PD-ACD-160

ANDEAN PEACE SCHOLARSHIP PROJECT
ANNUAL REPORT
YEAR THREE

October 1, 1989 - September 30, 1990

Submitted to:
The Agency for International Development
LAC/DR/EHR
Washington, D. C.

Submitted by:
Development Associates, Inc.
Arlington, Virginia
and
The Institute of International Education

Contract No. LAC-0647-C-7052-00

A

PREFACE

The Andean Peace Scholarship Project provides technical and academic training to participants drawn predominantly from the socially and economically disadvantaged populations of Bolivia, Colombia, Ecuador and Peru. A strong basis for selection of trainees is the recognition of their potential to perform as leaders and to contribute to the development of their countries.

The Andean Project objectives are twofold:

- The training experience should provide the Andean students with knowledge and experience of U.S. lifestyles, democratic values, systems of beliefs, and economic policies. The collective activities which support this objective are known as "Experience America."

- A parallel objective is to provide trainees with the technical skills needed in the development effort of their countries.

During this project year from October 1, 1989, through September 30, 1990, Development Associates and its subcontractor, the Institute of International Education, placed 386 trainees in short- and long-term training programs. A total of 1,080 students has entered training since the beginning of the program in 1988.

CONTENTS

Third Annual Report
Andean Peace Scholarship Project

		Page
Preface		i
Introduction:	The Year in Review	1
Chapter One:	Training Programs	3
	A. Bolivia	4
	B. Colombia	8
	C. Ecuador	12
	D. Peru	17
Chapter Two:	Experience America	23
Chapter Three:	Lessons Learned	30
Chapter Four:	Financial Management	33
Chapter Five:	Looking Forward	40
Appendix		41

The Andean Peace Scholarship Project, as funded by the United States Congress through 1991 and administered by the U.S. Agency for International Development (AID), is designed to strengthen ties and understanding between the United States and the four Andean countries of Bolivia, Colombia, Ecuador and Peru. To accomplish this goal, AID selected Development Associates, Inc. and its subcontractor, the Institute of International Education, to manage the training program.

INTRODUCTION

The Year in Review

Year Three of the project was a period of growth, change and diversity. In the course of the year, 13 short-term groups started training and 142 long-term students began academic programs throughout the United States and Puerto Rico. Sixty-three students completed academic training and returned to their home countries.

This year the project has achieved even greater breadth in training programs and training sites. Project training specialists designed and supervised programs in health, agriculture, community development, and business, as well as in forestry, labor negotiations, and management techniques for voluntary organizations. The number of institutions that presented short-term programs in Spanish increased from 14 at the end of the second year to 22 at the end of FY90. Contributing to the expansion were several historic Black colleges (HBCUs). This year 104 students received training at HBCUs.

The third year of the project also saw the successful implementation of another innovation: two long-term, tailor-made courses taught completely in Spanish. Both dealing with agriculture, one program was conducted in Arizona and the other in Puerto Rico. Although the cost of implementing long-term, Spanish-language programs was greater than originally predicted, this type of program seems particularly valuable to meet highly specialized development needs.

Certainly the most dynamic change occurred as a result of decisions taken at the Project Implementation Review held in Quito during March. At that time, all Missions and the LAC Bureau agreed that instead of dividing administrative costs equally among the four Missions as specified in the original contract, the project should adopt the OIT standard of allocating costs on a participant-month basis. All Missions accepted the proportionate (2:1) allocation based on the principle that technical programs require twice the staff effort than academic programs. The second major decision was to reclassify all our participants as either academic or technical rather than long-term or short-term. (A full discussion of the financial effect of the change follows in Chapter Four of this report.)

The change was implemented in order to allocate administrative costs more precisely to each Mission. One effect, however, is a sensitivity to any fluctuation in participant-months. Thus, as each Mission encountered a difficulty in recruiting or deferred a program or reduced the number of participants, and thus reduced or shifted the participant month base, the administrative costs changed across the entire project.

The final half of this year of change also brought disappointments. Peru learned that Congressional sanctions prevented allocating funds to the Development Associates contract. The result was that the participant months for Peru were reduced by half. Shortly thereafter Colombia found that no additional monies would be available to them. Thus, neither Peru nor Colombia could fund new trainees for FY91. As a result, participant cost projections and internal budgets were run and rerun during the final two quarters of the fiscal year in an attempt to stay ahead of the changing project figures and to provide cost information to the LAC Bureau and the Missions.

Present statistics show an Andean Peace Scholarship Project somewhat different from the one conceived at the beginning of 1988. The long-term target changed from 15% to 20% of total trainees. Each country will have exceeded the target goal of 20% long-term students. We now anticipate that 1,371 Andean scholars will have had training in the United States by the end of the project.

The project has from the outset responded to the individual needs of each Mission. As Missions shifted priorities, project coordinators and academic specialists modified training designs and reviewed or changed placements. Programs were designed to meet the specialized development needs of the Andean countries; long-term participants have been guided and supported, rather than processed; and students have returned to their homes with a fuller understanding of the values of the American society.

CHAPTER ONE

Training Programs

Latin America welcomed-in the 90s with new leadership in government and new challenges to society. Along with a worldwide change in political systems came a renewed spirit for change and hope for a better future. Nevertheless, while most of Latin America welcomed new political leaders, the economic concerns of poverty, unemployment and devaluing currencies remained a daily reality. These economic struggles continue to affect the social and political development of the countries.

The Andean Peace Scholarship Project (APSP) has set as its primary goal the training of leaders and future leaders within the local communities. APSP training programs provide technical skills and academic training, along with an Experience America component, to meet the project's long-term goals: to increase the knowledge and understanding of U.S. democratic institutions and to determine if and/or what knowledge could be transferred to Latin America.

The U.S. AID Missions in the four Andean countries select key topical areas of training to address the specific political, economic and social needs of the country. Each country selects both the sectors and individuals to be targeted and the type (technical or academic) and duration of training. The training areas during FY90 included grass-roots community development for both urban and rural areas, micro-enterprise development, agricultural production, health promotion and the protection of natural resources. By focusing on these areas, the Missions hoped to build a solid foundation of skilled workers who would influence and train others and thus create a network for development throughout the country.

The following pages provide a description of the short- and long-term training programs sponsored by the four Andean countries during FY90. A summary chart indicating the training programs by country is shown on page 22.

BOLIVIA

Short-Term Training ..... *75 trainees*

1. **FORESTRY TECHNICIANS**
University of Idaho-Moscow and the USDA Graduate School, Washington, D.C.

Ecologists, biologists, forestry engineers and teachers from all nine departments in Bolivia formed this training group in protection of natural resources. Training content proved to be a real challenge to meet the diverse training needs of those from the tropical climes of Pando to the colder climes of Potosi located high in the Andes.

During the first six weeks of training at the University of Idaho, participants studied ecological systems and the conservation of flora and fauna. They learned specific techniques for the inventory of forests, the development and administration of recreational sites, and the control of erosion and reforestation. During a visit to Yellowstone National Park, trainees had the opportunity to observe wilderness management and examine the effects of forest fires on the ecology.

The final two weeks of the program, which took place at the USDA Graduate School in Washington, D.C., focused on land-use planning and ecology. The foresters visited government agencies such as the U.S. Forest Service and the National Park Service, private interest groups like the Audubon Naturalist Society and the Nature Conservancy, and international organizations such as the World Bank and the Inter-American Development Bank.

2. **EPIDEMIOLOGISTS**
Emory University, Atlanta, Georgia

Doctors and health practitioners working to combat the recurring outbreaks of tuberculosis, malaria, and chagas in the rural areas of Bolivia took part in this training program. Several of these health practitioners worked with the country's central Ministry of Health while others worked at disease control centers throughout Bolivia.

Throughout the course, trainees conducted health surveys, studied disease surveillance techniques, and discussed case studies on tuberculosis, rabies, respiratory infections, and nutrition. Participants were introduced to the new specialized computer technology, EpiInfo, a software package that serves as a tool to investigate and control outbreaks of disease.

The trainees also conducted their own local health survey and visited the DeKalb County Health Center in Georgia to observe the workings of a county health department. One benefit of the program was the link provided between Emory University and the Center for Disease Control, located in Atlanta.

3. **AGRICULTURAL PRODUCERS**
California State University, Chico, California, and
Bowie State University, Bowie, Maryland

Agricultural workers representing the diverse regions of Bolivia, from the high plateau to the tropical zones, participated in this program to enhance the small farmer's productivity. Many trainees were descendants of the native Quechua and Aymara Indians who used traditional subsistence farming techniques dating back to the time of the Inca Empire.

In the first five weeks of training at California State University, participants received hands-on training. The group constructed animal pens, selected proper breeds of hogs, provided nutritionally balanced feeds, and learned to identify diseases in their animals. Correct sanitation measures were also taught for the slaughter and sale of animals.

Beekeeping was another major component of the program. Cash income from the sale of honey is a valuable cushion for small-scale farmers. Instruction included building hives, handling bees, acquiring new swarms, controlling predators, using insecticides correctly, and extracting honey.

The final two weeks of training took place at Bowie State University, an historical Black university (HBCU), where participants had the opportunity to study cooperatives and concentrate on business and marketing skills such as production inventory, sales records, and competitive pricing. Visits to agribusiness institutions and cooperatives helped illustrate the principles learned in class.

4. **LABOR LEADERS**
American Institute for Free Labor Development (AIFLD), Silver Spring, Maryland

Prominent labor leaders active in Bolivian political life were selected to participate in this program on labor negotiations. These leaders represented major sectors in the labor movement: the petroleum industry, the transportation and construction sector, and trade unions. Though trainees came from several geographic regions such as Cochabamba and La Paz, the economically vigorous Santa Cruz area had the most representatives.

The training program consisted of classroom instruction at the George Meany Center, the national training institute for AIFLD, and included site visits to a variety of labor unions. In the classroom, the participants examined the U.S. and International Labor Movement, trade union structure and administration, the political and economic settings for negotiations, collective bargaining, and occupational health and safety.

The participants visited a trade union community in Baltimore composed mainly of third generation laborers. Participatory training included mock bargaining sessions and on-site practicums with labor unions matched to each participant's interests.

Long-Term Training ..... *25 returnees and 41 new trainees*

TEACHING OF ENGLISH AS A SECOND LANGUAGE (TESOL)

State University of New York (SUNY), Buffalo, New York,
and Saint Michael's College, Winooski, Vermont

By targeting English teachers, the Bolivian Mission has recognized the importance of this sector which reaches large numbers of students interested in the United States. On the skills side, the TESOL programs address the lack of methods courses in Bolivia, especially in reading and writing English. In addition, few Bolivian English teachers have had training or experience in dealing with native speakers of English.

Twenty-one teachers from secondary schools and universities were selected for advanced certificate programs in TESOL at two sites, the State University of New York in Buffalo, New York, and Saint Michael's College in Winooski, Vermont.

SUNY Program: Ten of the Bolivian teachers began an 11-month training course at SUNY, which started with an orientation of the university followed by an intensive English course. During the academic program, trainees studied graduate level methods courses related to English language teaching overseas. The curriculum covers both the theoretical and practical application of teaching methodologies. Four Peruvian APSP grantees are also attending this certificate program, making it the first multi-country TESOL certificate program.

