



AGENCY FOR INTERNATIONAL DEVELOPMENT
 UNITED STATES OF AMERICA A I D MISSION
 TO EL SALVADOR
 C/O AMERICAN EMBASSY
 SAN SALVADOR, EL SALVADOR C A

PJ-ABR-931
 1036106

ACTION MEMORANDUM FOR THE MISSION DIRECTOR

FROM Mary Ott, SO1 Team Leader *Mary Ott*

SUBJECT Project Assistance Completion Report of the Caribbean and Latin American Scholarship (CLASP II) Activity, No 519-0361

DATE November 22, 1999

In accordance with ADS 203 (Managing for Results Monitoring and Evaluating Performance) and USAID/El Salvador Policy (Mission Operation Manual, Chapters 680 and 770), attached is the Project Assistance Completion Report (PACR) for the Caribbean and Latin American Scholarship (CLASP II) Activity, No 519-0361

The PACR summarizes accomplishments of the Activity It includes Lessons Learned, Conclusions and Recommendations

RECOMMENDATION

That you approve the attached Project Assistance Completion Report

Approved *[Signature]*
 Disapproved _____
 Date *3 December 1999*

Drafted by	SO1 DdeGutierrez	<i>DdeGutierrez</i>	<i>11/22/99</i>
Cleared by	SO1 SGrant	<i>SGrant</i>	<i>11-23-99</i>
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Office of the Controller

REVIEWED
[Signature] *11/29/99*
 DATE *11/29/99*

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PROJECT ASSISTANCE COMPLETION REPORT

CARIBBEAN AND LATIN AMERICAN SCHOLARSHIP (CLASP II) PROJECT
ACTIVITY No 519-0361

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PROJECT ASSISTANCE COMPLETION REPORT

**CARIBBEAN AND LATIN AMERICAN SCHOLARSHIP (CLASP II) PROJECT
ACTIVITY No 519-0361**

I SUMMARY OF THE PROJECT

The USAID/El Salvador Caribbean and Latin American Scholarship Project (CLASP II), No 519-0361, was developed under the regional Caribbean and Latin American Scholarship Project (CLASP-II, 598-0661 and 597-0044) It was authorized for a total of \$28.5 million dollars and for the period from July 1990 to July 1997. The Project responded to El Salvador's needs to develop and improve its human resource base in order to strengthen the foundations of the country's nascent democracy and to promote economic and social development. As such, the Project was consistent with the Mission's country development strategy of promoting sustainable economic growth, spreading the benefits of growth and strengthening democratic institutions. Moreover, like its predecessor - the Central American Peace Scholarship (CAPS) Project - this activity responded to one of the primary conclusions of the National Bipartisan Commission on Central America (NBCCA), i.e., that the human resource base be strengthened to provide an adequate foundation for viable democratic societies and social and economic development.

Through the El Salvador CLASP Activity, an estimated number of 1,500 Salvadoran would be provided training in the United States to enhance their academic and technical skills. The objective was to produce a cadre of scholars who, upon return to El Salvador, would actively participate and foment constructive participation of others in the nation's economic, social, and political development.

The CLASP-II Project was implemented by the Office of Education and Training, and afterwards, under Results Package 1 Education and Training of Strategic Objective No 1 Expanded access and economic opportunity for El Salvador's rural poor.

The Project was originally authorized for a total amount of \$28,500,000.00, the Project Activity Completion Date (PACD) was July 15, 1997. Three Project Authorization Amendments were approved, the final authorized amount was \$24,049,479.00 and the final PACD was September 30, 1998.

