

PD ABIM-482

982-93

PROJECT ASSISTANCE COMPLETION REPORT

1. BACKGROUND DATA:

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| A. Project Number and Title: | 597-0001 and 515-0242
Central American Peace Scholarships Program
(CAPS I) |
| B. Implementing Agency: | USAID/CR |
| C. PACD: Original: | 08-09-93 |
| Revised: | 09-30-95 |
| D. Amount Obligated: | \$30,429,120 |
| E. Total Expenditures: | \$30,429,120 |
| F. Host Country Contribution:
(Local currency counterpart) | N/A |

1. Project Goal:

To contribute to the formation of more effective manpower resources to ensure the leadership and technical skills needed for a pluralistic development.

Purpose:

To increase the number of U.S. trained public and private sector individuals, at the technical, managerial and administrative levels, and to counter Soviet Block and Cuban training activity by increasing the number of U.S. trained individuals from socially and economically disadvantaged classes.

II. Project Description:

This Project focused on training for those who were judged to be leaders in their fields as well as those who demonstrated the potential for future leadership activities. Participants were from the private and public sector, although the Project emphasized the private sector. The Project offered training opportunities on both a long and short term basis and introduced the trainees to the social, political and cultural values in the United States. Fields of study included the political, the commercial and the academic spheres; the communication field; labor; the arts; education and the private sector. To allow the participation by national, provincial and local leaders, the geographic scope of the program was broad. Special attention was given to achieve a high level of participation of the economically disadvantaged, women and members of the minority population groups which had not received sufficient support in the past.

There were three basic components of this training program: (1) long-term academic (undergraduate and graduate programs), (2) short-term (technical) program and (3) high school program.

A. Major Outputs and Accomplishments

The goal of this project was to train in the United States approximately 1800 Costa Rican leaders or potential leaders, and this number was highly exceeded. 2023 Costa Ricans were trained in the United States under CAPS I. Areas of study selected were consistent with both the intentions of the participants, and with Costa Rica's development priorities. The highest concentration of these scholarships were in education, community development, public administration and agriculture and environmental sciences.

All the trainees have returned to Costa Rica and are applying their skills to their respective areas of expertise, contributing to the development of the country and as leaders, the multiplier effect has been extraordinary.

It can be concluded that the Project was well designed, especially in targeting socially and economically disadvantaged leaders, it was successfully implemented as planned and that it is already accomplishing the objectives set out. All funds were obligated as planned and numerical output targets were highly exceeded. It has contributed significantly to the Mission goal to "enhance sustainable access to the resources needed by the disadvantaged in order to participate actively in the economy".

B. Other Accomplishments

This training project, in addition to the new knowledge and skills, gave each trainee a new vision of one's self, with increased confidence and greater sense of responsibility, a new view of the world, being more open minded and aware of the many options available. Knowledge of the English language enabled the trainees to get better jobs, obtain promotions and increased incomes.

Summary of Lessons Learned

For the long-term academic component of this project, the establishment of a selection committee composed of representatives of the Mission's technical divisions, expertise in the field of training, returned participants and members of the Training Office, and the selection criteria established by the Mission were key elements in the success of this project.

In addition, the use of intermediary institutions for the short-term technical component, assured the broad participation of the socio-economically disadvantaged in the overall training program.

PROJECT ASSISTANCE COMPLETION REPORT

1. BACKGROUND DATA:

A. Project Number and Title:	515-0242-A-00-8548-00 Central American Peace Scholarships Program (CAPS I) (Cooperative Agreement)
B. Implementing Agency:	Fundación Nacional de Clubes 4-S (FUNAC)
C. PACD: Original:	June 30, 1990
Revised:	December 31, 1994
D. Amount Obligated:	\$4,223,991.07
E. Total Expenditures:	\$4,223,991.07

Project Goal

Contribute to the formation of more effective manpower resources to ensure the leadership and technical skills needed for a pluralistic development.

Agreement Goal

The goal of the Agreement was to enable the National Foundation of 4-S Clubs to assist USAID/Costa Rica to carry out, effectively and efficiently, a major portion of the latter's high school program under the Central American Peace Scholarship Project (CAPS, Project 515-0242).

Another objective was to include further acquaintance with the principles of democracy and free enterprise, facilitating the transfer of relevant, appropriate technologies, and generally promoting understanding and friendship between the peoples of Costa Rica and the U.S.

Project Description

Like other countries' CAPS training programs, USAID/Costa Rica's CAPS program had short-term technical training and long-term academic training, but unlike any other CAPS program, it had an intermediate (high school) program unique to the Costa Rica program.

This Agreement enabled FUNAC to identify and select high school students of talent and/or leadership potential to receive training in the U.S; priority was given to the students from rural areas. FUNAC in collaboration with the National 4-H council in the United States managed the training program. The U.S. training consisted of (1) an introduction and orientation to U.S. life and culture, (2) homestays of nine or more months duration with families throughout the U.S., which enabled them to participate fully in the life of the family, their secondary schools to which they attended as regular students, and their "adopted" communities and (3) an evaluation and debriefing session which enabled them to more fully comprehend their U.S. experiences, as well as to prepare for the adjustment of returning to Costa Rica.

In addition, before departing for the U.S., participants attended an intensive six to ten week of English language and cross-cultural training program in Costa Rica, followed by a one week "orientation" at the 4-H center in Washington, D.C. The students then spent nine months living with a host family, attending school, participating in community activities, and working on projects with 4-H clubs. Upon return to Costa Rica they met for a week at the FUNAC training site for re-entry and evaluation activities.

Major Outputs and Accomplishments

This project has contributed significantly to the Mission goal to "enhance sustainable access to the resources needed by the disadvantaged in order to participate actively in the economy".

The project facilitated the training of approximately 780 rural high school students, for a period of nine months or more in the U.S. Upon completion of their programs, these students have participated actively in their communities (4-S club, community development associations, women's development leagues, sports federations, cooperatives, etc.). The multiplier effect was tremendous because, as leaders, the participants were able to share their ideas in classrooms, community organization and aserve as role models and counselors to their colleagues, neighbors and friends.

Other Accomplishments

Knowledge of the English language which enabled the trainees to get better jobs, to continue toward higher education studying for careers that involved English skills, e.g., teaching English as a second language and translating from English to Spanish and viceversa.

Higher Education Aspirations. The scholarship opened new doors for most of the trainees, who then wanted to continue toward higher education. Before their training program many had planned to end their formal education after completing high school, their experience in the U.S. was the major factor in their decisions.

New attitudes about themselves. The experience helped trainees to become more confident and secure with themselves, more independent and responsible, more sensitive to others and more assertive in fighting for their own rights.

Overall Status

This program was highly successful in achieving its objectives.

Lessons Learned

The screening and selection process of the participants, and the selection criteria used facilitated the success of this CAPS High School Component.

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