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UNCLASSIFIED

DEPARTMENT OF STATE
AGENCY FOR INTERNATIONAL DEVELOPMENT
Washington, D.C. 20523

LAC REGIONAL
PROJECT PAPER
TRAINING FOR DEVELOPMENT.

LAC/DR:79-12

Project Number:598-0588

UNCLASSIFIED

RECORD COPY

AGENCY FOR INTERNATIONAL DEVELOPMENT PROJECT PAPER FACESHEET		1. TRANSACTION CODE <input type="checkbox"/> A ADD <input checked="" type="checkbox"/> C CHANGE <input type="checkbox"/> D DELETE		PP 2. DOCUMENT CODE 3
3. COUNTRY/ENTITY LAC REGIONAL		4. DOCUMENT REVISION NUMBER <input style="width: 50px; text-align: center;" type="text" value="1"/>		
5. PROJECT NUMBER (7 digits) <input style="width: 100px; text-align: center;" type="text" value="598-0588"/>	6. BUREAU/OFFICE A. SYMBOL LAC	B. CODE <input style="width: 50px; text-align: center;" type="text" value="05"/>	7. PROJECT TITLE (Maximum 40 characters) <input style="width: 90%; text-align: center;" type="text" value="Training for Development"/>	
8. ESTIMATED FY OF PROJECT COMPLETION FY <input style="width: 50px; text-align: center;" type="text" value="82"/>		9. ESTIMATED DATE OF OBLIGATION A. INITIAL FY <input style="width: 50px; text-align: center;" type="text" value="79"/> B. QUARTER <input style="width: 50px; text-align: center;" type="text" value="4"/> C. FINAL FY <input style="width: 50px; text-align: center;" type="text" value="82"/> (Enter 1, 2, 3, or 4)		

10. ESTIMATED COSTS (\$000 OR EQUIVALENT \$1 -)						
A. FUNDING SOURCE	FIRST FY			LIFE OF PROJECT		
	B. FX.	C. L/C	D. TOTAL	E. FX	F. L/C	G. TOTAL
AID APPROPRIATED TOTAL	900	65	965	4040	745	4785
(GRANT)	(900)	(65)	(965)	(4040)	(745)	(4785)
(LOAN)	()	()	()	()	()	()
OTHER						
1. U.S.						
2.						
HOST COUNTRY						1710
OTHER DONOR(S)						
TOTALS	900	65	965	4040	745	6495

11. PROPOSED BUDGET APPROPRIATED FUNDS (\$000)									
A. APPROPRIATION	B. PRIMARY PURPOSE CODE	PRIMARY TECH. CODE		E. 1ST FY <u>79</u>		H. 2ND FY <u>80</u>		K. 3RD FY <u>81</u>	
		C. GRANT	D. LOAN	F. GRANT	G. LOAN	I. GRANT	J. LOAN	L. GRANT	M. LOAN
(1) EH	660	790		965		1655		1650	
(2)									
(3)									
(4)									
TOTALS									

A. APPROPRIATION	N. 4TH FY <u>82</u>		Q. 5TH FY _____		LIFE OF PROJECT		12. IN-DEPTH EVALUATION SCHEDULED
	O. GRANT	P. LOAN	R. GRANT	S. LOAN	T. GRANT	U. LOAN	
(1)	515				4785		MM YY <input style="width: 50px; text-align: center;" type="text" value="02"/> <input style="width: 50px; text-align: center;" type="text" value="81"/>
(2)							
(3)							
(4)							
TOTALS							

13. DATA CHANGE INDICATOR. WERE CHANGES MADE IN THE PID FACESHEET DATA, BLOCKS 12, 13, 14, OR 15 OR IN PRP FACESHEET DATA, BLOCK 12? IF YES, ATTACH CHANGED PID FACESHEET.

<input checked="" type="checkbox"/> 2	1 = NO 2 = YES
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14. ORIGINATING OFFICE CLEARANCE		15. DATE DOCUMENT RECEIVED IN AID/W, OR FOR AID/W DOCUMENTS, DATE OF DISTRIBUTION MM DD YY <input style="width: 50px; text-align: center;" type="text" value="06"/> <input style="width: 50px; text-align: center;" type="text" value="29"/> <input style="width: 50px; text-align: center;" type="text" value="79"/>		
SIGNATURE <i>[Signature]</i>	DATE SIGNED MM DD YY <input style="width: 50px; text-align: center;" type="text" value="06"/> <input style="width: 50px; text-align: center;" type="text" value="29"/> <input style="width: 50px; text-align: center;" type="text" value="79"/>			
TITLE Acting Chief Human Resources Development Division				

AGENCY FOR INTERNATIONAL DEVELOPMENT
PROJECT IDENTIFICATION DOCUMENT FACESHEET
 TO BE COMPLETED BY ORIGINATING OFFICE

1. TRANSACTION CODE
 C A = ADD
 C = CHANGE
 D = DELETE

PID
 2. DOCUMENT CODE 1

3. COUNTRY/ENTITY
 LATIN AMERICAN REGIONAL

4. DOCUMENT REVISION NUMBER
 1

5. PROJECT NUMBER (7 DIGITS)
 598-0588

6. BUREAU/OFFICE
 A. SYMBOL LA B. CODE 05

7. PROJECT TITLE (MAXIMUM 40 CHARACTERS)
 TRAINING FOR DEVELOPMENT

8. PROPOSED NEXT DOCUMENT
 A. PP 2 = PRP
 3 = PP B. DATE MM YY 06 79

10. ESTIMATED COSTS (\$000 OR EQUIVALENT, \$1 =)

FUNDING SOURCE		BASE
A. AID APPROPRIATED		4,785
B. OTHER U.S.		
C. HOST COUNTRY		1,710
D. OTHER DONOR (D)		
TOTAL		6,495

9. ESTIMATED FY OF AUTHORIZATION/OBLIGATION
 a. INITIAL FY 79 b. FINAL FY 82

11. PROPOSED BUDGET AID APPROPRIATED FUNDS (\$000)

A. APPROPRIATION	B. PRIMARY PURPOSE CODE	PRIMARY TECH. CODE		E. FIRST FY 79		LIFE OF PROJECT	
		C. GRANT	D. LOAN	F. GRANT	G. LOAN	H. GRANT	I. LOAN
(1) EH	660	790		965		4,785	
(2)							
(3)							
(4)							
TOTAL				965		4,785	

12. SECONDARY TECHNICAL CODES (maximum six codes of three positions each)
 700 720 710

13. SPECIAL CONCERNS CODES (MAXIMUM SIX CODES OF FOUR POSITIONS EACH)
 TNG BR

14. SECONDARY PURPOSE CODE
 680

15. PROJECT GOAL (MAXIMUM 240 CHARACTERS)
 Increase Latin American and Caribbean expertise in priority development areas.

16. PROJECT PURPOSE (MAXIMUM 480 CHARACTERS)
 The purpose of this project is to upgrade planning, implementation, and management skills for professionals working in Rural Development, Health and Nutrition, Human Resources, Energy, Population, Environment, Appropriate Technology, and Development Planning.

17. PLANNING RESOURCE REQUIREMENTS (staff/funds)

18. ORIGINATING OFFICE CLEARANCE

Signature: *[Handwritten Signature]*
 Title: Acting Chief, Human Resources Development Division
 Date Signed: MM DD YY 06 29 79

19. DATE DOCUMENT RECEIVED: AID/W, OR FOR AID/W DOCUMENTS, DATE OF DISTRIBUTION
 MM DD YY

JUL 18 1979

ACTION MEMORANDUM FOR THE ASSISTANT ADMINISTRATOR (LAC)

FROM: LAC/DR, Marshall D. Brown S

Problem: To approve the \$4,785,000 Training for Development grant project, No. 598-0588, to assist selected Latin American and Caribbean countries to train individuals in priority development areas, and to authorize FY 1979 grant funding totaling \$965,000 and subsequent year funding of up to \$3,820,000 through FY 1982, subject to the availability of funds.

Discussion: The goal of the proposed project is to increase LAC regional expertise in priority economic and social development areas. Contributing to the achievement of this goal, the project will upgrade planning, implementation and management skills for approximately 647 professionals working in the fields of Rural Development, Health and Nutrition, Human Resources, Energy, Population, Environment, Appropriate Technology, and Development Planning. The training will be available primarily for personnel of government, quasi-government, and education and training institutions in the LAC region. Training for private sector individuals may be approved on a limited basis. The ultimate beneficiaries of this training endeavor will be those population groups assisted through development programs established or improved by returned trainees.

Specifically, the project will finance long-term U.S. training for 172 individuals, long-term third country training for 25 individuals, short-term U.S. and third country training for 120 individuals, and short-term in-country training for 330 individuals. Additionally, project funds will provide for institutional grants, not to exceed \$15,000 each, to assist selected third country training institutions to improve their training capabilities. Finally, the project will support the research, development and publication of a LAC third country training guide that can be used by host countries and A.I.D. missions for identifying and utilizing third country training programs that fulfill development related educational needs.

The total cost of the 4½ year project is \$8,031,000, of which A.I.D. will finance \$4,785,000 in grant funds, the host countries \$1,710,000, and the Latin American Scholarship Program of American Universities (LASPAU) \$1,536,000.

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The project is being executed on a regional basis since mission programs are generally project specific, thereby precluding the funding of necessary training programs in many instances for professionals working in priority development fields. Moreover, in those middle income countries without AID missions, LASPAU is suitably qualified to represent AID and make the necessary training arrangements. Ultimately, however, it is envisioned that programs will evolve at the sub-regional level to address manpower training constraints in critical development areas.

An Initial Environmental Examination has been completed which concluded that the project will not have a significant effect on the human environment. A negative determination was made by the AA/LAC on June 26, 1979.

The project is included in the FY 1979 Congressional Presentation. The total project cost, however, reflects an increase in the funding level and a Congressional Notification is required. An Advice of Program Change was submitted to Congress on July 5, 1979, and the waiting period expired on July 19, 1979.

The LAC Bureau's Development Assistance Executive Committee reviewed the project and recommended approval on April 4, 1979 subject to certain revisions in the Project Paper. The proposed revisions have been incorporated into the Project Paper.

Recommendation: That you sign the attached Project Authorization and Request for Allotment of Funds, thereby authorizing a grant of \$965,000 for FY 1979 funding and approving subsequent year funding of up to \$3,820,000, subject to the availability of funds.

BEST AVAILABLE DOCUMENT

DEPARTMENT OF STATE
AGENCY FOR INTERNATIONAL DEVELOPMENT
WASHINGTON, D. C. 20523

ASSISTANT
ADMINISTRATOR

PROJECT AUTHORIZATION AND REQUEST FOR ALLOTMENT OF FUNDS

Name of Country: LAC Regional
Name of Project: Training for Development
Number of Project: 598-0588

Pursuant to Part I, Chapter 1, Section 106 of the Foreign Assistance Act of 1961, as amended, I hereby authorize a Grant of not to exceed Nine Hundred Sixty-Five Thousand United States Dollars (\$965,000) (the "Authorized Amount") to help in financing certain foreign exchange and local currency costs of goods and services required for the project described in the immediately following sentence. The project consists of upgrading the planning, implementation and management skills of professionals in the LAC region who work in the fields of rural development, health and nutrition, human resources, energy, population, environment, appropriate technology and development planning (the "Project").

I approve the total level of AID appropriated funding planned for the Project of not to exceed Four Million Seven Hundred Eighty-Five Thousand United States Dollars (\$4,785,000), Grant, including the Authorized Amount, during the period FY 1979 through FY 1982. I approve further increments during that period of Grant funding up to \$3,820,000, subject to the availability of funds in accordance with AID allotment procedures.

I hereby authorize the initiation of negotiation and execution of the appropriate documents by the officers to whom such authority has been delegated in accordance with AID regulations and Delegations of Authority, subject to the following essential terms, covenants and major conditions, together with such other terms and conditions as AID may deem appropriate:

BEST AVAILABLE DOCUMENT

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Source and Origin of Goods and Services

Goods and services financed by AID under the Project shall have their source and origin in the United States, except as AID may otherwise agree in writing. Training of participants may take place in countries in Latin America and the Caribbean which are participating in this Project and which are included in AID Geographic Code 941.

Edward W. Coe

Assistant Administrator
Bureau for Latin America
and the Caribbean

July 19, 1979
Date

Clearances:

GC/LAC, J. Kessler JMK date 7/10/79

LAC/DR, K. Martin KM date 7/10/79

LAC/DR, L. Armstrong A date 7/13/79

LAC/DR, M. Brown MB date 7/15/79

GC/LAC:GMW/ter:ec:7/10/79:x29182

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B. Recommendations

It is recommended that A.I.D. establish for FY 79-83 a regional project fund of \$4.785 million in grant assistance to train selected Latin American and Caribbean (LAC) individuals in priority development areas. The fund will finance:

(1) long and short-term U.S., Third Country and in-country training programs;

(2) upgrading a limited number of host country institutions that provide development related training programs;

(3) research and publications including a LAC regional training guide; and

(4) institutional grants for special programs deemed appropriate to enhance A.I.D. development efforts.

II. Background and Detailed Description

A. The Problem

- There is a dearth of managerial and technical talent to plan and successfully implement development projects in Latin America and the Caribbean region;
- There is limited indigenous institutional capability in Latin America and the Caribbean to meet many training requirements. Available capabilities are not well known nor has their quality been assessed;
- A.I.D. is currently unable to respond adequately and promptly to training needs in emerging areas of development concerns such as energy alternatives, conservation, environmental analysis and protection, development communication, and development administration; and
- A.I.D. is currently unable to respond to critical training needs in countries where A.I.D. programs are phasing down or are extremely limited in focus.

B. Project Background

Since 1941, A.I.D. and its predecessors have supported the training of over 176,000 participants. This training has upgraded technical and managerial skills in education, agriculture, industry, public health, family planning, public administration, labor organization and youth leadership. An indication of the success of this effort is that over 95 percent of these participants have returned to their home country to work and train others in their respective fields.

Of the 176,000 individuals who have received training, over 30 percent have come from Latin America and the Caribbean. Return rates in this region have even exceeded those for other areas of the world.

LAC support over the past 27 years has resulted in the training of 3,800 agriculturalists, 6,600 educators, 4,000 health and family planning personnel, 4,800 public administration specialists and many others in more specialized fields of study. (See Appendix F for breakdown by country and field of study.)

Over the past ten years, the Latin American Scholarship Program of American Universities (LASPAU) has awarded scholarships to more than 2,200 individuals from over 170 LAC universities. In addition to A.I.D. funds, nearly 400 U.S. universities have supported LASPAU by providing tuition free scholarships to these individuals. LASPAU's contribution to improved university teaching, research and administration in Latin America and the Caribbean has been significant.

Although very few longitudinal studies have been carried out on A.I.D. direct participant programs to determine what impact these training efforts have made on development, it is the consensus of most A.I.D. and host country officials that A.I.D.'s participant training efforts have made a significant contribution to social and economic development programs. For example, USAID/Peru's and USAID/El Salvador's country specific records on their participants' training document the contribution of training to national development. AID/W internal follow-up studies demonstrate that a large percentage of the technical and managerial talent operating in LAC Ministries of Agriculture, Education and Health have received U.S.-financed training outside of the host country. (See Appendix F for annotated bibliography of relevant studies.)

Despite the apparent success of A.I.D.'s past training efforts, real constraints to training for development remain. Nearly all Missions concur that most A.I.D. funded training programs for Latin America and the Caribbean are tied to specific requirements of A.I.D. projects, and, therefore, do not permit the scope required for a broad range of development problems. In addition to this basic constraint, LAC Missions have also identified the other existing constraints which they see a regional training program alleviating: (See Appendix I for the complete texts of

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these Mission cables.)

- Over-reliance upon project specific training in recent years appears to have limited A.I.D. ability to provide broader and high level development training. (ROCAP)
- The lack of middle level analytical, managerial and administrative capability within almost all Government of El Salvador (GOES) institutions The GOES has few well-trained economists; several A.I.D. projects have encountered implementation problems due to the lack of trained and available data processing personnel; there is a definite lack of trained and available data processing personnel; there is a definite lack of personnel trained in project design and especially cost/benefit analysis; there seems to be across the board lack of personnel trained to recognize the need for specific kinds of data collection and personnel who can design and manage data collection and data utilization; there is also a lack of trained project design and program and project management and coordination talent. (El Salvador)
- Assist in the design of training programs in selected key development areas and would encourage U.S. and Latin American institutions to use such programs in their efforts to offer more training directly related to those key development programs. (Brazil)
- There is a lack of expertise in Government of Bolivia (GOB) agencies and ministries as well as insufficient number of well-trained personnel in project management and administration which hinders efficient and timely implementation of projects; also, there is a lack of in-country facilities to train these personnel. This point requires intensive study and survey of potential fields in which participants are to be trained. (Bolivia)
- Mission . . welcomes extension of training in new subject project to cover other program related training needs.

Mission sees high priority for long term training of few highly qualified and gifted individuals in specific specialties, so that they can train and energize a whole generation of government development administrators. For example: There is no one in Haiti with full understanding of modern public finance -- required if GOH is to have expertise to modernize fiscal system as it has announced it wishes to do. No one with

full understanding of modern program budgeting and budget control techniques required for promised budget and fiscal reforms. No one with knowledge of modern government audit techniques required for fiscal control. There is a need for high level training in some technical specialties for rural, health, education development also. (Haiti)

- Joint USAID/Government of Panama (GOP) team evaluating USAID's "Training for Development" grant (No. 525-15-095-164) identified lack of adequately trained public sector personnel at the managerial and administrative level as a key constraint to the successful realization of GOP medium term economic and social development goals. Additional training could assist the GOP develop its middle level manpower base in public sector agencies involved with the planning, implementation and evaluation of development activities. (Panama)
- Good project design, implementation and evaluation requires very special training. Colombia has few persons with these skills but they are not necessarily working in priority development sectors. Therefore, more competence in the project design and documentation concepts needed in the new directions development sectors. This is imperative if suggested increased program levels with current staffing becomes reality. (Colombia)
- Limited general planning capability, low level of administrative competence, insufficient evaluation of existing activities; inadequate supervisory practices, inaccurate and inadequate statistical gathering, poor commodity/logistics systems, lack of training in statistics and in data processing, lack of experience and training in extensionist activities. (Paraguay)
- Lack of institutionalized capabilities to develop trustworthy baseline data for the sectors affected by developmental activity. (Dominican Republic)

These responses from the field suggest a continuing need for AID to focus on human resource development programs as a tool to resolve socio-economic development problems. This, in turn, requires a broadening of selection criteria for training programs and the expansion of training opportunities.

A study of A.I.D. participant training programs completed in March, 1976 by Arthur Young and Company paralleled the concerns expressed above:

"The study team found indications of the possible increasing need for a type of Agency training activity that would identify and fulfill the manpower or human resources needs of a country or region, but not be directly related to any one mission or bureau development project. Specifically, there may be a need for the Agency to improve its ability to:

- Develop manpower planning and developing methodologies for use by Mission/host country;
- Conduct reviews of training programs;
- Conduct substantive policy reviews on such issues as the tradeoffs among U.S., third country and in-country training;
- Provide technical assistance to nations developing training programs funded on a reimbursable basis;
- Provide short-term and longer term in-country, third country and U.S. training experiences directed specifically at sector managers in all priority areas, agriculture, health, ect."^{1/}

The Young study highlighted the same concern that many AID officials have; because of our project specific approach to training, we have been unable to provide a broad range of coverage required to meet critical human resource development needs in developing countries. A.I.D. is seldom able to respond to isolated host country training requests in fields of particular U.S. interest, i.e. appropriate technology, conservation, environmental protection, energy conservation and other priority areas. Further, many of the purely technical trainees from AID's earlier projects have been promoted to positions of greater responsibility and naturally look to the U.S. for upgrading their skills as administrators, managers, planners and policy makers.

The Young study underscored the Missions' concern for the Agency to reexamine its training efforts, building on the success of the LASPAU experience. This project will refocus that success to provide

^{1/} A study of A.I.D.'s Participant Training Program and Office of International Training, Arthur Young and Company, Contract No. AID/it-c-2077, March, 1976.

direct training for selected personnel from LAC countries who will have the most impact on the poorest of the poor.