Development Associates, Inc , a U S firm, was contracted as technical assistance contractor for the implementation of the CLASP-II Project, under contract number 519-0361-C-00-0401-00 The contract completion date was June 30, 1998

A Goal and Purpose of the Project

The goal of the Project was to promote a stable social, political, and economic environment conducive to broad based economic development The purpose was to equip a broad base of leaders in El Salvador with leadership capability, an appreciation for the workings of democratic processes in a free market economy, and technical skills and academic training, to foment participation, mobility, and democratic pluralism

B Activity Components

The CLASP-II Project activities included the following components

- 1 Design of training programs based on the needs of El Salvador The design of the programs, as well as recruitment and selection of scholars for each training event, were carried out in coordination with USAID technical offices or Results Package Teams, institutional contractor, intermediary institutions, U S training provider, and scholars
- 2 Pre-departure training and orientation, which included technical preparation, cross-cultural and administrative orientation, and survival English language training
- 3 Training, which included four elements leadership development, professional skills training (either of an academic or technical nature), Experience America, and concurrent English training, as required
- 4 Follow-on component, which included several activities providing the returned scholars with support for the implementation of the action plans they prepared as a result of their training experience, continuous educational opportunities, and opportunities to create active networks according to fields of study or

geographic settings Activities undertaken under the follow-on component were

- Initiation of follow-on in pre-departure orientation
- Re-entry program one month after scholars' return from U S training
- Technical workshops to reinforce technical and leadership knowledge and skills
- Regional resource centers
- Technical assistance in action plan implementation
- Book distribution
- Publishing and distributing a quarterly newsletter
- Job placement service
- Regional annual reunions
- Associations of returned scholars
- Demonstration project
- Thomas Jefferson Fellowship (TJF) follow-on program a special two-year program to assist TJF returned scholars

C Analysis of the Present Status of the Project

From July 1990 to the end of the Project in September 1998, a total of 1,514 Salvadorans received training in the United States in democratic practices and diversified technical or academic fields Please refer to Attachment 1 for a list of training programs carried out

In addition to the training programs provided to CLASP Scholars, other activities were funded under CLASP-II

- 1 A number of support groups visited the United States for short periods of time, fluctuating between three days to two weeks The purpose was to learn about the contents of the training programs so they would be better equipped to provide support for the implementation of the scholars' actions plans, thus contributing to the impact of the program Support Groups were organized for the following programs

- Education Programs
- Labor Leaders
- Health Care Reform

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- 2 Sponsorship of four participants to the Beijing World Conference, in Beijing, China, in August-September 1995
- 3 Four training events carried out in San Salvador were also funded under CLASP-II in 1997-1998
 - Training workshop for members of the Board of Director of FIAES
 - Three High Impact Training Workshops were carried out in as bridge activities to the newly approved Human Capacity Development (HCD) Activity

II FINANCIAL STATUS

<u>ELEMENT</u>	<u>OBLIGATIONS</u>	<u>EXPENDITURES</u>
1 Training	\$23,254,002 00	\$23,227,503 90
2 Services Contract	\$ 469,494 77	\$ 469,494 77
3 Technical Assistance	\$ 252,196 44	\$ 252,196 44
4 Miscellaneous	<u>\$ 57,623 32</u>	<u>\$ 57,623 32</u>
Total	\$24,033,316 53	\$24,006,818 43

Unliquidated Amount \$26,498 10

Non-expendable property purchased under the CLASP-II Project was donated to various local NGOs and GOES institutions that participated in CLASP-II as intermediary institutions Please refer to Attachment 2 for a list of entities that received these donations

III PROJECT ACCOMPLISHMENTS

A According to CLASP-II Project Paper, Section II A 3 b unique Elements of CLASP, the program had to meet the following requirements

	<u>REQUIRED</u>	<u>ACCOMPLISHED</u>
Scholars from socially or economically disadvantaged groups	70%	74 4%
Women participation	40%	47 6%
Long-term training	20%	9 2%
Training in Historically Black Colleges and Universities (HBCU)	10%	13 5%

The Project met and exceeded all but one of its requirements long-term training Program Management, with concurrence of the Global Bureau for Human Capacity Development (G/HCD) in USAID/Washington, reassessed the percentage required for long-term training and made the decision to limit the number of long-term training groups based on the following considerations

- Long-term training programs, especially academic programs, are much more expensive than short-term programs, thus, limiting the number of Salvadorans who could benefit from the program,
- Scholars participating in long-term programs, especially in academic programs, were focusing on their own benefit only, and not that of their institution and/or their communities,
- As CLASP-II developed, it became evident that the demand for training on behalf of partner stakeholders was for shorter and more specialized programs around highly focused topics that would respond to specific objectives