Saint Michael's College: Eleven women arrived at St. Michael's College in August to begin an intensive English program and a university orientation that included academic survival skills and an introduction to computers with word processing. Two academic semesters and two summer sessions provide foundations in theory and methods of teaching English. As part of a practical experience, the Bolivian teachers will also have the opportunity to visit U.S. schools. Attendance at the National TESOL Conference in New York City provides professional networking opportunities for all of the teachers.

PUBLIC ADMINISTRATION

Fifteen professionals from Bolivian governmental agencies were selected for a 12-month program in public administration at the University of New Mexico. This M.A. requires 42 hours of graduate coursework in Spanish. Participants not only complete their coursework, but learn to use our libraries, write papers, conduct investigations and follow the Experience America component of Andean Peace.

MASTERS OF ARTS IN ECONOMICS

Five participants were selected for masters level programs in economics or business. Four of these students remain in English language training while one has begun academic work at The American University.

BOLIVIAN LONG-TERM ARRIVALS - FY90

ARRIVAL	NAME	FIELD OF STUDY	PLACEMENT
90/05/26	Guillermo Alborta	Economics	ESL/Econ. Inst., Acad: American U.
90/05/17	Ada Ilse Rosas	Economics	ESL/Michigan Language Center
90/05/17	Roberto Jijena	Economics	ESL/Michigan Language Center
90/05/17	Ramiro Bracamonte	Economics	ESL/Michigan Language Center
90/05/26	Lexin Arandia	Economics	ESL/Econ. Institute
90/08/11	Rolf Arce	Public Admin.	U. of New Mexico
90/08/11	Fernando Beltran	Public Admin.	U. of New Mexico
90/08/11	Francisco Caero	Public Admin.	U. of New Mexico
90/08/11	Fressia Guzman	Public Admin.	U. of New Mexico
90/08/11	Maria Linares	Public Admin.	U. of New Mexico
90/08/11	Jose Lopez	Public Admin.	U. of New Mexico
90/08/11	Martha Mallea	Public Admin.	U. of New Mexico
90/08/11	Guadalupe Riera	Public Admin.	U. of New Mexico
90/08/11	Mario Poveda	Public Admin.	U. of New Mexico
90/08/11	Hector Callejas	Public Admin.	U. of New Mexico
90/08/11	Adrian Silisque	Public Admin.	U. of New Mexico
90/08/11	Angel Pacheco	Public Admin.	U. of New Mexico
90/08/11	Avelino Aiza	Public Admin.	U. of New Mexico
90/08/11	Hugo Calizaya	Public Admin.	U. of New Mexico
90/08/11	Benigno Caballero	Public Admin.	U. of New Mexico
90/08/25	Angela Del Aguila	TESOL	SUNY-Buffalo
90/08/25	Julio Cayo	TESOL	SUNY-Buffalo
90/08/25	Patricia Cortez	TESOL	SUNY-Buffalo
90/08/25	Fernando Expinoza	TESOL	SUNY-Buffalo
90/08/25	Martha Garcia	TESOL	SUNY-Buffalo
90/08/25	Elton Gutierrez	TESOL	SUNY-Buffalo
90/08/25	Maria Millan	TESOL	SUNY-Buffalo
90/08/25	Rodolfo Padilla	TESOL	SUNY-Buffalo
90/08/25	Elizabeth Rojas	TESOL	SUNY-Buffalo
90/08/25	Daniela Viruez	TESOL	SUNY-Buffalo
90/08/25	Ana Maria Canedo	TESOL	Saint Michael's College
90/08/25	Elizabeth Guzman	TESOL	Saint Michael's College
90/08/25	Maria Campuzano	TESOL	Saint Michael's College
90/08/25	Wilma Romero	TESOL	Saint Michael's College
90/08/25	Maria Michel	TESOL	Saint Michael's College
90/08/25	Isabel Munoz	TESOL	Saint Michael's College
90/08/25	Maria Moron	TESOL	Saint Michael's College
90/08/25	Teresa Velasco	TESOL	Saint Michael's College
90/08/25	Melvy Valdivia	TESOL	Saint Michael's College
90/08/25	Yolanda Rossel	TESOL	Saint Michael's College
90/08/25	Carmen Camarango	TESOL	Saint Michael's College

COLOMBIA

Short-Term Training ..... *69 trainees*

1. **CRAFTSWOMEN**
El Paso Community College, El Paso, Texas, and
Tuskegee University, Tuskegee, Alabama

Twenty-four women entrepreneurs who produce and sell crafts for a living took part in this training program. The objective was to enhance the quality of their products and increase their knowledge in marketing and sales. These craftswomen produce and market a variety of goods: wool products, baskets, ceramics, painted glass, leather goods, wood carvings, and jewelry. Many of the women learned their craft through formal technical training while others learned from their families.

The program focused on building skills in management, marketing, product development and accounting. Trainees read case studies of successful small-business cooperatives owned and operated by women. The arts and crafts technical training discussed new product development, ideas for new art designs, and procedures to ensure quality control. The women had the opportunity to display their wares at arts and crafts exhibits where they also made presentations on Colombian folk music and customs.

Taking advantage of the beautiful Indian artistry in the southwest, the craftswomen visited art galleries of Native Indian art. They also experienced artisan life in the U.S. as they visited homes of the Navajo, Apache and Pueblo Indians.

2. **RURAL TEACHERS**
New Mexico Highlands University, Las Vegas, New Mexico

Rural teachers from one-room schoolhouses in rural areas of Colombia participated in this methods training program. The group, consisting of 9 men and 15 women, were all active in Colombia's government-sponsored *Escuela Nueva* program, started in 1987. The goal of the Escuela Nueva is to make elementary school education available to everyone, no matter how remote. The teachers had the equivalent of a bachelor's degree with special training in pedagogy and education.

The program design was a complementary mix of classroom lecture, discussion and experiential learning. Participants learned how to plan and create new curriculum materials, design parent education courses, practice new teaching methodologies, and promote community education development projects. They had the chance to apply these new teaching techniques through practicum experiences in rural classrooms in Las Vegas, New Mexico, and surrounding communities. During these field visits, trainees interacted with students and U.S. rural teachers and shared information on the Escuela Nueva program and the educational system in Colombia.

3. **COASTAL FISHERMAN**
SCAMPI Research and Training Facilities,
University of South Carolina, Georgetown, South Carolina

Fishermen from the coastal towns of Colombia often lead a nomadic life, moving from town to town to take advantage of diverse fish habitats or to follow fish migrations. Twenty-one fishermen participated in this program designed by the South Carolina Aquaculture and Marine Programs International (SCAMPI) Research and Training Facilities.

The program began with an overview of fishery trends and changes around the world and the effect of these changes within local industries. Participants received training in navigating, capturing fish, fish handling and preservation. The business side of fishing was emphasized by looking at marketing techniques and procedures for building fishing cooperatives. Unfortunately, though practical in its methods of dealing with each topic, the program disappointed many of the fishermen because most of the training did not take place on boats.

Even so, the group had some time to experience U.S. coastal fishing as they travelled the coast of Georgia, South Carolina and North Carolina. They visited several ports, fish processing plants and both public and private sector fishing operations along the coast. In turn, the Colombians taught their American counterparts fishing techniques used in their home country, to provide a better understanding of the different uses and methods of fishing technology between the two countries.

Long-Term Training .... *4 returnees and 32 new arrivals*

NEW ARRIVALS

Thirty-two Colombian trainees entered the United States for training in diverse sectors including drug abuse control, biostatistics, fisheries, natural resources, mass communication, urban planning, and tropical diseases, among others. Colombian students are in colleges and universities in 32 states. A complete list of areas of concentration can be found on page 11.

RETURNEES

Of the four participants returning to Colombia, one student completed 16 months of a specially-tailored non-degree program during which he studied Adolescent and Child Psychology and visited programs that work with street children in New York, Chicago, Boston and Washington, D.C. Another participant completed a Master's degree in Public Health with emphasis in Epidemiology. The third participant completed a non-degree program in Nutrition and Food Science. She participated in lectures, weekly discussion groups, observations, presentations and laboratory research during the course of her training. The fourth participant returned to Colombia for personal reasons after completing four months of training.

PARTICIPANT PROFILE

With 32 individual student objectives in as many different fields of study, there is no typical academic program. Meeting the academic and personal needs of each participant is a challenge for the APSP academic specialists, as exemplified in this participant profile of a trainee from Colombia.

Emilia began English language training in Atlanta, Georgia, last summer. Though the original objective was to pursue a Master's degree in Community and Women's Studies, her TOEFL score was below the 550 required for admission into an English graduate program. Beset with homesickness, culture shock, the recent loss of a father and difficulty in learning the language, Emilia showed all the signs that commonly signal inability to adjust.

However, by working with the academic specialists who researched alternatives, Emilia was shifted to a non-degree status and transferred to a program in Spanish at the University of New Mexico. She has blossomed into an advocate in the community working for women's rights and education. She works at the Young Children's Health Center, affiliated with the University of New Mexico's Department of Pediatrics, as well as with a Hispanic women's group named "Actualidad y Apoyo." Emilia assists in coordination of the group and has provided a series of sessions on human sexuality.

COLOMBIAN LONG-TERM ARRIVALS - FY90

ARRIVAL	NAME	FIELD OF STUDY	PLACEMENT
89/10/09	Rocio Cifuentes	Family Development	Texas Tech U.
89/10/11	Sandra E. Gomez	Learning Tech.	U. of S. IL-Carbondale
89/10/15	Luis F. Sanchez	Marine Biology	U. of S. Miss.
89/10/19	Fernando Munoz	Volcano Seismology	Arizona State U.
90/01/01	Agatha Leon	Epidemiology	Tulane U.
90/01/04	Carlos Vecino	Urban Planning	U. of IL - Urbana
90/01/07	Alfonso Bustamante	Ed./Computers	SIU - Carbondale
90/01/08	Luz Myriam Malagon	Educational Admin.	U. of New Mexico
90/01/12	Carlos Moreno	Biometrics	Iowa State U.
90/03/01	Dr. L. E. Rincon	Health Admin.	ESL/Atlanta, Acad:U. of N. Mexico
90/03/08	Issac Alzate	Hepatology	ESL/Radford U., Acad:U. of Miami
90/03/08	M. C. Cifuentes	Natural Resources	North Dakota State
90/03/22	Helda Pinzon	Health Education	ESL/Cal. State U.-Fresno
90/03/22	Omar Rincon	Mass Communication	ESL/Cal. State U.-Fresno & Berkeley
90/03/22	Dr. A. L. Arias	Primary Health Care	ESL/Cal.State-Fresno, Acad:Louisville
90/03/22	M. Florez de Jaimes	Community Health	ESL/Cal.State-Fresno, Acad:U.N.M.
90/03/23	Fernando Martinez	Epidemiology	University of S. Carolina
90/03/29	Flaminio Londono	Computers in Ed.	ESL/Georgetown U., Acad: Strayer
90/03/29	E. Acevedo de Romero	Women Studies	ESL/Atlanta, Acad:U. of N. Mexico
90/05/09	Mario Mejia	Environ. Geology	Acad:Colorado State U.,Ft. Collins
90/05/09	Graciela Moreno	Computers in Ed.	Acad.:Florida State U., Tallahassee
90/05/11	Nohora Galvis	Marine Biology	Acad.:Univ. of Miami, Coral Gables
90/05/25	Gabriel Arteaga	Biopsychology	ESL/SUNY-Buffalo, Acad: Stony Brook
90/05/25	Marcos Cervantes	Computers in Ed.	ESL/St. Michael's, Acad: St. Michael's
90/05/25	Pilar Munar	Computers in Ed.	ESL/St. Michael's, Acad: St. Michael's
90/05/25	Miguel Cote	Drug Abuse Control	ELS/Philadelphia
90/05/27	Guillermo Navas	Public Health	ESL & Fellowship: San Diego State
90/06/20	Diego Gonzalez	Tropical Meteorlgy	ESL & Acad.: Florida State Univ.
90/08/11	Gerardo Guerrero	Ed. Admin.	U. of New Mexico
90/08/15	Zayda Sierra	Early Childhood	ESL/Iowa State
90/08/25	Pedro Cuadros	Special Ed.	ESL/U. of S Mississippi
90/08/28	Patricia Munoz	TESOL	East Lansing

