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Executive Summary

This evaluation is of the Leadership Center of the Americas (LCA) program. Its focus is on the first training seminar held at the Louisiana State University campus in Baton Rouge, Louisiana between December 19, 1988 and January 8, 1989. Nearly 200 Participants were selected to attend this seminar from among Latin America and Caribbean students studying in the United States. Sixty five percent were selected from the pool of Caribbean Latin America Scholarship Program (CLASP) participants currently in their sophomore through senior years. Forty percent of all participants were women.

The purpose of the seminar was simply to prepare a network of skilled educated leaders from LAC countries who will hopefully contribute to their countries' social and civic infrastructures. An objective of the program is to influence change in attitudes about the American political system, democratic values and the role of the private economic sector among those attending.

Curriculum

Lectures by prominent experts from different parts of the country representing 12 different subject areas were complemented by discussions in small groups of 25 members led by "mentors" - discussion leaders. The participants learned about how the U.S. political system works, were briefed about U.S. policy goals in the LAC region, and, most significantly, made new friendships among fellow students.

Background

The Consortium for Service to Latin America (CSLA) is the parent institution that created the LCA program. A proposal was submitted to A.I.D. that carried the support of a Congressional earmark, an initiative of Louisiana Senator J. Bennett Johnston. A Cooperative Grant Agreement was signed on August 15, 1988. The office of LAC/EST was given responsibility for managing the project. The amount of the grant is \$ 1,250,000 covering the first fiscal year period. The project is expected to last five years and possibly longer.

A National Advisory Board consisting of fifteen members provides general guidance and is designed to assist the LCA in obtaining private sector contributions for the implementation of program activities. An Executive Director was appointed along with three deputies, a student coordinator and secretarial staff within days after the Agreement was signed. The offices of the LCA are in Baton Rouge in the same building as the CSLA.

Findings

LCA was able to organize itself very quickly and fulfill the first programmed activity, the seminar. Office equipment was purchased, letters were sent to all CLASP contractors and recruitment efforts began in full earnest by mid-September 1988. With few exceptions, the requirements of the agreement have been met in terms of organizational effectiveness. LCA is a viable operating entity capable of maintaining student, personnel and operational records. The financial accounting is handled by a full charge bookkeeper of CSLA. There appear to be no impediments in satisfying A.I.D. financial reporting requirements. A Federal Letter of Credit is the manner in which disbursements are made. External auditors have been contracted. Sub-agreements have been entered into for vendor services, and except for those that provided food for the seminar, are written.

The design of the program is ambitious in its scope. Three distinct activities must coincide to meet the proposed objectives of the program. The first is the seminar, which was successfully conducted; the second is the creation of a network of alumni, which is in the process of being organized. A Pan American Network conference is scheduled for the August of 1989 in Miami, Florida, that will bring together the alumni. The LCA staff is considering changing the site to a location in the United States.

A third, and most significant component is the placement of seminar participants in internships with U.S. private sector corporations operating in the LAC region. Placing a majority of 198 seminar participants is already viewed as a difficult task that will not likely be accomplished easily. Transnational corporations have been slow in responding. An additional marketing effort on the part of LCA will need to be put into effect quickly to reach these corporations.

With respect to the conduct of the seminar, the responses of the questionnaires administered indicate that seventy three percent of participants would recommend the seminar to others. By several measures, the participants enjoyed the topics and the substance of the seminar; they learned about the American way and friendship was bolstered. The curriculum should be strengthened to make it more rigorous and also to include more leadership skill development.

Methodology

Two evaluators with social science backgrounds in training and evaluation conducted this assessment. The team leader spent three weeks on site, the second member was present during the first week. All seminar discussions and lectures were attended by either of the two evaluators, random interviews were conducted with students. Full meetings were held with the mentors and LCA staff. The participants received a pre- and post- test questionnaire that elicited responses on attitudes about democracy, the judicial system, private sector, the role of the military. The responses in the post-test questionnaire can be measured by simple statistical manipulations.

**Leadership Center of the Americas Program
An Evaluation of the First Winter Seminar**

January 1989

I. Purpose of Evaluation

A. Introduction

An outcome of the Bi-Partisan Commission on Central America (The Kissinger Commission, 1985) was the creation of the Caribbean and Latin America Scholarship Program (CLASP). Congressional support for this program is based on the perceived need to strengthen "the manpower resources of the region through training in skills essential for social, economic and political development, and the forging of ties of friendship and understanding between the peoples and countries of the region and the United States."

The Consortium for Service to Latin America (CSLA), a private sector, non-governmental organization based in Baton Rouge, Louisiana, began the operations of the Leadership Center of the Americas (LCA) Program financed by Cooperative Grant Agreement No. LAC-0640-A-00-8040-00 in early September, 1988. The Grant agreement was signed on August 15, 1988.

The purpose of this Agreement is to "develop and carry out a thriving, permanent network of skilled and educated leaders in the Caribbean Basin (to include Mexico, Panama, Central America and the Andean Region) who will contribute to their countries' stability by helping to build durable economic, social and civic infrastructures."

This evaluation focuses on the progress made by the LCA Program in organizing start up activities and the effectiveness of the first mid-winter seminar held at the Louisiana State University (LSU) Continuing Education Center at Baton Rouge during December 9, 1988 - January 8, 1989. It should be noted that the Continuing Education Center provided the facilities for the Seminar while the curriculum was prepared in its entirety by the LCA staff.

United States national interests and foreign policy aims in the hemisphere stress the need to prepare the human resources necessary to sustain economic growth and political stability among Latin American and Caribbean (LAC) countries. This development necessity is recognized by most governments in the region. Implicit in the policy aim is the recognition that any meaningful leadership development program must include participants from the traditionally disadvantaged social groups who do not have ready access to training in the United States. The LCA program was accordingly organized to prepare young potential leaders for significant future careers.

B. Objectives of Evaluation

The objectives of this evaluation are fully stated in the scope of work found in Annex C-1 (a). After discussions with the LCA staff and the A.I.D. Agreement Officer, the objectives were defined to focus on three general tasks:

- (1) Appraise the effectiveness of the preparations for the organization of the LCA.
- (2) Examine the design of the LCA program.
- (3) Evaluate the effectiveness of the first mid-winter seminar.

With respect to these tasks, the evaluators were asked to make recommendations that hopefully will contribute to the improvement of future seminars, the LCA program and, perhaps in some cases, the CLASP program.

C. Organization of the Report

The report is organized into four sections and an annex. Each section refers to major topic in the scope of work. Under Section III, entitled major findings and recommendations, the three tasks are addressed according to the aforementioned order: (A) corresponds to organizational effectiveness; (B) to program design; and (C) to the seminar. Recommendations follow the findings under each task. In Section IV, Lessons Learned, the evaluators have included only those observations that appear to be of general interest to A.I.D. training programs.

II. Methodology

The evaluation was conducted by two evaluators under an Indefinite Quantity Contract agreement (PDC-1109-I-00-7120-00, Delivery Order No. 9) with the Institute for International Research. The seminar was attended by both evaluators; the team leader remained in Baton Rouge, Louisiana for the three week period; the second evaluator attended the first week of the program. Formal data were obtained from three questionnaires, and complemented with information gathered in discussions with participants, faculty as well as LCA staff.

A. Data Collection

Each objective of the evaluation was addressed according to a set of inquiries concurred in by the AID Agreement Officer; the LCA organizers and the evaluators.

Questions focused on: the effectiveness of preparations by LCA staff; the selection of participants; satisfaction with the conduct of the seminar; relevance of the subjects discussed; perceptions about the role of a democratic society in the Caribbean and Latin American setting; food; lodging; transportation; the internships offered; and the role of the National Advisory Board.

Two anonymous structured questionnaires were administered to the participants, one at the onset and one at the end of the seminar. The twofold purpose of the structured questionnaires was to elicit measurable responses on beliefs held by the participants on the various topics presented at the seminar and to obtain feedback about the manner in which the seminar was conducted.

The pre-test questionnaire, designed by LCA staff (See Annex B-1 III (a)), attempted to generate raw data on the attitudes and perceptions held by the participants about democratic political systems, their level of political awareness, the role of the military in an open society, and variables that would indicate the participants' attitudes prior to the seminar.

The post-test questionnaire (Annex B-2 (b)) reduced the number of questions asked in the pre-test from 103 to 55, organized them into two sub-sets and allowed for rank ordering the responses. The first sub-set asks about political attitudes formed after the seminar; the second relates to questions about the process of the seminar.

Each value assigned to a question in the post-test questionnaire represents simply a rank order of choices, from low to high or a label, e.g., sex. In transforming the ordinal data obtained in the post-test questionnaire, the speakers, for example, were rank ordered according to their effectiveness in presenting their assigned topic. For data reduction and analysis we used a computerized system, the Statistical Package for the Social Sciences (SPSS-X Release 3.0) run on the main frame computer at LSU.

Typical descriptive statistics, simple frequency distributions, cross tabulations, means and variances, Pearson Correlation coefficients, and several tables were generated. These data can be useful for further analysis by persons interested in Latin America opinions about democracy and politics. For purposes of this report, we have extracted those sets of variables needed to support the observations requested in the scope of work.

The validity of the responses generated is limiting in characterizing attitudinal change. Therefore, conclusions about the impact of the seminar on attitude changes are very tenuous. Given the questionnaires used and the fact that there is no control group or prior experience with this type of seminar to measure against, only best judgments are possible. Any impact on attitudes can only be measured at a future time. Social research methods define certain violations in the assumptions used in sets of data that attempt to measure the success or failure of a program on changes in the behavior of individuals; (e.g., in this case CLASP objectives that would forge..."ties of friendship and understanding between the peoples and countries of the region and the United States.") Organized data are used here to present evidence that would indicate the success of the seminar based on limited assumptions and claims nothing more than that.

B. Interviews and Documents Reviewed

All the management and support staff of the LCA were interviewed as well as the key representatives of the CSLA. Pertinent documents, files and records were examined during the course of the evaluation. Briefing discussions were held with Senior IIR and A.I.D. staff responsible for the program evaluation. The LCA facilities were visited and the site of the event lived in. The evaluators made sure that, insofar as possible, one of them attended all scheduled events.

During the course of the seminar, students were randomly approached and asked about their views on the seminar; asked if they had any complaints and what they were getting out of the experience. Most of these interviews were conducted in Spanish to rule out language distortion. Their comments have been factored into our overall evaluation of the seminar and incorporated with the written comments on the questionnaire.

Mentors (discussion leaders) were observed in their groups and a questionnaire was administered to them eliciting comments on their preparedness and understanding of the seminar goals. A follow-up meeting was held at the end of the seminar. Nearly all of the mentors presented written comments about what they felt should be changed to improve the seminar. A few prepared a written report.

The Cooperative Grant Agreement, together with the Standard Provisions, the Scope of Work and the Proposal submitted by LCA to A.I.D. were examined. In addition, background reports such as the NBCCA and Latin American Bureau Policy statements on training were consulted.

III. Major Findings

A. LCA Preparation Effectiveness

1. Findings

Within days after the Grant Agreement was signed on August 15, 1988, the key LCA management staff were recruited and office space was made available in the same building that houses the Consortium for Service to Latin America (CSLA), the parent organization of the LCA. An activities plan was prepared by the Executive Director with the assistance of the Deputy, and the staff of the CSLA.

Letters were promptly sent to all CLASP contractors inviting their assistance in recruiting students for the Seminar. At first, the response was not as supportive as the LCA staff had expected. After a meeting in Washington with the CLASP contractors and the AID Agreement Officer, the response improved but the timing had already affected the student application and selection process. A better response came from the foreign student advisors at the colleges that were directly contacted by the LCA. Information about the purpose and logistics of the seminar, however, was not sufficiently detailed to enable some students to make a firm decision to attend.

From the on-site inspection by the evaluators, all preparatory steps outlined in the Project Description of the Grant were completed. The longer term achievements proposed cannot be evaluated at this time.

A 1 (a) Core Staff

In addition to the Executive Director, there are two deputies, a student coordinator, and one full time and one part-time administrative assistant. The third Deputy, primarily responsible for the internships (traineeships), resigned as of December 31, 1988. This slot is to be filled within the next few weeks. Short term consultants have been hired to assist with the traineeship program.

Given the relatively short period of operations, the LCA core staff have organized themselves into a functional unit capable of handling the 198 student participants, their selection, travel and lodging requirements as well as the preparing the curriculum of the seminar. Though the workload is not evenly distributed among the core staff (some are part time), the combined efforts demonstrated enormous energy. By paying close attention to details, the seminar was successfully carried out. Some of the shortcomings are attributed to this being the first experience and do not constitute a major lack of planning or capability to conduct a similar event in the future.

With respect to the on-going implementation of the Program, it appears that the core staff may add new members, due to changes in program focus or resignations in the near term. This is expected given that the first seminar demanded organizational skills that are not needed between seminar events.

Other objectives require full-time attention. For example, obtaining traineeships for the 198 participants is now seen as extremely difficult objective to achieve by June 1989. Please see the section on program design for more details.

A 1 (b) Temporary Staff

During the mid-winter seminar 18 "mentors" (group discussion leaders) were recruited to conduct the small group sessions. A more detail analysis of their role is addressed in Section III C. on the effectiveness of the seminar. Most of the persons recruited as mentors performed their tasks beyond expectations. As the days passed, they developed a commitment to the seminar goals and provided excellent support for the participants.

Complaints were expressed by the mentors that not enough background information was made available on the purpose of the seminar and particularly about the day-to-day details. Two evaluation sessions were held with the mentors and the Evaluation Team, one after the first week, the second during the last day of

lectures. The observation that their role could have been more effective with additional guidance and training from LCA staff on both process and content matters was confirmed at these sessions. Half of the mentors responded that they were well prepared to lead the discussions in the groups, while four (22%) said they were not.

A 1 (c) Accounting System

A cash basis accounting system was set up by the full charge bookkeeper of the CSLA. Two separate bank accounts for the LCA were opened at the Hibernia and American banks to handle all disbursements under the Federal Letter of Credit established by the Grant. Since that date, monthly Federal cash transaction reports have been prepared and submitted to A.I.D. FM/PAFD. The first quarterly report Training Cost Analysis (TCA) was submitted on January 15, 1989. The fiscal year established for the LCA is October 1 through September 30.

H.J. Howe and Company, a certified public accounting firm will conduct the annual audits of the LCA Program. A computerized fund account system is used to maintain the General Ledger and issue checks. Accounting records can be supported by documentation and it is likely that independent criteria can be met to satisfy standards of audit set forth in OMB Circular A-122.

The financial controls are in place, needing only the consistent application of accepted accounting practices. Fine tuning will come with time and experience in handling this cooperative agreement. The Deputy Director and the bookkeeper are thoroughly familiar with the requirements of the Standard Provisions For U.S. Nongovernmental Recipients. Some assistance from the A.I.D. Agreement Officer may be needed from time to time in determining allowable costs.

A 1 (d) Record Keeping

Files have been created for all student participants that indicate name, country of origin, address both at home and while in school in the United States, sex, major field of study, whether CLASP student or other type; level of education, traineeship potential based on an in depth interview; a brief medical record; social class background; date of application; date of acceptance; disbursements of stipends.

The basic information on any participant is on a computer file that allows breakdown by several categories. e.g., alphabetical listing by last name, country, field of study, college or university, grade level, whether or not a CLASP student, etc.. The software used is Wordperfect 5.0.

Records on administrative matters and personnel are kept by the LCA staff. These are separate from those of the CSLA. Payroll, insurance and benefits records are jointly maintained by the CSLA bookkeeper and LCA. Correspondence files are maintained on a chronological basis and can be exchanged with CSLA staff.

A 1 (e) Office Equipment

The LCA offices appear adequate for the performance of the program. They are situated in the same building as the CSLA, and occupy about 850 sf. ft. on the mezzanine level of a converted building in downtown Baton Rouge. Desks and furnishings are functional, moderately priced and tastefully arranged. Four

computers, two laser printers, a photocopying machine, six telephones and a facsimile machine comprise the essential office tools. The equipment was purchased from local distributors on a competitive basis. Computer equipment is IBM compatible assembled in an AID Geographic Code 935, 941 or 899 country whose shelf value is less than \$ 5,000.00 per item. There does not appear to be a conflict with AID eligibility rules for the procurement of goods and services.

A. 1 (f) Sub-Agreements

Vendor contracts for the delivery of services associated with the seminar were entered into with Louisiana State University (LSU) Continuing Education Office (Pleasant Hall facilities); Bus service from New Orleans airport to Baton Rouge, Delta Airlines; the LSU Student Union for food; The Faculty Club, for the graduation banquet; medical doctor, for insurance purposes; the van rental for transportation; Ramada Inn Hotels, for lodging the participants that could not be housed at Pleasant Hall; and, of course, agreements with the speakers and mentors.

The manner in which some sub-agreements were entered into left open the possibility for non-fulfillment of responsibilities. A written contract was not evident specifying all the services and goods to be delivered for both food services and lodging. This oversight may incur greater costs than anticipated.

In the case of food services, there was oral agreement between the Pleasant Hall associate dean and the food vendor (LSU Student Union) about the number of meals that would be purchased. As it turned out, not all meals were fully attended by the participants, yet it appears that LCA will be charged for the number of meals negotiated by the Continuing Education associate dean at the onset of the program. The assumption by LCA staff was that they would be charged for only those meals that were actually consumed. The total food bill finally agreed upon was \$109,469, a reduction of \$3050 from the original bill. A clearly stated written contract would have been easier to negotiate from.

A. 1 (g) Relations With AID

Distance from Washington, DC puts the LCA at a minor disadvantage. For the most part, the LCA leadership has maintained close communication with the Agreement Officer and other staff of the AID/LAC/EST Office. Contacts with other Bureaus of the A.I.D. have not fully blossomed. Because of the excellent relationship with some members of Congress established through the parent organization, CSLA, A.I.D. functional offices in the LAC Bureau have heard of the LCA program, but direct working relationships have yet to be established. Reports have been submitted as required by FM/PAFD, as of this writing insufficient information is available to determine the consistent quality of reporting.