In the past year, LASPAU has itself agreed to strengthen the responsiveness of higher education to the problems of poverty in poorer LAC nations. LASPAU's newly defined coordination with A.I.D. will enable the Agency to carry out with greater success the Congressional mandate by enhancing the ability of selected universities and technical institutes to make a greater contribution to national development. LASPAU will work with LAC universities which incorporate training programs aimed at improving the health, nutrition, education and general welfare of the poor majority. Training under the LASPAU program will be for institutions and individuals directly related to bettering the social and economic conditions of the poor.

The project will also address another concern that exists among A.I.D. and host country development officials. As A.I.D. phases down in some LAC countries, a need still exists to reinforce government project staff or institutional faculties that A.I.D. has helped to develop; access to appropriate training programs can help to ease the transition from outside support of a program to full-scale assumption of project responsibility by the host country. In those countries, many development concerns cannot be met by host-governments. Having to make do with its own resources, a more developed country may place a lower priority on critical development areas. A small amount of outside funding for training can make a significant impact on decisions affecting resource allocations.

The poorer countries, on the other hand, will continue to have vast manpower training needs -- not all of which can be fulfilled within the narrow definitional bounds of current A.I.D. projects and in nearly all cases their needs cannot be met in the country. Integrated development efforts require a wide spectrum of activities represented by an equally wide spectrum of skills -- not all are available within a country or within the region, not all are directly related to A.I.D. projects and not all receive funding from the scarce resource allocations of national government.

In summary, this project is specifically designed to meet the unique needs of the LAC region. Some funding will go to member countries well on their way to development with the major portion going to others lagging far behind. The project will also support A.I.D.'s attempts to enhance host country training capabilities in selected development areas. Being regional in nature and non-project oriented, this project will respond to the unique complexities of LAC situations.

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The regionality of the project will allow individuals from more developed countries to be trained in areas needed for the further development of their country. The non-project orientation of training offered will allow for flexibility in the areas of development represented by the trainees chosen and furthermore will permit the LAC Bureau and Missions to respond quickly to newly developing needs in specific countries and throughout the region as a whole.

C. Description of the Project

The project will provide funds for the training of host government and some private organizational personnel from Latin American and the Caribbean in-country, in the United States and in Third Countries. All training programs offered will respond directly to priority economic and social development areas. Every LAC country where A.I.D. has representation may participate subject to human rights constraints. Trainee selection will involve A.I.D. and host country decision makers. Competitive selection for academic placement under the Latin American Scholarship Program of American Universities (LASPAU) will be carried out by LASPAU collaborating with A.I.D. and the host country. Implementation procedures will vary depending on the type of training programmed.

At the end of the project, it is expected that over 647 Latin American and Caribbean participants will have 350 person years of training and will have returned to responsible positions managing and implementing development programs.

1. Purpose

The purpose of this project is to upgrade planning, implementation and management skills for professionals working in Rural Development, Health and Nutrition, Human Resources, Energy, Population, Environment, Appropriate Technology, and Development Planning. Primary beneficiaries will be those population groups who benefit from development programs which can be created or improved by returned trainees who will have a better understanding of development problems and enhanced capabilities to resolve those problems.

Training will be available primarily for personnel of government, quasi-government, or education and training institutions. Training for the private sector may be approved on a limited case-by-case basis. Approved training programs will satisfy one or more of the following criteria:^{2/}

- (a) Pre-project training of selected key personnel required for the planning of potential development projects;
- (b) Post-project training for personnel identified after the completion of a project as necessary for the successful continuation of the project activity;
- (c) Training for a non-project activity which may contribute to the achievement of a sector strategy objective or better understanding of an A.I.D. development concern;

^{2/} See also Section E, Administrative Arrangements for specific country and individual eligibility criteria.

- (d) Training for trainers to provide for the broadest possible multiplier effect;
- (e) Training to upgrade skills of personnel in specialized positions that are critical to the identification of development priorities;
- (f) Training for university staff to fill specific positions in creating an institutional expertise in a priority development area; and
- (g) Special short-term training offered periodically by U.S. Government and other agencies which enhances host government capabilities in administration and management of programs and resources.

The project will consist of six components which collectively will create the following "End of Project Conditions" (EOPS) and produce the following "Outputs":

2. End of Project Conditions (EOPS)

- (a) Six hundred and forty-seven trained specialists employing newly acquired skills in host country government development programs;
- (b) Twenty institutions or departments within selected institutions providing various development related services.
- (c) A revised Third Country training guide being utilized for programming trainees in appropriate LAC institutions.

3. Outputs

- (a) Up to one hundred and seventy-two individuals provided long-term U.S. training;
- (b) Twenty-five individuals provided long-term Third Country training;
- (c) One hundred and twenty individuals provided short-term U.S. and Third Country training;
- (d) Three hundred and thirty individuals provided short-term in-country training; and
- (e) One LAC Third Country training guide.

4. Project Components

(a) U.S. Long-Term Training

A major component of this project will be undergraduate and graduate level training offered in U.S. universities and technical schools. This type of training will generally be designed to meet:

- (i) pre- and post-project training requirements which are not available in the person's home country or in other LAC countries;
- (ii) leadership training of indigenous populations; and
- (iii) programs for future university staff and key government ministry personnel who have a direct working relationship with programs related to reaching the poor. Degree training, when required for a position, will be primarily for the Master's level. Opportunities for Doctoral level training will be limited and considered on a case-by-case basis.

Candidates for Master's and Doctor's degrees will be required to do their theses or dissertation research where applicable on topics that are relevant to development. Provisions will be made for Doctoral research to be conducted in a candidate's home country. Candidates for training will be civil servants, university faculty and, in some cases, private sector technicians.

Both existing A.I.D. and LASPAU infrastructure will be used where appropriate to select, process and place trainees on the following basis:

- (i) Job-Selected - It is likely that countries with substantial A.I.D. programs will be selecting most of their candidates for training from persons already employed in a sector of U.S. interest or project-related (pre- and post-) jobs. It is also likely that most of this training will not have a degree as a major objective but may require a combined academic/practical training experience. For example, as host country government interest in environmental programs increases and the possibility

of bilateral projects develop, a Mission may wish to provide this kind of training opportunities to various individuals for work study programs at an appropriate institution in the U.S.

- (ii) Competitively Selected Training - Where competitive selection is indicated, the cooperative arrangement between A.I.D. and LASPAU will be the primary means of processing and U.S. placement. American universities desire to have Latin students selected competitively and are willing to provide tuition-free waivers for them. The current LASPAU program has been successful in selecting persons who perform well in U.S. graduate schools. Further, the use of LASPAU in arranging the selection of individuals relieves the A.I.D. or embassy office of this specialized process. While the program will be similar to the current LASPAU program, significant variations exist in the fields of study authorized and the setting of priorities by the A.I.D. training committee (see PART IV for details on LASPAU arrangements.)
- (iii) Special Training Grants - Because of A.I.D.'s special interest in indigenous populations, specific programs will be developed which provide training to potential leaders from the Indian populations. The University of South Florida, for example, is currently developing an academic program that will cater to the more important training needs of these groups. It will offer three year programs leading to a Bachelor's degree in the academic areas of nutrition, agriculture, health and education. This project will take advantage of this program or similar programs developed by other universities in order to offer an appropriate type of training for selected candidates.

In addition to the aforementioned programs, special arrangements for U.S. graduate study will be made through LASPAU supported by both A.I.D. and host country institutions.

This program will retain the same development related requirements and be offered to all host country institutions participating in the LASPAU program. Several of these institutions have indicated a desire to train more people than available funds permit through the current LASPAU arrangement. The program will function similarly to the reimbursable training programs now offered by A.I.D. but will receive minimal A.I.D. financial support. The cost to A.I.D. per scholar will be approximately \$1,500 which will cover only LASPAU placement and monitoring costs. Host country institutions and U.S. universities will pay the remaining expenses. It is anticipated that middle income countries such as Brazil and Colombia, will take advantage of this type of special arrangement.

Fifty-three A.I.D. processed participants and up to 120 LASPAU processed trainees are programmed for full financing under this component. Funding is being made available for up to 20 scholars under the LASPAU special program.

Component Cost

A.I.D. Processing^{1/}

. 53 person years @ \$16,800* per year \$ 890,000

LASPAU

Up to 120 scholars for 240 person
years @ \$7,900 per year 1,900,000

LASPAU Special Arrangement

20 scholars for 40 person years
@ \$750 per year 30,000

Total \$2,820,000

* Based on standardized rates for participants provided by DS/IT.

^{1/} Requires minimum 25% contribution from host governments.

(b) Third-Country Long Term Training

Over the past ten years, several LAC institutions of higher learning have emerged as centers of excellence in certain fields of study. Institutions such as the International Potato Center (CIP) and the ESAN business school in Peru, CONSECAL and the Mexican Institute of Technology in Mexico, the Escuela Agricola Panamericana in Honduras, SENA in Colombia, Brazilian Schools of Graduate Economics, CIDE in Chile and the University of the West Indies (UWI) in Jamaica offer excellent training opportunities to all of Latin America and the Caribbean. Many AID Missions have successfully utilized these third country training programs when the type of training required could be provided at these facilities.

This project component will provide AID Missions and LAC countries with opportunities to take advantage of good education and training programs taught in Spanish and offered in close proximity to their respective country. Third country programs will provide opportunities for Master's, Ph.D and other post-secondary level training, when appropriate, and when training facilities for the field of study do not exist within the respective country.

AID infrastructure will be used for processing. Candidates will be "job related" and "competitively selected". The LASPAU selection process may be utilized to assess the qualifications of those selected on a competitive basis.

Research required for degree completion will be, when appropriate, carried out in the trainees' own countries:

Component Cost

25 person years @ \$6,000* per year of study ^{1/}	Total \$150,000
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* Average cost estimates for third country training.

^{1/} Requires minimum 25% contribution from Host Governments.

(c) U.S. and Third Country Short-Term Training

A third component of this project will provide opportunities in the U.S. and third countries for short-term intensive training/observation in a specific subject relative to a specific job. This type of program may be utilized to give a generalist a more specific knowledge of one or more elements of his field. For example, trained agriculturalists could be given a short-term special course in agriculture cooperatives or agriculture extension. Supportive training could be provided in such areas as management, project analysis, financial analysis, social analysis and/or economic analysis.

This project component will also finance specially developed group training programs that respond to common areas of study required by two or more LAC countries. Several successful training programs have been carried out in this manner over the past few years. For example, Stanford, the University of New Mexico and New Mexico State have offered group courses taught in Spanish for Educational Planning, Bilingual Education and Educational Administration. Harbor General Hospital has offered group Nurse and Midwife training for health workers, and New Mexico and Michigan State have offered various courses in agriculture related activities.

This has proven to be a much more efficient use of training resources when properly planned and programmed by the USAIDs. U.S. universities are able to respond to such training needs when the group is large enough to justify an institutional investment in the program.

Approximately 245 person months of training will be provided through this project component.

Component Cost

Individual Short-Term (U.S. and Third Country)^{1/}

165 person monts @ \$2,100* \$ 346,500
per month of study

Group Short-Term (U.S.)

80 person months @ \$2,200* per month 176,000
month of study
contingencies 1,500

Total \$ 524,000

* Average costs based on DS/IT estimates.

^{1/} Requires minimum 25% contribution from Host Governments.

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(d) Short-Term In-Country Training

This component will support one to two week training programs carried out within a country and designed to meet the specific training needs of groups of host country individuals involved in development programs.

Several A.I.D. Missions have recently utilized this approach when a specific need was identified, training was required for a group of host country personnel and outside expertise was needed to develop and carry out the training. For example, the Project Design and Evaluation course offered by A.I.D. utilizing this approach and carried out "in-country" has received successful reviews by many Missions and host country personnel.

A training program in educational technology was carried out recently in Peru. Instead of sending twelve to fourteen Peruvians for a short term course to a U.S. university, four U.S. university professors helped organize and conduct the course in Lima. The advantage of lower per student costs and the opportunity for professors to relate the course directly to the education system at hand made this a valuable training experience.

This approach further can promote BIFAD participation under Title XII. The BIFAD universities of the U.S. have indicated their willingness to assist in developing programs needed by USAID Missions emphasizing rural and agricultural development. Many have expert knowledge of Latin America and could well be utilized for such short courses within host countries. Where BIFAD campuses have been used for long-term and short-term U.S. training, some added benefits would accrue from their use for in-country training programs.

Component Cost

400 person months @ \$600 per month	\$240,000
Personnel Costs	<u>195,000</u>
Total	\$435,000

(e) LAC Third Country Training Guide

As mentioned previously, there are several training institutions, colleges and universities in LAC countries that have emerged during the past few years as centers of excellence in certain fields. There are also many other such institutions which have well-trained professional staff and offer quality programs that are not well publicized.

This project component will support the research, development and publication of an LAC third country training guide that can be used by host countries and A.I.D. Missions in maximizing the use of less expensive and often more relevant third country training programs.

A team of three specialists, one each from the U.S., Latin America and the Caribbean, will survey and assess training facilities throughout the region to determine the best and most appropriate programs that fulfill development related needs. The result of this exercise will be a descriptive and evaluative summary about each institution with specific information as shown in Annex F. The team will also offer an evaluative judgement on the programs offered, identifying strengths, weaknesses and the potential for providing training in specific development related fields.

The guide will be published and distributed to all A.I.D. Missions and interested host governments.

Component Costs

Technicians

3 persons @ 4 persons months each	\$36,000
travel, transportation, per diem	10,600
publication of guide; 200 copies @ \$15 each	3,000
Miscellaneous (overhead); mailing costs, communications	15,400
	<hr/>
	\$65,000

(f) Institutional Grants for Special Purposes

The process of identification of Third Country Training institutions may reveal a number of institutions with staff or other capabilities which for the lack of a particular needed element may not be adequately equipped to offer third country training. The contract team will undertake to identify such shortcomings and will be authorized to discuss improvements needed to permit such institutions to qualify. Funds may be available to Missions under this heading for sub-grants to an institution. Review and approval of such grants will be made by the Project Committee. A limitation of up to \$15,000 per institution so treated will permit the acquisition of a needed piece of equipment, specialized library materials, etc., but will not permit major capital expenditures.

Additionally, some LAC institutions have adopted an extension orientation and are concerned about social and developmental problems in their impact communities. Some funds under this category may also be utilized to fund, on Mission request, small studies or extension activities related to the following kinds of problems:

- employment training needs of "trapped" minority language groups in metropolitan areas;
- employment training needs of unemployed youth;
- special assessments of urban and rural training needs; and
- training needs of indigenous populations in rural areas.

Sub-grants may, then, be made by the Mission to the institution. A.I.D. criteria for approval of projects will be provided to each Mission upon request.

Component Cost

Upgrading grants and studies	\$125,000
Administrative costs	<u>6,000</u>
Total	\$131,000

SUMMARY COST ESTIMATE AND FINANCIAL PLANS

(U.S. \$000)

Source	AID		Host Country		Others		Total
	FX	IC	FX	IC	FX	IC	
<u>Long-Term Training</u>							
LASPAU	1900		800		1200		3900
LASPAU-Sp.	30		160		336		526
AID Direct	890	150	400				1440
<u>Short-Term Training</u>							
U.S.	300						300
Third Country		224		100			324
In-Country	195	240		250			685
<u>TCT Guide</u>	65						65
<u>Institutional Grants</u>		75					75
<u>Studies</u>		56					56
Evaluation	60						60
Inflation factor	400						400
Contingency	200						200
TOTAL	4,040	745	1,710	1,536			8,031

III. PROJECT-SPECIFIC ANALYSIS

A. Economic Analysis

Benefit-cost or internal rate of return types of studies to measure the economic effects of projects are models which apply generally to income producing projects where measureable inputs yield measureable outputs over a period of measureable time. While it is possible to measure the costs of the inputs in training programs, such as this one, it has been considered futile by most to try to quantify economic outputs to be attributed directly to a particular participant training program. Most such efforts focus upon aggregate levels of education and their relationships to national income levels. In such instances, education can definitely be seen to have an effect upon income. Economic analysis to justify training projects, therefore, proceeds from the assumptions that better managers will make better policies and programs, better educated technicians will implement such policies and programs more efficiently than in the past, and that at the project level, specific upgrading of skills and knowledge will improve a given project's chances of success.

On the basis of the above assumptions that training of the appropriate sort has economic value, the economic justification would be to provide the appropriate training at the lowest cost and through the most efficient means of attaining the training objectives.

It follows that every training proposal to be funded under the project should have a goal, which in AID programming terms, is identified as being addressed by the purpose of the training. Such goals and purposes, when stated accurately, provide some basis for post-project evaluation and measurement of economic effect in terms of the efficiency of the training, and the post training utilization of the skills acquired, in terms of the effectiveness of the training in goal attainment.

As this project is regional and proposes to fund training for activities as yet unidentified, it is possible only to examine the project in terms of the least-cost approach to providing the training and other activities funded herein.

The most appropriate process for determining economic feasibility for this project is that of "cost-effectiveness". In such an analysis, the output is a given and the economic justification is to find the least-cost-path to obtaining the output. In this project, there are three primary outputs: (1) improved higher educational institutional capabilities through the upgrading and training of staff members, (2) improved managers, planners and technicians in host country development programs, and (3) a Handbook for Third Country Training Analysis. Section III-D, Financial Analysis, indicates the A.I.D. costs for obtaining the alternatives examined below.

The alternative paths for obtaining the first output would be:

- a. recruitment by universities of recent graduates;
- b. participant training of new potential staff members by USAIDs;
- c. recruitment of foreign nationals; and
- d. upgrading the professional abilities of existing staff members.

Alternative a is probably the least costly approach, but lacks effectiveness, in that recent graduates tend to lack experience.

Alternative b assumes the training of new or existing staff by USAID. Costs of such programs are, in FY 1979, in excess of \$15,000 per year. Therefore, while this is effective, it is indeed a costly approach in relation to the other alternatives.

Alternative c, the employment of foreign nationals, is more costly to the host country, in the long run, as they eventually will have to replace such members, and if the employees are provided through A.I.D., this is the most costly approach to upgrading faculties. It does provide a prompt response to immediate staffing problems.

Alternative d - The improvement of existing staff members through LASPAU is the optimum approach to A.I.D. in that there are contributions from all parties, i.e. the host country, A.I.D. and the American universities, and the approach ensures building a long-term capability in the institution being helped. Therefore, alternative d has been selected.

With respect to output (2), the upgrading of managers, planners and technicians of universities, three alternatives emerge:

- a. long and short-term training in the U.S.;
- b. long and short-term training in Third Countries; and
- c. special in-service courses in the home-country or region.

The cost-effectiveness analysis considered the following variables; (1) timeliness in achieving the output, (2) costs incurred in achieving the output, (3) motivation of the participant, and (4) size of the group requiring training. In the final analysis, all three training alternatives may be utilized with the following guidelines prevailing.

If training of five or fewer participants is needed in a given discipline, the least costly approach would be the utilization of Third Country training programs. A second choice, if quality Third Country programs are not available, would be training in the U.S.

When more than five are to be trained in the same skills, the Mission should consider establishing the course in country or within the region. Assuming quality is equal there would be substantial savings through group training approaches.

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The least costly approach to obtaining the third major output, the Third Country Training Guide, has several basic considerations:

- a. whether to complete it utilizing A.I.D. in-house resources, i.e., a resource transfer to DS/IT in which case direct costs would be high, especially if we included costs of translation to Spanish;
- b. whether to contract with an American firm under 8(a) Small Business legislation; contract costs would also be high. However, it would be possible to get both English and Spanish versions at a lesser cost than alternative a, above;
- c. whether to contract with a Latin American institution, in which case overall costs of personnel and printing would perhaps be less than if done by an American firm. But the costs of Spanish to English translation would have to be considered.

The optimum solution appears to be a combination of the three approaches, with DS/IT assisting in organizing the study and survey documents, and an 8(a) firm undertaking the bulk of the contract in collaboration with Latin American institutions, including the printing in the least costly location.

In the final analysis, therefore, that training program which produces the desired output for the lowest cost is the approach which should be and has been selected for the Project.

B. Social Soundness Analysis

The primary goal of this project is to train skilled and semi-skilled personnel for work in the field of development in Latin America. The need is clearly there, as most Latin American countries evidence a deep lack of properly trained personnel. But perhaps the most significant aspect of the present project is the attempt to relate training directly to development, and to encourage students to participate actively in the development process. It is considered important that students will not simply learn technical skills; a strong part of their training will deal with the ways in which technical skills can be applied. In other words, all learning will ideally be placed firmly in the context of the development.