ECUADOR

Short-Term Training ..... *64 trainees*

1. **AFRO-ECUADORIAN COMMUNITY LEADERS**
California State University, Chico, California, and
Bowie State University, Bowie, Maryland

A group of 18 grassroots-level leaders from Ecuadorian littoral communities participated in this training program which provided leadership, organizational and training skills. These leaders, all of African descent, were recruited from cities as well as isolated rural communities in Ecuador. Although the participants' backgrounds varied greatly–from farmer to high school principal–the common unifying thread was their desire to learn how communities organize to help themselves toward better sanitation, housing and employment opportunities.

The training program focused on leadership, project management, and business management skills. Participants learned how to conduct needs assessments, how to design community projects, and how to establish and maintain a network once they returned to Ecuador. The program, which divided time between California and Maryland, allowed the participants to work with members of self-help and community development projects in both areas.

The Afro-Ecuadorians requested specific training on how to reinforce a subcultural identity like their own within the larger society. Bowie State University, an HBCU, provided training on the African-American's quest for self-realization within the U.S. society. Presentations focused on the scientific achievements of African-Americans and the still-evolving U.S. civil rights movement begun in the 1960s. In addition to talking with several prominent Black American educators and leaders, a program highlight for the trainees was a meeting and personal interview with the Reverend Dr. Jesse Jackson.

2. **MINISTRY OF HEALTH SUPERVISORS AND FINANCIAL ADMINISTRATORS**
Institute for Training and Development, Amherst, Massachusetts

Health supervisors and financial administrators were teamed together for this training program in the hopes of creating a more collaborative work effort within the Ecuadorian health system.

The group studied the concept of public health and public health systems by examining the benefits and costs of preventive, primary health care in other developing countries. While the supervisors concentrated on staff training, quality control, program monitoring and evaluation, the financial administrators studied supply management (including data and statistics used for planning, procurement, storage, distribution and recordkeeping), financial subsystems and personnel management.

Among the highlights of the program was a one-week internship at hospitals and community health centers coordinated through the Massachusetts League of Community Health Centers. The participants were paired with Spanish-speaking staff.

By applying concepts learned during the training program, the participants prepared a health plan strategy for training health administration personnel in program management techniques. This was to be presented to the Ministry of Health upon their return. During their stay, the participants also travelled to New York City where they visited UNICEF, the World Health Organization and the Pan American Health Organization.

3. NATURAL RESOURCES MANAGEMENT

Colorado State University, Fort Collins, Colorado, and
University of New Mexico, Albuquerque, New Mexico

Park rangers and scientific researchers from nine national parks in Ecuador took part in a program designed to enhance their skills in the management of Ecuador's vast wildlands.

The trainees were enrolled in two courses: "Management of Wild and Protected Areas" at Colorado State University and "Ecological Followup: from Populations to Ecosystems," sponsored by the University of New Mexico. The Colorado course dealt with the day-to-day management of national parks, such as control of visitors, management of camping permits, environmental impact of park use, and marking and maintaining trails. Broader skill areas such as how to utilize national and international assistance programs, how to integrate park management with rural development and how to administer environmental education programs were also covered.

The New Mexico course concentrated on population monitoring as well as ecological communities as interactive groups or as populations of different species. They also learned about the use of satellite imaging as a population-monitoring tool. In both courses extensive field work allowed the participants to put into practice skills learned in formal classroom presentations.

The program also included several visits to national parks, including a four-day trip to Green River National Park in Colorado, where they enjoyed white-water river rafting and a visit to the National Dinosaur Park.

At the end of the training program, taking advantage of the Miami stopover before returning home to Ecuador, the participants visited the Everglades National Park, where park staff conducted a special VIP tour.

4. URBAN COMMUNITY LEADERS

California State University, Chico, California

Urban community leaders throughout Ecuador joined together for this training program to learn skills necessary to establish and administer grassroots-level, self-help organizations, with a special emphasis on low-cost housing projects.

The training design had three major components: organizational and leadership skills training, an internship with a self-help housing organization, and an examination of the roles of non-profit organizations. The first component dealt with problem solving/consensus building and the administration and management of self-help housing projects. The internship then allowed participants to gain hands-on experience working with a low-cost, self-help community housing project by participating in and supervising the actual construction process. In the third component the participants gained an understanding of the role of non-profit institutions and special interest groups.

The program also made extensive use of field trips and visits to housing projects and cooperatives in the Chico area, in Sacramento and in the area around Los Angeles. The participants were able to meet U.S. counterparts who were actively working with low-income populations in urban areas.

During the program the trainees formed a professional organization, the Coalition for Housing and Community Development of Ecuador, which they planned to formalize upon their return home. The Coalition would provide a base for them to coordinate their development activities and to share their newly acquired skills with other local community members.

A lesson in human sympathy grew out of an unhappy incident. Early in the program, one of the participants lost her wallet containing all the cash which she had brought from home as well as her weekly allowance. The university, the local newspaper, and a local bank manager rallied behind the participant, and in a newspaper article called upon the community for donations to make up her loss. The response from the businesses and individual citizens of Chico was immediate and overwhelming; not only did the participant regain her lost personal funds, but contributions exceeded her loss by nearly $400. The participant decided that the excess money should be used constructively and presented a check for that amount to the President of the newly formed Coalition to be used as "seed money" to establish the organization in Ecuador.

Long-Term Training .... *14 returnees and 16 new arrivals*

NEW ARRIVALS

Sixteen new trainees arrived in the U.S. to study in diverse fields such as Animal Nutrition, Seismic Engineering, and Urban and Regional Planning. The following page provides a list of this year's arrivals with their topic of study and the name of the institution.

RETURNEES

Fourteen Ecuadorian trainees returned to country during FY90. Five students completed degree programs in Public Health, Computer Engineering and Educational Administration. Several trainees were junior year abroad students in fields such as TESOL, Deaf Education, Science Education, Orchestra Conducting and Nutrition and Dietetics.

PARTICIPANT PROFILES

Patricio Aizaga of Quito, Ecuador, completed a 16-month non-degree program in Orchestra Conducting at Indiana University in Bloomington. Since he had not completed his bachelor's degree in Ecuador, he was enrolled in an undergraduate program at the University. However, Patricio so excelled in his classes that by program's end, he was taking two graduate/PhD courses in conducting. He completed his program by conducting a special recital.

Another junior year abroad grantee, Maria Gabriela Espinoza of Guayaquil, studied Science Education at the University of Northern Iowa. She was able to combine her coursework with significant practical experiences at the university's laboratory school. A new concept to her, the laboratory school has inspired Maria to develop a similar model upon her return to Ecuador.

Mario Andrade, one of the first Eduadorian grantees to come to the United States, is completing a Master's degree in Social Work at Arizona State University. Through internship opportunities, he has become actively involved in working with the local Hispanic community. He has held drug prevention sessions for teenagers, parent/adolescent rap sessions, and organized youth athletic events at the clinics, all while maintaining a 4.0 GPA. He was most recently nominated "The Most Hyperactive" by fellow participants at a seminar sponsored by the Leadership Center of the Americas in Baton Rouge, Louisiana. During the one-week leadership seminar, he organized a country by country video program, a presentation of traditional Ecuadorian music (a *peña*), and a new political party.

ECUADORIAN LONG-TERM ARRIVALS - FY90

ARRIVAL	NAME	FIELD OF STUDY	PLACEMENT
90/04/27	Milton Ramos	Food Science	ELS/Phila., Acad: Tuskegee
90/04/27	Monica Mosquera	Food Science	ELS/Phila., Acad: Cal.State-Fresno
90/04/27	Marco Mejia	Mechanic/Ag. Eng.	ELS/Phila.; Acad:Clemson
90/04/27	Victor Romero	Chem./Envir. Eng.	ELS/Phila.; Acad: FL Inst. of Tech
90/05/28	Fernando Pozo	Economics	ESL/Econ. Inst., Acad:Williams
90/06/05	Mercedes Cotacachi	Ed. Admin	ESL & Academic U. of N. Mexico
90/06/08	Dedime Campos	Animal Science	ESL/U. of S. Carolina
90/06/08	Myriam Buitron	Public Health	ESL/U. of S. Carolina
90/06/08	Roberto Ibadango	Civil Eng.	ESL/U. of S. Carolina
90/06/08	Wandemberg Velastegui	Animal Nutrition	ESL/U. of S. Carolina
90/09/17	Patricio Valencia	Urban Planng	ESL/Ohio State-Columbus
90/09/17	Carlos Duran	Electrical Eng.	ESL/ ELS Atlanta
90/09/17	Sixto Sanchez	Agriculture	ESL/ ELS Atlanta
90/09/17	Maria Morales	Human Nutrition	ESL/Oregon State
90/09/20	Fredi Portilla	Agriculture	ESL/U. of Minn.
90/09/21	Xavier Casal	Seismic Eng.	ESL/U.C. Irvine

PERU

Short-Term Training ..... *36 trainees*

1. **WOMEN IN DEVELOPMENT**
Virginia Polytechnic Institute and State University, Blacksburg, Virginia

"From the Appalachians to the Andes" was the theme for this training program that connected 20 low-income women from Peruvian communities with the mountain women of Blacksburg, Virginia. Blacksburg, located in the heart of the Appalachian Mountains, is a rural area with development concerns similar in depth to those of Peru.

These women came from *pueblos jovenes*, the marginal-urban areas of Peru's major cities. Most were recognized leaders working in mothers' clubs, food cooperatives, community health centers and day care centers. All but two of the women were volunteers and had a level of experience ranging from three to twenty-five years.

The program was divided into two components: a one-week orientation and introduction to U.S. community development issues in Washington, D.C., and seven weeks of classroom study and skills acquisition at Virginia Polytechnic Institute in Blacksburg, Virginia. The Blacksburg training focused on project planning and proposal writing, women's and family health issues, and leadership training. The group met with several women community leaders of grassroots organizations in the Appalachian Mountains where they learned how women work within the local social and political system for the betterment of their community and the lives of their families.