B Other special groups considered for recruitment of candidates for the different training programs were

	<u>REQUIRED</u>	<u>ACCOMPLISHED</u>
Scholars living or working in the rural area (outside the San Salvador metropolitan area)	50%	52 5%
Youth (younger than 30 years of age) or working with youth	50%	80 0%
Contribution to the National Reconstruction Program	n/a	31 1%

Please refer to Attachment 3 for a breakdown of these criteria by department

C During the period for the implementation of CLASP-II Project, the Mission had defined five Strategic Objectives

SO1 Economic Growth
 SO2 Democracy
 SO3 Health
 SO4 Environment

SSO National Reconstruction

CLASP-II supported each of these objectives by coordinating specific training programs designed to contribute to the SO's expected results. Attachment 4 provides a list of training groups that can be linked to Strategic Objectives.

IV EVALUATIONS AND AUDITS**A Evaluations**

Upon completion of each training program, USAID staff for CLASP-II carried out an evaluation among the participating scholars. These evaluations consisted of a questionnaire and an interview using the focus group methodology. Results of these evaluations were reviewed by the CLASP-II staff, the relevant technical office, and the technical assistance contractor in order to identify areas of improvement for future programs.

Moreover, an Analysis Unit was created under Development Associates. This Unit had the responsibility to conduct surveys among returned scholars of selected training programs in order to measure impact of training six months after completion of the training program. The survey included questionnaires and interviews with scholars and their supervisors. Likewise, results were reviewed by the technical office, the technical assistance contractor, and CLASP-II staff.

Aguirre International, a U S firm contracted by USAID/W for evaluation of training and scholarship programs, conducted a mid-term evaluation for CLASP-II, combined with the end-of-project evaluation for the CAPS Program. The evaluation was completed in September 1993. Major findings about CLASP-II were

- 1 Programming innovations involved in the design of those groups termed Flagship Programs, i e , Primary Education Leaders, Teachers of English as a Second Language, Mayors, led to significantly higher levels of effectiveness and success in the Trainees involved in those groups.
- 2 Trainee groups which had been selected through geographic or institutional clustering (termed "critical mass groups") also exhibited higher levels of activity in the use of their training.
- 3 Trainee associations were strongest which directly related to trainees' daily activities, such as

- professional and occupational organizations or those based in a department
- 4 CLASP-II was built on the foundation of the successes and shortcoming of CAPS. It represents a departure from CAPS in at least three important dimensions: the leadership component is emphasized, greater importance was placed on what the trainees can give back to their communities, and follow-on was seen as fundamental component of the Project implementation.
 - 5 The program has had a highly significant impact on the individual life of most participants. Trainees attested to the importance of the training in promoting their skills levels, on-the-job responsibilities, community participation, leadership, self-esteem, and aspirations for the future.

An end-of-project evaluation for CLASP-II was not carried out, reflecting to Mission Management recommendations. Instead, the technical assistance contractor was requested to develop a comprehensive and detailed Final Report. Thus, the document entitled "Training for Development: The 'CLASP' Program in El Salvador" was completed by Development Associates in June 1997 and distributed within the Mission and to intermediary institutions that participated in the implementation of the Project. The document presents detailed information on strategies, implementation mechanisms, and impact of CLASP-II as a performance improvement training model.

B Audits

Development Associates, Inc., the institutional contractor for the CLASP-II Project, had internal audits carried out by a CPA firm annually upon end of each fiscal year. Audits completed for FY-1991 through FY-1998 included the contract for the CLASP-II/El Salvador project implementation.

Additionally, they had annual audits carried out by the Defense Contract Audit Agency (DCAA) for USAID. These audits reviewed policy (how contracts were managed), subcontracting arrangements, internal controls, travel procedures, various disclosure data, accounting principles used, and general record presentation.

V SUMMARY OF LESSONS LEARNED

CLASP-II continued to build upon lessons learned throughout the project's evolution. Although the CLASP model was conceived in a now seemingly distant historical era, the Project adapted itself both to El Salvador's changing political climate and to USAID's emerging priorities. Some of the most important lessons learned are listed below.