Relationships with Field Missions have just begun to develop. LCA Deputy Directors have travelled to Central America and met with Mission education staffers and contractors. CSLA staff have travelled to the LAC region, and promoted the seminar. Local private sector organizations have been contacted, some have offered support for the LCA internship program.

Most CLASP contractors running parallel programs have representatives in Washington and are therefore able to make their presence known with greater frequency. LCA has contacted all CLASP contractors for assistance in selecting students. A better sense of what the program offers will be forthcoming after the

seminar participants return to their universities and meet with their CLASP representatives. LCA is the "new kid on the block" whose performance has yet to be appreciated by homologous organizations.

A. 2 Recommendations

(a) Staff Selection. It was apparent from the seminar that an additional person with working knowledge of Spanish and the education systems of the region be incorporated within the LCA core staff. This staff addition would enrich the credibility of the program as well as provide in house advice as to Latin American culture and norms.

(b) Marketing Staff. LCA should hire a person or persons that have the ability to market the program among U.S. corporate private sector. This is a full time position, not necessarily based in Baton Rouge. The principal assignment would be to obtain internships for the students. Ideally LCA should seek a well connected person with a senior management background in international trade, manufacturing or banking.

(c) Sub-contracts. All sub-contract agreements need to be written so that the goods and services required are known by all operating staff of LCA. When the seminar is in full swing, the roles of the staff are combined and often require responses based on knowledge of the contractual agreements. Verbal agreements will likely result in contradictions between vendors and recipients.

(d) Staff Training. The LCA staff is on a fast rising learning curve. They are bright and able to learn quickly about the nuances of A.I.D. project implementation. Specialized training is recommended for operational staff about the ways and means of the Washington "bureaucracy" so that they may develop a stronger negotiating position vis a vis other CLASP contractors and A.I.D. offices, as well as improve on the management of the program.

For example, awareness about how federal agencies do not all share the same objectives is central to understanding of implementation priorities. There are competing and often contradictory mandates issued by the Congress that pit programs against one another and can thus affect the impact of the LCA program. Immigration Service (INS) does not always support the executive policy guidance for the AID development agenda with respect to treating students under a special scholarship program. IRS, conversely, may not accept a firm's payroll deductions for a foreign student intern as a charitable contribution.

(e) Vehicle LCA should look into procuring a vehicle for transporting small groups during the seminar. The total cost may be less than leasing transportation when needed. The Cooperative Agreement Budgetted would have to be ammended to include a line item.

B. LCA Program Design

1. Findings

The long term objective of the LCA program is to "establish a thriving, permanent network of skilled and educated leaders in the Caribbean Basin and the Andean region who can, and will contribute to their countries' stability by helping to build durable economic, social and civic infrastructures."

The design of the program is ambitious in its scope. All three program components, seminar, internships and Alumni Network, must each function as planned for the program to have the proposed effect. Should the internships placements fall significantly short of the 198 possible placements, the overall objectives would not be achieved, despite the success of the seminar. Similarly, if the alumni network does not blossom, the longer term impact of the program will diminish.

B 1 (a) Leadership Seminars

Through short term leadership training, in this case the Winter seminar, the LCA program expects to "effect attitudinal change" among the participants so that they are more "favorably disposed toward the American political system, its democratic values and procedures." The free society that the program hopes to promote is one based on the support by the private sector of each participating national economy. Friendship among the participants and the U.S. community they come in contact with is also part of the LCA program objective.

Details on the findings of the seminar are found in Section III. C..

B 1 (b) Participating Countries

The current number of countries included in the program are adequate to achieve the stated objectives. Participants from nearly all LAC countries can be included in the program. Only exceptions are Argentina and Venezuela, countries that have achieved advanced developing status in terms of Foreign Assistance qualification criteria. Students from these two countries may be attractive participants. However, in terms of the leadership development goals, the immediate focus remains on those LAC countries that need to develop leadership skills.

B 1 (c) Corporate Internships

The second component of the program is placing seminar participants in an internship (also referred to as traineeships in the LCA project proposal and brochures) with U.S. transnational corporations that have commercial interests in the LAC region. Participants are expected to be placed with a firm that has commercial operations, preferably in the same country as the participant. Two sub-objectives are sought:

- (1) expand the trainee's knowledge and commitment to the role of private enterprise; and
- (2) provide placement in "key jobs" for participants that are sympathetic to a democratic form of government.

The underlying assumption of the internship program is that the participants will eventually occupy leadership positions in their home countries. LCA hopes that by bolstering the leadership skills and creating a means through which the private corporate sector in the Latin American and Caribbean (LAC) region can participate in the human resource development, democratic free enterprise can be better understood and sustained in years to come.

After the Winter seminar, nearly all the students were offered a placement in a "transnational" firm either in the U.S. or in their respective countries for a two month internship period during the summer recess. A stipend of approximately \$1,000.00 per month would be paid to the student by the firm for lodging, food and expenses. In addition, the firm is being asked to cover the travel costs of each participant from the university where he/she is attending to the place of the internship. The firm is also expected to defray the cost of the student's transportation to and from the site of the PAN conference. Asking firms to pay both a stipend and travel costs may dissuade some internship sponsors from participating in the program. The estimated cost per student is \$4,000.00.

Response from the transnational firms has not been high. Not enough is known about the limitations each firm may pose in awarding internships or accepting trainees. This is in part due to the departure of the traineeship coordinator in Late December.

Following are some issues related to the internship component:

B 1 (d) Selection of Interns

It already is clear that the wide range of participants presents problems in arranging internships. Recruiting enough appropriate companies and trainee slots may be a problem in any event. Doing so in a way which responds to such a wide range of needs will increase the difficulty. Project staff already feel that some of this year's seminar participants may not be appropriate candidates for placement.

Lack of time is an important factor. This year, organizing the December seminar leaves only six months in which to line up a substantial number of traineeships all over the country and in the LAC region. Next year, a more extensive recruitment effort from a wider pool of qualified participants may make placements easier to make. This larger number of candidates will require that selection criteria be more closely followed than was this first time.

B 1 (e) Visas and Work Permits

Placement of a substantial number of students in summer jobs will be a complicated scheduling task. The issue of work permits may prove to be a sticking point in cases where the participant is placed in a third country. Most students are in the U.S. on a F1, H1, J1 or M1 visa, depending on their educational institution or scholarship program. Clearances from their sponsoring organization (program sponsor) must be obtained before being placed in the transnational firm. Some programs do not allow the student to engage in part time employment because it would violate the terms of their respective agreements that usually pay for their subsistence while under the scholarship. For those under J1 visa status, for example, a hardship (need to augment living allowances) must be demonstrated as reason for securing a work authorization from their sponsor.

Under the new Immigration Laws, employers must obtain a work permit or equivalent authority to include any non-citizen on their U.S. payrolls. LCA will have to insure that these arrangements are made for each participant.

The visa status of each participant must be verified to determine the kind of authorization needed before he/she can be placed in a summer internship in the United States. Current visa regulations governing work by foreign students appear to be sufficiently flexible allowing full time students to work part time.

B 1 (f) Third Country Placements

In cases where a student is placed with a firm outside the U.S., the re-entry visa must be assured prior to departure. If the internship is in a third country, temporary work permits will need to be secured, or arrangements made with the firm to allow the student to participate in the internship.

B 1 (g) Internship Supervision

A related issue is that of the firm's commitment to the goals of the program. It is unlikely that all firms accepting LCA students will assign a person to oversee the performance of the trainee. Most firms will expect a self starter to seek out the opportunities and fashion his/her own learning experience. Smaller firms generally do not have the supervisory staff to act as mentor to the student. In some cases the jobs may well be perfunctory or menial in nature. Follow-up interviews will have to be done by the LCA from Baton Rouge to insure that a meaningful experience is taking place. Changes during placement will surely create havoc, for example if the student had to leave the firm before the traineeship is completed; or if injured while on the internship. Supervision and any liability must be determined prior to placement. Also, who is responsible for the health insurance during the internship period is a matter worth investigating.

B 1 (h) Stipends

Another issue that needs clarification is how the stipend will be paid by the firm to each participating student. From an accounting perspective, it is unclear how stateside firms will treat the payment to a foreign student. Under current IRS regulations, part time employees should have a social security number. Most students do not have a social security number. The Internal Revenue Service may treat payments as payroll and require filing of income tax by the student. A potential conflict could evolve whereby the visa restrictions are incongruous with the Internal Revenue demands. This matter was discussed with LCA staff. A possible solution, if this becomes a problem, is to have the firm donate the stipend amount to LCA, and have LCA cover the living and transportation costs directly. One advantage of this mechanism is that the firm could obtain a tax deductible donation certificate from the LCA, which is a 501 C(3) entity.

Caution must be exercised by LCA staff in uncovering too many contradictory regulatory impediments and making these known to the respective regulatory agencies. Experience indicates that often it is best to leave matters unresolved rather than try to obtain blanket dispensation from a competing regulatory agency of the Federal government.

B 1 (i) Alumni Network

An international alumni support network is the third component of the program design. LCA hopes to establish the Pan American Network (PAN) as the vehicle for this continuing support. Graduates of the seminars and internships will become members of the PAN. The purpose of this network is to strengthen the commitment and learning derived at the seminars. Hopefully, it will also become a self sustaining effort over the years.

B 1 (j) PAN Conference

The PAN conference will be a three day event, currently planned to take place in Miami, Florida in August 1989. This will be the first meeting of the alumni network. All of the 198 students participating in the winter seminar are *de facto* invitees. Coordinating international travel will require a different level of effort by LCA staff than was needed at the Winter seminar.

B 1 (k) Advisory Board

A National Advisory Board has been organized to provide policy guidance and strengthen the LCA program. About fifteen persons who are themselves leaders in the U.S. community have been invited to participate and contribute their prestige to the LCA program as well as attract financial resources. The Advisory Board is in a developing stage of growth.

The Board will require close attention by the Executive Director and key LCA staff for its mandate to be performed. Members of the Board are volunteers, some live in different parts of the country. Communication is occasional, depending on mail and telephone. The results of their efforts have yet to be appreciated since the product of the LCA program, up until the seminar, has been intangible and distant.

For the Board to be active and committed, special attention is needed to convey the enthusiasm of 200 persons interacting at a seminar. The annual, one time event of the seminar must be made palpable so as to capture the imagination of Board members about the indirect benefits of the LCA program in the context of hemispheric peace and economic development. Appreciation of this spirit will enable members of the Board to "sell" the program to transnational firms and other potential donors as well as retain their interest in serving on the Board. An active Board as opposed to a passive one, will contribute to the long-term strength of the LCA program. Membership should be presented as a sought-after distinction.

B. 2. Recommendations

The following recommendations are made with the intent of strengthening the LCA program design. Many other ideas were exchanged with LCA and CSLA staffers that are not included in this text. By no means do the evaluators feel that these are the only recommendations that can be acted upon.

(a) Modify the internship placements. Serious consideration must be given to the offer of traineeships for all seminar participants. A more realistic approach is to limit the traineeship opportunities to those that qualify and can be placed. There will be dropouts as a result of competing schedules and plans for the

summer so not all participants may be eligible or desirable for a placement. AID/LAC/EST should be notified as soon as practical about changes in the number of placements and the reasons why this occurred.

Since LCA is not likely to achieve 100 percent placements, nor would it be desirable to do so, LCA must re-sell the proposed numbers to AID. Alternatives can be negotiated. For example, placing approximately 80 percent of the intended students may satisfy the terms and spirit of the grant agreement. LCA must reach an understanding with the Agreement Officer by early Spring about what percentage of placements will be acceptable to A.I.D.

(b) LCA to assist the firm during placement. Prior arrangements should be made with the prospective firms to assist them in accepting the student and complying with current immigration regulations. This will require close communication with CLASP contractors who have primary responsibility over the student's academic performance.

(c) Seek alternatives for travel costs. According to the terms of the proposal, travel costs for the internships cannot be paid directly by AID, even though there were significant savings realized in travel costs during the first seminar. Every effort must be made to obtain travel costs from private sector contributors as stated in the proposal. Given current Congressional budget cuts, future funding of the LCA program could be in jeopardy. LCA must not lose sight of the fact that it was on the basis of the private sector participation for the internships that Congressional approval was given for earmark financing.

LCA should investigate if firms can donate the amount of the stipend and/or travel costs to LCA, and receive a tax deductible contribution.

(d) Change the Conference Site The conference is an ambitious undertaking at this time. The critical mass of alumni has not yet evolved that can sustain such an event. Perhaps the second year may be a better time so as to include a larger number of former seminar participants. The first year should be limited to a steering committee of selected members. The site should also be more accessible and less costly to attend. LCA should consider a site near a major airline hub in the United States.

(e) Energize the Board The Advisory Board has been approached about their participation in securing commitments, but as most volunteer efforts go, there is uncertainty in the solicitation process. LCA would do well to increase the involvement of the members, assign committee chairpersons and distribute responsibilities to the more active members. In all volunteer boards there is a balance between active workers and those whose prestige is invaluable but cannot take on an active role.

(f) Private Sector Participation Increase the private sector participation in the program. Insure that the internships are obtained. LCA must call on the individual firms to sell them the program in a more aggressive manner. LCA Advisory Board can fulfill this mission more effectively over time once it knows what the product they are selling means for the success of private sector firms.

(g) Supply of Internships One alternative to meeting the number of internships offered (demand exceeds supply) is to seek other than transnational firms to participate in the internship program. Local private sector firms may

prove just as useful in terms of the learning experience for the student and satisfy the intent of the proposal. By using smaller local firms, both in the U.S. and in the LAC region, it may be possible to place more students than relying strictly on a "transnational firm." This alternative will need an amendment to the current grant agreement. The program design should be changed to lessen the dependency on transnational firms for internships.

(h) **Traineeship coordinator needed** A full time staff person dedicated to the processing of student internships is needed. This position is complementary to the senior level internship marketing role discussed in Section A above.

III. C. Effectiveness of Seminar

1. Findings

The seminar sessions were conducted between December 27 and December 30, and again from January 3 - 7. The following section describes what occurred with regard to the various components of the seminar activities.

The majority of the participants arrived on Monday and Tuesday (December 19 and 20), with a few coming in later. An orientation activity was presented on Wednesday, December 21. Individual interviews were conducted by project staff, primarily concerning the placement of the interviewees in internships. The staff referred to them as "traineeships." Recreational and social activities also took place during the first week.

Participant data corroborates that the first winter seminar was a "success" as measured by their responses. Of the 198 participants, 191 questionnaires were tabulated yielding a 96 percent response. Seventy four percent of all participants responding said they would highly recommend this seminar to other Latin American and Caribbean students; fifteen percent said they would recommend it; eight percent were on middle ground, and only two percent said they would not.

After their scholarship education is completed, eighty three percent of respondents said they would return to their own countries, four percent would remain in the United States and thirteen percent plan to settle in a third country.

With respect to the individual family's economic circumstances, 5.2 percent reported that they were from "upper class" conditions; 41.9 percent from "middle class;" 41.4 from "working class;" and 11.3 from "lower class." The median family income was not asked since each country defines class stratification differently.

C 1 (a) Curriculum

The training objectives of the program are to "effect attitudinal change by the students so that they are more favorably disposed toward the American political system, its democratic values and procedures,..the role of private economic sector in the maintenance of a free society..;" and forge lasting ties of friendship. The syllabus is organized to present key concepts related to the role of democracy, the judicial system, the military and private economic enterprise. All key concepts have been included in the topics presented.

A list of the seminar topics is contained in Annex B-2 (b).

From a training perspective, the curriculum is structured in such a manner that the students are listening, discussing but not generating a product that can attest to their assimilation of the concepts. The classic classroom model limits the richness of interaction that could be had through a more interactive training design. If a lecture is very poor, the learning can be superficial. This results in dependency on both the ability of the lecturer to deliver the subject matter and the discussion leader to draw out the learning in the smaller group. Attitudinal change usually comes from a cathartic learning experience that lectures fail to produce. While the topics may be complete, one is never sure how lasting the assimilation was among learners.

Leadership skills training is not included as part of the curriculum, yet it is the main thrust of the program. Skills training usually requires a workshop format in which there is practice of the concepts presented. The use of small groups, already part of the methodology of the seminar, lends itself to training in group process and leadership skills. However, skilled trainers, preferably in management or public administration, are needed to design and lead effective workshops of this type. The LCA staff does not include such expertise.

C 1 (b) Role of Mentors

The roles of the mentors/discussion leaders varied considerably from group to group. Most groups relied on the technique of lectures and small group discussions, in order to allow fuller and more active exploration of the topics covered. The groups began slowly and became increasingly active as time passed and participants and mentors got to feel more comfortable with each other.

The mentors varied considerably in their perceptions of their roles as discussion leaders as well as in their skill in carrying out those roles. Their lack of clarity about their roles surfaced during the interviews with the evaluators; the issue was largely content versus process. The mentors also expressed lack of clarity regarding the goals of the seminar and what they were expected to perform in pursuit of those goals.

Many prepared the discussion topics and readings so thoroughly that they were filled with information overflow; in fact far above the level of the student's ability to absorb it.

Without the mentors working as they did, the seminar could not have been as successful. After the first few days, most all mentors took a deep interest in the needs of the students assigned to them, counselled them and made all efforts possible to insure that the material was discussed. In fact one mentor went so far as to provide her home for an impromptu social gathering and cooked 300 pounds of Louisiana "mudbugs," a local delicacy devoured by 100 participants who found their way to the party. Friendships were enhanced by the extra curricular actions of the mentors.

C 1 (c) Discussion Groups

The evaluators conducted random, informal interviews during the seminar activities. Again, reactions varied, but, generally, participants expressed enthusiasm -- particularly for the opportunity to share information and perspectives and to learn about the realities in many countries other than their own and of neighboring regions. This kind of interaction took place in all the groups, to varying degrees.

