

PD-ABP-359
94624

**AN EVALUATION OF THE
CARIBBEAN AND LATIN AMERICAN
SCHOLARSHIP PROGRAM
IN PERU**

January, 1992

Submitted to:

Latin American and Caribbean Bureau
Office of Development Resources
Education and Human Resources Division
Agency for International Development

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Under Contract Number LAC-0001-C-00-9035-00
CLASP Follow-on
Project Number 598-0640

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EXECUTIVE SUMMARY

INTRODUCTION — APSP/PERU PROJECT

The Agency for International Development (AID) designed and implemented the Caribbean and Latin American Scholarship Program (CLASP) to achieve two principal goals. AID's CLASP Project Paper, revised in 1987, expressed the two goals of the project as follows:

- a. to help create effective manpower resources needed for progressive, balanced, and pluralistic development of CLASP project countries in the Caribbean and South America; and
- b. to strengthen mutual understanding between the United States and its Latin and Caribbean neighbors.

This report assesses the implementation of CLASP's Andean Peace Scholarship Program (APSP) in Peru for AID/Washington and USAID/Peru. The report reviews how the dual goals were realized, and suggests future project implementation enhancements.

The findings below reflect data analyses of these sources:

- biographical database through September 30, 1991, including the 400 Trainees entered into the CLASP Information System (CIS);
- Exit Questionnaires from 361 Trainees prior to their leaving the U.S.;
- Returnee Interviews with 220 returned APSP Trainees collected in Peru by an Aguirre International Team in November 1991;
- review of Mission and other documents; and
- interviews with USAID/Peru project training staff, selection committee

members, Trainee' employers and counterpart agencies.

APSP/Peru's program lifecycle (FY 1987-1991) began in FY 1987 and was fully operational by FY 1988. It targeted individuals—public and private sector leaders—whose U.S. experience could create multiplier effects. Training for women in business and public administration, men in agriculture, and other leaders all typify successful private sector programs.

Key Findings

APSP/Peru was especially successful recruiting from key areas offering positive training and Experience America components, and benefiting the Trainees' careers.

The Mission successfully achieved the project's recruitment targets by:

- awarding scholarships to 400 APSP scholars;
- exceeding the 40 percent target for women by recruiting 223 women (55.8%);
- choosing eighty-four percent (336 Trainees) from the socially or economically disadvantaged, well above the 70 percent target; and
- placing Trainees who represented other recommended target groups—49 percent rural, 11.5 percent youth or youth-related training, and 100 percent leaders.

Trainee attitudes about the U.S. and their training, for the most part, were very positive:

- Three hundred fifty-five of 400 Trainees felt their expectations for the program were realized to a "very great extent" or to a "great extent."

-
- Returned Trainees' perceptions of the U.S. grew more positive after the opportunity to study and socialize with Americans.

Returned Trainees also felt satisfied with the training and saw benefits for their careers:

- Eighty-five percent of Returnees stated that they were able to put into practice what they had learned in training.
- Eighty-five percent of returned Trainees also felt either "satisfied" or "very satisfied" with their training.
- An extremely high majority of returned Trainees (93%) would recommend the APSP program to other Peruvians.

Recommendations

The findings of the APSP/Peru process evaluation suggest there are a few selected areas for enhancement:

Program Management

Overall, APSP in Peru was extremely well managed by competent professionals at all operational levels.

Housing the in-country contractor staff in the Mission had both benefits and drawbacks. As a result, the Mission may wish to review such arrangements for future programs.

Program Design

Appropriate program design was achieved by using multi-faceted resources. These included Mission technical staff, CDSS and related documents, and non-AID technical experts across Peru. The Mission is encouraged to continue this approach, and possibly expand participation to include technically proficient returned Trainees.

Recruiting

Extensive use of counterpart agency contacts provided a qualified and extensive applicant pool. The Mission might consider inviting more public sector participation.

Selection

The Mission technical staff were involved early on in program design and pre-selection. The selection was enhanced by their active participation which facilitated a match between program outcomes and appropriate candidates.

The Mission is encouraged to continue and possibly expand the coordination of technical officers' field visits to coincide with candidate interviews.

Final selection may be streamlined if the Mission employed a candidate checklist summing up qualities and assigning weights to criteria. This sheet could then be filed with candidates' materials to validate selection decisions.

The Mission may want to consider refining its economic means criteria to set up a weighted point system for determining "economically disadvantaged." This document, filed in the candidate's file, would ensure consistency and clearly confirm each Trainee's rating.

With "rural" Trainees, classification might be based on a weighted scale emphasizing selection from regions not easily accessed (the Amazon, and southern highlands). Regionally targeted recruitment would also encourage increased participation from these areas.

Predeparture

Trainees receiving predeparture orientations were basically very satisfied. The less satisfied recommended that the program include more details on U.S. culture or, for short-term Trainees, more English training.

Dissatisfaction with Training

A small portion of Trainees were dissatisfied. For them, the areas needing change were better organization of training in the U. S., better tailoring of program content, more fully informed staff members (especially on daily U.S. life), and more homogeneous grouping of Trainees.

Experience America

The activities offered a sound introduction to the culture and institutions of the U.S., but some Trainees reported attending too few of the activities. Since Experience America's goal is to improve understanding of democratic processes, contractors and others are encouraged to expose the Trainees to a broader range of democratic processes and institutions.

Homestays

Some Trainees were dissatisfied with homestays; of special concern included families who had recently arrived in the U.S., and who, according to some Trainees, did not represent the lifestyle of typical families. This issue needs to be addressed so that future Trainees better understand the "typical" U.S. family, and that family placements are carefully selected.

Follow-on

In order for Returned Trainees to stay in contact with one another, broader Follow-on efforts are needed. The Mission may want to consider providing some support to associations at local and national levels, as well as including Trainees from other AID programs (e.g., LAC-II).

Varied conferences and workshops were recommended by Trainees, but key among the suggestions were opportunities for implementing projects, followed by leadership, and community development. Setting up networks for finding employment was also recommended.

CHAPTER ONE

Project Overview and Operation Strategies

CHAPTER ONE — PROJECT OVERVIEW AND OPERATION STRATEGIES

INTRODUCTION

This chapter provides an implementation assessment of the Caribbean and Latin American Scholarship Program (CLASP) in Peru, a participating Mission in the Andean Peace Scholarship Program (APSP). The assessment covers four areas:

- The Mission's Country Training Plan (CTP) and updates (through FY 1991);
- Observations on the Mission's recruitment and selection procedures;
- A review of Experience America and Follow-on activities outlined by the Mission; and
- A discussion of cost-containment efforts.

The Andean Peace Scholarship Project is a sub-component of the Latin America and Caribbean Training Initiatives Project (LAC-II). It is intended to provide training for nearly 1,740 participants from the South American Andean countries: Bolivia, Colombia, Ecuador, and Peru.

The project's goal was to develop more effective manpower resources in these Andean countries, and thereby counter observed Eastern-Bloc efforts at influencing-through-training. The project follows the "CLASP Guidelines" outlined below.

THE CLASP PROGRAM

The Agency for International Development (AID) designed and implemented CLASP to achieve two goals. AID's CLASP Project Paper, as revised in 1987, expressed these two goals as:

- creating "effective manpower resources that ensure the availability of technically skilled leaders" for "progressive, balanced,

and pluralistic development" of Caribbean basin and South American countries; and

- strengthening mutual understanding between the U.S. and its Latin and Caribbean neighbors.

The Project Paper recommended that AID establish a regional fund of \$225 million in grants for 1984-1993 to provide U.S. training programs for individuals from the Caribbean and Central and South America.

BACKGROUND DOCUMENTS

Documents forming the basis for CLASP implementation include the National Bipartisan Commission on Central America (the "Kissinger Report") of 1984, and the CLASP Project Paper, which set forth general guidelines applicable to CLASP in all program countries. A U.S. Government Accounting Unit (GAO) Report (1984) also offered further guides. Context-specific responses to the general CLASP objectives and guidelines are detailed in two Mission-developed documents: the Action Plan and its annual Country Training Plan (CTP).

The central message of the Kissinger Report was to express the conviction that "*political, social, and economic development goals must be addressed simultaneously.*" Perhaps the report's most important emphasis was an insistence that social and economic progress would be impossible without "*providing access to that process for those who previously have not been an integral part of it.*" As a result, the report made three strong recommendations:

- the establishment of a program of 10,000 government-sponsored scholarships to bring Central American students to the U.S.;

- careful targeting to ensure inclusion of people from all social and economic classes; and
- adequate preparation, e.g., English Language Training (ELT) or necessary academic work, to satisfy admission requirements for programs in the U.S.

According to the guidance given in the Kissinger Report, CLASP requires two essential phases: 1) Trainee selection in accordance with overall policy goals, and 2) provision of appropriate training to chosen Scholars.

The GAO Report (August, 1984), which also focused on regional needs, noted Soviet Bloc scholarship programs to the Latin and Central American region increased by 250 percent in the period 1972-1982, while U.S. government programs to the region declined by 52 percent in that decade. Hence, the GAO Report established a rationale for a U.S. countering strategy addressing the growing training activity of the former Soviet Union and its allies in the region.

The GAO Report made a major impact on AID's policy and program direction as it responded to the Kissinger Report recommendation for a U.S. scholarship program for 10,000 Central Americans. As a result of the GAO's findings, these goals became important:

- recruiting socially and economically disadvantaged individuals as a priority target group;
- programming undergraduate training rather than graduate training as a priority activity; and
- designing follow-up activities after training.

The CLASP Project Paper

The CLASP Project Paper adopted several Kissinger Report recommendations, and in

spirit, reflected the GAO Report findings. The paper outlined objectives and procedures for structuring the CLASP program.

Basically, the CLASP Project Paper targeted four overlapping groups:

- socially and economically disadvantaged (70%);
- women (40%);
- youth; and
- leaders—actual and potential.

Significant participation was implied for youth and leaders, although exact targets were never indicated.

CLASP incorporated several programmatic elements ("diplomacy" objectives). Today, CLASP Scholars' profiles include these features:

- Scholars are chosen through membership in specific leadership groups of special local concern, not based on expected impact on general development objectives.
- They have opportunities to experience America and share their culture and values with American citizens.
- They receive training that has an impact upon their return home, and the program also urges continued contact for developing strong friendship ties between individuals from Latin American and the Caribbean and North Americans.

Characteristics of the CLASP Program

The CLASP program is distinguished from other development-related training programs in the following ways:

- training comprised of two components:
 1. Experience America—offering an exposure to U.S. culture, with the goal of introducing participants to all phases of U.S. life.

2. Technical skills or academic training—emphasizing a mix of training modes. CLASP specifies a target of 30 percent academic, the rest, short-term technical.

- training focused on a country's political, economic, and social development needs;
- training supportive of the private sector, rather than development project-related or public sector-related programs;
- preference for undergraduate, not graduate, training, unless graduate training is for special-concern groups;
- cost-sharing by Trainee sponsors;
- monies allocated specifically for formative process evaluation and the evaluation of training benefits; and
- placement of 10 percent of CLASP Trainees in Historically Black Colleges and Universities (HBCUs) and other minority institutions.

Trainees are expected to return to their home country posts ready to use their training effectively. Post-training follow-up and professional support is suggested by project design to include alumni associations, professional networks, professional publications, and information systems, among others.

ANDEAN PEACE SCHOLARSHIP PROGRAM (APSP)

The Andean Peace Scholarship Project is a sub-component of the Latin America and Caribbean Training Initiatives Project (LAC-II), a component of CLASP. It was intended to provide training for at least 1,740 participants from the South American Andean countries of Bolivia, Colombia, Ecuador, and Peru.

The project's goal was to develop more effective manpower resources in the Andean countries, and to reach a disadvantaged

population. The project follows the CLASP Guidelines, discussed below.

The APSP was also created to solidify democratic values in the region and help correct some of the economic and social disparities between the U.S. and the four Andean countries of Bolivia, Colombia, Ecuador and Peru.

In the 1985 Project Paper (which, with modifications, led to APSP), the project has a dual purpose:

- to improve the human resource base of the Andean region, especially the ability of the Andean countries to develop and maintain democratic institutions and processes; and
- to increase the number of U.S. trained individuals from the socially and economically disadvantaged classes, achieved through special selection procedures, special programming, and a concerted effort to reach this target group.

The project was amended in the ensuing six years to emphasize training as an effort to counter scholarships to the former Soviet bloc and Cuba, to strengthen the focus on leadership, and to enhance vocational skills training for employment.

Project Authorization

The APSP, as a sub-project under LAC-II, had no separate project paper to specify policy. It was to be "CLASP-like," but region-specific. The result was that any changes in LAC-II authorization affected project and contract execution.

The CLASP Program takes on slightly different variations in each of its three separate regions. A key regional issue, requested by Andean Missions, was a 15 percent long-term placement target versus the CLASP recommended 30 percent. The CAPS Programs in Central America tend to be large projects in relatively small countries.

The APSP, however, is a much smaller program operating in much larger countries. The design, therefore, reflects a need to maximize the impact of a limited effort in a large country.

Original estimates allocated slightly over 400 Trainees in each of the four countries during the four year project. For this reason, the Andean Missions received a concession that only 15 percent of the Trainees be long-term rather than the CLASP recommended 30 percent.

The following is a project chronology and traces project policy development.

September 1986: An amendment to the CLASP Project Paper initiated APSP by segmenting the APSP as a sub-project under the LAC-II authorization. Project funding was authorized at \$27,000,000. Approximately 2,400 Trainees were to be selected from the socially and economically disadvantaged.

July 1987: An RFP was released in which the total Trainee figures were reduced to 1,740 based on Mission-submitted estimates. Project goals and execution guidelines were specified.

September 1987: A four-year contract was awarded to Development Associates, Inc., and its subcontractor, the Institute for International Education, for \$19,200,000 on September 30, 1987. The Project Assistance Completion Date (PACD) was September 30, 1991. Experience America-focused training was strongly emphasized with a mandated 10 percent HBCU placement rate.

May 1988: LAC-II authorization was amended, changing the PACD to September 30, 1994, from September 30, 1992 (This allowed long-term scholarship recipients beginning in FY 1989 to complete their programs). The project was fully funded at the \$27,000,000 level, but no changes were made in the total number of participants.

December 1990: A subsequent amendment to the LAC-II project decreased the APSP training targets and increased project funding to \$28,000,000 to accommodate the new level of long-term placements.

January 1991: Development Associates' contract was amended to revise the contract's training targets at 1,371. This revision reflected the budgetary impact of increased long-term placements and political constraints in Peru.

Project Implementation

The regional identity of this CLASP program was defined by the four Andean Missions' project management goals and the project contractor's (DA) implementation. It was the first CLASP project to relate skills training needs to the Country Development Strategy Statement (CDSS). Training program design and Trainee placement were enhanced by this regional model. Financial management, on the other hand, was more cumbersome, due to the interactive effect each of the four countries had on the contractor's administrative costs.

Another innovation was the convening of three regional conferences. These served to clarify project policy and regulate management procedures. A preliminary meeting, held in March 1987, discussed project design before the issuance of the APSP RFP. The first Regional Implementation Review conference (October 1988) raised a series of issues which resulted in policy and implementation decisions by the second conference (May 1989). Outcomes of these discussions were:

- an instruction to APSP Missions that they meet the minimum CLASP 20 percent long-term placement target and a request that they provide revised figures to reach this target;
- a definition of socially and economically disadvantaged not synonymous with abject poverty; rather, the identification of

potential leaders who have the ability, but not the means, to receive training;

- a discussion of multi-mission cooperation in a single training program to realize cost effectiveness;
- guidance that each Mission be responsible for HBCU placements at 10 percent of total student placement; and
- a reinforcement of the Experience America objectives to be active (not passive), closely linked to training objectives, and when possible, to include suitable homestays.

Other topics included discussions of Follow-on activities, innovative program design, and long-term academic training costs.

In the third APSP Regional Implementation Review conference (May 1990), the key outcomes included:

- the decision to weight short-term/long-term administrative costs at a 2 to 1 ratio, that is, two-thirds of the total administrative costs proportioned to short-term training and one-third to long-term costs;
- renewed efforts to achieve recommended targets for HBCU placements through sole source contracts;
- efforts to curb ELT costs by providing training programs in Spanish; and
- a cooperatively designed (but subsequently never implemented) predeparture orientation program.

Given the plans for collaborative efforts, Andean Missions still operated independently—articulating project goals through individual Country Training Plans (CTP).

The Country Training Plan

The Country Training Plan (CTP) is a comprehensive AID host-country plan guiding

CLASP's implementation. By design, the CTP offers greater specificity about each country than do policy documents such as the Kissinger Report and the CLASP Project Paper. It applies clear-cut objectives and strategies to define Mission training needs, resources, and constraints.

As a result, the Mission has three tasks to perform in order to carry out the CLASP project:

1. design training programs incorporating both training and Experience America components;
2. select and prepare Trainees; and
3. organize a Follow-on program to strengthen U.S. training and establish linkages with the U.S.

For selection criteria, each Mission develops measures by taking into account the individual's financial need, academic performance, leadership potential, membership in USAID Mission-defined special concern groups, and the importance of the training to the country's development needs, along with the appropriateness of the training level to the country's requirements.

Each Mission develops an Economic Means Test, establishes a screening process, selects Trainees on the basis of the Economic Means Test, establishes a screening and selection committee to exercise in-country implementation responsibility after training, and exercises final selection authority.

There are further CTP elements reflecting the CLASP Project Paper and the other background documents:

- Experience America incorporating opportunities to participate in varied events at all levels: family, local, state, and national;
- training with emphasis on applying training upon return home and maintaining

ties between Trainees and American citizens;

- ELT and remedial help provided as needed;
- short-term training with a minimum duration of four weeks to allow Trainees to "experience" America;
- degree completion not a key objective of undergraduate training;
- training to be located in several U.S. geographic areas; and
- preference given for training for the private sector.

As an evolving document, the CTP is developed, modified, and updated over time. Changes in the document reflect responses to evaluation data, to AID/Washington policy guidance and project changes, and to opportunities and constraints in the host country.

PERU COUNTRY TRAINING PLAN

A review of USAID/Peru's FY 1988 - 1991 CTPs reveals clear and consistent documentation of the Mission's efforts in participant training. The goals set out in the FY 1988 plan, with yearly updates, were met by project completion. USAID/Peru is to be commended for its careful planning and execution.

The FY 1988 CTP is reviewed below to assess its implementation strategy for the APSP in Peru. Subsequent annual updates (FY 1989 - 1991) did not alter strategy, but merely updated annual targets and program activities. Noteworthy is the fact that USAID's FY 1988 CTP set a target of 400 APSP Trainees. While a few of their annual targets were slightly off due to late starts or program cancellations, their final number at project completion was 400 Trainees, all of whom met CLASP criteria.

FY 1988

The FY 1988 CTP set the basic guidance for APSP/Peru. The program objectives, targets, and operations were outlined through the September 30, 1991, project completion date.

APSP/Peru Objectives

The APSP objectives for the 400 Peruvian Trainees are two-fold:

- Cultural—to strengthen U.S. and Peru links by exposing Trainees to the U.S., its citizens, values, cultures, and institutions, and to enable them to acquire a realistic and positive understanding of the U.S.; and
- Developmental—to provide Trainees with appropriate training to raise their skill level and broaden their knowledge base in key development areas.

The overall goal of USAID/Peru's participant training program is to strengthen public and private sector human resources by supporting training which fosters technology transfer and institution building in priority development areas. Those primary areas include: macro-economic policy, agriculture, economics, health/child survival, population, labor, drug abuse prevention, administration of justice, and private sector development. Another major goal was to achieve broad geographic coverage by awarding 50 percent of the scholarships to participants residing outside of Lima.

APSP Targets

USAID/Peru set APSP targets congruent with CLASP criteria. The targets were to be:

- leaders or potential leaders;
- 40 percent awards to women;
- 70 percent to economically/socially disadvantaged;

- 25 percent long-term (more than nine months); and
- 10 percent of participants to attend HBCUs.

Trainees (men and women) were selected from among community leaders and organizers, labor union leaders, students and teachers at both high school and university levels, journalists, farmers and cooperative leaders, development specialists and industrial workers. Women Trainees were selected from the target groups of women in self-help programs, trades and those in community development activities including maternal/child health and nutrition, secondary school teachers, students and professors from universities, farmers, journalists, and employees of small businesses.

Mission Staffing

Just prior to the APSP, USAID/Peru made organizational and staffing changes to strengthen the Mission's training programs. The Office of Human Resources incorporated the newly created Training and Social Development (TSD) Division. This new TSD Division oversees four areas: all training and education projects, including APSP programs and activities for the Mission; the Mission's Special Development Activities which provide small grants to community organizations, municipalities, and private voluntary organizations (PVOs); PVO activities not handled by other divisions; and women in development activities.

The TSD Division is one of four operating Divisions within the Office of Human Resources, the others being Health/Nutrition, Population, and Food for Development. This organizational structure enables the Mission to fully integrate its training program with other Mission sectors.

To administer APSP, a local contractor was engaged. The Fulbright Commission was initially contracted, but another organization

with manpower training capabilities become the APSP local contractor. This contractor, Hyatt Boggio and Associates (HYBOSA), provided the Training Division of USAID with project support and five staff members (see Appendix A for organization chart).

High level staff performance yielded quality project implementation by the APSP/Peru staff. A Mission colleague, who frequently served on the Training Selection Committee, observed of the APSP/Peru staff that their work was conducted in a serious and professional manner. For that, he added, "They have earned the respect of all in the Mission." And indeed, the APSP/Peru staff received, among others, the Distinguished Unit Citation (awarded June 1989 [see Appendix B for award letter]). An APSP/Peru secretary, when interviewed by the Aguirre Team, attributed project success to the teamwork and capable direction provided by their supervisors.

U.S. Contractor

Peru's unique political status relative to U.S. foreign and economic policy required special contractual changes. Development Associates, Inc., the APSP U.S.-based contractor, implemented APSP/Peru during its first three years (FY 1988 - 1990).

Congressional sanctions against Peru (FY 1991) forced USAID/Peru to contract with a recognized Private Voluntary Organization (PVO) operating in Peru. A cooperative agreement was signed with the National Association of Partners of the Americas (NAPA) for the final project year. A November 30, 1991, project completion date was set. The extension provided more time for administrative close-out and funded expanded Follow-on activities.

Annual Training Program Objectives

Considerable effort was devoted to the conceptualization and design of the APSP training program to achieve overall CLASP objectives and provide programs responding

to Peru's development needs. Early on in each fiscal year's first quarter, USAID/Peru defined annual training program objectives and established participant training targets. These annual updates were presented in the CTP for each fiscal year.

APSP/Peru staff culled program suggestions from Mission Technical Officers, USIS, and invited experts to generate ideas for both long- and short-term training programs. To validate the design, APSP/Peru staff then met with non-AID technical experts from organizations across Peru. Their collective input was used to fine tune program design and generate a summary draft. In turn, the draft included a brief program description, participant requirements, listing of potential sponsor lists, and a tentative allocation of participants. After Mission approval of the plan, the final annual updates were sent to AID/Washington, the U.S. contractor, and local Peruvian counterpart agencies.

After specifying annual goals and targets, program implementation strategies were set in motion. The basic steps can be found in the FY 1988 CTP. Discussion of these strategies follows.

OPERATION STRATEGIES

Sources for the discussion below include the FY 1988 - 1991 CTPs, Aguirre Team interviews with Mission, HYBOSA, Development Associates' and NAPA staff, review of Trainee files and other Mission documents.

Recruitment and Pre-Selection

USAID/Peru's broad-based recruitment efforts yielded 400 Trainees from 22 of Peru's 24 departments and the Constitutional District of Callao. Seventy-eight (19.5%) Trainees come from the "Red Zone," i.e., the seven departments where political unrest prevents easy access. Two hundred sixty-two Trainees come from four departments with populous cities: Lima (136), La Libertad (53), Arequipa (35), and Lambayeque (38).

This wide distribution was achieved by a well conceived recruitment strategy. Specific training program descriptions for each program were written. These descriptions were used for candidate recruitment announcements and contained the following information:

- specified target groups numbering between 15 - 20 participants;
- priority training areas and objectives;
- specific screening and selection criteria;
- program duration (long-term/short-term); and
- suggested geographic distribution within Peru.

These announcements were sent to targeted counterpart agencies judged to be appropriate and knowledgeable sources of candidates for that specific group (see Appendix C for sample program announcement).

Nominations, consisting of completed Trainee applications (see Appendix D), were received by APSP staff. These applications were screened, producing a pre-selection pool of 20-40 candidates. Often, 80-120 applications were received for 15-20 openings.

APSP staff then conducted personal interviews of all the pre-selected candidates to verify application information and further assess candidates' capabilities, background, and potential (leadership and ability to transfer training). These interviews were held in Lima with candidates called to the Mission, or, in some cases, APSP staff would travel to selected cities closer to the candidate. If Mission technical staff (some of whom frequently served on the Selection Committee) were traveling in the area, APSP staff would invite them to join in candidate interviews.

Trainee Files

Candidate files were found to be well organized, with documentation complete and consistent. Non-selected candidate files were kept in like format. Significant information was highlighted for easy readability. Information was consistently updated in the files and simultaneously in the CIS.

Counterpart Agencies

In the Andean countries, a range of non-governmental, private organizations, agencies, self-help cooperatives, and local institutions provide services to various population sectors. The SIF identified 10 sectors (Agriculture, Armed Forces/Police, church, Economy/Private Sector, Education, Governance/Community Polity, Governance/Private Organizations, Health, Judicial, Leisure/Recreation, and Mass Media) within Peruvian society which support major groups and organizations. It is through these counterpart, or sponsoring organizations, that the Mission recruited potential APSP candidates.

Public sector institutions were eliminated from the original sponsorship plan to prevent potential favoritism in the nomination process. Two Selection Committee members, while intimating they understood the rationale, questioned whether strict exclusion was necessary. One thought the selection criteria were strict enough to overcome any favor-granting. The other felt that with highly specific candidate criteria, "These public sector institutions could be forced to learn how to use a more democratic and meritorious system of candidate nomination." So while one third of APSP Trainees were public sector employees, it was their association with community (non-governmental) organizations that resulted in their nominations.

After four years of the APSP, the Training and Social Development Division now lists over 800 intermediary or counterpart organizations that have nominated potential

APSP candidates (see Appendix E for listing.)

Selection

Final Trainee selection was made by the Mission-staffed Selection Committee. The three permanent members included two HYBOSA professional staff and the USAID Training Officer. The fourth, who varied by technical need, was a USAID project officer. Their participation frequently went beyond candidate review. Several contributed to training program design and then assisted in screening interviews while doing project-related work in the provinces. Technical officers found the personal interviews exceedingly useful. They suggested that their field visits could be more frequently coordinated to coincide with candidate interviews.

Initially the committee met to review applications and made final selection of the 15 - 20 group participants. More recently, files were reviewed by each member, and APSP staff compiled the final results. A Selection Committee member commented that this latter method saved time, but he missed the lively debates over candidates generated by these meetings. Selection Committee comments are maintained in separate files (see samples in Appendix F).

Mission technical officers serving on the committee noted the volume of background material for each candidate. They recommended a summary score sheet to highlight each candidate's profile. Files would then be available as needed, but not necessarily required reading.

All Trainees included in CIS data met APSP goals. This was corroborated by four Selection Committee members interviewed by the Aguirre Team. These members were invited to participate because of their specific area of expertise. In addition to making selection recommendations, they helped validate the relevance of candidates' work or educational experience to the proposed program.

Interviewed committee members all praised the clarity and strict adherence to selection criteria given them both orally and in writing. As a result, all four insisted that the criteria for Trainee selection were **always** used, particularly those relating to leadership, minimum academic requirements, and social and economic disadvantaged qualifications.

This finding was supported by the data collectors conducting the returnee interviews. They commented on the fairness of the selection process and obvious grass-roots origin of the Trainees.

Economic Means Test

As a screening tool, a list of indicators was established, and this helped determine the economic status of candidates (see Appendix G). The indicators included:

- racial/ethnic background,
- sex,
- primary place of residence,
- female-headed household,
- level of education and that of the parents,
- family per capita income, and
- travel outside of Peru.

APSP staff made individual assessments based on candidate files, specifically drawing information from the application's Personal History section and information from candidate interviews. It did not appear that the established indicators were formally used.

HBCU Placement Efforts

Following CLASP guidance, the Mission established the target of 10 percent of APSP Trainees to be placed at HBCU institutions. (Peru was the only Andean Mission to surpass the target goal). In fact, 14 percent (57 Trainees) were placed at HBCU institutions. Working with Development Associates, USAID/Peru earmarked a long-term group of 20 Early Childhood Educators to receive training at Roxbury Community College, Boston, Massachusetts. Lincoln University in Jefferson City, Missouri, hosted another 16

PVO managers for two weeks, and 21 Trainees were placed at Florida A & M University in Tallahassee, Florida.

Experience America

Experience America is CLASP's "people-to-people" component. The goal of Experience America, as stated in the CLASP Project Paper, is for Trainees to actively witness democratic institutions and the development of free enterprise, and to strengthen relationships between the peoples of the U.S. and the Latin American countries.

Peru's CTPs stated that all APSP training activities will include an Experience America cultural component to be supported through social contacts and living situations.

USAID/Peru's guidance to U.S. contractors stressed Experience America activities closely tied to technical training. They preferred "active" site visits offering hands-on opportunities. A homestay was expected, and volunteer work or community service activities were encouraged.

Both U.S. contractors (DA and NAPA) gave training institutions guidelines via the RFP process and training agreement negotiations. NAPA stipulated that Experience America activities should comprise 20 percent of the training and include substantive components focused on leadership, community and family life and volunteerism. DA stressed similar outcomes (see appendix H for Experience America guidelines).

Follow-on

The FY 1988 CTP outlined a strategy for Follow-on. Activities would be designed to maintain and strengthen ties with U.S. contacts and augment the usefulness of the training experience. The Follow-on strategy included:

- producing a Trainee newsletter;

- adding Trainees to the mailing lists for USIS and Instituto Cultural Peruano Nortamericano;
- including Trainees on USIS panels and as guest speakers;
- sponsoring seminars led by former participants;
- encouraging subscriptions to professional journals and publications; and
- providing small grants for community self-help projects.

APSP staff believed their Follow-on programming efforts were hampered by the lack of resources. As a result, they have not been proactive, but instead encouraged APSP alumni initiatives.

The two month project extension enhanced Follow-on. APSP/Peru staff used the increased resources and time to bolster the nine local Trainee alumni associations formed by returned Trainees. The five longstanding committees (active at least 9 months) in Lima (with over 100 Returnees), La Libertad, Tacna, Lambayeque, and Piura (each with 40 - 50 returnees) were provided seed money for a newsletter and legal status application. The remaining three, (with 8 - 10 members) located in San Martin, Cusco, and Arequipa, were offered technical assistance by APSP/Peru Staff (see La Libertad sample attached in Appendix I).

Another significant activity, supported by USAID/Peru resources, was the provision of an array of leadership and technical assistance training workshops and seminars. These were executed with great success in several cities. Former participants used their skills and received support from their own sponsoring institutions and USAID/Peru, to conduct 18 workshops (see Appendix J for seminar listing).

To foster continued alumni initiatives, APSP/Peru staff also convened a First National

Conference and Award Ceremony, plus smaller meetings organized by area of training.

The Conference was attended by 180 former Trainees. The goal was to recognize Trainees' accomplishments and provide a forum for future organizing efforts. The smaller working meetings drew a total of 120 Trainees. The two to three hour sessions, convened at the Mission by field of training, provided networking opportunities and helped set up contacts with USIS, USAID, and similar resources.