- A Host Country Ownership
 - 1 Involve host country institutions in all stages of the training cycle,
 - 2 Recruit from committed host country institutions which support scholars' application of new skills and knowledge upon their return,
 - 3 Enlist the participation of supervisors, decision-makers and other key stakeholders in training programs

- B Program Design and Management
 - 1 Establish and adhere to a timetable adequate for each step in the interrelated process of integrated participant training programs,
 - 2 Facilitate communication and cooperation among all stakeholders from pre-departure of scholars through the training provider visit,
 - 3 Sharpen training program objectives with specific measurable outcomes,
 - 4 Develop a critical mass of scholars through repeat programs,
 - 5 Strive for homogeneous training groups,
 - 6 Develop an effective working partnership between the programming agency and the training provider,
 - 7 Select training institutions sensitive to and capable of meeting special needs of scholars from post-war circumstances

- C Sustainability of Follow-on Activities
 - 1 Decentralize follow-on activities to the regional level to enhance scholar networking and participation,
 - 2 Encourage scholar responsibility and shared ownership undertaking follow-on activities

VI RECOMMENDATIONS

In October-November 1996, a team under the Aguirre International contract with USAID/W, visited USAID/ES to design the new Human Capacity Development (HCD) Activity. The project design was completed in January 1997. In order to carry out this task, the team conducted comprehensive research on CLASP-II Project strategies, implementation mechanisms, and lessons learned. As a result of this study, the team presented the following recommendations:

- All projects should have a monitoring and evaluation component built into their design. Early in the project the evaluation should be process-oriented. As the project evolves and participants begin to implement their training, the focus should shift to impact evaluations.
- Training should support USAID Strategic Objectives and indicators should be built into the project from conception.
- A design procedure which incorporates the essential elements for effective training into every program should be adopted prior to the training.
- Participants in group training programs should be homogenous with regard to education level, experience, and social status.
- Adequate lead time should be programmed for selecting participants and preparing them for the training experience.
- The trainee should depart for his or her training program with realistic expectations.
- A core group or critical mass approach should be considered in order to develop sufficient numbers of complementary and mutually supportive persons within an institution.

VII POST-PROJECT MONITORING AND FOLLOW-UP ACTIONS

Project activities were completed in June 1998. The CLASP-II Project successfully closed on September 30, 1998. At that time, a new training activity, the Human Capacity Development (HCD) Activity, had been authorized. It was designed to be the implementation unit for all USAID-funded training activities in

support of Mission Strategic Objectives (SOs), multiple Intermediate Results (IRs) and Results Packages (RPs)

The HCD Activity was designed as a new mechanism to allow the Mission to maintain the momentum of the lessons learned from the CLASP project, to keep pace with USAID reengineering and changes in the training industry, and to support SO teams in achieving results through training

LIST OF ATTACHMENTS

- 1 List of training programs
- 2 List of GOES institutions and NGOs that received donation of project funded non-expendable property
- 3 Breakdown of special groups by Department
- 4 Training groups by Strategic Objectives

ATTACHMENT 1

CLASP-II TRAINING PROGRAMS

Long-term programs

Training Programs	No of Scholars	Training Institution(s)
Environmental Specialists	40	- U of Southern Illinois - University of South Carolina - University of Idaho
Mass Communicators	25	- Rockford College, Illinois - University of New Mexico
Teachers of English as a Foreign Language	25	University of South Carolina
Education Administration	22	University of New Mexico
Teachers of Secondary Education	7	University of Puerto Rico
M S degree in Library Science	1	Rosary College, Illinois
Library Science	20	University of Puerto Rico
TOTAL	140	

Short-term programs

Training Programs	No of Scholars	Training Institution(s)
Member of Service Clubs	25	Arizona Sonora Field School
Disaster Relief Organizations	76	Northeast Metro Technical College, Minnesota
Scout Leaders	20	- Institute for Training - Development (ITD), Mass
Environmental Promoters and Educators	71	- Oregon State University - ITD, Massachusetts - University of Idaho
Health Promoters	25	Clark Atlanta U , Georgia
Junior Achievement Leaders	25	El Paso Community College, Texas
Municipal Mayors	151	- CSLA, Louisiana/Puerto Rico - Mendez England Assoc , P R - New Mexico State University - University of Arizona