The groups had approximately twenty-five (25) participants in each, with two mentors/discussion leaders. The physical settings varied according to the different room configurations, sizes and seating capacities. In some instances, the settings seemed to affect the interactions (e.g., smaller rooms with participants seated facing each other appear to have generated more energy and interaction). The large size of the groups inhibited the interaction, as did the Spanish/English language differences. For the most part, everyone communicated their feelings clearly and openly.

C 1 (d) Student Selection

LCA program design defines the target group as college sophomores and juniors. CLASP selection criteria were followed to the extent possible, sixty five percent of the students were CLASP participants, the remaining thirty five percent were non-CLASP. The guideline, requiring 70 percent CLASP students and 30 percent non-CLASP, may present problems for other phases of the program. In some cases, younger students (sophomores) may be less available for the internships and, in many cases, would not be in a position to take advantage of a job opportunity which may emerge from the internships, particularly if they are on a two year Associate Degree scholarship program. With respect to male/female representation, there were 59.5 percent men and 40.5 percent women present, thus fulfilling CLASP guidelines for participation of women.

The selected group did not quite meet the year of study guidelines, there were seniors and graduate students among the group.

On a tactical level, this situation suggests the need for a wider recruitment effort among sophomores and juniors, which should be much easier to manage with ample lead time. This would create a wider pool, from which it would be easier to select participants according to the criteria in the proposal. It may also make sense to review the guidelines themselves with AID, in the context of the larger program goals, and take into account knowledge about the experience of the first seminar group.

C 1 (e) Student Participation

The seminar participants varied significantly in subject area of study, political sophistication, interest in the program, and political orientation. This accounts for the widely varying reactions to a number of speakers and other activities. What was for some simplistic, was for others a very new area of thinking. Participants also represented different countries and even different language groups. This resulted not only in different reactions, but also contributed a good deal of richness. This is a tradeoff for AID and the program - a wider range of participants makes for a more difficult task in responding to their learning needs.

Participants were largely unclear regarding the purpose of the U.S. government in conducting the program. This was a major factor in creating uncertainty, skepticism, and even suspicion, among many participants. Were they subjecting themselves to brainwashing ("lavacoco") by coming to the seminar, as the session titles suggested to some? Worse yet, were they being observed for some other purpose, having to do with their AID scholarships, or even, as some participants feared, was information on what they said/did being sent to some authorities in their own countries? For some, such reports could have serious repercussions for the participants themselves or for their families.

C 1 (f) Social and Recreational Activities

As happens in most all residential training programs two seminars occur simultaneously: the formal setting where lectures and structured discussions take place, and the informal, where the dynamics of the group behavior take place. In multinational groups, the cohesiveness of the group is determined by the personal interactions and leadership roles that emerge during the course of the seminar. This certainly was the case. Social class distinctions became evident as leadership roles emerged. Those students from wealthier back home situations characteristically held to their social class standing; participated in the more costly socializing and generally acted out their back home roles within the community of participants. Fortunately the leveling effect of the smaller group interactions maintained a nice equilibrium. Older students also helped keep the social balancing act in check.

Soccer, tennis, fuzz-ball and ping pong kept the students occupied during long free hours. Evenings at times seemed to drag for some as the LSU campus, closed for the holidays, did not provide enough free, easy access to entertainment. For the most part, smaller groups tended to form and seek out recreation on their own. Several parties began to spring up after hours in the rooms, money was pooled and refreshments appeared. LCA provided a snack in the early evening which helped break dormitory monotony.

C 1 (g) Speakers

The seminar speakers varied from poor to excellent according to the evaluation results. Of the 12 speakers brought to the seminar, Ambassador Corr took a standing ovation as the best presenter. Following in rank order are: Robert Robins, Role of Free Elections; Kenneth Gagala, Role of Labor; Robert Lindsay, Role of Free Expression; Beverly Carl, Private Enterprise; Wayne Parent, Protection of Minorities; Lawrence Theriot, Trade and Commerce; Reynaldo Funes, Administration; Ellis Sandoz, Constitutionalism; John Dixon, Judicial Method; Carol Potter, Law and the Courts; William Roberts, Role of the Military.

Lecturers were generally competent in delivering their assigned topics. However, many felt they did not have a sound briefing about the seminar goals, either verbally or in writing to help them tailor their presentations. This may explain why some of the lecturers did not capture the audience as successfully as they may have been able to. When a speaker acted patronizing to the audience, the students reacted accordingly. Given the initial suspicion held by students that the seminar was a proselytizing exercise on the American way of life, the speakers were up against an unfriendly audience. Fortunately, the discussion groups mollified resentments and were able to overcome shortcomings among the poorer lecturers.

C 1 (h) Transportation

Van service between the Ramada Inn Hotel and Pleasant Hall was difficult to schedule in a way that met everybody's needs. Unfortunately the Ramada Inn is too far from Pleasant Hall for a comfortable daytime walk; dangerous at night. Vans and personal vehicles were used to transport about 60 students back and forth. This is more a problem of scheduling drivers, not vehicles. The mentors had to drive students to meetings and pick up late comers; conflicts did arise but none constituted a serious impediment to the conduct of the seminar.

C. 2 Recommendations

(a) Modify Curriculum The curriculum must be changed so as to develop leadership skills among participants as well as awareness of democratic values. As was discovered, not all participants are leadership material, but once invited, the opportunity to learn about what it takes to lead is essential. Format of the seminar should be more workshop oriented and the curriculum must be made more rigorous to sustain the attention of participants.

(b) Choose Relevant Faculty Select faculty that are current with the issues and themes facing LAC countries. e.g. debt issues, guerrilla conflicts, economic inequality, regional peace efforts. Prepare the lecturers by providing a more complete set of information about the goals of the LCA program and the kind of students attending. LCA has the financial resources to get the best and most relevant speakers; now that the results are in the LCA staff has the feedback from the students about what is pertinent for their leadership development.

(c) Group facilitation training Mentor training should focus on group facilitation skills in addition to the briefings on goals and objectives sought at the seminar. This will increase the effectiveness of the LCA staff in terms of its ability to conduct a training/ leadership education program.

(d) Change the seminar design to include more leadership skills building. Some examples the curriculum could include are negotiation skills, ability to decipher data; organizational skills for empowerment of minorities and the disenfranchised poor in the urban areas.

This change would include more participatory training than was designed in the first seminar. LCA is willing to look at alternatives that will improve the content of the seminar.

(e) Mentor orientation To take place during the summer and conducted by a skilled group training facilitator. Content would include: 1. Orientation as to the goals of the program and the role of the discussions in realizing those goals. The mentors provide the best vehicle for answering participants' questions, responding to their doubts and credibly explaining the program's approach. In order to do so, they must be fully fluent in the program's purpose and strategies;

2. Training in group process and facilitation skills. Such training would include an exploration of the assumptions behind facilitation (as opposed to teaching), the imparting of specific skills and techniques of group communication (including practice), and some attention to dealing with possible problem situations (e.g., dominators, non-participants and/or belligerence on controversial issues).

(f) Clarify the purpose of the seminar Political agenda has to be presented in the context of hemispheric relationships and U.S. policy goals. This explanation could be included in a new brochure.

(g) Discussion group design changes. Specific designs/activities for creating interaction might include games, role playing, simulations, structured discussions, etc. It might be useful to the overall dynamic of the seminar if some of these specific activities produced products which summarized the reactions of the group on a particular speaker/topic, and could be shared with other groups, as well as with the particular speaker and with staff. Such products also might provide a written representation of seminar activity which might be of value to the staff, the participants and others. It seems likely that such products might be generated with minimal effort, as part of the discussion process (e.g., recording on flip charts some group outputs of specific activities), without creating significant extra work for students or staff, while preserving students' anonymity regarding their political views.

Several more operational suggestions emerged from the evaluation. In most groups, the relatively large size of the groups appeared a constraint to more free-flowing discussion. Also, it appeared that most of the time, only one of the two mentors actually was leading or facilitating the discussion; there seemed to be one primary leader during most segments in all the groups observed.

(h) Create smaller discussion groups. This leads to the notion that breaking the groups into smaller units might provide more opportunity for discussion, without employing additional discussion leaders. At one point, one group actually subdivided itself in this manner. Although there of course would be a lack of depth that two co-leaders could provide. On balance, there seems more to be gained than lost, especially given the increasingly facilitation roles the mentors played as time passed.

Paying attention to seating arrangements also can contribute to increased energy in the group. People who are to interact should be facing one another, as much as possible. Eventually all groups found ways to form a seating pattern that allowed everyone to make eye contact.

(i) Offer discussions in native languages Another tactical suggestion concerns the issue of language. This situation represents an interesting challenge. About three quarters of the participants were native Spanish speakers, with fairly high (but still varying) levels of English. The remaining quarter were native speakers of English and/or Creole, most with no Spanish language at all, some of whom harbored at least some low level of resentment around being considered part of the same region as those from Latin America.

The recommendation here is that, if the strategy is to generate open discussions in an atmosphere of mutual trust, then every opportunity should be offered, consistent with the overall context, to incorporate participants' communication in their native languages into the formal conference activities. It would seem that individual interviews could be conducted in the participants' native languages. Some (perhaps evening small group) sessions could be divided by language groups, in ways which would not take away from the unity of the entire community. Some of these sessions might take place in West Indian Creole, as well as in Spanish.

Some of these suggestions also presume some representation on the conference staff -- at least on the mentor level -- of individuals from the regions of the participants. This suggestion is not intended as any reflection whatsoever on the language ability or cultural sensitivity of current staff. The LCA staff did recruit a group of mentors who reflected a good deal of cultural diversity. Still, such representation would increase the capacity of the staff to relate to participants more informally and would create an atmosphere of trust and familiarity. Allowing for such cultural diversity also would enhance the image of the United States as an open society and is consistent with overall seminar goals.

IV. Lessons Learned

The lesson learned fall into two categories: Those that will improve the performance of the LCA seminar program; and those that have relevance to the larger programmatic goals. The latter are discussed; the former are incidental one time events that have already been assimilated. It is too early in the project life to glean major learning about the impact of this kind of project.

A. Organization of LCA.

This seminar was the first event hosted by LCA under the grant agreement. As soon as a problem emerged, the LCA staff was quick to react and point out what could have been done differently to improve their performance. The staff responded promptly to "crisis" situations, such a broken leg on the soccer field, with appropriate concern.

With respect to the timeliness of funding this program, a lesson that emerges is that financing agreements must be promptly processed so that preliminary activities can be contracted or risk the loss of momentum. Given the U.S. academic calendar, the Fall semester beginning in September, gives little lead time to start a training program in December. While the LCA organized the winter seminar in a short time, this effort should not be replicated for other projects.

B. LCA Program Design

The program design is ambitious in its scope. Private sector participation is weaker than expected in offering internships. Greater lead time must be allowed to market the program among private sector institutions working in the LAC region. Transnational firms, though attractive as potential sources of assistance and participation, are already beleaguered with request from many private voluntary organizations (PVOs) for donations. For this reason, the advantages of tax deductible contributions in exchange for the internship spots may prove more alluring at this time.

Alumni networks are emerging from almost every CASP and CLASP program. A lesson to be considered is that not all CLASP, CASP, contractors can successfully organize independent alumni associations in the region. The list of participants and particularly supporters in the Central American region all read like the same directory, even though the programs are different. Supporter burnout is fast becoming a reality for A.I.D. funded programs.

National Advisory Board. The diversity of the Board may be its strength in one sense, that it brings together key leaders from one region of the country, but the lack of focus on the immediate problems facing the LCA may prove its weakness. Volunteer boards must have the complementing energy of its operational directors so that a balance can be struck between daily operations and long term goals. Without the assurance of future resources, the efforts of the staff will dissipate after the initial funding is over.

C. Effectiveness of Seminar

Selection of students should be more sophisticated to include those with proven leadership potential. There is a lack of managerial talent among LAC countries. The LCA can contribute to this shortfall and by careful selection of the participants, may be in a better position to have an impact.

Allowing the groups to generate their own dynamic is more effective in terms of achieving attitudinal change objectives than structuring the learning process. What became evident and serendipitous was that the groups tended to be free flowing. This may have been a result of the inexperience of the LCA staff, but turned out to be a sound comparative learning experience for those organizations that attempt to rigidly structure the learning process. A concept that was discussed was the difference between a "pedagogical" approach versus an "androgical" one. The seminar is designed for adult not child learning, and therefore appropriate strategies are more successful in achieving programmatic goals.

The potential for this kind of seminar is that it can produce significant attitudinal change regarding political views. It was clear that telling participants "truths" from someone else's point of view is not likely to produce this change. Changes occur from the participant's own new experience, their interaction with the speakers and most importantly from interactions with fellow students.

This activity may provide useful insights about inter cultural learning processes and the dynamics of Congressional earmarks as a way of funding this type of political sensitizing activity.

ANNEXES

PRE-AND POST-EVALUATION QUESTIONNAIRE

This questionnaire is anonymous. We would appreciate your answering each question or statement by writing "agree," "disagree," or "no opinion" after it. In essence none of these questions is either "true" or "false," merely statements of belief. Please also write in the top right hand corner of each page a number between 1 and 300 followed by a letter (231P for example). At the end of the seminar, we will ask you to evaluate the program and will further ask you to use the same number and letter on that evaluation. By granting anonymity, we are confident that you can speak candidly and frankly.

1. The right of labor to organize and bargain collectively is an essential element of a democratic society. agree

2. The right of labor to strike is an essential element of a democratic society. no opinion

3. All governments should have a right to censure speech and the press to preserve state secrets and to prevent the spread of misinformation. disagree

4. The right of free speech and expression should not be curbed or censored even among those whose avowed purpose it is to overthrow the political system and replace it with an undemocratic system. no opinion

5. Government has an obligation to see that its citizens have adequate medical care. agree

6. Government has an obligation to provide full employment to its citizens. agree

7. Government has an obligation to provide education at public expense to its citizens. agree

8. A high level of literacy and education is necessary to preserve a democratic society. agree

9. In a democratic society church and state should be separated. agree

10. A democratic society is in peril if there is a large gap between the rich and poor. no opinion

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11. Economic democracy is an essential ingredient of political democracy. no opinion
12. Sometimes an authoritarian government is necessary to prepare a nation for democratic rule. agree
13. A democracy is in peril if those in the low economic stratas lack opportunities to become economically successful. agree
14. A person accused of a crime should be furnished legal representation by the state if he cannot provide for his own representation. no opinion
15. It is essential that all persons have access to the courts or some other machinery to redress their grievances at the lowest possible cost. agree
16. Democracy requires that judges be politically independent, that is, free from pressures of those in governmental power. agree
17. In a democracy, no person should be arrested and detained for any extended time without being charged with an offense and allowed the opportunity to be released on bail. agree
18. There can be no free elections without secret ballots. agree
19. A democratic society cannot tolerate widespread corruption. agree
20. No person should be above the law. agree
21. The right not to worship is as important to preserve as the right to worship. no opinion
22. A resort to change by violence is incompatible with a democratic system. no opinion
23. A democratic system cannot tolerate searches of a person or a home without a search warrant granted only on reliable evidence that a crime has been committed. agree
24. A national army and its military leaders should never be above the law. agree
25. Only when the loyalty of the military is to the democratic system is democracy safe. agree

26. All persons accused of crimes must have the right to a fair trial and they must have the right and power to compel witnesses to testify in their behalf. agree

27. All criminal trials should be public. agree

28. The prime ingredient of a democratic state is peaceful transfer of power. agree

29. That government is to be preferred that provides the greatest happiness for the largest number of people.

agree

30. In a democratic society, the will of majority is paramount. agree

31. In a democratic society, all persons must enjoy the same rights. agree

32. It is right in a democratic society for the government to take land from the rich and pay them just compensation and give land to the poor. agree

33. Foreign aid does not always help the receiving country because sometimes it creates a dependency that obstructs or retards its own development. no opinion

34. One nation should never meddle in the internal affairs of another. agree

35. It is permissible for a country to intervene if the intervention is necessary to preserve or restore democracy.

no opinion

36. In the organization of American States (OAS) all members should have an equal voice regardless of size, wealth or power.

agree

37. Private enterprise is necessary to maintain democratic institutions. agree

38. Total economic dependence of one person on another is the equivalent of slavery. no opinion

39. Imperialism is the economic dependence of one country on another to such a degree that the dependent country is controlled by the other. agree

40. All communist parties, even those that work within the democratic system, should be banned from political activity.

no opinion

41. Women should enjoy the same rights as men. agree

42. All minorities should enjoy the same rights as majorities. agree

43. In some instances, it is permissible to compel minorities to adopt the culture and customs of the majority so as to create national unity. agree

44. Capital punishment should be outlawed. no opinion

45. Only those who can read and write should vote. disagree

46. Only those who own property should vote because they have a greater stake in the welfare of society. disagree

47. A government owes its citizens adequate housing. agree

48. A government must feed those who have not enough to eat. agree

49. The right to worship freely is more important than free speech and expression. no opinion

50. A democracy cannot tolerate private bands taking the law into their own hands and punishing their enemies. agree

51. The first duty of a government is to preserve itself. no opinion

52. If a government feels itself in danger, it has the right to suspend democratic procedures. agree

53. The torture and abuse of prisoners can never be justified. disagree

54. It is just to tax the rich at a higher percentage rate than the poor. agree

55. Mass demonstrations that proceed peacefully should be permitted. agree

56. No man should be compelled to testify against himself. agree

57. The United States still has substantial racism. no opinion

58. The United States in its Latin American policy tends to be more concerned with its own interests than those of the Latin American states. agree