APSP/Peru staff efforts, even with limited resources, have achieved their initial goals for Follow-on. They have also facilitated individual initiative, a key component to successful Follow-on.

Cost Containment

USAID/Peru's cost containment efforts centered on both in-country costs and U.S. training costs.

Monitoring state-side training costs was straightforward. A competitive bid process was established whereby training vendors were invited to submit training program proposals. The bids received from training vendors were carefully reviewed for costs versus training appropriateness. While training site selection was not solely based on cost, low cost bids received favorable consideration.

Final budgets were then negotiated following a careful screening of line item costs. Agreements signed between the U.S. contractors and training vendors stipulated allowable costs and prompted vendors to minimize costs.

Overall, the competitive bid process resulted in a greater number of stronger and lower cost training proposals from which to choose.

In-country cost reduction efforts, meanwhile, required more creative approaches. Peru in

the late 1980's experienced hyper-inflation and many currency devaluations. Because the target training population was disadvantaged, APSP Staff were sensitive to their special needs.

Initially, APSP staff covered all training-related expenses for the Trainees (transportation to Lima, passport, visa, taxes, medical exam, housing for orientation, and personal effects—luggage, clothes, shoes). But, staff soon realized that expense reimbursements would rapidly exceed available budgets.

New strategies were devised to reduce in-country costs:

- Trainees were encouraged to stay with relatives in Lima.
- A long-term contract was negotiated with a hostel owner which included room and meals.
- Group airfares were obtained and agents prepared travel documents pro bono.
- APSP Trainees were granted tax exemption for tickets, visa, and airport departure.
- Trainees who clearly could not afford travel to Lima and other related expenses were reimbursed, but many managed on their own.

Overall, USAID/Peru's diligent efforts achieved results.

FINDINGS

Program Management

The APSP in Peru was well managed, but benefits and drawbacks were apparent in housing the in-country contractor staff within the Mission. The Mission may wish to review this arrangement for future programs.

Program Design

Appropriate program design was achieved by using a multi-faceted resource base which included Mission technical staff, CDSS and related documents, and non-AID technical experts throughout Peru.

Recruitment

Extensive use of counterpart agency contacts provided a qualified and extensive applicant pool. The Mission might consider inviting more public sector participation.

Selection

The Mission technical staff were involved early on in program design and pre-selection. The selection was enhanced by their active participation which facilitated a match between program outcomes and appropriate candidates.

Final selection could be streamlined if the Mission used the existing candidate checklist which summarized qualities and assigned weights or values to criteria. This sheet could then be placed in candidate's files to validate selection decisions.

CHAPTER TWO

APSP/Peru

Target Population

CHAPTER TWO — APSP/PERU TARGET POPULATION

INTRODUCTION

To assess the effectiveness of APSP in Peru, this chapter considers a basic question:

How successfully does the project reach target populations?

The Mission's computerized CLASP Information System (CIS) provides the data describing all awards for FYs 1988-1991. The CIS database is maintained by each Mission to track Trainees. The CIS compiles regularly updated information from Trainee files. Each Mission provides AID/Washington with these updates quarterly. Data discussed in this evaluation are based on CIS-recorded Mission information as of September 30, 1991.

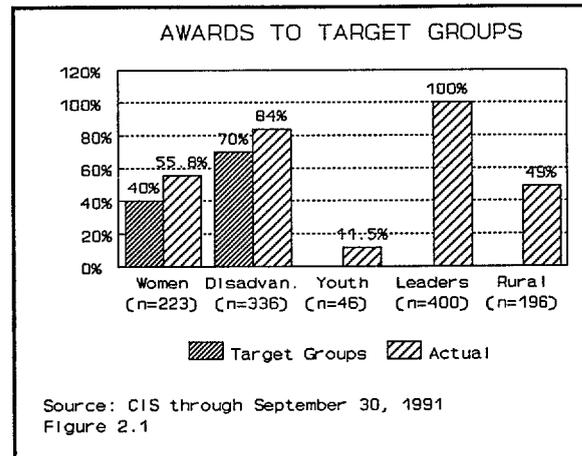
To assess the "range" of training, the analysis below profiles the target population. The discussion focuses especially on how awards are distributed to women, the socially and economically disadvantaged, and rural populations, as well as youth and potential leaders.

RESULTS FOR TARGET GROUPS

Overall, project planning and execution came close to or exceeded CLASP and project targets. In 48 project months (October 1988-September 30, 1991), APSP/Peru awarded scholarships to 400 Trainees. The "base number" for scholarships awards is 400, but due to inconsistencies in data entry, and because some categories are not mutually exclusive, data on each target group—women, rural, etc.—tally differently. Figure 2.1 reflects results of the Mission's use of selection criteria.

CIS data show that Mission-selected Trainee totals exceeded the targets for selecting women, 55.8 percent (223 women) versus 40 percent recommended, and disadvantaged, 84 percent (336 Trainees) versus 70% recommended. The revised target for long-term

programs (20 percent) was narrowly missed at 19.3 percent (77).



Other recommended criteria include the selection of youth, leaders, and rural Trainees. In these categories, the percentages are: 49 percent (196) rural, 11.5 percent (46) youth, and 100 percent (400) leaders.

It should be noted that because Trainees are classified in several ways, the total for all categories tallies higher than 100 percent. For example, an economically disadvantaged woman is counted in both "economically disadvantaged" and "female" categories.

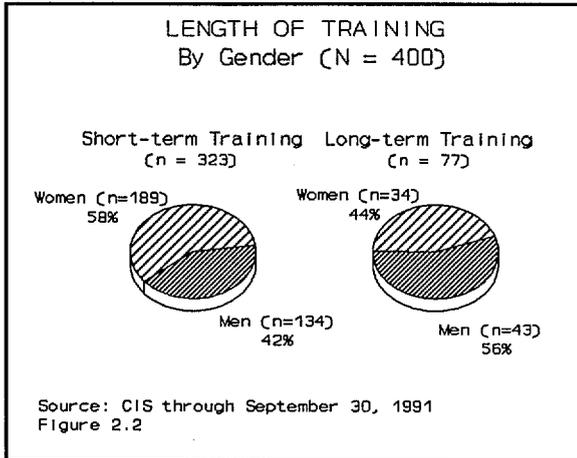
Women

Women benefitted from the APSP/Peru from the outset, receiving 55.8 percent of all scholarships. In all project years, women have comprised 50 percent or more of all placements, a number well above CLASP's 40 percent target. Overall, 43 percent of all CLASP placements were women.

Because women are a target group, it is vital to analyze both the quantity and quality of awards to determine whether the awards are meaningful, i.e., not token efforts.

As for training program duration, data show more women than men received short-term

training. Of 323 short-term APSP training programs, women received 58.5 percent (189 awards). Of 77 long-term awards, men received a somewhat higher portion (55.8%, 43 awards) compared to women (44.2%, 34 awards) (see Figure 2.2).



Only 4.3 percent (17) of the awards were for academic scholarships. Of these, 41 percent (7) were made to women.

Noteworthy is the fact that more women than men listed themselves as “professionals” (60.5% or 135). Greater numbers of women working in public administration and business received training (12 women, 7 men in public administration; 7 women, 1 man in business).

APSP training, in short, benefitted Peruvian women. In Exit Questionnaire data for Peruvian APSP Trainees, 81 percent (161 of 198) of the women’s training objectives were met, compared to 56 percent or 110 of 157 men. As for Trainees recommending the program to others, both men (91.1%) and women (94.9%) voiced extremely high satisfaction on Exit Questionnaires. Both in numbers and substance, Peru met the CLASP requirement for emphasizing women.

Economically Disadvantaged

Overall, APSP/Peru placement of socially/economically disadvantaged Trainees averaged a relatively high 84 percent (336). Notably, their placement rate reached 90

percent or higher for 1988 - 1990 before dropping to the minimum 70 percent in FY 1991. USAID/Peru uses varied indicators to determine social and economic status. The indicators are: low parental educational status, low parental occupational status, low family standard of living (monthly family income of \$300), female gender, limited travel experience, and rural or marginal urban residence.

Level of Educational Attainment

Level of education is one of the Mission’s indicators for determining economically disadvantaged status. The average number of school years for APSP/Peru scholars is 13.6. Their parents averaged fewer years, with mothers averaging 7.3 and fathers 8.5 years.

Rural Populations

According to CIS data, Trainees identified as “rural” account for about half or 49 percent (196). All but two of Peru’s 24 departments sent Trainees under APSP. The Training Division staff understood “rural” to be those Trainees working in agriculture, residing in the central mountain region (where 50% of Peru’s population resides), or those lacking access to services (water and electricity). This latter designation includes Trainees residing in marginal urban areas. Appendix K maps the geographic distribution of Trainees.

Youth

APSP/Peru Trainees’ mean age is 34. This average is substantially higher than that for all CLASP Trainees (mean of 27.4). The age-range of Peruvian Trainees is 23 to 48.

Awards to Leaders

Leadership potential or actual leadership was a key determinant in selecting all 400 Trainees (100%). APSP/Peru’s program from the outset emphasized leadership training and development.

Four approaches were used to select actual and potential leaders:

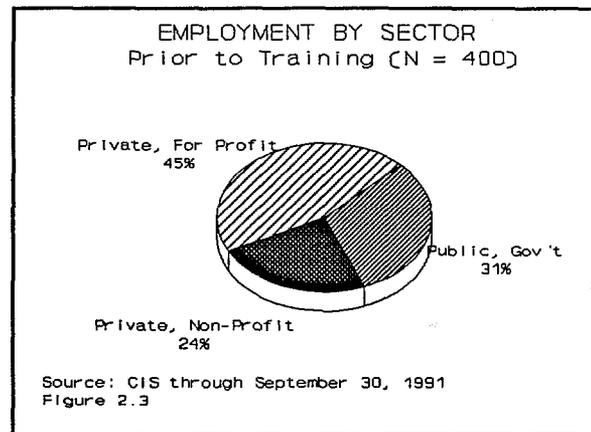
1. program recruitment announcements highlighted leadership requirements;
2. sponsoring organizations familiar with the leadership structure of the sector or community nominated candidates;
3. a key section of the application solicited details on the extent of candidates' activities, accomplishments, and positions in civic or community organizations; and
4. letters of recommendation and personal references were checked.

During selection, Trainees were interviewed about their community activities and commitment to furthering their leadership roles after their return. Selected Trainees were also closely observed during predeparture orientation to identify leaders within the group.

Gender had little effect on Trainee selections of leaders. More women (223 or 55.8%) were selected than men (177 or 44.3%).

AWARDS BY SECTOR SERVED

The CLASP Project Paper recommended selecting Trainees with an emphasis on private sector individuals. USAID/Peru succeeded in meeting this recommendation in that only one third (31.3%) came from the public sector. Of the remaining two thirds, 23.8 percent (95 Trainees) of the Trainees were from private, non-profit, and 45 percent (180) represented private, for-profit concerns (see Figure 2.3).



Women comprised the majority of the private, non-profit sector (34.1% or 76 Trainees), and had a slight margin over men in the public sector (33.6% women to 28.2% men).

AWARDS BY OCCUPATION

CIS data show 57 percent of the Trainees identifying themselves as "Professional" for work held prior to APSP training. The next largest category was "Business" at 27 percent, followed by "Other" at 11.2 percent. Table 2.1 shows the occupational breakdown or type of work for all 400 Trainees.

Table 2.1 Occupation/Type of Work Prior to Training

	Number	Percent
Business	108	27.0
Unskilled Worker	15	3.7
Manager	1	.3
Professional	228	57.0
Technician	3	.8
Other	45	11.2
Total	400	100.0

Source: CIS through September 30, 1991

Table 2.2 shows Trainees' employment fields by gender.

	Men	Women	Total
Public Admin.	7	12	19
Agriculture	69	12	81
Business	1	7	8
Economics	3	-	3
Manufacturing	34	14	48
Education	26	47	73
Health	-	26	26
Sociology	10	7	17
Applied Tech	1	-	1
Other	25	89	114
Total	176	214	390

Source: CIS through September 30, 1991

FIELDS OF STUDY

Education, Business Management, and Agriculture were the three most common fields of study. Overall, scholarship awards to men and women were distributed among 12 areas, though women dominated in several: Health and Personal Awareness (20 women each, no men); Home Economics (22 women, no men); and Education (67 women, 25 men). Men focused mainly on Agribusiness (67 men, 17 women) and Agriculture (15 men, no women). Other fields saw fairly equal distributions.

Table 2.3 shows the fields of study pursued by APSP/Peru Trainees and reflects the breakdown by gender.

SUMMARY

The Mission identified and appropriately selected the target population under the CLASP guidelines and LAC-II policies. Further clarification of target population definitions would guarantee consistency.

The Mission has successfully achieved the following goals:

- Since FY 1988, women comprise 50 percent or more of all Trainee placements, well above the AID-targeted 40 percent.

	Men	Women	Total
Agribusiness	67	17	84
Agri. Science	15	-	15
Business Mgmt.	38	39	77
Business	1	-	1
Communications	10	9	19
Education	25	67	92
Engineering	1	-	1
Health Sci	-	20	20
Home Economics	-	22	22
Personal Awareness	-	20	20
Protective Svs	6	10	16
Public Affairs	10	19	29
Social Sci	3	-	3
Construction	1	-	1
Total	177	223	400

Source: CIS through September 30, 1991

- The percentage of disadvantaged Trainees remained 90 percent for three of the four project years (except for FY 1991, when the minimum 70% target was met). The average, nonetheless, was 84 percent, 14 points above the AID 70 percent minimum.
- Almost half (49%) of the Trainees are from rural areas, including zones with political unrest.
- Leadership (or the potential) was a key selection requirement. The result was that 100 percent of the Trainees were leaders.

RECOMMENDATIONS

The Mission may want to consider refining its economic means criteria to establish a weighted point system for tallying "economically disadvantaged." This document, filed in the candidate's file, would ensure consistency and clearly confirm each Trainee's rating.

Classification of "rural" Trainees might be based on a weighted determination emphasizing selection from regions not easily accessed such as the Amazon region and the southern highlands. Regionally targeted recruitment would also encourage increased participation from these areas.

CHAPTER THREE

Measuring the Benefits of APSP in Peru

CHAPTER THREE — MEASURING THE BENEFITS OF APSP IN PERU

INTRODUCTION

This chapter details how various training segments benefit Trainees. Also reviewed is the extent to which the objectives outlined both in the CLASP Project Paper and Peru Country Training Plans are met.

The discussion below targets these areas:

- Summary Profile of the Trainees
- Features of Training Programs
- Methods for Assessing Quality
- Analysis of Outcomes
 - Predeparture Orientation
 - Training Segment
 - Experience America Segment
 - Follow-on Efforts

Information for this Chapter derives from the following data:

- CIS data on 400 Trainees (through September 31, 1991);
- Mission documents;
- Surveys and Interviews:
 - a. Exit Questionnaires of 361 Trainees surveyed immediately after program completion;
 - b. Returnee Interviews of 220 Trainees interviewed 6 months (or more) after their return. Survey subjects here represent 55 percent of Peruvian Trainees through April 15, 1991; and
 - c. Interviews with Mission personnel, selection committee members, Trainee's employers, counterpart agencies, and former Mission staff members.

TRAINEE PROFILE

The following reflects CIS records for 400 Peruvian Trainees and reviews data

presented in Chapter Two. As noted, 55.8 percent of the Trainees were women, 49 percent were from the rural areas, and 84 percent were economically disadvantaged. One hundred percent exhibited leadership qualities.

Schooling

The mean years of schooling of APSP/Peru Trainees was 13.6 years. The Trainees generally are better educated than their parents, whose mothers averaged 7.3 years, and fathers, 8.5 years.

Age Data

APSP/Peru Trainees' mean age is 34. This average is substantially higher than that for all CLASP Trainees (mean of 27.4). The age-range of Peruvian Trainees is 23 to 48.

Occupation Before Training

Fifty-seven percent of the Trainees reported their occupation as "professional" prior to training. The next largest category was "business" at 27 percent.

Training Objectives

Most Trainees (80.3%) participated in short courses, followed by seminars, or academic degrees. Those seeking a B.A. or B.S. degree constituted 15.5 percent. The rest (4.2%) sought an M.A. or M.S. degree.

Fields of Study

Most training programs basically coincided with areas identified in the Peru Action Plan. Agriculture was the largest single field of study, with 99 of the 400 Trainees (25%), 82 men and 17 women. Education followed, with 92 Trainees (23%). Women outnumbered men, (67 to 25, respectively). Business and Management was third largest,

with 77 Trainees. Other fields represented Public Affairs, Home Economics, Communications, and Health Science.

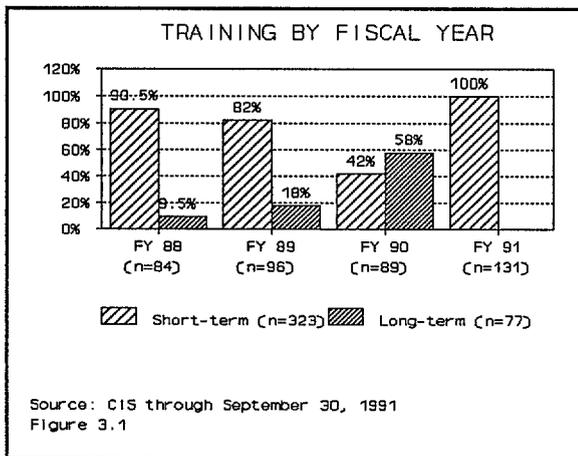
TRAINING PROGRAM FEATURES

Below are CIS data describing the mix of short- and long-term training programs, and training duration for FYs 1988 - 1991.

In FY 1988, APSP/Peru's first year of operation, 90.5 percent of 84 Trainees enrolled in short-term programs. This figure decreased in FY 1989 to 82.3 percent, and in FY 1990 to 41.6 percent, but rose to 100 percent in FY 1991.

Trainee levels in long-term training nearly reached the 20 percent minimum target (19.3%). Two-thirds of these entered training in FY 1990.

Women received 58.5 percent of the short-term training, while men received 55.8 percent of long-term awards. Figure 3.1 shows short- and long-term training by fiscal year.

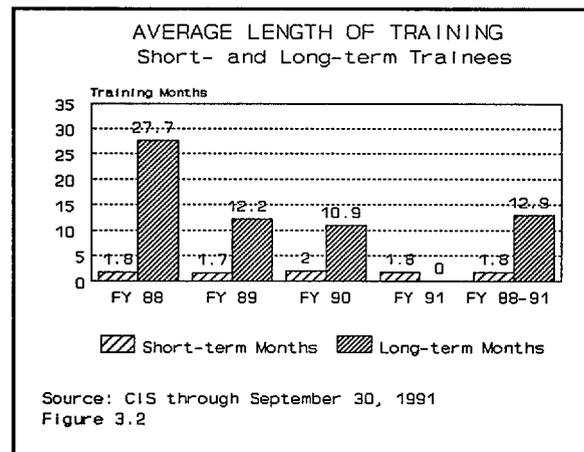


Academic and Technical Training

CIS data shows 96 percent of Trainees received technical training, while four percent (17 Trainees) pursued academic degrees.

Length of Training

Mean times for programs varied as emphases changed. Average training time for short-term programs was 1.8 months. Means for long-term programs, however, decreased over time beginning with a high of 27.7 months in FY 1988, dropping to 12.2 months in FY 1989, and decreasing to a low 10.9 months in 1990. This shift reflects changed emphases from long-term academic to long-term technical training. In FY 1991, no long-term placements were made. Average duration for long-term programs was 12.9 months. Figure 3.2 shows mean program duration for short- and long-term programs by fiscal year.



Fields of Study, Length of Training by Gender

From CIS data, fields of study can be examined by gender and length of training. Data show more women than men were in short-term training (84.8% to 75.7%), while in long-term programs the percentage of men exceeded women (24.3% to 15.2%). Women and men were distributed among 12 fields of training. Women did not participate in five fields (agriculture science, business/office, engineering, social sciences and construction), while men did not train in three fields (health sciences, home economics and personal awareness). Men predominated in agriculture and women in education. Nearly equal numbers of men and women received training in business

management, communications and slightly more women in protective services and public affairs.

Summary

The Mission's record on training program features showed that:

- 19.3 percent in long-term training, almost the recommended target of 20 percent;
- 84.8 percent women in long-term training and 3.1 percent in academic programs compared to 55.8 percent women Trainees;
- an average length of 1.8 months for short-term training and 12.9 months for long-term programs; and
- congruence between the fields of study and the Mission's development priorities.

METHODS FOR ASSESSING QUALITY

When data were analyzed to answer the question, "How well were services provided?" it included Exit Questionnaires completed by 361 Trainees, and 220 Returned Interviews conducted in-country six months or more after the Trainee's return.

Exit Questionnaires

Exit Questionnaires are sent to Trainees as they terminate their programs. In responding to 45 questions, Trainees assess their satisfaction with pre-training preparation at home and their program in the United States. The Trainees are also canvassed on their views of the U.S.

Post-Training Returnee Questionnaires

Sample Selection and Data Collection Strategy

In November 1991, an Aguirre International evaluation team (Jorge Nakamoto, and

Emilia Rodríguez de Stein, Ph.D.) visited Peru to interview APSP project personnel, review files, conduct interviews of Selection Committee members and Trainee employers, and supervise data collection efforts for the CLASP Peru process evaluation.

Eduardo Gomez de la Torre (National University of Engineering) was contracted as "In-Country Coordinator." He, together with Aguirre International's evaluation team, managed the 18 data collection professionals administering a 34-question Questionnaire.

To maximize the evaluation team's resources, interviewers worked in areas or with people familiar to them. Contacts were face-to-face interviews in Trainee homes or hotels and community centers. A few Trainees had interviews at the Mission in Lima or with the Aguirre International team. One group interview was held with six female community leaders in Lima.

Of 400 APSP Trainees, 291 met the criterion of returning to Peru on or before April 15, 1991. Of these, 220 were reached—76 percent of the target (see Table 3.1, p. 22, and Appendix K). Of those (71 Trainees) not interviewed, most (53) were not located (not at the pre-training address) while others had moved elsewhere or were inaccessible—i.e., living in "Red Zone" or areas of political conflict (see Appendix M for details on data collection experiences).

DATA ANALYSIS OF OUTCOMES

This section reviews training quality and support services as viewed by Trainees. The data derive from Exit Questionnaires, Returnee Interviews, and Mission documents.

TRAINING SEGMENT

Predeparture Orientation

After Trainee selection, Mission staff used a five-day Trainee orientation to clarify technical, administrative and logistical program areas, and preview socio-cultural aspects of

Table 3.1 Total of Trainees, Sample Population, and Interviews Conducted by Location

Departments	Total	Sample	Interviews
Ancash	7	7	5
Apurimac	1	0	0
Arequipa	35	26	25
Ayacucho	5	3	1
Cajamarca	10	5	2
Callao	4	3	3
Cusco	17	10	8
Huanuco	5	3	2
Ica	6	2	2
Junin	9	8	6
La Libertad	53	36	26
Lambayeque	38	26	18
Lima	136	104	83
Loreto	5	5	4
Moquegua	1	0	0
Pasco	3	3	2
Piura	23	20	11
Puno	8	8	7
San Martin	10	7	3
Tacna	17	11	11
Tumbes	3	1	1
Ucayali	4	3	0
TOTAL	400	291	220

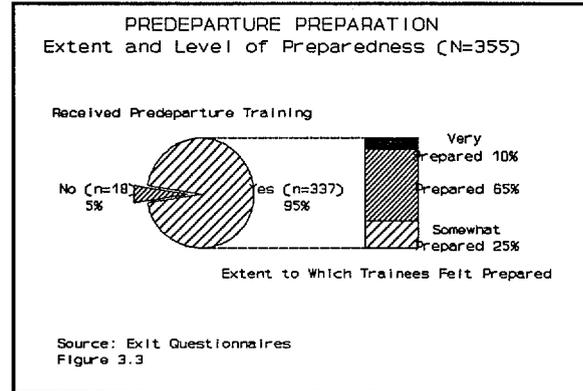
life in the U.S. Also used were practical experiences, such as visits to Lima offices and airport, to prepare rural Trainees unfamiliar with city life for their U.S. programs.

Length and Usefulness of the Orientation

Exit Questionnaires show 355 Trainees' responses to questions on their orientations. In all, 75 percent of Trainees reported feeling "prepared" or "very prepared" (64.7% and 9.8%, respectively) for training (see Figure 3.3). For the CLASP overall, 64 percent reported being "very prepared" or "prepared."

Twenty-five percent noted being "somewhat prepared," while two felt "unprepared." The reason offered by these two was they wished they had learned more about U.S. culture. As for levels of preparedness by gender, male and female Trainees reported nearly similar levels.

Overall, most felt it "extremely" or "quite useful" (60.8%); 12.8 percent found it "of some use;" 3.8 percent, "not very useful." Twenty-one Trainees (6.5%) reported receiving no language preparation.



As for orientation to U.S. culture, 70 percent of Trainees reported it to be "quite useful" (59.6%) or "extremely useful" (11.6%). (See Table 3.2.) Details on program goals offered in the orientations were "extremely useful" or "quite useful" to 80.7 percent of Trainees. Also, previews of program content were "extremely useful" or "quite useful" to 70 percent of respondents. Seventy-two percent saw the activities preview as "extremely useful" or "quite useful." Finally, reviews of USAID policies were "extremely useful" or "quite useful" to 83.7 percent.

Language Training

Overall, 91.9 percent of exiting Trainees reported training being conducted at times in Spanish. Also, 123 (34%) noted being exposed to English, but only 29 said their training was in English. Trainees reported relatively few language problems, key ones being understanding "informal conversation" and "reading assignments," and "being understood in informal conversation" (see Table 3.3).

APSP/Peru Trainees' Objectives

Table 3.4 shows Trainees' objectives as cited in their Exit Questionnaires. When asked the results they sought through APSP

Table 3.2 Usefulness of the Orientation Program In Specific Areas (Percentages)

<u>Specific Areas</u>	<u>Of No Use</u>	<u>Not Very Useful</u>	<u>Of Some Use</u>	<u>Quite Useful</u>	<u>Extremely Useful</u>
English Preparation	1.6	8.9	51.7	29.5	8.3
To U.S. Culture	2.1	2.8	23.9	59.6	11.6
Info on Prog. Obj.	1.2	1.9	16.1	62.2	18.6
Program Content	0.6	5.3	23.9	51.8	18.4
Program Activities	0.7	2.6	24.7	59.2	12.8
Preparation for Length	0.9	2.8	22.6	57.5	16.2
USAID Admin. Policies	1.2	1.9	12.9	60.9	23.1

Note: 21 Trainees receiving no English Language Training

Source: Exit Questionnaires

Table 3.3 Difficulties with Language (Percentages)

	<u>No Difficulties</u>	<u>Not Much Difficulties</u>	<u>Some Difficulties</u>	<u>Considerable Difficulties</u>	<u>Extreme Difficulties</u>
Understanding lectures	64.9	19.3	11.7	3.8	0.3
Underst. class discussion	79.4	12.3	6.8	1.5	0.0
Underst. informal convers.	56.3	18.1	15.5	9.8	0.3
Underst. reading assign.	67.5	16.4	10.0	5.5	0.6
Being underst. in discuss.	70.9	16.7	19.8	2.6	0.0
Being undrst. in inf. conv.	52.2	22.0	19.5	6.0	0.3
Writing reports	73.5	12.2	9.2	4.4	0.7
Taking notes	81.3	11.4	4.0	3.0	0.3
Using technical vocabulary	65.1	17.6	12.0	4.6	0.7

Sources: Exit Questionnaires

Table 3.4 Main Objectives of APSP Trainees (Percentages)

<u>Objectives</u>	<u>Exit (n=327)</u>	<u>Returnee (n=220)</u>
Specific Field Knowledge	94.2	93.6
Getting to know U.S. Culture	3.7	0.0
Making Professional Contacts	1.2	0.0
Learn English	0.2	3.2
Making New Friends	0.2	3.2
Other	0.5	0.0

Sources: Exit Questionnaires

training, 94.2 percent of (343) respondents cited “learning more about a specific field” as the key. “Getting to know U.S. culture” was a distant second (3.7%), while for some, it was “making professional contacts” (1.2%).

Noteworthy is that nearly as many women and men sought “learning more in a specific field of knowledge” (95.2% and 92.9%, respectively).

Returned Trainee interview data confirmed these results. Most Trainees (93.6%) sought “learning more about a specific field” as their target. “Making new friends” (3.2%) and “learning English” were second (3.2%), replacing Exiting Trainees goals “getting to know U.S. culture.” Returnee Interviews prompted respondents to rank their answers. Table 3.4 reflects Trainees’ top-ranked choices.

Table 3.5 Extent to Which Trainees Realized Training Expectations (Percentages)

	At <u>Not at all</u>	A <u>A little</u>	<u>Some</u>	A great <u>extent</u>	A very <u>great extent</u>
Men	0.6	7.6	21.7	56.1	14.0
Women	0.0	1.5	17.2	64.1	17.2
All Exiting Trainees	0.3	4.1	19.2	60.6	15.8
Total	1	15	68	215	56

Sources: Exit Questionnaires

Extent to Which Trainees Realized Training Expectations

Table 3.5 shows over 75% of 355 respondents noting their original objectives were realized to “a great extent” or a “very great extent” (60.6% and 15.8%, respectively). Nineteen percent responded “some,” while 15 Trainees (4.1%) noted “a little.” More women (81.3%) reported reaching their training targets to a “very great extent” or “great extent” than men (70.1%). For CLASP Trainees overall, 80 percent realized their objectives to a “great extent” or “very great extent.”

Comparing Training Received with Training Expected

Trainees were asked to compare training they received with their expectations. Exit Questionnaire data show that 49.2 percent of respondents found their training “better than expected;” 43.8 percent, “about the same as expected;” and 7 percent, “worse” than expected (see Table 3.6).

Table 3.6 Comparison of Training Received With Training Expected (Percentages)

Instrument	Better	Same	Worse
Exit (n = 358)	49.2	43.8	7.0
Returnee (n = 220)	45.9	48.5	5.6

Sources: Exit and Returnee Questionnaires

Notably, more men (11.3%) reported training to be “worse than expected” than women (3.5%). For these, training was seen as “worse than expected” either due to elementary program content (10 responses), training

activities (6 responses), staff and personnel, or language difficulties (3 responses each).

About 94.1 percent of returned Trainees saw training as the “same” (48.5%) or “better” than expected (45.9%). This is a slightly higher approval level than that in Exit Questionnaire responses.

When asked what else could have been added to training, returned Trainees cited “specific subject matter,” “more predeparture orientation,” “more practical training,” and “duration of the program.”

Usefulness of Training Activities

Trainees assessed usefulness of various classroom experiences. They found consultations with instructors (87%) and small group discussions (78%) to be “of considerable” or “of extreme” use.

When asked to assess classroom relevance to their experience, 66.7 percent of 352 Trainees characterized it as “extremely relevant” (6.5%) or “very relevant” (60.2%). (See Table 3.7.) In CLASP overall, 17.6 percent of Trainees classify their training as “extremely relevant” and 57 percent as “very relevant.” Slightly over 11 percent of Peruvian Trainees rated the program (11.4%) as “somewhat relevant” versus a total of 13 percent of CLASP Trainees overall.