2. **MANAGEMENT SKILLS TRAINING FOR MID-LEVEL PVO MANAGERS**
School for International Training, Brattleboro, Vermont, and Lincoln University, Jefferson City, Missouri

Sixteen managers of private voluntary organizations in Peru were trained in planning, implementing, and evaluating local development programs. All trainees had a minimum of three years management work experience with community-based organizations. The majority of the project managers were university graduates from a wide variety of fields: economics, engineering, education, sociology, and health.

The training design focused on the role of PVOs in economic development, leadership and team building, project design and implementation, strategic planning for PVOs, and women's issues in development. The training was complemented by on-site visits to social development agencies such as Nueva Esperanza, a PVO working on inner city community development, health and sex education; a low-income apartment complex; the New England Farm Workers' Council; and the Vermont Department of Health.

The initial six weeks of the program were spent at the School for International Training (SIT) in Brattleboro, Vermont, and the final two weeks at Lincoln University, an historically Black University (HBCU) located in Jefferson City, Missouri. While in Missouri, the group visited organizations that focused on sector-specific management issues in agriculture, small business and public health such as the Missouri Farmers Association and the Human Development Corporation which provides special services for the disadvantaged.

Long-Term Training ..... *20 returnees and 53 new trainees*

PERUVIAN TESOL GROUP
State University of New York (SUNY) Buffalo, New York, and
Portland State University, Portland, Oregon

For the second consecutive year, the Peruvian Mission sent English teachers to study in the U.S. This year, eight teachers were selected from binational centers, public schools and universities in Lima and the provinces to study TESOL at two U.S. institutions: a repeat from last year's program, at the State University of New York, and a new program at Portland State Univeristy.

SUNY Program: Prior to starting their formal academic program, four Peruvians attended a three-week pre-academic orientation program at SUNY to learn about the American culture and the U.S. educational system. The orientation program prepares foreign students for Univeristy study in the U.S.

The SUNY academic program has a practical orientation, allowing students ample opportunity to practice teaching techniques and methods learned in the classroom. Emphasis is placed on preparing teaching materials for use upon their return home to Peru.

Portland State University After completing a one-month topping off English program at the University of California-Davis, four Peruvian students started their academic training at Portland State University in early September. The strength of the Portland program is the emphasis that is placed on regional studies within the linguistics and cultural courses. Thus, Peruvians can focus on Latin America and the specific concerns that Spanish speakers have in learning English.

Trainees in both programs will have the opportunity to interact with counterpart professionals from around the world in the National TESOL Conference held in New York City in March, 1991.

PERUVIAN TROPICAL CROPS/AGROFORESTRY MANAGEMENT GROUP
University of Puerto Rico, Mayagüez, Puerto Rico

Trainees included agronomists and foresters from the areas of Loreto, Pasco, Ucayali, Huanuco, Junin and Lima who work in Peru as university professors, researchers and extensionists. The program provided training in the areas of tropical soil conservation, traditional and non-traditional tropical fruits and crops and agroforestry management.

Professors at the University of Puerto Rico, Mayagüez attempted to meet the needs of trainees from the two diverse areas of Peru, the high plateau and the low jungle. The program consisted of ten months of lectures, field trips, research activities, seminars and conferences related to tropical crop production, agroforestry management, women in development and leadership training. In order to help them to read English textbooks, participants took English on an on-going basis twice a week for the length of training.

Grantees made contacts with professionals in the field throughout the island, were hosted by the Governor and Senate of Puerto Rico, and attended numerous functions at the homes of the rector and other faculty members of the Mayagüez Campus. Grantees commented during closure activities that they felt the people of Puerto Rico had opened their homes and hearts and cultivated lasting friendships. After continual requests to visit the mainland, trainees enjoyed a three-day trip to Florida before returning home to Peru.

IRRIGATED VEGETABLE PRODUCTION GROUP
Arizona Sonora Field School, Tucson, Arizona, and
New Mexico State University, Las Cruces, New Mexico

This group provided a unique mix of individuals from various professional sectors: university professors and professionals from the private sector, rural cooperatives and associations. They came from several geographic regions of Peru but with the one unifying trait that all were grassroots leaders in agricultural development. The program was to increase their knowledge of technologies and practices in irrigated vegetable production and improve their ability to disseminate this knowledge in the classroom and through extension programs and leadership positions.

The ten-month program was divided into seven components: agriculture and society, English language training, agriculture techniques, academic agriculture, internships, leadership training, and applications for Peru. Training for the different portions included classroom instruction and field experience combined with numerous site visits and cultural activities.

A one-week field trip to California was a highlight of the training program. The participants visited private farms, agricultural businesses, an agricultural publisher, extension programs and offices and university campuses and experimental farms. In addition, they toured San Francisco and visited Disneyland.

PERUVIAN LONG-TERM ARRIVALS - FY90

ARRIVAL	NAME	FIELD OF STUDY	PLACEMENT
90/01/27	Luis Arriaga	Irig. Veg. Prod.	Arizona Sonora Field School
90/01/27	Miriyam Deza	Irig. Veg. Prod.	Arizona Sonora Field School
90/01/27	Ricardo Franco	Irig. Veg. Prod.	Arizona Sonora Field School
90/01/27	Sonia Franco	Irig. Veg. Prod.	Arizona Sonora Field School
90/01/27	Alex Garcia	Irig. Veg. Prod.	Arizona Sonora Field School
90/01/27	Francisco Leon	Irig. Veg. Prod.	Arizona Sonora Field School
90/01/27	Julio Manrique	Irig. Veg. Prod.	Arizona Sonora Field School
90/01/27	Juan Munoz	Irig. Veg. Prod.	Arizona Sonora Field School
90/01/27	Cesar Ordonez	Irig. Veg. Prod.	Arizona Sonora Field School
90/01/27	Napoleon Puno	Irig. Veg. Prod.	Arizona Sonora Field School
90/01/27	Luis Ramirez	Irig. Veg. Prod.	Arizona Sonora Field School
90/01/27	Francisco Regalado	Irig. Veg. Prod.	Arizona Sonora Field School
90/01/27	Graciela Reyes	Irig. Veg. Prod.	Arizona Sonora Field School
90/01/27	Marco Rivera	Irig. Veg. Prod.	Arizona Sonora Field School
90/01/27	Oscar Soto	Irig. Veg. Prod.	Arizona Sonora Field School
90/01/27	Aldo Acosta	Tropical Crops	U. of Puerto Rico-Mayaguez
0/01/13	Jorge Adriazola	Tropical Crops	U. of Puerto Rico-Mayaguez
0/01/13	Carlos Castillo	Tropical Crops	U. of Puerto Rico-Mayaguez
0/01/13	Herman Collazos	Tropical Crops	U. of Puerto Rico-Mayaguez
0/01/13	Consuelo Picon	Tropical Crops	U. of Puerto Rico-Mayaguez
0/01/13	Tomas Florez	Tropical Crops	U. of Puerto Rico-Mayaguez
0/01/13	Herminio Inga	Tropical Crops	U. of Puerto Rico-Mayaguez
/01/13	Roosevelt Morales	Tropical Crops	U. of Puerto Rico-Mayaguez
/01/13	Mauro Mori	Tropical Crops	U. of Puerto Rico-Mayaguez
/01/13	Alejandro Pacheco	Tropical Crops	U. of Puerto Rico-Mayaguez
/01/13	Julio Palomino	Tropical Crops	U. of Puerto Rico-Mayaguez
/01/13	Jose Palomino	Tropical Crops	U. of Puerto Rico-Mayaguez
01/13	Olga Rios	Tropical Crops	U. of Puerto Rico-Mayaguez
01/13	Victor Rivadeneyra	Tropical Crops	U. of Puerto Rico-Mayaguez
01/13	Juan Urrelo	Tropical Crops	U. of Puerto Rico-Mayaguez
01/13	Guillermo Vasquez	Tropical Crops	U. of Puerto Rico-Mayaguez
01/13	Dina Guiterrez	Tropical Crops	U. of Puerto Rico-Mayaguez
01/13	Haydee Suarez	Tropical Crops	U. of Puerto Rico-Mayaguez
01/13	Margarita Suarez	Tropical Crops	U. of Puerto Rico-Mayaguez
1/05	Soledad Mostacero	Educational Admin.	U. of New Mexico
1/05	Mateo Flores	Educational Admin.	U. of New Mexico
1/05	Elizabeth Acevedo	Educational Admin.	U. of New Mexico
1/26	Yovanna Gozalo	Journalism	ELS/Atlanta, Acad: SIU-Carbondale
1/26	Liz Mineo	Journalism	ELS/Phila., Acad:U. of AZ-Tucson
/29	Marcia De La Flor	Survey Research	ESL/School for Int. Training
/21	Rosario Sanchez	TESOL	SUNY - Buffalo
/21	Susana G. de Angulo	TESOL	SUNY - Buffalo

PERUVIAN STUDENTS (continued)

90/07/21	Tania Vera	TESOL	SUNY - Buffalo
90/07/21	Dora Castelo	TESOL	SUNY - Buffalo
90/08/04	Gladys Cabrera	TESOL	U. of Cal-Davis/Portland State
90/08/04	Rosa Martinez	TESOL	U. of Cal-Davis/Portland State
90/08/04	Doris Alviar	TESOL	U. of Cal-Davis/Portland State
90/08/04	Teresa Teran	TESOL	U. of Cal-Davis/Portland State
90/08/12	Ma. Irene de Noriega	Ed. Admin.	U. of New Mexico
90/08/16	Guadalupe Contreras	Aquaculture	ESL/Tuscaloosa
90/08/16	Gloria Gutierrez	Aquaculture	ESL/Tuscaloosa
90/08/16	Mariela Morillo	Aquaculture	ESL/Tuscaloosa
90/08/19	Arcelia R. de Ortega	Ed. Admin.	U. of New Mexico

TABLE 1.1: SHORT-TERM TRAINING PROGRAMS

TITLE	TRAINING INSTITUTION	START DATE	END DATE	NO. OF PARTS	NO. OF MEN	NO. OF WOMEN	COURSE LENGTH IN MOS.	NO. OF PART. MONTHS
BOLIVIA								
Foresters	USDA/U. of Idaho	03/31/90	05/30/90	19	17	2	2.03	38.63
Epidemiologists	Emory U./CDC	05/31/90	07/06/90	22	18	4	1.23	27.18
Ag Producers	Cal State-Chico Bowie State U.	07/03/90	08/20/90	20	10	10	1.63	32.67
Labor Leaders	AIFLD	09/22/90	10/29/90	14	12	2	1.27	17.73
COLOMBIA								
Craftswomen	El Paso CC Tuskegee U.	07/01/90	08/16/90	24	0	24	1.57	37.60
Rural Teachers	NM Highlands U.	08/04/90	09/20/90	24	9	15	1.60	38.40
Coast Fishermen	U of S Carolina	09/08/90	10/25/90	21	21	0	1.60	33.60
ECUADOR								
Afro-Ec Leaders	Cal State Chico Bowie State U.	04/21/90	06/03/90	18	10	8	1.47	26.40
MOH Admin.	ITD	06/30/90	08/22/90	18	8	10	1.60	32.40
Nat. Resources	CSU/UNM	07/28/90	09/02/90	13	13	0	1.23	16.03
Urban Leaders	Cal State Chico	09/29/90	11/10/90	15	12	3	1.43	21.50
PERU								
PVO Mgmt Skills	SIT/Lincoln U.	05/19/90	07/14/90	16	6	10	1.90	30.40
Dev. for Women	VPI	08/11/90	10/06/90	20	0	20	1.90	38.00
TOTALS				244	136	108	20.67	390.50
AVERAGES				18.77	10.46	8.31	1.59	30.04

NUMBER OF COURSES = 13

PERCENTAGE OF WOMEN TRAINED = 44.3%

PERCENTAGE TRAINED AT HBCUs = 32.0%

Experience America

Experience America is the program feature which distinguishes the Andean Peace Scholarship from other forms of U.S. assistance. It is also the feature which demands constant explanation to ensure that both the institutions and participants understand what is expected.

