	56	100%
FY 87	55		23	42%	31	56%	31	56%	55	100%
FY 88	52		29	56%	48	92%	48	92%	52	100%
FY 89	47		17	36%	47	100%	47	100%	47	100%
FY 90	10		6	60%	10	100%	10	100%	10	100%
<b>TOTAL</b>	<b>229</b>		<b>91</b>	<b>40%</b>	<b>181</b>	<b>79%</b>	<b>181</b>	<b>79%</b>	<b>229</b>	<b>100%</b>
<b>Costa Rica</b>										
FY 85	15		0	0%	8	53%	8	53%	15	100%
FY 86	45		19	42%	30	67%	30	67%	45	100%
FY 87	24		12	50%	14	58%	14	58%	24	100%
FY 88	52		20	38%	52	100%	51	98%	52	100%
FY 89	51		24	47%	51	100%	51	100%	51	100%
<b>TOTAL</b>	<b>187</b>		<b>75</b>	<b>40%</b>	<b>155</b>	<b>83%</b>	<b>154</b>	<b>82%</b>	<b>187</b>	<b>100%</b>
<b>El Salvador</b>										
FY 85	14		0	0%	7	50%	7	50%	14	100%
FY 86	49		19	39%	30	61%	30	61%	49	100%
FY 87	38		18	47%	30	79%	30	79%	38	100%
FY 88	50		34	68%	35	70%	35	70%	50	100%
FY 89	42		27	64%	42	100%	42	100%	42	100%
<b>TOTAL</b>	<b>193</b>		<b>98</b>	<b>51%</b>	<b>144</b>	<b>75%</b>	<b>144</b>	<b>75%</b>	<b>193</b>	<b>100%</b>
<b>Guatemala</b>										
FY 85	15		3	20%	9	60%	9	60%	15	100%
FY 86	41		21	51%	29	71%	29	71%	41	100%
FY 87	28		14	50%	22	79%	22	79%	28	100%
FY 88	48		12	25%	48	100%	48	100%	48	100%
FY 89	54		26	48%	54	100%	52	96%	54	100%
<b>TOTAL</b>	<b>186</b>		<b>76</b>	<b>41%</b>	<b>162</b>	<b>87%</b>	<b>160</b>	<b>86%</b>	<b>186</b>	<b>100%</b>
<b>Honduras</b>										
FY 85	14		5	36%	9	64%	9	64%	14	100%
FY 86	43		18	42%	28	65%	28	65%	43	100%
FY 87	25		7	28%	18	72%	18	72%	25	100%
FY 88	80		45	56%	65	81%	65	81%	80	100%
FY 89	45		22	49%	45	100%	43	96%	45	100%
<b>TOTAL</b>	<b>207</b>		<b>97</b>	<b>47%</b>	<b>165</b>	<b>80%</b>	<b>163</b>	<b>79%</b>	<b>207</b>	<b>100%</b>
<b>Panama</b>										
FY 85	7		0	0%	4	57%	4	57%	7	100%
FY 86	37		16	43%	33	89%	33	89%	37	100%
FY 87	18		5	28%	18	100%	18	100%	18	100%
FY 88	65		28	43%	65	100%	65	100%	65	100%
FY 89	0		0	NA	0	NA	0	NA	0	NA
<b>TOTAL</b>	<b>127</b>		<b>49</b>	<b>39%</b>	<b>120</b>	<b>94%</b>	<b>120</b>	<b>94%</b>	<b>127</b>	<b>100%</b>
<b>FINAL</b>										
FY 85	74		9	12%	42	57%	42	57%	74	100%
FY 86	271		108	40%	190	70%	190	70%	271	100%
FY 87	188		79	42%	133	71%	133	71%	188	100%
FY 88	347		168	48%	313	90%	312	90%	347	100%
FY 89	239		116	49%	239	100%	235	98%	239	100%
FY 90	10		6	60%	10	100%	10	100%	10	100%
<b>TOTAL</b>	<b>1,129</b>		<b>486</b>	<b>43%</b>	<b>927</b>	<b>82%</b>	<b>922</b>	<b>82%</b>	<b>1,129</b>	<b>100%</b>