Trainees rated the usefulness of various “outside-of-classroom” activities in their programs. Trainees found visiting on-site work activities, on-the-job-training, and

Table 3.7 Usefulness of Classroom Training (Percentages)

Area of:	Not Received	Of No Use	Of Not Much Use	Of Some Use	Of Considerable Use	Of Extreme Use
Classroom lecture	2.9	1.7	1.7	16.4	64.3	13.0
Large group discussions	3.8	1.2	7.2	22.9	50.7	14.2
Small group discussions	.8	.8	2.5	17.8	58.5	19.5
Consultations w/instructors	.6	.3	1.1	10.5	57.6	29.9
Other classroom training*	6.8	.0	.0	.0	50.0	43.2

Note: Only 44 Trainees answered this question, related to special equipment and other resources.

Source: Exit Questionnaires

N=352

Table 3.8 Usefulness of Outside of Classroom Training (Percentages)

	Of no use	Of not much use	Of some use	Of considerable Use	Of extreme use
On-site work activities	1.8	1.8	21.2	61.2	14.0
On-the-job training	1.1	3.0	24.5	59.1	12.3
Visits to offices, bus., fact.	0.9	2.7	25.9	53.0	17.5
Visits to government agencies	2.4	4.9	32.1	47.3	13.3
Visits to schools	1.4	2.8	19.2	57.5	19.1

Note: Every Trainee did not respond to every item; therefore, percentages across may not equal 100 percent.

Sources: Exit Questionnaires

school visits most useful to their needs (see Table 3.8).

Over 63 percent of Exit Questionnaire respondents viewed these out-of-classroom activities as “very relevant” (52.1%) or “extremely relevant” (11.5%) in meeting training goals.

General Comments on Training

Trainees assessed the appropriateness of equipment used in training, the applicability of the training to their own experience, and their personal career plans. Over half the respondents noted that equipment was an essential training element, and eighty percent found it appropriate for use in Peru.

In terms of applicability of APSP training to their previous experience, 88 percent of the respondents found their training “extremely applicable” (9.9%), “very applicable” (40.3%), or “applicable” (37.7%). Over 84 percent of Trainees reported the training was “extremely applicable” (14.8%), “very

applicable” (43.2%), or “applicable” (26.1%) to their personal career plans.

Satisfaction with Training

Trainees are asked to rate their satisfaction with training when departing the U.S. (Exit Questionnaire) and six or more months post-return (Returnee Interview).

In Exit Questionnaires, Trainees rated satisfaction with their training on a 5-point scale which ranged from “very dissatisfied” to “very satisfied.” Of 361 respondents, 84.6 percent felt “very satisfied” (26.7%) or “satisfied” (57.9%) with the overall quality of their training. Thirty-one Trainees felt “neither dissatisfied or satisfied,” and 24 Trainees were “dissatisfied” (see Table 3.9, p. 26). For CLASP overall, 86.6 percent were “satisfied” or “very satisfied.”

The level of satisfaction expressed by the Trainees on returning home (85.3%) is slightly higher than that of exiting Trainees. Returned Trainees, unlike exiting Trainees, have an intervening time of six months or

Table 3.9 Trainee Satisfaction (Percentages)

	Very Satisfied	Satisfied	Neither Satisfied/ Dissatisfied	Dissatisfied	Very Dissatisfied
Overall quality of trng.	26.7	57.9	8.7	6.7	0.0
Housing in the U.S.	39.8	52.1	6.2	1.1	0.9
Contact with U.S. Citizens	36.7	47.9	10.4	4.8	0.2
Arrangements for travel to U.S.	47.3	50.1	1.4	0.6	0.6
Arrangements for travel in U.S.	47.3	46.5	4.8	1.1	0.3
Amount of stipend	23.6	55.6	12.9	7.3	0.6
Punctuality of stipend	48.2	50.4	0.8	0.3	0.3
Level of Difficulty of training	13.4	60.3	19.5	6.8	0.0
Amount of effort required by pro.	19.8	63.9	11.9	4.4	0.0
Support personnel	47.0	43.8	7.0	1.8	0.4
Organization arranging program	47.9	45.9	4.5	1.3	0.4

Source: Exit Questionnaires

more between their U.S. experience and return home. It is not unusual for their levels of satisfaction to be slightly higher than those of exiting Trainees.

In rating overall training quality, 89.9 percent of exiting Trainees found the programs "excellent" (29.3%) or "good" (60.6%). Twenty-five of 358 respondents found the program only "fair." With CLASP Trainees overall, 91 percent reported training quality to be "good" or "excellent."

Exiting and Returned Trainees Recommend the Program

On Exit Questionnaires and Returnee Interviews, Trainees answered the question, "Would you recommend this program or a similar training program to others?" Responses to this are a good measure of Trainees' overall impression. Table 3.10 shows responses on a 3-point scale ("definitely yes," "maybe," and "no") in the Exit Questionnaire. There, data show over 93 percent of exiting Trainees definitely recommend the program, while less than six percent saying "maybe" (less than one percent said "no"). In CLASP overall, 90 percent would definitely recommend the program.

Respondents to the Returnee Interview indicated whether they would recommend the program on a seven-point scale ranging from "no" (value =1) to "yes" (value =7).

Table 3.10 Would Trainees Recommend The APSP Program (Percentages)

Instrument	Yes	Maybe	No
Exit (n =353)	93.2	5.9	0.9
Returnee (n = 220)	92.3	6.8	0.9

The scale was collapsed into "no" (values -1, 2, and 3), "maybe" (value =4), and "yes" (values = 5, 6, and 7). When this aggregation is applied 92.3 percent of the returned Trainees responded "yes," while 6.8 percent said "maybe," and less than one percent said "no."

RETURNEES' PERCEPTIONS OF THEIR EXPERIENCES

What Students Liked Most About Their U.S. Experience

The question "What did you like most about your U.S. experience?" was answered by 212 of the 220 returnees. Experiences involving homestays and field trips connected with training and Experience America activities ranked high among their most-liked experiences. Also well-appreciated were various training elements, interactions with U.S. citizens, trainers and fellow students, and the exposure to U.S. culture, society and climate.

A few examples of positive Trainee responses follows:

“ . . .volunteerism . . . how people help in common causes.”

“ . . .facilities at the university.”

“ . . .even the U.S. has poor people.”

“ . . .women’s organizations.”

“ . . .hospitality of the people.”

“ . . .order and punctuality of the people.”

“ . . .the technological advancement.”

What Students Liked Least About Their U.S. Experience

Eighty-five percent of the 220 returnees responded to the question, “What did you like least about your U.S. experience?”

Examples of their critical comments are:

“ . . .discrimination against Afro-Americans and Hispanics.”

“ . . .drug addiction among youngsters.”

“ . . .some staff members.”

“ . . .lack of English skills.”

“ . . .disorganization and elementary content of training.”

What Surprised Students The Most

Among the “surprising” elements for Trainees were discoveries about aspects of U.S. culture and institutions, recreational facilities, and observations about the technological advances in the U.S. Also, drug addiction and homelessness were cited among the key surprises during their training.

Among positive and negative surprises expressed by the Trainees were:

“ . . .honesty and discipline of the people.”

“ . . .respect for laws.”

“ . . .homelessness.”

“ . . .recreational facilities.”

“ . . .support for community organized work.”

“ . . .awareness of the use of chemicals.”

“ . . .how well the groups were treated.”

EXPERIENCE AMERICA COMPONENT

Trainees’ responses to their Experience America training component were culled from Exit Questionnaires and Returnee Interviews.

Responses of 362 APSP Trainees on the Exit Questionnaire indicated a wide variety of activities. As Table 3.11 shows, the majority of respondents visited tourist spots (96.7%), attended cultural events (92.0%), visited or lived with U.S. families (83.1%), and traveled around the U.S. (73.1%). To a lesser degree, they attended civic activities (59.3%), athletic events (56.7%), and visited friends around the U.S. (32.7%).

Table 3.11 Trainee Participation in Experience America

	Number	Percentage
Visit Tourist spots	349	96.7
Attend cultural events	332	92.0
Visit/live with U.S. families	299	83.1
Travel around U.S.	263	73.1
Attend civic activities	214	59.3
Attended athletic events	204	56.7
Visit friends around the U.S.	118	32.7

Sources: Exit Questionnaires

When asked with whom they most often attended the various Experience America activities, Trainees reported attending most often in mixed groups (52.8%), followed by people from the Trainees’ own country (34.3%), U.S. citizens (10.3%), or alone (2.6%).

Increased Understanding of U.S. Life

Table 3.12 shows how the training affected Trainees' understanding of U.S. life. Seventy percent of exiting Trainees felt the program increased their understanding of U.S. families "much" or "very much." Eighty-two percent reported an increased understanding of the U.S. way of life. Seventy-seven percent reported increase understanding of U.S. citizens. Increased understanding of U.S. government and politics was reported by 65.7 percent and 59.2 percent, respectively. For CLASP overall, 80 percent said that the experience increased their understanding of U.S. life "much" or "very much."

Understanding	'Much or 'Very Much'
U.S. families	70.5
U.S. way of life	81.6
U.S. Citizens	77.2
U.S. government	65.7
U.S. politics	59.2

Note: Because more than one area can be mentioned, the percentage do not add to 100.

Sources: Exit Questionnaires

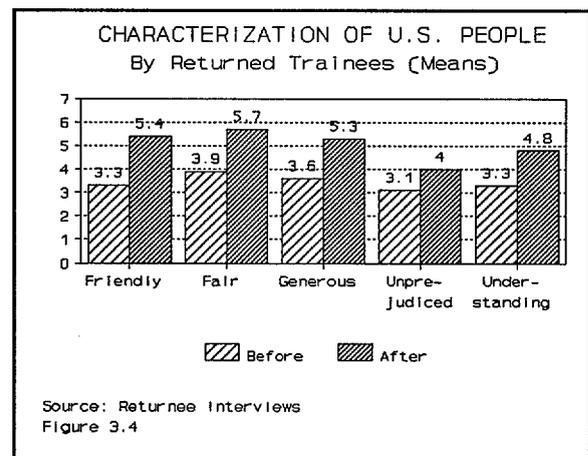
Trainees Characterize the U.S. as a Country

On Exit Questionnaires, Trainees used a 7-point scale to characterize the U.S. with these descriptions: unfriendly/friendly; disorderly/orderly; unjust/fair; ungenerous/generous; insensitive/sensitive; and aggressive/non-aggressive. For reporting purposes, the responses were converted to a scale with negative, neutral, and positive characterizations.

As a result, exiting Trainees mainly reported that they think very well of the U.S. Many Trainees chose the adjectives "active" (90.6%), "orderly" (93.2%), "generous" (76.7%), "fair" (73.1%), and "sensitive" (67.8%).

Similarly, Returned APSP/Peru Trainees characterized the people of the U.S. using a 7-point scale (range: from "1," negative, to "7" or positive). Characterizations included friendliness, fairness, generosity, prejudice, sensitivity, and understanding of the Trainees' home country. Returned Trainees also rated their perceptions of the U.S. both before and six months after training. For analytical purposes, the responses were computed to means.

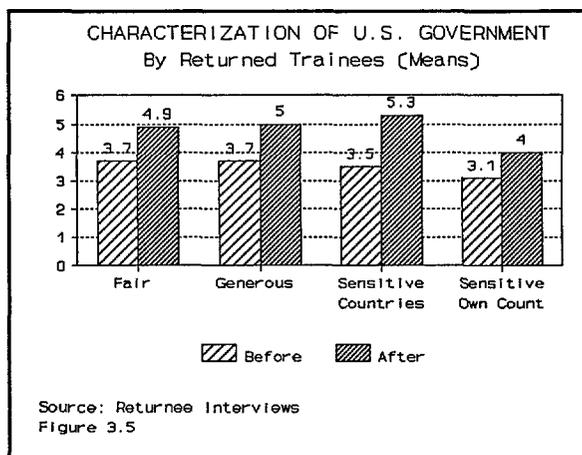
Data obtained from Returnee Interviews show that on every characteristic Trainees' perceptions were more positive after training (see Figure 3.4). Especially notable is the increase in the positive perceptions in the areas of friendliness, fairness, generosity, and sensitivity. The increased positive perspective was noted to a lesser degree in the areas of prejudice and understanding of the Trainees' country.



Trainees were also asked to indicate on a 7-point scale how they characterized the U.S. government according to four variables, both before their U.S. training and now, after having returned to their home country for six months or longer. The four areas for consideration were fairness, generosity, sensitivity to other countries, and sensitivity to the Trainees' country.

Returnee Interview data (reported in Figure 3.5) shows that in every area of consideration, Trainee perceptions of the U.S. govern-

ment were significantly higher after training. Some Trainees, however, did not answer this question because of its "political" nature.



IMPACT OF TRAINING

Returned Trainees answered questions about the impact of CLASP training on their careers. Trainees compared their job status at the time of the interview to their status before training, and assessed the applicability of the knowledge due to training. Responses to these questions provided information for assessing how the program benefitted Trainees' lives and careers.

Job Competence and Career Goals

Table 3.13 shows that 84 percent of returned Trainees found training "very useful" (46.0%) or "useful" (37.6%) in improving job competence. For learning new skills, they saw training as "very useful" (43.5%) or

"useful" (36.6%). Respondents also reported the training as "very useful" (47.2%) or "useful" (35.8%) for their present jobs. Trainees also found training "very useful" (45.3%) or "useful" (32.1%) in meeting career goals. For meeting people in their same field or people from the U.S., the Trainees found the program useful to a lesser degree.

Further Education Efforts

Twenty-five percent of Returnee Questionnaire respondents were enrolled in educational programs in Peru at the time of the interview. Fourteen of these Trainees were attending technical schools; 13 worked on B.A. or B.S. degrees; four pursued an M.A. or M.S.; two enrolled in a doctoral program; and 14 did not specify the educational program in which they enrolled.

One Trainee (40 year old mother of three) reported having the motivation to return to school for her B.A. as a direct result of her experience in the U.S.

Of 35 Trainees trying to get their U.S. training or credits recognized in Peru, six reported difficulties.

Current Employment

Ninety-five percent of 220 Peruvian respondents mentioned being employed at the time of the interview, and only nine Trainees said that they were not working. When asked for whom they worked, 81 Trainees (38.4%)

Table 3.13 Usefulness of Training to Returned APSP Trainees (Percentages)

	Of Not Of no use	Not very useful	Somewhat useful	Useful	Very useful
Improving job competence	0.5	3.3	12.6	37.6	46.0
Learning new skills	1.9	4.7	13.3	36.6	43.5
Present job	0.5	5.2	11.3	35.8	47.2
Career goals	1.4	6.1	15.1	32.1	45.3
Mting others same field	14.1	17.0	19.3	24.8	24.8
Meeting U.S. people	24.7	17.9	16.1	24.3	17.0
Meeting others from own country	27.8	20.0	9.8	23.3	19.1

Note: Every Trainee did not respond to every item; therefore, percentages across may not equal 100 percent.

Sources: Exit Questionnaires

mentioned work for the public sector; 42 were self-employed (20%); 45 worked for private firms (21.3%), and 39 worked with private, non-profit firms or autonomous organizations (18.5%). The rest (three Trainees) were in uncategorized institutions.

In all, 77 percent of 210 employed respondents returned to their pre-training positions in Peru. The rest (23%) reported doing something different from their pre-training posts. Of Trainees employed at the time of the interview, 60 percent cited doing something different, and upon their return from training, their responsibilities had increased.

Some responses to the question "What are you doing different?" included such statements as:

"I am training other employees in my office."

"I am coordinator of a community health program."

"I supervise several projects in the community, e.g., irrigation and soil conservation."

"My work reaches more communities."

"I am the Women National Organization General secretary."

"My responsibilities increased; I coordinate a project now."

Applying the Training On the Job

One hundred ninety-seven of 220 Trainees responding (92.9%) said they were able to practice what they learned on the job either "to a great extent" (73.1%) or "somewhat" (15.8%). Eleven Trainees (5%) stated that they were not able to use the training on the job for various reasons, including lack of resources and reluctant employers.

Effects on Income

Of 211 Trainees who were employed, 93 (54.1%) said that their incomes had

increased since their return. Of these, 69 Trainees (75%) felt that the increase, at least in part, was due to their U.S. training.

Impact Of Training On Trainees' Lives

Trainees (and work supervisors of some Trainees) responded to the issue of the impact of training on their lives. Of all 220 Returned Trainees, many listed self-development and personal growth as the direct impact of training. Others cited improved understanding of U.S. culture and enhanced interpersonal skills.

Trainees' own words best express their perceptions:

". . .the effect has been very positive . . . now I have higher expectations for me and my children."

". . .with my new skills, I can help my company to grow."

". . .the judicial system, and my colleagues in the judicial system, are benefiting from my learning in the United States."

". . .I have higher professional aspirations."

". . .I practice punctuality and discipline at work and in my family."

". . .I live better now . . . I am more confident about myself."

". . .I have become a communicator and teacher . . . I want everyone to know what I know."

". . .my role as a leader is greater and more effective."

One Trainee proudly explained how he trained 36 neighbors and 20 local school children to use organic fertilizers.

Six worksite superiors were also polled. The supervisors expressed their views of returned Trainees' performance:

"Trainees have assumed more responsibilities at work."

“They contribute to their workplace more now than before their training.”

“. . .they are motivated . . . became involved in their work . . . always willing to share their acquired knowledge with others.”

FOLLOW-ON ACTIVITIES

Seventy-seven percent of returned Trainees (168) reported engaging in activities since returning home. (Trainees responded to varied questions, yielding percentages totalling more than 100 percent.) In all, 90 percent of Trainees stayed in some contact with other Trainees. Others (64%) read professional literature, and over half participated in professional programs. Still others (37%) purchased goods or services from the U.S. At the same time, eight Trainees exported goods to the U.S., and six offered services to U.S. customers.

Activities

Trainees also ranked Follow-on activities they found useful. Respondents ranked up to three items by importance. Seminars, alumni associations, workshops, and newsletters rated highest on these rankings. Among their suggestions for seminars were job-search skills, a continuation program of U.S. training for past participants, and student assistance (see Table 3.14).

Contacts

Some 170 Trainees (77.3%) reported being contacted by someone related to their program after returning home. The majority of these Trainees (118) received some Follow-on services from USAID/Peru, including literature and information (22%),

Table 3.14 Ranking of Follow-on Activities by Returned Scholars (Percentages)

	1	2	3
Alumni associations	72	8	30
Seminars	44	44	23
Workshops	18	52	17
AID publications	7	16	18
Prof. publications	12	18	32
Newsletters	3	14	27
Other	13	3	9

Sources: Returnee Interviews

organization of ex-Trainees (12.7%), and other (14.4%). Seventy-one percent of the 118 Trainees who received USAID Follow-on rated this contact either “very useful” (38.1%) or “useful” (32.5%).

Seventy Trainees reported contacts with the contractor; 20 (28.6%) reported that the contractors had sent literature or information and 10 received correspondence. Sixty-four percent found the contact to be either “useful” (33.3%) or “very useful” (30.7%).

Ninety Trainees had contact with people related to their training; most of this was in the form of correspondence (51.1%).

Improved Status of Trainees

In assessing their experience in the U.S., Trainees rated improved status with co-workers, family, community, and self-esteem. (They used a 5-point scale, from “much lower” to “much higher.” Some did not respond to all question segments.) In all, “self-esteem” showed the greatest gain; 209 of the 220 respondents (95%) ranked it “higher” or “much higher.” Also changing was a sense of higher community status cited by 187 of 220 (46.7%) Trainees (see Table 3.15).

Table 3.15 Effect of U.S. Training on Status of Returned APSP Trainees (N = 220)

Status	Much lower	Lower	Same	Higher	Much higher
With co-workers	2	5	29	95	89
With family	1	8	29	70	112
In the community	1	8	24	81	106
Trainee's self-esteem	1	2	8	72	137

Sources: Returnee Interviews

TRAINEE RECOMMENDATION

All 220 scholars offered suggestions for improving the program. The four most often-cited recommendations:

- “ . . .extend the duration of the program.”
- “ . . .include more activities in the training program.”
- “ . . .choose more homogeneous groups.”
- “ . . .better organization of the program.”

What Else Would Trainees Have Liked to Learn

Regarding the issue of what else they would like to have learned, 88 of 220 respondents (40%) cited more in-depth training in their fields. Nearly as many (86) preferred more information on specific topics (39%). Forty Trainees (18%) sought more specific training in their fields. Others (3%) wanted longer training.

Specifically, returnees cited these areas of interest for increased emphasis:

- “ . . .more specific knowledge in my field.”
- “ . . .emphasize community work.”
- “ . . .include group dynamics and community development.”
- “ . . .more practical activities.”
- “ . . .advanced training.”
- “ . . .English training during the training.”

Trainees' Future Plans

When asked to detail future plans in Returnee Interviews, over one-half of 220 Trainees noted plans to retain jobs they held at the time of the interview; 27 percent planned to pursue higher education; seven

Trainees planned visits to other countries; and six wished to return to the U.S.

Key details of some future plans:

- “ . . .continue to work in the same place.”
- “ . . .continue studying and improving my skills, and my career.”
- “ . . .communicate with people of the U.S.”
- “ . . .try to increase my income . . . maybe through a different job . . . maybe through a higher position.”

SUMMARY OF FINDINGS

Ninety-five percent of Trainees reported receiving predeparture orientation; only two felt “unprepared” for their training. Similar percentages of women and men reported feeling prepared.

Over three-fourths of Trainees realized their training expectations to a “great” or “very great extent.” Only seven percent felt training received versus training expected was “worse.” Also, more men (11.3%) than women (3.5%) reported training to be “worse than expected.” Reasons for a “worse” rating included elementary program content, training quality, staff and personnel, and language difficulties.

As for the applicability of training to previous experience, 88 percent of the respondents found training “extremely applicable” (9.9%), “very applicable” (40.3%), or “applicable” (37.7%). Over 84 percent of Trainees found training to be “extremely applicable” (14.8%), “very applicable” (43.2%), or “applicable” (26.1%) to personal career plans.

In Exit Questionnaires, Trainees reported engaging in varied Experience America activities: visiting tourist spots (96.7%) or cultural events (92.0%), visiting or living with U.S. families (83.1%), and traveling around

the U.S. (73.1%). To a lesser degree, they attended civic activities (59.3%), athletic events (56.7%), and visited friends around the U.S. (32.7%).

One notable training benefit was that the program improved Trainees' understanding of the U.S. Seventy percent of exiting Trainees felt the program increased their understanding of U.S. families "much" or "very much." Eighty-two percent noted increased understanding of the U.S. way of life. Seventy-seven percent reported improved understanding of U.S. citizens. Finally, increased understanding of U.S. government and politics was reported by 65.7 percent and 59.2 percent, respectively.

Twenty-five percent of Returnee Questionnaire respondents were enrolled in educational programs at the time of the interview. Also, 95% of 220 returned respondents were employed at the time, while only nine cited being unemployed. Trainees were working for the public sector (39.7%); private firms (21.5%); as self-employed (20.0%); and with private, non-profit firms, or autonomous organizations (18.6%).

Of Trainees employed at the time of the interview, 60 percent noted they were doing something new, and that their post-training responsibilities had grown upon their return. Employers had a similar view.

Ninety percent of the Trainees stayed in contact with other Trainees upon their return home. Others (64%) were reading professional literature, while a majority participated in professional programs. Thirty-seven percent bought goods, and seven percent purchased services from the U.S. Eight Trainees have sold goods to the U.S., and six offered services to the U.S.

RECOMMENDATIONS

Predeparture

Trainees receiving predeparture orientations were mainly very satisfied. Those somewhat

satisfied or not satisfied recommended the program include more details on U.S. culture or, for short-term Trainees, more English training. Many Trainees recommended English training as part of the program. Other studies confirm that the more Trainees know about a culture (or are engaged in daily English training), the more satisfied and effective they are.

Dissatisfaction With Training

A small portion of Trainees were dissatisfied. For them, the areas needing change include: better organization of training in the U.S., better tailoring of contents to Trainees' background, more fully-informed staff members (especially on daily U.S. life), and more homogeneous grouping of Trainees. Training institutions, in turn, may need stronger sensitivity to Peruvian regional differences.

Experience America

The activities offered a sound way to discover the culture and institutions of the United States. A small percentage of the Trainees reported having an increased understanding of U.S. government and politics. This might be attributed to the fact that some 40 percent of the Trainees did not report attending any civic activities. Since Experience America's goal is to improve understanding of democratic processes, contractors and others are encouraged to expose the Trainees to a wider range of democratic processes and institutions.

Homestays

Some Trainees were dissatisfied with homestays. Special concerns cited were families who were recent arrivals in the U.S. and who did not represent the lifestyle of typical families. This issue needs to be addressed by both contractor and Mission staff to include: agreement on homestay parameters; discussion with Trainee on what constitutes a "typical" U.S. family; and avoiding placements with newly arrived families.

Follow-on

Returned Trainees are eager to stay in contact with one another, so broader efforts are needed in Follow-on activities. Associations at local and national levels must continue to be encouraged and supported, and should consider including other AID program Trainees (e.g., LAC-II).

Varied in-country conferences and workshops were recommended by Trainees, but key among their suggestions were opportunities for formulating and implementing projects, followed by leadership and community development. Also recommended was the creation of a job search network.

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BIBLIOGRAPHY

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The Fifth Annual Report of the Caribbean and Latin American Scholarship Program. August 1991.

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Annual Reports: Year One FY 1987 - 1988
Year Two FY 1988 - 1989
Year Three FY 1989 - 1990

PERSONAL INTERVIEWS

Veronica Diaz de Ferrero, Head, Division of Education and Social Development, USAID/Peru, November, 1991.

Ana Maria Romero-Lozada, Program Director, HYBOSA, November, 1991.

Blanca Azcarate, Assistant Director, APSP, HYBOSA, November, 1991.

Ursula Ruiz, Secretary, HYBOSA, November, 1991.

Roxana Brandon, Secretary, HYBOAS, November, 1991.

Rossana Cardenas, Secretary, APSP, USAID/Peru, November, 1991.

Miriam Sarco, Ex-Secretary, APSP, USAID/Peru, November, 1991.

Employers/Supervisors

Dr. Pedro Mendez Jurado, Peru's Attorney General, Lima, Peru, November 1991.

Francisco Martinoti, President, Committee of Small Industries in the National Society of Industries, Lima, Peru, November, 1991.

Magda Vargas, CARITAS' Representative, Arequipa, Peru, November, 1991.

Ing. G. Gonzalez, Head, Institute of Research Agro-industries, Iquitos, Peru, November, 1991.

Gaby Guerrero, Director, Language Institute, Chiclayo, Peru, November, 1991.

Nery Obando Sagredo, Director, Mothers' Volunteer Organization, Tacna, Peru, November, 1991.

Selection Committee

Connie Gutierrez, Project Coordinator, Private Sector Division, USAID/Peru, Lima, Peru, November, 1991.

Audon Trujillo, Agriculture Development Officer, USAID/Peru, Lima, Peru, November, 1991.

Esau Hidalgo, Program Specialist, Community Development, USAID/Peru, Lima, Peru, November, 1991.

Denis Del Castillo, Chief of Agriculture, formerly USAID/Peru

Interviewers

All graduate students in Regional Planning and Rural Development at the Engineering University, in Lima, Peru; some work for the Public Sector, some for the Private Sector, others have their own businesses. Their views were helpful to corroborate program objectives and management:

Alfredo Llanos
Norberto Zamalloa Torres
Eddie Tafur Reyna
Percy Valencia
Carlos Lecca
Ciro Saenz Gomez
Mario Medina
Jorge A. Prado
Maria Ana Catcoparco
Ignacio Lecca

Francisca L. Malfitano
Olga Fanny Perez
Roberto Bravo Sanchez
Julia Rosario Castro
Mario Gallegos Gongora
Teodolfo Enciso Gutierrez
Carmen Cardenas
Javier Flores

U.S. Contractors

Ann Skelton, Project Director, Development Associates (DA)

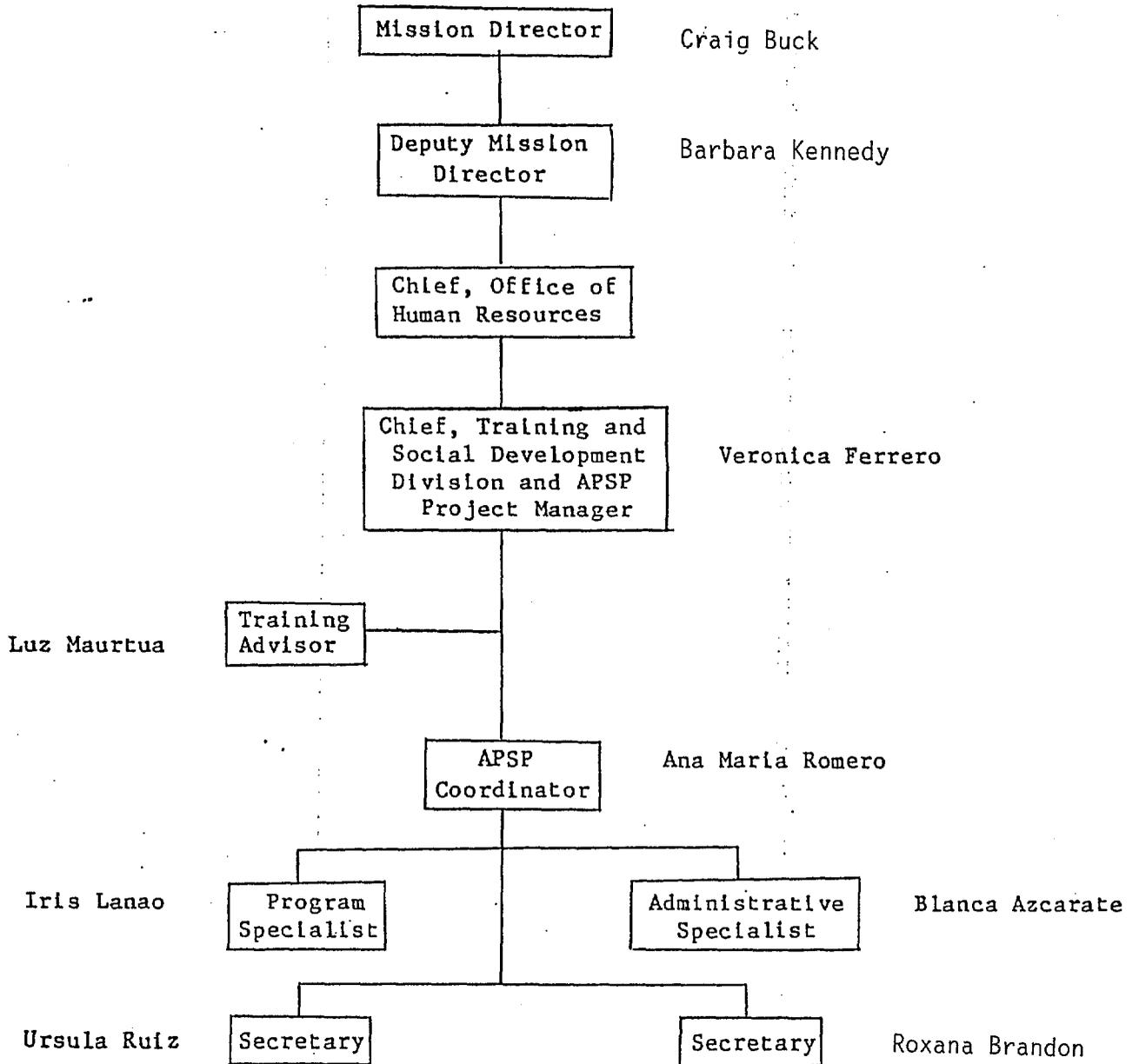
Anita Friedman, Director, Peruvian Training Program, National Association of Partners of the Americas (NAPA)

A P P E N D I X A

USAID/Peru — APSP

Organizational Structure

USAID/PERU'S APSP ORGANIZATIONAL STRUCTURE



A P P E N D I X B

**APSP Staff Distinguished
Unit Citation Award Letter**

June 6, 1989

JUSTIFICATION FOR AWARD NOMINATION FOR ANDEAN PEACE SCHOLARSHIP PROGRAM STAFF

The APSP was launched in FY 1987 and is into its second year of operations. From its inception, the Peru Program has been the leader among the four participating Andean countries in blazing the trail with novel approaches, in raising important issues, in establishing universal systems of operations and procedures, and in staunchly representing and defending field mission interests under the program with AID/Washington and U.S. contractor staff. Numerous individuals in both AID/Washington and other interested parties have applauded the Peru program for its excellent planning, participant selection procedures, conceptual design framework, predeparture orientation program, and other elements of its APSP Program. Also, Peru was the only country that was able to achieve almost all of its program targets in FY 1988 and is way out in front of all the other Missions in FY 1989 in its program planning and participant placements.