Because the project is regional, nothing can be said about the characteristics of individual training formats. It encompasses most of Latin America and draws upon a variety of educational strategies. Given the broad scope and goals of the project, the best way to proceed is maintaining an open-ended and flexible policy; by avoiding rigid formulas, the programs developed in each country can be tailored to the unique landscape of development needs in that country. At the same time, however, several general comments should be voiced with regard to the relevance of training to the primary goals of the project.

Three aspects of the project will be discussed here:

- (1) The relevance of training to the development needs of the individual countries.
 - (2) The selection of students for the programs.
 - (3) The evaluation of the training programs.
- (1) Not only will the students learn pertinent skills which are lacking or in short supply in their countries; they will also be given a clear idea of how these skills are to be applied. This involves an understanding of the outlines of development policy in their own countries, an introduction to the broad field of socio-economic change (most likely through the ever-growing store of literature on the subject), and contact, where possible, with the ultimate beneficiaries of the development effort: the poor. Although it is clear that not all training programs will be able to include these concerns, the ideal program would have them as an integral part of the curriculum.

All three of the training strategies - education at a U.S. university, in-country training, and third country training - represent opportunities to orient the students to matters of development, although there are significant differences among the three approaches.

- (a) Education at a U.S. University: Training in whichever specialty should carry the stipulation that research (and in some cases a thesis) bearing directly on the development needs of individual students' countries be carried out. While skills are being learned, every effort should be made to show their relevance to development. In other words, a Peruvian studying agricultural economics in the U.S. should not be allowed (or encouraged) to write a Master's thesis on corn farming in Nebraska; he should rather be set to work on some facet of his own native country that will aim him toward the sorts of tasks he will be involved in when he completes his training.
- (b) In-country training: When these programs can be arranged they have the advantage of having at hand the dynamic and concrete backdrop of reality. Full advantage should be made of this environment, for it represents a unique opportunity to place the students and the teachers in the field, giving them a chance to come to grips with the living, breathing reality of development.

Different programs will demand different training strategies. Some training is by nature largely abstracted from the ultimate beneficiaries; others will be oriented toward community action

in rural villages, and field participation will become not only possible, but crucial. In this latter case, both teachers and students should spend time in rural villages, even spending weeks at a time, in an attempt to find out as much as possible about the villagers. The program should be equipped with survey and other techniques for learning about the needs, aspirations, social organization, structural relationship to the nation as a whole, and so forth, of the villagers.

It is clear from past experience that students trained solely in institutions, without experiencing the context of development, often fail to grasp the step of actual applications of their skills. In order that students see the connection between classroom and communities of flesh-and-blood people, carefully planned field excursions (or stays) should be made. Beyond this, faculty members should be fully integrated into the scheme, and community members should be viewed as collaborators rather than ignorant objects of development projects.

(c) Third-country training: In some ways, their strategy presents one of the most satisfying alternatives. A number of institutes dealing with agriculture, health and nutrition, education, integrated rural development, and the like, presently exist in Latin America. They often have a strong background in development programs throughout the southern reaches of the hemisphere, and a staff from a variety of countries. This allows students to come into contact with new perspectives, fresh knowledge, and gives them an opportunity to view development on a much broader scale. At the same time, field experience with the beneficiaries of development work is often an integral part of these programs. This is directly relevant, for most of the patterns of underdevelopment are found spread across the board in all Latin American countries. Here, as with the in-country training, fullest advantage should be taken of the possibilities for field work.

(2) Trainees will be selected under a wide variety of arrangements. All selection will ideally be made through collaboration of host country officials and A.I.D. mission personnel (sometimes in connection with other groups, such as LAsPAU). Beyond this, the trainees will be assured of positions in development programs upon completion of their training.

Another matter is that of the poor themselves, be they urban or rural, or of specific ethnic groups within the individual countries. Efforts must be made to recruit from among their numbers if they are to be included in the fruits of development.

The recruitment of indigenous elements will be somewhat demanding, but it should not be pushed aside. It necessitates that each mission gain at least a working knowledge of who the various

indigenous groups in the country are, and how they are organized. This is no small task. But it is essential, for the impact trainees will have on their own communities depends overwhelmingly on how they are accepted by their people. In the past, numerous attempts along this line have foundered because the wrong people have been selected. Correct selection will depend upon an understanding of social hierarchy, prestige, and lines of respect in the community. Again, while this is not easy to research, it is crucial to the success of training. There is no formula to such evaluations. They must be studied one by one.

- (3) Evaluation procedures: The success of the project hinges upon its ability to prepare adequately and place in the field as many trainees as possible. But the social and economic impact of such an enterprise clearly cannot be measured by attention to the gross numbers of ex-trainees placed in development-related fields.

Evaluation of training programs should take the following matters into consideration:

- (1) The relationship between technical skills and their applications in real situations.
- (2) The perceptions of students regarding the relevance of their training - i.e. how well are they being prepared to use their skills?
- (3) Teacher/student participation in field activities. How organized? Results: what kind of an understanding do they have of the target population?
- (4) Balance of classroom/field time. Relations of teachers and students to the communities in which they carry out these activities.
- (5) Depiction of who trainees are, where they come from.
 - a. Social class
 - b. Ethnic affiliation/linguistic grouping
 - c. Geographic region

C. Technical Analysis

The Country Development Strategy Statements (CDSS) of several of the South and Central American countries indicated that absorptive capacity of governments constitutes a constraint to assistance. Some countries have proposed to establish general training projects to address this constraint. The Caribbean Regional Office (RDO/C) has proposed a project which will provide short and long-term training in the Caribbean and the U.S. In CDSS reviews

for certain countries where no new program starts are authorized for the time being, it was determined that training of staff members of institutions created with U.S. assistance could constitute a valid means of signalling continued U.S. interest in the people of those countries.

The technical aspects of participant identification, selection, evaluation and funding are in a place and have worked well through the years. These sound mechanisms will be used to implement this project. Evaluation of A.I.D. training efforts indicate that the participants are being utilized for the purposes for which they have been trained. Each A.I.D. Mission with any reasonably sized staff has a training officer totally familiar with the operational requirements of participant training programs. No problems with the operational aspects of the training are anticipated.

Missions will be requested to establish a small training committee responsible for the screening of candidates to be proposed for training under this project. Initial inquiries at a few Missions have confirmed a willingness to comply with this requirement.

With regard to LASPAU selection and programming, new procedures for closer collaboration between LASPAU and Missions in the selection of candidates are already underway. No problems have arisen; none are foreseen in this arrangement.

As noted above, one output of this project will be the development, through a contract, of a Third Country Training Guide for the LAC region. This Guide will identify training institutions and will provide to the beneficiary countries and USAIDs the information necessary for expanding the use of Third Country Training programs within the region.

Mechanisms and procedures exist for USAIDs to identify key development problems which can be addressed through in-country training projects supported under this project. Training, in such topics as project planning, development and implementation, has been provided within the LAC region and other regions with considerable success. Where countries have established sector loans with host country contracting or F.A.R. procedures, specific training in these procedures by people knowledgeable of A.I.D. systems can make a valuable contribution to the timely execution of the program.

New topics or programs which are being sponsored by AID/W, such as appropriate technology, communications, Women in Development, employment generation, and the like, which do not yet have a specific project or place in national budgets will require pre-project or general training opportunities. The current project can and will provide for such training, as needed and appropriate, through either long-term or short-term programs.

D. Financial Analysis ^{1/}

This is a non-revenue producing project. Therefore, the procedure for appraising its financial soundness will be confined to a budgetary analysis.

Budgetary Analysis

There are four major output categories which require inputs from the A.I.D. and other sources: (1) long-term training, (2) short term training, (3) in-country training and (4) the Third Country Training Guide.

1. Long-Term Training:

a. LASPAU - This program provides for funding of 120 participants through the Masters degree in U.S. institutions. Costs per program, if funded directly by A.I.D., would amount to \$16,800 per participant year, not including international travel costs. The LASPAU program, due to the contributions of the participating universities scholarship donations cost A.I.D. an average of \$15,000 per two year program. To produce 120 Masters degrees through direct participant training programs costs A.I.D. \$4,032,000 assuming completion of the programs in two academic years and one summer. The same output under LASPAU, per Appendix B, will equal \$1,869,000 which has been rounded to \$1,900,000 in the budget.

This program, therefore, saves A.I.D. \$2,132,000 to produce the same output. During the participants' absence, host countries agree to continue salary payments to their families. For planning purposes, these have been averaged out to \$4,000 per year per participant, resulting in the bulk of the host country contributions. Further, host countries pay the round trip international transportation costs of LASPAU scholars.

b. USAID Direct Long-Term Training

1) U.S. Training

Unfortunately, all long term training requirements cannot be met by LASPAU institutions. Occasionally USAIDs will want to provide specialized training for personnel from host government ministries, not covered in LASPAUs' charter. Direct training costs for 50 such programs, if the obtaining of a Masters Degree were the goal, would equal \$1,875,000. However, there are many one year programs which may or may not result in obtaining the Masters Degree. The project will, within the funding provided, support 52 person years of study in the U.S. Costs of this program equal \$890,000.

^{1/}See also Appendix K for breakdown of costs per type of training.

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Again, host country contributions will pay salaries and most international travel.

2) USAID Long Term Training in Third Countries (TCT)

Costs of TCT vary widely within the LAC, ranging from \$10,000 per year in Mexico and Brazil to \$4,500 in such locations as Colombia. For planning purposes a cost factor of \$6,000 per participant program has been utilized. Twenty-five participants can, therefore, be programmed by the USAIDs, for total costs of \$150,000 during the program, with the understanding that the completion of Master's Degrees is not considered to be a goal of this program. Host country contributions will pay salaries and international transportation costs.

As the project progresses and the Third Country Training Guide identifies training resources in Latin America, it may well be appropriate to transfer funds from the U.S. long term training segment to the Third Country Training segment. This, obviously, would result in more training per dollar of expenditure, considering the differences in costs between U.S. and LAC education.

2. USAID Short Term U.S. and Third Country Training

One hundred twenty individuals will be provided short term training under this project. Costs of such training can equal as much as \$2,200 per person month for special courses offered by the U.S.D.A. Costs of short-term observation trips within Latin America would be less depending upon the duration of such trips. A total of \$524,000 has been programmed for such training, with \$300,000 reserved for U.S. training, and \$224,000 for Third Country Training. This will provide 132 person months of U.S. training and up to 220 person months of training in LAC countries.

3. In Country Training

Three hundred thirty persons will receive training in special courses to be arranged by USAIDs. Such courses vary in terms of cost due to number of trainees, the amount of off-shore technical assistance required and the duration of the course. The funds provide \$195,000 for technical assistance, and \$241,000 for training costs.

Costs per trainee can be reduced and a larger group reached for the amounts programmed if the following situations are considered:

- a) Use of local institutions with dormitories and dining facilities, wherever possible, as opposed to holding courses in hotels or resorts.
- b) Use of local resource persons where possible.
- c) Obtaining a larger host country contribution.

4. The LDC Regional Training Guide, R&D, Institutional Grants

The combined budget for Research, Publications, Institutional grants for Special Programs and the Technical assistance costs for producing the training guide total \$201,000.

The budget for these activities provides \$65,000 for contract costs of three persons for four months each to survey the LAC institutions and to write the Training Guide. The Research and Publications line item (\$61,000) will provide for the publication and distribution of the guide, (\$15,000), and some costs of follow-up of the effectiveness of the guide (\$5,000). The balance of this line item (\$40,000) will be utilized for researching specific problems identified in and pertinent to human resources development in LAC.

Such items as the following might be considered:

- a) Data gathering for theses in a participant's home country.
- b) A.I.D. or USAID initiated specific studies on HRD topics such as results of bilingual projects, employment generation training projects, non-formal education projects, etc.
- c) The identification of post secondary training needs for indigenous populations.

The Institutional Grant budget (\$75,000) will be utilized as follows:

- a) Commodity support for special training projects requested by USAIDs under the T.C.T. element of this project, to permit LAC institutions to respond appropriately.
- b) Support special outreach activities of LDC institutions with respect to studying and organizing training programs related to such topics as adult vocational education for Quechua speaking Indians in metropolitan areas, training programs for out of school youth, etc. The above funds will be held in AID/W and will be released upon proper request and justification by USAIDs, following review and approval by the Project Committee.

5. Evaluation, Inflation, Contingencies

Per the schedule attached in Chapter V following, costs of evaluation of the project are scheduled at \$60,000 for the life of the project.

In today's world of forward planning, it is important to consider inflation. In recent years, costs of all goods and services in the U.S.

have risen at a rate of nearly 10 percent per year. In the expectation that the economy will level off, the project has budgeted only 10 percent of the project's costs to cover inflation. To cover the contingency that the inflation factor will be insufficient, an additional amount of \$200,000 has been budgeted.

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SUMMARY COST ESTIMATE AND FINANCIAL PLANS

(U.S. \$000)

Source	AID		Host Country		Others		Total
	FX	IC	FX	IC	FX	IC	
<u>Long-Term Training</u>							
LASPAU	1900		800		1200		3900
LASPAU-Sp.	30		160		336		526
AID Direct	890	150	400				1440
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U.S.	300						300
Third Country		224	100				324
In-Country	195	240	250				685
<u>TCT Guide</u>	65						65
<u>Institutional Grants</u>		75					75
<u>Studies</u>		56					56
Evaluation	60						60
Inflation factor	400						400
Contingency	200						200
TOTAL	4,040	745	1,710		1,536		8,031

PROJECTION OF OBLIGATIONS BY FISCAL YEAR

(U.S. \$000)

Fiscal Year	A. I. D.	Host Country	LASPAU	Total
FY 1979	965	290	300	1555
FY 1980	1655	650	486	2791
FY 1981	1650	650	450	2750
FY 1982	515	120	300	935
	4,785	1,710	1,536	8,031

COSTING OF PROJECT OUTPUTS/INPUTS

(U.S. \$000)

Project No.

Title: Regional Development Training

X New

____ Rev. No.

Project Outputs

Project Inputs	No. 1	No. 2	No. 3	No. 4	No. 5*	Total
AID Appropriated						
1. a. LASPAU	1900					1900
LASPAU Sp.	30					30
b. AID Direct	1040	524	435	196	660	2855
						<u>4785</u>
Other U.S.						
LASPAU	1536					1536
Host Country						
LASPAU	960	100				1060
AID Direct	400		250			650
						<u>1710</u>
Other Donors						
TOTALS	5,866	624	685	196	660	8,031

* Item 5 consists of Evaluation, Contingency and Inflation Costs.

4/1/8

E. Administrative Arrangements

LASPAU

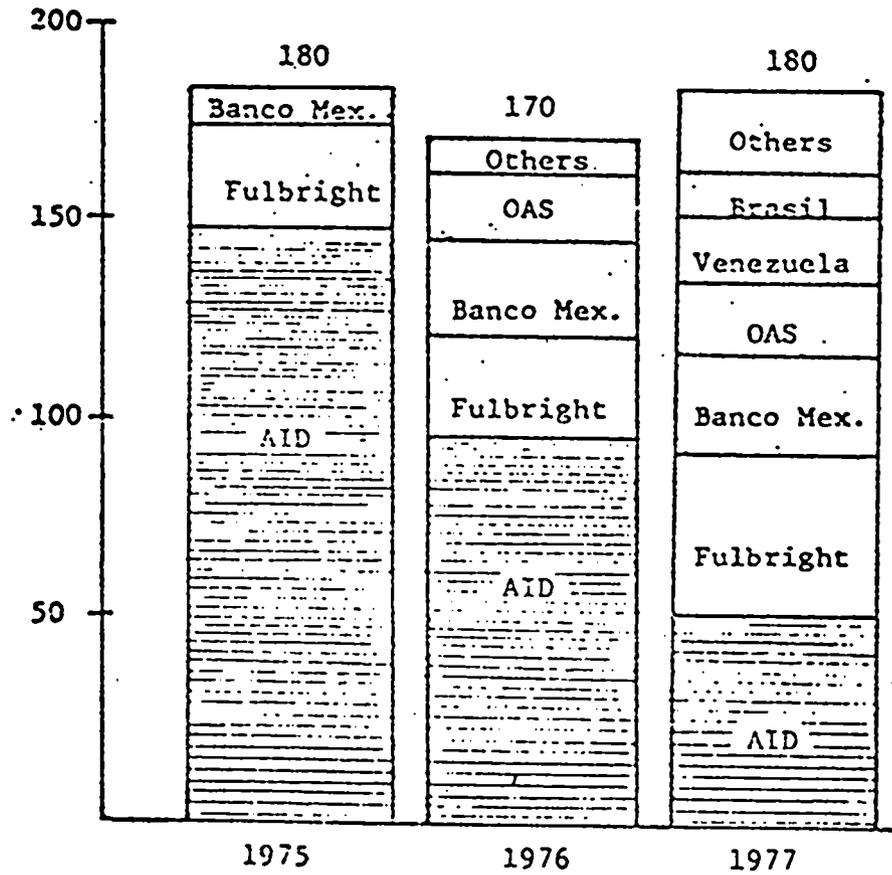
The administrative capability of the Latin American Scholarship Program of American Universities (LASPAU) has been well demonstrated through the earlier years of that program. LASPAU, created in 1965, is established with support from three entities: (1) the participating American universities providing scholarships and books, (2) the sending countries continue the salary of the trainee while away, and (3) A.I.D. funds, administered by the LASPAU office, providing living costs and other support to the trainees. In addition, grants are received by LASPAU from several other institutions as shown in Table II.

To administer the program, LASPAU has a small staff in Cambridge, Massachusetts including three regional field representatives located in Cambridge. These representatives make two or three visits per year to each country in the region to confer with Missions and host institutions to identify needs, select participants and to arrange for training programs. The focus on the improvement of higher education faculties and institutions has had a salutary effect upon the preparation of institutions to address development problems.

Past LASPAU efforts have concentrated on the upgrading of staff of selected LAC institutions primarily for the sake of strengthening higher education. In many respects, LASPAU has functioned autonomously. Recent negotiations between LASPAU and A.I.D. have resulted in a reorientation of the LASPAU program. The new agreement in general terms requires that:

- (1) LASPAU will reach agreement with the USAID Missions and appropriate host country ministries on universities to be supported, areas in which training is needed and the relationship of programs to be supported to country development needs;
- (2) LASPAU will consider the relative merits of working with fewer institutions and will be especially attentive to the role of the selected institution in development;
- (3) A.I.D. and LASPAU will jointly review scholar maintenance and administrative costs with a view to possible reductions; and
- (4) LASPAU will observe A.I.D. programming restrictions in countries which are identified as having serious problems regarding human rights.

TABLE II
Distribution of Scholars
by Funding Agency
(1975-76)



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As a result of this agreement, there do not appear to be any particular problems related to implementation of the LASPAU and USAID direct participatory aspects of the project. A problem which may emerge is the implementation of the project with A.I.D. graduate countries where only a small U.S. representation exists. The LASPAU representatives do visit such countries and provide training under their segment of the project for persons from these countries. It is, therefore, anticipated that the terms of agreement with LASPAU will permit LASPAU to act for the AID/W project office in informing responsible national entities about the programs and identifying training needs with those entities. Obligation of funds for such programs as are identified and approved by the Project Committee will be through Letters of Agreement with the national entity or through LASPAU procedures, when it is deemed more appropriate for LASPAU to undertake the administrative responsibility for the program.

A.I.D.

As mentioned previously, current Mission and AID/W training mechanisms will be utilized. Contracts will be executed according to A.I.D. contracting regulations. Specialized short-term courses offered in-country through Mission sponsorship will be contracted for directly by the Mission. AID/W sponsored group training courses will be contracted for through DS/IT.

Overall project management will be the responsibility of LAC/DR/HR. A project committee chaired by the project officer will consist of a representative from the LAC/DR's Division of Finance, the LAC/DP, and the appropriate Country Desk and Technical Officer.

Eligibility Criteria

(1) Country

Following are the criteria for country or regional institutional participation in this project:

- (a) The country or organization must be either currently or previously a bilateral AID or regional AID recipient.
(This is subject to limitations prevailing as a result of U.S. Government human rights policies.)
- (b) Participating countries must have AID or Embassy representatives willing and able to program and account for AID funds and program follow-up.
- (c) Graduate country participation is subject to the approval of ARA/LAC.

- (d) Regional organizations located in eligible countries as defined above may participate in the program, but programs must have approval from the local USAID Mission or U.S. Embassy for consideration by the AID/W committee.
- (e) USAIDs or regional organizations that have their own general training projects will only participate in selected activities of this project, e.g., group training programs, institutional grants, or the Third Country Training Guide.