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## CASS TRAINEES Final

COUNTRY	TOTAL TRAINEES		FEMALE		ACADEMIC		LONG-TERM		DISADVANTAGED	
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
Belize FY 89	25		14	56%	25	100%	25	100%	25	100%
Costa Rica FY 89	35		19	54%	35	100%	35	100%	35	100%
Dominican Republic FY 89	45		21	47%	45	100%	45	100%	45	100%
El Salvador FY 89	44		26	59%	44	100%	44	100%	44	100%
Guatemala FY 89	58		24	41%	58	100%	58	100%	58	100%
Haiti FY 89	25		6	24%	25	100%	25	100%	25	100%
Honduras FY 89	45		27	60%	45	100%	45	100%	45	100%
Jamaica FY 89	17		9	53%	17	100%	17	100%	17	100%
RDOC FY 89	33		19	58%	33	100%	33	100%	33	100%
<b>FINAL FY 89</b>	<b>327</b>		<b>165</b>	<b>50%</b>	<b>327</b>	<b>100%</b>	<b>327</b>	<b>100%</b>	<b>327</b>	<b>100%</b>

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## CLASP II TRAINEES THROUGH FISCAL YEAR 1991

COUNTRY	TOTAL TRAINEES		FEMALE		ACADEMIC		LONG-TERM		DISADVANTAGED	
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
<b>Belize</b>										
FY 90	0		0	NA	0	NA	0	NA	0	NA
FY 91	8		5	63%	8	100%	8	100%	6	75%
TOTAL	8		5	63%	8	100%	8	100%	6	75%
<b>Costa Rica</b>										
FY 90	0		0	NA	0	NA	0	NA	0	NA
FY 91	210		108	51%	24	11%	24	11%	190	90%
TOTAL	210		108	51%	24	11%	24	11%	190	90%
<b>El Salvador</b>										
FY 90	0		0	NA	0	NA	0	NA	0	NA
FY 91	120		40	33%	0	0%	0	0%	79	66%
TOTAL	120		40	33%	0	0%	0	0%	79	66%
<b>Guatemala</b>										
FY 90	49		22	45%	0	0%	47	96%	35	71%
FY 91	160		50	31%	0	0%	0	0%	157	98%
TOTAL	209		72	34%	0	0%	47	22%	192	92%
<b>Haiti</b>										
FY 90	0		0	NA	0	NA	0	NA	0	NA
FY 91	48		31	65%	8	17%	8	17%	40	83%
TOTAL	48		31	65%	8	17%	8	17%	40	83%
<b>Jamaica</b>										
FY 90	1		1	100%	1	100%	1	100%	1	100%
FY 91	68		29	43%	21	31%	21	31%	52	76%
TOTAL	69		30	43%	22	32%	22	32%	53	77%
<b>GRAND TOTAL</b>										
FY 90	50		23	46%	1	2%	48	96%	36	72%
FY 91	614		263	43%	61	10%	61	10%	524	85%
TOTAL	664		286	43%	62	9%	109	16%	560	84%