Short-term programs (continued)

Training Programs	No of Scholars	Training Institution(s)
Child Care Workers	93	ITD, Massachusetts
Primary Education Leaders	42	- Interface Network Inc , Oregon - El Paso Community College, Tx
Urban Primary Education Teachers	33	ITD, Arizona
Teachers of English as a Foreign Language	75	- Mississippi Consortium, Miss - Oregon State University
Physically Challenged	70	World Institute on Disability, California
Mentally Challenged	21	University of South Florida
University Planners	30	De Paul University, Illinois
Mental Health Promoters	25	ITD, Massachusetts
Labor Leaders	50	George Meany Center, Wash D C
Microentrepreneurs from Ex-Confictive Zones	50	Mississippi Consortium for Int'l Development (MCID), Miss
Community Development Promoters From Ex-Confictive Zones	45	Mississippi Consortium for Int'l Development (MCID), Miss
Public Sector Planners	42	De Paul University, Illinois
GOES Financial Managers	25	Price Waterhouse, Wash D C
Training-Employment Leaders	27	Interface Network Inc , Oregon
Health Care Reform	110	- Mgmt Science for Health, Mass - Int'l Health Programs, Cal
Managers of NGOs working in Ex-Confictive Zones	39	El Paso Community College, Texas
Women Leaders from Ex-Confictive Zones	59	- MCID, New Mexico - Interface Network Inc , Oregon
Citizen Participation in Education	42	- Development Assoc , Wash , D C & San Antonio, Texas - University of Arizona
Citizen Participation in Water Management	34	- University of New Mexico - El Paso Community College, Tx
Children & Youth at Risk	22	San Antonio College, Texas
TOTAL	1,374	

ATTACHMENT 2

**GOES INSTITUTIONS AND NON-GOVERNMENTAL ORGANIZATIONS
THAT RECEIVED DONATIONS OF CLASP-II FUNDED PROPERTY**

- 1 Asociacion de Desarrollo Integral de Becarios CAPS (ADICAPS)
- 2 Asociacion Cooperativa de Ahorro y Credito de Ex-Becarios CAPS, de R L (ACCOCAPS)
- 3 Becarios Asociados para la Salud Comunitaria de Oriente (BASCO)
- 4 Asociacion de Becarios para la Paz (ABEPAZ)
- 5 Asociacion de Maestros Ex-Becarios CAPS (AMECAPS)
- 6 Asociacion de Desarrollo Comunal Profesores de Educacion Fisica de Sonsonate (ADECOPEFIS)
- 7 Sociedad Cooperativa Las Marias 93 de R L de C V
- 8 Asociación Pro-Ayuda Comunitaria Los Lagartos
- 9 Asociación de Desarrollo de Tonacatepeque (CODITO)
- 10 Asociacion de Desarrollo Local de San Simon
- 11 Fundacion para el Desarrollo de Guadalupe (FUNDAGUADALUPE)
- 12 Asociacion Ecologica de Chalatenango (ASECHA)
- 13 Asociacion Ecologica Chinchontepec
- 14 Fundacion de Capacitacion y Desarrollo Social y Economico (FUCADES)
- 15 Asociacion Salvadoreña para el Desarrollo Integral (ASALDI)
- 16 Asociacion para la Organizacion y Educacion Empresarial Femenina de El Salvador (O E F)
- 17 Fundacion Salvadoreña para el Desarrollo Integral Sostenible (FUNSALDIS)