To experience the people, culture and values of the United States, trainees must integrate into everyday life to gain an understanding of the values that influence our democratic society. Finding activities which open the door to this profound level of understanding requires ingenuity, openness and thoughtful analysis on the part of the students.

Experience America activities may include social functions, involvement in the community, campus activities, holiday celebrations, or family homestays. Below is a sampling of Experience America activities accompanied by participant's comments on life in the United States . . .

Community Involvement

- Colombian Julio Perez, pursuing a Masters degree in women's studies in Tuscaloosa, Alabama , participated in a march to promote the awareness of violence against women. As one of the few males in a women's studies course, Julio has spent time and energy explaining why he is in the program and how he plans to integrate his studies into his work as a professor in Colombia.

- Women community leaders from *pueblos jóvenes* in Peru helped prepare and serve food to the homeless at a soup-kitchen in the Appalachian mountains. They were amazed at the similarity of community projects in Peru and the U.S.

- Ecuadorian Carlos Mosquera lent a helping hand to Red Cross rescue workers packing first-aid boxes for flood victims in the Mid-West.

- Impressed with the environmental crusade occurring across the country, Colombian Liliana Moncada joined the Earth Day Organization to help promote and coordinate Earth Day activities in Washington, D.C.

- Inspired by their teachers, a group of Peruvian TESOL students weathered the early morning cold of Buffalo to sell newspapers to benefit the Children's Hospital.

"I think that volunteer work does play an important socio-economic role in the USA...its contribution to the individual as well as to the society as a whole constitutes a value that Americans hold in high regard."

- Clara A., Bolivia

Family Life

- Néstor Raúl Anzola of Colombia experienced rural family life during the holiday season when he joined a host family for family-fun nights and covered-dish suppers at the local churches in Hendersonville, North Carolina.

- A Colombian social worker studying education and the family in the United States observed that close family relationships don't seem to exist between more than two generations. She was amazed at the number of single parents as well as the phenomenon of step-children.

- After visiting host families in Phoenix, Arizona, trainees from mothers clubs in Bolivia were both surprised and impressed that everyone in the family, including husbands, helped in the kitchen.

- Non-traditional families are part of the U.S. experience as Colombian Maria Cristina Arevalo Sanchez realized when she spent Christmas with a single-parent mother and her young son living in a trailer home park in Sparta, Michigan.

"Life during those inspiring two weeks (living with an American host family) taught me that I can find people as affectionate and loving as my own family even in places I could not imagine."

- Mirka R., Bolivia

"Experiences like Thanksgiving, Easter or Christmas show us a different perspective of American families, much more lovely and warm than I have been expecting. Honestly, it is great news!"

- Oscar F., Colombia

Generosity

- An urban community leader from Ecuador was pleasantly surprised at the response of the local community in Chico, California, which raised $1100 to replenish the money lost when she left her wallet on a public bus in Chico.

- A Bolivian physician from St. Joseph's Hospital in Atlanta donated the hospital's surplus medical equipment to the Bolivian epidemiologists initiating a cooperative effort between St. Joseph's Hospital and the Bolivian Ministry of Health.

- Thanks to the financial support from a host family, Bolivian teacher Saul Oroza plans to open a new school in his hometown of Cochabamba, Bolivia.

"Since I arrived in the U.S., I have found in the heart of each American whom I have known, the following words: WELCOME TO AMERICA."

- Helda P., Colombia

Holidays and Traditions

- Ecuadorian health administrators enjoyed a Fourth of July celebration in Chico, California, which included a traditional parade, a fireworks display and a not-so-traditional frog-jumping contest.

- Learning to square dance was a real delight for Esmeralda Luz Burbano of Colombia, attending a party sponsored by the International Student Association at the University of South Carolina.

- Urban community leaders from Ecuador were impressed with the costumes and dances of a Native American Dance troupe performing in northern California.

- Colombian fishermen feasted on an all-you-can-eat Sunday brunch; the buffet-style brunch was a new experience for the participants. Though delighted with the amount of food provided they were unaccustomed to serving themselves.

- Agatha León of Colombia tasted the treats of New Orleans during the city's many festivals–King Cake on Epiphany, gumbo and jambalaya at Mardi Gras, and crawfish during the Jazz and Heritage Festival.

"Learning about the United States culture has made me very happy because its traditional part reflects respect and appreciation of predecessors and origins, no matter how industrialized or advanced the society has become."

- Liliana M., Colombia

"For Mid-Winter break, I traveled to Arkansas where I experimented the American Christmas tradition, the hospitality, the kindness and the friendship from American families."

- Maria Margot M., Bolivia

Campus Life

- Peruvian Jose Salazar, elected President of the University of Missouri-Columbia Latin American Student Association, hopes to provide a better understanding of the reality of Latin America to fellow students.

- Ecuadorian Dario Espinosa joined the International Choir and participated in the International Talent Show at Emporia State University in Emporia, Kansas.

"I am learning from all people and from every event on campus. Even, from the common American undergraduate student, who is disinterested and devalues social and cultural ideas...in the U.S. to feel and touch freedom has changed me."

- Mario A., Ecuador

"Eating in the (University) cafeteria was a good experience, but not for my body."

- Pedro D., Colombia

Business

- ESL teachers from Bolivia observed successful entreprenuership in action at New Life Farm, a family-owned organic chicken farm near Stockton, California, that is outproducing its larger competitors.

- The Peruvian women's group found great shopping buys at the Annual Labor Day Flea Market in Blacksburg, Virginia. Merchants lined the streets in a five-mile stretch, selling their wares and antiques.

- Bolivian agricultural producers witnessed U.S. rural life at a livestock auction in Orland, California.

"Each person is well trained for his/her work. It isn't like in other countries where there are incompetent officials who are only in their job because of their political or social influence. Also, there are enough people to do the work and the result is a more efficient system."

- David B., Colombia

Social Outings

- Bolivian epidemiologists experienced a taste of the Old West at Miss Kitty's Dance Hall Saloon in Atlanta, Georgia. Cowboys, dance girls and the Bolivians joined together for country line-dancing and the traditional western-style feast of barbecue and beer.

- Colombian craftswomen cheered on the canines at "Victoryland," a dog-racing track in Shorter, Alabama. Reactions from the women ranged from "very interesting" to "ridiculous!"

- Epidemiologists from Bolivia joined local fans in rooting for the home team at an Atlanta Braves baseball game.

- Maria Cristina Arevalo Sanchez had her first try at ice-fishing on a weekend outing with her host family in Emporia, Kansas. She had never seen a frozen lake in her home country of Colombia.

"One of the elements that have impressed me the most is the importance that American people give to recreation. After the busy week, the families relax at home watching TV. Other families prefer to go to the countryside with their closest friends and enjoy the peace of the nature."

- Helda Lucia P., Colombia

Natural Wonders of the U.S.

- The natural beauty of the Carlsbad Caverns and the Montezuma Mountains impressed the Colombian rural teachers as they ventured on a hike through these New Mexico wonders.

- Bolivian foresters were in awe of the surrounding lakes, mountains and wildlife at Glacier National Park in Montana.

- It was both a scary and exciting experience for Colombian Gladys Sandoval to witness a tornado in the heartland of America, Stillwater, Oklahoma.

"No sweetness on earth can match the taste of freshly made Vermont maple syrup, direct from the spigot in one of Vermont's many sugarhouses..."

- Felipe S., Bolivia

Two-way Communication: Learning from the Participants . . .

Experience America is an interactive, two-way communication. Trainees have the opportunity not merely to observe the culture of North America but to share their own customs with communities and people in the U.S. . . .

- Colombian craftswomen showed their products and demonstrated their craft at special craft exhibits in Tuskegee, Alabama, and El Paso, Texas. The public marveled at the Colombian artistry and had the opportunity to learn about artisan life in Colombia.

- An Ecuadorian urban community leader presented a speech on urban life and housing issues in Latin America before fellow U.S. professionals at the Oxnard Hispanic Housing Conference in Oxnard, California.

- Bolivian foresters discussed forestry and natural resource conservation practices in Bolivia with University of Idaho staff and students. Bolivian music and dance followed the presentation.

- Rural teachers from Colombia explained their country's "New School Program" to New Mexican teachers. This government-sponsored rural primary education program promotes civic and democratic attitudes in youth through an innovative, participatory teaching methodology.

- The Kiwanis Club of Monroe City, South Carolina, learned some Latin American history as Peruvian journalist student Jose Salazar presented an overview of his country from the ancient Incan tribes to today's current situation.

- Colombian fishermen taught the local fishermen in South Carolina how to construct casting nets by hand, a skill completely new to the North Americans. On a follow-up fishing trip, the Colombians netted over 300 fish, which were shared by all in a fish fry, prepared Colombian-style.

- Colombian dance, folklore and customs were presented to local youth by the Colombian fishermen visiting the Georgetown High School in Georgetown, South Carolina.

- Three Bolivian epidemiologists shared their impressions of life in the U.S. on the local TV program, *Hispanic Atlanta*.

"The entire seven weeks the Colombians were here was just incredible! They affected a lot of people in this small town...The moment they would get on a bus for a field trip, out the guitar came and they started singing. The songs were beautiful...

- Dr. James A., New Mexico Highlands University Las Vegas, NM

Participants share their thoughts. . .

Gonzalo T., Peru, on ethnic diversity:

"Sometimes it seems incredible that in a bus with no more than 50 people one can find almost all the races of every part of the world, and also very different languages...also the presence of ethnic diversity is reflected in food styles, costumes and streets showing signs in foreign languages."

Alexander B., Colombia, on physical fitness:

"I was shocked by the emphasis on physical fitness in almost everything that the population does...almost all holidays are celebrated with a ten kilometer run through the city. Even handicapped people in wheelchairs are encouraged to participate in these customs of physical fitness."

Myriam Elsa T., Colombia, on personal space:

"I have discovered some things really interesting like the concept of "personal space." I am basically a "touching person" and I have found that here this way to express yourself is uncommon. Also the majority of the people seem to be lonely to me. There seem to be some reasons, such as they do not live with their families. Most of the students and single persons live in their apartments far away from their relatives. Also they have many things to do. Hence, in my opinion, they do not have time to share with other people like we usually do in my country."