(2) Criteria for Program/Participant Selection

In general, criteria and procedures outlined in Handbook 10, Mission Manual Orders and US/Host Country Assistance Agreements will apply.

1. Training to be funded under this activity is limited to Rural Development, Health and Nutrition, Human Resources, Energy, Population, Environment, Appropriate Technology, and Development Planning, and must relate directly to development problems affecting the poor.
2. All training should address needs for which funding is not now available or not programmed in a mission-funded project.
3. Focus of training programs should be on upgrading professionals in aforementioned sectors to improve their planning, management, implementation, and evaluation skills.
4. Host countries will contribute a minimum of 25 percent of training program costs for AID-administered long-term, short-term, U.S. and Third Country individual training efforts. In-country training is subject to the same requirement if training is a one-country specific activity.
5. Twenty-five percent of the participants will be women.
6. Participants should be in a position to influence, effect, or implement a development goal, purpose or activity.
7. Undergraduate degree training will not be approved, per se, without the strongest of justification. Justification will normally require that the participant be from an indigenous population group and destined to return to work with that or similar minority groups.
8. Generally, training in the liberal arts, fine arts, and law will not be approved. Specialized training in such fields as bilingual education or the law of cooperatives might be examples of allowable exceptions, depending upon the strength of the justification.

IV. DESCRIPTION OF IMPLEMENTATION PLAN

Project implementation and monitoring will be the responsibility of LAC/DR/HR Division. Missions will generally be responsible for establishing procedures to review host country training proposals, for selection and approving participants for training, and for coordinating with LASPAU the selection of LASPAU scholars. An AID/W Project Committee consisting of representatives of other LAC/DR divisions (finance, agriculture, health and nutrition) will establish operational procedures, approve proposals for training under direct A.I.D. sponsorship, review and approve proposals from the Missions for special courses, establish levels of funding allocations to the USAIDs, set the conditions for the annual evaluations, and provide guidance to the Project Manager.

Implementation tasks for the Project Manager, following approval of the project, will consist of the following:

- (1) preparing an annual circular telegram announcing details about the project including priorities for selections, allocational levels and Mission deadlines for nomination;
- (2) preparing the PIO/T and justification for sole source contract with LASPAU; and
- (3) preparing the PIO/T and scope of work for a contract for the Third Country Training Guide.

Subsequent tasks of the project manager will be as described above operating under the continual guidance of the Project Committee.

The implementation of direct U.S., Third Country, and in-country training activities will require greater participation from the Missions. They will assist in identifying Third Country training opportunities, initiate correspondence with the Missions where the training is located, request funding from AID/W, send PIO/Ps to the Mission and to the AID/W project office, and conclude predeparture briefings and other arrangements. Missions in countries where the training institution is located will need to contact the institution, negotiate the entry of the participants and arrange for payment of training costs to the institutions, and subsistence costs to the participants. It may be necessary for Missions to contact appropriate host government ministries and negotiate Third Country training agreements where none exist. In any event, Missions should keep their host countries informed when nationals of other countries are visiting under A.I.D. sponsorship. Where receiving country institutions are not located in the capital city, it will usually be necessary for USAID to have arriving participants met by Ministry of Education personnel or

H.G.

Mission personnel to assist in arrival formalities and onward transportation arrangements.

In-country training programs may be requested by USAIDs. The procedure will require the submission of a proposal to AID/W for funding and technical review by the Project Committee. The proposal format will indicate purpose, need, number of participants, duration, location, training agency and budget. Upon advice of approval and allotment of funds, Missions will implement the training program either through purchase order for goods and services or a formal contract.

Should the Mission wish AID/W to identify and contract for services available in the U.S., PIO/T procedures will be followed.

This aspect of the project will present problems of timely obligation of funds during the first project year as it represents, together with Mission initiated training programs, an element of the project whose dimensions are not known precisely at the time of authorization.

A contract will be let by CM/ROD/LAC with a Title Eight(a) firm to conduct the study necessary for the publication of the Third Country Training Guide. It is anticipated that three persons working for four months each will suffice. The publication costs will be included in the contract. Most likely physical production of the Guide will be done in the U.S. However, it may prove possible that the Guide could be published in Latin America.

Cooperation of LAC Missions and regional offices will be necessary for the complete cataloguing of appropriate training institutions for inclusion in the Third Country Training Guide. The knowledge of those Missions which have hosted Third Country training will be valuable. Shortly following the approval of the project, LAC/DR/HR will prepare a circular airgram explaining this aspect of the project and will inform Missions of the kind of information and assistance needed from them. The LAC/DR/HR project manager will monitor the contractor's work.

The project manager will draft the PIO/T and monitor the negotiated contract with LASPAU. In this extension of the LASPAU program, the following changes will be negotiated:

- (1) LASPAU will be required to relate to the USAIDs more directly and scholars from these institutions and the proposed training programs; and
- (2) USAIDs will be asked to endorse the scholars selected with priority given to those working in developmental fields related to "mandated" areas of concern.

LASPAU has made initial contacts in LAC for the 1979-80 academic years intake, and, thus, even though the contract may be signed relatively late in the fiscal year, is prepared to implement the program in time to meet university schedules.

Regional Training for Development

SCHEDULE OF ACTIONS

<u>Actor</u>	<u>Activity</u>	<u>Date(s)</u>
AID/AA	Project Authorization	June, 1979
<u>Project Obligation/Implementation</u>		
LAC/DR	Circular Notification to field	May, 1979
USAIDs	Field responses	May, 1979
LAC/DR	Allocation of Funds to Missions	July, 1979
LAC/DP	Mission Agreements LASPAU Contract signed	July - Sept., 1979 August 1, 1979
<u>Participant Training</u>		
LASPAU	Commence field work, Participants selected	June 15, 1979
	1st wave of 50	June 15, 1979
	2nd wave of 40	February, 1980
	3rd wave of 30	February, 1981
	Placement completed	July, 79, 80, 81
	Call forward issued	August, 79, 80, 81
	Participants return	
	1st wave	July, 1981
	2nd wave	July, 1982
	3rd wave	July, 1983
USAID Missions - <u>Long-Term / Short-Term Participant Training</u> (U.S. and Third Country)		
	Needs Identified	Priority List to AID/W.
	1st year	June, 1979*
	2nd year	December, 1979*
	3rd year	December, 1980*
	4th year	December, 1981*

1/ See Appendix L for Fy 1979 approved program requests.

Allotment of Funds to Missions

1st year	July, 1979
2nd year	January, 1980
3rd year	January, 1981
4th year	January, 1982

PIO/P Obligations by USAIDs

1st wave	September 30, 1979
2nd wave	February, 1980
3rd wave	February, 1981
4th wave	February, 1982

Placement - Can occur anytime following obligation through PIO/P.

In-Country Training Projects

USAID Missions	Needs identified, submitted to Project Committee	
	1st year	June, 1979
	2nd & subsequent years	prior to June 1*
LAC/DR	Allotment	July, 1979 Jan. 1980, 81, 82

Third Country Training Guide

<u>Contractor</u>	Commence field work	August 1, 1979
	Submit first draft to AID/W	January 1, 1980
	Publication	February, 1980
	Distribution to field	March, 1980

* Funds not requested by this date to be reprogrammed or allocated to other USAID Missions.

V. EVALUATION PLAN

Training projects such as this one tend to defy traditional modes of evaluation due to the large number of participants and the wide selection of individual purposes which can be identified with each training program. Further, direct post-project follow-up of individual participants tends to be inefficient in terms of cost-effectiveness and determining extent of impact. Nevertheless, to the extent possible, traditional DS/IT follow-up procedures will be used to ascertain return rates and extent to which training is immediately utilized. It is also possible to devise some additional evaluative procedures through which the project can be assessed in terms of internal efficiency, effectiveness and significance in contributing to the accomplishment of overall project objectives. This segment of the evaluation will be undertaken by a Small Business 8(a) contractor.

The above three elements, efficiency, effectiveness and significance will be assessed in the following ways:

Efficiency: Baseline measures to be included in the implementation processes include:

The responsiveness of USAIDs' and host countries in organizing to conduct activities funded under the project:

- (a) identification of purposes for training;
- (b) establishing responsibilities and procedures for implementation;
- (c) selection of optimal approaches for conducting training;
- (d) avoiding crises; and
- (e) completion of training as planned.

The evaluation of these implementation measures would look at the following:

- (a) PIO/Ps and other training documents which specify the purposes for which training was undertaken. A sampling can be done on an annual basis by the project evaluators;
- (b) USAID organizational structures, manual orders, job descriptions, filing and accounting systems to assess item (b) above;

- (c) what has been selected in terms of what was available in the way of training opportunities at the time of selection; and
- (d) an examination of the correspondence file and "dropout" files to determine the timely completion of training programs within the scheduled costs for the program.

As can be seen, measures of efficiency tend to be related to A.I.D. Measures of effectiveness will also be built into the evaluation system. These will largely consist of questionnaire follow-up of the returned trainees, with their supervisors and with assistance from the USAID training officer.

The measures to be tested will include such questions as the perception of the purpose of the training by each, questions pertaining to the degree of satisfaction by each as to how well the training program addressed the purposes for which it was designed, requests for suggestions about how the training could be improved, and a series of questions related to the assignment upon the participants' return from training. This latter set will hope to address the question of significance of the training in contributing to the developmental objectives of the Government, of USAID and to a degree of this project.

Significance, however, is a broader goal and for this project would consider such questions as the project's contribution to developing the institutionalization of training in development programs and overall changes resulting from training. Measures for evaluating this aspect of the project would be a series of questions directed at perceived or real change in policies, programs or institutions resulting from the training, the degree of usefulness (as perceived by the Mission) of the Third Country Training Guide, possible subsequent A.I.D. funded and non-A.I.D. funded use of the Guide by sending countries, etc.

Procedures for A.I.D.'s evaluation of the LASPAU program will follow the same general approaches, i.e. internal efficiency, effectiveness and significance in contributing to project objectives. Most evaluation emphasis will be placed on the degree to which selection and return of LASPAU scholars has enhanced institutional capabilities in development areas. The degree to which the institution has increased its concern for development problems will also be assessed.

LASPAU will also continue its internal training evaluation as has been their tradition.

THE EVALUATION SCHEDULE

July, 1980	RFP or selection of 8(a) contractor
September, 1980	Meetings with contract personnel and AID/W Project Committee
October, 1980	Messages in relation to evaluation sent to Missions
November, 1980 - January, 1981	Field work.
February 1, 1981	First evaluation report
March, 1981	Project revisions resulting from evaluation in time for second major cycle of long-term training selections
October, 1981	Second round of field work commences
December, 1981	Second evaluation report
February, 1982	Further project revisions, as needed
October, 1983	Third and final round of field work commences
December, 1983	Final evaluation of project completed

VI. ENVIRONMENTAL CONCERNS

A.I.D. Handbook 3, Appendix 48, para 216-2, a states that environmental impact statements or assessments are not required for "education or training programs not designed to result in activities directly affecting the environment". Attached as Appendix J an Initial Environmental Examination recommends a negative determination.

VII. PROJECT DESIGN ISSUES

A number of Project design issues were raised in the review of the PID for this Project. They are treated below:

- Should national manpower planning and indigenous training planning and management institutions be a concern of this project?

The project has been so designed that should the above types of programs and institutions be a concern of USAIDs they could arrange programs which would respond to these concerns. The publication of the Third Country Training Guide will identify a number of planning and management institutions in Latin America. Initiatives for their utilization will rest with the USAIDs.

- Should this Project be managed and implemented directly by A.I.D. or should a contractual arrangement be sought?

The optimal choice was made to assign Project Management responsibilities to A.I.D. with implementation responsibilities to be undertaken by the USAIDs and two basic contractors.

The rationale for this action is that A.I.D. Participant Training procedures and LASPAU mechanisms are in place and functioning and are well known to USAIDs. Lead time and start-up costs will be minimized through utilizing known mechanisms. The decision to utilize an 8-a institution for the other contracted tasks in the Project was made not only to foster the goals of the program, but with the realization that the Project will be well served by an organization with inherent Spanish language capability.

- How restrictive should approved areas of training be, i.e., limited to specific areas, to programs impacting directly on the poor, etc.?

Most USAIDs are well aware of the Congressional and A.I.D. mandated areas of focus. Indeed, most Mission projects with training elements are focussed upon the mandated areas. Long term training programs at best impact indirectly on the poor one or two levels above immediate target groups. Short term training programs can have a more direct impact. Concerns with respect to policy planning and program management within governmental ministries can often be affected by the right training program and indeed frequently help the target groups as much as would direct training programs for project personnel. Therefore, the decision to establish broad criteria, but to leave the final choice for selection of training programs with the Missions, was made. All USAIDs do not have the same training problems.

- Can a project of this type be designed which reaches both the poor majority and also provides needed institutional links with middle income countries?

This Project provides opportunities for USAIDs and middle income countries to address a wide variety of concerns which will impact upon the poor majority:

Training programs in appropriate technology, development, communications, women in development, etc., which are not generally accorded a specific line item in USAID or Governmental budgets will be held on either national or regional bases. Non-USAID countries will be able to participate.

The LASPAU program reaches middle-income countries as well as LDCs. The LASPAU criteria for training as noted in the appendices have considerable actual and potential impact on the poorer populations. Linkages between LASPAU, American institutions, their graduates, and the countries from which they come will be developed through appropriate follow up, evaluation, and post-project initiatives from the graduates and the institutions.

The Third Country Training Guide will continue to foster national development through USAID direct training programs after this Project is finished.

- Can success similar to that achieved by project related training programs be expected?

If all the elements which are present in project related training, with the exception of course of a project, are observed by USAIDs, this Project will have equal effect. USAIDs will have to ensure that:

Training is job or problem specific, and

an officer of the USAID has responsibility for the general area of concern or problem to be addressed, and that such officer participates in pre and post-training activities.

Host governments accord the training the same level of importance as they do project training, i.e., they continue to pay salaries, international transportation costs and monitoring of the participants' obligations following his training.

- Host country training initiatives in some cases are managed by indigenous training institutions. Does A.I.D. have a role in providing TA and other support to these institutions?

Obviously, the answer is "yes." This Project provides Technical Assistance and some institutional support to institutions to assist in organizing and implementing courses and, if needed, for development of criteria for national training and human resources development.

- Will better trained managers and administrators contribute to improved utilization of the limited host country funding available for the education/human resources sector?

In other regions, e.g., Asia, where projects similar to this one have been established, the core of persons trained in project development, management, and evaluation concepts have made a definite impact on improved efficiency of the EHRD in these countries. The key to this success in Thailand has been in creating a "nuclear mass" in each ministry and the economic development planning agencies such that intra-governmental communication in a common language can occur. As a result, the Thai Government has established a P.P.B.S. type operational system. It should be noted that over 1000 Thai civil servants have received project management training.

Several such examples exist in LAC countries and are documented in Participant training follow up studies shown in Appendix D.

Should LAC countries embark on similar programs, the following scenarios would be helpful:

Initiation of orientation/training at the highest possible level, with representation from all universities,

Vertically oriented training sessions within specific ministries, focused on specific "real life" projects and problems.

Installation of policies and systems which require adherence to the "PPBS" type systems.

Thus, in conclusion, trained managers and administrators can improve utilization of limited host country funding when the attitude of better management permeates the ministry, and the personnel from field to capital city, and from bottom to top can communicate in a common language.

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

Life of Project:
From FY 79 to FY 83
Total U.S. Funding 4,785
Date Prepared: _____

Project Title & Number: Training for Development, No. 598-0588

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS																																																																																																		
<p>Program or Sector Goal: The broader objective to which this project contributes: Increase LAC expertise working in priority development areas.</p>	<p>Measures of Goal Achievement: 1. Broader knowledge of development process on the part of government officials. 2. Better planned development projects created by host country that focus on the rural poor. 3. More specialists to plan and implement development projects.</p>	<p>1. Academic degrees possessed by government officials in development related fields. 2. Survey of development projects. 3. Number of government positions that deal with development.</p>	<p>Assumptions for achieving goal targets: 1. Positions will be created for development related jobs by host country governments.</p>																																																																																																		
<p>Project Purpose: The purpose of this project is to upgrade planning, implementation, and management skills for professionals working in Rural Dev., Hlth. & Nutrit., Human Resources, Energy, Population, Environ. Approp. Technology, & Dev. Plannings. Primary beneficiaries will be those population groups who benefit from dev. programs which can be created or improved by returned trainees who will have a better understanding of development problems and enhanced capabilities to resolve those problems.</p>	<p>Conditions that will indicate purpose has been achieved: End of project status. 1. 527 trained individuals employing newly acquired skills in development programs. 2. 20 institutions or departments within institutions providing development related training for local and third country trainees. 3. 120 instructors employing newly acquired knowledge in training programs.</p>	<p>1. Survey of returned trainees. 2. Third country training guide and survey of new departments of excellence. 3. Records of institutions</p>	<p>Assumptions for achieving purpose: 1. Existing cadre of professionals interested in development. 2. Host governments and institutions will provide appropriate candidates for training programs. 3. Selected educational and training institutions willing to commit resources to improve programs.</p>																																																																																																		
<p>Outputs: 1. Individuals provided long-term U.S. academic training. 2. Individuals provided long-term third country academic training. 3. Individuals provided short-term U.S. and third country special training. 4. Individuals provided special in-country training. 5. LAC Regional Training Guide.</p>	<p>Magnitude of Outputs:</p> <table border="1"> <thead> <tr> <th></th> <th>FY 79</th> <th>80</th> <th>81</th> <th>82</th> <th>83</th> <th>LOP</th> </tr> </thead> <tbody> <tr> <td>1 LASPAU</td> <td>-</td> <td>-</td> <td>50</td> <td>40</td> <td>30</td> <td>120</td> </tr> <tr> <td>A.I.D.</td> <td>5</td> <td>15</td> <td>10</td> <td>10</td> <td>12</td> <td>52</td> </tr> <tr> <td>2 A.I.D.</td> <td>5</td> <td>10</td> <td>5</td> <td>5</td> <td>-</td> <td>25</td> </tr> <tr> <td>3 A.I.D.</td> <td>10</td> <td>40</td> <td>30</td> <td>30</td> <td>10</td> <td>120</td> </tr> <tr> <td>4 A.I.D.</td> <td>20</td> <td>30</td> <td>80</td> <td>100</td> <td>100</td> <td>330</td> </tr> <tr> <td>A.I.D.</td> <td>0</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>1</td> </tr> </tbody> </table>		FY 79	80	81	82	83	LOP	1 LASPAU	-	-	50	40	30	120	A.I.D.	5	15	10	10	12	52	2 A.I.D.	5	10	5	5	-	25	3 A.I.D.	10	40	30	30	10	120	4 A.I.D.	20	30	80	100	100	330	A.I.D.	0	1	0	0	0	1	<p>1. Participant records - A.I.D. 2. Participant Records - A.I.D. 3. Participant Records - A.I.D. 4. Seminar reports 5. Existence of guide</p>	<p>Assumptions for achieving outputs: 1. Host country institutions will allow evaluation of their facilities.</p>																																																	
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<p>Inputs: 1. Technical assistance: a. In-country training programs 3 person years b. Survey of LAC training facilities 1 person year 2. Participant training: (a) U.S. Academic (Long-Term)-LASPAU/A.I.D. (b) Third-Country (Long-Term) (c) U.S. & Third Country (Short-Term) 3. In-country training programs 4. Research & Publications 5. Institutional grants for special pro-</p>	<p>Magnitude of Inputs: \$(000)</p> <table border="1"> <thead> <tr> <th></th> <th>FY 79</th> <th>80</th> <th>81</th> <th>82</th> <th>83</th> <th>LOP</th> </tr> </thead> <tbody> <tr> <td>1a.</td> <td>30</td> <td>30</td> <td>45</td> <td>50</td> <td>40</td> <td>195</td> </tr> <tr> <td>b.</td> <td>65</td> <td></td> <td></td> <td></td> <td></td> <td>65</td> </tr> <tr> <td>2a.</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>LASPAU</td> <td>553</td> <td>713</td> <td>634</td> <td>30</td> <td>-</td> <td>1930</td> </tr> <tr> <td>AID</td> <td>84</td> <td>204</td> <td>204</td> <td>204</td> <td>194</td> <td>990</td> </tr> <tr> <td>b.</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td>150</td> </tr> <tr> <td>c.</td> <td>40</td> <td>172</td> <td>135</td> <td>135</td> <td>42</td> <td>524</td> </tr> <tr> <td>3.</td> <td>20</td> <td>25</td> <td>45</td> <td>75</td> <td>75</td> <td>240</td> </tr> <tr> <td>4.</td> <td>21</td> <td>10</td> <td>15</td> <td>10</td> <td>-</td> <td>56</td> </tr> <tr> <td>5.</td> <td>0</td> <td>25</td> <td>25</td> <td>25</td> <td>-</td> <td>75</td> </tr> <tr> <td>Total, In-</td> <td>873</td> <td>1239</td> <td>1133</td> <td>559</td> <td>381</td> <td>4125</td> </tr> <tr> <td>fl., & Cont.</td> <td>122</td> <td>205</td> <td>203</td> <td>115</td> <td>15</td> <td>660</td> </tr> <tr> <td></td> <td>965</td> <td>1414</td> <td>1336</td> <td>674</td> <td>396</td> <td>4785</td> </tr> </tbody> </table>		FY 79	80	81	82	83	LOP	1a.	30	30	45	50	40	195	b.	65					65	2a.							LASPAU	553	713	634	30	-	1930	AID	84	204	204	204	194	990	b.	30	30	30	30	30	150	c.	40	172	135	135	42	524	3.	20	25	45	75	75	240	4.	21	10	15	10	-	56	5.	0	25	25	25	-	75	Total, In-	873	1239	1133	559	381	4125	fl., & Cont.	122	205	203	115	15	660		965	1414	1336	674	396	4785	<p>Inputs: 1. A.I.D. records 2. A.I.D. records 3. A.I.D. records 4. A.I.D. records 5. A.I.D. records</p>	<p>Assumptions for providing inputs: 1. Financial resources available as programmed.</p>
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PER SCHOLAR COST FOR TOTAL MASTERS PROGRAM