Much of the credit for the success to date of the APSP and its very bright future goes to the staff of the APSP. They exemplify how five individuals can come together and work extremely effectively as a team to achieve significant and far-reaching outputs. The whole has been greater than the parts!! These five professionals had never worked together before. Fortunately, all five are very strong, solid professionals, each of whom brings complementary skills to the program and each of whom, because of their strong interpersonal skills and agreeable personalities, is able to mesh together as one integral unit that functions together harmoniously, efficiently, and incredibly effectively. Each member of the staff knows what her role is and her responsibilities are -- and these are carried out with minimal supervision. When some members of the staff are out traveling or on vacation or sick leave, the others are quick to fill in. All staff members have worked very hard and conscientiously to make the APSP a success. There is a clear and obvious dedication and understanding on the part of all of them as to the overall objectives and purpose of the APSP, a highly political and sensitive Congressionally-mandated program. A better or more appropriate group could not have been put together to strengthen U.S. and Peruvian ties with the largely disadvantaged Peruvian population groups who are the targets under the APSP. The degree of innovation and creativity imparted by the staff in all facets of the work -- from program conceptualization to the development of automated systems for program and financial management and recordkeeping to cost-effective means of purchasing travel and associated services -- has been impressive and significant in achieving substantial cost savings and tremendous efficiencies in program operations. The staff have represented the Mission extremely well in its contacts with all levels of Peruvians in the public and private sectors here in Lima and throughout the country.

The USAID Mission is indeed fortunate to have five excellent and qualified and highly motivated and committed individuals working as a team to design and implement the priority APSP in Peru. They are truly equal partners in development and both collectively and as individuals are highly deserving of recognition for their outstanding performance in the form of a Distinguished Unit Citation.

A P P E N D I X C

**Sample Training Program
Recruitment Announcement**



AGENCIA PARA EL DESARROLLO INTERNACIONAL
DE LOS ESTADOS UNIDOS EN EL PERU (USAID/PERU)
C/O EMBAJADA AMERICANA
LIMA - PERU

TELEFONO 333200

PROGRAMA ANDINO DE BECAS PARA LA PAZ

Grupo 2/90 (WD)

Programa dirigido a Mujeres Líderes de Organizaciones de base tales como Clubes de Madres, Comedores Comunales, Talleres, Grupos Solidarios, etc.

Tema: Desarrollo Personal, Liderazgo y Organización Comunal de la Mujer.

Requisitos para Postular a la Beca

1. Ejercer rol de liderazgo en su organización de base.
2. Presentar Acta de la Asamblea donde se le nombra representante de su organización para postular a la Beca.
3. Mínimo tres años de participación comprobada en proyectos de trabajo con la comunidad.
4. Tener estrecha vinculación con los auspiciadores que la presentan y que éstos le brinden apoyo y se mantengan en contacto durante el desarrollo de sus actividades posteriores a la beca.
5. Educación formal: Mínimo 3er. año de Secundaria.
6. Edad: 25 -40 años.
7. Presentar la Solicitud de Beca debidamente llenada y acompañando a ella la documentación que se indica en la hoja de instrucciones antes del 16 de Febrero de 1990.

NOTA: Se seleccionarán 16 participantes, a nivel nacional.



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TELEFONO 333200
Grupo 2/90 (WD)

PROGRAMA ANDINO DE BECAS PARA LA PAZ

Desarrollo Personal, Liderazgo y Organización Comunal de la Mujer

INSTRUCCIONES

Si usted desea postular a una beca del Programa Andino de Becas para la Paz deberá cumplir los siguientes requisitos:

1. Presentar una carta de la organización auspiciadora que respalda su Solicitud de Beca. Dicha carta deberá contener la siguiente información:
 - a) Tiempo (años, meses) durante el cual ha estado vinculada a dicha organización.
 - b) Actividades que ha realizado y/o realiza con su organización de base.
 - c) Una apreciación de su capacidad y potencial para participar en un programa de capacitación en los Estados Unidos.
 - d) Compromiso de facilitar y apoyar el trabajo comunal de su patrocinada a su regreso al Perú, al término de su programa de capacitación.
 - e) Nombre y cargo de la persona que firma la carta, dirección y teléfono de la organización auspiciadora.

2. Llenar la Solicitud de Beca adjunta a máquina, firmarla y remitirla a:

Programa Andino de Becas para la Paz
USAID/Perú
Av. Larrabure y Unanue 110
Lima 1

3. Adjuntar a la Solicitud de Beca los siguientes documentos:
 - a) Descripción detallada de su organización de base: campo en el que se desarrolla, organización, número de socias, actividades principales, aportes concretos al desarrollo de la comunidad, etc.
 - b) Fotocopia simple del Acta nombrándola representante de su organización para postular a la Beca.
 - c) Un certificado vigente de Antecedentes Policiales, emitido por la Policía Técnica (ex-PIP).

4. Comunicarse con nosotros, alrededor del 7 de marzo de 1990 para indicarle el estado de su solicitud. Teléfono: 33-3200 anexo 362.

NOTA: La Solicitud de Beca que no tenga la información completa o los documentos requeridos no podrá ser evaluada por el Comité de Selección.

Agradecemos su colaboración.

A P P E N D I X D

Candidate Application



AGENCIA PARA EL DESARROLLO INTERNACIONAL
DE LOS ESTADOS UNIDOS EN EL PERU (USAID/PERU)
C/O EMBAJADA AMERICANA
LIMA - PERU

TELEFONO 333200

PROGRAMA ANDINO DE BECAS PARA LA PAZ

SOLICITUD DE BECA

PROGRAMAS DE ESPECIALIZACION

* Si el espacio para responder alguna pregunta no es suficiente, utilice una hoja en blanco. Si la información que se solicita no es aplicable a usted, sirvase escribir N/A.

* Toda información en esta solicitud, especialmente sobre ingresos se considera confidencial.

* Antes de firmar este formulario, léalo cuidadosamente y asegúrese que usted haya contestado todas las preguntas correctamente.

I. DATOS PERSONALES:

1. Nombres _____ Apellidos _____
(tal como aparece en su Libreta Electoral)
2. a) Dirección domiciliaria _____
Calle No. Dist. Prov. Dpto.
b) Otra dirección donde pueda recibir correspondencia _____
Calle No. Dist. Prov. Dpto.
c) Teléfono donde se le pueda localizar _____
3. Lugar y fecha de nacimiento: _____
(Dist.) (Prov.) (Dpto) (Fecha)
4. Estado civil _____ Número de Hijos _____
Número de hermanos(as) _____
5. Indique con una (x) los documentos que tenga y complete la información requerida:
Partida de Nacimiento () Partida de Matrimonio ()
No. L.E. _____ No. L.M. _____ No. Pasaporte _____

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II. EDUCACION

6. Número total de años de educación formal incluyendo primaria: _____

7. Enumere las escuelas a las cuales ha asistido. Incluya primaria, secundaria, universidad, escuelas técnicas o academias:

NOMBRE Y LUGAR	CAMPO DE ESTUDIOS	FECHAS		TITULO O GRADO RECIBIDO/FECHA
		DESDE	HASTA	

7a. Ha estudiado en colegios o universidades particulares? Si () No ()
Cuántos años? _____. Ha recibido becas o ayuda financiera para estos estudios? Especifique: _____.

8. Orden de Mérito obtenido durante sus estudios universitarios: _____

9. Distinciones y/o honores obtenidos _____

IDIOMAS

10. Indique los idiomas que usted sabe y el nivel que tiene en cada uno:

	Excelente	Buena	Regular	Deficiente
Inglés	()	()	()	()
Francés	()	()	()	()
Portugués	()	()	()	()
Otro _____	()	()	()	()

especifique

11. Ha tomado exámenes de nivel de inglés? sí _____ no _____
Indique el resultado:

ALIGU	_____	Fecha del examen: (mes/día/año)	_____	_____	_____
MICHIGAN	_____	Fecha del examen: (mes/día/año)	_____	_____	_____
TOEFL	_____	Fecha del examen: (mes/día/año)	_____	_____	_____

III. OCUPACION E INGRESOS

12. Indique la edad que tenía cuando empezó a trabajar: _____

13. Trabaja actualmente Si () No ()

14. Tipo de trabajo: Dependiente () Independiente ()

IV. DATOS FAMILIARES

18. a) Con quién vive usted? (Marque todas las casillas que correspondan)
 Padre Madre Cónyuge Hijos
 Hermano Otros (explique) _____ Sólo

b) Grado de instrucción y ocupación del padre _____
Grado de instrucción y ocupación de la madre _____
(aunque hayan fallecido)
Grado de instrucción y ocupación del cónyuge _____

c) Ocupación e ingreso de todas las personas que contribuyen al ingreso familiar.

Nombre	Parentesco	Ocupación	Ingreso Mensual
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Total Ingreso Familiar _____

d) Número de personas que dependen del ingreso familiar _____

e) Se encuentra actualmente algún miembro de su familia en los Estados Unidos? si No

En caso de ser afirmativo: Parentesco _____

Tipo de Visa: Turista Estudiante Residente Ciudadano

V. HISTORIA PERSONAL

19. En una hoja adicional:

1) Escriba una biografía corta que incluya información sobre usted, su familia las experiencias que han causado mayor impacto en su vida, sus intereses personales.

2) Especifique los objetivos que desearía alcanzar al estudiar en los Estados Unidos, el campo de especialidad y el tiempo que podría dedicarle. Indique además, cómo aplicaría la capacitación y los conocimientos adquiridos a su regreso al Perú.

20. Indique el nombre completo de 3 personas que no sean parientes a quienes haya conocido por 5 años como mínimo (Mencione su dirección o centro de trabajo y teléfono)

1. _____
2. _____
3. _____

VI. OTRAS EXPERIENCIAS

21. Mencione si participa o ha participado en actividades fuera de sus estudios o trabajo (cívicas, comunitarias, gremiales, políticas, etc.). Indique también si ejerce algún cargo directivo.

22. Indique otras actividades recreativas de su preferencia (lectura, música, deportes etc.).

23. Indique si ha recibido otros premios o distinciones.

24. Indique si tiene publicaciones.

25. Si usted ha viajado al exterior, indique lo siguiente:

<u>País</u>	<u>Fechas</u>		<u>Propósito</u> turismo/estudios trabajo/negocio	<u>Patrocinador</u> usted/su familia AID/OEA/ONU/FAO otra agencia o gobierno
	Desde (mes/año)	Hasta (mes/año)		
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

VII. INFORMACION ADICIONAL

26. En caso de ser seleccionado:

- a) Usted deberá presentar una carta de su empleador indicando que le otorgará licencia.
- b) Además deberá indicarnos a quien se debe notificar en caso de emergencia.

En el Perú

- Parentesco: _____
- Nombre completo: _____
- Dirección completa: _____
- Teléfono: _____

En los Estados Unidos se avisará a la Embajada o a un Consulado.

Fecha: _____

Firma del Candidato

Nombre y Firma del Responsable de la
Institución que lo presenta

PROPIEDAD DE USAID/PERU
PROHIBIDA SU VENTA Y/O
REPRODUCCION

900157

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APPENDIX E

Listing of Counterpart or Sponsoring Organizations

CODE	SPONSOR NAME	ADDRESS	TELEPHONE
00200	1/2 DE CAMBIO	COMANDANTE ESPINAR 398, MIRAFLORES	014-455053
01010	AAPITAC TACNA	AV. PINTO 26, A. ALIANZA	054-726512
00293	ACAD STANFORD	AV INCA GARCILAZO DE LA VEGA 739, LIMA	014-233610
00378	ACCION COM DEL PERU	REPUBLICA DE CHILE 683, JESUS MARIA LIMA	
00600	ACCION SOLIDARIA		014-951241
00576	ACCION SOLIDARIA - AREQUIPA	COLON 221, AREQUIPA	054-211635
00681	ACIT	AV ESPANA 550, TRUJILLO	044-244296
00542	ADEA	PIZARRO 505, TRUJILLO	
00385	ADIII	SEVILLA 250, URB. HIGUERETA - SURCO	014-484355
00711	ADOC - ASESORIA DOCUMENTAC Y CAPACITAC	AV RPA DE CHILE 647 - OF 201, J. MARIA	014-311122
00088	AGRIGANA	APARTADO 278	
00161	AIDER-ASOC. PARA INV DES. RURAL INTEGRAL	AV. JULIO RAYLETTI 312, URB JACARANDA II	014-364614
00094	ALCAL DIST SAYLLA	DISTRITO DE SAYLLA, CUZCO	
00615	ALCALDIA DE CIUDAD NUEVA - TACNA		
00008	ALIPRED	AV JOSE PARDO 480, LINCE - LIMA	
00391	AMA	ORREGOZO 338-A, TRUJILLO	044-241344
00375	AMUD	COLON 276, (C/O CEPDER) TRUJILLO	044-247790
00548	ANGEL BARTRA	LOS TUMBOS 228, CHICLAYO	074-239025
00309	APE	AV PETIT THOUARS 1687, LINCE - LIMA	014-717356
00679	APEMEC	AV AMERICA SUR 4450, URB SAN ANDRES TRUJ	044-244296
00931	APEMIPE	JR. 7 DE JUNIO 1109, PUCALLPA	
00222	APEMIPE - ANCASH	PLAZA SELEN 1037, HUARAZ	044-721179
00925	APEMIPE - CARHUAZ	AV PROGRESO S/M PLAZA DE ARMAS, CARHUAZ	044-141
00924	APEMIPE - CASMA	AV. TUPAC AMARU 281, CASMA	044-138
00921	APEMIPE - CHACHAPOYAS	ORTIZ APOSTETA 520, ALTOS, CHACHAPOYAS	307 - 335
00969	APEMIPE - ILO	MIRAMAR PQUE INDUSTRIAL MZ 3, LT 3 ILO	054-781622
00896	APEMIPE - LIMA	AV AREQUIPA 4155, MIRAFLORES	014-466653
00920	APEMIPE - RODRIGUEZ DE MENDOZA	TORIBIO RODRIGUEZ DE MENDOZA, AMAZONAS	
00923	APEMIPE - SANTA	AV. ENRIQUE MEIGGS 326, CHIMBOTE	
01007	APEMIPE ABANCAY		
00989	APEMIPE ANDAHUAYLAS	JIRON APURIMAC 150	32 TALAVER
00684	APEMIPE AREQUIPA	AV JESUS 1523, AREQUIPA	054-231461
00999	APEMIPE AYACUCHO	JR. SOL 339 AYACUCHO	389
00955	APEMIPE CAJAMARCA	JR. DOS DE MAYO 931	044-922679
01034	APEMIPE CALLAO	AV. ALMIRANTE GRAU 1177	014-659717
01011	APEMIPE CANCHIS	AV. EL SOL 802	084-224273
00926	APEMIPE CARAZ	JR. SUCRE 1400, CARAZ	107-2044
01013	APEMIPE CHICLAYO	AV. BOLTO 915 OF. 204	240970
00680	APEMIPE CUSCO	AV LA CULTURA 1905, CUSCO	084-239065
00970	APEMIPE HUANCAYO	TARAPACA 646	054-234937
01002	APEMIPE HUANTA	JR. AYACUCHO 278	06491-2030
00991	APEMIPE HUARAZ	AV. MEIGGS 326 OF. 10 2NDO PISO	323828
01004	APEMIPE ICA	LIMA 253	233058
01001	APEMIPE JAUAJ	CENTRO CIVICO YAUYOS	
00682	APEMIPE LA LIBERTAD	ORREGOZO 114, TRUJILLO	044-232015
00677	APEMIPE LAMBAYEQUE	AV BALTA 915, OF 204, CHICLAYO	074-240970
00990	APEMIPE MADRE DE DIOS		
01010	APEMIPE MOQUEGUA	CALLE MOQUEGUA NO. 253	253
00929	APEMIPE MOYOBAMBA	JR. CALLAO 340 - 342, MOYOBAMBA	
00993	APEMIPE PISCO		
00683	APEMIPE PIURA	LUIS MONTERO 005, URB MIRAFLORES, PIURA	074-324837

BEST AVAILABLE COPY

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CODE	SPONSOR NAME	ADDRESS	TELEPHONE
00994	APEMIPE PUNO	JR. TACNA 747 PUNO	
00995	APEMIPE SAN ROMAN JULIACA	JR. SAN MARTIN 332 INT-46	PUNO
00928	APEMIPE SJ MARTIN	JR. ALEGRIA ARIAS DE MOREY 115, TARAPOTO	094-523183
01007	APEMIPE SULLANA	SAN MARTIN 461	333520
00688	APEMIPE TACNA	CALLE SAN MARTIN 1102, TACNA	054-714817
01012	APEMIPE TRUJILLO	JR. ORBEGOSO 114	044-232015
00930	APEMIPE TUMBES	LOS ANDES 107, TUMBES	074-523681
00964	APIRAJ PUNO	ESQ APURIMAC - PIEROLA 520, JULIACA	054-321671
00047	APGSTOLADO FRANCISCANO	JOSE MA ARELLANO 175, URE S MIGUEL PIURA	074-322115
00201	APOYO S.A.	RPCA PANAMA 6380, SAN ANTONIO MIRAFLORES	014-467070
00089	APRUDE	PIURA 1029, MIRAFLORES	014-722375
00598	APRODEA	AV BRASIL 3029, MAGDALENA	014-651166
00395	APROFO	SANTA LUISA 170, 2DO. PISO, SAN ISIDRO	014-427440
00715	APROSA - ASOC PRO SALUD	AV. LA PAZ 235 OF 3-200 PISO, MIRAFLORES	014-454373
00959	ARQUIDIOCESIS DE PIURA	PIURA	
01022	ARTESANIAS DEL PERU	URE TERA CENTENARIO MZ. A-25	
00556	ARZO TRUJILLO	APARTADO 42, TRUJILLO	044-231473
00496	AS A. VIVAR	ALFONSO UGARTE 1428, OF. 702 - BRENA	014-232711
00197	AS AGA ICA	FUNDO SAN CAMILO, APARTADO 77, ICA	034-234121
00182	AS CHASKIMUCHIC	ODONOVAN 359, MOCHE	MOCHE 14
00189	AS COLONCS SAN LORENZO	HUANCAMELICA 1443, PIURA	
00007	AS CGM SOCIALIS	CA. DE CHILE 284, OF 207 - JESUS MARIA	014-245291
00286	AS CULT PER BRITANICA	AV AREQUIPA 3495, SAN ISIDRO	014-220433
00177	AS DAMAS CHONTAYOC	LOS QUENUALES 343, CENTENARIO - HUARAZ	
00105	AS DES CAJAMARCA	JR. TARAPACA 570, CAJAMARCA	044-922797
01027	AS EDUC/DESAR	SAENZ PENZ 905-201	074-238116
00685	AS EMPR IND AREQUIPA	SANTO DOMINGO 103 - 111, AREQUIPA	054-234084
00133	AS FOM EL CARMEN	SAN MARTIN 353 - 4, EL CARMELO - VIRU	044-244928
00364	AS GANAD PICHIS	PTO BERNUDEZ (VIA TARMA) OXAPAMPA, PASCO	014-361911
00126	AS IRRIG LA JOYA	TRUJILLO 163, CALLAO	
00495	AS LA3 DESARROLLO	LEON VELARDE 890, LINCE	014-701446
00953	AS MINUS ALEG SR	RIMAC 220, TRUJILLO	044-233324
00079	AS MAC BUIAC	GODOFREDO GARCIA 375, SAN ISIDRO - LIMA	014-416086
00046	AS P. FAM SAN JOSE	APARTADO 1033, AREQUIPA - AREQUIPA	N/A
00687	AS PEQUE IND LORETO	RAMIREZ HURTADO 672, IQUITOS	094-233472
00194	AS PER HORTICUL	AV. AVIACION 2786, SAN BORJA - LIMA	014-411358
00700	AS PER PSIC PREV	MELCHOR MALO 136, SURCO	014-495055
00304	AS PERU MUJER	AV. ALMIRANTE GUISSÉ 2550, LINCE	014-223655
00352	AS PROM/DESAR PEPU	AV. PERSHING 710, MAGDALENA DEL MAR	
00405	AS PROJ AGRO-INDUSTRIAL	AV. ARANCAY 1176, OF. 502, LIMA	014-272922
00706	AS SCOUTS AQP	M. UGARTECHE 27, SELVA ALEGRE - AREQUIPA	054-224944
00944	AS SCOUTS CHICLAYO	M.M. IZAGA 764, CHICLAYO	074-221721
00512	AS SCOUTS PERUAYOS	AV. AREQUIPA 5140, MIRAFLORES - LIMA	014-472070
00070	AS SCOUTS TRUJILLO	ORBEGOSO 214, TRUJILLO	014-472070
00147	AS TEC AGROPOLICARIOS	HUANCAMELICA 1443, PIURA	074-327030
00005	AS. CRIST JUVENES	OF. SEBASTIAN TELLERIA 350, SAN ISIDRO	014-221557
00678	ASEJLAM	AV. BALTA 665 - 204, CHICLAYO	074-229121
00011	ASOC CLUBES LEONES	ECO. DE ZELA 1505 OF 201, LINCE LIMA	014-707819
00747	ASOC EDUC Y SIS PARA LA PAZ / AIDEP PAZ	AV SAENZ PENZ 905 - OF 205, CHICLAYO	
00927	ASOC PEL INT Y EXP AUTOMOTRIC DE JULIACA	JR. SAN MARTIN 838, JULIACA	
00930	ASOC PRO-DESARROLLO Y BENEFICIA FAMILIAR	AV TACNA 150 OF 22, ICA	034-221992

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CODE	SPONSOR NAME	ADDRESS	TELEPHONE
00707	ASOC. DE PADRES DE NIÑOS IMPEDIDOS	LOS CRISTALES 102, SAN LAZARO - AREQUIPA	
00703	ASOC. NAC. TRABAJADORES SOCIALES		
00701	ASOC. PER. ORION CRIST JUVEN YOUNG LIFE	JUAN RISSI 197, BARRANCO	
00686	ASOC. PRO SALUD	AV LA PAZ 235, OF 3-2DO PISO, MIRAFLORES	
00966	ASPA	LA HABANA 430, SAN ISIDRO	014-223677
00880	AUTORIDAD AUTONOMA DE MAJES	AREQUIPA	
00557	AYUDAME	DEAN VALDIVIA 535, AREQUIPA	054-234852
00803	C.E. PARRO SAN TISIMMO NOMBRE DE JESUS	APARTADO 109, MIRAFLORES	014-356123
00805	C.E. PARROQUIAL SAN VICENTE DE PAUL	AV ANGAMOS ESTE 649, SURQUILLO	014-466661
00808	C.E. PARROQUIAL SANTA CRUZ	APARTADO 262, LIMA 100	014-518165
00809	C.E. PARROQUIAL SOL DE ORO	APARTADO 262, LIMA 100	014-322792
00974	CAIJO	PARROQUIA DE URCOS	084-220210
00102	CAM. DEP. SN MARTIN	CONGRESO DE LA REPUBLICA, AV. BOLIVAR SN	
00972	CAM. REG. DE PEQ. Y MEDIANA EMPR. CAFEMPIPE		
00669	CAMARA AREQUIPA	SUEZADA 104, YANAHUARA - AREQUIPA	054-215044
00672	CAMARA CHEPEN	CALLE LIMA 714, CHEPEN - LA LIBERTAD	12 CHEPEN
00671	CAMARA CUSCO	PLAZA SAN FRANCISCO 138, CUSCO	084-224592
01006	CAMARA DE COMERCIO Y PRODUCCION DE PUNO	JR. ANCASH 239-2DO PISO, CASILLA II	351952
00992	CAMARA DE COMERCIO DE MOYOBAMBA	JR. ALONSO DE ALVARADO 487	2162 MOYOB
00987	CAMARA DE COMERCIO DE PISCO	4 DE JULIO 136 2DO PISO	2292Y 2184
00988	CAMARA DE COMERCIO E INDUSTRIA DE TALARIA	EDIF. BCO. REGIONAL D NORTE 3ER PISO OF304	381622
00997	CAMARA DE COMERCIO Y PRODUCCION DE TACNA	JR. LIBERTAD 1052	
00665	CAMARA DE PIURA	AV GRAU 467, PIURA	074-321871
00674	CAMARA DE SANTA	ENRIQUE PALACIOS 536, CHIMBOTE	044-322632
00134	CAMARA HUANCAYO	JR. PACHITEA 365, HUANCAYO	
00913	CAMARA JUNIOR DE LIMA	CANAVAL Y MOREYRA 328, SAN ISIDRO	014-410623
00667	CAMARA LA LIBERTAD	R JUNIN 454, TRUJILLO	044-231114
00666	CAMARA LAMBAYEQUE	AV JOSE BALTA 506, 2DO PISO, CHICLAYO	074-238081
00668	CAMARA LORETO	UALLAGA 311, 3ER. PISO, IQUITOS	094-235953
00673	CAMARA PACASMAYO DUST Y PRODUC PACASMAYO	MALECON GRAU 105 ALTOS, PACASMAYO	044-245405
00679	CAMARA TACNA	ALFONSO UGARTE 56, TACNA	054-724961
00606	CANAL 11	AV MANCO CAPAC 333, LA VICTORIA LIMA	
00607	CANAL 13	R. HUARAZ 2098, PUEBLO LIBRE LIMA	014-327914
00601	CANAL 2	AV SAN FELIPE 963, JESUS MARIA LIMA	
00602	CANAL 4	M. CARRANZA Y M. ROSAS 1099, STA BEATRIZ	
00603	CANAL 5	AV. AREQUIPA 1110, SANTA BEATRIZ LIMA	705555X311
00604	CANAL 7	AV JOSE GALVEZ 1040, SANTA BEATRIZ LIMA	
00605	CANAL 9	AV AREQUIPA 3560, SAN ISIDRO LIMA	014-426666
00148	CAPER	PROLONGACION GRAU 176, HUACHO	034-324287
00519	CARE CAJAMARCA	JR. SAN MARTIN 344, CAJAMARCA	044-923284
00117	CARE PERU	AV. SANTA CRUZ 659, JESUS MARIA	054-352982
00975	CARE PIURA	AV. GRAU 964	326009
00343	CARE PUNO	JR. MOQUEGUA 620 - 2DO PISO, PUNO	054-352982
00191	CARE TRUJILLO	AV AMERICA NORTE 2273, LAS QUINTANAS TRU	044-231279
00003	CARITAS	JR SEPULVEDA 265, CANETE	2425CANETE
00335	CARITAS AREQUIPA	SAN JERONIMO 515-D, UMACOLLO AREQUIPA	054-215571
00238	CARITAS CUSCO	AV LA CULTURA S/N, CUSCO	084-225484
00255	CARITAS HUANCAYO	JR PUNO 430, HUANCAYO	064-234952
00564	CARITAS HUARI	MANUEL ALVAREZ 640, HUARI, ANCASH	
00555	CARITAS LIMA	JR. AZANGARO 254, LIMA	014-318206
00113	CARITAS PERU	OXICRON 492, CALLAO 1	014-318206

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00067	CARITAS TARMA	PAUCARTAMEO 897, TARMA	2228 TARMA
00900	CARITAS TRUJILLO	APARTADO 42, TRUJILLO	044-231474
00317	CAT PA LAJPA LTDA	AV. FEDEPICO GERDES 396, URB MOCHICA	044-232527
00117	CATHOLIC RELIEF	ENRIQUE TORRES 146, LIMA	014-238297
00124	CCTA	AV. JAVIER PRADO OESTE 595, MAGDALENA	
00164	CE EDUC ILLA	AMAZONAS 133 OF 4, ICA	
00772	CE BEST HNS BLANCO	DIEGO DE ALMAGRO 683, TRUJILLO	044-245711
00165	CE ILLA-LIMA	AV. 6 DE AGOSTO 519 OF 205, JESUS MARIA	014-247624
00034	CE LA SEMILLA	AV. SALAVERRY 2409, BLOCK B OF 308 -S.I.	014-225165
00965	CE R RUIZ GALLO	CIUDAD ETEN, CHICLAYO	074-238589
00116	CE RURALES	APARTADO 477, CUZCO	
00396	CEPAZ	COSTA RICA 150, JESUS MARIA	014-631112
00551	CEAS	SALAVERRY 1945, LINCE	014-717336
00967	CECOSPA	ZELA 705, CERCAO - AREQUIPA	054-227354
00149	CECUTAC	PASAJE M. CORTES 147, SULLANA	
00150	CEB	JR FRANCISCO BOLOGNESI 457, INTERIOR 1	
00533	CEBER	AV BOLOGNESI 206, YANAHUARUA - AREQUIPA	054-223308
00162	CEBINCA	AV. ATENAS 523, TINGUINA ALTA - ICA	
00961	CEBRO	SANCHEZ CERRO 2101, JESUS MARIA - LIMA	014-724947
00050	CEBRO AREQUIPA	AV SALAVERRY 608, VALLECITO - AREQUIPA	054-224414
00051	CEBRO TRUJILLO	LOS ANGELES 545, CALIFORNIA - TRUJILLO	044-243533
00151	CEICAD	CUSCO 931, PIURA	074-334592
00010	CELATS	VANDERGHEN 351, MIRAFLORES - LIMA	014-403092
00052	CEN EST TEOL AMAZONIA	C/O RCI JS ARICA 1181, IQUITOS	094-233452
00397	CENEA	JR. HUANCAYELICA 470, OF. 312, LIMA	014-281307
00022	CENCUP	INCA GARCILAZO DE LA VEGA 1162-702, LIMA	014-240306
00285	CENEC A VALDELOMAR	JR LAMPA 770, LIMA	014-287017
00284	CENEC R PALMA	PASEO COLON 405, LIMA	014-237937
00294	CENEC SAN ISIDRO	AV AREQUIPA 4455, MIRAFLORES	014-462753
00143	BENECAPE ALCABOR	RAMON DAGNINO 256, JESUS MARIA	
00368	CENPROF	BOLOGNESI 461, TRUJILLO	044-248765
00337	CENT AMAZ ANTROPOL	CHILE AGUIRRE 1074, IQUITOS	
00743	CENT APLIC ISP STO TORIBIO DE MUGROVEJO	LETICIA 318, CHICLAYO	
00496	CENT CARAC TRABA MUJER	AV. ALEJONSO UGARTE 425 - 106, LIMA	
00811	CENT DE LENGUAS DE UNIV. CAT. STA. MARIA	AV MARISCAL BENAVIDES, SELVA ALEGRE	054-232720
00717	CENT DE PROMOCION INVESTIG Y DIFUSION	AV LOS PINOS 301 II SECTOR EL ERMITANO	014-280022
00499	CENT DOGUA MUJER	AV. ARENALES 2626, LINCE	014-426898
00719	CENT EDUC COMUNIC "ILLA" - ICA	AMAZONAS 133 OF 4, ICA	
00130	CENT EDUC J. ORFARO -	PARRQUIA DE SANTIAGO, URCOS - CUZCO	
00752	CENT EDUC OCUPAC MUNDO MUJER	E. MEIGGS CDRA 22, CHIMBOTE	
00727	CENT EDUC OCUPAC DON BOSCO SALESIANO	SAN PEDRO 218, AREQUIPA	
00761	CENT EDUC OCUPAC MARIA AUXILIADORA	LIBERTAD 333, PIURA	
00732	CENT EDUC OCUPAC MARIA INMACULADA	AV. PARRA 215, AREQUIPA	
00813	CENT EDUC OCUPAC ROBERT GREGG	MELGAR 109, AREQUIPA	054-213525
00534	CENT INGENIERIA PART	Jr. 2 DE MAYO 533, ILO, MOQUEGUA	
00332	CENT EST CREST	PUNTE GRAU 113, AREQUIPA	054-242691
00152	CENT EST SOC SOLID	AV. LUIS SONZALES 130, CHICLAYO	
00526	CENT EST SOCIALES	AV. INSURRECCION 110, URB. BANCARIOS	074-238540
00860	CENT ESTUD MUJER	EDIF. LOS OLIVOS 1302, RES. SAN FELIPE JM	014-638762
00523	CENT ESTUDIOS MUJER	TORRES PAZ 280 - 15, CHICLAYO	
00512	CENT FLORA TRISTAN	PABE HERNAN VELARDE 42, LIMA	014-716455