Rosario S., Peru, on the media:

"As for this freedom (of the Press), most Third World countries have a lot to learn from the U.S. . .. both the government and the press. The first has to learn that the press is not an instrument at its service; the second has to learn how to oppose the abuses of power...both have to realize their responsibility in keeping this freedom always alive."

Jose B. M., Colombia, on the rhythm of New Orleans:

RHYTHM
Rhythm, soft rhythm and
blues wearing black
blacks performing the blues
performance that tastes of pain
pain that hurts the heart
a heart that hides a wish
a wish that moves the hips
hips that capture the eyes
eyes that look with passion
passion that rushes the blood
blood that runs out
out into the street
street with long stories
stories about pirates
pirates that came and changed
the rhythm,
everlasting rhythm.

Lessons Learned

In reflecting on Project Year Three, our experiences continue to underscore observations made during the first two years of the project regarding training program structures, processes and logistical arrangements. Following is a summary of these observations which have been divided into short- and long-term programs, and then general, or generic points.

Short-Term

- **Spanish-language didactic materials.** Almost without exception, APSP students search for quality technical materials in Spanish. English materials translated into Spanish are available; however, it is difficult to find qualified translators for technical content. Development Associates has dealt with this issue by suggesting that trainers type and duplicate trainees' notes and distribute to the group as a manual.

- **Length of program.** For participants who are public officials such as labor leaders or ministry representatives, a six- to seven-week program is too long. They find it worrisome, if not impossible, to be away from their constituencies for that long. For this reason, many of the short-term programs in FY90 were limited to five weeks.

- **Conflictive personalities.** At times, the behavior or attitudes of one or two individuals in a group have been disruptive. Being consistently late for program activities, insisting on special permission to visit family, or requesting changes in content to meet a specific personal need are behaviors that damage programs or cause embarrassment or resentment on the part of the other participants. When this type of behavior continues, Development Associates and the institutional contractor first attempt to reiterate specific program goals but ultimately will have to consider sending the trainee home. To date, no short-term participant has been sent home prior to the program's closure.

  Another situation which may have limited the effectiveness of a program was the case in which a participant spoke only Quechua, a native Indian language. Since she spoke no Spanish, another participant had to act as interpreter throughout the entire six-week program.

- **Inconsistent program information from trainees.** Development Associates' country officers maintain continual contact with participants during the course of a program to monitor the program quality and the group's satisfaction. However, trainees occasionally report satisfaction with a program when, in reality, there may be problems. The participants may be reluctant to criticize the performance of their trainers, especially if they have formed a close bond of trust and friendship. In one specific case, participants refrained from mentioning a problem because the head trainer was a fellow countryman.

The country officers try to alleviate this concern by asking trainees more specific questions about the technical and Experience America components of the program. Also, we suggest that the telephone reports be given confidentially, with no training institution representatives in the same room when participants are talking with the country officers.

Long-Term

- **Specialized fields of study.** The more highly specialized the field of study, the greater the difficulty in finding a suitable placement for the participants, and thus the more time needed for research by the academic specialist. If there isn't adequate time for research, there is greater probability that the students will need to transfer institutions because the academic program doesn't fit their needs. Development Associates has requested greater lead time from the Missions, especially for the highly specialized programs.

  Also, the limited number of institutions offering programs in specialized fields allows these institutions to be more selective in accepting students. Instead of relaxing the requirements for non-degree status, applicants often need a higher than usual undergraduate GPA as well as strong English-language skills, usually a 550 to 600 TOEFL.

- **Requests for transfer.** When the program of study does not meet the student's objectives or if a student's adjustment to the environment appears unlikely, DA/IIE will research alternative placements. However, transferring in mid-course carries a high cost not only in program expenditures and staff time, but more importantly in student adjustment. A change in institutions also means that the student may lose course credit or need additional course work and thus would not be able to complete the degree in the allotted time period.

  Occasionally, we have found that students request a transfer to be close to family or friends or because they would like to live in a city rather than in a small university town. For these reasons, the academic specialists must look carefully at each transfer request to determine if a transfer is justified.

General Observations

- **Travel issues.** Several participants have lost airline tickets; one participant threw away his ticket, assuming it was a useless carbon copy. Tickets are now collected upon arrival at the training site and kept by the project director until the departure.

  On occasion, flight reservations have not been honored at the last minute because of overbooking. This causes a rush to arrange alternate flights, and occasionally overnight accommodations. While certain travel changes are unavoidable, the country coordinator calls the airline to reconfirm reservations at least 24 hours in advance of departure.

Overweight and oversized luggage continues to be a major logistics problem at the time of departure. This subject is addressed in detail in writing and in the orientation when participants are counseled by the training institution and Development Associates staff. Nevertheless, in virtually every group some trainees are required to pay excess weight and size charges at the airport at final departure. Participants from one short-term group were forced to leave a number of boxes at the Miami airport because the airline refused the excess even though the participants were willing to pay the excess charges. The country officers continue to provide trainees with specific information regarding excess baggage and to warn about overweight charges.

Another travel concern at the airport is that a participant may wander off while the group is waiting for a connecting flight, risking being left behind. Country officers have had to keep close watch on the group and emphasize the importance of staying together.

- **Inappropriate level of presentation.** This is one of the most frequent reasons for participant dissatisfaction. Most commonly, the institution has presented information to the participants at a level of sophistication lower than their educational background clearly indicates. Differing educational levels within a group can exacerbate this problem. Detailed participant biodata that includes work experience and individual objectives helps the institution adapt the program accordingly.

- **Insufficient personal interaction with Americans.** Our most successful programs have almost without exception been those in which the participants have had ample opportunity to communicate and exchange ideas and cultural information with North Americans (not always through homestays, although this has generally been a successful Experience America mechanism). Where direct contact with Americans has been limited, participants are quick to express their frustration.

Success Stories

- The students' Experience America reports sent to the Project Office testify to an energetic, enthusiastic group of *becarios* who, by and large, are well integrated into campus life.

- In her home country of Ecuador, Mercedes Cotacachi is a teacher of bilingual education. At the University of New Mexico she has been able to study under a specialist in Quechua and native languages.

- The Andean Project has placed students from all four countries in 132 institutions across the country. Some of these programs are highly selective, as in the case of Colombian Liliana Moncada who received special permission to study at the Armed Forces Institute of Pathology in Washington, D.C. The program also offered Liliana the opportunity for a practicum at Walter Reed Hospital.

- A sampling of 41 recent grade reports of APSP participants from all four countries shows an average GPA of 3.76. Eight of these students had a GPA of 4.0.

Financial Management

As APSP ended its third year of operation and reached maturity, 1,080 students from the four Andean countries had entered the United States for training. In FY90 alone 142 long-term and 244 short-term trainees arrived. This represents a participant increase of over 33% in long-term academic placements and of over 185% participant-months when compared to FY89. During the peak training period in July, 295 long- and short-term Andean scholars were in training in 20 states and Puerto Rico.

The end-of-year analysis showed that both participant costs and administrative costs continued to decline. Project wide short-term program costs declined by $641 per participant month over the previous year. The long-term average participant-month cost declined by $594 from the previous year. Discussions on participant cost trends follow.

The total amount expended by the end of the fiscal year to support those 1,080 students reached $10,894,431. Of this total, $8,534,431 was spent on participant training and $2,360,000 on administrative expenses.

Table 4.1 Expenditures: Years 1-3

	FY88	FY89	FY90	TOTAL TO DATE
Participant Costs	$1,132,872	2,876,482	4,525,077	8,534,431
Admin Expenses	$ 673,503	869,925	816,572	2,360,000
TOTAL	$1,806,375	3,746,407	5,341,649	10,894,431

Participant Costs

Short-Term Training Programs

During FY90, 13 short-term tailored training courses were designed by the project staff and sent for bid. A total of 244 students were trained through these 13 programs in FY90, bringing the total of students trained in short-term programs at the end of FY90 to 810.

The total amount of funds expended during FY90 for participant costs in short-term training programs was $1,575,734. This brought the total project-to-date expenditures for short-term programs to $4,567,100.

Competition

The competitive bid process begins as the country coordinators send requests for proposals to approximately 20 vendors for the training program. A review panel of three professionals rates each proposal before meeting to select the finalists. Typically between two and four finalists are selected based upon the quality of the design, institutional capability, how well group needs are met, and finally, cost. At this stage, and before selection is made, the project director reviews the evaluation procedures and strengths of each finalist with the panel chairperson. The director also reviews reasons for eliminating the unsuccessful proposals. Detailed negotiations are then initiated with final vendors to achieve maximum cost containment as well as to improve program quality.

An illustrative example of the benefits of the competitive approach is depicted by a recently awarded subcontract. The bids of the technically superior finalists ranged from a high of $5,071 to a low of $3,036 per participant-month. The cost of the winning proposal was $3,128 per participant-month and included program costs as well as all allowances. This compares favorably to packaged training programs. A recently published course catalogue listed a comparable training course at $2,928 per participant-month for tuition only, not including participant costs for housing and meals. This competitive approach in program assessment enables Development Associates to continue its policies of aggressive cost containment without sacrificing program content and quality.

Historical Short-Term Participant Costs

The cost of a particular training group depends on many external factors including its technical discipline, the location of training, the length of training, group size, even the time of the year. However, through careful contract negotiations, Development Associates has successfully kept these costs constant.

Figure 1 illustrates the declining costs of the short-term groups, Life of Project (LOP).

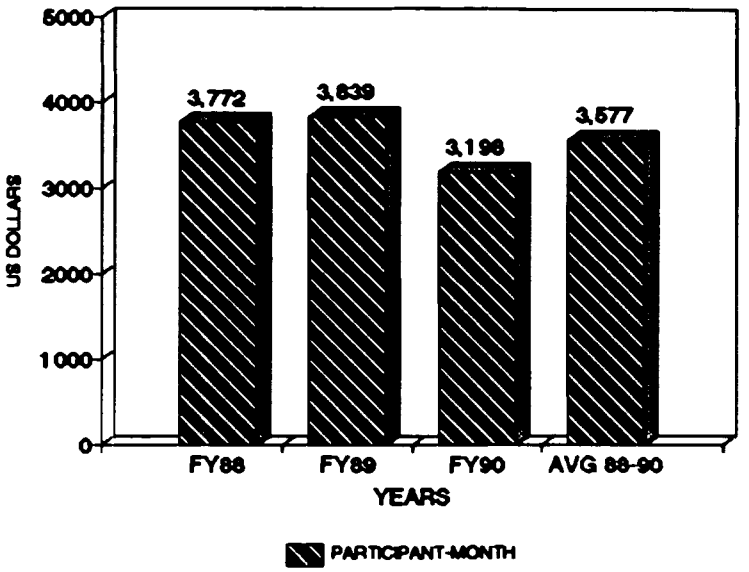


Figure 1: Short-Term Participant Costs

Project Statistics: Short-Term Technical Training

During FY90 the group sizes ranged from 13 to 24 participants. Nine groups were in the 18 to 24 range, which we consider the most efficient size both in terms of costs and in learning environment. The following tables list some interesting cumulative figures of the project to date.