<u>DIRECT SCHOLAR COSTS</u>	<u>Year 1</u>		<u>Year 2</u>		<u>Year 3</u>		<u>Total for Master Program - 3 semesters plus summer school</u>	<u>Year 4</u>	
	<u>(Year in which the Scholar is selected)</u>		<u>(Year in which Scholar attends ELTO & matriculates at US. Univ.)</u>		<u>(Full year of Master study at US. Univ.)</u>			<u>(Additional Semester of Master when necessary)</u>	<u>Total Master Prop. - 4 semest. plus summer school</u>
	<u>First Half</u>	<u>Second Half</u>	<u>First Half</u>	<u>Second Half</u>	<u>First Half</u>	<u>Second Half</u>			
SETTLING-IN PAYMENT			525.00				525.00		525.00
MONTHLY MAINTENANCE			2,340.00	2,340.00	2,340.00	2,340.00	9,360.00	1,170.00	10,530.00
BOOK ALLOWANCE			120.00	120.00	120.00	120.00	480.00	60.00	540.00
MEDICAL INSURANCE			48.00	96.00		96.00	240.00		240.00
NON-WAIVERABLE FEES				75.00	75.00	75.00	225.00	75.00	300.00
CALCULATOR REIMBURSEMENT				40.00			40.00		40.00
THESIS REIMBURSEMENT						200.00	200.00		200.00
PROFESSIONAL CONFERENCE					300.00		300.00		300.00
<u>TOTAL DIRECT SCHOLAR COSTS</u>			<u>3,033.00</u>	<u>2,671.00</u>	<u>2,835.00</u>	<u>2,831.00</u>	<u>11,370.00</u>	<u>1,305.00</u>	<u>12,675.00</u>
<u>ADMINISTRATIVE COST BY SERVICE RENDERED</u>									
I SELECTION & PLACEMENT	900.00	600.00					1,500.00		1,500.00
II ENGLISH LANG. TRAINING & ORIENT.			600.00	200.00			800.00		800.00
III MONITORING					200.00	200.00	400.00	200.00	600.00
<u>TOTAL ADMINIST. EXPENSES</u>	<u>900.00</u>	<u>600.00</u>	<u>600.00</u>	<u>200.00</u>	<u>200.00</u>	<u>200.00</u>	<u>2,700.00</u>	<u>200.00</u>	<u>2,900.00</u>
<u>TOTAL ALL EXPENSES</u>	<u>900.00</u>	<u>600.00</u>	<u>3,633.00</u>	<u>2,871.00</u>	<u>3,035.00</u>	<u>3,031.00</u>	<u>14,070.00</u>	<u>1,505.00</u>	<u>15,575.00</u>

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5C(2) - PROJECT CHECKLIST

Listed below are, first, statutory criteria applicable generally to projects with FAA funds, and then project criteria applicable to individual fund sources: Development Assistance (with a sub-category for criteria applicable only to loans); and Security Supporting Assistance funds.

CROSS REFERENCES: IS COUNTRY CHECKLIST UP TO DATE? IDENTIFY. HAS STANDARD ITEM CHECKLIST BEEN REVIEWED FOR THIS PROJECT?

A. GENERAL CRITERIA FOR PROJECT.1. App. Unnumbered; FAA Sec. 653(b)

(a) Describe how Committees on Appropriations of Senate and House have been or will be notified concerning the project;
(b) is assistance within (Operational Year Budget) country or international organization allocation reported to Congress (or not more than \$1 million over that figure plus 10%)?

Presented on page 584 of FY 1979 CP for Latin American and the Caribbean at \$850,000. Congress will be notified of the proposal to increase FY 79 funding to \$965,000.

2. FAA Sec. 611(a)(1). Prior to obligation in excess of \$100,000, will there be (a) engineering, financial, and other plans necessary to carry out the assistance and (b) a reasonably firm estimate of the cost to the U.S. of the assistance? Yes

3. FAA Sec. 611(a)(2). If further legislative action is required within recipient country, what is basis for reasonable expectation that such action will be completed in time to permit orderly accomplishment of purpose of the assistance? N/A

4. FAA Sec. 611(b); App. Sec. 101. If for water or water-related land resource construction, has project met the standards and criteria as per Memorandum of the President dated Sept. 5, 1973 (replaces Memorandum of May 15, 1962; see Fed. Register, Vol 38, No. 174, Part III, Sept. 10, 1973)? N/A

5. FAA Sec. 611(e). If project is capital assistance (e.g., construction), and all U.S. assistance for it will exceed \$1 million, has Mission Director certified the country's capability effectively to maintain and utilize the project? N/A

6. FAA Sec. 209, 619. Is project susceptible of execution as part of regional or multi-lateral project? If so why is project not so executed? Information and conclusion, whether assistance will encourage regional development programs. If assistance is for newly independent country, is it furnished through multi-lateral organizations or plans to the maximum extent appropriate?
- Project will be executed as a regional project, with some bilateral components.
7. FAA Sec. 601(a); (and Sec. 201(f) for development loans). Information and conclusions whether project will encourage efforts of the country to: (a) increase the flow of international trade; (b) foster private initiative and competition; (c) encourage development and use of cooperatives, credit unions, and savings and loan associations; (d) discourage monopolistic practices; (e) improve technical efficiency of industry, agriculture and commerce; and (f) strengthen free labor unions.
- Project is expected to train more than 500 individuals in priority development areas, which will encourage efforts to improve technical efficiency in agriculture, commerce, and other economic development activities. (e)
8. FAA Sec. 601(h). Information and conclusion on how project will encourage U.S. private trade and investment abroad and encourage private U.S. participation in foreign assistance programs (including use of private trade channels and the services of U.S. private enterprise).
- Many long-term trainees will be trained in U.S. Improved technical competence of trainees will encourage U.S. private trade in the region.
9. FAA Sec. 612(b); Sec. 636(h). Describe steps taken to assure that, to the maximum extent possible, the country is contributing local currencies to meet the cost of contractual and other services, and foreign currencies owned by the U.S. are utilized to meet the cost of contractual and other services.
- Under the bilateral components of the project, host countries are required by agreement to contribute a minimum of 25% of project costs.
10. FAA Sec. 612(d). Does the U.S. own excess foreign currency and, if so, what arrangements have been made for its release?
- No
11. FAA Sec. 6.01(e) will the project utilize competitive selection procedures for the awarding of contracts, except where applicable procurement rules allow otherwise.
- Yes

B. FUNDING CRITERIA FOR PROJECT

1. Development Assistance Project Criteria

- a. FAA Sec. 102(c); Sec. 111; Sec. 281a. Extent to which activity will (a) effectively involve the poor in development, by extending access to economy at local level, increasing labor-intensive production, spreading investment out from cities to small towns and rural areas; and (b) help develop cooperatives, especially by technical assistance, to assist rural and urban poor to help themselves toward better life, and otherwise encourage democratic private and local governmental institutions?

Project will indirectly benefit the poor of the region by training middle-level government personnel working in areas of relevance to the poor (e.g., health, nutrition, agriculture, education, etc.). Trainees will be encouraged to cooperate on a regional level given the global nature of this project.

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APPENDIX C-3

b. FAA Sec. 103, 103A, 104, 105, 106, 107. Is assistance being made available: [include only applicable paragraph -- e.g., a, b, etc. -- which corresponds to source of funds used. If more than one fund source is used for project, include relevant paragraph for each fund source.]

- (1) [103] for agriculture, rural development or nutrition; if so, extent to which activity is specifically designed to increase productivity and income of rural poor; [103A] if for agricultural research, is full account taken of needs of small farmers;
- (2) [104] for population planning or health; if so, extent to which activity extends low-cost, integrated delivery systems to provide health and family planning services, especially to rural areas and poor;
- (3) [105] for education, public administration, or human resources development; if so, extent to which activity strengthens nonformal education, makes formal education more relevant, especially for rural families and urban poor, or strengthens management capability of institutions enabling the poor to participate in development;
- (4) [106] for technical assistance, energy, research, reconstruction, and selected development problems; if so, extent activity is:
 - (a) technical cooperation and development, especially with U.S. private and voluntary, or regional and international development, organizations;
 - (b) to help alleviate energy problem;
 - (c) research into, and evaluation of, economic development processes and techniques;
 - (d) reconstruction after natural or manmade disaster;
 - (e) for special development problem, and to enable proper utilization of earlier U.S. infrastructure, etc., assistance;
 - (f) for programs of urban development, especially small labor-intensive enterprises, marketing systems, and financial or other institutions to help urban poor participate in economic and social development.

This project strengthens management capability of government personnel enabling the poor to participate in development. This personnel will be working in the areas of agriculture, population, planning, energy, and other sectors, and therefore, assistance will be made available in all these areas. The funding source for this project is Section 105.

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(5) [107] by grants for coordinated private effort to develop and disseminate intermediate technologies appropriate for developing countries.

c. FAA Sec. 110(a); Sec. 208(e). Is the recipient country willing to contribute funds to the project, and in what manner has or will it provide assurances that it will provide at least 25% of the costs of the program, project, or activity with respect to which the assistance is to be furnished (or has the latter cost-sharing requirement been waived for a "relatively least-developed" country)?

Host Countries will contribute a minimum of 25% to bilateral components of the project. A Project Agreement will be utilized for assurance of host country contribution.

d. FAA Sec. 110(b). Will grant capital assistance be disbursed for project over more than 3 years? If so, has justification satisfactory to Congress been made, and efforts for other financing?

N/A

e. FAA Sec. 207; Sec. 113. Extent to which assistance reflects appropriate emphasis on; (1) encouraging development of democratic, economic, political, and social institutions; (2) self-help in meeting the country's food needs; (3) improving availability of trained worker-power in the country; (4) programs designed to meet the country's health needs; (5) other important areas of economic, political, and social development, including industry; free labor unions, cooperatives, and Voluntary Agencies; transportation and communication; planning and public administration; urban development, and modernization of existing laws; or (6) integrating women into the recipient country's national economy.

Repealed

f. FAA Sec. 281(b). Describe extent to which program recognizes the particular needs, desires, and capacities of the people of the country; utilizes the country's intellectual resources to encourage institutional development; and supports civic education and training in skills required for effective participation in governmental and political processes essential to self-government.

Program responds to expressions of interest from countries in IAC region for training in skills required for effective participation in government and development of their institutions.

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g. FAA Sec. 201(b)(2)-(4) and -(8); Sec. 201(e); Sec. 211(a)(1)-(3) and -(8). Does the activity give reasonable promise of contributing to the development: of economic resources, or to the increase of productive capacities and self-sustaining economic growth; or of educational or other institutions directed toward social progress? Is it related to and consistent with other development activities, and will it contribute to realizable long-range objectives? And does project paper provide information and conclusion on an activity's economic and technical soundness?

Repealed

h. FAA Sec. 201(b)(6); Sec. 211(a)(5), (6). Information and conclusion on possible effects of the assistance on U.S. economy, with special reference to areas of substantial labor surplus, and extent to which U.S. commodities and assistance are furnished in a manner consistent with improving or safeguarding the U.S. balance-of-payments position.

Repealed

2. Development Assistance Project Criteria
(Loans only)

a. FAA Sec. 201(b)(1). Information and conclusion on availability of financing from other free-world sources, including private sources within U.S.

N/A

b. FAA Sec. 201(b)(2); 201(d). Information and conclusion on (1) capacity of the country to repay the loan, including reasonableness of repayment prospects, and (2) reasonableness and legality (under laws of country and U.S.) of lending and relending terms of the loan.

N/A

c. FAA Sec. 201(e). If loan is not made pursuant to a multilateral plan, and the amount of the loan exceeds \$100,000, has country submitted to AID an application for such funds together with assurances to indicate that funds will be used in an economically and technically sound manner?

N/A

d. FAA Sec. 201(f). Does project paper describe how project will promote the country's economic development taking into account the country's human and material resources requirements and relationship between ultimate objectives of the project and overall economic development?

N/A

e. FAA Sec. 202(a). Total amount of money under loan which is going directly to private enterprise, is going to intermediate credit institutions or other borrowers for use by private enterprise, is being used to finance imports from private sources, or is otherwise being used to finance procurements from private sources?

N/A

f. FAA Sec. 620(d). If assistance is for any productive enterprise which will compete in the U.S. with U.S. enterprise, is there an agreement by the recipient country to prevent export to the U.S. of more than 20% of the enterprise's annual production during the life of the loan?

N/A

3. Project Criteria Solely for Security Supporting Assistance

FAA Sec. 531. How will this assistance support promote economic or political stability?

N/A

4. Additional Criteria for Alliance for Progress

[Note: Alliance for Progress projects should add the following two items to a project checklist.]

a. FAA Sec. 251(b)(1), -(8). Does assistance take into account principles of the Act of Bogota and the Charter of Punta del Este; and to what extent will the activity contribute to the economic or political integration of Latin America?

N/A

b. FAA Sec. 251(b)(8); 251(h). For loans, has there been taken into account the effort made by recipient nation to repatriate capital invested in other countries by their own citizens? Is loan consistent with the findings and recommendations of the Inter-American Committee for the Alliance for Progress (now "CEPCIES," the Permanent Executive Committee of the OAS) in its annual review of national development activities?

N/A

Justification for Third Country Training

The project has as its purpose the improvement of development planning, implementation, management, and evaluation in the fields of Rural Development, Health, Nutrition, Human Resources, Energy, Population, Environment, Appropriate Technology, and Development Planning. It will accomplish this purpose through providing training opportunities in the U.S. and in countries of the LAC region. Procurement of training services from within the LAC region would best promote the objectives of the foreign assistance program, and it is critical to the success of this project that opportunities be made available to utilize the high-quality training facilities that exist in Latin America.

Specifically, there are several training institutions in Latin America that provide development-related training that is not found in the U.S. Institutions, such as the International Potato Center in Lima, Peru; the International Wheat Center in Mexico; the Inter-American Institute of Agriculture in Central America; and the OAS-sponsored Education Research Center in Costa Rica, are a few of the many with programs that relate directly to the needs of Latin American training requirements. No such facilities with the Latin American orientation exist in the United States.

When adequate facilities exist, there are several advantages to providing professional and managerial training to Latin Americans in "a Latin American environment." First, language is a critical element in all training programs. Third Country training programs eliminate the need for a participant to learn another language. This allows AID and host countries to secure the best candidates for training rather than being restricted to those who speak English. A participant who is able to speak in his native tongue faces significantly less difficulty in adaptation to a classroom environment.

From a cultural standpoint, a Latin participant has a much easier social adjustment to another Latin country. This quick adjustment to similar surroundings also eases the participant's adjustment to the learning environment.

Finally, from a technical standpoint, courses offered in countries such as Colombia, Mexico, and Guatemala relate directly to the development problems of those countries. Many of the same problems exist in other Latin American countries where the participants originate. Thus, the opportunities to relate a training program more directly to a participant's needs can be extremely beneficial to the trainee faced with adapting his training to his own country.

In addition, financially it is more cost-effective to provide training in Latin America when the appropriate facilities exist. For example, annual average costs for Third Country long-term training is \$6,000 while U.S. long-term training is \$16,800. Third Country training maximizes the use of available funds for the project and provides more training opportunities than would normally be available from U.S. sources.

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Source and Origin Waiver

Goods and services financed by A.I.D. under this project shall have their source and origin in countries included in Code 941 of the A.I.D. Geographic Code Book, except as A.I.D. may otherwise agree in writing.

611(e) CERTIFICATION

NOT APPLICABLE

ANNOTATED BIBLIOGRAPHY OF RELEVANT STUDIES

I. Reports of A.I.D.'s International Training Assessment Program:

A.I.D. Participant Training Exit Interview Development Study.

Washington, D.C., Office of International Training, Agency for International Development, ARC* Catalog No. 374.013, A 512c, U.S. Department of State, December 1967.

A narrative report which discusses the purpose, scope, and background rationale for the Exit Interview; the requirements for the Exit Interview program; the plan for developing instruments and procedures; technical considerations in constructing instruments, gathering data, and recording results; and reports from DETRI to AID/OIT. (5 Appendices)

Participant Assessment of A.I.D. Training Programs: A Descriptive Statistical Report. Washington, D.C., Office of International Training, Agency for International Development, ARC Catalog No. 374.013, A 512, U.S. Department of State, May 1968.

Descriptive findings from Exit Interviews conducted with 859 Academic and Special participants and 342 Observation Training Team members between July 1967 and February 1968. An overview of these participants' perceptions of, and reactions to, their entire training program.

Participant Assessment of A.I.D. Training Programs: First Annual Report. Washington, D.C., Office of International Training, Agency for International Development, ARC Catalog No. 374.013, A 512a, U.S. Department of State, May 1969.

Descriptive and analytic findings from Exit Interviews conducted with 1810 Academic and Special participants and 610 Observation Training Team members between July 1967 and September 1968. An overview of these participants' reactions to various aspects of their A.I.D. experience and an examination of the relationship between key responses and training program characteristics.

*A.I.D. Reference Center, Room 1656 HS, AID/State Department, Washington, D.C., 20523.

includes a special intensive analysis of the principal satisfactions of Academic and Special participants. Recommendations. (One Appendix)

Participant Assessment of A.I.D. Training Programs: Second Annual Report. Washington, D.C., Office of International Training, Agency for International Development, ARC Catalog No. 374.013, A 512a, U.S. Department of State, July 1970.

Descriptive and analytic findings from Exit interviews conducted with 1384 Academic and Special participants and 503 Observation Training Team members between September 1968 and September 1969. (Same format as First Annual Report, above.)

Guide for Users of the DETRI Exit Interview. Washington, D.C., Office of International Training, Agency for International Development, ARC Catalog No. 374.013, A 265f, U.S. Department of State, November 1970.

A narrative handbook to answer questions of those who have received Exit Interview questionnaires and reports and to reassure those who believe participant reactions imply personal criticism. A discussion of common problems raised by users of the Exit Interview with suggestions for reading individual questionnaires and using results in future programming.

Participant Assessment of A.I.D. Training Programs: Status Report Series. Washington, D.C., Office of International Training, Agency for International Development, ARC Catalog No. 374.013, A 512a, U.S. Department of State. Status Report 1, December 1970; Status Report 2, January 1971; Status Report 3, April 1971; Status Report 4, September 1971; Status Report 5, September 1972.

Descriptive findings on selected items from Exit Interviews conducted with Academic and Special participants and Observation Training Team members. Comparisons between most recent participants' perceptions and reactions and those of participants interviewed during previous fiscal years are presented and summarized.