- 18 Fundacion Salvadoreña de Comunicacion (FUSALCA)
- 19 Comite Nacional de Salud Mental (CNSM)
- 20 Cruz Verde Salvadoreña Central
- 21 Cruz Verde Salvadoreña, Filial San Martin
- 22 Asociacion Comandos de Salvamentos Guardavidas Independientes de El Salvador
- 23 Asociacion Unidad de Rescate de El Salvador (AURES)
- 24 Asociacion Demografica Salvadoreña (ADS)
- 25 Asociacion Pro Hogar Permanente de Paralisis Cerebral
- 26 Fundación Pro-Educacion Especial (FUNPRES)
- 27 Instituto Salvadoreño de Proteccion al Menor (ISPM)
- 28 Universidad de El Salvador, Facultad de Ciencia y Humanidades, Departamento de Educacion
- 29 Universidad de El Salvador, Facultad de Ciencia y Humanidades, Departamento de Idiomas

ATTACHMENT 4

CLASP-II TRAINING PROGRAMS
BY STRATEGIC OBJECTIVE

Training Program	No Scholars
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Strategic Objective No 1 Economic Growth

• Teachers of English as a Second Language	100
• Education Administration	22
• Teachers of Secondary Education	7
• Library Science	21
• Primary Education Leaders	75
• University Planners	30
• Citizen Participation in Education	42
• Training Employment Leaders	27
• Public Sector Planners	42
• Vocational Orientation for the Physically Challenged	70
• Vocational Orientation for the Mentally Challenged	21
• Junior Achievement Leaders	25
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	482

Strategic Objective No 2 Democracy

• Municipal Mayors	197
• Labor Leaders	50
• GOES Financial Managers	25
• Mass Communicators	25
• Scout Leaders	20
• Service Club Members	25
	<hr/>
	342

Strategic Objective No 3 Health

• Health Care Reform	110
• Health Promoters	25
• Mental Health Promoters	25
• Child Care Workers	93
• Children & Youth at Risk	22
• Disaster Relief Organizations	76
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	351

Strategic Objective No 4 Environment

• Environmental Specialists	40
• Environmental Promoters and Educators	71
• Citizen Participation in Water Management	34
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	145

Special Strategic Objective National Reconstruction

• Microentrepreneurs from Ex-Conflictive Zones	50
• Community Development Promoters from Ex-Conflictive Zones	45
• Managers of NGOs	39
• Women Leaders from Ex-Conflictive Zones	60
	<hr/>
	194

Attachment 3

CARIBBEAN AND LATIN AMERICAN SCHOLARSHIP PROGRAM

USAID/EI Salvador

DEPARTMENT	LENGTH OF TRG		GENDER		LOCATION		DISAD VANTAGED	YOUTH	LEADER	NRP Area			TOTAL	%
	ST	LT	MALE	FEMALE	RURAL	NON RURAL				Male	Female	Sub Total		
Ahuachapan	38	1	27	12	35	4	34	22	39	0	0	0	39	2.6%
Cabanas	28	1	11	18	28	1	29	21	29	10	18	28	29	1.9%
Chalatenango	56	2	27	31	55	3	56	41	58	13	29	42	58	3.8%
Cuscatlan	37	2	19	20	33	6	35	34	39	12	13	25	39	2.6%
La Libertad	155	17	78	94	53	119	110	132	171	19	20	39	172	11.4%
La Paz	52	5	40	17	55	2	55	40	57	11	9	20	57	3.8%
La Union	29	5	16	18	32	2	34	34	34	1	11	12	34	2.2%
Morazan	85	2	35	52	86	1	86	73	86	22	49	71	87	5.7%
San Miguel	78	8	45	41	69	17	69	73	85	23	16	39	86	5.7%
San Salvador	520	73	298	295	88	505	352	476	589	73	49	122	593	39.2%
San Vicente	33	2	19	16	30	5	33	30	35	9	10	19	35	2.3%
Santa Ana	106	14	70	50	87	33	98	101	120	6	3	9	120	7.9%
Sonsonate	81	6	57	30	75	12	69	67	87	2	3	5	87	5.7%
Usulután	76	2	52	26	69	9	67	67	74	20	20	40	78	5.2%
TOTAL	1 374	140	794	720	795	719	1 127	1 211	1 503	221	250	471	1 514	100.00%
PERCENTAGES	90.8%	9.2%	52.4%	47.6%	52.5%	47.5%	74.4%	80.0%	99.3%	46.9%	53.1%	31.1%		