59. North Americans tend to lump all Latin American nations together and ignore their special differences. no opinion

60. The Monroe Doctrine benefits the entire hemisphere.
disagree
61. Marxism is a threat to democracy and should be stamped out ruthlessly in this hemisphere. no opinion
62. Democracy is on the rise in Latin America. agree
63. The government should have a monopoly on weapons.
disagree
64. Laws of slander and defamation are legitimate restraints on freedom of speech and expression. no opinion
65. It is permissible for the government to control assemblies and the gatherings of citizens through the issuance of permits. disagree
66. The right of privacy, that is, protection against searches and surveillance, is a precious democratic right.
agree
67. Teachers in educational institutions should have the full opportunity to teach the truth as they see it without government control or censure. agree
68. Education among the young should be compulsory.
no opinion
69. Rich nations owe a duty to help poor nations.
no opinion
70. Where there is equal economic opportunity, the chances for democracy are better. agree
71. Economic aid should be given by one nation to another without restraints on how it should be spent. no opinion
72. Industrial nations tend to dominate agricultural nations. agree
73. North Americans tend to be very ignorant about Latin America. agree
74. The phrase "banana republics" is intended as an insult.
agree
75. The policy of the United States toward Latin America should be more economic aid and less interference. agree
76. The United States should send more military aid and less economic aid to Latin America. disagree

77. The policy of the United States to grant educational scholarships to Latin Americans should be expanded. no opinion

78. Latin Americans educated abroad have a moral duty to return to their countries and become leaders. agree

79. Because of cultural and other differences, only some of the democratic institutions of the United States can be transplanted in Latin America. no opinion

80. North American schools do not teach enough about Latin America. agree

81. Democracy is possible under any culture. agree

82. So long as leaders are elected by popular suffrage and the dignity of citizens is respected, democracy can be said to be in place. agree

83. All government records should be open to the public. agree

84. The political minority must have an opportunity to expose misrule by the majority either by newspapers, radio, television, parliamentary question and answer sessions, or legislative investigative committees. agree

85. Proper protection of minority rights is more important than majority rule. no opinion

86. Democratic procedures should never be suspended short of war. no opinion

87. A legal and court system is not effective unless it is reasonably speedy, not expensive, and available to all. agree

88. Unless those with money and power voluntarily share that power with the poor and weak, revolution becomes more likely. agree

89. Violence is the enemy of democracy. agree

90. A democracy cannot tolerate in any manner whatever government harrassment on those out of power. no opinion

91. A stable democracy requires that all elements, including the economically underpriviledged, believe that it exists for their benefit. agree

92. All democracies must require fiscal integrity among those in power. agree

93. Unless democracies have the support of all elements of society, they tend to collapse in bad economic times. no opinion
94. A public school system should teach and encourage democratic principles. agree
95. Those who would destroy a democracy usually begin by promoting hostility among some elements against others
no opinion
96. Governments have the right to lie to their citizens if the leadership believes the truth would be detrimental to its reputations. disagree
97. Democracies sometimes fail because they cannot rectify wrongs rapidly enough. no opinion
98. The United States tends to be more interested in whether a government is anti-communist than whether it is democratic.
agree
99. A country giving aid to another has a right to require that the recipient follow the foreign policy of the country giving the aid. disagree
100. All persons are created equal and are endowed with natural rights which include life, liberty and the pursuit of happiness. agree
101. Countries giving aid have no right to dictate how the recipient country uses it. agree
102. Foreign investment can have both beneficial and detrimental effects. agree
103. Experience has shown that free enterprise and dictatorships can coexist with each other very easily; on the other hand, true democracy cannot exist without a healthy private sector. agree

No. _____

**Leadership Center of the Americas
Winter Seminar 1988**

Participant Evaluation Questionnaire

Instructions:

This questionnaire serves to obtain your reactions to the seminar and provide the organizers with information that can help improve future events. For each question, please circle the value that reflects your response. For open ended questions, write your answer legibly in the space provided. You may respond to the open ended questions in Spanish. Put the number and letter combination you selected on your pre-evaluation questionnaire in the top right hand corner. Your anonymity will be preserved. Thank you for your cooperation.

Part A The following questions ask about your current attitudes in areas related to some of the seminar topics.

1. As a result of this seminar my understanding of the U.S. political system has increased:

Not at all 1 2 3 4 5 Significantly
2. The prime ingredient of a democratic state is peaceful transfer of power.

Not at all 1 2 3 4 5 Very Much
3. An effective private sector is essential to the maintenance of a free society.

Not at all 1 2 3 4 5 Very Much
4. The United States, in applying its Latin American policies, is not sufficiently aware of the interests of the Latin American states.

Disagree 1 2 3 4 5 Agree
5. As a result of this seminar, my understanding of the political systems of Latin American and Caribbean countries has increased.

Not at all 1 2 3 4 5 Significantly
6. Government has an obligation to provide education at public expense to its citizens.

Disagree 1 2 3 4 5 Agree

7. The military should be separate and under the control of civilian authority for democracy to prosper.

Disagree 1 2 3 4 5 Agree

8. The participation of foreign private investment, with appropriate restraints, is beneficial to economic development in Latin America and the Caribbean.

Never 1 2 3 4 5 Always

9. Labor unions which are independent of the government are essential to a democratic society.

Disagree 1 2 3 4 5 Agree

10. As a result of this program I developed some meaningful personal relationships which I intend to continue.

(a) With other students from my region
None 1 2 3 4 5 Many

(b) With other Americans
None 1 2 3 4 5 Many

11. The discussion groups contributed to my understanding and appreciation of the U.S. political and economic system.

Not at all 1 2 3 4 5 Significantly

12. The discussion groups contributed to my understanding of the political and economic systems of Latin American and Caribbean countries.

Not at all 1 2 3 4 5 Significantly

Part B The following questions refer to the manner in which the seminar was conducted.

13. What motivated you to attend this seminar? Select and rate one or more (1 is low, 5 is high), please be honest.

(a) Opportunity to learn about proposed topics.
1 2 3 4 5

(b) Opportunity to interact with speakers and staff.
1 2 3 4 5

Part B cont.

13. (c) Opportunity to interact with other Latin American and Caribbean students .
1 2 3 4 5
- (d) Opportunity to obtain an internship with a transnational firm.
1 2 3 4 5
- (e) Opportunity to do something over the winter holiday period.
1 2 3 4 5
- (f) Opportunity to influence issues affecting Latin America and the Caribbean.
1 2 3 4 5

14. To what extent were your expectations of the program met?

Not met at all 1 2 3 4 5 Fully met

(a) Please comment:

15. For each of the following aspects of the seminar, please rate the following (1 is low, 5 is high):

- (a) Food 1 2 3 4 5
- (b) Accommodations 1 2 3 4 5
- (c) Social activities/recreation 1 2 3 4 5
- (d) LCA Staff responsiveness 1 2 3 4 5
- (e) LCA mentor responsiveness 1 2 3 4 5
- (f) Transportation 1 2 3 4 5

Please use this space to comment on your ratings if you wish.

16. Did you receive adequate preliminary information regarding the goals of the program?

Not adequate 1 2 3 4 5 Adequate

If not, what would you have wanted to know?

17. Before you arrived, did you receive adequate information about the activities and schedules of the program?

Not adequate 1 2 3 4 5 Adequate

18. The description of the seminar accurately described what I experienced.

Not at all 1 2 3 4 5 Accurately

19. All points of view were respected during the seminar.

Not at all 1 2 3 4 5 Totally respected

20. The mentors were effective in their role as discussion facilitators.

Not effective 1 2 3 4 5 Most effective

The name of your group is.

21. The role of the mentor would have been more effective if:

22. My time was used effectively during the three weeks of the seminar.

Not at all 1 2 3 4 5 Most effectively

23. The amount of work expected of me was:

Not enough 1 2 3 4 5 Too much

24. For each of the following topics and speakers, please rate them in terms of clarity, responsiveness and usefulness to your learning experience.

	Poor	Good	Excellent
(a) Orientation [JThornton]	1	2	3
(b) Value of Private Enterprise in the Preservation of Economic and Political Freedom [Beverly Carl]	1	2	3
(c) Trade and Commerce in the Caribbean Basin and Central America [Lawrence Theriot]	1	2	3
(d) The Role of the Military in a Society Dedicated to Civilian Rule [William Roberts]	1	2	3
(e) The Judicial Method [Justice John A. Dixon]	1	2	3
(f) The Role of Free Expression in a Democratic Society [Robert Lindsay]	1	2	3
(g) Limits of Free Speech and Expression Roundtable [James Thornton and Mentors]	1	2	3
(h) The Role of Law and the Courts in the Protection of Civil Liberties and Democratic Guarantees [Carol Potter]	1	2	3
(i) Bicentennial Constitutionalism in the U.S.A. [Ellis Sandoz]	1	2	3
(j) The Protection of Minorities in a Democratic Society [Wayne Parent]	1	2	3
(k) [Dr.Reynaldo Funes]	1	2	3
(l) The Role of Labor in a Democratic Society [Kenneth Gagala]	1	2	3
(m) [Amb. Edwin G. Corr]	1	2	3
(n) The Role of Free Elections in a Free Society [Robert Robins]	1	2	3
(o) Roundtable Discussion [William Arceneaux and LCA Staff]	1	2	3
(p) Wrap up session [LCA Staff]	1	2	3

35

25. What would you suggest the staff of LCA do to improve this seminar for future groups?
26. When your education in the U.S. is completed, where do you plan to settle?
27. Do you consider your family's economic circumstances as
(1) Upper (2) Middle (3) Working (4) Lower
28. Are you on a Caribbean Latin America Scholarship Program (CLASP)?
1 No 2 Yes 3 Don't know
29. Are you: 1 Male 2 Female?
30. Would you recommend this seminar to other students from Latin America and the Caribbean?
Not Recommend 1 2 3 4 5 Highly Recommend
31. Please offer any other comments not covered above that you would want to share with us. Thank you.

- - - PEARSON CORRELATION COEFFICIENTS - - -

RECOM

UNDRSTND .3646
(191)
P= .000

TRFPDWR .0967
(190)
P= .092

PRIVSECT .1390
(190)
P= .028

INTLA -.0575
(189)
P= .216

PSYSLAC .2383
(191)
P= .000

PROVEDUC .1519
(190)
P= .018

MILCIV -.0152
(191)
P= .418

XINVEST .1148
(191)
P= .057

UNIONS .0057
(187)
P= .469

STUDLAC .1693
(191)
P= .010

(COEFFICIENT / (CASES) / 1-TAILED SIG)

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PEARSON CORRELATION COEFFICIENTS

RECOM

STUDUS .2983
(185)
P= .000

DISCUS .3386
(191)
P= .000

DISCLAC .3406
(190)
P= .000

TOPICS .0433
(183)
P= .280

INTSPEAK .0595
(183)
P= .212

INTSTUD .2146
(189)
P= .002

INTRNSHP -.0074
(185)
P= .460

HOLIDAY .1407
(187)
P= .027

ISSUES .3217
(187)
P= .000

EXPECT .5985
(189)
P= .000

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RECDM

FOOD .0835
(191)
P= .125

HOTEL .0374
(191)
P= .304

RECREATE .2951
(190)
P= .000

STAFRESP .4901
(191)
P= .000

MENTRESP .4186
(191)
P= .000

TRANS .1193
(190)
P= .067

INFGOALS .3362
(191)
P= .000

INFACT .1985
(191)
P= .003

DESCRPT .4627
(187)
P= .000

VIEW .3799
(190)
P= .000

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PEARSON CORRELATION COEFFICIENTS

RECOM

MENTORS .3391
(190)
P= .000

GROUP -.0138
(188)
P= .426

TIMEUSE .5923
(191)
P= .000

WORKEXP .2721
(190)
P= .000

THORTON .2500
(187)
P= .000

CARL .2509
(190)
P= .000

THERIOT .1653
(186)
P= .012

ROBERTS .0225
(189)
P= .379

DIXON .2096
(189)
P= .002

LINDSAY .0694
(185)
P= .174

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PEARSON CORRELATION COEFFICIENTS

RECOM

ROUNTH .2141
(142)
P= .005

POTTER .1749
(190)
P= .008

SANDOZ .1083
(165)
P= .083

PARENT .1122
(189)
P= .062

FUNES .0773
(159)
P= .167

GAGALA .1335
(188)
P= .034

CORR .2347
(175)
P= .001

ROBINS .2004
(186)
P= .003

ROUNDA .1971
(141)
P= .010

WRAPUP .2358
(183)
P= .001

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PEARSON CORRELATION COEFFICIENTS

RECOM

SETTLE -.0542
(173)
P= .135

CLASS .0925
(186)
P= .105

CLASP .1875
(187)
P= .005

SEX -.0598
(190)
P= .206

RECOM 1.0000
(191)
P= .

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16:01:33 LOUISIANA STATE UNIVERSITY

IBM 3090-600E

MVS/SP 2.2.0

PRECEDING TASK REQUIRED

0.91 SECONDS CPU TIME;

1.29 SECONDS ELAPSED.

277

277 COMMAND LINES READ.

0 ERRORS DETECTED.

1 WARNINGS ISSUED.

1 SECONDS CPU TIME.

5 SECONDS ELAPSED TIME.

END OF JOB.

BEST AVAILABLE COPY

Mentor Questionnaire No. 1

The purpose of this questionnaire is to help the evaluation team assess the sessions led by the mentors.

Please circle the value that reflects your reaction to the question. On open ended questions, offer your comments.

1. How well did the discussion sessions meet with your expectations?

Not well 1 2 3 4 5 Fully met

2. How prepared were you to lead the discussion in the sessions?

Not well 1 2 3 4 5 Fully prepared

3. What additional preparation do you feel would have been useful?

4. How well do you feel you performed your role as mentor?

Not well 1 2 3 4 5 Excellent

5. In your own words, please describe what you understand the role of the mentor to be.

6. What was the level of participation in the small group meeting?

Low 1 2 3 4 5 High

7. What was the quality of participation in the discussion groups?

Low 1 2 3 4 5 High

8. What is the relevance of the discussion to the objectives of the seminar?

Not relevant 1 2 3 4 5 Relevant

Mentor Questionnaire No. 1 Answers

3. What additional preparation do you feel would have been useful?

I will have specific suggestions on this later---it is early yet. I do believe that for a first time project and for the amount of time available to the LCA they are doing well.

It is important for mentors to have the lecture ahead of time. Mentors need to know more about the cultural background of the students from Latin America.

I would have liked it if the participants had been more precise in introducing their points of discussion based more on the topics presented by the lecturer rather than their country.

A group meeting of the participants in the program to inform them of the intent of the discussion groups; the goal of the discussions.

Readings assigned to students. In particular, an extended discussion of "what is democracy"? and Normative Views" should have preceded the initial sessions.

It would have been helpful if we were given an outline or briefing of what the lecture would cover before we heard it. Some of the lecturers did provide fairly detailed materials concerning their topic but that was not the case for this first lecture. Also, some discussion guidelines (e.g. questions on which we should focus) would be useful.

I was not fully prepared for these reasons: 1) the students wanted to talk about Latin America and I have little experience or education in this area; 2) pertaining to the subject discussed by Professor Carl, I did not know what she would cover in her lecture, nor did I have time to think of discussion questions, topics, etc. prior to the beginning of the discussion group. This would have been helpful to know more about Latin America and to have a copy of the lecture beforehand.

It would be very useful if the duties of a mentor were specified by the staff. Also a specification of the goals of this program would aid in preparation.

Prior knowledge of the lecturers presentation would have been useful.

Some leadership from LCA would have been useful; they never prepared us in any way for the discussions.

None

More background in Latin American history and culture would have been helpful, but not essential.

On the part of mentors, none; students, none; lecture did not conform to student interests or expectations, both too simplistic in treatment of subject matter and too from felt aspirations and fears of students.

More clear delineation of role of mentor, more information about organization infrastructure, concise information on points that are desired to be covered.

An outline of the talk.

If some kind of similarity were to be maintained across groups, we should have had a brief 5-10 points on each topic passed out beforehand, so we could try to cover these aspects.

Role-playing seminar between the discussants.

5. In your own words, please describe what you understand the role of the mentor to be.

To assist students with the LCA activities. To interview and evaluate students in relation to their abilities and how they can benefit from the LCA. To help educate the students on the positive values of democracy...to demonstrate the LCA's intention of bettering U.S. - Latin American relations. To listen too students and help them fully enjoy the three week program.

To lead the discussion. To have an idea about what students think about the topics.

We, as mentors, attempt to generate an air of discussion relevant to the issue's at hand. Also, we work with the understanding that the students may rely on us for assistance and insight both within and outside of the discussion group.

To guide the discussions; to be a contact for the participants who have questions regarding the program in general; to assist participants in settling in to their accommodations.

A "mentor" is a spiritual leader. I am not. I feel comfortable with the title discussion leader. Officially, we have been asked

to conduct "cocktail hours, without the cocktails." These students are bright, and should be pushed. We have been instructed to babysit, not stress content outside "opinion."

I think the primary role is to be a friend to these students - keeping in mind that we represent the United States as well as LCA and with the idea that we are promoting understanding and communication both between our country and theirs as well as between students from different countries. We try to do this in discussion groups, planned activities and in our conversations with individual students and informal groups.

To guide the discussion, including: 1) encouraging all students to participate, 2) keep the discussion more or less focused on the subject of the day, and 3) get the discussion started after a lull by throwing out an idea or topic to start the students talking again.

The role of the mentor is to lead the discussions by asking questions to stimulate constructive conversation among the students. Additionally, I am responsible for clarifying some concepts and presenting an American perspective on relevant issues for comparative purposes.

Primarily to encourage group members to discuss the lecture topic. To elicit their views on the subject and on occasion to volunteer some personal opinion.

To moderate, to entice, to provoke.

As monitor to the discussions taking place. I am not there to lecture, but to listen and stimulate conversation. I am also there to moderate discussion and to make sure that discussion is not monopolized by certain people. Everyone should feel free to say how they feel about the topic being discussed and my role is to ensure that this happens.

To facilitate discussion when there is a pause in the dialogue, to guide discussion around the topic of the day, to answer questions about the American political and economic systems and culture, and to listen.