Participant Assessment of Factors Related to Selected USAIDs:

Profile Report Series. Washington, D.C., Office of International Training, Agency for International Development, U.S. Department of State. Reports on USAIDs Afghanistan, Brazil, Ethiopia, Ghana, India, Indonesia, Korea, Liberia, Nepal, Nigeria, Pakistan, Philippines, Thailand, Turkey, Uganda, and Vietnam, February 1971; reports on USAIDs Kenya and Tanzania, March 1971.

Descriptive findings from Exit Interviews conducted with participants from countries which had 125 or more Academic and Special participants and/or 3 Observation Training Teams or more at DETRI. Prepared as separate reports for each USAID. Comparisons between perceptions and opinions of participants from the country being reported on and those of participants from other countries in the same region are made. Overall reactions are analyzed by fiscal year.

Participant Assessment of Factors Related to Selected PASAs:

Profile Report Series. Washington, D.C., Office of International Training, Agency for International Development, ARC Catalog Nos. 374.013, A 512f-m, U. S. Department of State. Reports on Department of Agriculture, Bureau of the Census, Office of Education, Federal Aviation Administration, Internal Revenue Service, Department of Labor, Office of International Training, and Public Health Service, April 1971.

Descriptive findings from Exit Interviews conducted with participants programmed by agencies which had 170 or more Academic and Special participants and/or 10 Observation Training Teams or more at DETRI. Prepared as separate reports for each Participating Agency. Comparisons between perceptions and opinions of participants from the agency being reported on and those of participants from other agencies are made. Overall reactions are analyzed by fiscal year.

Third Analytic Report. Washington, D.C., Development Education and Training Research Institute, The American University, October 1971.

Description of methods used to consolidate and correlate the Exit Interview data obtained from the 2,888 Academic and Special participants interviewed at DETRI from September 1969 through June 1971. Discussion of techniques used in the selection of the total pool of dependent and independent items; list of meaningful groupings of these items from the factor analyses; list of contributing factors and criterion outcomes used in the original and final multiple regressions; description of the analyses using background factors as potential predictors and as control variables for the final regression equations; comparison of results of this analytic report with those of the first two annual reports; and recommendations regarding the current items on the Exit Interview questionnaires and individual interview code sheets.

Participant Assessment of Special Programs: Profile Report Series. Washington, D.C., Office of International Training, Agency for International Development, ARC Catalog Nos. 374.013, A 512n-q, U. S. Department of State. Reports on Communications Workshop Programs, Pre-Academic Workshop Programs, and English Language Training, January 1972, and Washington International Center Orientation Programs, February 1972.

Descriptive findings from Exit Interview conducted with Academic participants who took part in Pre-Academic Workshops and with Academic and Special participants who had English language training, orientations at the Washington International Center, or Communications Workshop programs. Comparisons among perceptions and opinions of participants at different training sites in the Pre-Academic Workshop and Communications Workshop reports. Comparisons among the reactions of participants from the four major world regions, and between participants who had training only in their home countries and only in the United States, in the English language training report. Comparisons among perceptions and opinions of participants who attended programs at the Washington International Center during: (1) 1966-1968, (2) 1969, and (3) 1970-Sept. 1971, in the Washington International Center Orientation Program report.

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Training Institution Profile Reports. Academic Participants.

Washington, D.C., Development Education and Training Research Institute, The American University, June 1972. Reports on California State Polytechnic College, Colorado State University at Fort Collins, Colorado State University at Greeley, Columbia University, Harvard University, Indiana University, Kansas State University, Michigan State University, University of Michigan, University of Missouri, New Mexico State University, North Carolina State University, University of North Carolina, Ohio State University, Ohio University, Oklahoma State University, University of Pittsburgh, University of Southern California at Los Angeles, Southern Illinois University, Syracuse University, Tulane University, University of West Virginia, Williams College, and University of Wisconsin.

Descriptive findings from Exit Interviews conducted with Academic participants who attended U.S. universities which had 30 or more Academic participants completing their training programs between July 17, 1967, and February 29, 1972. Prepared as separate reports for each of the training institutions. Comparisons are made between the experiences of participants attending the institutions being reported on and those of participants at all Academic training institutions. (Three Appendices.)

Training Institution Profile Reports. Special Participants.

Washington, D.C., Development Education and Training Research Institute, The American University, June 1972. Reports on American University, Bureau of the Census, University of Chicago Summer Workshop on Family Planning, Columbia University, Development Administrators Training Program at the University of Connecticut, Federal Aviation Administration National Training Center, Harvard University, Johns Hopkins University, Indiana University, International Cooperative Training Center in Madison, Wisconsin, University of Missouri National Rural Electric Cooperative Administration, University of Pittsburgh, Soil Conservation Service in Portland, Oregon, Syracuse University, and the Tennessee Valley Authority.

Descriptive findings from Exit Interviews conducted with Special participants who attended U.S. institutions which had 30 or more Special participants completing their training programs between July 17, 1967, and February 29, 1972. Prepared as separate reports for each of the training institutions. Comparisons are made between

the experiences of participants attending the institutions being reported on and those of participants at all Special training institutions. (Three Appendices.)

Final Report. International Training Assessment Program.
Washington, D.C., The American University, Development Education and Training Research Institute, October 1972.

Report on the 6-year International Training Assessment Program. Includes: (1) An overview of AID assessments of the utilization of participant training and suggestions for relating exit interview data and procedures to future follow-up evaluations. (2) A history of the program, including description of the development of instruments and procedures used in the exit and entry interview programs. (3) An annotated list of all required and special reports prepared from the program data.. (4) Presentation of some of the analytic techniques used and results obtained, and suggestions for further analyses of the data for use by program planners. (5) Discussion of AID's Title IX objectives and a review of methods for assessing the impact of participant training on these objectives. (6) A history of the assessment study of orientation programs at the Washington International Center. (11 Appendices)

II. SPECIAL REPORTS OF A.I.D.'s INTERNATIONAL TRAINING
ASSESSMENT PROGRAM LAC-SPECIFIC

Participant Assessment of USAIDs. Reports on USAIDs Brazil, Chile, and Peru, 26 January 1969; reports on USAIDs India, Pakistan, Philippines, Thailand, Turkey, and Vietnam, 27 February 1969.

Descriptive and analytic findings from Exit Interviews conducted with participants from 9 countries. Prepared as separate reports for each country, with interpretive summaries for seven of them. Comparisons between perceptions and opinions of participants from the country being reported on and those of participants from other countries in the same region are made. Participants suggestions for improvements included. (Exit Interview period: 17 July 1967-2 January 1969.)

Report on Selected Latin American USAIDs. 23 October 1970.
8 pages.

Descriptive and analytic findings from Exit Interviews conducted with participants from Argentina, Brazil, Chile, Colombia, Guyana, Honduras, Paraguay, and Venezuela. Comparisons are made between the responses of the participants from the 8 countries. (Exit Interview period: 20 November 1968-30 June 1970.)

Special Report on Complementary A.I.D. Participant Programs. January 1972. 11 pages, 2 appendices

Summary information on Academic and Special participants' attendance at and reactions to: (1) Washington International

Center orientation programs, (2) Communication Workshops, (3) Mid-Winter Community Seminars, (4) Pre-Academic Workshops, and (5) English language training. (Exit Interview period: November 1968-October 1971.)

III.. CONTRACTED STUDIES ON A.I.D. SPONSORED PARTICIPANT TRAINING

American Institutes for Research Assessing the Impact of Participant Training on the Attainment of Development Goals, March 1974

Using Ghana and Thailand for illustrative data, the report describes a set of prototype indicators for assessing the local impact of different types of participant training activities and approaches. The Ghana study demonstrated that returned participants effected a variety of improvements in the output of their institutions.

Robert E. Krug - The Impact of Participant Training on the attainment of Development Goals, American Institutes for Research, March 1976

A methodological perspective analyzing sectors (agriculture and economic planning, in this case) independent of particular country. Findings from these examples confirm that USAID participant training in general and those trained in the above two sectors in particular has been "a very productive form of technical assistance."

Arthur Young & Company - A Study of the Agency for International Development Participant Training Program and the Office of International Training, January 1976

Reviews and evaluates past and current A.I.D. Participant training. Recommends future agency policy in post-Congressional Mandate era.

IV. IN-HOUSE DOCUMENTS ON A.I.D. SPONSORED PARTICIPANT TRAINING

SER/IT, "Case Studies of Successful Training Participants",
February 1976

Concise biographies of LAC individuals who, after receiving A.I.D. supported U.S. training, have returned to positions of leadership in their country. The possibility of these training programs in producing dividends for rural poor and women is clear.

SER/IT, "International Training", February 21, 1975.

A brief history of A.I.D.'s training program, defined as "an investment in the people of the developing countries" with a focus on statistics for FY 1974.

AA/DS, "Participant Training Follow-Up Activities Survey, FY 77", February 23, 1978

A survey containing data reported by 45 A.I.D. Missions or regional offices cites only one-half of one percent of the participants trained through 1977 did not return home.

V. LASPAU RESEARCH

A.D. Little, Inc. - Evaluation Report of LASPAU Program,
December 5, 1972.

The tone of the report is laudatory, praising the success and continued need of the LASPAU program.

LASPAU. LASPAU Alumni Survey, July, 1977.

A comprehensive survey of LASPAU alumni through its twelfth year history measuring categories such as career progression trend, return to higher education and brain drain.

A.I.D. PARTICIPANT ARRIVALS IN THE UNITED STATES FROM DEVELOPING OR INDUSTRIALIZED COUNTRIES
 BY AREA AND COUNTRY OF ORIGIN, BY FIELD OF TRAINING
 FY-1951 - FY-1976

REGION AND COUNTRY	GRAND TOTAL	TOTAL FY-51 Thru FY-57	TOTAL FY-58 Thru FY-76	Agric	Indus	Trans	Labor	Health	Pop/ Fam. Plng.	Educ	Public Admin	Public Safety	Drug Enf.	Customs	Comm Dev	Housing	Scientific	Atomic Energy	Misc.	
WEST INDIES	44,441	3,441	38,597	3,769	3,614	1,050	5,406	2,561	1,477	1,466	4,307	4,176	41	40	234	550	322	136	2,572	
Argentina.....	19		19				17		2											
Aruba.....	1,412	74	1,339	227	217	51	167	52	49	132	98	144	1	15	10	14	5	26	135	
Bahamas.....	1		1																	
Belize.....	39		39	13	1		11			2	3	6		3						
Bermuda.....	38		38				26		2	1		3		5						1
Bonaire.....	19		19				5		5											
Brazil.....	2,074	89	1,985	210	304	95	314	72	48	355	269	139			28	16	13		52	
British Honduras.....	16,424	3,974	6,450	361	541	293	734	234	200	1,405	1,150	770	4		63	151	114	29	321	
Chile.....	150	59	91	10	5	5	16	4	4	10	9	6		6	6	3	2	1	10	
Colombia.....	2,695	815	1,880	157	180	55	237	15	102	399	361	101			73	28	12	17	130	
Costa Rica.....	3,775	394	3,381	219	433	89	545	118	320	544	211	175	5	2	53	74	49	11	159	
Cuba.....	1,747	277	1,470	291	203	59	211	49	58	188	96	106	2	5	26	15	10	4	22	
Curaçao.....	254	144	74	11		22				16	19								6	
Dominica.....	2		2							2										
Dominican Republic.....	12		12				11		1											
East Caribbean.....	1,612	89	1,523	89	91	26	253	224	49	331	102	301			24	12	6		15	
West Indies.....	214	3	211	37	6	4	18	2		97	16	10				4			16	
French Guiana.....	1,739	44	1,763	104	123	21	196	103	23	467	214	255	3		99	16	15	4	105	
French West Indies.....	1,567	371	1,196	235	55	16	161	152	23	115	89	182			42	18	6		82	
Guadeloupe.....	31	5	26	4	2		6			11									5	
Martinique.....	2		2				1			1										
St. Vincent.....	15	3	12		2		10													
Trinidad.....	1,946	175	1,831	97	104	93	254	103	49	213	215	305	1		96	83	21	5	210	
Guyana.....	410	113	432	88	98	15	104	11		62	23	49			7		4		16	
Suriname.....	357	54	281	29	66	2	51	33	16	3	5	33			2	1			42	
Honduras.....	1,427	38	1,391	172	98	11	143	109	58	225	165	151			76	14	3		165	
Jamaica.....	655	64	601	75	26	4	85	46	25	37	57	88	5	2	31	11	8	3	58	
Paraguay.....	1,972	267	1,705	132	143	10	224	162	73	348	203	189	1		12	16	6	18	116	
Montserrat.....	1		1				1													

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PARTICIPANT AT GAINS FROM DEVELOPMENT COURSES FOR TRAINING IN EXCLUSIVE THIRD COUNTRIES
 BY AREA AND COUNTRY OF ORIGIN, BY FIELD OF TRAINING
 FY-1968- FY-1970

REGION AND COUNTRY	GRAND TOTAL	TOTAL FY-68 THRU FY-70	Agric	Indus	Trans	Labor	High	Pop/ Econ. Plng.	Educ	Public Admin	Public Safety	Drug Enf.	Customs	Comm Dev	Housing	Comm Media	Atomic Energy	Misc.
LATIN AMERICA	4,445	4,435	1,998	592	441	449	686	64	751	600	45	12		243	222	4		425
Argentina	2	2	55	9					9	17								9
Brazil	479	479	196	45	27	17	43		30	75								44
Chile	657	607	204	34		102	44	28	56	18				38	2	2		51
Colombia	3	3	2	1														
Costa Rica	1	1	1															
Cuba	148	148	39	7		27	12		30	15				10	16			12
Cuba (excl)	361	361	111	32	21	27	29		59	25					15			23
Cuba (incl)	221	221	81	21	7		75		11	10					8			
Cuba (total)	1	1	1															
Cuba (excl)	137	137	31	12		13	14		21	15	4				10			17
Cuba (incl)	1	1	1															
Cuba (total)	417	417	107	41	16	46	63		81	27	21							15
Cuba (excl)	381	381	72	29	49		35		41	24	9	12						17
Cuba (incl)	697	697	170	64	63	24	82		55	56	7			20	15			46
Cuba (total)	3	3	3															
Cuba (excl)	5	5	4				1											
Cuba (incl)	619	619	176	53	29	20	78	10	69	53				31	40			57
Cuba (total)	28	28	7					2										
Cuba (excl)	16	16	5				4		5									
Cuba (incl)	691	691	212	54	53	70	66	16	81	53				27	29			10
Cuba (total)	291	291	72	32	41	19	49	5	11	37				8				11
Cuba (excl)	492	492	95	43	52	17	59	3	71	63	4			51	29			5
Cuba (incl)	453	493	114	36	36	40	51		62	57				48	33			12
Cuba (total)	9	9	4				1		3	1								
Cuba (excl)	6	6	2				3		1	1								
Cuba (incl)	174	174	63	11	9	15	19		23	19				7	5			3
Cuba (total)	212	212	67	23	17	12	4		28	27				15	11	2		6

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A.I.D. PARTICIPANT ARRIVALS IN THE UNITED STATES FROM DEVELOPED OR INDUSTRIALIZED COUNTRIES.
 BY AREA AND COUNTRY OF ORIGIN, BY FIELD OF TRAINING
 FY-1961 - FY-1976

REGION AND COUNTRY	GRAND TOTAL	TOTAL FY-61 Thru FY-67	TOTAL FY-68 Thru FY-76	Agric	Indus	Trans	Labor	Health	Pop/ Fam/ Pkng.	Educ	Public Admin	Public Safety	Drug Inf.	Customs	Comm Dev	Housing	Communication Media	Americ Energy	Misc.
LATIN AMERICA (cont'd)																			
Netherlands Antilles	25		25				16	1				2	2	4					
Aruba	9		9				8		1										
Bahamas	1,287	179	1,017	78	46	5	89	82	51	203	195	151			46	18	12	1	62
Cuba	1,695	129	1,566	137	152	6	198	173	74	376	284	146	3		40	3		2	116
Dominican Republic	1,025	52	973	92	116	2	118	151	42	192	174	81	2		2	4		1	8
El Salvador	2,417	608	1,777	236	129	61	236	129	85	287	222	166	6	2	7	24		3	151
Guatemala	15		15				15		3										
Honduras	13		13				13		5										
Jamaica	129	31	98	12	16	9	25	16			3	24			2		11		10
Paraguay	76		76				59		19										
Puerto Rico	757		757	88	26	18	97	56	15	101	129	182	2		17	8	6	3	
Venezuela	2,949	41	2,908	232	94	22	327	195	18	251	204	268	4		85	12	14	6	173
West Indies Fed.	15		15	44	22		30	10	2	37	26					2		7	
Yucatan	1,834	232	1,602	210	263	61	240	93		201	183	65			6		1		263
SUB-TOTAL	311	89	222		55		69				52	46							

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LATIN AMERICA & CARIBBEAN
TRAINING FOR DEVELOPMENT

APPENDIX H-1

THIRD COUNTRY GUIDE

2. General Field: _____ 1. Country: _____
_____ 3. Code : _____
4. Type and Description of Training
Type: _____
Description: _____

5. Institution or Training Resources: (International Mailing Address):

6. Language of Instruction: _____
7. Prerequisites for Entrance: _____

8. Duration: _____ Begins: _____ Ends: _____
9. Highest Credential Offered: _____
10. U.S. Involvement in Development of Resources: _____

11. Estimated Expense (Excluding International Travel)
a. Tuition
b. Special Fees
c. Per Diem at Institution and Travel (See Handbook 10)
d. Other
12. Availability of Housing: _____
13. Other: _____

(;)

Evaluative Comments

- 1. Age of Institution/Department
- 2. Size of Department

Faculty:

Students:

Undergraduate _____

Undergraduates _____

Graduate _____

Graduate _____

Special _____

Special _____

- 3. Staff/Qualifications (Use additional sheet if necessary.)

- 4. Facilities Available (Quality/Quantity Assessment):

Classrooms: _____

Laboratories: _____

Field Stations: _____

Field Projects: _____

Library: _____

Dormitory/Housing: _____

Married Student Housing: _____

Medical: _____

- 5. Foreign Student Program:

Number now attending

Number of countries

Foreign Student Advisor?

Attitudes of Foreign Students

	<u>Number</u>		<u>Number</u>
Institution: _____	Like _____	Dislike _____	_____

Program: _____	Like _____	Dislike _____	_____
----------------	------------	---------------	-------

If dislike, why? _____

6. Institution evidence of outreach: _____

7. Conclusions and Recommendations: _____

These items should be collected with cooperation of USAID Officer or Embassy Officer:

Host Government Policies in re Third Country Training

- a. What Agency of Host Government controls Foreign Students Program? _____
- b. What H.G. policies for clearance of applications/entry exist? _____
- c. What procedures does receiving USAID require of nominating/sending USAIDs? _____

- d. What procedures does receiving USAID require of Third Country Trainees?
 - 1) Briefing on arrival? _____
 - 2) Reporting for checks? _____
 - 3) Debriefing on departure? _____

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R 092522 APR 77 FM SECSTATE WASHDC TO AID FMIN POSTSY AMEMBASSY ANKARA USMISSION GENEVA AMEMBASSY LONDON USMISSION OECD PARIS AMEMBASSY PARIS AMEMBASSY ROME AMEMBASSY TAIPEI AMEMBASSY TEL AVIV

UNCLAS STATE #00342

AIDAC. FOR AID MISSION DIRECTORS FROM THE ADMINISTRATOR

E.O. 11652: N/A

TAGS:

SUBJECT: FY 1979 PROGRAM GUIDANCE BANGLOR FOR USOM AND PED DAKAR FOR FOD AND OMS COORD BAR ES SALAH FOR USAID AND RDOEA/ARUSHA GUATEMALA FOR USAID AND ROPAC KARACHI FOR AAG NAIROBI FOR USAID AND PEDSO/EA PARIS FOR UNESCO

1. I UNDERSTAND THAT THE FY 1979 PROGRAM SUBMISSIONS ARE DUE IN WASHINGTON BY JUNE 1. THEREFORE, YOUR PROGRAMMING FOR FY 1979 IS NO DOUBT FAIRLY FAR ADVANCED. HOWEVER, I THOUGHT IT WOULD BE USEFUL TO SHARE WITH YOU SOME OF MY IDEAS ABOUT THE FOREIGN AID PROGRAM SO THAT YOU COULD, TO WHATEVER EXTENT THIS IS STILL POSSIBLE, TAKE THEM INTO ACCOUNT IN YOUR FY 1979 PROGRAM SUBMISSION.