Table 4.2 Project Statistics: Short-Term Training, Years 1 - 3

Total Groups Trained	45
Total short-term trainees	810
Average cost per participant-month	$3,577
Location: Number of States	46
Average Number of Training Weeks	7.13
Average Participant-Month	1.66
Average Participants per Group	18

Table 4.3 Short-Term Trainees: Years 1 - 3

	FY88	FY89	FY90	TOTAL
Bolivia	77	72	75	224
Colombia	20	110	69	199
Ecuador	42	91	64	197
Peru	76	78	36	190
APSP Countries	215	351	244	810

Long-Term Academic Programs

During FY90, a total of 142 new long-term students arrived and were placed in academic institutions throughout the U.S. The following table shows the number of long-term students arriving in each year of the project.

Table 4.4 Long-Term Trainees: Years 1 - 3

	FY88	FY89	FY90	TOTAL
Bolivia	0	27	41	68
Colombia	0	44	32	76
Ecuador	13	18	16	47
Peru	8	18	53	79
APSP Countries	21	107	142	270

A look at the numbers of long-term students arriving in country does not fully represent the support required to assist the participants. Each student requires a diverse number of interrelated support activities: airport receptions arranged, itineraries prepared, orientations, conferences, seminars approved, maintenance checks sent, and advisors contacted.

Sixty-three long-term participants completed training and returned to their respective countries during FY90. For the departing participants a series of reentry seminars and departure-related activities were arranged. The Figure 2 graph below illustrates the arrivals and departures of participants to date.

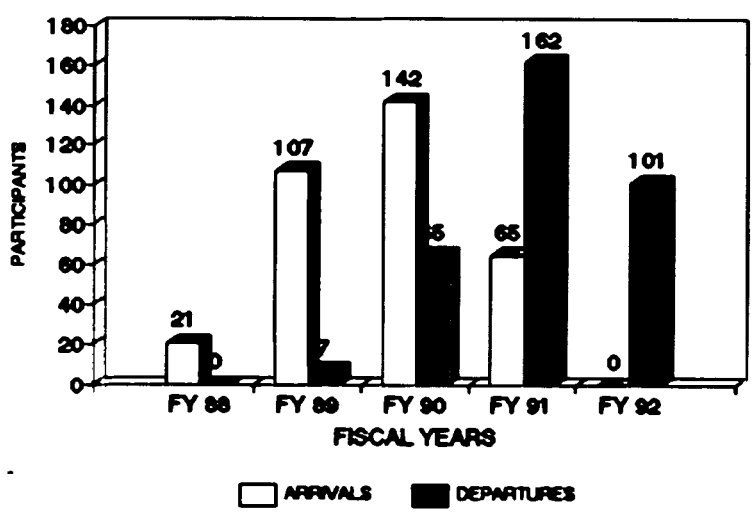


Figure 2: Long-Term Participants

Historical Long-Term Participant Costs

The total amount of funds expended during FY90 for participant costs in long-term academic training programs was $2,949,342 bringing the total project-to-date expenditures at the end of FY90 for academic programs to $3,967,308.

The FY90 analysis of training costs for long-term students shows that the costs per participant month on an individual year have been steadily declining. At the beginning of APSP we had a few participants; however, they included a fair number of Doctors in Medicine and other participants in highly specialized academic fields which determined their academic placement and a high participant-month cost.

As APSP evolved, the number of participants increased resulting in a larger base of academic disciplines, allowing Development Associates to spread the participants' placements at other training institutions of lower cost without impairing program quality.

In some cases special programs were tailored for long-term groups. These groups typically fall into two categories: pre-packaged certificate programs which have been researched and then selected by the academic specialists, and specially-tailored programs that follow the competitive bid process in search of the institution most qualified to administer the training. Groups placed in packaged programs include the Teachers of English as a Second Language (TESOL) from Bolivia and Peru. Two other long-term technical training programs went through the bid process: Tropical Crops and Agroforestry Management and Irrigated Vegetable Production, both from Peru.

By distributing the costs over the ever increasing participant pool with highly diverse academic disciplines, Development Associates substantially reduced the cost of long-term participants. The average cost per training month life of the project to date is $1,644. The Figure 3 graph shows the historical participant costs per participant month.

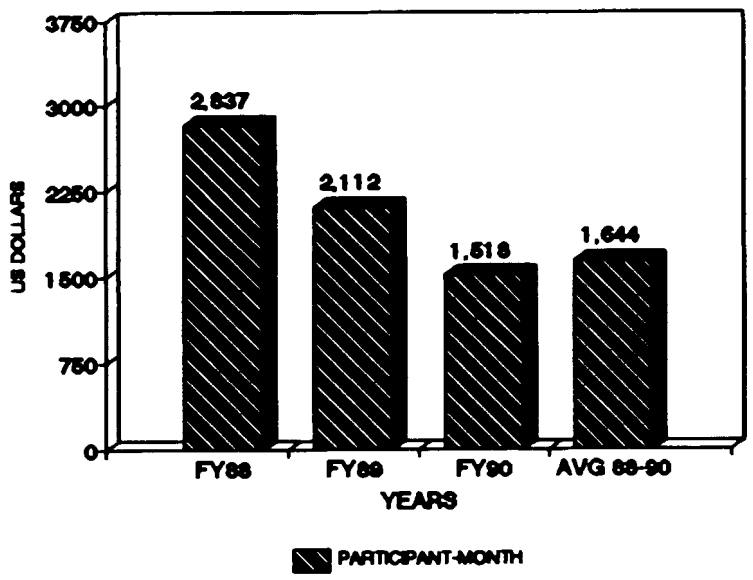


Figure 3: Long-Term Participant Costs

Administrative Costs

During APSP's third year the combined (Academic/Technical) administrative cost per participant month has been reduced from the previous year's $901 to this year's cost of $335. The following table shows the historical and projected administrative expenses per participant month.

Table 4.5 APSP Administrative Costs LOP on a Participant-Month Base

	FY88	FY89	FY90	FY91	FY92/93	AVERAGE LOP
Actual Costs	$2463	$ 901	$335			
Estimated Costs				$328	$287	$503

The table shows the sharp reduction in administrative costs per participant month that occurred between year one and two and between year two and three, then stabilizing in year three. We expect the costs to hold steady through the end of the project despite the reduction in participants and its effect on the participant-month unit of measurement. As expected the reduction in administrative costs per participant-month between year 1 and year 2 was repeated when comparing year 2 to year 3.

Year 1 and 2 administrative costs were high due to the low number of participants during the first two years. Start-up expenses including staff on board had to be allocated over 309 participant-months in the first year.

The mature status of the APSP project is reflected in the reduction of administrative costs. We expect this administrative cost to be under $330 for the rest of the project. The administrative costs for the final year and for the Life of Project of APSP would have been lower had Peru and Colombia been able to participate.

Quito Implementation Review: Two-to-One Allocation based on Participant-Month

Adhering to the new LAC/DR/EHR March 1990 directives and following the March 1990 Quito meeting resolutions, Development Associates reallocated the administrative costs utilizing the Two-to-One Technical to Academic administrative cost breakdown. The base is the participant-months, i.e. number of training days in the U.S. divided by 30 days. This method replaces the original breakdown which apportioned the administrative costs equally among the four Andean Countries, regardless of the actual number of participant-month training units each country had.

The system now in place follows the accepted OIT practice of differentiating between types of programs (technical or academic) for cost allocation purposes. It also addresses basic differences in number and type of trainees, duration of training programs, and the classification of students into technical and academic. Most important, the 2:1 system recognizes that the APSP's project staff workload is directly related to the type of program.

The new allocation highlights the delicate interdependence that exists in a regional project. Although significant economies are achieved in the staffing and direct costs of a multi-country project, the actions of any one country with respect to the number of trainees, their classification and length of training has an immediate, easily measurable impact of administrative costs on the other countries. For example, even when the number of trainees remains constant, if a country shifts trainees from technical to the academic category, the administrative costs change across the board.

Peru and Colombia in FY91

As previously indicated, due to lack of project funds, Peru and Colombia were unable to support any new participants during the final project year. This directly affected the administrative costs of the other countries. At the close of the fiscal year three groups and 200 long-term participants including participants from Peru and Colombia were still in country. Nevertheless, immediate costs savings were effected through the stringent control over direct costs such as materials and telephone. Finally, two full-time staff positions were eliminated, the deputy position was not filled and several staff were granted permission to take temporary leave without pay. Thus, the reduction of participants from Peru and Colombia which should have had a damaging effect on Bolivia and Ecuador, caused only a marginal increase in their costs.

Taxes

A grand total of four-hundred and forty-eight 1042S forms (Foreign Person's U.S. Source Income Subject to Withholding) were prepared and forwarded to the IRS, OIT and Missions for the participants receiving training and attending school in the U.S. The package sent to participants contained a letter of explanation and instructions for completing the tax forms. The APSP accountant guided the participants who required assistance in filling out their forms.

A total amount of $9,221 was paid to the Internal Revenue Service in taxes due on behalf of APSP participants. During the year a few of the students incurred penalties by ignoring the instructions.

An estimated minimum of 15 staff days of time was needed to prepare the tax packages for students, OIT and the IRS.

Reporting Mechanisms/Training Cost Allocation

As we enter the fourth year of APSP, we are pleased to report that DA/IIE reporting and control mechanisms continue to function smoothly. This has been possible due to APSP's three years of continuing operation, together with DA/IIE, the well integrated and experienced staff, and the excellent communication and ongoing support of the LAC/DR Bureau and the Missions.

CHAPTER FIVE

Looking Forward

Though the Project enters Year Four with major structural changes, we also enter with a full program of activities. For FY91, DA/IIE expects to design 12 short-term courses comprising 266 trainees, bringing the total of short-term participants trained at the project end to 1036. Sixty-five new long-term trainees will arrive during FY91, bringing the total number of long-term academic trainees to 335 by project end. The table below lists the training projections for FY91.