Simply to facilitate a balanced "give and take"--almost a "referee" in terms of giving all participants equal access to an ongoing dialogue.

To encourage the expression of opinions freely, to ensure an environment of give-and-take between students; to avoid offering one opinion unless asked or if clarification of a technical nature is necessary; to ask questions and initiate discussion; to supervise, attempt to teach political science or economics.

Provide pertinent questions that would stimulate discussion and dialogue with sensitivity to the region.

To bring out the participants and facilitate their participation-
-to interfere as little as possible, but provide a running
summary and conclusion.

I feel I can be there for the students as a little older and
maturer person, to guide their thoughts, structure their ideas
and also be there to control the discussion, leading it in a more
positive direction without acrimony.

Facilitate honest conversation between the participants.
Encourage organization and serve to formulate some conclusion or
conclusions to each lecture.

UNDRSYND UNDERSTANDING

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	9	4.7	4.7	4.7
	2	14	6.8	6.8	11.5
	3	62	32.5	32.5	44.0
	4	55	28.8	28.8	72.8
	5	52	27.2	27.2	100.0
TOTAL		191	100.0	100.0	

MEAN	3.670	STD ERR	.079	MEDIAN	4.000
MODE	3.000	STD DEV	1.091	VARIANCE	1.191
KURTOSIS	-.234	S E KURT	.350	SKEWNESS	-.517
S E SKEW	.176	RANGE	4.000	MINIMUM	1.000
MAXIMUM	5.000	SUM	701.000		

VALID CASES 191 MISSING CASES 0

TRFPOWR PEACEFUL TRANSFER POWER

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	8	4.2	4.2	4.2
	2	12	6.3	6.3	10.5
	3	28	14.7	14.7	25.3
	4	56	29.3	29.5	54.7
	5	86	45.0	45.3	100.0
	9	1	.5	MISSING	
TOTAL		191	100.0	100.0	

MEAN	4.553	STD ERR	.081	MEDIAN	4.000
MODE	5.000	STD DEV	1.111	VARIANCE	1.235
KURTOSIS	.572	S E KURT	.351	SKEWNESS	-1.133
S E SKEW	.176	RANGE	4.000	MINIMUM	1.000
MAXIMUM	5.000	SUM	770.000		

VALID CASES 190 MISSING CASES 1

Data taken by M.P.

14

VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
1	4	2.1	2.1	2.1
2	5	2.6	2.6	4.7
3	23	12.0	12.1	16.8
4	49	25.7	25.8	42.6
5	109	57.1	57.4	100.0
9	1	.5	MISSING	
TOTAL	191	100.0	100.0	

STANDARD ERROR	.068	MEDIAN	5.000
STANDARD DEVIATION	.938	VARIANCE	.881
KURTOSIS	.351	SKEWNESS	-1.536
MEAN	4.000	MINIMUM	1.000
MAXIMUM	824.000		

MISSING CASES 1

IN AMERICAN STATES

VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
1	17	8.9	9.0	9.0
2	13	6.8	6.9	15.9
3	35	18.3	18.5	34.4
4	48	25.1	23.4	59.8
5	76	39.8	40.2	100.0
9	2	1.0	MISSING	
TOTAL	191	100.0	100.0	

STANDARD ERROR	.093	MEDIAN	4.000
STANDARD DEVIATION	1.282	VARIANCE	1.644
KURTOSIS	.352	SKEWNESS	-.877
MEAN	4.000	MINIMUM	1.000
MAXIMUM	720.000		

MISSING CASES 2

PSYSLAC POLITICAL SYSTEMS LAC COUNTRIES

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	7	3.7	3.7	3.7
	2	8	4.2	4.2	7.9
	3	18	9.4	9.4	17.3
	4	46	24.1	24.1	41.4
	5	112	58.6	58.6	100.0
TOTAL		191	100.0	100.0	
MEAN	4.298				
MODE	5.000	STD ERR	.076	MEDIAN	5.000
KURTOSIS	2.077	STD DEV	1.046	VARIANCE	1.095
S E SKEW	.176	S E KURT	.350	SKEWNESS	-1.627
MAXIMUM	5.000	RANGE	4.000	MINIMUM	1.000
		SUM	821.000		

VALID CASES 191 MISSING CASES 0

PROVEDUC OBLIGATION TO PROVIDE EDUCATION

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	3	1.6	1.6	1.6
	2	1	1.6	1.6	3.2
	3	26	13.6	13.7	16.8
	4	41	21.5	21.6	38.4
	5	117	61.3	61.6	100.0
	9	1	.5	MISSING	
TOTAL		191	100.0	100.0	
MEAN	4.400	STD ERR	.065	MEDIAN	5.000
MODE	5.000	STD DEV	.896	VARIANCE	.802
KURTOSIS	2.185	S E KURT	.351	SKEWNESS	-1.549
S E SKEN	.176	RANGE	4.000	MINIMUM	1.000
MAXIMUM	5.000	SUM	836.000		

VALID CASES 190 MISSING CASES 1

5

MILCIV MILITARY UNDER CIVILIAN CONTROL

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	6	3.1	3.1	3.1
	2	7	3.7	3.7	6.8
	3	16	8.4	8.4	15.2
	4	24	12.6	12.6	27.7
	5	138	72.3	72.3	100.0
TOTAL		191	100.0	100.0	
MEAN	4.471	STD ERR	.073	MEDIAN	5.000
MODE	5.000	STD DEV	1.009	VARIANCE	1.019
KURTOSIS	3.331	S E KURT	.350	SKEWNESS	-2.015
S E SKEW	.176	RANGE	4.000	MINIMUM	1.000
MAXIMUM	5.000	SUM	854.000		
VALID CASES	191	MISSING CASES	0		

XINVEST FOREIGN PRIVATE INVESTMENT,

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	1	.5	.5	.5
	2	5	2.6	2.6	3.1
	3	20	10.5	10.5	13.6
	4	58	30.4	30.4	44.0
	5	107	56.0	56.0	100.0
TOTAL		191	100.0	100.0	
MEAN	4.387	STD ERR	.059	MEDIAN	5.000
MODE	5.000	STD DEV	.819	VARIANCE	.670
KURTOSIS	1.604	S E KURT	.350	SKEWNESS	-1.349
S E SKEW	.176	RANGE	4.000	MINIMUM	1.000
MAXIMUM	5.000	SUM	838.000		
VALID CASES	191	MISSING CASES	0		

92

UNIONS LABOR UNIONS

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	5	2.6	2.7	2.7
	2	10	5.2	5.3	8.0
	3	29	15.2	15.5	23.5
	4	52	27.2	27.8	51.3
	5	91	47.6	48.7	100.0
	9	4	2.1	MISSING	
TOTAL		191	100.0	100.0	

MEAN	4.144	STD ERR	.076	MEDIAN	4.000
MODE	5.000	STD DEV	1.040	VARIANCE	1.081
KURTOSIS	.745	S E KURT	.354	SKEWNESS	-1.163
S E SKEW	.178	RANGE	4.000	MINIMUM	1.000
MAXIMUM	5.000	SUM	775.000		

VALID CASES 187 MISSING CASES 4

STUDLAC STUDENTS FROM MY REGION

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	4	2.1	2.1	2.1
	2	3	1.6	1.6	3.7
	3	12	6.3	6.3	9.9
	4	35	18.3	18.3	28.3
	5	137	71.7	71.7	100.0
TOTAL		191	100.0	100.0	

MEAN	4.560	STD ERR	.061	MEDIAN	5.000
MODE	5.000	STD DEV	.849	VARIANCE	.721
KURTOSIS	5.838	S E KURT	.350	SKEWNESS	-2.352
S E SKEW	.176	RANGE	4.000	MINIMUM	1.000
MAXIMUM	5.000	SUM	871.000		

VALID CASES 191 MISSING CASES 0

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STUDUS OTHER AMERICANS

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
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1	31	16.2	16.8	16.8
2	24	12.6	13.0	29.7
3	33	18.3	18.9	48.6
4	42	22.0	22.7	71.4
5	53	27.7	28.6	100.0
6	6	3.1	MISSING	

TOTAL 191 100.0 100.0

MEAN	3.335	STD ERR	.106	MEDIAN	4.000
MODE	5.000	STD DEV	1.439	VARIANCE	2.072
KURTOSIS	-1.200	S.E. KURT	.355	SKEWNESS	-1.362
S.E. SKEW	.179	RANGE	4.000	MINIMUM	1.000
MAXIMUM	5.000	SUM	617.000		

VALID CASES 185 MISSING CASES 6

DISCUS DISCUSSION US POLITICAL-ECONOMIC SYSTEM

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
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1	7	3.7	3.7	3.7
2	15	7.9	7.9	11.5
3	40	20.9	20.9	32.5
4	60	31.4	31.4	63.9
5	69	36.1	36.1	100.0

TOTAL 191 100.0 100.0

MEAN	3.885	STD ERR	.080	MEDIAN	4.000
MODE	5.000	STD DEV	1.099	VARIANCE	1.208
KURTOSIS	-0.549	S.E. KURT	.350	SKEWNESS	-1.803
S.E. SKEW	.176	RANGE	4.000	MINIMUM	1.000
MAXIMUM	5.000	SUM	742.000		

VALID CASES 191 MISSING CASES 0

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DISCLAC DISCUSSION LAC COUNTRIES

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	2	1.0	1.1	1.1
	2	2	1.0	1.1	2.1
	3	18	9.4	9.5	11.6
	4	55	28.8	28.9	40.5
	5	113	59.2	59.5	100.0
	9	1	.5	MISSING	
TOTAL		191	100.0	100.0	
MEAN	4.447	STD ERR	.058	MEDIAN	5.000
MODE	5.000	STD DEV	.793	VARIANCE	.629
KURTOSIS	3.099	S E KURT	.351	SKEWNESS	-1.624
S E SKEW	.176	RANGE	4.000	MINIMUM	1.000
MAXIMUM	5.000	SUM	845.000		
VALID CASES	190	MISSING CASES	1		

TOPICS PROPOSED TOPICS

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	7	3.7	3.8	3.8
	2	8	4.2	4.4	8.2
	3	22	11.5	12.0	20.2
	4	63	33.0	34.4	54.6
	5	83	43.5	45.4	100.0
	9	8	4.2	MISSING	
TOTAL		191	100.0	100.0	
MEAN	4.131	STD ERR	.077	MEDIAN	4.000
MODE	5.000	STD DEV	1.040	VARIANCE	1.082
KURTOSIS	1.421	S E KURT	.357	SKEWNESS	-1.333
S E SKEW	.180	RANGE	4.000	MINIMUM	1.000
MAXIMUM	5.000	SUM	756.000		
VALID CASES	183	MISSING CASES	8		

INTSPEAK INTERACT WITH SPEAKERS-STAFF

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	8	4.2	4.4	4.4
	2	23	12.0	12.6	16.9
	3	41	21.5	22.4	39.3
	4	55	28.8	30.1	69.4
	5	56	29.3	30.6	100.0
	9	8	4.2	MISSING	
TOTAL		191	100.0	100.0	
MEAN	3.699	STD ERR	.086	MEDIAN	4.000
MODE	5.000	STD DEV	1.159	VARIANCE	1.343
KURTOSIS	-.573	S E KURT	.357	SKEWNESS	-.570
S E SKEW	.180	RANGE	4.000	MINIMUM	1.000
MAXIMUM	5.000	SUM	677.000		
VALID CASES	183	MISSING CASES	8		

INTSTUD INTERACT WITH OTHER LAC STUDENTS

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	2	4	2.1	2.1	2.1
	3	17	8.9	9.0	11.1
	4	44	23.0	23.3	34.4
	5	124	64.9	65.6	100.0
	9	2	1.0	MISSING	
TOTAL		191	100.0	100.0	
MEAN	4.524	STD ERR	.054	MEDIAN	5.000
MODE	5.000	STD DEV	.748	VARIANCE	.559
KURTOSIS	1.580	S E KURT	.352	SKEWNESS	-1.509
S E SKEW	.177	RANGE	3.000	MINIMUM	2.000
MAXIMUM	5.000	SUM	855.000		
VALID CASES	189	MISSING CASES	2		

Easy Check to MFC

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INTRNSHP INTERNSHIP WITH A TRANSNATIONAL FIRM

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	5	2.6	2.7	2.7
	2	10	5.2	5.4	8.1
	3	13	6.8	7.0	15.1
	4	42	22.0	22.7	37.8
	5	115	60.2	62.2	100.0
	9	6	3.1	MISSING	
TOTAL		191	100.0	100.0	
MEAN	4.362	STD ERR	.074	MEDIAN	5.000
MODE	5.000	STD DEV	1.013	VARIANCE	1.026
KURTOSIS	2.366	S E KURT	.355	SKEWNESS	-1.729
S E SKEW	.179	RANGE	4.000	MINIMUM	1.000
MAXIMUM	5.000	SUM	807.000		
VALID CASES	185	MISSING CASES	6		

HOLIDAY WINTER HOLIDAY PERIOD

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	54	28.3	28.9	28.9
	2	32	16.8	17.1	46.0
	3	23	12.0	12.3	58.3
	4	31	16.2	16.6	74.9
	5	47	24.6	25.1	100.0
	9	4	2.1	MISSING	
TOTAL		191	100.0	100.0	
MEAN	2.923	STD ERR	.116	MEDIAN	3.000
MODE	1.000	STD DEV	1.582	VARIANCE	2.504
KURTOSIS	-1.563	S E KURT	.354	SKEWNESS	.076
S E SKEW	.178	RANGE	4.000	MINIMUM	1.000
MAXIMUM	5.000	SUM	546.000		
VALID CASES	187	MISSING CASES	4		

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ISSUES INFLUENCE ISSUES AFFECTING

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	8	4.2	4.3	4.3
	2	18	9.4	9.6	13.9
	3	31	16.2	16.6	30.5
	4	50	26.2	26.7	57.2
	5	80	41.9	42.8	100.0
	9	4	2.1	MISSING	
	TOTAL	191	100.0	100.0	
MEAN	3.941	STD ERR	.086	MEDIAN	4.000
MODE	5.000	STD DEV	1.169	VARIANCE	1.367
KURTOSIS	-.142	S E KURT	.354	SKEWNESS	-.904
S E SKEW	.178	RANGE	4.000	MINIMUM	1.000
MAXIMUM	5.000	SUM	737.000		

VALID CASES 187 MISSING CASES 4

EXPECT EXPECTATIONS THE PROGRAM MET

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	4	2.1	2.1	2.1
	2	11	5.8	5.8	7.9
	3	40	20.9	21.2	29.1
	4	86	45.0	45.5	74.6
	5	48	25.1	25.4	100.0
	9	2	1.0	MISSING	
	TOTAL	191	100.0	100.0	
MEAN	3.862	STD ERR	.068	MEDIAN	4.000
MODE	4.000	STD DEV	.935	VARIANCE	.875
KURTOSIS	.566	S E KURT	.352	SKEWNESS	-.786
S E SKEW	.177	RANGE	4.000	MINIMUM	1.000
MAXIMUM	5.000	SUM	730.000		

VALID CASES 189 MISSING CASES 2

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FOOD FOOD

VALUE LABEL

VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
1	8	4.2	4.2	4.2
2	7	3.7	3.7	7.9
3	32	16.8	16.8	24.6
4	65	34.0	34.0	58.6
5	79	41.4	41.4	100.0

TOTAL 191 100.0 100.0

MEAN	4.347	STD ERR	.076	MEDIAN	4.000
MODE	5.000	STD DEV	1.053	VARIANCE	1.108
KURTOSIS	1.004	S E KURT	.350	SKENNESS	-1.161
S E SKEW	.176	RANGE	4.000	MINIMUM	1.000
MAXIMUM	5.000	SUM	773.000		

VALID CASES 191 MISSING CASES 0

HOTEL ACCDMODATIONS

VALUE LABEL

VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
1	1	.5	.5	.5
2	6	3.1	3.1	3.7
3	11	5.8	5.8	9.4
4	56	29.3	29.3	38.7
5	117	61.3	61.3	100.0

TOTAL 191 100.0 100.0

MEAN	4.476	STD ERR	.057	MEDIAN	5.000
MODE	5.000	STD DEV	.787	VARIANCE	.619
KURTOSIS	3.125	S E KURT	.350	SKENNESS	-1.723
S E SKEW	.176	RANGE	4.000	MINIMUM	1.000
MAXIMUM	5.000	SUM	855.000		

VALID CASES 191 MISSING CASES 0

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RECREATE ACTIVITIES-RECREATION

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	1	.5	.5	.5
	2	4	2.1	2.1	2.6
	3	21	11.0	11.1	13.7
	4	76	39.8	40.0	53.7
	5	88	46.1	46.3	100.0
	9	1	.5	MISSING	
TOTAL		191	100.0	100.0	
MEAN	4.295	STD ERR	.057	MEDIAN	4.000
MODE	5.000	STD DEV	.788	VARIANCE	.622
KURTOSIS	1.334	S E KURT	.351	SKWENESS	-1.099
S E SKEW	.176	RANGE	4.000	MINIMUM	1.000
MAXIMUM	5.000	SUM	816.000		

VALID CASES 190 MISSING CASES 1

STAFRESP STAFF RESPONSIVENESS

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	1	.5	.5	.5
	2	8	4.2	4.2	4.7
	3	13	6.8	6.8	11.5
	4	55	28.8	28.8	40.3
	5	114	59.7	59.7	100.0
TOTAL		191	100.0	100.0	
MEAN	4.429	STD ERR	.060	MEDIAN	5.000
MODE	5.000	STD DEV	.836	VARIANCE	.699
KURTOSIS	2.347	S E KURT	.350	SKWENESS	-1.603
S E SKEW	.176	RANGE	4.000	MINIMUM	1.000
MAXIMUM	5.000	SUM	846.000		