2. THE "NEW DIRECTIONS" MANDATE

THIS ADMINISTRATION IS FIRMLY COMMITTED TO THE "NEW DIRECTIONS" SET BY CONGRESS IN THE DEVELOPMENT ASSISTANCE LEGISLATION. SECRETARY VANCE AND I HAVE MADE VERY CLEAR IN OUR TESTIMONY BEFORE CONGRESSIONAL COMMITTEES THAT WE BELIEVE THE FUNDAMENTAL GOALS AND OBJECTIVES OF THIS LEGISLATION ARE CONSISTENT WITH THE NEEDS OF THE POOR MAJORITY IN THE DEVELOPING WORLD, REFLECT THE HIGHEST AMERICAN IDEALS, AND ARE IN ACCORD WITH OUR MUTUAL INTERESTS.

RIGHTLY OR WRONGLY, THERE IS A WIDESPREAD PERCEPTION IN CONGRESS THAT THIS AGENCY HAS BEEN HALTHEARTED IN ITS ATTEMPT TO IMPLEMENT THIS MANDATE. IT IS MY OBJECTIVE TO CORRECT THIS IMPRESSION BY A VIGOROUS AND DYNAMIC IMPLEMENTATION POLICY, IN WHICH THE ACTIVE PARTICIPATION OF ALL AID PERSONNEL IS REQUIRED.

BECAUSE THEY STRESS EQUITY, THE "NEW DIRECTIONS" ARE SOMETIMES SEEN AS PRECLUDING STRATEGIES OF ECONOMIC GROWTH. THAT IS A MISTAKE. OUR PROGRAMS MUST EMPHASIZE EQUITY AND GROWTH, NOT ONE OR THE OTHER; IN OTHER WORDS, THESE ARE NOT DUAL GOALS, BUT A SINGLE ONE. THIS IS NOT THE PLACE FOR A DETAILED ACCOUNTING OF THE SET OF PROGRAMS WHICH MIGHT BEST SERVE THIS GOAL, BUT I AM ANXIOUS TO DEVELOP PROGRAMS WE KEEP CLEARLY IN MIND THE NEED TO REACH THE LARGEST POSSIBLE PORTION OF THE POOR MAJORITY WITH PROGRAMS THAT WILL FINANCE THEIR BENEFITS FROM AND WITH INVESTIGATION IN INCREASED PRODUCTIVITY. THE ROLE OF WHICH ALSO REQUIRES EXPLICIT AND CONTINUED CONCERN.

OVERALL PROGRAM LEVELS

DURING THE NEXT SEVERAL YEARS I HOPE WE WILL BE ABLE TO EXPAND THE SIZE OF THE DEVELOPMENT ASSISTANCE PROGRAM SUBSTANTIALLY. I STRONGLY URGE OUR FIELD MISSIONS TO SET THEIR SIGHTS HIGHER IN REGARD TO PROGRAM SIZE, BOTH TO COMPENSATE FOR PROJECT PROPOSALS WHICH SUBSEQUENTLY DO NOT GO FORWARD, AND TO BE IN A POSITION TO MEET THE CHALLENGE OF EXPANDED PROGRAMS IF WE ARE ABLE TO MANAGE THE BUDGETING AND CONGRESSIONAL APPROVALS HERE IN WASHINGTON.

FUNCTIONAL EMPHASIS

I BELIEVE THAT AID'S HEAVY EMPHASIS IN THE FIELDS OF AGRICULTURE-RURAL DEVELOPMENT AND POPULATION IS APPROPRIATE AND SHOULD CONTINUE. WE SHOULD ALSO BE DOING MUCH MORE IN THE FIELDS OF HEALTH, EDUCATION-HUMAN RESOURCES DEVELOPMENT, AND NUTRITION. THE CONCEPT OF LOW-COST HEALTH DELIVERY SYSTEMS IN RURAL AREAS (INCLUDING NUTRITION AND FAMILY PLANNING) IS NOW SUFFICIENTLY WELL DEVELOPED THAT AN EXPANSION IN OUR PARTICIPATION IN MANY COUNTRIES SHOULD BE POSSIBLE. WHILE APPROPRIATE STRATEGIES ARE LESS APPARENT IN THE FIELDS OF EDUCATION AND OTHER ASPECTS OF NUTRITION, WE SHOULD PRESS AHEAD IN THESE FIELDS WHERE WE CAN MAKE A USEFUL CONTRIBUTION.

3. PARTICIPANT TRAINING

TRAINING HAS BEEN ONE OF THE MOST EFFECTIVE ASPECTS OF THE U.S. FOREIGN ASSISTANCE PROGRAM OVER THE YEARS. I STRONGLY FAVOR ITS EXPANSION BOTH IN THE U.S. AND IN THIRD COUNTRIES. PARTICIPANT TRAINING NEED NOT BE RIGIDLY TIED TO SPECIFIC PROJECTS BUT CAN AS IT IS NOW IN SOME MISSIONS BE PROVIDED IN THE FORM OF GENERAL PROGRAMS, SO LONG AS THE PARTICIPANTS ARE TRAINED AND WILL WORK IN FIELDS BENEFICIARILY RELATED TO AID'S MANDATED OBJECTIVES.

4. USE OF PRIVATE VOLUNTARY ORGANIZATIONS

I BELIEVE IN THE VALUE AND USEFULNESS OF THE PVOS. AID SHOULD MAKE GREATER USE OF THE PVOS IN WAYS WHICH RELATE TO OUR PRIMARY PROGRAM OBJECTIVES IN THE FIELDS OF AGRICULTURE, HEALTH AND EDUCATION. A PVOS, BECAUSE OF ITS DISTINCTIVE STYLE OR UNIQUE EXPERIENCE, IS OFTEN PARTICULARLY WELL-SUITED FOR TESTING OUT NEW APPROACHES FOR DEVELOPMENT FROM WHICH AID CAN LEARN MUCH. WE SHOULD ALSO WORK MORE CLOSELY WITH THE PEACE CORPS TO DEVELOP PROGRAMS JOINTLY WHEREVER THIS MAKES SENSE.

5. TITLE XII

I LOOK FORWARD TO WORKING CLOSELY WITH THE BOARD FOR INTERNATIONAL FOOD AND AGRICULTURAL DEVELOPMENT IN THE IMPLEMENTATION OF TITLE XII. I AM SURE MISSIONS ARE GIVING CONSIDERABLE THOUGHT TO FINDING WAYS WHEREBY THE BEST TALENTS OF U.S. UNIVERSITIES CAN BE INVOLVED ON A LONG-TERM BASIS, NOT ONLY IN THEIR TRADITIONAL FIELDS OF RESEARCH, EXTENSION AND TRAINING, BUT ALSO IN OTHER

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ASPECTS OF OUR AGRICULTURE AND NUTRITION PROGRAMS AS WELL.

A. MACRO-ECONOMIC POLICIES

IN THE EARLY DAYS OF THE "NEW DIRECTIONS," I UNDERSTAND THAT AID GENERALLY ASSUMED THAT THE NEW STYLE OF PROGRAMMING WOULD NOT REQUIRE AS MUCH, OR ANY, INVOLVEMENT IN MACRO-ECONOMIC POLICIES. SINCE SUCH POLICIES CAN HAVE A SUBSTANTIAL IMPACT ON THE DISTRIBUTION OF RESOURCES BETWEEN ECONOMIC GROUPS WITHIN A COUNTRY, IT IS IMPORTANT FOR AID TO UNDERSTAND, AND IN SOME CASES ATTEMPT TO INFLUENCE, THESE POLICIES IN DIRECTIONS CONSISTENT WITH "GROWTH WITH EQUITY" OBJECTIVES. IF THIS APPROACH IS APPLICABLE FOR YOUR COUNTRY, MAKE CERTAIN THAT YOU HAVE ADEQUATE FIELD STAFF TO BE EFFECTIVE IN THE ECONOMIC

POLICY FIELD.

B. ENVIRONMENTAL CONSIDERATIONS

AID HAS INCREASINGLY INVOLVED ITSELF IN THE ENVIRONMENTAL IMPACT OF OUR PROGRAMS DURING THE LAST SEVERAL YEARS. HOWEVER, I WOULD LIKE TO EMPHASIZE THAT OUR NEW AWARENESS OF ENVIRONMENTAL CONSIDERATIONS SHOULD NOT REFLECT ITSELF IN MERELY SATISFYING PROCEDURAL REQUIREMENTS. IT SHOULD OPEN OUR EYES TO THE REAL ENVIRONMENTAL HAZARDS WHICH MAY BE INVOLVED IN OUR PROGRAMS, AND TO THE REAL ENVIRONMENTAL BENEFITS THAT CAN FLOW FROM OUR WORK. THE PROCEDURES, AFTER ALL, MERELY SERVE TO REMIND US THAT SUBSTANTIVE JUDGMENTS NEED TO BE MADE.

C. STYLE AND CHARACTER OF THE AID PROGRAM

I WOULD LIKE TO ADD MY PERSONAL SUPPORT TO THE INSTRUCTIONS WHICH YOU HAVE ALREADY RECEIVED ABOUT THE ADOPTION OF A MORE AUSTERE LIFE STYLE IN OUR FIELD MISSIONS ABROAD. I AM ESPECIALLY CONCERNED THAT OUR PEOPLE OVERSEAS FOLLOW LIFE STYLES WHICH REFLECT RESTRAINT AND DEMONSTRATE SENSITIVITY TO THE POVERTY OF THOSE WE SEEK TO HELP. YOU WILL BE RECEIVING PARTICULARS FROM ME ON THIS SUBJECT IN THE NEAR FUTURE.

ALSO, I BELIEVE THAT AID NEEDS TO EXPAND THE CAPACITY OF OUR PROFESSIONAL STAFFS, BOTH IN AID/W AND IN THE FIELD. I WAS DISHAYED TO FIND THAT AID HAS ONLY 82 PROFESSIONAL AGRICULTURALISTS TO ADMINISTER AN AGRICULTURAL PROGRAM OF OVER ONE-HALF BILLION DOLLARS. I WILL BE WORKING AT THIS END TO CHANGE THE MIX OF PROFESSIONAL VERSUS OTHER STAFF, BUT WANTED YOU TO HAVE THIS EARLY PERCEPTION SO THAT YOU COULD TAKE IT INTO ACCOUNT WHEN PREPARING YOUR MANPOWER REQUIREMENTS FOR FY 1979.

D. CONCLUSION

NO DOUBT THERE WILL BE OTHER PRIORITIES AND INTERESTS WHICH WILL SEEM IMPORTANT AS I LEARN MORE ABOUT AID'S PROGRAM. FOR EXAMPLE, APPROACHES TO THE HUMAN RIGHTS ISSUE AND CONSIDERATION OF THE SPECIAL NEEDS OF MIDDLE-INCOME COUNTRIES ARE UNDER STUDY NOW. ALSO, I LOOK FORWARD TO MEETING EACH OF YOU AND LEARNING YOUR OWN VIEWS ON WHAT NEEDS TO BE DONE. HOWEVER, PLEASE ACCEPT THESE EARLY VIEWS AS GENERAL GUIDANCE FOR THE AIMS AND DIRECTIONS WHICH I SEE FOR AID IN THE COMING YEARS.

IN CLOSING, LET ME SAY HOW PLEASED I AM TO BE WITH SUCH AN EXTREMELY DEDICATED GROUP OF PEOPLE WORKING ON MATTERS OF GREAT IMPORTANCE TO THE ENTIRE WORLD. I LOOK FORWARD TO A LONG AND FRUITFUL RELATIONSHIP WITH YOU ALL.
VANCE

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APPENDIX

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LAC/SA: DROGERS/MKRAHIZ/BRILEY
LAC/CAR: JLCCKARD/HBUCKLE/VWHEELER
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UNCLAS STATE 182080
AIDAC: GUATEMALA FOR USAID AND ROCAP

E.O. 11652: N/A

TAGS:

SUBJECT: LATIN AMERICAN REGIONAL PROJECT "TRAINING FOR DEVELOPMENT"

1. LAC/DR IS DEVELOPING A REGIONAL TRAINING PROJECT FOR FY 1979 FUNDING WITH A GOAL OF INCREASING LATIN AMERICAN AND CARIBBEAN EXPERTISE IN PRIORITY DEVELOPMENT AREAS. THE PROJECT IS TO BE FUNDED OVER A FIVE YEAR PERIOD WITH AN ESTIMATED COST OF 4 MILLION DOLLARS. APPROXIMATELY 1.9 MILLION DOLLARS OF THIS AMOUNT WILL SUPPORT CONTINUATION OF THE LASPAU PROGRAM THROUGH FY 1981.

2. BACKGROUND: AN IMPORTANT ASPECT OF OUR ASSISTANCE TO LATIN AMERICA OVER THE PAST IS THE LARGE NUMBER OF LEADERS IN THE PUBLIC AND PRIVATE SECTOR WHO HAVE RECEIVED TRAINING IN THE U.S. AS YOU KNOW, MOST OF THESE TRAINING EFFORTS WERE TIED TO SPECIFIC PROJECTS AND DID NOT PROVIDE THE SCOPE FROM WHICH DECISION MAKERS WORKING IN SEVERAL CRITICAL DEVELOPMENT AREAS COULD BENEFIT. IN SHORT, WE HAVE NOT BEEN ABLE TO RESPOND ADEQUATELY TO HOST COUNTRY TRAINING REQUESTS IN PRIORITY AREAS NOT INCLUDED IN PROJECT-SPECIFIC TRAINING. THE PROPOSED PROJECT WILL UTILIZE AID AND LASPAU INSTITUTIONAL CAPACITY TO WORK WITH OTHER U.S. AND LATIN AMERICAN INSTITUTIONS IN ORGANIZING AND CARRYING OUT TRAINING PROGRAMS WHICH IMPACT ON THE POOR. EMPHASIS WILL ALSO BE GIVEN TO TRAINING IN AREAS OF CURRENT AID CONCERN SUCH AS TECHNOLOGY TRANSFER, ENVIRONMENTAL PROTECTION, ENERGY CONSER-

VATION, MANAGEMENT, ETC. PROGRAMS WILL BE OFFERED FROM NON-ACADEMIC THROUGH GRADUATE LEVELS AS DETERMINED BY TRAINING NEEDS. STUDIES WILL BE CARRIED OUT TO DETERMINE NEEDED TRAINING PROGRAMS FOR RURAL LEADERS IN THE RESOLUTION OF DEVELOPMENT PROBLEMS. SELECTED LATIN AMERICAN AND U.S. INSTITUTIONS WILL BE ENCOURAGED TO OFFER SPECIALIZED LONG-TERM PROGRAMS THAT RELATE TO DEVELOPMENT PRIORITIES.

3. OUTPUTS: THE FOLLOWING OUTPUTS ARE EXPECTED BY PROJECT COMPLETION:

A. 300 PERSON YEARS OF TRAINING PROVIDED IN SELECTED DEVELOPMENT AREAS;

B. 15 TRAINING PROGRAMS CARRIED OUT BY U.S. EXPERTISE IN HOST COUNTRIES;

C. 25 SPECIAL TRAINING PROGRAMS DEVELOPED AND CARRIED OUT IN THE U.S. AND THIRD COUNTRIES. (APPRENTICE, SHORT-TERM, ETC.)

D. REINFORCEMENT OF U.S. AND THIRD COUNTRY INSTITUTIONS CAPABLE OF PLACING AND PROCESSING TRAINEES AND PROVIDING TRAINING.

E. DEVELOPMENT OF AN EXPANDED THIRD-COUNTRY TRAINING GUIDE BASED ON RESEARCH AND SURVEYS OF LATIN AMERICAN AND CARIBBEAN EDUCATION AND TRAINING INSTITUTIONS.

4. IN ORDER TO DEVELOP A PROJECT DESIGN THAT WILL RESPOND TO A VARIETY OF MISSION NON-PROJECT SPECIFIC TRAINING NEEDS, AID/W WOULD APPRECIATE ANY GENERAL OBSERVATIONS AND COMMENTS FROM ALL LAC MISSIONS ON THE PROJECT. SPECIFICALLY, WE WOULD LIKE TO RECEIVE RESPONSES TO THE FOLLOWING:

A. A BRIEF STATEMENT OF EXISTING CONSTRAINTS TO PROJECT IDENTIFICATION, DEVELOPMENT, IMPLEMENTATION AND EVALUATION, THAT COULD BE RESOLVED BY ADDITIONAL TRAINING TO HOST COUNTRY PERSONNEL.

B. ESTIMATES OF LONG AND SHORT TERM U.S. OR THIRD COUNTRY TRAINING PROGRAMS THAT MISSIONS MAY REQUEST THROUGH THIS PROJECT IN FY 1979-80. INCLUDE TYPE OF TRAINING IF POSSIBLE.

C. ESTIMATES OF III-COUNTRY TRAINING PROGRAMS AND SEMINARS THAT MIGHT BE CARRIED OUT IN 1979-80 BY U.S. AND/OR THIRD-COUNTRY EXPERTISE. THESE SEMINARS WOULD LIKELY CROSS SECTORS AND COULD INCLUDE PROJECT DESIGN WORKSHOPS, MANAGEMENT AND PROJECT IMPLEMENTATION COURSES AND OTHER DEVELOPMENT RELATED TRAINING EFFORTS.

D. LIST HOST COUNTRY INSTITUTIONS OR DEPARTMENTS WITHIN INSTITUTIONS, CURRENTLY PROVIDING THIRD COUNTRY TRAINING OR INSTITUTIONS THAT IN THE MISSIONS OPINION COULD DEVELOP SUCH CAPABILITY. CHRISTOPHER

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APPENDIX I-4

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E. O. 1:652: NA
TAGS: -

SUBJECT: LATIN AMERICAN "TRAINING FOR DEVELOPMENT" REGIONAL PROJECT

REF: STATE 182080

1. MISSION IDENTIFIES THE FOLLOWING EXISTING CONSTRAINTS TO PROJECT IDENTIFICATION, DEVELOPMENT, IMPLEMENTATION, AND EVALUATION WHICH COULD POSSIBLY BE RESOLVED OR REDUCED BY ADDITIONAL TRAINING OF GOP PERSONNEL: 1) LIMITED GENERAL PLANNING CAPABILITY; 2) LOW LEVEL OF ADMINISTRATIVE COMPETENCE; 3) INSUFFICIENT EVALUATION OF EXISTING ACTIVITIES; 4) INADEQUATE SUPERVISORY PRACTICES; 5) INACCURATE AND INADEQUATE STATISTICAL GATHERING; 6) POOR COMMODITY/LOGISTICS SYSTEMS; 7) LACK OF TRAINING IN STATISTICS AND IN DATA PROCESSING; 8) LACK OF EXPERIENCE AND TRAINING IN EXTENSIONIST ACTIVITIES.

2. EXAMPLES OF U.S. OR THIRD COUNTRY TRAINING PROGRAMS WHICH COULD BE OF BENEFIT TO GOP PARTICIPANTS ARE: GENERAL DEVELOPMENT PLANNING, COURSES IN PUBLIC ADMINISTRATION, EVALUATION SEMINARS, STATISTICAL AND DATA PROCESSING TRAINING, COURSES IN COMMODITY MANAGEMENT, WORKSHOPS ON GENERAL PRINCIPLES OF ECONOMIC AND TECHNICAL FEASIBILITY STUDIES; SEMINARS AND/OR COURSES IN POLICY FORMULATION. DURATION AND TYPES OF TRAINING ARE DIFFICULT TO DETERMINE AT THIS POINT; HOWEVER, MOST TRAINING COULD PROBABLY BE ACCOMPLISHED IN WORKSHOPS AND SEMINARS OF FROM FOUR TO TWELVE WEEKS' DURATION. IT IS IMPORTANT FOR THE INSTRUCTION TO BE IN THE LANGUAGE OF THE PARTICIPANTS, PREFERABLY THROUGH THE USE OF NATIVE SPEAKING INSTRUCTORS INSTEAD OF INTERPRETERS. TEACHING/LEARNING MATERIALS SHOULD BE CAREFULLY PREPARED IN THE LANGUAGE OF THE PARTICIPANTS AND NOT SIMPLY TRANSLATED FROM ENGLISH.

3. IN-COUNTRY TRAINING POSSIBILITIES INCLUDE THOSE EXAMPLES GIVEN IN PRECEDING PARAGRAPH. THERE ARE SEVERAL ADEQUATE AND CENTRALLY-LOCATED PHYSICAL FACILITIES IN PARAGUAY FOR HOLDING SUCH TRAINING ACTIVITIES.