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## CLASP II/CASS TRAINEES THROUGH FISCAL YEAR 1991

COUNTRY	TOTAL TRAINEES		FEMALE		ACADEMIC		LONG-TERM		DISADVANTAGED	
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
<b>Belize</b>										
FY 90	20		6	30%	20	100%	20	100%	20	100%
FY 91	10		3	30%	10	100%	10	100%	10	100%
TOTAL	30		9	30%	30	100%	30	100%	30	100%
<b>Costa Rica</b>										
FY 90	55		28	51%	55	100%	55	100%	55	100%
FY 91	15		8	53%	15	100%	15	100%	15	100%
TOTAL	70		36	51%	70	100%	70	100%	70	100%
<b>Dominican Republic</b>										
FY 90	83		48	58%	83	100%	83	100%	83	100%
FY 91	22		17	77%	22	100%	22	100%	22	100%
TOTAL	105		65	62%	105	100%	105	100%	105	100%
<b>El Salvador</b>										
FY 90	60		32	53%	60	100%	60	100%	60	100%
FY 91	21		10	48%	21	100%	21	100%	21	100%
TOTAL	81		42	52%	81	100%	81	100%	81	100%
<b>Guatemala</b>										
FY 90	95		48	51%	95	100%	95	100%	95	100%
FY 91	30		15	50%	30	100%	30	100%	30	100%
TOTAL	125		63	50%	125	100%	125	100%	125	100%
<b>Haiti</b>										
FY 90	51		20	39%	51	100%	51	100%	51	100%
FY 91	20		6	30%	20	100%	20	100%	20	100%
TOTAL	71		26	37%	71	100%	71	100%	71	100%
<b>Honduras</b>										
FY 90	72		36	50%	72	100%	72	100%	72	100%
FY 91	26		15	58%	26	100%	26	100%	26	100%
TOTAL	98		51	52%	98	100%	98	100%	98	100%
<b>Jamaica</b>										
FY 90	49		28	57%	49	100%	49	100%	49	100%
FY 91	7		3	43%	7	100%	7	100%	7	100%
TOTAL	56		31	55%	56	100%	56	100%	56	100%
<b>Nicaragua</b>										
FY 90	0		0	NA	0	NA	0	NA	0	NA
FY 91	90		49	54%	0	0%	90	100%	90	100%
TOTAL	90		49	54%	0	0%	90	100%	90	100%
<b>Panama</b>										
FY 90	0		0	NA	0	NA	0	NA	0	NA
FY 91	12		5	42%	12	100%	12	100%	12	100%
TOTAL	12		5	42%	12	100%	12	100%	12	100%

(Continued)

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## CLASP II/CASS TRAINEES THROUGH FISCAL YEAR 1991 (Continued)

COUNTRY	TOTAL TRAINEES	FEMALE		ACADEMIC		LONG-TERM		DISADVANTAGED	
		NO.	%	NO.	%	NO.	%	NO.	%
<b>RDOC</b>									
FY 90	61	28	46%	61	100%	61	100%	61	100%
FY 91	23	9	39%	23	100%	23	100%	23	100%
<b>TOTAL</b>	<b>84</b>	<b>37</b>	<b>44%</b>	<b>84</b>	<b>100%</b>	<b>84</b>	<b>100%</b>	<b>84</b>	<b>100%</b>
<b>TOTAL</b>									
FY 90	546	274	50%	546	100%	546	100%	546	100%
FY 91	276	140	51%	186	67%	276	100%	276	100%
<b>TOTAL</b>	<b>822</b>	<b>414</b>	<b>50%</b>	<b>732</b>	<b>89%</b>	<b>822</b>	<b>100%</b>	<b>822</b>	<b>100%</b>

## SUMMARY OF PROJECTS THROUGH FISCAL YEAR 1991

### CLASP I

PROJECT	TOTAL TRAINEES	FEMALE		ACADEMIC		LONG-TERM		DISADVANTAGED	
		NO.	%	NO.	%	NO.	%	NO.	%
APSP	1,494	702	47%	179	12%	310	21%	1,299	87%
CAPS	11,461	4,799	42%	1,568	14%	2,784	24%	9,868	86%
PTIC	1,246	634	51%	436	35%	445	36%	939	75%
CASP	1,129	486	43%	927	82%	922	82%	1,129	100%
CASS	327	165	50%	327	100%	327	100%	327	100%
<b>GRAND TOTAL</b>	<b>15,657</b>	<b>6,786</b>	<b>43%</b>	<b>3,437</b>	<b>22%</b>	<b>4,788</b>	<b>31%</b>	<b>13,562</b>	<b>87%</b>

### CLASP II

PROJECT	TOTAL TRAINEES	FEMALE		ACADEMIC		LONG-TERM		DISADVANTAGED	
		NO.	%	NO.	%	NO.	%	NO.	%
MISSIONS	664	286	43%	62	9%	109	16%	560	84%
CASS	822	414	50%	732	89%	822	100%	822	100%
<b>GRAND TOTAL</b>	<b>1,486</b>	<b>700</b>	<b>47%</b>	<b>794</b>	<b>53%</b>	<b>931</b>	<b>63%</b>	<b>1,382</b>	<b>93%</b>

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