VALID CASES 191 MISSING CASES 0

"Easy Given" by MPC

MENTRESP MENTOR RESPONSIVENESS

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	2	1.0	1.0	1.0
	2	6	3.1	3.1	4.2
	3	20	10.5	10.5	14.7
	4	54	28.3	28.3	42.9
	5	109	57.1	57.1	100.0
TOTAL		191	100.0	100.0	
MEAN	4.372	STD ERR	.063	MEDIAN	5.000
MODE	5.000	STD DEV	.872	VARIANCE	.761
KURTOSIS	1.989	S E KURT	.350	SKEWNESS	-1.475
S E SKEW	.176	RANGE	4.000	MINIMUM	1.000
MAXIMUM	5.000	SUM	835.000		
VALID CASES	191	MISSING CASES	0		

TRANS TRANSPORTATION

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	6	3.1	3.2	3.2
	2	22	11.5	11.6	14.7
	3	35	18.3	18.4	33.2
	4	57	29.8	30.0	63.2
	5	70	36.6	36.8	100.0
	6	1	.5	MISSING	
TOTAL		191	100.0	100.0	
MEAN	3.858	STD ERR	.082	MEDIAN	4.000
MODE	5.000	STD DEV	1.174	VARIANCE	1.287
KURTOSIS	-.407	S E KURT	.351	SKEWNESS	-.723
S E SKEW	.176	RANGE	4.000	MINIMUM	1.000
MAXIMUM	5.000	SUM	733.000		
VALID CASES	190	MISSING CASES	1		

Case Counts: 6, 191

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INFGOALS PRELIMINARY INFORMATION REGARDING GOALS

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	52	27.2	27.2	27.2
	2	43	22.5	22.5	49.7
	3	41	21.5	21.5	71.2
	4	38	19.9	19.9	91.1
	5	17	8.9	8.9	100.0
	TOTAL	191	100.0	100.0	
MEAN	2.607				
MODE	1.000	STD ERR	.095	MEDIAN	3.000
KURTOSIS	-1.122	STD DEV	1.313	VARIANCE	1.724
S E SKEN	.175	S E KURT	.350	SKENNESS	.264
MAXIMUM	5.000	RANGE	4.000	MINIMUM	1.000
		SUM	498.000		

VALID CASES 191 MISSING CASES 0

INFACIT INFORMATION ABOUT ACTIVITIES-SCHEDULES

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	77	40.3	40.3	40.3
	2	30	15.7	15.7	56.0
	3	27	14.1	14.1	70.2
	4	29	15.2	15.2	85.3
	5	28	14.7	14.7	100.0
	TOTAL	191	100.0	100.0	
MEAN	2.482	STD ERR	.109	MEDIAN	2.000
MODE	1.000	STD DEV	1.500	VARIANCE	2.251
KURTOSIS	-1.274	S E KURT	.350	SKENNESS	.470
S E SKEN	.176	RANGE	4.000	MINIMUM	1.000
MAXIMUM	5.000	SUM	474.000		

VALID CASES 191 MISSING CASES 0

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DESCRIPT DESCRIPTION ACCURATE

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	17	8.9	9.1	9.1
	2	28	14.7	15.0	24.1
	3	46	24.1	24.6	48.7
	4	61	31.9	32.6	81.3
	5	35	18.3	18.7	100.0
	9	4	2.1	MISSING	
TOTAL		191	100.0	100.0	
MEAN	3.369	STD ERR	.088	MEDIAN	4.000
MODE	4.000	STD DEV	1.208	VARIANCE	1.460
KURTOSIS	-.725	S E KURT	.354	SKFNESS	-.410
S E SKEW	.178	RANGE	4.000	MINIMUM	1.000
MAXIMUM	5.000	SUM	630.000		
VALID CASES	187	MISSING CASES	4		

VIEW POINTS VIEW WERE RESPECTED

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	3	1.6	1.6	1.6
	2	11	5.8	5.8	7.4
	3	18	9.4	9.5	16.8
	4	58	30.4	30.5	47.4
	5	100	52.4	52.6	100.0
	9	1	.5	MISSING	
TOTAL		191	100.0	100.0	
MEAN	4.268	STD ERR	.070	MEDIAN	5.000
MODE	5.000	STD DEV	.963	VARIANCE	.928
KURTOSIS	1.453	S E KURT	.351	SKENNESS	-1.388
S E SKEW	.176	RANGE	4.000	MINIMUM	1.000
MAXIMUM	5.000	SUM	811.000		
VALID CASES	190	MISSING CASES	1		

MENTORS MENTORS WERE EFFECTIVE

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	4	2.1	2.1	2.1
	2	8	4.2	4.2	6.3
	3	17	8.9	8.9	15.3
	4	56	29.3	29.3	44.7
	5	105	55.0	55.3	100.0
	9	1	.5	MISSING	
TOTAL		191	100.0	100.0	
MEAN	4.316	STD ERR	.069	MEDIAN	5.000
MODE	5.000	STD DEV	.951	VARIANCE	.905
KURTOSIS	2.207	S E KURT	.351	SKEWNESS	-1.565
S E SKEW	.176	RANGE	4.000	MINIMUM	1.000
MAXIMUM	5.000	SUM	820.000		

VALID CASES 190 MISSING CASES 1

GROUP GROUP

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
CHICAGO	1	22	11.5	11.7	11.7
BOSTON	2	26	13.6	13.8	25.5
CARACAS	3	24	12.6	12.8	38.3
SAN JUAN	4	19	9.9	10.1	48.4
SANTIAGO	5	23	12.0	12.2	60.6
RIO	6	23	12.0	12.2	72.9
DENVER	7	26	13.6	13.8	86.7
WASHINGTON	8	25	13.1	13.3	100.0
	9	3	1.6	MISSING	
TOTAL		191	100.0	100.0	
MEAN	4.559	STD ERR	.170	MEDIAN	5.000
MODE	2.000	STD DEV	2.331	VARIANCE	5.435
KURTOSIS	-1.307	S E KURT	.353	SKEWNESS	-0.022
S E SKEW	.177	RANGE	7.000	MINIMUM	1.000
MAXIMUM	8.000	SUM	857.000		

VALID CASES 188 MISSING CASES 3

Data from NIPC

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TIMEUSE TIME WAS USED EFFECTIVELY

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	4	2.1	2.1	2.1
	2	20	10.5	10.5	12.6
	3	25	13.1	13.1	25.7
	4	61	31.9	31.9	57.6
	5	81	42.4	42.4	100.0
TOTAL		191	100.0	100.0	
MEAN	4.021	STD ERR	.078	MEDIAN	4.000
MODE	5.000	STD DEV	1.081	VARIANCE	1.168
KURTOSIS	.012	S E KURT	.350	SKEWNESS	-1.952
S E SKEW	.176	RANGE	4.000	MINIMUM	1.000
MAXIMUM	5.000	SUM	768.000		

VALID CASES 191 MISSING CASES 0

WORKEXP WORK EXPECTED

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	16	8.4	8.4	8.4
	2	15	7.9	7.9	16.3
	3	88	46.1	46.3	62.6
	4	49	25.7	25.8	88.4
	5	22	11.5	11.6	100.0
	9	1	.5	MISSING	
TOTAL		191	100.0	100.0	
MEAN	3.242	STD ERR	.076	MEDIAN	3.000
MODE	3.000	STD DEV	1.041	VARIANCE	1.084
KURTOSIS	.051	S E KURT	.351	SKEWNESS	-1.329
S E SKEW	.176	RANGE	4.000	MINIMUM	1.000
MAXIMUM	5.000	SUM	616.000		

VALID CASES 190 MISSING CASES 1

THORTON JTHORNTON

VALUE LABEL VALUE FREQUENCY PERCENT VALID PERCENT CUM PERCENT

1	3	1.6	1.6	1.6
2	93	48.7	49.7	51.3
3	91	47.6	48.7	100.0
9	4	2.1	MISSING	

TOTAL 191 100.0 100.0

MEAN	2.471	STD ERR	.039	MEDIAN	2.000
MODE	2.000	STD DEV	.532	VARIANCE	.283
KURTOSIS	-1.261	S E KURT	.354	SKWENESS	-.207
S E SKEW	.178	RANGE	2.000	MINIMUM	1.000
MAXIMUM	3.000	SUM	462.000		

VALID CASES 187 MISSING CASES 4

CARL BEVERLY CARL

VALUE LABEL VALUE FREQUENCY PERCENT VALID PERCENT CUM PERCENT

1	13	6.8	6.8	6.8
2	88	46.1	46.3	53.2
3	89	46.6	46.8	100.0
9	1	.5	MISSING	

TOTAL 191 100.0 100.0

MEAN	2.400	STD ERR	.045	MEDIAN	2.000
MODE	3.000	STD DEV	.615	VARIANCE	.379
KURTOSIS	-.623	S E KURT	.351	SKWENESS	-.506
S E SKEW	.176	RANGE	2.000	MINIMUM	1.000
MAXIMUM	3.000	SUM	456.000		

VALID CASES 190 MISSING CASES 1

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THERYOT LAWRENCE THERYOT

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	37	19.4	19.9	19.9
	2	97	50.8	52.2	72.0
	3	52	27.2	28.0	100.0
	9	5	2.6	MISSING	
TOTAL		191	100.0	100.0	
MEAN	2.081	STD ERR	.051	MEDIAN	2.000
MODE	2.000	STD DEV	.689	VARIANCE	.475
KURTOSIS	-.877	S E KURT	.355	SKENNESS	-.106
S E SKEW	.178	RANGE	2.000	MINIMUM	1.000
MAXIMUM	3.000	SUM	387.000		

VALID CASES 186 MISSING CASES 5

ROBERTS WILLIAM ROBERTS

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	101	52.9	53.4	53.4
	2	74	38.7	39.2	92.6
	3	14	7.3	7.4	100.0
	9	2	1.0	MISSING	
TOTAL		191	100.0	100.0	
MEAN	1.540	STD ERR	.046	MEDIAN	1.000
MODE	1.000	STD DEV	.631	VARIANCE	.399
KURTOSIS	-.438	S E KURT	.352	SKENNESS	.746
S E SKEW	.177	RANGE	2.000	MINIMUM	1.000
MAXIMUM	3.000	SUM	291.000		

VALID CASES 189 MISSING CASES 2

DIXON JUSTICE JOHN A DIXON

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	41	21.5	21.7	21.7
	2	113	59.2	59.8	81.5
	3	35	18.3	18.5	100.0
	9	2	1.0	MISSING	
TOTAL		191	100.0	100.0	
MEAN	1.968	STD ERR	.046	MEDIAN	2.000
MODE	2.000	STD DEV	.635	VARIANCE	.403
KURTOSIS	-.492	S E KURT	.352	SKENNESS	.026
S E SKEW	.177	RANGE	2.000	MINIMUM	1.000
MAXIMUM	3.000	SUM	372.000		

VALID CASES 189 MISSING CASES 2

LINDSAY ROBERT LINDSAY

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	9	4.7	4.9	4.9
	2	93	48.7	50.3	55.1
	3	83	43.5	44.9	100.0
	9	6	3.1	MISSING	
TOTAL		191	100.0	100.0	
MEAN	2.400	STD ERR	.043	MEDIAN	2.000
MODE	2.000	STD DEV	.582	VARIANCE	.339
KURTOSIS	-.720	S E KURT	.355	SKENNESS	-.354
S E SKEW	.179	RANGE	2.000	MINIMUM	1.000
MAXIMUM	3.000	SUM	444.000		

VALID CASES 185 MISSING CASES 6

"Easy Cases" by MPC

ROUNDTH JAMES THORNTON-MENTORS

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	13	6.8	9.2	9.2
	2	95	49.7	66.9	76.1
	3	34	17.8	23.9	100.0
	9	49	25.7	MISSING	
TOTAL		191	100.0	100.0	
MEAN	2.148	STD ERR	.047	MEDIAN	2.000
MODE	2.000	STD DEV	.558	VARIANCE	.311
KURTOSIS	.031	S E KURT	.474	SKEWNESS	.044
S E SKEW	.203	RANGE	2.000	MINIMUM	1.000
MAXIMUM	3.000	SUM	305.000		

VALID CASES 142 MISSING CASES 49

POTTER CAROL POTTER

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	47	24.6	24.7	24.7
	2	105	55.0	55.3	80.0
	3	38	19.9	20.0	100.0
	9	1	.5	MISSING	
TOTAL		191	100.0	100.0	
MEAN	1.953	STD ERR	.049	MEDIAN	2.000
MODE	2.000	STD DEV	.669	VARIANCE	.447
KURTOSIS	-.745	S E KURT	.351	SKEWNESS	.054
S E SKEW	.176	RANGE	2.000	MINIMUM	1.000
MAXIMUM	3.000	SUM	371.000		

VALID CASES 190 MISSING CASES 1

MPC

SANDOZ ELLIS SANDOZ

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
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1		24	12.6	14.5	14.5
2		107	55.0	64.8	79.4
3		34	17.8	20.6	100.0
9		26	13.6	MISSING	

TOTAL		191	100.0	100.0	
-------	--	-----	-------	-------	--

MEAN	2.061	STD ERR	.046	MEDIAN	2.000
MODE	2.000	STD DEV	.592	VARIANCE	.350
KURTOSIS	-.120	S E KURT	.376	SKWNESS	-.014
S E SKEW	.189	RANGE	2.000	MINIMUM	1.000
MAXIMUM	3.000	SUM	340.000		

VALID CASES 165 MISSING CASES 26

PARENT WAYNE PARENT

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
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1		20	10.5	10.6	10.6
2		106	55.5	56.1	66.7
3		63	33.0	33.3	100.0
9		2	1.0	MISSING	

TOTAL		191	100.0	100.0	
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MEAN	2.228	STD ERR	.045	MEDIAN	2.000
MODE	2.000	STD DEV	.624	VARIANCE	.389
KURTOSIS	-.582	S E KURT	.352	SKWNESS	-.203
S E SKEW	.177	RANGE	2.000	MINIMUM	1.000
MAXIMUM	3.000	SUM	421.000		

VALID CASES 189 MISSING CASES 2

FUNES DRREYNALDO FUNES

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	30	15.7	18.9	18.9
	2	88	46.1	55.3	74.2
	3	41	21.5	25.8	100.0
	9	32	16.8	MISSING	
TOTAL		191	100.0	100.0	
MEAN	2.069	STD ERR	.053	MEDIAN	2.000
MODE	2.000	STD DEV	.667	VARIANCE	.445
KURTOSIS	-.730	S E KURT	.383	SKFVNESS	-.079
S E SKEW	.192	RANGE	2.000	MINIMUM	1.000
MAXIMUM	3.000	SUM	329.000		

VALID CASES 159 MISSING CASES 32

GAGALA KENNETH GAGALA

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	6	3.1	3.2	3.2
	2	68	35.6	36.2	39.4
	3	114	59.7	60.6	100.0
	9	3	1.6	MISSING	
TOTAL		191	100.0	100.0	
MEAN	2.574	STD ERR	.041	MEDIAN	3.000
MODE	3.000	STD DEV	.557	VARIANCE	.310
KURTOSIS	-.289	S E KURT	.353	SKFVNESS	-.862
S E SKEW	.177	RANGE	2.000	MINIMUM	1.000
MAXIMUM	3.000	SUM	484.000		

VALID CASES 188 MISSING CASES 3

CORR ANB EDWIN G CORR

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	5	2.6	2.9	2.9
	2	30	15.7	17.1	20.0
	3	140	73.3	80.0	100.0
	9	16	8.4	MISSING	
TOTAL		191	100.0	100.0	
MEAN	2.771	STD ERR	.037	MEDIAN	3.000
MODE	3.000	STD DEV	.485	VARIANCE	.235
KURTOSIS	3.447	S E KURT	.365	SKFVNESS	-2.038
S E SKEW	.184	RANGE	2.000	MINIMUM	1.000
MAXIMUM	3.000	SUM	485.000		

VALID CASES 175 MISSING CASES 16

ROBINS ROBERT ROBINS

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	5	2.6	2.7	2.7
	2	66	34.6	35.5	38.2
	3	115	60.2	61.8	100.0
	9	5	2.6	MISSING	
TOTAL		191	100.0	100.0	
MEAN	2.591	STD ERR	.040	MEDIAN	3.000
MODE	3.000	STD DEV	.545	VARIANCE	.297
KURTOSIS	-0.305	S E KURT	.355	SKFVNESS	-0.876
S E SKEW	.178	RANGE	2.000	MINIMUM	1.000
MAXIMUM	3.000	SUM	482.000		

VALID CASES 186 MISSING CASES 5

ROUND A WILLIAM ARCENEUX-LCA STAFF

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	17	8.9	12.1	12.1
	2	99	51.8	70.2	82.3
	3	25	13.1	17.7	100.0
	9	50	26.2	MISSING	
TOTAL		191	100.0	100.0	
MEAN	2.057	STD ERR	.046	MEDIAN	2.000
MODE	2.000	STD DEV	.545	VARIANCE	.297
KURTOSIS	.405	S E KURT	.406	SKEWNESS	.040
S E SKEW	.204	RANGE	2.000	MINIMUM	1.000
MAXIMUM	3.000	SUM	290.000		
VALID CASES	141	MISSING CASES	50		

WRAPUP

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	30	15.7	16.4	16.4
	2	90	47.1	49.2	65.6
	3	63	33.0	34.4	100.0
	9	8	4.2	MISSING	
TOTAL		191	100.0	100.0	
MEAN	2.180	STD ERR	.051	MEDIAN	2.000
MODE	2.000	STD DEV	.692	VARIANCE	.478
KURTOSIS	-.896	S E KURT	.357	SKEWNESS	-.255
S E SKEW	.180	RANGE	2.000	MINIMUM	1.000
MAXIMUM	3.000	SUM	399.000		
VALID CASES	183	MISSING CASES	8		

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SETTLE WHERE DO YOU PLAN TO SETTLE