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00077	CENT IDEAS HUANCAYO	JULIO C. TELLO 705, HUANCAYO - JUNIN	
00111	CENT IDEAS LIMA	AV. ARENALES 651, JESUS MARIA - LIMA	014-247773
00813	CENT IDIOMAS CAJAN	VILLA UNIVERSITARIA, CAJAMARCA	44-922796*
00842	CENT IDIOMAS EXCEL	PLAZA SAN FRANCISCO 303, CUSCO	034-239253
00287	CENT IDIOMAS LIMA	AV. MANUEL OLGUIN 215, MONTECRICO	014-350601
00288	CENT IDIOMAS WILSON	AV TACNA 649, LIMA	014-230793
00458	CENT INF PIURA	INDEPENDENCIA N2 0, LT 7-8, MIRAFLORES PIURA	074-324679
00214	CENT MED UNSAGUSTIN	APARTADO NO. 23, AREQUIPA	054-219266
00565	CENT MUJER CONDORAY	CARR PAN SUR KM. 145, S.V. DE CANETE	2475 CANET
00538	CENT MUJER Y DESARR	JERUSALEN 216, OF. 311, AREQUIPA	
00535	CENT PREV DIAG	AV. ARGENTINA 302, LA NEGRITA - AREQUIPA	054-229967
00560	CENT PROM MUJER NORTE	VISTA HERMOSA M-102, TRUJILLO	044-250803
00748	CENT PSICOANALISIS Y SOCIEDAD	AV LAPCO 1175, MIRAFLORES	014-477089
00140	CENT RUA NAZARETH	AV. RAMON CASTILLA S/N, CHULUCANAS	216 CHULUC
00941	CENT SALUD HUNTER	AREQUIPA	054-246022
00477	CENT. COMUNIC. POPULAR DE V. EL SALVADOR	LIMA 35	
00918	CENT. EDUC SUP Y REHAS NTA SRA DEL PILAR	AV ZAMACOLA 120, ANTIQUILLIA YANAHUARA	054-225389
00275	CENT. IDEAS - PIURA	JR. APURIMAC 454, 2DO. PISO, PIURA	074-332418
00399	CENT. INV Y APOYO PARA DESAR ECON-SOCIAL	PASAJE TELLO 132, MIRAFLORES	
01003	CENTRO APOYO AL SECTOR INFORMAL	JUAN FANNING 159	475165
01015	CENTRO MUJER Y DESARROLLO	AV. MANSICHE 209	232391
00886	CENTRO PROCESO SOCIAL	LOS PINOS 308 - 2DO PISO, INDEPENDENCIA	
00458	CEOGNE CATOLICA PIURA-	LEONCIO PRADO 932, CHICLAYO	074-224483
00489	CEP	JR. LAMPA 808, LIMA	014-281858
00541	CEP DANTE ALIGHIERI	AV. AMERICA SUR 2380, TRUJILLO	044-242952
00055	CEPAP - TRUJILLO	CALLE BOLIVAR 627 OF 403, TRUJILLO	044-256342
00053	CEPCO	JR PROGRESO 680, TARAPOTO - SAN MARTIN	09452-253
00490	CEPDER	COLON 276, TRUJILLO	044-247790
00115	CEPED CUSCO	APARTADO 353, CUZCO	
00204	CEPEI	SAN IGNACIO DE LOYOLA 554, MIRAFLORES	014-451094
00413	CEPESER	AREQUIPA 642, 6TO. PISO, PIURA	074-327990
00081	CEPESJU	IGNACIO MERINO 1855, OF 301, LINCE	014-713587
00690	CEPROC	AV ANGAMOS ESTE 549 - OF 505, SURQUILLO	014-468611
00407	CEPROCUR	ALBERTO BARTON 493, STA. CATALINA - LIMA	014-715640
00153	CESDER	AV. EZEQUIEL GONZALES CACEDA 894, CHEPEN	044-562283
00386	CESEN	ORRIGOZO 338 - A, TRUJILLO	044-257509
00492	CIAN	AV. LIBERTAD 767, TRUJILLO	
00269	CICEX	AV I. GARCILAZO DE LA VEGA 1160, LIMA	
00712	CIDAP-CENT INVEST DOCUM ASESOR POBLACION	MAXIMO ABRIL 541, JESUS MARIA	014-315013
00715	CIDECOS-CENT INVEST DES EDUC COMUN SOC	JR. TUPAC AMARU 1870, LINCE	014-713597
00400	CIDEPSA	A. TIRADO 217, OF. 301, STA. BEATRIZ	014-490490
00154	CIDESCA	APARTADO 536, CHICLAYO	
00714	CID-CENT INV DEV CULT INFAN Y JUVENTUD	AV CENTRAL 435 "C", SAN ISIDRO	014-220850
00315	CIP	JR. PROGRESO 741, OTUZCO	
00318	CIP:	AV. RICARDO PALMA 665-D, MIRAFLORES	014-464323
00325	CIPA III LANG - CENT. INV. PROM AMOPEC	CARRER CHICLAYO, FERRENAFE KM 8 CHICLAYO	
00142	CIPCA	INDEPENDENCIA S/N, PIURA	074-328634
00013	CIPEP	AV TUPAC AMARU 7045, S M PORRES - LIMA	014-724712
00058	CIPRES	AMAZONAS 796, HUANCAYO	054-221476
00361	CIPUR	BALTAZAR LA TORRE 570, SAN ISIDRO - LIMA	014-409161
00055	CIRCA	SAN PEDRO 117, AREQUIPA - AREQUIPA	054-227601

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00908	CITDEC	AUGUSTO BOLOGNESI 183, SAN ISIDRO	014-443636
00707	CLUB DE LEONES DE AREQUIPA	RIVERO 410, AREQUIPA	054-215722
00946	CLUB LEO - DISTRITO H-1, CHICLAYO	LEONCIO PRADO 226, CHICLAYO	074-238173
00059	CLUB LEONES CHEPEN	CALLE LIMA 393, CHEPEN	044-25
00951	CLUB LEONES INT'L-ASOC CLUB LEOS DIST H	SOLOGNESI 624, SAN MIGUEL	014-627830
00060	CLUB LEONES IQUITOS	C/O RCI, JR ARICA 1181, IQUITOS	
00004	CLUB LEONES MIRAF	GRAL GOMEZ 159, MIRAFLORES - LIMA	
00454	CLUB MADRES JP EL AGUSTINO	RECUAY 540 - 103, BENA	014-312520
00459	CLUB MADRES MA AUXILIAD	SAN DIEGO 381 "A", SURQUILLO	014-470769
00438	CLUB MADRES PANFAR	AV. REPUBLICA 147, MNO MELGAR, AREQUIPA	054-216656
00468	CLUB MADRES STA CLARA - T. SEBASTIANI/EE	SAN FELIPE 910 - 309, SURQUILLO	014-479538
00420	CLUB MADRES TUPAC AMARU	24 JUNIO MZ 81 LT 12 AH T AMARU CHORRILL	
00472	CLUB N FLORES	CAL. MENDOZA 1025, TACNA	054-722716
00341	CMTE PROD AGR JAUJ	AV 28 DE JULIO 156, JAUJA	
00020	CMTE COORD EN ACCION	AV SUCRE 1300, MAGDALENA - LIMA	014-619278
00722	CMTE DAMAS CRISTIANAS - EX-350 MANCILLA	RJS MARANON 156-12A ZONA PJ 7 OCT AGUSTI	
00215	CMTE PROD CHICAMA	CALLE SAN PEDRO 224, PAIJAN - ASCOPE	47 PAIJAN
00254	CMTE PROD PAPA		044-252614
00316	CMTE RIEGO PUYUAN	PASAJE SIPA S/N, BARRANCA	
00321	COAS	AV TACNA 391, PIURA	
00192	COBIS-CHIMBOTE	PAULO VI NO. 456, CHIMBOTE	044-326136
00322	CODEAGRO	JR MIRO QUEZADA 327, OF 303 - LIMA	
00057	COIDE	APARTADO 872, CUSCO	
00723	COL ANGLO-AMERICANO	A. UGARTE 565, TINGO, SACHACA-AREQUIPA	054-232507
00014	COL ASIST SOCIALES	C.C. SN FELIPE OF 63, R. SAN FELIPE, JM	014-630523
00001	COL ASIST SOCIALES	ELVIRA GARCIA 563, LAS QUINTANAS TRUJILLO	
00015	COL FE Y ALEGRIA	AH ARRIBA PERU MZ 37 Y 38 CANTO GRANDE	
00765	COL GRA S MRT PORRES	ANTONIO RIVEPO 2220 EL PORVENIR TRUJILLO	044-231960
00016	COL MEDICO DEL PERU	MALECON ARMENDARIZ 791, MIRAFLORES LIMA	014-477595
00226	COL NAC H. DELGADO	CALLE LOS ARCOS 202, CAYMA - AREQUIPA	054-225672
00760	COL NAC INMACUL	IGNACIO MERINO S/N, TALARA	074-381981
00952	COL NAC MIXTO LICEO TRUJILLO	ALOMIAS ROELES S/N, URB PRIMAVERA TRUJIL	044-231941
00801	COL SAN ANTONIO DE MUJERES (CALLAO)	AV SAENZ PENA 1330, BELLAVISTA	014-292524
00763	COL SANTA MARIA	SAN RAMON 263-265, EL CHIFE - PIURA	074-328591
00770	COL SANTA URSULA	AV STA J. DE VEDRUNA/APTDO 102, SULLANA	074-322230
00800	COL SSCC RECOLETA	APARTADO 1503, LIMA 1	014-364308
00938	COL SANTA EDELMIRA 4301017 (TRUJILLO)	LAS ORQUIDEAS S/N, TRUJILLO	
00788	COLEGIO AGUSTINIANO SAN MARTIN DE PORRES	GRAL VIVANCO 911, PUEBLO LIBRE	014-632045
00742	COLEGIO AUGUSTA LOPEZ ARENAS	CALLE BOLIVAR 408, FERRENAFE LAMBAYEQUE	
00767	COLEGIO SANTA ANA MARIA JAVOKEY	ESQ PERU/FAUCETT S/N, SAN MARTIN PORRES	014-526636
00771	COLEGIO CHAMPAGNAT	CALLE RESTAURACION S/N, TACNA	054-723763
00725	COLEGIO CLARETIANO	CALLE CUSCO 110, AREQUIPA	
00775	COLEGIO CLARETIANO	MUSAPES DE JUNIN S/N, URB CALIF-TRUJILLO	
00772	COLEGIO CORAZON DE MARIA	CAL ALPARRACIN S/N, APARTADO 250, TACNA	
00791	COLEGIO DE JESUS	AV BRASIL 2470, PUEBLO LIBRE	014-630156
00790	COLEGIO DE LA CRUZ	AV SUCRE 517, PUEBLO LIBRE	014-635729
00758	COLEGIO DON BOSCO	JOSE OLAYA 299, URB MIRAFLORES, CASTILLA	
00728	COLEGIO ESCLAVAS SAGRADO CORAZON JESUS	S. VELARDE 320, UMACOLLO YANAHUARA AREQU	
00766	COLEGIO ESTATAL SAN JOSE DE TAPES	LOS CIÑESES S/N-U. MIRAFLORES, CASTILLA	
00950	COLEGIO FE Y ALEGRIA NO. 5	URB. CHACAPILLA DE OTERO, SJ LURIGANCHO	14-816486*
00744	COLEGIO FE Y ALEGRIA	APARTADO 527, CHICLAYO	74-236826*

CODE	SPONSOR NAME	ADDRESS	TELEPHONE
00721	COLEGIO FE Y ALEGRIA NO. 15	APARTADO 421, PIURA	
00759	COLEGIO FE Y ALEGRIA NO. 18	APARTADO 102, SULLANA	
00720	COLEGIO FE Y ALEGRIA NO. 34	APARTADO 04-005, BARRANCO	
00792	COLEGIO FE Y ALEGRIA	CAHUIDE 384, JESUS MARIA	014-713428
00796	COLEGIO FE Y ALEGRIA NO. 2	APARTADO 527, CHICLAYO	
00810	COLEGIO GRATUITO MIXTO VILLA MARIA	APARTADO 6029, LIMA 1	014-350129
00062	COLEGIO JESUITA SAN JOSE	APARTADO 60, AREQUIPA	
00779	COLEGIO JESUS MAESTRO	APARTADO 1172, TRUJILLO	
00729	COLEGIO JESUS NAZARENO	INDEPENDENCIA 101, PAUCARPATA AREQUIPA	
00775	COLEGIO LA INMACULADA	APARTADO 211, LIMA 1	014-356772
00940	COLEGIO LEON PINEDO	LDS MANZANOS 610, SAN ISIDRO	014-401730
00745	COLEGIO MANUEL PARDO	AV. LUIS GONZALES 1415, CHICLAYO	
00731	COLEGIO MARIA AUXILIADORA	MANUEL MUNOZ NAJAR 206, AREQUIPA	
00797	COLEGIO MARIA AUXILIADORA	AV BRASIL 450, BREÑA	014-323041
00746	COLEGIO MARIA AUXILIADORA	GRAU 508, FERRENAFE	
00704	COLEGIO MIXTO SAN JUAN DE BARRANCO	MEDRANO SILVA 325 - 361, BARRANCO	014-675278
00750	COLEGIO NACIONAL INMACULADA LA MERCED	BARRIO LA LABRANZA S/N, CHIMBOTE	044-321041
00787	COLEGIO NACIONAL SANTA ROSA	AYACUCHO 510, TRUJILLO	044-242312
00762	COLEGIO NINO JESUS DE FRAGA	AV PROGRESO 701, CASTILLA PIURA	
00782	COLEGIO NTRA SRA DEL PERPETUO SOCORRO	GAMARRA 225, TRUJILLO	
00735	COLEGIO NTRA. SRA. DEL PILAR (ADULTOS)	AV. VIRGEN DEL PILAR S/N, AREQUIPA	
00763	COLEGIO NUESTRA SENORA DE LOURDES	JORGE CHAVEZ S/N, URB CLARKE, PIURA	
00755	COLEGIO NUESTRA SENORA DE LORETO	SANANES OCAMPO 443, IQUITOS	
00754	COLEGIO NUESTRA SENORA DE FATIMA	JR PROSPERO 1254, IQUITOS	
00747	COLEGIO NUESTRA SENORA DEL CARMEN	PLAZA INDEPENDENCIA 24, LAMBAYESE	
00734	COLEGIO NUESTRA SPA. DE GUADALUPE	LA MERCED 506, AREQUIPA	
00777	COLEGIO PARRQUIAL EL BUEN PASTOR	APARTADO 534, TRUJILLO	
00781	COLEGIO PARRQUIAL LA CARIDAD	APARTADO 534, TRUJILLO	
00799	COLEGIO REINA DE LAS AMERICAS	AV CANADA Y PALERMO 4TA CDRA S/N LA VICT	014-720788
00783	COLEGIO ROSA DE AMERICA	GAMARRA 251, TRUJILLO	
00724	COLEGIO SACRADO CORAZON DE JESUS	CDTE CANGAS 600 URB STA ROSA MMELGAR AQP	
00765	COLEGIO SALICIANO	LIBERTAD 333, PIURA	
00757	COLEGIO SAN AGUSTIN	GRAU 788, IQUITOS	
00802	COLEGIO SAN ANTONIO - MARIANISTAS	AV GUARDIA CHALACA 1355, BELLAVISTA	014-293571
00803	COLEGIO SAN COLOMBANO	APARTADO 4068, LIMA 100	14-529676*
00737	COLEGIO SAN FRANCISCO DE SALES	PALACIO VIEJO 422, AREQUIPA	054-212591
00733	COLEGIO SAN IGNACIO	APARTADO 401, AREQUIPA	
00764	COLEGIO SAN IGNACIO DE LOYCLA	AV INDEPENECIA W-1-13, URB MIRAFLO. PIURA	074-328621
00739	COLEGIO SAN JOSE	AV. ALFONSO USARTE 977, AREQUIPA	
00804	COLEGIO SAN JOSE DE CLONY	CALLE CAJAMARCA 210, BARRANCO	014-770409
00767	COLEGIO SAN JOSE ORRERO	JR. "E" 127, URB. SAN JOSE PIURA	
00784	COLEGIO SAN JOSE ORRERO	LOS CLAVELES 112 URB CALIFORNIA TRUJILLO	044-243151
00774	COLEGIO SANTA ANA	ARICA 338, TACNA	
00709	COLEGIO SANTA MARIA (CHINCHA)	CARRETERA PANAMERICANA KM 201, CHINCHA	2312
00748	COLEGIO SANTA MARIA REYNA	YIGUEL GRAU 672 URB STA VICTORIA CHICLAYO	
00786	COLEGIO SANTA RITA DE CASIA	ESTETE 471, TRUJILLO	
00769	COLEGIO SANTA ROSA (PIURA)	SANTA ROSA 213 A.H. STA ROSA, PIURA	
00753	COLEGIO SANTA ROSA DE LIMA (CHIMBOTE)	LAS CASUARINAS 200, LA CALETA - CHIMBOTE	
00887	COLEGIO STA ISA EL ST HUNGRIA	AV NACIONES UNIDAS 1678, LIMA 1	014-241016
00740	COLEGIO STA ROSA DE LIMA (SECUNDARIA)	APARTADO 401, AREQUIPA	
00133	COM CAMP CHARACAT	CASILLA 1350, CORREO CENTRAL - AREQUIPA	

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00018	COM CAMP HUANCHACO	RIO JANEIRO 130, URB S. CARRION-TRUJILLO	N/A
00374	COM CAMP UCOYO	UCOYO S/N PROVINCIA HUAYTARA	
00317	COM CAMP PAIJAN	2 DE MAYO 310, PAIJAN - TRUJILLO	
00138	COM CAMP SICAYA	PLAZA PRINCIPAL, SICAYA - HUANCAYO	
00463	COM CRIST CRISTO	JR CANTO GRANDE MZ G-8, LT 17-SJ LURIGAN	014-612580
00547	COM CRIST EDCP	LEONCIO PRADO 1061, CHICLAYO	074-233214
00985	COM DAMS APOY NINEZ	JR. ESPANA 749	
00196	COM J.C.MARIATEGUI	C/O SR JUAN SOLANO-TAYACAJA 551 INT 210	
00676	COM FEGUE EMPF.	LOS LAURELES 365, SAN ISIDRO	014-408700
00142	COMED CON VES	SECT 1, GP 23, MZ J, LT 4 - V.E.S.	014-452033
00901	COMED SOR ANA DE LOS ANGELES -CARITAS	SAN JERONIMO 515-D, UMACOLLO AREQUIPA	054-215571
00017	COMISION ANTIDROGAS	JACARANDA 404, RES. SAN FELIPE, J. MARIA	014-639412
01020	COMISION DE REGANTES	PLAZA PRINCIPAL SIN NUMERO	
00710	COMISION FULRIGHT	REP. DE CHILE 388 - 4TO PISO, J. MARIA	014-240793
00921	COMI CENT TAMUANTINSUYO	AV HONORIO DELGADO 430, S.M. DE PORRES	014-815772
00113	COMUN. DE TRABAJO, COMUNION Y LIBERAC.	TRUJILLO, LA LIBERTAD	
00023	CON NAC DE MUJERES	FRANCIA 706, MIRAFLORES - LIMA	014-460287
01014	CONAJEN LIMA	AV. AREQUIPA 4155 MIRAFLORES	466553
00693	CONCYTEC	CARILLO CARRILLO 114, JESUS MARIA - LIMA	248179X49
00325	CONCYTEC-CHICLAYO	LETICIA 344, CHICLAYO	
00909	CONG DE SBCC	APARTADO 235, LIMA 100	014-236728
00745	CONG HRN CRIST	JOSE GUINONES S/N, MONSEFU	55 MONSEFU
00483	CONG P VICENTINOS	LUIS GONZALES 1415, CHICLAYO	074-231631
00135	CONS ADM HUARICOLCA	JR. LIMA 318, HUARICOLCA - TARMA	
00063	CONS COL CATORICOS	AV APACHETA S/N, AREQUIPA - COL. STA. CLARA	054-222740
00494	CONS MUN LIMA	MANUEL A. FUENTES 265, SAN ISIDRO	014-421964
00199	CONSCPCIO LA MONEDA	AV. SANTA CRUZ 300, SAN ISIDRO	014-418228
00629	CONSULTORA 1/2 DE MARKETING	COMTE ESPINAR 398, MIRAFLORES	014-461006
00347	CONV MUNO ORT	CASIMIRO ULLOA 450	014-473395
00139	COOP AGR TRAB CHIMU	CORREO DEL DISTRITO, ENCANADA, CAJAMARCA	
00125	COOP COL LA JOYA	TRUJILLO 163, CALLAO	
01005	COOPERIPE	AV. AREQUIPA 4155	466553
00173	CORDE ANCASH	CAMPAMENTO VICHAY, HUARAZ	044-721571
00132	CORDE AYACUCHO	JR. CALLAO 122, AYACUCHO	
00090	CORDE CAJAMARCA	JR. TARAPACA 714, PISO 2, CAJAMARCA	044-922204
00179	CORDE ICA	AV GRAU 148, ICA	034-231172
00129	CORDE LAMBAYEQUE	KM 4 CARRETERA A PIMENTEL, CHICLAYO	074-235041
00131	CORDE LIBERTAD	LOS BRILLANTES 650, SANTA INES - TRUJIL.	044-232041
00086	CORDE LIMA	JAVIER PRADO ESTE 2879, SAN BORJA	014-375600
00136	CORDE PIURA	S. ROMAN S/N URB SAN EDUARDO - EL CHIPE	074-324521
00274	CORDE PUNO	JR DEUSTUA 270, PUNO	054-352421
00130	CORDE TUMBES	AV. PANAMERICANA NORTE KM 1, TUMBES	074-523640
00671	CORREO AREQUIPA	BOLIVAR 204, AREQUIPA	054-255150
00025	CORTE SUPREMA	PALACIO DE JUSTICIA, PSEO REP CDA 2 LIMA	014-280765
00054	CPD-TRUJILLO	ESTETE 411, TRUJILLO	044-251963
00028	GPI	RIO DE JANEIRO 150, MIRAFLORES	014-705393
00068	CRUZ ROJA IQUITOS	C/O RCI JR ARICA 1181, IQUITOS	
00024	CRUZ ROJA PERUANA	A. CAMINOS DEL INCA Y NAZARENAS S/N SURCO	014-482005
00457	CUAVES	SECT 1, GP 12, MZ N LT 21 - V.E.S.	678445X218
00412	CJAVEL	LOS ALAMOS 525, VILLA EL SALVADOR	
00630	DATUM	AV 2 DE MAYO 759, SAN ISIDRO	014-418242

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CODE	SPONSOR NAME	ADDRESS	TELEPHONE
00267	DESCO	LEON DE LA FUENTE 110, MAGDALENA	014-617309
00691	DIAR PAB LITRE	JAVIER PRADO 115	
00073	LIDELL	PEZARRO 659, TRUJILLO	044-233281
00325	DILCONDRO	AV SAN MARTIN 635, PUEBLO LIBRE - LIMA	014-638348
00091	DIR AG LLIBERTAD	COLON 519, PISO 4, TRUJILLO	044-245491
00366	DIR DEP CHICLAYO	PROLONGACION BOLOGNESI S/N	074-236321
00366	DIR DEP PIURA		074-323551
00352	DIR DEP TACNA	AV PANAMERICANA NORTE S/N, TACNA	054-711253
00367	DIR DEP TRUJILLO		044-233351
00353	DIR DEP TUMES		
00225	DIR DEPT AREQUIPA	RONDA LA RECOLETA S/N, AREQUIPA	054-241613
00249	DIR GRAL EDUC INIC	S/N PARQUE UNIVERSITARIO - 7MO PISO LIMA	014-276997
00136	DIR REG HUARAZ	PROLONGACION RAIMONDI S/N, HUARAZ	044-724591
00183	DIR REG ICA	AV. MUNICIPALIDAD 226, ICA	034-231141
00185	DIR REG PIURA	JR VISE MZ Q 40, SANTA ANA - PIURA	074-322404
00184	DIR REG TUMES	CALLE TARAPACA 427, TUMES	074-523841
00979	DIR. SUB-REGIONAL AGRICULTURA II LAMBAYEQUE		
00609	EL COMERCIO	JR MIRO QUESADA 300, LIMA	014-275800
00608	EL NACIONAL	JR ESPANA 738, BREÑA LIMA	
00610	EL PERUANO	AV ESPANA 744, BREÑA LIMA	
00977	EL TIEMPO PIURA	AYACUCHO 751, APARTADO 114	074-325181
01623	EMP PERIOD NAC		014-414201
00163	EPRODICA	INDEPENDENCIA 265, SUSTANJALLA	034-223354
00245	EQUIP DOC DEL NORTE	LEONCIO PRADO 1061, CHICLAYO	N/A
00283	ESCUELAS AMERICANAS	JR UNION 1105, ALTOS, LIMA	014-232422
01018	ESCUELAS DE SERVICIO SOCIAL		044-254631
00290	ESL INTERNATIONAL	H CACHAY DIAZ 101, SAN ISIDRO	014-713780
01017	EST EXP SN RECUE	PEGAS 274	094-235631
01021	ESTACION EXPERIMENTAL VISTA FLOR	KM 3 CARRETERA CHICLAYO	
00291	EURO IDIOMAS	JUAN FANNING 520, MIRAFLORES	014-457116
00414	EX-BECARIA ASUNCION DE ARNADO (CD/S-88)	CTE 20 LT 14, A.H. BOCANEGRA	014-823339
00411	EX-BECARIO ELUTERIO ALFARO - CD FY88	MZ F-72 AH LADERAS DE CHILLON-PTE PIEDRA	711777X131
00451	EX-BECARIO GLADYS NAVARRO - CD FY84	SECT 3, ETA 11, MZ E, LT 11 - V.E.S.	
00434	EX-BECARIO SPACIOLA DE GIL - EE FY86	MANUEL DE LA FUENTE 690, BARRANCO	014-675795
00418	EX-BECARIO MA. TERESA BORDA - EE FY89	AGRUP. CRL. INCLAN A-6, TACNA	054-714262
00466	EX-BECARIO WILDA SANCHEZ HE S/T 88	CORRED CENTRAL DE AREQUIPA	054-246022
00481	EX-BECARIO PROGRAMA WD - FY90	AV. NILO 129, COOP. 53, PAUCARPATA AREQ	054-238397
00460	EX-BECARIO PROGRAMA WD - FY90	CTE 3 P.J. TIASAYA, AREQUIPA	054-232800
00461	EX-BECARIO PROGRAMA WD - FY90	ALIANZA 322, AREQUIPA	054-245787
00464	EX-BECARIO PROGRAMA WD - FY90	URS. LUIS ALBRECHT N-103, TRUJILLO	044-253125
00462	EX-BECARIO PROGRAMA WD - FY90	SUCRE 517, PUERTO ETEN - CHICLAYO	074-238116
00410	EX-BECARIO PROGRAMA WD - FY90	GAUGUIN 135, SAN BORJA	014-425531
00433	EX-BECARIO PROGRAMA WD - FY90	LAMBAYEQUE 150, SAN MIGUEL	014-523562
00445	EX-BECARIO PROGRAMA WD - FY90	M DEL PONT 1923-C, LA ESPERANZA-TRUJILLO	
00459	EX-BECARIO PROGRAMA WD - FY90	COSTA RICA 141 - A, TRUJILLO	044-252968
00444	EX-BECARIO PROGRAMA WD - FY90	MIGUEL GRAU MZ F2, LT 9 - SJ MIRAFLORES	014-718522
00464	EX-BECARIO PROGRAMA WD - FY90	AV. COLONIAL 2339-D, LIMA	014-523461
00415	EX-BECARIO PROGRAMA WD - FY90	ANTUNEZ DE MAYOLO 232 - 501, SAN BORJA	014-470700
00416	EX-BECARIO PROGRAMA WD - FY90	CATALINO MIRANDA 373, BARRANCO	014-829541
00426	EX-BECARIO PROGRAMA WD - FY90	JOSÉ LEAL 1167, LINCE	014-734475
00441	EX-BECARIO PROGRAMA WD - FY90	JR. LOS CLAVELAS 601, LOS OLIVOS	014-852790