Table 5.1 Training Projections for FY91

	Number of Short-term Groups and Participants	Long-Term Trainees
Bolivia	5 groups - 98 participants	23
Ecuador	6 groups - 107 participants	42
Peru*	1 group - 21 participants	____
TOTAL:	12 groups - 226 participants	65

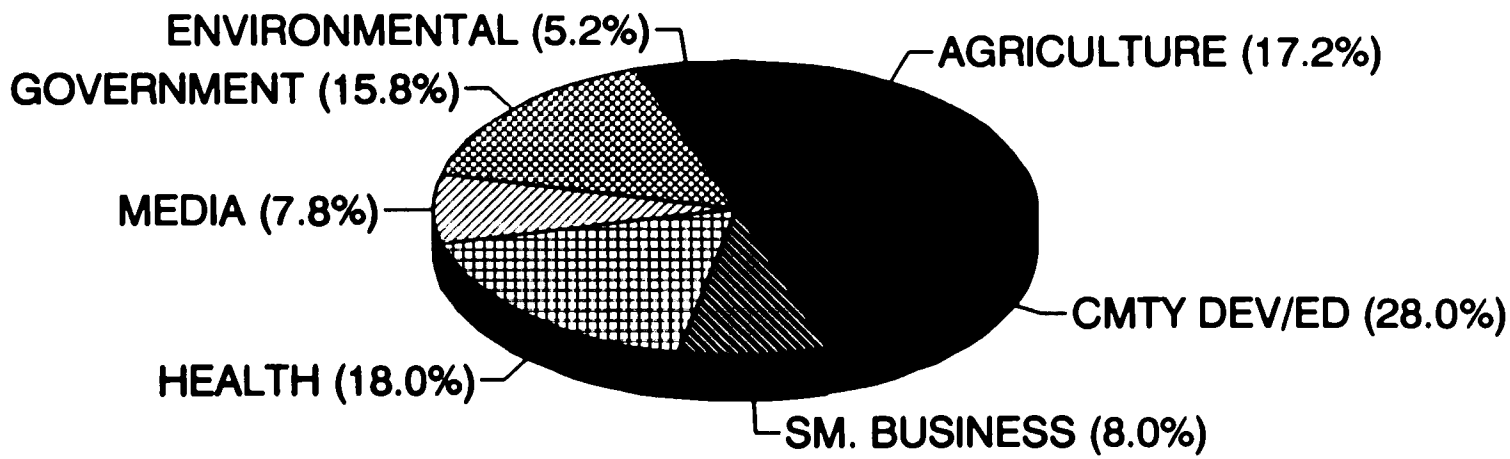
* Program carried over from FY90.

The level of effort required to design, supervise and maintain participants in training is equally intense in the final year. Characteristically, the greatest level of staff effort occurs before participants arrive when the design, procurement, contracting and logistical arrangements are made. Demands on staff time decrease only slightly during the training phase because the academic specialist/country coordinator needs to ensure a high level of interaction between trainees and the U.S. community. The DA/IIE staff continue to act on behalf of Mission to ensure that the training program meets both the original objectives and the needs of the trainees.

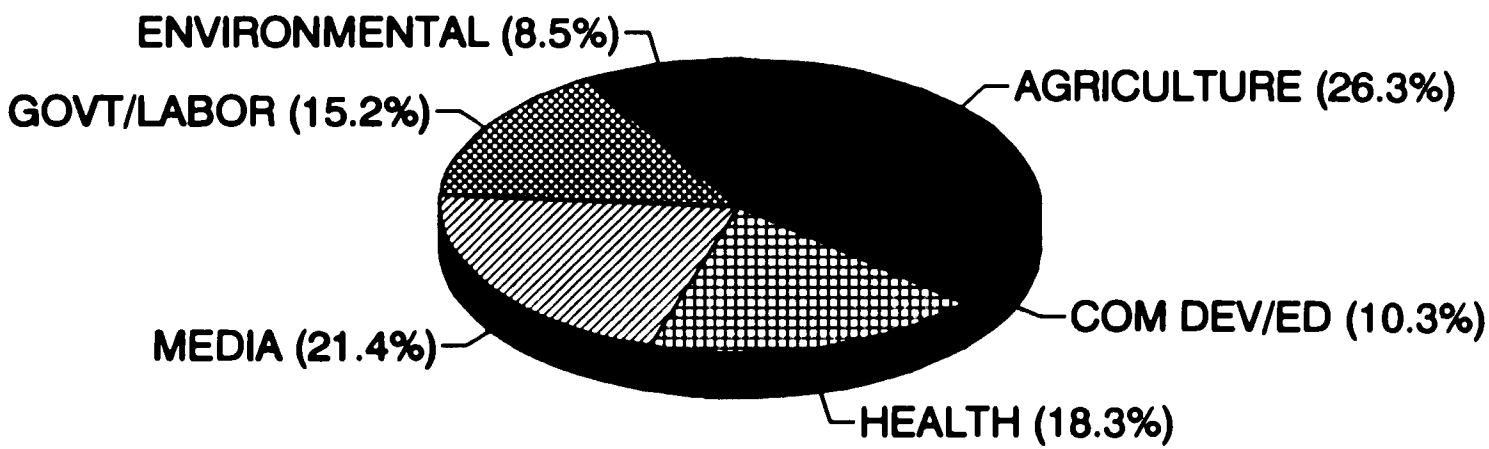
APPENDIX

The following charts illustrate the sectoral distribution of technical training programs for 1988-1990.

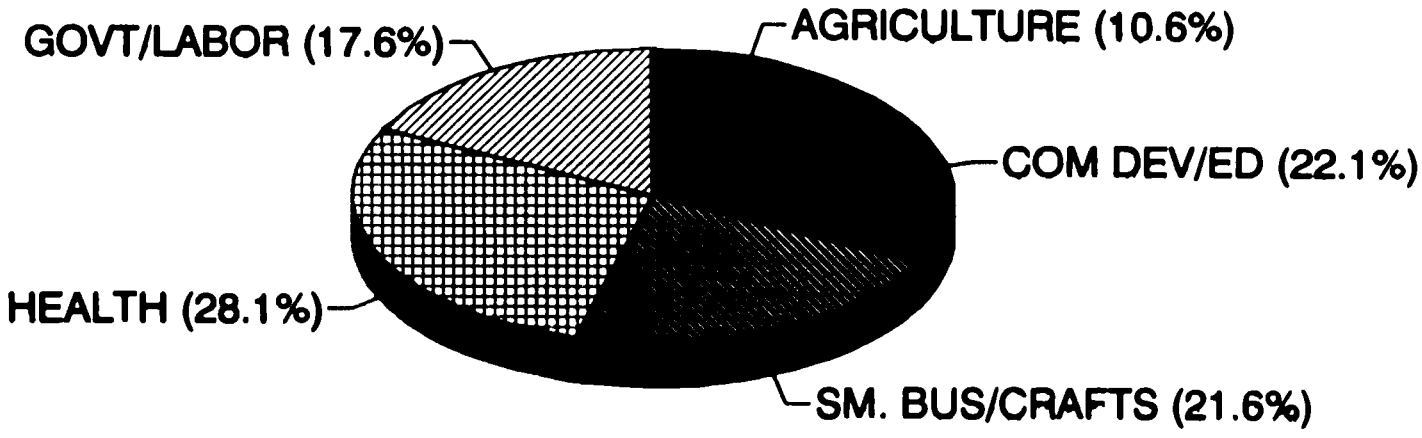
SECTOR DISTRIBUTION TECHNICAL GROUPS
COMPREHENSIVE 1988 TO 1990



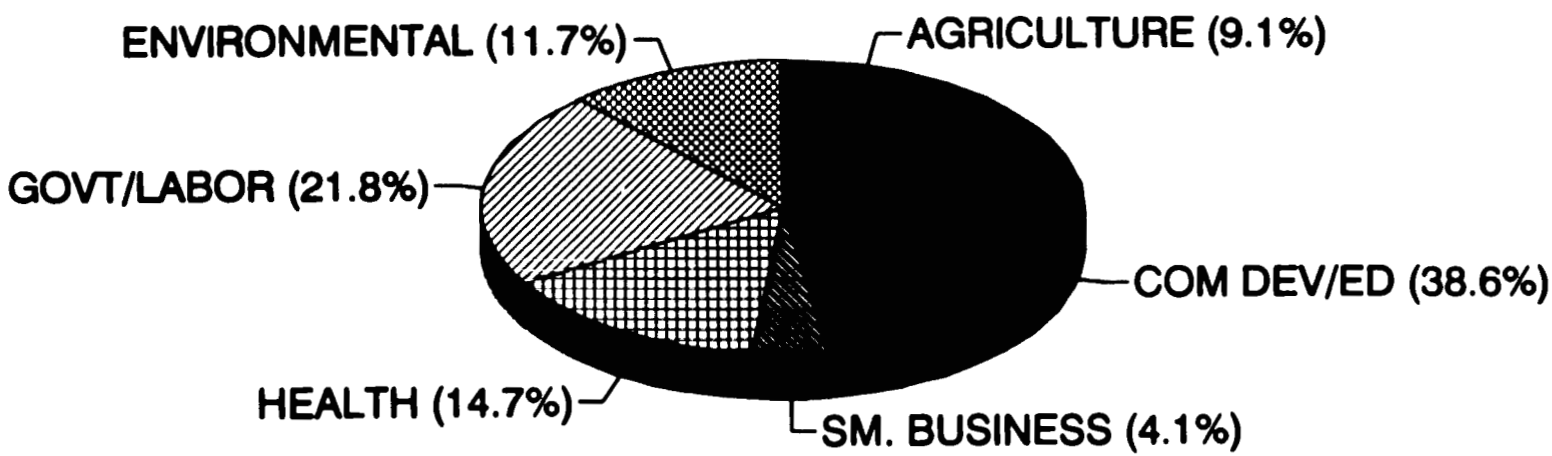
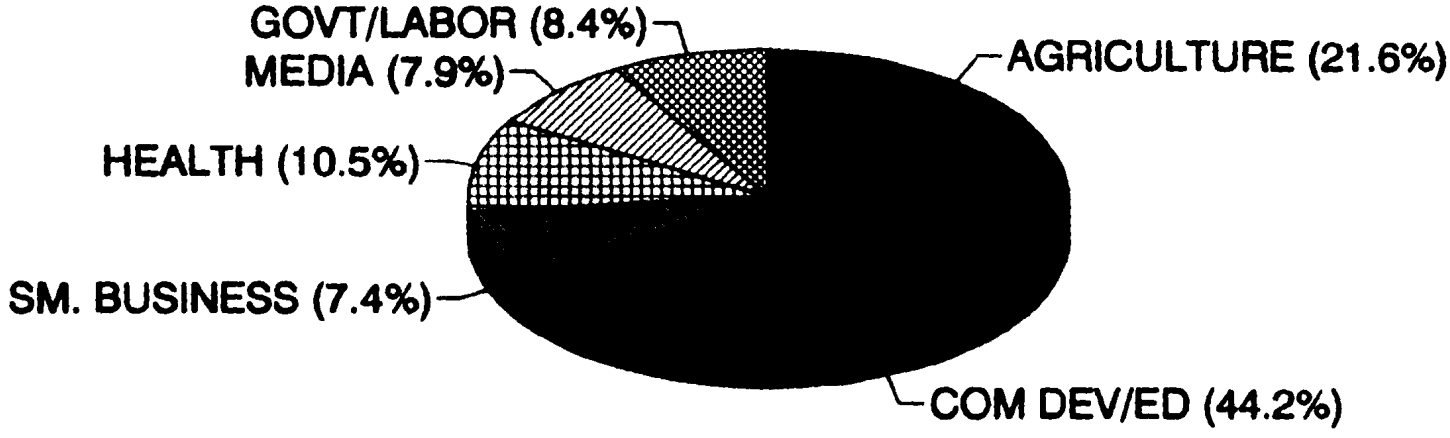
SECTOR DISTRIBUTION TECHNICAL GROUPS
BOLIVIA 1988 TO 1990



SECTOR DISTRIBUTION TECHNICAL GROUPS
COLOMBIA 1988 TO 1990



SECTOR DISTRIBUTION TECHNICAL GROUPS
ECUADOR 1988 TO 1990



SECTOR DISTRIBUTION TECHNICAL GROUPS
PERU 1988 TO 1990