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
OWN COUNTRY	1	144	75.4	83.2	83.2
U.S.A.	2	6	3.1	3.5	86.7
OTHER	3	23	12.0	13.3	100.0
	9	18	9.4	MISSING	
	TOTAL	191	100.0	100.0	
MEAN	1.301				
MODE	1.000	STD ERR	.053	MEDIAN	1.000
KURTOSIS	2.051	STD DEV	.692	VARIANCE	.479
S E SKEW	.185	S E KURT	.367	SKEWNESS	1.971
MAXIMUM	3.000	RANGE	2.000	MINIMUM	1.000
		SUM	225.000		
VALID CASES	173	MISSING CASES	18		

CLASS FAMILYS ECONOMIC CIRCUMSTANCES

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
UPPER	1	10	5.2	5.4	5.4
MIDDLE	2	78	40.8	41.9	47.3
WORKING	3	77	40.3	41.4	88.7
LOWER	4	21	11.0	11.3	100.0
	9	5	2.6	MISSING	
	TOTAL	191	100.0	100.0	
MEAN	1.586	STD ERR	.056	MEDIAN	3.000
MODE	2.000	STD DEV	.761	VARIANCE	.579
KURTOSIS	- .407	S E KURT	.355	SKEWNESS	.115
S E SKEW	.178	RANGE	3.000	MINIMUM	1.000
MAXIMUM	4.000	SUM	481.000		
VALID CASES	186	MISSING CASES	5		

CLASP CLASP

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
NO	1	131	68.6	70.1	70.1
YES	2	39	20.4	20.9	90.9
DK	3	13	6.8	7.0	97.9
PTIC	4	1	.5	.5	98.4
CAPS	5	3	1.6	1.6	100.0
	9	4	2.1	MISSING	
TOTAL		191	100.0	100.0	
MEAN	1.428	STD ERR	.057	MEDIAN	1.000
MODE	1.000	STD DEV	.782	VARIANCE	.612
KURTOSIS	6.156	S E KURT	.754	SKEWNESS	2.287
S E SKEW	.178	RANGE	4.000	MINIMUM	1.000
MAXIMUM	5.000	SUM	267.000		

WRONG RESPONSE

FDR 49 16

VALID CASES 187 MISSING CASES 4

SEX SEX

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
MALE	1	113	59.2	59.5	59.5
FEMALE	2	77	40.3	40.5	100.0
	9	1	.5	MISSING	
TOTAL		191	100.0	100.0	
MEAN	1.405	STD ERR	.036	MEDIAN	1.000
MODE	1.000	STD DEV	.492	VARIANCE	.242
KURTOSIS	-1.368	S E KURT	.351	SKEWNESS	.389
S E SKEW	.176	RANGE	1.000	MINIMUM	1.000
MAXIMUM	2.000	SUM	267.000		

VALID CASES 190 MISSING CASES 1

RECOM RECOMMEND THIS SEMINAR

VALUE LABEL

VALUE

FREQUENCY

PERCENT

VALID PERCENT

CUM PERCENT

2
3
4
5

5	2.6	2.6	2.6
16	8.4	8.4	11.0
29	15.2	15.2	26.2
141	73.8	73.8	100.0

TOTAL

191	100.0	100.0
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MEAN 4.602
 MODE 5.000
 KURTOSIS 2.727
 S E SKEW .176
 MAXIMUM 5.000

STD ERR .054
 STD DEV .753
 S E KURT .350
 RANGE 3.000
 SUM 879.000

MEDIAN 5.000
 VARIANCE .567
 SKEWNESS -1.885
 MINIMUM 2.000

VALID CASES 191

MISSING CASES

ATTACHMENT ONE

LEADERSHIP CENTER OF THE AMERICAS (LCA)

SCOPE OF WORK FOR INITIAL PROJECT EVALUATION

I. BACKGROUND

The Caribbean and Latin American Scholarship Program (CLASP), mandated by the Central America Initiative that was approved by the Congress in 1985, has as its primary goals the strengthening of the manpower resources of the region through training in skills essential for social, economic, and political development, and the forging of ties of friendship and understanding between the peoples and countries of the region and the United States. CLASP targets individuals and groups who traditionally have lacked access to training in the U.S. Trainees are selected based on their economic need, leadership potential, and membership in a special-concern or disadvantaged group (women, youth, the rural poor, minority populations, and future leaders); seventy percent must come from disadvantaged groups and forty percent must be women. Academic and technical training is augmented by the "Experience America" program, a key facet of CLASP in which trainees get to know Americans, our communities and institutions, both professionally and personally, through internships, home stays, and association with civic and community organizations. CLASP also focuses on follow-up procedures to maintain ongoing relationships between the returned participants and individuals and groups in the U.S.

The Consortium for Service to Latin America (CSLA), a non-profit organization in the State of Louisiana founded in 1986, specializes in training programs for Latin American and Caribbean participants. It is an independent corporation with no organizational ties to higher education institutions. CSLA has a permanent bicultural, bilingual staff, and draws upon the expertise of regionally-based professors and other recognized experts. It is currently implementing a Central American Peace Scholarships (CAPS) grant secured through USAID/El Salvador; 156 community leaders, mayors and small business entrepreneurs are receiving short-term skills training, while 131 long-term students from El Salvador and Panama are matriculating for associate degrees in technical fields. CSLA also fulfilled a contract with A.I.D.'s Office of Democratic Initiatives to train fifty justices of the peace from El Salvador.

Utilizing a \$1,250,000 FY 88 Congressional earmark, the CSLA launched a program called the Leadership Center of the Americas (LCA). It is intended that the Center become a vital and beneficial supplement to four of the CLASP

regional components - the Central American Peace Scholarships (CAPS), the Presidential Training Initiative for the Island Caribbean (PTIIC), the Cooperative Association of States for Scholars (CASS), and the Andean Peace Scholarships Program (APSP). During the first year of an anticipated five-year program, a twenty-day seminar for 200 Caribbean Basin and Andean Region students already at U.S. colleges and universities will be held at Louisiana State University, Baton Rouge, during the Christmas-New Year period; it will focus on the roles of various democratic institutions and processes in promoting socio-economic development. The following summer, these two hundred participants will be placed in two-month paid traineeships with trans national corporations. A three-day founding meeting of the Pan American Network (PAN), an international support facility for the graduates, will immediately follow the traineeships. Also, an LCA National Advisory Board, consisting of approximately fifteen Americans who are prominent in education, industry, and Latin American/Caribbean affairs, will take an active part in promoting the program, affording it substantial public prestige and attracting private resources and assistance to it; the Board has already been constituted and held its first meeting in May, 1988.

II. OBJECTIVES

The long-term goal of the program is to establish a thriving, permanent network of skilled and educated leaders in the Caribbean Basin and the Andean Region who can, and will, contribute to their countries' stability by helping to build durable economic, social, and civic infrastructures.

The objectives of the program are:

1. Through the provision of short-term training, to a) create more positive attitudes toward the American political system, its democratic values and procedures, and the role of the private economic sector in the maintenance of a free society; b) forge lasting ties of friendship and understanding between the students and the U.S. and our people, as well as among the students themselves; c) select candidates with a view to beginning the formation of strong bonds between the participants and the trans national concerns to which they are attached; and d)

create support among the students for the formation of a Pan American Network (PAN).

2. Through the provision of traineeships with trans national corporations, to: a) expand the trainees' knowledge of, and commitment to, the role of private enterprise in a democratic system; and b) where possible, provide placement in key jobs of young Caribbean Basin and Andean participants who are sympathetic to the United States and who some day may occupy top leadership positions in their countries.

3. Through the establishment and operation of a Pan American Network (PAN), to:(a) provide an international support mechanism for LCA graduates, which will serve to enhance and strengthen links among themselves and between them and the U.S.; b) deepen and broaden the graduates' commitment to the democratic and economic principles taught in the seminar; c) bolster the leadership skills acquired in the seminar; and d) furnish a means by which the responsibilities of the private corporate sector in the region can be reinforced.

4. Through the active functioning of a National Advisory Board, to strengthen the LCA program by: a) according it public prestige and prominence; and b) attracting private assistance and resources to it.

III. Proposed Achievements

By the end of the first year of the LCA program:

- Approximately 200 Caribbean Basin and Andean Region students from U.S. colleges and universities, all of them sophomores or juniors and seventy per cent of them CAPS, PTIIC, or APSP participants, will have completed a twenty-day seminar on democracy and development, accompanied by an "Experience America"-type program.

- The same 200 students will have completed two-month paid traineeships with trans national corporations operating in the Caribbean Basin or the Andean Region. - The founding meeting of the Pan American Network (PAN) will have been held, and attended by the students.

- The LCA National Advisory Board will be actively fostering the development of the program.

Central American, Caribbean and Andean countries eligible for this program are

the Dominican Republic, the Eastern Caribbean states, Haiti, Jamaica, Belize, Costa Rica, El Salvador, Guatemala, Honduras, Bolivia, Colombia, Ecuador and Peru. Unless advised otherwise in writing by A.I.D., Panama is not eligible.

The recipient will furnish the services of a project management team, which will assist the Consortium for Service to Latin America in implementing the aforementioned education/training program. Services provided by the recipient will include the establishment, implementation, monitoring and coordination of the program. They will also include the recruitment, selection and follow-up of the seminar participants; the organization and implementation of the twenty-day seminar; the identification, negotiation and procurement of traineeships with trans national corporations; the matching of participants with suitable traineeships, monitoring and end-of-traineeship evaluations; the organization and holding of the founding meeting of the Pan American Network (PAN); and the convening twice a year of the LCA National Advisory Board. The services will be furnished for a period of one year.

A. Preparatory Steps

1. Recruit the members of the project management team.
2. Prepare a detailed implementation plan for each of the program's four components: seminar; traineeships; Pan American Network (PAN); and LCA National Advisory Board.
3. Determine, in collaboration with LAC/DR/EST, which of the eligible Central American, Caribbean and Andean countries will be represented by participants in the program.
4. Coordinate the actions required of the Consortium, the CSLA Board of Directors, the LCA National Advisory Board, higher education institutions involved, public sector organizations, and private sector businesses and corporations, in order to maximize and administer cash or in-kind contributions to the program.
5. Enter into sub-agreements with institutions, organizations, businesses and corporations as may be appropriate, regarding the participation of the parties in this program. These sub-agreements will specify the services to be furnished and will include: budgets with definition of costs to be paid by each party; financial arrangements and responsibilities; procedures and documentation required to support Federal payments; specific program responsibilities; monitoring and reporting requirements on program and fiscal data; and applicable time-frames.

B. Seminar

1. Recruit, select and train the participants. Selection will be based on CLASP criteria which require that seventy percent of the trainees come from disadvantaged/special concern groups, including women, youth, the rural poor, the minority populations of the region, and future leaders, and that forty percent be women. Approximately 200 students from Central America, the Caribbean, and the Andean countries who are in their sophomore or junior years at U.S. colleges and universities will be instructed on the roles of democratic institutions and processes in promoting socio-economic development; the course will be held on the Louisiana State University campus, Baton Rouge, for twenty days during the 1988-89 Christmas-New Years break; seventy percent of the students will be CLASP scholarship holders recruited through the CAPS, PTIIC, and APSP contractors, with the remainder chosen through LCA's contacts with higher education institutions and groups. In addition to seventeen hours of formal instruction, there will be extensive informal discussions (totaling about thirty-four hours) between students, faculty, and invited guest speakers. There will also be a wide variety of social, cultural, and recreational activities to allow the students to "Experience America" through exposure to life in the surrounding community.

2. Recruit, select, and arrange for well-qualified faculty, from regional and national institutions, to teach in the seminar; for prominent public and private sector leaders to address the seminar; and for teaching/logistical assistants to lead discussion sessions and facilitate seminar arrangements.

3. Make all logistical arrangements for the seminar, including transportation to and from Baton Rouge, accommodations, meals, extracurricular activities, Health and Accident Coverage (HAC), etc.

4. Conduct pre- and post-seminar evaluations of participants' civic attitudes, with the intent of measuring the impact of the three weeks on attitudinal change. An outside evaluator may be used in this facet of the program.

IV. GENERAL OBJECTIVES OF THIS EVALUATION

This evaluation will concern itself with only the progress made by the LCA in initial start up and the effectiveness of the mid winter seminar. This evaluation has three objectives.

(a) To assess the effectiveness of the preparatory management work done by the LCA to establish the organization after signing the Cooperative Agreement.

(b) To examine the design, implementation and monitoring of the LCA program and to identify the strengths, weaknesses, and lessons learned from LCA activities to date.

(c) To observe the first mid-winter seminar, evaluate its effectiveness, and make recommendations for the possible improvement of future seminars.

V. QUESTIONS TO BE ANSWERED BY THE EVALUATION

OBJECTIVE 1

To assess the effectiveness of the preparatory work done by LCA to establish the organization after signing the Cooperative Agreement.

Both in the Proposal and the Cooperative Agreement, the preparatory steps were spelled out as listed in Para. III A. above.

Specifically, the evaluator will answer the following questions -

Is the LCA by now a viable, operating entity with adequate staff and suitable operating equipment? Are adequate files maintained? Does LCA have adequate staff to handle travel and living arrangements for 200 students?

Are existing sub-agreements with institutions, individuals, businesses, and corporations adequate for their purposes?

Has the LCA made adequate use of the resources of A.I.D. missions and CLASP contractors? How effective are LCA's communications with A.I.D./W?

Is the relationship between the CSLA and the LCA appropriate to serve the needs of LCA?

How effective has the National Advisory Board been in assisting the LCA? In particular, how effective has it been in

OBJECTIVE II

To examine the design, implementation and monitoring of the LCA Program to identify the strengths, weaknesses and lessons learned from LCA activities to date.

Although the LCA is just beginning operations, some information should now be emerging. For example,

As designed, the transnational corporations are to make a major contribution to the project by paying approximately \$1,000 per month in stipends to each student as well as transportation costs to and from the traineeship as well as travel and other costs of the Pan American Network reunion. How responsive have the transnational corporations been to date with regard to LCA solicitations for these grants? Are internal rules and regulations of the transnational corporations an impediment? Are the lack of visas and work permits a factor? accelerating the involvement and support of the private sector?

What are the qualifications of the LCA staff? In what detail and to what degree of clarity are the roles and responsibilities delineated?

Has the LCA developed adequate documentation practices so that financial transactions, participant's personnel data, and other essential management information are well maintained?

Has the LCA developed clear and useful implementation plans for all phases of the project?

Has the LCA taken steps to ensure that it adequately meets CLASP criteria that seventy percent of the trainees come from disadvantaged groups and forty percent must be women.

Are the relationships between the LCA and CLASP contractors (e.g., Georgetown University) mutually reinforcing? From a management standpoint, will the LCA improve the efforts of CLASP contractors? If so, how much and in which ways?

OBJECTIVE III

To observe the first mid-winter seminar, evaluate its effectiveness and make recommendations for the possible improvement of future seminars

The A.I.D.-C.L.S.A. Cooperating Agreement, with which the

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LCA was created, stipulates that LCA will conduct pre-and-post seminar evaluations of "participant's civic attitudes." This is to be done with the "intent of measuring the impact of the three weeks on attitudinal change." The evaluator under this project will cooperate and assist the LCA evaluator(s) in designing any questionnaires to be used; evaluating the completed questionnaires; attending any interview sessions; and attending any meetings where this topic is discussed. If for any reason, the evaluator under this project should feel that the LCA evaluation lacks relevance, needs more, or needs more accurate information, he/she will obtain such additional information and evaluate same as may be necessary.

A part of the mid-winter seminar will be devoted to recreation and cultural activities. This aspect of the seminar should be evaluated as to its cost-effectiveness, relevance, program content, etc.

An evaluation should be made of the seminar's curriculum, quality of the speakers, student participation, adequacy of logistics for housing, transporting trainees, and meeting rooms, etc. Specifically, were the trainees adequately prepared for the seminar? To what extent were the speakers adequately selected and briefed? What were the perceptions of the trainees as to what they were given to expect and what they actually received. Of that which they learned, which would be most applicable in their home countries? Which would most help in obtaining employment?

RELATIONSHIPS, RESPONSIBILITIES, AND KEY PERSONNEL

The evaluation team will work directly with the A.I.D. Chief of LAC/DR/EST and the LAC Evaluation Division to implement the evaluation. During the first week of the evaluation period, the evaluation team will meet with the Chief of LAC/DR/EST and the LAC Evaluation Division to discuss the terms and scope of this evaluation. By the end of the first week, the evaluation team will present a detailed implementation plan, complete with instruments to be reviewed and approved by A.I.D./W.

The week of the 12th-16th, December, 1988, will be devoted to pre-seminar work. The team will depart for Baton Rouge on December 19th and remain through the duration of the seminar on January 8, 1989.

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Evaluation Specialist - Team Leader The Evaluation Specialist will have previous direct experience with participant training programs and with participants from Spanish-speaking countries, preferably in both the home countries and the U.S. The Evaluation Specialist will have at least five years experience directing evaluations. He/she must speak Spanish, at least on the 3+ level.

Evaluation Consultant The Evaluation Consultant will have previous experience serving on evaluation teams conducting interviews, developing survey instruments and writing reports. The Evaluation Specialist will have at least five years experience directing evaluations. He/she must speak Spanish, at least on the 3+ level.

REPORTS

At the conclusion of the Start-up and Seminar evaluation, the evaluation team will submit a final report that will include the following:

Project Identification Data Sheet
Executive Summary

purpose of the evaluation
methods used
findings
lessons learned
recommendations

Body of the Report

The body of the report will address each of the objectives of the evaluation and among others, answer the questions posed in this Statement of Work.

Major Findings

Lessons Learned and Recommendations

Appendices

scope of work for the evaluation
methodology of the evaluation
bibliography of documents
copies of all instruments used in the evaluation

TERMS OF PERFORMANCE

Effective Date

The evaluation is effective as of December 12, 1988

Completion of Start-up and Seminar Evaluations

Work will be completed by January 31, 1989.