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00435	EX-BECARIO PROGRAMA WD - FY90	CALLE SIRIUS 106, VENTANILLA NAVAL	640220X26*
00437	EX-BECARIO PROGRAMA WD - FY90	MAURICIO SIMONS 650, TRUJILLO	044-246369
J0428	EX-BECARIO PROGRAMA WD - FY90	PACASMAYO 113, CHICLAYO	074-234797
00456	EX-BECARIO PROGRAMA WD - FY90	P. LABARTHE 192, URB SAN AGUSTIN - COMAS	014-376600
J0455	EX-BECARIO PROGRAMA WD - FY90	AV. LA PAZ 1509, SAN MIGUEL	014-312045
00422	EX-BECARIO PROGRAMA WD - FY90	AV. MOCHE 328, TRUJILLO	044-241195
00437	EX-BECARIO PROGRAMA WD - FY90	9 DE OCTUBRE 181-6, FELICIA MORA, TRUJILLO	044-244220
00429	EX-BECARIO PROGRAMA WD - FY90	P. NORTE KM 503, SAN JOSE-VIRU, TRUJILLO	3 VIRU
00469	EX-BECARIO PROGRAMA WD - FY90	MANUEL SEOANE 783, LA VICTORIA	074-224935
00431	EX-BECARIO PROGRAMA WD - FY90	S. TELLERIA 228, SAN ISIDRO	014-279672
00419	EX-BECARIO PROGRAMA WD - FY90	JUAN DE ARONA 776-A, DPTO 101 SAN ISIDRO	014-402648
J0484	EX-BECARIO PROGRAMA WD - FY90	SECT 1 GR 1, MZ I, LT 17 - V.E.S.	014-411073
J0421	EX-BECARIO PROGRAMA WD - FY90	A. LAPOINT 643, CHICLAYO	074-221067
00470	EX-BECARIO PROGRAMA WD - FY90	E. DE LAS CASAS 446, SAN ANDRES TRUJILLO	044-234396
00482	EX-BECARIO PROGRAMA WD - FY90	ELEN 315 - 402, SAN ISIDRO	014-424168
J0471	EX-BECARIO PROGRAMA WD - FY90	ATAHUALPA 105, LAMBAYEQUE	074-232010
J0570	EX-BECARIO PROGRAMA WD - FY90	JC MARIATEGUI 808 URB INDEPENDENCIA AREQ	054-228662
J0569	EX-BECARIO PROGRAMA WD - FY90	LOS SAFIROS 112, SAN JERONIMO, AREQUIPA	054-233189
00465	EX-BECARIO PROGRAMA WD - FY90	LORA Y LORA 484, PALERMO TRUJILLO	044-235547
00563	EX-BECARIO PROGRAMA WD - FY90	URB. ADEPO E-3, AREQUIPA	054-235153
00433	EX-BECARIO PROGRAMA WD - FY90	CALLE A. DAVILA MZ M, LT 11, TRUJILLO	044-247790
J0452	EX-BECARIO PROGRAMA WD - FY90	TRINITARIAS 131, SALAMANCA - ATE	014-365350
J0435	EX-BECARIO PROGRAMA WD - FY90	TIZON Y BUENO 554, JESUS MARIA	014-636715
00423	EX-BECARIO PROGRAMA WD - FY90	AGRUPAMIENTO STA ROSA A-2, TACNA	054-726875
00567	EX-BECARIO PROGRAMA WD - FY90	AV. LA PAZ 410, AREQUIPA	054-245766
J0473	EX-BECARIO PROGRAMA WD - FY90	SECT 1, GR 2, MZ J, LT 8 - V.E.S.	014-312040
J0452	EX-BECARIO PROGRAMA WD - FY90	PASAJE SALAVERRY 110, AREQUIPA	054-222378
J0436	EX-BECARIO PROGRAMA WD - FY90	TRUJILLO 653, SAN MARTIN DE PORRES LIMA	
J0474	EX-BECARIO PROGRAMA WD - FY90	SAN PABLO 102, URB. SAN CARLOS - S.M.P.	
00475	EX-BECARIO PROGRAMA WD - FY90	M. CASTILLA 843, MONSEFU - CHICLAYO	
J0477	EX-BECARIO PROGRAMA WD - FY90	MZ 73, LT 12, COM 19, CIUDAD NUEVA TACNA	054-721032
J0476	EX-BECARIO PROGRAMA WD - FY90	URB. SAN JOSE C-13, UMACOLLO - AREQUIPA	054-241343
00427	EX-BECARIO PROGRAMA WD - FY90	JC MARIATEGUI 145, PAUCARPATA - AREQUIPA	054-213993
J0479	EX-BECARIO PROGRAMA WD - FY90	LOS TAMBOS 199, LA VICTORIA - CHICLAYO	074-234797
00440	EX-BECARIO PROGRAMA WD - FY90	AV. NARANJAL 523, SAN MARTIN DE PORRE	014-700782
J0473	EX-BECARIO PROGRAMA WD - FY90	CUSCO 572, PIURA	074-326184
J0445	EX-BECARIO ROSA JURUPE - HE FY83	BS AS DE VILLA MZ 53, LT 16, CHORRILLOS	014-517714
J0612	EXPRESO	JR ICA 646-650, LIMA	014-287470
00257	FE Y ALEGRIA	CAHUIDE 884, JESUS MARIA	
J0144	FED RONDAS CAMPESINAS	PIZARRO 959, 200 PISO - TRUJILLO	044-252024
00137	FED TRAB CHEPEN	JR. SUCRE 741, CHEPEN - LA LIBERTAD	
J0680	FENAPI	AV AREQUIPA 4155, MIRAFLORES - LIMA	014-456372
J0413	FEPOMUVES - G. AFGOS ME FY 83	MZ I, LT 9, VILLA EL SALVADOR	014-286993
01303	FERPEMEI	SAN ROMAN	
J0256	FIS CUS/M.D DIOS		084-224851
J0253	FIS SUP ARA	SAN JOSE 311, AREQUIPA	054-237000
J0250	FIS SUP DEC PIURA/TUMB		074-321280
J0251	FIS SUP DEC TAC/MOQU		054-721441
J0252	FIS SUP ICA		034-234413
J0243	FIS SUP LA LIBERTAD	LA CONSTANCIA 511, URB LA HUERTA GRANDE	044-232233
J0084	FIS SUP PENAL	TORRE DE LIMA OF 603, CENTRO CIVICO LIMA	014-334620

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00394	FISCALIA SUP DECANO LAMRAYQUE		014-226241
00209	FOMCIENCIAS	ROMA 485, SAN ISIDRO	014-418029
00095	FONGAL CAJAMARCA	CAMPO FERIAL BANOS DEL INCA, CAJAMARCA	43 B. INCA
00399	FONJALSUR	AV ALFONSO UGARTE 525, AREQUIPA	
00527	FREN DEMOC MUJERES	AMALIA PUGA 216, CAJAMARCA	044-922525
00574	FUN CONTRA HAMBRE TRUJ	EULOGIO GARRIDO 658, LOS JARDINES TRUJIL	
00579	FUND D.VAN LIER	AV SALAVERRY 2409 - OF 306-5, S.I. LIMA	
00103	FUND CONTRA HAMBRE	JUAN DE LA FUENTE 280, SAN ANTONIO	014-475937
00114	FUND DES NACIONAL	AV. SALAVERRY 2461, SAN ISIDRO	014-705145
00202	FUNDAC. KIPU	AV AREQUIPA 1208, OF 502, LIMA	014-712625
00324	FUNDO VILLALUZ	RICARDO TRENEMAN 132, CHORRILLOS	
00513	GAM	AV. J. GALVEZ 1083 OF. 604 - STA BEATRIZ	
00631	GEMPI SRL	AV PETET 1225 OF 1402, SAN ISIDRO	014-224717
00205	GRADE	AV DEL EJERCITO 1870, 3ER. PISO-S.ISIDRO	014-405902
00206	GREDES	VALLE Riestra 520, SAN ISIDRO	014-425595
00026	GRP APCYC P. FAMILIA	LAS COLONDRINAS 121, LINCE - LIMA	014-410397
00027	GRP JUV S.FCO ASIS	PARROQ. SR. ESPERANZA (ALT CENTRO SALUD)	
00028	GRP JUV TALITA	LOS SAUCES 2DA. ETAPA SURQUILLO-LIMA	
00029	GRP MARIANO EN ACCION	JR MANUEL PAZOS 178 ZONA A J MIRAFLORES	
00573	GRP TRAB PROM MUJER	ATAHUALPA 490, TRUJILLO	
00406	GRUPO HABITAT	LECN DE LA FUENTE 110, MAGDALENA DEL MAR	014-617309
00528	GRUPO MUJER	LOS MAESTROS 116, URB. SAN LUIS-CHICLAYO	074-233388
00563	HABIT TRUJILLO	AV. LARCO 556, URB. SAN ANDRES, TRUJILLO	044-255214
00954	HOGAR DE MENORES NO. 3 "LA NINA"	AV. VICTOR LARCO S/N, TRUJILLO	044-243661
00939	HOSPITAL MILITAR CENTRAL (MIN DEFENSA)	AV PERSHING, JESUS MARIA	
00611	HOY	AV ARAMBURU 4TO PISO, SAN ISIDRO	014-415866
00919	HRMS MIS MEDICAS	PJ MIGUEL GRAU, AREQUIPA	54-222873*
00549	HRMS SAGRADA FAMILIA	PSJE EL PORVENIR 199, CHICLAYO	
00387	IAP	MIGUEL IGLESIAS 1974, OF. 302, LINCE	
00692	ICOM	J. DEL LLANO ZAPATA 316 -404, S. ISIDRO	014-425233
00276	ICPNA AREQUIPA	MELGAR 109, AREQUIPA /APARTADO 555	054-243841
00277	ICPNA CHICLAYO	MANUEL MARIA IZAGA 807, CHICLAYO	074-231241
00278	ICPNA CUSCO	TULLUMAYO 125, CUSCO /APARTADO 287	084-224112
00279	ICPNA HUANCAYO	JR GUIDO 740, HUANCAYO /APARTADO 624	064-224152
00280	ICPNA LIMA	JR. CUSCO 446, LIMA /APARTADO 304	014-283530
00281	ICPNA PIURA	CALLE LIMA 616, PIURA	074-321332
00282	ICPNA TRUJILLO	ESC H. DE JUNIN Y VENEZUELA, URB RECREO	044-223196
00314	IDESI	CARLOS ARRIETA 1066, SANTA BEATRIZ	014-703871
00693	IDESI	AV. TRODORO VALCARCEL 496, URB PRIMAVERA	
00337	IGL CRISTO REDENTOR	JR. INCA 245, RIMAC	014-814663
00030	IGL STA MA D CARMEN	JR CANETE 7249, URB MESA REDONDA - SMP	014-321873
00973	IGLESIA EVANGELICA BAUTISTA HOREB	T.VALCARCEL 495, URB PRIMAVERA TRUJILLO	232160
00062	IGLESIA METODISTA		
00165	IIA	TIZON Y BUENO 847, JESUS MARIA	014-713237
00334	IIAP	V. ABELARDO QUINONES 2.5, IQUITOS	094-232925
00205	ILD	BENAVIDES 881, MIRAFLORES	014-443509
00632	IMASEN S.A.	CRL INCLAN 470, MIRAFLORES	014-443571
00068	INABIF AREQUIPA	URB BANCARIOS H-3, PAUCARPATA, AREQUIPA	
00067	INABIF PIURA	C/O DIRECCION DEPARTAMENTAL DE EDUCACION	074-334538
00331	INABIF SEDE CENTRAL	AV SAN MARTIN 635, PUEBLO LIBRE - LIMA	014-630303
00151	INCADEN	TUPAC AMARU 566, HUACHO	034-323818

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00571	INCEP		
00167	INDA INS AUTOMESTION	AV. PETIT THOUARS 3899, SAN ISIDRO	014-412253
00159	INDIS	ATAHUALPA 490, TRUJILLO	044-252692
00350	INIAA		014-350606
00379	INIAA CHICLAYO	KM 8 CARRETERA CHICLAYO-FERRENAFE	074-231521
00917	INPET	AV. MSCAL STA CRUZ 703, JESUS MARIA	014-242367
00404	INPPARES	GREGORIO ESCOBEDO 115, JESUS MARIA	014-633152
00897	INPPARES AREQUIPA	AREQUIPA	054-212733
00032	INS ALTAMIRA	PROL. RICARDO PALMA 835, SAN ANTONIO	014-457086
00408	INS D. DE LAS CASAS	RICARDO BENTIN 765, PIMAC	014-814663
00035	INS CONTRA DROGA	MARIANO VALDARRAGO 234, MARANGA-S MIGUEL	014-523195
00529	INS DESAR COMUNAL	AV. LORETO 1040, 2DO. PISO - PIURA	074-332697
00157	INS EDUC HUACHO	RACL GRAU 176, HUACHO. APTDO 45, HUACHO	
00516	INS INV DE LA FAMILIA	FSJE SCHELL 121, 3ER. PISO, DPT 2 MIRAF	014-440900
00572	INS INV DESARROLLO	VALCARCEL 478, TRUJILLO	044-232057
00530	INS INV PROM REG	VICENTE DE LA VEGA 417, CHICLAYO	074-222279
00127	INS J. CRESPO	APARTADO 280, TINGO MARIA - HUANUCO	
00515	INS JESUS ALVARADO	PAELO BERMUDEZ 214 OF. 605 - J. MARIA	014-322281
01026	INS JOSE GARRION	LIMA	
00203	INS LATINO ECONOMIA	CONQUISTADORES 1083, SAN ISIDRO	014-419593
00633	INS MEDIOS PUBLICI	AV LARCO 743 2DO PISO, MIRAFLORES	014-443390
00566	INS MUNDO LIBRE-AREQUIPA	CC INDEPENDENCIA BLOCK 'D' OF 434 4TO P.	054-212465
00517	INS SALUD H PESCE	JR. ICA 121, OF 405 - LIMA	014-288812
00036	INS SIGLO 21	TACNA 90, SAN MIGUEL - LIMA	014-278214
00222	INS SUP PED SSCC	JR CAHUIDE S/N, LEONARDO ORTIZ -CHICLAYO	074-231051
00229	INS TRUJILLO	JR. AMAZONAS 202, TRUJILLO	044-252527
00092	INS VALLE GRANDE	KM 145, PANAMERIC. SUR, S. V. DE CANETE	2261 CANET
00978	INS SUPERIOR TECNOLOGICO ESTATAL VIRU		
00311	INST CUL PER CANADIENSE	JR LIMA 496, HUANCAYO	
00156	INST DES NORTE	JR. LIMA 420, CHICLAYO	
00307	INST INT'L DE CULTURA	ELIAS AGUIRRE 428, CHICLAYO	074-222311
00292	INST PEDAG MONTEERRICO	PANAM. SUR KM 8.5, MONTEERRICO	014-365843
00309	INST PERUANO BRITANICO	SAN JOSE 977, CHICLAYO	
00726	INST SUP PEDAGOGICO DEL SUR	PALACIO VIEJO 414, AREQUIPA	054-215681
00794	INST. PILOTO JESUS OBRERO	APARTADO 2164, LIMA 100	014-230132
00773	INST. SUP. PEDAG JOSE JIMENEZ BORJA	BILLINGHURST 150, TACNA	
00780	INST. SUP. PEDAG JUAN PABLO II	APARTADO 790, TRUJILLO	
00749	INST. SUP. PEDAG STO TORIBIO MCGROVEJO	LETICIA 318, CHICLAYO	
00751	INST. SUP. PEDAG. DE CHIMBOTE	AV. LOS ALCATRACES S/N, CHIMBOTE	
00741	INST. SUP. PEDAGOGICO DE AREQUIPA	AV. LA MERCED 313, AREQUIPA	054-213481
00983	INST.NACION DE INVEST.AGRARIA Y AGROINDU	PUCALLPA	
00981	INSTITUTO LUIS E. VALCARCEL		
00976	INSTITUTO SUPERIOR TECNOLOGICO CAJAMARCA	JR. AREQUIPA 212	3464
00634	INT'L SURVEYS	E. ACUIRRE 126 OF 1105-1106, MIRAFLORES	014-468999
00211	IPAE	AV LA MARINA CUADRA 16, PUEBLO LIBRE	014-517773
00365	IPAE-INST. PERUANO DE ADMINIST EMPRESAS	AV LA MARINA CDRA 16, PUEBLO LIBRE	
00518	IPAL	AV. LA MAR 170, MIRAFLORES	014-466332
00160	IPDA	ALFONSO UGARTE 336 - 203, CHICLAYO	
00390	IPES	JR. FELIZARIO FLORES 121 - A, LINCE	014-711320
00211	IPI - INST. PSICOLOGIA INTEGRAL	SINCHI ROCA 2642, LINCE	014-405208
00381	IPIFA	P. VENTURO 440, UPB. AURORA - MIRAFLORES	014-453374

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CODE	SPONSOR NAME	ADDRESS	TELEPHONE
00070	IS PER FOMENTO	CRL. ZEGARRA 758, JESUS MARIA	
00325	IST "POM"	PROLONGACION 2 DE MAYO S/N CELENDIN	
00342	IST "SIL" SAN IGNACIO DE LOYOLA	PASEO LA SRENA 621, HUANCAYO - JUNIN	064-233407
00322	IST 13 DE JULIO	JR. CAJAMARCA S/N, SAN PABLO - CAJAMARCA	
00823	IST 4 DE JUNIO DE 1821	JAEN, CAJAMARCA	
00242	IST ALMIR GRAU	AV PROLONGACION GRAU S/N, PIURA	074-323068
00350	IST ALMIRANTE GRAU-PROGRAMA DESCENTRALIZ	PAITA, PIURA	
00234	IST ARAJZ PINTA	JR. JOSE MARTI 150, SAN MIGUEL	N/A-
00862	IST AYABACA	AYABACA, PIURA	074-327066
00360	IST AYAVIRI	DALSASPATA, AYAVIRI, MELGAR	
00820	IST BAMBAMARCA	MIGUEL GRAU S/N, BAMBAMARCA - CAJAMARCA	
00853	IST BOLIVAR	BOLIVAR, LA LIBERTAD	
00228	IST BUENDIA	AV TUPAC AMARU S/N, LA PALMA - ICA	034-232246
00828	IST CAJABAMBA	AV V.R. HAYA DE LA TORRE S/N, CAJABAMBA	
00326	IST CAJAMARCA	KM 3.5 CARRETERA BANOS DEL INCA CAJAMARC	
00237	IST CANETE	APARTADO 11, QUILMANA, CANETE	
00244	IST CAP FAP J QUINONES	PANAMERICANA NORTE KM 2, TUMBES	074-523833
00832	IST CASCAS	CASCAS, CONTUMAZA - CAJAMARCA	
00337	IST CHINCHA	AV. UNION CUADRA 3, PUERLO NUEVO CHINCHA	
00852	IST CHOCOPE	CHOCOPE, ASCOPE	
00321	IST CHOTA	FUNDO TUCTUHUASI, CHOTA - CAJAMARCA	
00319	IST CIRO ALEGRIA	PREDIO EL ALGARROBAL S/N, CHEPEN	
00844	IST CONCEPCION	9 DE JULIO, CONCEPCION - JUNIN	
00830	IST CUTERVO	CUTERVO, CAJAMARCA	
00335	IST DE IQUITOS		
00232	IST E LOPEZ ALBUJAR	PROL. LIBERTAD 314, FERRENAFE	57 FERRENA
00824	IST FELIPE ALVA Y ALVA	CONTUMAZA, CAJAMARCA	
00243	IST GONZ VIGIL	AV CIRCUNVALACION S/N, TACNA	054-721201
00848	IST GUADALUPE	AV AYACUCHO 284, GUADALUPE, PACASMAYO	044-563056
00835	IST H DE LA TORRE	ESPINAR, CUSCO	
00863	IST HERMANOS CARCANO	PAITA, PIURA	
00849	IST HUAMACHUCO	HUAMACHUCO, SANCHEZ CARRION	
00869	IST HUANCANE	HUANCANE, PUNO	
00357	IST HUACOCHEKI	URB CHACASTILLA, HUACOCHEKI, LIMA	
00345	IST HUASICANCHA	JUNIN, JUNIN	
00236	IST J C TELLO	AV. MARIAEGUI S/N, VILLA EL SALVADOR	
00856	IST JATUN YAUYES	YAUYES, LIMA	
00241	IST JC MARIATEGUI	SAMOGUA, MOQUEGUA	374 MOQUEG
00851	IST JORGE DESMATSON SEMINARIO	JR. SAPIENTO 1133, PACASMAYO	
00866	IST JOSE ANTONIO ENCINAS	FUNDO SILCEDO, ARTDO 306, PUNO	
00233	IST JOSE PARDO	AV GRAU 620, LA VICTORIA - LIMA	014-315040
00867	IST JULI	JULI, CHUCUITO, PUNO	
00235	IST L BALLIVAN	AV. LIZARDO MONTERO 296, ZONA A - SJ MIR	
00730	IST LA RECOLETA	CALLE RECOLETA 117-A, AREQUIPA	054-228414
00365	IST LA UNION	LA UNION, PIURA	
00364	IST LUCIANO CASTILLO S.	TALARA, PIURA	
00733	IST MARIA MONTESSORI (AREQUIPA)	MERCADERES 414, AREQUIPA	054-215122
00846	IST MOTUPE	JUAN PABLO II S/N, MOTUPE - LAMBAYEQUE	
00360	IST NESTOR MARTOS GARRIDO	HUANCABAMBA, PIURA	
00359	IST NOR ORIENTAL SELVA	CALLE TUPAC AMARU 393, BANDA SILCAYO	094-522339
00230	IST NUEVA ESPERANZA	AV JOSE CASTELL S/N, LA ESPERANZA	044-248160

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00354	IST OLMOS	C. STO DOMINGO 112, VIA CHICLAYO, OLMOS	74-238686*
00240	IST P DEL AGUILA	AV DEL EJERCITO S/N, IQUITOS	094-234451
00339	IST PALPA	KM 6, RIO GRANDE, PALPA - ICA	1 PALPA
00341	IST PANCOA	SATIPO, JUNIN	
00957	IST PED J ENCINAS	TUMBES	
00816	IST PEDRO P. DIAZ	FRANCISCO PIZARRO 130, PAUCARPATA AREQU	054-222903
00370	IST PEDRO VILCA APAZA	AZANGAPO, PUNO	
00838	IST PISCO	CALLE CAMAGUEY 400, PISCO - ICA	
00231	IST REP FED ALEMAN	AV ELVIRA GARCIA Y GARCIA 755, CHICLAYO	074-238578
00239	IST S EOLIVAR	AV. COLONIAL CDA. 32, BELLAVISTA	014-651774
00793	IST SAN ANTONIO	AV SAENZ PENA 1330, BELLAVISTA	014-292524
00829	IST SAN IGNACIO	SANTA ROSA CUADRA 3, SAN IGNACIO	
00327	IST SAN MARCOS	HUALLOBAMBA, SAN MARCOS - CAJAMARCA	
00831	IST SAN MIGUEL	SAN MIGUEL, CAJAMARCA	
00840	IST SANTIAGO ANTUNEZ DE MAYOLO	APARTADO 287, PALIAN, HUANCAYO - JUNIN	
00343	IST SAUSA	JAUJA, JUNIN	
00872	IST SUIZA	CARRET F. BASADRE KM 6, PUCALLPA	064-376665
00859	IST SULLANA	APARTADO 163, SULLANA - PIURA	
00336	IST TAYAPAMPA	PROVINCIA DE CANAS, TAYAPAMPA	
00227	IST TUPAC AMARU	PROL. CUSCO S/N, SAN SEBASTIAN - CUSCO	N/A
00334	IST URUBAMBA	URUBAMBA, CUSCO	
00355	IST V.R. HAYA DE LA TORRE-EPS 13 ENERO	JR STA CATALINA, MALVA ROSA BARRANCA	
00850	IST VICTOR ANDRES B.	SANTIAGO DE CHUCO SANTIAGO DE CHUCO	
00861	IST VICUS	CALLE LIMA 323, CHULUCANAS, MORROPON	
00833	IST VILCANOTA	SICUANI, CANCHIS - CUSCO	
00847	IST VIRU	CARRETERA PUENTE VIRU, VIRU, TRUJILLO	
00793	IST Y PEDAG SALESIANO	AV BRASIL 210, BRENA	014-239223
00371	IST YUNGUYO	YUNGUYO, PUNO	
00849	IVITA	CIRCUNVALACION KM. 6.5 SAN BORJA	014-353064
00217	JUN NAC DIST RIEGO	JR. MIRO QUESADA 327-404, LIMA	014-289419
00333	JUPCE	POUE UNIVERSITARIO S/N PISO 13, LIMA	014-274520
00613	LA CRONICA	AV ESPANA 744, BRENA	014-283460
01024	LA INDUSTRIA TRJ	GAMARPA 443	044-231992
00614	LA REPUBLICA	JR CANANA 320-332, LIMA	014-276455
00961	LEG MARIA	JR. SAN MARTIN 603, TRUJILLO	044-234357
00109	LUTHERAN WORLD	GRAL SILVA 117, SAN ANTONIO - MIRAFLORES	
00152	MACRO CONSULT	CONQUISTADORES 1083, SAN ISIDRO	014-419593
00155	MAD MISERICORDIA	APARTADO 449, CHICLAYO	66 PT ELEN
00093	MADRE FRANCISCA JAVE	AHUAJ PINTA 600, CUZCO	
00544	MADRES DE SAN JOSE	APARTADO 460, CHICLAYO	
00056	MAESTROS LA LIBERTAD	C/O CPD, ESTETE 411, TRUJILLO - TRUJILLO	044-252024
00699	MATILDE DE LOMBARDI	SAN MARTIN 877, TACNA	054-721391
00696	MEDIO AMBIENTE	GRAL SUAREZ 1330, MIRAFLORES - LIMA	014-227979
00982	MINISTERIO DE DEFENSA	LIMA	
00096	MISION SALESIANA	APARTADO 394 - 364, CUZCO	
00771	MORILLAS INDUSTRIAL S.A.	AV. AMERICA NORTE 1698	244599
00084	MOV CHICAS GUIAS	PASAJE OLAYA 180, TRUJILLO	044-257198
00577	MOV CRISTIANA AREQUIPA	LUNA PIZARRO 207, VALLECITO AREQUIPA	054-219162
00372	MOV FAM CRISTIANO	C/O COL. SAN JOSE, APARTADO 60, AREQUIPA	
00071	MOV FAM CRISTIANO	ALVAREZ THOMAS 102, AREQUIPA	054-212141
00695	MOV M RAMOS	BOLIVIA 921, BRENA - LIMA	014-245251

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00531	MOM NUEVA MUJER	CCO. PIZARRO 959, OF. 1 - 2DO PISO TRUJI	044-235007
00521	MUJER Y CAMBIO	AV. LOS PRECURSORES 318, SURCO	014-354983
00520	MUJER Y SOCIEDAD	AV. NICOLAS DE PIÉROLA 677 OF 503 - LIMA	014-240189
00002	MUNDO LIBRE	TERRUEL 356 OF 203, MIRAFLORES - LIMA	014-465446
00417	MUNI CARABAYLLO	AV. MANUEL PARDO 174, CARABAYLLO	871207#03*
00554	MUNIC LA VICTORIA	LOS INCAS 620, LA VICTORIA - CHICLAYO	074-222930
00934	MUNICIPALIDAD PROVINCIAL DE TACNA	INCLAN 404, TACNA	054-711787
00163	NCTLSS	MARIANO J. ARCE 135, SAN ISIDRO	014-409430
00963	NORMAS LEGALES	CRREGOZO 338, TRUJILLO	044-257509
00038	NUEVA ACROPOLIS	AV. SOLIVERA 560, ARENA - LIMA	014-244252
00328	ONC	DIEZ CANSECO 550, 2DO. PISO, MIRAFLORES	015-443690
00430	OBISPADO CHICLAYO	ELIAS AGUIRRE 850, CHICLAYO	074-234794
00539	OBISPADO CHICLAYO	ELIAS AGUIRRE 850, CHICLAYO	074-234794
00039	OBISPADO DEL CALLAO	INDEPENDENCIA 389, CALLAO	014-294918
00716	OBRA DE JESUS - ASOCIACION MISIONERA	U. JAZMINES I ETAPA MZ 3 LT 7 CALLE 2	014-616383
00756	OBRAS EDUC VICARIATO APOSTOLICO IQUITOS	POTUMAYO 352, IQUITOS	094-234253
00144	ODALL	GAMARRA 411, TRUJILLO	044-248447
00037	OF. DE LA JUVENTUD	PQUE UNIVERSITARIO S/N 12VO. PISO, LIMA	014-289153
00195	OF. ASUNTOS INT'L	S/N PARQUE UNIVERSITARIO, LIMA	014-281209
00120	OFASA	AV ANCAMOS 770, MIRAFLORES	014-469032
00962	OFICINA DE EDUCACION CATOLICA	CHICLAYO	
00615	OJO	M. GONZALES OLAICHEA 135, SAN ISIDRO	
00145	ONA	MIRO QUEZADA 327, LIMA	014-289417
00103	ONAA	INTERSECCION CIRCUNVALACION, HUARAZ	044-721371
00106	ONAA CAJAMARCA	CARRETERA BANOS DEL INCA S/N, CAJAMARCA	044-923359
00173	ONAA CHICLAYO	PR INDUSTRIAL, KM 3, CARR A PIMENTEL	074-237087
00176	ONAA HUARAZ	CIRCUNVALACION Y RAIMONDI S/N, HUARAZ	044-721871
00121	ONAA OF. NAC	NATALIO SANCHEZ 220, PISO 14 - J. MARIA	014-246493
00174	ONAA PIURA	AV. LOS TALLANES S/N, URB EL CHIPE PIURA	
00175	ONAA SALAVERRY	JR. ZELA 514, TRUJILLO	044-256722
00357	ONERN	CALLE 17 (LOS PEIRROJOS) 355, S. ISIDRO	
00073	ORG PAR IQUITOS	C/O RCI, JR ARICA 1181, IQUITOS	
00077	P SN COLUMBANO	APARTADO 262, LIMA 100	014-529676
00446	PAD TRUJILLO	LOS BRILLANTES 650 URB. STA INES	044-232041
00958	PAR CORZ DE JESUS	LOS CARDOS G-1-7, URB. MIRAFLORES, PIURA	074-324339
00545	PAR DIEGO FERRE	APARTADO 311, CHICLAYO	074-235938
00540	PAR INMACULADA URRUNAGA	ROOSEVELT 1323 - URRUNAGA, CHICLAYO	074-236301
00043	PAR SAN PEDRO	CALLE 4 S/N 4TA ETAPA, MATELINI CHORRILL	014-672848
00986	PAR SANT SACR PIURA	APARTADO 324, PIURA	NO TIENE
00947	PAR SGDA FAMILIA	DIEGO FERRE - MURO, CHICLAYO	
00539	PAR SN JOSE OBRERO	AV M. SEGANE 1247, LA VICTORIA-CHICLAYO	074-238589
00933	PAR ST R LIMA TACNA	ATAHUALPA 205 - PJ MIGUEL GRAU, TACNA	054-714272
00546	PAR TUCUME	APARTADO 110, CHICLAYO	
00040	PAR VIRGEN NAZARETH	R. OLIVERA 249, EL AGUSTINO - LIMA	014-321096
00905	PARROQUIA CRISTO OBRERO	APARTADO 970, AREQUIPA	054-217771
00884	PARROQUIA DE LA SANTA CRUZ	AV. SANTA 1175, TRUJILLO	044-241481
00955	PARROQUIA DEL ESPIRITU SANTO	APTOC. 1885, SELVA ALEGRE, AREQUIPA	054-214701
00937	PARROQUIA DEL SAGRARIO CARMELITAS (TRUJ)	APARTADO 681, TRUJILLO	044-241161
00773	PARROQUIA LA SACRADA FAMILIA	APARTADO 743, LA ESPERANZA - TRUJILLO	
00956	PARROQUIA MADRE MISERICORDIA	AV. SAN JERONIMO 513, UMACOLLO, AREQUIPA	054-224755
00943	PARROQUIA NTA. SRA. DE LA CONSOLACION	LOS ALGARROBOS 222, URB. STA VICTORIA	074-235211