Final Report of the Start-up and Seminar Evaluations

The evaluation team is responsible for preparing a final report. Ten copies (10) of the final report along with a diskette of the report will be submitted for A.I.D. approval by January 31, 1989. Draft versions of the report may be submitted to A.I.D. at any time prior to the project completion date.

The evaluation team will present a briefing on the evaluation to A.I.D. personnel and other interested parties following A.I.D. LAC/DR/EST approval of the final report.

A schedule of the Traineeship and PAN evaluation will be drawn up as these activities become planned more firmly.

SCHEDULE OF EVENTS

PH 148 refers to the large meeting room across from the front entrance of Pleasant Hall.

All meals are in the dining room in the basement of Pleasant Hall unless otherwise indicated. A snack will be served each night at Pleasant Hall at approximately 9:00 p.m.

Monday, Dec. 19

Registration -- approximately noon - approximately 6:00 p.m.

- a. Station 1 - orientation packet/folder
- b. Station 2 - stipend - receipt
- c. Station 3 - sign for sports, church, talent night
- d. Station 4 - sign for internships interviews
- e. Station 5 - General information and problems
- f. Station 6 - check out

Dinner -- 6:00 p.m. - 7:00 p.m.

Free Time -- 8:00 p.m. - 10:00 p.m.

Tuesday, Dec. 20

Breakfast -- 7:00 a.m. - 8:00 a.m.

Orientation -- 9:00 a.m. - 11:00 a.m. for Mon. arrivals. PH 148

Lunch -- 11:30 a.m. - 12:30 p.m.

Registration -- Noon - 6:00 p.m. for Tues. arrivals. PH 148

Evaluation -- 1:00 p.m. - 3:00 p.m. for Mon. arrivals. Discussion Rooms

Free Time -- 3:00 p.m. - 6:00 p.m. for Mon. arrivals

Dinner -- 6:00 p.m. - 7:00 p.m.

Free Time -- 7:00 p.m. - 10:00 p.m.

Wednesday, Dec. 21

Breakfast -- 7:00 a.m. - 8:00 a.m.

Registration -- throughout the day for Wed. arrivals. PH 148

Orientation -- 9:00 a.m. - 11:00 a.m. for Tue. arrivals. PH 148

Lunch -- 11:30 a.m. - 12:30 p.m.

Evaluation -- 1:00 p.m. - 3:00 p.m. for Tue. arrivals. Discussion Rooms

Traineeship Interviews -- time and location to be assigned at
Registration - for Mon. arrivals and those
leaving for Christmas

Traineeship Interviews -- 3:00 p.m. - 5:00 p.m. - for Mon. arrivals and
those leaving for Christmas

"Experience America," Baton Rouge Tour -- 3:00 p.m. - 6:00 p.m.
Monday arrivals (bus) Lobby

Dinner -- 6:00 p.m. - 7:00 p.m.

Group Meetings -- 7:30 p.m. - 8:00 p.m., PH 148

Reception -- 7:30 p.m. - 10:00 p.m., PH 148

Thursday, Dec. 22

Breakfast -- 7:00 a.m. - 8:00 a.m.

Orientation & Preevaluation for Wed. arrivals -- 9:00 a.m. - 11:00 a.m.
Discussion Room PH 146

Traineeship Interviews -- 9:00 a.m. - 11:00 a.m. / 1:00 p.m. - 4:30 p.m.

Lunch -- 11:30 a.m. - 12:30 p.m.

"Experience America," Baton Rouge Tour -- 3:00 p.m. - 6:00 p.m.
Tue. arrivals (bus) Lobby

Shopping -- 2:00 p.m. - 5:00 p.m. -- those who went on Wed. tour and do
not have traineeship interviews
(bus) Lobby

Dinner -- 6:00 p.m. - 7:00 p.m.

Free Time -- 7:30 p.m. - 10:00 p.m.

CFB

Friday, Dec. 23

Breakfast -- 7:00 a.m. - 8:00 a.m.

"Experience America," New Orleans Tour -- all day. Leave 8:30 a.m.
(bus) Lobby

Lunch in New Orleans

Board buses to depart New Orleans -- 7:30 p.m.

Box dinner on bus

Saturday, Dec. 24

Breakfast -- 9:00 a.m. - 10:00 a.m.

Organized Sports -- 10:00 a.m. - 2:30 p.m. Parade Ground and Gym Armory

Lunch -- 2:30 p.m. - 3:30 p.m.

Christmas Tree/Santa -- 3:30 p.m. - 4:00 p.m., PH 148

Dress/Get Ready for Xmas Dance -- 4:00 p.m. - 5:30 p.m.

Board bus for Bon Fire tour -- 5:30 p.m.

Arrive B.R. from Bon Fire tour -- 8:30 p.m. -- Buses go directly
to De La Ronde Hall

"Experience America," Christmas in the U.S. -- 9:00 p.m. - 1:00 a.m.
De La Ronde Hall

Dinner -- 10:00 p.m. -- De La Ronde Hall

Shuttle buses begin return at 10:30 p.m. and continue to 1:30 a.m.

Sunday, Dec. 25

Breakfast -- 9:00 a.m. - 10:00 a.m. (light)

"Experience America," Christmas Dinner - In the Community. Meet PH 148
to be picked up 10:00 a.m. - 11:00 a.m.

Dinner -- 8:00 p.m. - 9:00 p.m.

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Monday, Dec. 26

Breakfast -- 8:00 a.m. - 9:00 a.m.

Day of Recreation and Sports. Parade Ground and Gym Armory

Lunch -- 12:00 - 1:00 p.m.

Dinner -- 6:00 p.m. - 7:00 p.m.

Tuesday, Dec. 27

Breakfast -- 7:00 a.m. - 8:00 a.m.

Announcements -- 8:45 a.m. - 9:00 a.m., PH 148

Lecture -- 9:00 a.m. - 10:00 a.m. -- Prof. Beverly Carl, "Value of Private Enterprise in the Preservation of Economic and Political Freedom." PH 148.

Discussions -- 10:00 a.m. - 11:30 a.m., Discussion Rooms

Lunch -- 11:30 a.m. - 12:30 p.m.

Lecture Continued -- 1:00 p.m. - 2:00 p.m., PH 148

Discussions Continued -- 2:00 p.m. - 3:30 p.m., Discussion Rooms

Photo Session -- 3:30 p.m. - 5:00 p.m., Bernie Moore Track Stadium on Nicholson Drive

Dinner -- 5:00 p.m. - 6:00 p.m.

Speaker -- 7:00 p.m. -- Lawrence Theriot, "Trade and Commerce in the Caribbean Basin and Central America," followed by questions and answers, PH 148.

Wednesday, Dec. 28

Breakfast -- 7:00 a.m. - 8:00 a.m.

Announcements -- 8:45 a.m. - 9:00 a.m., PH 148

Lecture -- 9:00 a.m. - 11:00 a.m. -- Lt. William Roberts, "The Role of the Military in a Society Dedicated to Civilian Rule," PH 148.

Questions and Answers -- 11:00 a.m. - 11:30 a.m., PH 148

Lunch -- 11:30 a.m. - 12:30 p.m.

Discussions -- 1:00 p.m. - 4:00 p.m., Discussion Rooms

Free Time -- 4:00 p.m. - 5:00 p.m.

Dinner -- 5:00 p.m. - 6:00 p.m.

Speaker -- 7:00 p.m. - 8:00 p.m. followed by questions and answers --
Chief Justice John A. Dixon, Jr., "The Judicial Method," PH 148.

Thursday, Dec. 29

Breakfast -- 7:00 a.m. - 8:00 a.m.

Announcements -- 8:45 a.m. - 9:00 a.m., PH 148

Lecture -- 9:00 a.m. - 10:00 a.m. -- Dr. Robert Lindsay, "The Role of
Free Expression in a Democratic Society," PH 148.

Discussions -- 10:00 a.m. - 11:30 a.m., Discussion Rooms.

Lunch -- 11:30 a.m. - 12:30 p.m.

Lecture continued -- 1:00 p.m. - 2:00 p.m., PH 148

Discussions continued -- 2:00 p.m. - 3:00 p.m., Discussion Rooms

Free Time -- 3:30 p.m. - 5:00 p.m. (Possible photo session in case of
rain on Tuesday)

Dinner -- 5:00 p.m. - 6:00 p.m.

Speaker -- To Be Announced, PH 148

Friday, Dec. 30

Breakfast -- 7:00 a.m. - 8:00 a.m.

Announcements -- 8:45 a.m. - 9:00 a.m., PH 148

Lecturer -- 9:00 a.m. - 10:15 a.m. -- Ms. Carol Potter, "The Role of
Law and the Courts in the Protection of Civil Liberties and
Democratic Guarantees, PH 148.

Discussions -- 10:15 a.m. - 11:30 a.m., Discussion Rooms

Lunch -- 11:30 a.m. - 12:30 p.m.

Lecture Continued -- 1:00 p.m. - 1:45 p.m., PH 148

Discussions Continued -- 1:45 p.m. - 3:00 p.m., Discussion Rooms

Free Time -- 3:30 p.m. - 5:00 p.m.

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Dinner -- 5:00 p.m. - 6:00 p.m.

Free Time -- 6:00 p.m. - 10:00 p.m. Round table discussion, "Limits of free speech and expression," conducted by James Thornton and mentors. (Attendance optional).

Saturday, Dec. 31

Breakfast -- 8:00 a.m. - 9:00 a.m.

Depart for Nottoway Plantation -- 10:30 a.m.

Plantation Tour -- 11:30 a.m. - 3:30 p.m. (sack lunch on bus or on plantation grounds)

Dinner -- 5:00 p.m. - 6:00 p.m.

"Experience America," New Years Eve in the U.S. -- 9:00 p.m. - 1:00 a.m. includes breakfast at 12:30 a.m., LSU Union Cotillion Ballroom

Sunday, Jan. 1

Light Breakfast - 9:00 a.m. - 10:00 a.m.

Recreational Activities -- 10:00 a.m. - 1:00 p.m.

New Years Dinner - 1:00 p.m. - 2:00 p.m.

Free Time -- 3:00 p.m. - 10:00 p.m.

Monday, Jan. 2

Breakfast -- 8:00 a.m. - 9:00 a.m.

Recreation -- Washington, Rio, Boston, Santiago Groups -- Board bus at 9:30 a.m. (Lobby) for Boat Ride -- 10:00 a.m. - 11:30 a.m.

Denver, San Juan, Chicago, Caracas Groups -- Board bus at 9:30 a.m. for Shopping (optional) 10:00 a.m. - 12:00 noon

Lunch -- 12:30 p.m. - 1:30 p.m.

Recreation -- Denver, San Juan, Chicago, Caracas Groups -- Board bus at 1:30 p.m. (Lobby) for Boat Ride -- 2:00 p.m. - 3:30 p.m.

Washington, Rio, Boston, Santiago Groups -- Board bus at 1:30 p.m. for Shopping (optional) 2:00 p.m. - 4:00 p.m.

Dinner -- 5:00 p.m. - 6:00 p.m.

Roundtable by Staff -- 7:00 p.m. - 8:30 p.m. questions and discussion (optional), PH 148

Tuesday, Jan. 3

Breakfast -- 7:00 a.m. - 8:00 a.m.

Announcements -- 8:45 a.m. - 9:00 a.m.

Lecturer -- 9:00 a.m. - 10:00 a.m. -- Dr. Wayne Parent, "The Protection of Minorities in a Democratic Society," PH 148

Discussions -- 10:00 a.m. - 11:30 a.m., Discussion Rooms

Lunch -- 11:30 a.m. - 12:30 p.m.

Lecture Continued -- 1:00 p.m. - 2:00 p.m., PH 148

Discussions Continued -- 2:00 p.m. - 3:30 p.m., Discussion Rooms

Free Time -- 3:30 p.m. - 5:00 p.m.

Dinner -- 5:00 p.m. - 6:00 p.m.

Speaker -- 7:00 p.m. - 8:00 p.m. -- Dr. Reynaldo Funes, Chief of the Children's Center, Our Lady of the Lake Hospital, PH 148.

Wednesday, Jan. 4

Breakfast -- 7:00 a.m. - 8:00 a.m.

Announcements -- 8:45 a.m. - 9:00 a.m., PH 148

Lecturer -- 9:00 a.m. - 10:00 a.m. -- Dr. Kenneth Gagala, "The Role of Labor in a Democratic Society," PH 148

Discussions -- 10:00 - 11:30 a.m., Discussion Rooms

Lunch -- 11:30 a.m. - 12:30 p.m.

Lecture Continued - 1:00 p.m. - 2:00 p.m.

Discussions Continued -- 2:00 p.m. - 3:30 p.m., Discussion Rooms

Free Time -- 3:30 p.m. - 5:00 p.m., Field House open.

Speaker -- 7:00 p.m. - 8:00 p.m. -- Ambassador Edwin G. Corr, followed by questions and answers, PH 148

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Thursday, Jan. 5

Breakfast -- 7:00 a.m. - 8:00 a.m.

Announcements -- 8:45 a.m. - 9:00 a.m.

Lecture -- 9:00 a.m. - 10:00 a.m. -- Dr. Robert Robins, "The Role of Free Elections in a Free Society," PH 148

Discussions -- 10:00 a.m. - 11:30 a.m., Discussion Rooms

Lunch -- 11:30 a.m. - 12:30 p.m.

Lecture Continued - 1:00 p.m. - 2:00 p.m., PH 148

Discussions Continued -- 2:00 p.m. - 3:30 p.m., Discussion Rooms

Free Time -- 3:30 p.m. 5:00 p.m., Field House open.

Dinner -- 5:00 p.m. - 6:00 p.m.

Speaker -- 7:00 p.m. - 8:00 p.m. To be announced, PH 148

Friday, Jan. 6

Breakfast -- 7:00 a.m. - 8:00 a.m.

Announcements -- 8:45 a.m. - 9:00 a.m., PH 148

Wrap Up Session -- 9:00 a.m. - 11:30 a.m., PH 148

Lunch -- 11:30 a.m. - 12:30 a.m.

Post Evaluation -- 1:00 p.m. - 3:00 p.m., PH 148

Talent Show -- 7:00 p.m. - 9:00 p.m., PH 148

Celebration of Feast of the Epiphany -- 9:00 p.m.

Saturday, Jan. 7

Breakfast -- 8:00 a.m. - 9:00 a.m.

Discussions -- 9:00 a.m. - 12:00 , Discussion Rooms

Lunch -- 12:00 - 1:00 p.m.

Free Time -- 1:00 p.m. - 7:00 p.m. (to pack)

Banquet -- 7:00 p.m. - 10:00 p.m., Faculty Club

Sunday, Jan. 8

Breakfast -- 7:00 a.m. - 8:00 a.m.

Departures

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ABOUT YOUR ACCOMMODATIONS

The front desk at Pleasant Hall and the Ramada Hotel will be manned around the clock, ensuring that all participants, guests, staff, and visiting officials may receive telephone calls and messages. The telephone number at Pleasant Hall is (504) 387-0297. At the Ramada it is (504) 387-1111. Room-to-room calls will be free of charge. Individuals wishing to make outside calls should make a \$20.00 deposit at the front desk to cover the telephone bill. Each Friday participants and guests will be expected to settle any remaining phone bills at the respective front desks. At checkout time on January 8, guests will be refunded any money left over from their deposits. Individuals failing to make a deposit will find that their phones may be used only for room-to-room calls. As individual phone bills exceed the \$20.00 deposit in any one-week period, it will be necessary to make a new deposit at the front desk each Friday of the Seminar. Guests in double-occupancy rooms will be expected to resolve between each other each room's telephone charges.

Participants and guests wishing to receive mail in Baton Rouge should give correspondents the following address as applicable:

Name

Ramada Hotel, Room No. _____
1480 Nicholson Drive
Baton Rouge, La. 70802

Name

Pleasant Hall, Room No. _____
Division of Continuing Education
Louisiana State University
Baton Rouge, La. 70803

For participants at both locations, soccer balls and nets, volley balls, basketballs, and ping pong sets may be checked out at the front desk of Pleasant Hall by depositing your room key. The key will be returned upon the return of the equipment. The LSU Field House will be open to all participants for recreation during free time and other designated times on December 19-22, from 7 a.m. to 9 p.m. on the 19th and 20th and from 10 a.m. to 6 p.m. on Dec. 21 and 22. Beginning December 23, the LSU Gym Armory will be available during free time through January 3. Beginning January 4 and continuing through January 7, the LSU Field House will be open once again, with times to be posted on the Bulletin Board in Room 148 of Pleasant Hall.

To reach the Field House, participants may go right on the street in front of Pleasant Hall (Dalrymple Drive) and, instead of following the curve to the left, go straight beyond the Indian Mounds. At the bottom of the hill, just beyond the Indian mounds, sits the Field House. To reach the Gym Armory, stay on

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Dalrymple and take the curve around the Indian mounds. At that point the street name becomes Field House Drive. The Gym Armory is the first building on the right at the corner of the three-way intersection. Participants planning to use either of the indoor recreational areas should take their nametags with them on those occasions. For those planning to use the Gym Armory at times not designated for recreation or sports, please make prior arrangements with your mentor or a staff member. One of them must be present any time the Gym Armory is in use. Vans will be available for transportation to both buildings during inclement weather.

The LSU tennis courts, just across the parking lot from the Field House, will be open daily at all hours except for the four varsity courts, which are those with grandstands.

Room 148 on the first floor of Pleasant Hall will be a nonsmoking lounge. It is equipped with television sets and VCRs. Room 48D on the basement floor of Pleasant Hall will be equipped with a television set and VCR as well. It has been set aside as a smoking lounge. Participants will find video games available in Room 38 on the basement level of Pleasant Hall.

The Games Area of the LSU Union and the Side Pocket Snack Bar (Room 150, LSU Union) will be open December 19-22 from 1 p.m. until midnight. The Games Area will reopen on January 5, 1989. Bowling, billiards, ping pong, backgammon, and chess are available in the Games Area. All are free except a small fee for bowling and billiards.

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