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00537	PARROQUIA REQUE	APARTADO 649, CHICLAYO	28 REQUE
00906	PARROQUIA SAN JUAN BAUTISTA, CHARACATC	PLAZA PRINCIPAL, CHARACATC - AREQUIPA	054-213233
00945	PARROQUIA SAN JUAN MARIA VIANNEY	AV MONS. JUAN E. TOMIS S/N, CHICLAYO	074-234952
00904	PARROQUIA SAN MIGUEL DE SIMON BOLIVAR	APARTADO 1854, PAUCARPATA - AREQUIPA	
00902	PARROQUIA SANTISIMA CRUZ	ACEQUIA ALTA, CASTILLA 1135, AREQUIPA	
00903	PARROQUIA SENOR DE LOS MILAGROS	MARIANO MELGAR, AREQUIPA	054-215995
00389	PLANIFAM	AV. ARGENTINA E-13, URB. UCHULLO, CUSCO	084-239070
00705	POSTA MEDICA SAN JOSE DE TIAEAYA	APARTADO 595, AREQUIPA	054-232800
00562	PREF DE LAMBAYEQUE	ATAHUALPA 123, CHICLAYO	
00044	PRG PRV FARMACODEP	LOS NOGALES 818 - CHACLACAYO	014-910165
00122	PRISMA	AV. LAS ARTES 360, SAN BORJA	014-757948
00383	PRO-FAMILIA	TRIPOLI 360, MIRAFLORES	014-457038
00970	PRO-JUVENTUD	AV. 2 DE MAYO 1048-A,	
00694	PRO-VIDA	GRAL GARZON 2170, JESUS MARIA - LIMA	014-633911
00169	PROAGRO	AV. APANCAY 1176 OF 502, LIMA	014-272922
00170	PRODEI	TEODORO CARDENAS 150, LYNCE	014-716360
00107	PRODERM	AV EL SOL 616, CUZCO	084-225037
00942	PROG DE SUPERVIV INFANTIL (CARITAS-AGP)	SAN JERONIMO 515-0, UMACOLLO AREQUIPA	054-215571
00425	PROB MOV MUJER/SUPERVIV	OLGA GROHMAN 1065, TACNA	054-722429
01019	PROLACSUP		014-218381
00383	PROMOEI COMAS	AV TUPAC AMARU KM 4.5, INDEPENDENCIA	
00171	PROTERRA	AV. E. CAMPODONICO 203 URB STA CATALINA	014-723300
00361	PROY ESP ALTO HUALLAGA	LOS RUISEÑORES 481, URB EL PALOMAR -S.I.	014-226887
00123	PROY FAO/HOLANDA	AV. SALAVERRY 3075	014-416470
00362	PROY HUALLAGA CENTRAL	EX-CAMPAMENTO COPERHOLTA, CASTILLA 166	094-522208
00360	PROY PICHIS PALCAZU	REYNOLDS 111, SAN BORJA - LIMA	014-358200
00190	PROYECTO CHIRA	KM 3 CARRETERA A SULLANA, PIURA	074-328340
00387	PROYECTO DESARROLLO INTEGRAL	TEODORO CARDENAS 150, LYNCE	
00355	PROYECTO PADI	MAXIMO ABRIL 506, JESUS MARIA - LIMA	014-247439
00393	PROYECTO PRODIA - CORLIB		044-261642
00335	PRY INTG ADOLES		014-323535
00550	PUNTES DE SALUD	SAN CAMILO 514, AREQUIPA	054-234652
00390	PUNTES DE SALUD	JUAN ALIASA 100, MAGDALENA DEL MAR	014-611894
00486	PUNTES DE SALUD	SAN CAMILO 514, AREQUIPA	054-234652
00616	RADIO CADENA	AV AREQUIPA 4130, 10MO. PISO MIRAFLORES	
00618	RADIO MIRAFLORES	MANCO CAPAC 495 OF 303-304 - MIRAFLORES	
00617	RADIO PROGRAMAS DEL PERU	A. TIRADO 217, 7MO. PISO, STA. BEATRIZ	
00101	RES AGRA CAJAMARCA	APARTADO 184, CAJAMARCA	
00960	REGION NOR ORIENTAL DEL MARANON	AMAZONAS - CAJAMARCA - LAMBAYEQUE	
00493	REP INT'L GROCEVIA	LORD COCHRANE 140 - C, SAN ISIDRO	014-400941
00181	RES P. JESUITAS	MALECON ARMENDARIZ 891, MIRAFLORES	014-496772
00736	REVERENDO PADRE POZO	SAN PEDRO 117, AREQUIPA	
01023	REVISTA OICA	PEDRO VENTURO 353, URBANIZACION LA AUROR	014-475851
00689	REVISTA SI	R. MORALES DE LA TORRE 295, MIRAFLORES	014-405135
00075	ROTARY AREQUIPA	PIEROLA 108, AREQUIPA	054-214992
00047	ROTARY CHICLAYO	LOS SAUCES 496, STA VICTORIA - CHICLAYO	074-236354
00045	ROTARY DE LIMA	MARIANO DE LOS SANTOS 154, SAN ISIDRO	014-420327
00533	RP EMICIDIO SANDOVAL	APARTADO 449, CHICLAYO	074-238589
00763	SAN JOSE PRODUCCIONES S.A.	ALCANFORES 1255, MIRAFLORES - LIMA	014-465951
00172	SER	BARTOLOME HERRERA 181, LYNCE	014-700929
00041	SEPV EDU AGUSTINO	R. OLIVERA 249, EL AGUSTINO	014-733628

CODE	SPONSOR NAME	ADDRESS	TELEPHONE
00522	SERV PAST COMUNIC	FRANCISCO DE ZELA 1027 (ALTOS), J. MARIA	014-716847
00520	SERV UNIV CANADA	JULIO C. TELLO 150 - OF. 602 MIRAFLORES	
00675	SNI	LOS LAURELES 365, SAN ISIDRO	014-408700
01000	SNI AYACUCHO	JR. ASAMBLEA 195	06491-2191
00216	SOC AGR STA LUISA	FDO. SANTA LUISA, ESPERANZA BAJA, HUARAL	
00112	SOCORRO PAZ	PEDRO DE LEON 264, PIURA	
00523	SUMBI	LOS OLIVOS 303 - RES. SN. FELIPE, J. MA.	014-712928
00524	TALLER M. BASTIDAS	PORTUGAL 139 - OF 201, BRENA	014-244523
00080	TARPUY	LADERAS DE CHILLON, PUENTE PIEDRA	
00146	TECHNOSERVE INC.	SINCHI BOCA 2633, LINCE	014-429099
00224	TECSUP	AV. SEPARADORA INDUSTRIAL S/N, ATE	014-371909
00595	THE PATHFINDER FUND	PARQUE MELITON PORRAS 345, MIRAFLORES	014-466068
00524	TIPACOM	UNIDAD VECINAL RIMAC 16A	014-812766
00380	TIPACOM	JR. ICA 121 OF. 602, LIMA 1	014-286993
01029	UDES ANCASH	ANCASH	
00392	UDES AREQUIPA	AREQUIPA	054-235180
01030	UDES AYACUCHO		
01031	UDES CUSCO		084-233561
01033	UDES LA LIBERTAD		
00074	UDES PUIRA	PIURA	074-323561
01032	UDES SAN MARTIN		
00263	UN AMAZ PERUANA	SAMANEZ OCAMPO 185, IQUITOS	094-234153
00045	UN NAC CATOLICA	FUNDO PANDO S/N, PUEBLO LIBRE - LIMA	014-622540
00093	UN PART D APURIMAC	JR. CUZCO 305, ABANCAY - APURIMAC	
00376	UNA LA MOLINA	APTDO 456, LA MOLINA - LIMA	014-352035
00377	UNA MOLINA FOREST	APARTADO 456, LA MOLINA - LIMA	014-352035
00318	UNAS LA MOLINA	APARTADO 456, LA MOLINA	014-352035
00363	UNAS SELVA	APARTADO 156, TINGO MARIA	2341 TGMAR
00378	UNAS SELVA RRNN	APARTADO 156, TINGO MARIA - HUANUCO	064-522342
00966	UNEC	CHICLAYO	
01023	UNICEF	LIMA	
00187	UNID AGR DEP LIMA	AV URUGUAY 514, OF. 201 - LIMA	014-238748
00128	UNID AGRAR DEPT LAMBAY	AV SOLOGNESI 200, CHICLAYO	074-234471
00355	UNIV AGRAR MOLINA	APARTADO 456, LA MOLINA	014-352035
00210	UNIV CATOLICA	URB. SAN JOSE S/N - AREQUIPA	054-243271
00702	UNIV CATOLICA	AV UNIVERSITARIA S/N, PUEBLO LIBRE	014-622540
00313	UNIV DE PIURA	URB. SAN ROMAN S/N, PIURA	074-326601
00399	UNIV DE PIURA	APARTADO 353, PIURA	074-328171
00912	UNIV DEL PACIFICO	AV. SALAVERRY 2020, JESUS MARIA	014-712277
00303	UNIV FEM OS CC	AV LOS FRUTALES S/N, ATE	014-364644
00264	UNIV NAC A MAYOLO	AV CENTENARIO 200, HUARAZ	044-721452
00273	UNIV NAC ALTIPLANO	APARTADO 291, PUNO	
00220	UNIV NAC AMAZONIA	APARTADO 496 - IQUITOS	094-232186
00353	UNIV NAC AMAZONIA	PLAZA SAN FILOMENO, IQUITOS	
00657	UNIV NAC ANTIPLANO	CIUDAD UNIVERSITARIA APTO 291, PUNO	054-351572
00656	UNIV NAC AMAZONIA PERU	JR. PROSPERO 584, IQUITOS	094-235351
00104	UNIV NAC CAJAMARCA	JR. LIMA 549, CAJAMARCA	044-923356
00100	UNIV NAC CAJAMARCA	CIUDAD UNIVERSITARIA	044-922796
00270	UNIV NAC CAJAMARCA	JR. LIMA NO. 549, CAJAMARCA	044-922576
00258	UNIV NAC CENTRO	CIUDAD UNIVERSITARIA, EL TAMBO-HUANCAYO	064-235912
00654	UNIV NAC SONZAGA	JR CAJAMARCA 194, ICA	2077 PISCO

CODE	SPONSOR NAME	ADDRESS	TELEPHONE
00260	UNIV NAC GONZAGA	JR. CAJAMARCA 194, ICA	034-233201
00042	UNIV NAC SUZMAN	JR. HUAMANGA 225, BARRIOS ALTOS - LIMA	014-910052
00263	UNIV NAC GUZMAN	LA CANTUTA, CHOSICA	014-910052
00395	UNIV NAC H VALDIZAN	DOS DE MAYO 680, HUANUCO	2340 /2341
00267	UNIV NAC H VALDIZAN	DOS DE MAYO 680, HUANUCO	2340/2341
00271	UNIV NAC J BASADRE	AV BOLOGNESI Y GRAL PINTO S/N, TACNA	054-721385
00663	UNIV NAC J BASADRE	AV BOLOGNESI Y GRAL PINTO S/N, TACNA	054-722594
00266	UNIV NAC LA SELVA	APARTADO 156, TINGO MARIA	2341
00221	UNIV NAC PIURA	CALLE CUSCO 323, PIURA	074-321391
00261	UNIV NAC PIURA	PROLONGACION GRAU S/N, PIURA	074-321931
00312	UNIV NAC PIURA	URB. MIRAFLORES S/N, PIURA	074-328491
00658	UNIV NAC PIURA	PROLONGACION GRAU S/N, APTDO 295, PIURA	074-321931
00320	UNIV NAC RUIZ GALLO	APARTADO 295, CHICLAYO	074-282971
00223	UNIV NAC RUIZ GALLO	JR S DE OCTUBRE 637, LAMBAYEQUE	074-282080
00659	UNIV NAC RUIZ GALLO	CONQUISTA 105, J.L. ORTIZ, CHICLAYO	074-282080
00218	UNIV NAC SA ABAD	AV DE LA CULTURA S/N	034-224131
00651	UNIV NAC SA ABAD	AV DE LA CULTURA S/N, CUSCO	034-232194
00269	UNIV NAC SA ABAD	AV DE LA CULTURA S/N, CUSCO	034-224181
00662	UNIV NAC SANCHEZ	AV GRAU 592 - OF 301, HUACHO	
00653	UNIV NAC SN AGUSTIN	AREQUIPA	054-227678
00213	UNIV NAC SN AGUSTIN	SIGLO XX NO. 227, AREQUIPA	054-
00217	UNIV NAC SN AGUSTIN	SANTA CATALINA 117, AREQUIPA	54-220604*
00302	UNIV NAC SN MARCOS	G. DE LA VEGA 1218, 6TO. PISO - LIMA	
00650	UNIV NAC SN MARCOS	RPCA CHILE 295, LIMA	014-524135
00356	UNIV NAC SN MARTIN	CARRETERA MARGINAL S/N, TARAPOTO	
00259	UNIV NAC SN MARTIN	CARRETERA MARGINAL S/N, TARAPOTO	094-522544
00019	UNIV NAC TACNA	CALLE SAN CAMILO 1000 - TACNA	
00652	UNIV NAC TRUJILLO	INDEPENDENCIA 431, OF 203, TRUJILLO	044-235841
00219	UNIV NAC TRUJILLO	INDEPENDENCIA 431 - OF. 203, TRUJILLO	044-232860
00664	UNIV NAC TUMBES	BOLOGNESI 218, TUMBES	
00262	UNIV NAC TUMBES	BOLOGNESI NO. 218, TUMBES	074-523081
00265	UNIV NAC UCAYALI	FEDERICO BASADRE KM. 6, PUCALLPA	
00697	UNIV NAC UCAYALI	FEDERICO BASADRE KM 6, PUCALLPA	064-576044
00660	UNIV NAC VILLARREAL	COLMENA 412, LIMA	014-327177
00212	UNIV NAC VILLARREAL	COLMENA 262, LIMA	014-328294
00272	UNIV PART APURIMAC	JR. APURIMAC 408, ABANCAY	
00304	UNIV R PALMA	AV ARMENDARIZ 349, MIRAFLORES	014-492577
00314	UNIV SN MARTIN -	JUAN GALAGUER S/N, SAN MIGUEL - LIMA	
00661	UNIV TEC CALLAO	SAENZ PENA 1060, CALLAO	014-296607
00247	UNIV. CATOLICA	FUNDO PANDO S/N, PUEBLO LIBRE - LIMA	014-622540
00246	UNIV. CATOLICA	FUNDO PANDO S/N, PUEBLO LIBRE - LIMA	014-622540
00299	UNIV. CATOLICA	CAMINO REAL 1037, SAN ISIDRO	014-415962
00300	UNIV. CATOLICA	CAMANA 256, LIMA	014-310052
00960	UNIV. DE PIURA-FAC CC DE LA INFORMACION	APARTADO 353, PIURA	
00379	UNIV. NAC. AGRARIA DE LA SELVA-FAC ZOOTECNIA	KM 5 CARRET HUANUCO-PUCALLPA, TGO MARIA	
00661	UNIV. NAC. CAJAMARCA - FAC ZOOTECNIA	JR. LIMA 549, CAJAMARCA	
00375	UNIV. NAC. CENTRO - FAC ZOOTECNIA	CALLE REAL 160, HUANCAYO - JUNIN	
00913	UNIV. NAC. CENTRO - RECTORADO	REAL 160, HUANCAYO	064-233032
00374	UNIV. NAC. CENTRO-FAC CC. FORESTALES	CALLE REAL 160, HUANCAYO - JUNIN	064-235912
00914	UNIV. NAC. PIURA - FAC. CC. ACADÉMICAS	CAMPUS UNIVERSIT, MIRAFLORES CASTILLA	074-332765
00377	UNIV. NAC. PIURA - FAC ZOOTECNIA	PROLONGACION GRAU S/N, PIURA	

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CODE	SPONSOR NAME	ADDRESS	TELEPHONE
00378	UNIV. NAC. RUIZ GALLO - FAC ZOOTECCIA	ATAHUALPA 179, LAMBAYEQUE	2211
00373	UNIV. NAC. S.A. ABAD - FAC ZOOTECCIA	AV DE LA CULTURA S/N, APTO 367, CUSCO	034-224181
00882	UNIV. NAC. SN AGUSTIN - FAC AGRONOMIA	SIGLO XX 227 - AREQUIPA	
00814	UNIV. NAC. VILLARREAL-FAC OCEA/PESQ/ALIM	JR. FRANCIA 726, MIRAFLORES	014-452087
00916	USE - HUANCABAMBA, AREA PROYECT EDUCATIV	HUANCABAMBA, PIURA	
00342	USE 04 EL AGUSTINO	AV RIVA AGUERO 1318, EL AGUSTINO - LIMA	014-734111
00354	USE 14 - VITARTE	POUE PRINCIPAL S/N, VITARTE	014-353409
00365	USE 16 VENTANILLA	ESQ PACASMAYO-M.MANZINI C.S. SANTA ROSA	014-527563
00351	USE 05 COMAS	AV EL MAESTRO CDA 2, KM 8.5 T AMARU	
00349	USE 06	JR STA CLELIA S/N KM 5 PAN NOR URB PALAO	014-312824
00110	VECINOS D PERU	AV JAVIER PRADO 4921, OF 5 CC CAMACHO	014-373201
00491	VISION MUNDIAL	BOLOGNESI 241, TRUJILLO	044-257611
00932	YUNTA	MANUEL GOMEZ 634, LIMA	014-706787
00006	YACA	BARTOLOME HERRERA 157, LINCE - LIMA	014-717442

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A P P E N D I X F

Selection Committee

Meeting Notes

Candidate Rating Sheet

- 1) The Selection Committee of the Andean Peace Scholarships Program met at 11:00 on Tuesday August 8, 1989 to make final selection of APSP Candidates for the Irrigated Vegetable Production Group.

Selection Committee Members:

Bro. Luz Maurtua Training Advisor

Ana Maria Romero-Lozada APSP Coordinator

Sennis del Castillo Agriculture Advisor - Office of Agricultural and Rural Development

Also present were Eric Landa and Ana Maria Rey de Castro, APSP Program Specialists.

- 2.) USAID received 52 applications. A first screening was done by APSP staff and 45 were interviewed. Thirty applications from pre-selected candidates were reviewed by Selection Committee.

The following 15 Candidates were approved for training:

Name	Sponsor	Location
1. Luis Urriaga Soriano	Unidad Agraria	Chilayo,
	Dept. Lambayeque	Lambayeque
2. Miryam Reyes Sotaya	CESDER	Chipen, La Libertad

Name	Sponsor	Location
3. Ricardo Franco Ayón	Asoc. Region 11 Dept. Agraria	Piura, Piura
4. Sonia Franco Guevara	Comunidad Campesina Ocayo	Ocayo, Huancavelica
5. Alex Garcia Brisante	CIPCA	Piura, Piura
6. Francisco León Vega	Univ. Nacional Piura	Piura, Piura
7. Julio Manrique Velasco	CAT "Ma. Laura Ltda"	Inuyillo, La Libertad
8. Juan Muñoz Abanto	Inst. Educación Rural de Huacho	Huamal, Lima
9. César Ordóñez López	Univ. Nacional Ancash	Huarez, Ancash
10. Napoleón Pinedo Leamague	Univ. Nacional Tumbes	Tumbes, Tumbes
11. Luis Ramirez Arroyo	Asoc. Agricultores Sea	Sea, Sea
12. Francisco Regalado Diaz	Univ. Nacional Pedro Ruiz Gallo-Lambayque	Chilayo, Lambayque
13. Graciela Reyes Guzmán	Ind. Comerc. Polguín e Hys	Lima, Lima
14. Marco Rivera Adrogo	PROTERRA	Lima, Lima
15. Oscar Soto Pflucker	INIAA	Chilayo, Lambayque

Two candidates were approved in case any of the above participants failed to participate:

16. Ana Vargas Armas	ENCI	Lima, Lima
17. Roberto Contreras Malaza	Univ. Nacional Ancash	Huarez, Ancash

3) The Selection Committee clearly states the fact that two approved candidates, Sonia Franco Guevara and

Graziela Reyes Guzman, and the first alternate Ana Vargas Armas, were selected after careful consideration was given to the following:

- a) It is the Mission's policy to take whatever steps are necessary to ensure equal opportunities of participation and benefit for women.
- b) The training which is the subject of this meeting is for an occupational field in which women have traditionally not played a leading role in Peru but for which there is no natural gender constraint.
- c) A special effort needs to be made to include a number of women participants even if it requires slight modifications in the selection criteria set forth in the design stage of the program, such as those requirements related to experience in the field of vegetable production.
- d) Above mentioned participants were selected based on their excellent academic standards, their strong leadership potential and the belief that upon return to Peru their possibilities of professional advancement will improve significantly.
- e) The Contractor (Development Associates, Inc.) and through them the training vendor will be notified accordingly with the formal request to encourage and promote full participation of female trainees, closely monitoring all training activities.

Tuesday, August 8, 1989

Anna Maria Pomeroy
Dennis del Cello

Lucy Inaivita

1) The Selection Committee of the Andean Peace Scholarship Program met at 10:00 am on Tuesday March 28, 1989 to make final selection of APSP candidates for the Master's degree in Economics. 2. 3.

Selection Committee Members: P

Luis Arreaga ✓ Program Economics Officer 4.

Veronica de Ferrero ✓ Chief - Division of Training and Social Development

Ors Luz Maurtua ✓ Training Advisor

Ana Maria Romero-Loyada APSP Coordinator

Also present was Iris Lanad, APSP Program Specialist.

2) USAID received 14 applications. A first screening was done by APSP Staff and 11 were pre-selected. These 11 applications were reviewed by TSD Staff and the Selection Committee.

The following 3 candidates were approved for a Master's degree Program:

Name	Sponsor	Area of Training
1. Jorge Canales Kriljenko	Macroconsult	Teoria Monetaria

- | <u>Name</u> | <u>Sponsor</u> | <u>Area of Training</u> |
|------------------------------|-----------------|-------------------------|
| 2. Gonzalo Zamayo Flores | Macroconsult | Teoría Monetaria |
| 3. José Esposito de Carrillo | Medio de Cambio | Econometría. |

A fourth candidate was approved in case one of the above participants failed to participate.

- | <u>Name</u> | <u>Sponsor</u> | <u>Area of Training</u> |
|------------------------|----------------------|----------------------------|
| 4. José Javier Colugna | Universidad Católica | Economía de la Información |

Tuesday March 28, 1989

José Elvira Terónica D. de Ferrera

Sen. Martínez

Antonio López G

APPROVED *PP*
SAMPLE

ANDEAN PEACE SCHOLARSHIP PROGRAM
CANDIDATE RATING SHEET

Arequipa
MICRO-ENTREPRENEURS

Petronila Gladys CHAVEZ BAOTISTA

SPONSOR: *Caritas Arequipa*

JDE: *M-E 080/5.88*

RATER: *Amal J.L.*

A. Degree of Social/Economic Disadvantage (0.5 points per criterion)

1. Woman
2. Place of residence in marginal urban/rural
3. Female head of household
4. Work at early age (13 or 14 years old)
5. Education of applicant in public or low priced private schools
6. Father's or husband's (if married) occupation-blue collar, subsistence farming etc.
7. Education of applicant less than university level
8. Family income: less than total of 4 minimum wage (vital) salaries in household
9. Less than 1 wage earner for 3 dependents in household (e.g. less than 1:3 or 2:6, etc).
10. No travel outside Peru at own expense

0.5
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0.5 (she worked at early age orphan.)

2 info not available but looks like

3.5

3

B. Leadership Potential/Multiplier Potential (1 point per criterion)

1. Leadership roles in community activities/ organizations.
2. Practical achievements in community projects
3. Current involvement in Community projects
4. Relationship with sponsoring agency (minimum 2 years)
5. Relationship with other community development social service agencies

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1 (Yes)

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C. Potential to Benefit from Proposed Training (1 point per criterion)

1. Formal schooling required for the training program
2. Other relevant informal training
3. Minimum of two years of experience owning and managing business.
4. Has identified deficiencies in the way her business is managed and has idea on how to improve.

1
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Question does not allow for 1

3

D. Conclusion:

1. Candidate meets program requirements *

Yes No

2. If meets requirements, candidate is:

Excellent Adequate Poor

TOTAL **9**

Comments: *Antonette Valenzuela from Caritas Arequipa has done a comprehensive screening of candidate and highly recommends her*

This could easily be 11

* If candidate receives no points whatsoever in any one of the above three categories she is automatically not eligible. To meet program requirements, candidate must receive minimum of 3 points in (A), 2 points in (B), 2 points in (C)

NOT APPROVED
SAMPLE

ANDEAN PEACE SCHOLARSHIP PROGRAM
CANDIDATE RATING SHEET

MICRO-ENTREPRENEURS

NAME: ROVANA HUERTA ZEVALLOS

SPONSOR: Sra Julia Rizzoto

CODE: ME-002/S-88

RATER: Amel R.

A. Degree of Social/Economic Disadvantage (0.5 points per criterion)

1. Woman
2. Place of residence in marginal urban/rural
3. Female head of household
4. Work at early age (13 or 14 years old)
5. Education of applicant in public or low priced private schools
6. Father's or husband's (if married) occupation-blue collar, subsistence farming etc.
7. Education of applicant less than university level
8. Family income: less than total of 4 minimum wage (vital) salaries in household
9. Less than 1 wage earner for 3 dependents in household (e.g. less than 1:3 or 2:6, etc).
10. No travel outside Peru at own expense

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B. Leadership Potential/Multiplier Potential (1 point per criterion)

1. Leadership roles in community activities/ organizations.
2. Practical achievements in community projects
3. Current involvement in Community projects
4. Relationship with sponsoring agency (minimum 2 years)
5. Relationship with other community development social service agencies

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C. Potential to Benefit from Proposed Training (1 point per criterion)

1. Formal schooling required for the training program
2. Other relevant informal training
3. Minimum of two years of experience owning and managing business.
4. Has identified deficiencies in the way her business is managed and has idea on how to improve.

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2

D. Conclusion:

1. Candidate meets program requirements *

Yes No

2. If meets requirements, candidate is:

Excellent Adequate Poor

TOTAL

Comments: _____

* If candidate receives no points whatsoever in any one of the above three categories she is automatically not eligible. To meet program requirements, candidate must receive minimum of 3 points in (A), 2 points in (B), 2 points in (C)

A P P E N D I X G

**Social and Economic
Indicators**

PROPOSED SOCIAL AND ECONOMIC INDICATORS FOR SCREENING APPLICANTS

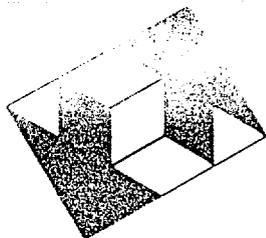
Applicants will be given a point for each of the indicators listed below which are applicable to their situation. Each applicant can receive a maximum possible score of 10. Applicants who receive a cumulative score of at least 4 will be considered socially/economically disadvantaged for purposes of the APSP. A minimum of 70% of all APSP participants must be socially/economically disadvantaged.

<u>INDICATORS</u>	<u>POINTS</u>
1. <u>Racial/Ethnic Background of Applicant</u>	1
a. Indian	
b. Mestizo	
c. Black	
d. Oriental	
2. <u>Sex of Applicant: Female</u>	1
3. <u>Primary Place of Residence of Applicant</u> (where individual lived for the major part of his/her life to date)	1
a. Departments, outside capital city	
b. Lima PPJJ	
c. Other Lima neighborhoods including San Martín de Porras, Chorrillos, Jesús María, Rímac, and the like	
4. <u>Female Headed Household</u> If the applicant grew up (spent most of his/her childhood) in such a household	1
5. <u>Level of Education of Father (or Mother if Female Headed Household): Less than high school graduate</u>	1
6. <u>Level of Education of Applicant: Less than high school graduate</u>	1
7. <u>Nature of Education of Applicant</u>	1
a. For high school graduate or less:	
i. All public schools	
ii. Low-cost private schools	
iii. Other private schools where applicant paid lower half of sliding fee scale or attended on scholarship (proof required if possible)	
b. For those who attended school beyond high school: Universities/technical schools where applicant paid lower half of sliding fee scale or attended on scholarship (proof required if possible).	
8. <u>Family Per Capita Income: Less than \$100 per month per family member</u>	1
9. <u>Father's Occupation (or Mother's if Female Headed Household):</u>	1
a. Non-professional, "blue-collar"	
b. Subsistence farming	
10. <u>Travel of Applicant: No travel outside of Peru</u>	1
MAXIMUM POSSIBLE SCORE	10

A P P E N D I X H

Experience America

Guidelines



EXPERIENCE AMERICA GUIDELINES

The Andean Peace Scholarship Program - Peru is funded by the U.S. Agency for International Development (AID) and administered by the National Association of the Partners of the Americas (NAPA). The program brings gifted Peruvian professionals, who are economically disadvantaged, to the United States to receive technical training and learn about U.S. culture and politics through direct, hands-on experience. The latter component is called "Experience America," and is considered of equal importance to the acquisition of technical skills.

I. What is "Experience America"?

The Experience America component is meant to provide opportunities for the Peace Scholars to actively experience America so they may return home with an understanding of and commitment to regional cooperation. The scholars are encouraged to not merely observe, but actively participate in U.S. family life, friendships with North American peers, local government and democratic decision-making processes, and community volunteer work that addresses community needs, especially those of disadvantaged populations.

In addition to the scholars' enhanced understanding of the U.S., an equally important benefit from the Experience America component is an increased awareness on the part of the citizens of this country of the culture and politics of developing countries, in this case, that of Peru. It is the belief of the administrators of this program, that what makes the APSP program unique from other international training programs, is its promotion of "peace" through increased cross-cultural awareness and cooperation.

II. What to Keep in Mind When Designing the "Experience America" Component

Whenever possible, Experience America should not be a separate component. It should permeate every aspect of the entire training program. In designing a meaningful Experience America program, certain aspects should be considered:

- The process by which a scholar becomes a community member should be participatory. Participatory activities are more useful than merely observing.
- Given the diverse economic and cultural differences between the United States and Peru, the initial activities of the Experience America program should be structured to introduce the scholars to a general overview of our society, and should get progressively more in depth. This will help to make the scholars' cultural transition into a U.S. community smoother.
- Activities with host families and students from the U.S. often provide more meaningful cross-cultural experiences than merely attending cultural events or visiting tourist attractions.

- Given the diverse racial, ethnic, and economic heritage of the population within the United States, Experience America activities should introduce the scholars to as wide a range of people as possible.
- The peace scholars have a rich cultural background that should be seen as a resource that can be shared with the community. Some have also had professional experiences that may be of interest to local professionals in those areas as well as others.
- The most successful Experience America programs are personalized; allowing the scholars themselves to choose and plan the activities they will participate in, according to their particular interests.

III. What to Focus on in the Experience America Component

The following are some important aspects of North American life that should be emphasized when planning the Experience America program:

Leadership: Andean Peace scholars are chosen because of the leadership potential they have displayed. The leadership training component of Experience America should be designed to develop that leadership potential so that the scholars can participate more effectively in the governance and betterment of their home communities. The leadership training should help the scholars build their self-confidence, enable them to organize themselves as a group, analyze community or group needs, design and carry out projects that respond to felt needs, develop an appreciation of the benefits derived from democratic action and the efforts needed to sustain it, compare and contrast different leadership styles, and critically analyze the applicability of these leadership styles to the U.S. and Peru. Topics that could be covered are: parliamentary procedure, how to conduct effective meetings, recognizing and resolving conflict, developing negotiating and listening skills, goal setting, analyzing political systems and processes, and proposal writing. Example activities include: participation in or observation of democratically governed groups such as honor societies, student associations, local PTAs, town councils and interest groups; meeting with elected officials; model UN simulations, and other games and group exercises.

Community and Family Life: Celebrating civic and ethnic holidays, picnics and barbecues, community celebrations, participation in sports and musical groups, and enjoying other North American pastimes are all activities that the scholars can participate in to experience the full and varied cultural flavor of this country and assist in bridging cross-cultural gaps. In as many social contexts as possible, the scholars should also be encouraged to speak about their own culture and community's lifestyle. Example activities to this end would be: presenting slide shows about Peru and its customs to local schools or civic organizations; producing

radio programs and organizing Latin American nights; participating in International Fairs with displays of Peruvian handicrafts and foods. All of the community and family life activities are best experienced with host families, student peers, or religious groups of the scholars' preference.

Volunteerism: Many of the scholars are voluntarily involved in community activities in their home country. This spirit of volunteerism should be strengthened and promoted through the Experience America program. The U.S. has an abundance of social programs that aid disadvantaged groups, that the scholars can be exposed to. Each scholar should be encouraged and afforded the opportunity to engage in voluntary activities to benefit varying sectors of the communities in which their training institutions are located. Whenever possible, the volunteer activities should be individualized to meet the interests and abilities of the particular scholar. In short-term programs, this may be more difficult, and initially, group voluntary activities should be organized. Examples of voluntary activities are: assistance in local hospitals, nursing homes, schools, and churches; tutoring Spanish at high school or college level; helping in ESL and Head Start classes; advising 4-H groups and other agriculturally related clubs or groups; serving as a Big Brother or Big Sister; coaching a local soccer team; serving food at a soup kitchen; assisting in Special Olympics.

IV. Lessons from Past Programs

The following is a collection of ideas from AID Missions, contractors, studies, and observers regarding the Experience America program:

- The more time scholars interact with North Americans, the less they will feel isolated and the quicker they will begin the process of developing an individual role for themselves in the community.
- The more flexible a school is about programming activities for individuals versus the group, the more satisfying the experience is for the scholar.
- The more willing a school is to ask for community support for community activities, the more kinds of activities evolve that promote positive attitudes toward the U.S.
- To the extent practical and feasible, the participants should live and interact with host families. Scholars with more contact with families have a richer and more positive image of the U.S. than those with less contact. Host families should be oriented and committed to the goals of the program.
- The training should include structured opportunities to talk about experiences and analyze observations and feelings about the Experience America activities.

- The Experience America component should be integrated appropriately with the technical component. Experience America should blend in with and reinforce learning in other components and not be discontinuous nor isolated from them.
- The more creative the program, the more likely the scholars will have positive experiences. The breadth of the Experience America program is only limited by the hosting institution's imagination.

V. "Experience America" Administration:

A. Coordinator

Each training program should have an "Experience America" coordinator who establishes a program and supervises and monitors the scholars' participation. The coordinator shall hold weekly meetings of the whole group to enable the scholars to discuss and reflect on their experiences. The discussion should touch on the meaning of these experiences to each scholar, the benefits of these experiences to each scholar and to the community recipient(s), problems any of the scholars are having, and suggestions from the group as to ways of resolving these.

B. Reporting

A full description and reporting of Experience America activities should be included in the final training program report prepared by the training institution.

C. Proposals

All proposals should include preliminary plans for the Experience America component. The Experience America component should be modified to the participants' interests after the institution conducts a needs assessment with them.

Preliminary plans should include activities such as:

1. meeting and interacting with local, state, and, if possible, federal officials;
2. observing and/or taking part in local activities demonstrating voluntary participation in community and governmental affairs; for example, deliberations of the town council, local town hall or PTA meetings, local governing committees, and Rotary or other such groups which are involved in community life, etc.;
3. having exposure to clubs or special activity groups of young Americans, such as 4-H clubs, college campus clubs or groups, Boy/Girl/Explorer Scouts, Lions, and other voluntary community groups;

4. visiting museums, parks, recreation areas, local cultural-artistic events;
5. visiting high school and college athletic games/events;
6. host family stays;
7. volunteer activity involvement.

D. Host Families

We urge each U.S. training program to house scholars with American host families for some, if not all, of the duration of the program. If, for some reason, this is not possible, the program should include extensive contact with families that would include activities such as eating a meal, going on an outing, going shopping, helping with a family project, visiting on holidays, etc.

Leadership Training Guidelines

Andean Peace scholars are chosen because of the leadership capabilities and community involvement they have displayed. Leadership training for the scholars should be designed to develop those capabilities so that the scholars can participate more effectively in the governance and betterment of their home communities. The leadership training should help the scholars build their self-confidence, enable them to organize themselves as a group, analyze community or group needs, design and carry out projects that respond to felt needs, develop an appreciation of the benefits derived from democratic action and the efforts needed to sustain it, compare and contrast different leadership styles, and critically analyze the applicability of these leadership styles to the U.S. and Perú.

Topics that could be covered are:

- assertiveness training and empowerment skills for women,
- how to conduct effective meetings,
- recognizing and resolving conflict,
- developing negotiating and listening skills,
- consensus-building,
- goal setting,
- personal development,
- analyzing political systems and processes,
- proposal writing.

Example activities include: participation in or observation of democratically governed groups such as honor societies, student associations, local PTAs, town councils and interest groups; meeting with elected officials; model UN simulations, and other games and group exercises.

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APPENDIX I

Sample Alumni Association

Work Plan — La Libertad

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PLAN DE TRABAJO

I.- DATOS GENERALES:

- 1.1. Denominación : Asociación de Ex-Becarios del Programa Andino de Becas para la Paz de la Libertad.
- 1.2. Ambito : Regional - Región III- VRHT.
- 1.3. Ubicación : Ciudad de Trujillo
- 1.4. Responsables : II Junta Directiva:
Presidenta: María Esther Silva V,
Vice Psdte: Luis Miguel Gonzales R.
Secretaria: Jeanette Alburquerque E.
Tesorero : Marcos Ly Kcomt
Vocal 1 : Luis Elias Liceras
Vocal 2 : Zeila Viteri Vargas
- 1.5. Período de Ejecución : Inicio - Octubre 1,991
Término- Octubre 1,992

II- JUSTIFICACION

2.1. Legal:

- Constitución Política del Perú
- Ley Orgánica del CONCYTEC
- Decreto Legislativo Nº 112
- Decreto Supremo 064-84-ED del 26.12.84
- Becas - AID - Programa Andino de Becas para la Paz 84-91.
- Constitución de la Asociación de Ex-Becarios - La Libertad. 29.06.90.

2.2. Técnica:

Luego de haber recibido capacitación y perfeccionamiento en el hermano País de Los Estados Unidos de Norte América a través del Programa Andino de Becas para La Paz en diversas áreas, alrededor de 60 Becarios Libertenses, - constituimos capital valioso para nuestra comunidad, por lo cual presentamos el presente Plan de Trabajo, con las diferentes actividades que estamos dispuestos a realizar para reafirmar nuestra solidaridad y entrega propiciando mayor humanización en la Región, mediante el efecto multiplicador de la capacitación recibida y el trabajo que juntos podemos realizar para lograr nuestro desarrollo.

III- OBJETIVOS:

- 3.1. Fortalecer la Unidad y Promover el Perfeccionamiento Profesional de los miembros becarios, realizando actividades culturales, de desarrollo, sociales, deportivas y de otra índole.

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- 3.2. Realizar acciones de proyección a la comunidad Libertina, en las que participen los becarios en áreas de su especialidad.
- 3.3. Fomentar el sentido creador, el pensamiento crítico y la capacidad de investigación de sus miembros que conlleven al conocimiento de la realidad local, Regional, Nacional y de la Problemática integral de la Sociedad.
- 3.4. Elaboración de Proyectos de Desarrollo Integral para la III Región, partiendo de un diagnóstico real a fin de sugerir alternativas de solución.
- 3.5. Mantener estrecha vinculación con las asociaciones de Becarios del Programa Andino de Becas para la Paz USAID/PERU, para coordinar acciones a nivel Nacional e Internacional.
- 3.6. Celebrar convenios con personas jurídicas, entidades públicas y privadas dentro del marco de la Asociación.

IV- METAS

- 4.1. Atender a través de la Capacitación a:
 - a) 60 Ex-Becarios del Programa Andino de Becas para La Paz.
 - b) 500 niños de las zonas Urbano-Marginal
 - c) 1500 pre adolescentes y adolescentes
 - d) 1,000 Jóvenes de ambos sexos
 - e) 1,000 Padres de Familia
- 4.2. Trabajar en acciones de Proyección Comunal
- 4.3. Elaborar (15) Proyectos de Desarrollo Integral de:
 - a) Producción y Servicios en Pequeña y Mediana Empresa Y/o Industria
 - b) Educación y salud preventiva, formación y afianzamiento Profesional
 - c) Medios de Comunicación etc.
- 4.4. Celebrar (05) Convenios con personas jurídicas como:
 - a) Universidades e Institutos
 - b) Entidades Públicas y Privadas.

V.- ACTIVIDADES:

TAREAS	RESPONSABLES	TIEMPO															
		1991					1992										
		S	O	N	D	E	F	M	A	M	J	J	A	S	O		
1. Análisis y Propuestas de Reactivac. Asec.	Ex-Becarios Trujillo	x															
2. Elecciones Período 1,991-1,992	Ex-Becarios Reg. Libertad		x														
3. Actividad Social	Ex-Becarios		x														
4. Taller: Desarrollo de Género	Ex-Becarios			x													
5. Convenc. Nacional. Ex-Becarios	Prog. Andino de Becas Para la Paz.			x													
6. Juramentac. Junta Directiva	Asoc. Ex-Bec.			x													

TAREAS	RESPONSABLES	TIEMPO													
		1991				1992									
		S	O	N	D	E	F	M	A	M	J	J	A	S	O
7. Actividades de Reflexión de Asociados Mensual.	Junta Directiva			X	X	X	X	X	X	X	X	X	X	X	X
8. Acciones de Proyección a la Comunidad	Asoc.Ex-Becarios			X	X	X	X	X	X	X	X	X	X	X	
9. Proyectos de Desarrollo	Asoc.Ex-Becarios			X	X	X	X	X	X	X	X	X	X	X	
10 Celebración de Convenios	Asociación Ex-Becarios				X	X	X	X	X	X	X	X	X	X	
11 Evaluación e Informe	Asociación Ex-Becarios.													X	

5.1. Potencial Humano y Recursos

5.1.1. Potencial Humano

- Equipo Programa Andino Becas para La Paz - AID
- Ex-Becarios Programa Andino de Becas para La Paz La Libertad.

5.1.2. Recursos

- Recursos Materiales, Financieros, Técnicos y apor-tes de AID, Instituciones Públicas y Privadas de la "egión III.

VI- COSTO Y FINANCIAMIENTO:

- 6.1. El Costo se especificará en cada uno de los Proyectos presentados.
- 6.2. El financiamiento de cada uno de los Proyectos tendrá el -apoyo de la comunidad como auspiciadora así como de la AID

VII- EVALUACION E INFORME:

Será permanente y al término de cada actividad, informándose al Programa Andino de Becas para la Paz - AID, considerando: Logros dificultades y sugerencias.

Trujillo, Octubre de 1,991


 MARIA E. SILVA VIZCONDE
 PRESIDENTA


 JEANETTE ALBURQUERQUE E.
 SECRETARIA

V2B2 ANA MARIA ROMERO LOZADA
 COORDINADORA PROGRAMA
 ANDINO DE BECAS PARA LA
 PAZ. AID.

A P P E N D I X J

**Follow-on Seminars and
Activities Supported by
USAID/Peru**

TABLE 4
LIST OF FOLLOW-ON SUPPORT ACTIVITIES
THROUGH LOP

PARTICIPANT	LOCATION	ACTIVITY/THEME	COST	STATUS
NANCY CORONADO(EE)	CHICLAYO	CAPACITACION TECNICO/PEDAGOGICO PARA COORDINADORES/ANIMADORES	US\$ 250.00	COMPLETED
SIME/DELGADO/VEGA(EE)	CHICLAYO	CAPACITACION TECNICO/PEDAGOGICO PARA COORDINADORES/ANIMADORES	250.00	COMPLETED
FLOR VILCHEZ(DR)	AREQUIPA	PREVENCION DEL USO Y ABUSO DE DROGRAS Y EL ALCOHOL	150.00	COMPLETED
JESUS PEREZ(EE)	CHICLAYO	CAPACITACION A ANIMADORAS	120.00	COMPLETED
ASOC.BECARIOS DE LIMA	LIMA	ASAMBLEA/JORNADA	350.00	COMPLETED
EDDA PEREZ	LIMA	CARITAS, PLANEAMIENTO Y DESARROLLO	370.00	COMPLETED
LT TEACHERS	LIMA	CONSTITUCION TESOL CHAPTER Y SEMINARIO/WORKSHOP	600.00	COMPLETED
VITERI(DR)/ELIAS(YG) EUSEBIO(WN)/ATALAYA(WN)	TRUJILLO	CAPACITACION,FORTALECIMIENTO Y CONCIENTIZACION DE LA MUJER	324.13	IN PROGRESS
ELIAS(YG)/SILVA(DR) VITERI(DR)	TRUJILLO	IDENT DE LOS JOVENES Y SU PARTICIP EN EL DESARROLLO DE LA COMUNIDAD	400.00 473.37	IN PROGRESS
CRUZADO(WN)/CHAVEZ(ME) FARFAN(ME)/GAMARRA(WD) RAMOS(ME)/VALLEJOS(WN) VASQUEZ(WN)/ZEGARRA(WD) ZEGARRA(WD)/VALENZUELA(PV)	AREQUIPA	PROMOCION DE LA MUJER	386.51	IN PROGRESS
LUJAN(DR)/HUAYLINOS(DR) TOLENTINO(DR)	LIMA	JORNADAS DE CAPACITACION PARA MUJERES LIDERES DE CUATRO CONOS DE LIMA METROPOLITANA	402.50	COMPLETED
SILVA(DR)/GONZALES(YN) ALBUQUERQUE(YN)DESPOSORIO(IA)	TRUJILLO	PREVENCION DEL USO INDEBIDO DE DROGAS,SIDA, A TRAVES DE LOS MEDIOS DE PRENSA	140.00	APPROVED
SOTO(YG)	AREQUIPA	ENCUENTRO DE LA JUVENTUD DE LA JUVENTUD DE LA ZONA URBAND-MARGINAL DE AREQUIPA	195.85	APPROVED
SURCO(WN)	LIMA	SEMINARIO TALLER	270.53	COMPLETED
MALPARTIDA(AM)	PUCALLPA	EXTENSION Y CAPACITACION EN GESTION EMPRESARIAL AGRARIA	447.00	IN PROGRESS
ORE(EE)	LIMA	CAPACITACION INTEGRAL PARA ANIMADORAS DE PRONDEI	229.55	COMPLETED

GUERRERO(EE)

LIMA

CARRASCO

CUSCO

CURSO SOBRE GESTION EMPRESARIAL

150.00

APPROVED

ROJAS(PYO)

CANETE

HIGIENE DEL HOGAR MANUAL

250.00

IN PROGRESS

as

16:30 a 16:45 Síntesis
Conductora:
Prof. Noemí Atalaya Quilcat
16:45 a 17:00 RECESO

TEMA

Deberes y Derechos de la Mujer

17:00 a 17:30 Dinámica de Grupos
17:30 a 18:00 Plenario
18:00 a 18:30 Síntesis
Conductora:
Abog. Bertha Santa María Calderón

QUINTA FECHA

TEMA

Desafío y Compromiso de la Mujer Dirigente

15:00 a 16:00 Exposición-Diálogo
Conductora:
Invitada Especial
16:00 a 16:30 Conclusiones y Recomendaciones del Taller
16:30 a 16:45 Evaluación del Taller por las participantes
16:45 a 17:00 RECESO

CLAUSURA

Agradecimiento
Clausura del Taller
Entrega de Certificados

"Las mujeres de base siguen en la situación de subordinación. Las dirigentes han tratado de rescatar su espacio, persistiendo en lo general. Han librado una batalla, en algunos casos han tenido que separarse de sus esposos, en otros lograron un cambio positivo en ellos. Las mujeres dirigentes ya tienen un nivel de conciencia, de superación; hay que continuar trabajando..."

Donatilda
(Villa El Salvador-Lima)

PARTICIPANTES:

Dirigentes Femeninas de Organizaciones Populares

DISTRITO:

El Porvenir

FECHAS:

11 al 15 Noviembre 1991

HORARIO:

2:00 a 6:30 pm

LOCAL:

Auditorio Iglesia Mormona

ORGANIZA:

ASOCIACION MUJERES EN ACCION

AUSPICIA:

Agencia para el Desarrollo Internacional de los EE.UU. en el Perú (AID).

Trujillo - Perú
1991

ASOCIACION MUJERES EN ACCION

AMIA

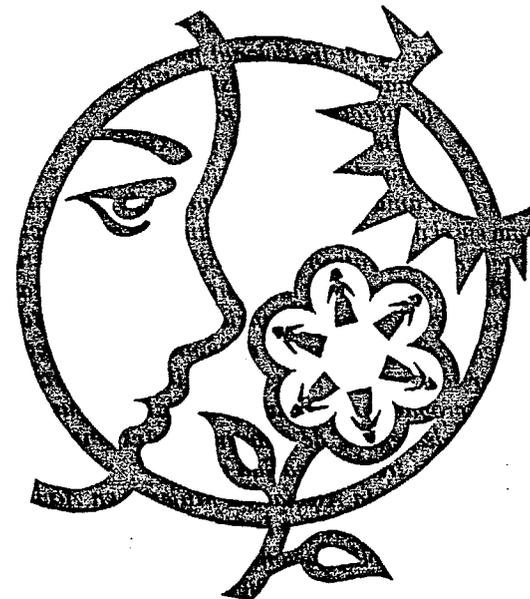
ORBEGOSO 326 Telf. (044)231894 FAX 51-44-256011
TRUJILLO - PERU

AID

AMA

TALLER

**"CAPACITACION,
FORTALECIMIENTO Y
CONCIENCIACION
DE LA MUJER"**



PROYECTO
CAPACITACION DE MUJERES
PARA EL CAMBIO SOCIAL

PRESENTACION

Es innegable reconocer que la mujer es elemento fundamental para desarrollar e implementar estrategias de sobrevivencia en nuestro país, pero su participación a partir de sus organizaciones populares es por lo general inmediateista, vinculada a la reproducción social y motivada, principalmente por las demandas de su rol materno, la lucha por los alimentos, por la "ayuda" se hace en función de los hijos.

Esta apreciación es internalizada en la mayoría de las mujeres como subordinación y desvalorización de sí misma, constituyéndose negativamente en rasgos inherentes a su condición de mujer, reafirmando su rol tradicional fomentado por la estructura machista, que obstaculiza el mejoramiento de la situación de la mujer.

Analizar este tema nos hace reflexionar y comprender por que las organizaciones de base existentes en el ámbito local, en su mayoría no tienen como eje el desarrollo de su identidad y conciencia de género. Se centran principalmente en el activismo asistencial, sin implementarse programas educativos que generen conciencia y sin orientar la organización hacia un movimiento social con un proyecto político integral que incluya además de las propuestas de cambio social, propuestas políticas de género, de otra manera es imposible pensar en la transformación social.

En tal sentido, la Asociación Mujeres en Acción en su afán por promover la integración de la mujer en el desarrollo nacional en igualdad de condiciones con el varón, viene comprometiéndose su labor orientada a la capacitación, fortalecimiento y concientización de las mujeres de organizaciones populares, con la firme convicción de que la principal estrategia para lograr su autonomía es: la Educación Social.

PRIMERA FECHA

APERTURA

14:00 a 15:00	Recepción de participantes y entrega de material de trabajo.
15:00 a 15:15	Inauguración.
15:15 a 15:30	Juego de Ambientación.

TEMA

La Mujer y el Descubrimiento de su Identidad

15:30 a 16:00	Exposición-Diálogo
16:00 a 16:30	Dinámica de Grupos.
16:30 a 17:00	Plenario.
17:00 a 17:15	Síntesis
	Conductora: A.S. Zoila Viteri Vargas
17:15 a 17:30	RECESO

TEMA

La Mujer Dirigente y los Valores Humanos

17:30 a 17:50	Dinámica de Grupos
17:50 a 18:15	Plenario
18:15 a 18:30	Síntesis
	Conductora: A.S. Rosa Urtecho Vargas

SEGUNDA FECHA

TEMA

Líderes y Dirigentes: Promotoras del Cambio Social

15:00 a 15:30	Exposición-Diálogo
15:30 a 16:00	Dinámica de Grupos
16:00 a 16:30	Plenario
16:30 a 16:45	Síntesis
	Conductoras: Dirig. Marlene Fernández Jave A.S. Rosa Urtecho Vargas
16:45 a 17:00	RECESO

TEMA

Aplicación de Técnicas de Educación y Participación Popular

17:00 a 17:20	Exposición-Diálogo
17:20 a 17:50	Dinámica de Grupos
17:50 a 18:15	Plenario
18:15 a 18:30	Síntesis
	Conductora: Dirig. Mercedes Eusebio Lescano.

TERCERA FECHA

TEMA

Importancia de la Comunicación y las Relaciones Humanas en las Organizaciones Populares

15:00 a 15:30	Sociodrama
15:30 a 16:00	Dinámica de Grupos
16:00 a 16:30	Plenario
16:30 a 16:45	Síntesis
	Conductor: Psc. Luis Elías Licera
16:45 a 17:00	RECESO

TEMA

Las Organizaciones Populares y sus Relaciones Interinstitucionales

17:00 a 17:30	Dinámica de Grupos
17:30 a 18:00	Plenario
18:00 a 18:30	Síntesis
	Conductoras: Prof. Noemí Atalaya Quilcat Dirig. Nelly Alfaro R.

CUARTA FECHA

TEMA

Desarrollo de Esquemas de Planes de Trabajo y Proyectos

15:00 a 15:30	Exposición-Diálogo
15:30 a 16:00	Dinámica en Grupos
16:00 a 16:30	Plenario

A P P E N D I X K

**Map: Trainee Distribution
by Department**

PERU

Trainee Distribution by Department

N = 400/ I = 220



N = total number of APSP/Peru Scholars
I = Total number of scholars interviewed for process evaluation

A P P E N D I X L

Follow-on Award Ceremony

Announcement and

News Clips

I CONVENCION NACIONAL DE EMPRESARIOS DE LA PEQUEÑA INDUSTRIA
BECARIOS DE LA AGENCIA PARA EL DESARROLLO INTERNACIONAL
DE LOS ESTADOS UNIDOS EN EL PERU (USAID/PERU)
PROGRAMA ANDINO DE BECAS PARA LA PAZ

Tenemos el agrado de invitar a usted a la inauguración de la I Convención Nacional De Empresarios De La Pequeña Industria a realizarse el día viernes 8 de Noviembre de 1991, a las 9.00 a .m. en el local de la Sociedad Nacional de Industrias, ubicado en Los Laureles 365, San Isidro. Auditorio No. 2

Luego de la Ceremonia Inaugural iniciaremos inmediatamente el Ciclo de Conferencia sobre Promoción a la Producción y a la Exportación.

Agradecemos su gentil concurrencia.

Lima, Noviembre de 1991.

La Comision

Becarios AID asisten a congreso

Su primer congreso nacional que tendrá como tema "La Pacificación y el desarrollo del Perú: Desafío y operaciones inmediatas", tendrán los ex becarios del Programa Andino de Becas para la Paz de la Agencia Desarrollo Internacional de los Estados Unidos de América (USAID) esta semana en Lima.

El Congreso, organizado por USAID/Perú, bajo la responsabilidad de Ana María Romero Lozada, se realizará mañana jueves y congregará a los peruanos, jóvenes, pequeños empresarios, agricultores, líderes de clubes de madres profesores y otras organizaciones, que han sido beneficiarios de una beca de estadia y capacitación en los Estados Unidos.

De nuestra ciudad, irá una delegación de 25 personas a este certamen, según informó María Esther Silva Vizconde, electa presidenta de la Asociación de Becarios de AID La Libertad.

Señaló que en los ex becarios existe gran expectativa en la participación de este primer encuentro nacional porque permitirá reencontrarse con todos los ex becarios que de diferentes partes del país se darán cita en la sede de la AID en Lima. "Se compartirá experiencias y sobre todo, se analizará la problemática a partir de las conferencias y reflexiones del congreso propiamente dicho", indicó.

De otro lado dio a conocer que la Asociación Ex-becarios de AID de La Libertad tiene una nueva junta directiva para el periodo 1991-1992. La integran además el doctor Luis Miguel González Rosell, vicepresidente; Jeannette Alburquerque, secretaria; el profesor Marcos Ly Kcomt, tesorero; y como vocales Luis Elías Licera y Zoila Viteri Rivasplata, quienes juramentarán próximamente ante un funcionario de AID.

Diario "La Industria"

Trujillo - Miércoles 6 de Noviembre 1991

En manos de población está la paz para el país

Dijo el embajador de EE.UU.
en Lima Anthony Quainton

La paz del Perú está en las manos de su población, cuya voluntad de pacificación debe predominar para poder concretar el desarrollo del país, manifestó ayer el embajador de Estados Unidos en Lima, Anthony Quainton.

Fue al clausurar la Primera Conferencia Nacional de Becarios del Programa Andino de Becas para la Paz, de la Agencia para el Desarrollo Internacional de los Estados Unidos (AID), que congregó en la sede de este organismo a unos 200 participantes de diversos puntos del país.

Dijo que si las instituciones del país han fracasado en sus intentos de lograr la paz, allí está el pueblo que debe velar por la pacificación, por el desarrollo, por buscar posibilidades de mejoramiento de su vida.

El embajador norteamericano dijo que a través del Programa Andino de Becas para la Paz, que ha cumplido diez años de actividades, el gobierno de Estados Unidos ha querido contribuir a este desarrollo. Añadió que se mantendrá este intercambio de ideas y experiencias.

La conferencia tuvo como tema central "La pacificación y el desarrollo en el Perú: desafío y opciones inmediatas". Ex becarios, representantes de diversos sectores, dieron a conocer los puntos de vista de su gremio respecto a este punto.

La fiscal provincial del Ministerio Público, Susana Castañeda, tuvo a su cargo una ponencia sobre la pacificación en el Perú, mientras que José Espósito, director consultivo de 1/2 de Cambio, se refirió a condiciones para el desarrollo.

Sus exposiciones fueron comentadas por un pánel formado por Rosario Sheen (periodista), Carmen Rosa Villa (fiscal provincial), Elsa Galarza (profesora investigadora), y Antonia Surco (administradora de cocinas familiares de Villa El Salvador).

Los oradores coincidieron en que no habrá desarrollo en el país si es que no hay pacificación. Remarcaron que es indispensable la participación de la sociedad civil para lograr la paz y desterrar la violencia. Paz y desarrollo están estrechamente vinculados, afirmaron los ponentes.

APPENDIX M

Summary of Data Collection

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SUMMARY OF DATA COLLECTION

At the conclusion of the data collection efforts, meetings were held with the interviewers. Because the interviewers returned at different intervals, no large group meeting was held, but the Aguirre International Team met with all 18 interviewers. The resulting comments, conclusions, and recommendations complement the protocols and provide interesting insights as well as validation of the findings.

Interviewers

Eighteen interviewers—five women and thirteen men completed 220 interviews in one week. Most were post-graduate students from the School of Architecture and Urban and Regional Planning at the University of Engineering in Lima. They had ample experience in conducting interviews and survey research. Many were originally from the departments where former Trainees resided.

Allocation of Interviews

Several criteria were used to assign the interviews.

- As the majority of the Trainees (103) resided in Lima-Callao area, seven interviewers were assigned to conduct these interviews.
- Most of Peru is considered dangerous because of its high crime rate. Thus, Trainees identified as residing in officially recognized “danger zones” were excluded from the sample. These “danger zones” are areas where the presence of subversive groups such as the *Shining Path*, the *Movimiento Revolucionario Tupac Amaru (MRTA)*, and “narco-traffic” patrol units are active. They encompass the departments of Ayacucho, Huancavelica, San Martin, Ucayali and Cerro de Pasco.

- Time constraints (five days to complete all interviews) and budget limitations further reduced the number of interviews conducted.

Thus, any department identified as having one or two Trainees was excluded from the sample. Such was the case with Tumbes, Apurimac, and Madre de Dios.

Challenges

Two key challenges the interviewers faced were concern for their own safety and inaccurate listing of Trainees’ addresses or telephones.

Safety

Even though the most dangerous areas had been excluded from the sample, many of the Trainees resided in areas not officially declared as “danger zones,” but where the presence of subversive and other criminal elements were well known. For example, the areas assigned to the interviewers not only included provincial cities in the rural or highland areas, but the shanty towns in the larger metropolitan areas where local politicians, police officers, and community organizers had recently been murdered. The fears of the interviewers were warranted. During the week in which the evaluation was conducted, the media reported several murders and experienced two power outages, and saw four demolished car dealerships and two banks destroyed by the *MRTA*, all within the Lima-Callao metropolitan area.

The interviewers were instructed to take no unnecessary risks. Any threat of danger (perceived as real or imaginary) was a valid reason for canceling an interview.

Locating Trainees

Inaccurate listing of Trainee’s addresses and phone numbers hampered initial efforts to locate Trainees. In some cases, addresses

had not been updated. Others entailed depending on rural community telephone lines that no longer worked or had been destroyed. HYBOSA and USAID/Peru staff assisted in providing partial revised lists drawn from returned questionnaires of a HYBOSA-conducted survey.

Interviewers were encouraged to use alternative methods for difficult to find Trainees. These included:

- contacting the Trainee's listed reference or sponsor;
- contacting the Presidents of the local Trainees' association; and
- placing an ad (with discretion) in local newspapers and on radio.

Interviewing Process

The interviewers used good judgement and were able to interview, not only some Trainees in hiding, but also those residing in areas not easily accessed by transportation. Some of their stories follow.

Trainees who were prosecutors or journalists rarely kept their appointments. The nature of their profession required their presence at the actual scene of the crime (which happens quite frequently in Peru). The interviewer threatened to become an "ambulance chaser" because his chances of locating the Trainee was better at the ambulance destination. He was successful by standing in vigil very early in the morning and very late at night outside of the residences and offices.

Interviewers assigned to locate street vendors found they returned to their residences (if they had one) very late at night in areas not safe to visit after dark. The problem was solved when one of the Trainees volunteered to gather his colleagues in their local union building.

One interviewer reported that a Trainee's residence was located in a village where

locals from neighboring villages reported that the body of a man hung by a subversive group was still visible in the main plaza. Needless to say, the interview was canceled.

Another interviewer found when intercepted by the subversive group controlling the area, that by showing his identification card describing his work as a university faculty member, he was allowed to move freely.

Other interviewers, upon completing their questionnaires, mailed them to Lima in order not to endanger their own or the Trainees' lives if intercepted by any subversive groups.

Another reported finding a Trainee in hiding, but cut short the interview when he became suspicious of the Trainee. Eventually the mutual distrust was dispelled and the interview was conducted.

Many Trainees were not accessible by normal means of transportation. One interviewer conducted several interviews in the Amazon region via ham radio. However, because they were afraid of the conversations being intercepted and misinterpreted by narco-trafficking groups, they conversed in "code-like-talk."

In a rural highland city, the interviewer was eventually able to locate and interview the Trainee by renting a horse from his reference.

Many times one interviewer was forced to walk into marginal areas because the taxi drivers refused to drive beyond a certain point.

Assessment

The interviewers all found the experience to be personally and professionally enlightening. They offered suggestions on both the questionnaire and their perceptions of Trainees' responses.

They all suggested an instruction manual including a list of operational definitions to aid in the interviewing process.

The questionnaire item most consistently listed as problematic was the one of Trainees' feeling about the U.S. before and after their trip. As one interviewer indicated, "a trainee told me that such a question is like asking how much one loves his wife or girlfriend. After all, one who really hates the U.S. government or the people would never participate in this program." The interviewers reported that all the Trainees had a favorable perception of the U.S. government and its people.

The foremost recommendation for improving the project was the tremendous need for a more systematic and efficient Follow-on program. Many Trainees, while grateful for participating in the program, were eager to have more contact with, and support from USAID/Peru.