4. EXCEPT FOR ORIENTATION TRAINING GIVEN TO PEACE CORPS ARRIVEES, PARAGUAY PROVIDES NO TRAINING TO THIRD COUNTRIES. GIVEN THE RELATIVELY HIGH LEVEL OF DEVELOPMENT OF NEIGHBORING COUNTRIES, WITH THE EXCEPTION OF BOLIVIA, AND THE DISTANCE FROM CARIBBEAN/CENTRAL AMERICA DEVELOPING COUNTRIES, IT IS NOT LIKELY THAT PARAGUAY COULD BE A TRAINING SOURCE FOR THIRD COUNTRIES.
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APPENDIX I-5
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EO 11652: NA
SUBJ: LA REGIONAL PROJECT "TRAINING FOR DEVELOPMENT"

REF: STATE 182088

1. FOLLOWING COMMENTS PROVIDED AS REQUESTED, HOWEVER, SINCE THIS MISSION IN PHASE OUT MADE IT UNLIKELY THIS MISSION WILL PARTICIPATE IN PROPOSED PROJECT.

2. PARA 4.A MISSION BELIEVES GOOD PROJECT DESIGN, IMPLEMENTATION AND EVALUATION REQUIRES VERY SPECIAL TRAINING. COLOMBIA HAS FEW PERSONS WITH THESE SKILLS BUT THEY NOT NECESSARILY WORKING IN PRIORITY DEVELOPMENT SECTORS. THEREFORE MORE COMPETENCE IN THE PROJECT DESIGN AND DOCUMENTATION CONCEPTS NEEDED IN THE NEW DIRECTIONS DEVELOPMENT SECTORS. THIS IMPERATIVE IF SUGGESTED INCREASED PROGRAM LEVELS WITH CURRENT STAFFING BECOMES REALITY.

3. PARA 4.B PROJECTED TRAINING ESTIMATES FY 1979-80, U.S. AND T.G. ASSUMING MISSION DOES NOT PHASE OUT.

AREA	MIERE	DURATION	LEVEL	NUMBER
COM DEV	US	3.5 YRS	BS	5
COM DEV	TC	3 MOS	SPECIAL	30
HN&FP	US	3.5 YRS	BS	6
BN&FP	TC	2 MOS	SPECIAL	30
EHRD	US	18 MOS	MS	4
EHRD	US	2 MOS	SPECIAL	20
EHRD	TC	2 MOS	SPECIAL	10
ARDO	US	3.5 YRS	BS	6
ARDO	US	18 MOS	MS	5
ARDO	TC	2 MOS	SPECIAL	25
OTHER	US	18 MOS	MS	4
OTHER	US	3 MOS	SPECIAL	10
OTHER	TC	2 MOS	SPECIAL	10

4. PARA 4.C WORKSHOPS AND/OR SEMINARS IN-COUNTRY: TOTAL OF FOUR-TWO WEEK WORKSHOPS/SEMINARS FOR TOTAL OF 80 TRAINEES IN PROJECT DESIGN, MANAGEMENT AND EVALUATION. TRAINING TO BE IN AID'S MANDATED SECTORS OF CONCENTRATION INCLUDING FOOD AND NUTRITION AND RURAL DEVELOPMENT, POPULATION PLANNING, HEALTH, AND EDUCATION AND HUMAN RESOURCES.

5. PARA 4.D COLOMBIAN INSTITUTIONS THAT ARE CURRENTLY PROVIDING THIRD COUNTRY TRAINING ARE: A) UNIVERSITY OF VALLE MS IN BUSINESS ADMINISTRATION, NUTRITION, MINING AND SANITARY ENGINEERING. B) INSTITUTO COLOMBIANO AGROPECUARIO: MS IN AGRICULTURE. C) UNIVERSITY OF LOS ANDES: MS IN ECONOMICS AND BUSINESS ADMINISTRATION. D) CENTRO INTERNATIONAL DE AGRICULTURA

TROPICAL: SHORT TERM COURSES IN AGRICULTURE AND ANIMAL HUSBANDRY. E) CENTRO INTERAMERICANO DE FOTO-INTERPRETACION: PHOTOINTERPRETATION, PHOTOGRAMMETRY AND AEROPHOTOGRAPHY. F) LABORATORIO DE HIDRAULICA (UNIVERSIDAD NACIONAL) SHORT COURSES ON HIDROLOGY AT GRADUATE LEVEL: UTILIZATION OF UNDERGROUND WATERS AND MANAGEMENT OF AQUEDUCTS AND SEWAGE FACILITIES. INSTITUTIONS IN MISSION OPINION THAT COULD DEVELOP TO TRAINING CAPABILITIES ARE: A) ESCUELA NACIONAL DE SALUD PUBLICA: MS IN PUBLIC HEALTH. B) ESCUELA

INTERAMERICANA DE BIBLIOTECOLOGIA: MS IN LIBRARY SCIENCE. C) INSTITUTO DE VIAS DE LA UNIVERSIDAD DEL CAUCA: MS IN ROAD CONSTRUCTION. D) FACULTAD DE MINAS: MS IN MINING AND SANITARY ENGINEERING. E) UNIVERSIDAD JAVERIANA (FACULTAD DE ESTUDIOS INTERDISCIPLINARIOS) MS IN EDUCATIONAL RESEARCH AND TECHNOLOGY; (NURSING FACULTY) SHORT COURSES ON NURSING EDUCATION. F) ESCUELA DE ADMINISTRACION Y FINANZAS: MS IN ADMINISTRATION. G) SERVICIO NACIONAL DE APRENDIZAJE: TECHNICAL VOCATIONAL COURSES IN AGRICULTURE, ANIMAL HUSBANDRY, ADMINISTRATION AND COMMERCE. H) ACCION CULTURAL POPULAR: SHORT TERM COURSES IN PLANNING, ADMINISTRATION AND SUPERVISION OF NON-FORMAL EDUCATION. PROFAMILIA: NURSES SHORT TERM COURSES.

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APPENDIX I-6

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E.O. 11652: N/A

SUBJECT: LATIN AMERICAN REGIONAL PROJECT "TRAINING FOR DEVELOPMENT"

REF: (A) STATE 216286; (B) STATE 182080

1. AS THE PROJECT READS TO US, IT WOULD ASSIST IN THE DESIGN OF TRAINING PROGRAMS IN SELECTED KEY DEVELOPMENT AREAS AND WOULD ENCOURAGE U.S. AND LATIN AMERICAN INSTITUTIONS TO USE SUCH PROGRAMS IN THEIR EFFORTS TO OFFER MORE TRAINING DIRECTLY RELATED TO THOSE KEY DEVELOPMENT PROBLEMS. IT APPEARS THAT THE SELECTION AND FINANCIAL SUPPORT OF INDIVIDUALS ATTENDING SUCH TRAINING PROGRAMS WOULD BE THE RESPONSIBILITY OF USAIDS OR HOST-COUNTRY INSTITUTIONS; OTHERWISE THE \$4 BILLION IS VERY LITTLE WHEN SPREAD OVER FIVE YEARS FOR ALL OF LATIN AMERICA.

2. THE PROJECT COULD BE PARTICULARLY USEFUL IN THE DESIGN, AND CARRYING OUT OF SHORT-TERM SPECIALIZATION COURSES WHICH HAVE OFTEN BEEN TOO LONG FOR MANY OFFICIALS TO ATTEND. HOWEVER, THERE ARE ASPECTS OF LONG TERM TRAINING WHICH COULD BE SUPPORTED OR ENCOURAGED THROUGH THE PROJECT. FOR EXAMPLE: DURING CONSULTATION IN AID/W, AAO CAMPBELL AND LUSK, LA/OR/EHR, DISCUSSED THE POSSIBILITY OF AID ASSISTING A LASPAU-CAPE'S PROGRAM FOR THE PLACEMENT OF SOME 200 BRAZILIANS PER YEAR IN AMERICAN INSTITUTIONS OF GRADUATE TRAINING. (CAPE'S IS A UNIT WITHIN THE MINISTRY OF EDUCATION CHARGED WITH ASSISTING THE INSTITUTIONAL DEVELOPMENT OF UNIVERSITIES IN PRIORITY AREAS THROUGH THE TRAINING OF HIGHER LEVEL TEACHING PERSONNEL - IN ADDITION TO ITS SUBSTANTIAL IN-COUNTRY TRAINING PROGRAM, CAPE'S AWARDS ABOUT 700 FOREIGN SCHOLARSHIPS PER YEAR). CAPE'S WOULD LIKE TO USE LASPAU'S PLACEMENT CAPABILITY AND WOULD PAY ALL COSTS RELATED TO THE TRAINING OF INDIVIDUAL PARTICIPANTS AT U.S. UNIVERSITIES BUT IS PRECLUDED FROM PAYING LASPAU'S SERVICE FEES. IF AID COULD SUPPORT LASPAU'S PLACEMENT SERVICES ON A REGIONAL BASIS, THEN CAPE'S COULD PARTICIPATE IN THE REGIONAL PROJECT IN THAT WAY. THERE ARE TWO POSSIBLE ISSUES IN THE LASPAU-CAPE'S SUB-ACTIVITY: A) WHAT WOULD CONSTITUTE A REASONABLE DEGREE OF COINCIDENCE BETWEEN CAPE'S PRIORITIES AND THOSE OF THE PROJECT, AND; B) CAPE'S PARTICIPATION IN THE REGIONAL PROJECT MUST NOT TRIGGER A REPORT UNDER FAA SECTION 116 D.

3. WE ARE UNABLE TO PROVIDE ESTIMATES AT THIS TIME OF THE EXTENT TO WHICH WE MIGHT UTILIZE THE TRAINING OPPORTUNITIES OFFERED. USAID/B HAS NO TRAINING FUNDS FOR FY 1979 OR 1980 AND THEREFORE MUCH WOULD DEPEND ON THE FINANCIAL TERMS OF THE PROGRAMS.

4. THE NUMBER OF BRAZILIAN INSTITUTIONS WHICH OFFER THIRD COUNTRY INSTITUTIONS IS TOO EXTENSIVE TO LIST HERE. SOME EXAMPLES ARE BUSINESS ADMINISTRATION (FUNDACAO GETULIO VARGAS), MUNICIPAL ADMINISTRATION (IDAM), AQUACULTURE (CNOCS/PENTE-COSTE) AND GRADUATE ACADEMIC TRAINING IN AGRICULTURE, EDUCATION AND ECONOMICS (A NUMBER OF UNIVERSITIES, MOSTLY AT MASTERS LEVEL). IN ADDITION, THE SEVERAL INSTITUTIONS

IMPLEMENTING THE AID SCIENCE AND TECHNOLOGY LOAN (512-L-088) CAN GIVE SPECIALIZED TRAINING, AND THE BRAZILIAN PROGRAM FOR THE USE OF AGRICULTURAL PRODUCTS AS AN ENERGY SOURCE MAY COME TO OFFER SOME TRAINING OPPORTUNITIES. 8

5. PLEASE KEEP US ADVISED AS PROJECT DEVELOPS.
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APPENDIX I-

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EO 11652: N/A

SUBJECT: LATIN AMERICAN REGIONAL PROJECT "TRAINING FOR DEVELOPMENT"

REF: STATE 182080

Matt...

ICAITI WELL EXPERIENCED AND EQUIPPED FOR GIVING SHORT-TERM TECHNICAL TRAINING PROGRAMS. INCAP, A MEMBER OF THE UN UNIVERSITY, GIVES ADVANCED TECHNICAL TRAINING AND SUPPORTS RESEARCH IN FOOD SCIENCES AND NUTRITION. OIRSA ALSO REPRESENTS RESOURCE FOR REGIONAL TRAINING IN PLANT AND ANIMAL DISEASE DETECTION AND CONTROL. IICA, UNDER ONGOING PIADIC PROJECT, PRESENTS A BROAD SPECTRUM OF TRAINING PROGRAMS ASSOCIATED WITH ASPECTS OF AGRICULTURAL INFORMATION COLLECTION, PROCESSING, STORAGE, RETRIEVAL AND DISTRIBUTION. AS A HEMISPHERIC INSTITUTION, IICA'S EXPERIENCE AND CAPABILITIES AVAILABLE TO COUNTRIES OUTSIDE THE REGION. VENEZIA.
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1. ROCAP STRONGLY ENDORSES PROPOSED REGIONAL PROJECT. OVER-RELIANCE UPON PROJECT SPECIFIC TRAINING IN RECENT YEARS APPEARS TO HAVE LIMITED AID ABILITY TO PROVIDE BROADER AND HIGH-LEVEL DEVELOPMENT TRAINING. WHILE COGNIZANT OF COST EFFECTIVENESS AND OTHER BENEFITS ACCRUING FROM USE OF HOST COUNTRY INSTITUTIONS AND PRESSURES ON US INSTITUTIONS TO REDUCE FOREIGN ENROLLMENT, WE STILL WOULD RECOMMEND CONSIDERABLE EMPHASIS BE PLACED ON US TRAINING IN PROPOSED ACTIVITY. OUR STAFF'S EXPERIENCE WITH IDENTICALLY TITLED PROJECTS IN CHILE AND PANAMA SHOWS POSITIVE BENEFITS BEYOND DIRECT SUBJECT MATTER OF TRAINING DUE TO CONTACT WITH US CENTERS OF LEARNING BY FUTURE NATIONAL DEVELOPMENT POLICY MAKERS.

2. WITH REGARD TO ISSUES RAISED PARAGRAPH FOUR, ROCAP EXPERIENCE WITH COOPERATING REGIONAL INSTITUTIONS, STAFFED BY EXPERT TECHNICIANS IN A VARIETY OF FIELDS, SHOWS CONTINUING NEED FOR IMPROVEMENT IN MANAGEMENT I.E., IMPLEMENTATION OF ONGOING PROJECTS AS WELL AS UPGRADING IN MODERN TECHNICAL CAPABILITIES. IN GENERAL, HOWEVER, ASSISTANCE IN MANAGEMENT IS PERHAPS BEST PROVIDED THROUGH SHORT-TERM MANAGEMENT EXPERTS LOCATED AT INSTITUTIONS RATHER THAN FOREIGN TRAINING.

3. REGARDING TRAINING IN FIELDS OTHER THAN MANAGEMENT MENTIONED PARAGRAPH TWO REFTEL, ROCAP HAS USED PD&S TO FINANCE SHORT-TERM TRAINING TO INCREASE TECHNICAL STAFF CAPABILITIES IN AREAS OF CURRENT AID CONCERN (E.G. PESTICIDE RESIDUE). WE WOULD INCREASE THIS EFFORT WERE RESOURCES MADE AVAILABLE FROM SUBJECT PROJECT. ROUGH ESTIMATE WOULD INCLUDE NOT MORE THAN FIVE MAN YEARS PER YEAR FOR THREE YEARS OF TRAINING IN SUCH SPECIALIZED FIELDS AS SMALL FARMER TECHNICAL PACKAGE DESIGN, PESTICIDE CONTROL, ENERGY CONSERVATION, ETC. THESE WOULD BE IN ADDITION TO TRAINING PROGRAMS NOW PLANNED IN FUTURE ROCAP ACTIVITIES.

4. AID/W FAMILIAR WITH TECHNICAL CAPACITIES OF CATIE, WHICH IN COOPERATION WITH UNIVERSITY OF COSTA RICA, PROVIDES ADVANCED TRAINING IN AGRICULTURAL SCIENCES, INCREASINGLY FOCUSED ON SUBJECT MATTER PERTINENT TO SMALL FARM CONCERNS. IN ADDITION, ONGOING ROCAP-CATIE ACTIVITIES INCLUDE SHORT-TERM TRAINING IN MULTIPLE CROPPING, SOIL FERTILITY ANALYSES, AND ALLIED FIELDS WHICH COULD BE MADE AVAILABLE FOR PARTICIPANTS OUTSIDE OF CENTRAL AMERICA. ICAITI REPRESENTS MAJOR TECHNICAL TRAINING RESOURCES IN A VARIETY OF AREAS INCLUDING EXPORT OF NON TRADITIONAL AGRICULTURAL PRODUCTS, PESTICIDE USE, DETECTION AND CONTROL, AND DEVELOPMENT OF GRADES AND STANDARDS FOR AGRICULTURAL AND INDUSTRIAL PRODUCTS.

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APPENDIX I-1

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E.O. 11652: N/A

SUBJECT: LATIN AMERICAN REGIONAL PROJECT
"TRAINING FOR DEVELOPMENT"

REF: (A) STATE 182080, (B) STATE 216286

1. USAID/BOLIVIA CONSIDERS THAT THE SUBJECT PROJECT WOULD BE OF ASSISTANCE IN RESPONDING TO REQUESTS AND NEEDS FOR TRAINING IN PRIORITY AREAS CURRENTLY HINDERED BY PROJECT-SPECIFIC FOCUS OF USAID TRAINING. HOWEVER, REFERENCE SHOULD BE MADE TO USAID/BOLIVIA'S PROPOSED PROJECT FOR HUMAN RESOURCES TRAINING (511-0512) WHICH IS CONTAINED IN USAID'S FY 1980 ADS. IF OUR PROPOSED PROJECT IS APPROVED FOR FY 1979 INITIATION, WE WOULD WANT TO CLOSELY EVALUATE THE FINAL DESIGN OF THE SUBJECT REGIONAL PROJECT TO ASSURE THAT IT WOULD COMPLEMENT RATHER THAN DUPLICATE THE ACTIVITIES TO BE CARRIED OUT UNDER OUR OWN PROJECT.

2. THE FOLLOWING RESPONSES ARE KEYED TO SPECIFIC POINTS POSED IN PARA FOUR OF RETTEL A. FOR FURTHER ELABORATION, PLEASE REFER TO ABOVE MENTIONED PROJECT IN USAID/BOLIVIA'S FY 1980 ADS.

A. THERE IS A LACK OF EXPERTISE IN GOV AGENCIES AND INDUSTRIES AS WELL AS INSUFFICIENT NUMBER OF WELL TRAINED PERSONNEL IN PROJECT MANAGEMENT AND ADMINISTRATION WHICH HINDERS EFFICIENT AND TIMELY IMPLEMENTATION OF PROJECTS. ALSO THERE IS A LACK OF IN-COUNTRY FACILITIES TO TRAIN THESE PERSONNEL.

B. THIS POINT REQUIRES INTENSIVE STUDY AND SURVEY OF POTENTIAL FIELDS IN WHICH PARTICIPANTS ARE TO BE TRAINED. MISSION CONSIDERS THAT BOLIVIA NEEDS MORE SHORT TERM TRAINING THAN LONG TERM TRAINING TO ALLEVIATE IDENTIFIED CONSTRAINTS TO PROJECT DEVELOPMENT AND IMPLEMENTATION. INASMUCH AS POSSIBLE, SHORT TERM TRAINING SHOULD BE CONDUCTED IN OTHER LATIN AMERICAN COUNTRIES, SUCH AS CHILE, COLOMBIA, VENEZUELA OR MEXICO WHILE HIGHER LEVEL TRAINING PROGRAMS MAY BE COMPLETED IN U.S. UNIVERSITIES. THE FOLLOWING ARE A FEW EXAMPLES OF THE TYPES OF TRAINING WHICH MIGHT BE CARRIED OUT UNDER SUBJECT PROJECT: IRRIGATION PROBLEMS AND PRACTICES; MANAGEMENT OF ARID LANDS AND SALT AFFECTED SOILS; ORGANIZATION AND OPERATION OF RURAL ELECTRIFICATION DISTRIBUTION SYSTEMS, ELECTRICAL POWER SYSTEMS ENGINEERING; HIGHWAY EQUIPMENT, MAINTENANCE AND REPAIR; NON-FORMAL EDUCATION COURSE OFFERED BY ACPO, EDUCATION AUDIO-VISUAL COURSE IN MEXICO; MANAGEMENT OF DEVELOPMENT PROJECTS; PROJECT ANALYSIS AND MANAGEMENT, ETC. PLEASE SEE OUR PROPOSED PROJECT IN USAID/BOLIVIA'S FY 1980 ADS FOR ESTIMATES OF LONG AND SHORT TERM U.S. OR THIRD COUNTRY TRAINING PROGRAMS AND TYPES OF TRAINING PROPOSED FOR FY 1979-1980.

C. REFER TO SAME SOURCE AS MENTIONED ABOVE. TRAINING TO BE EXTENDED UNDER PROPOSED REGIONAL PROJECT WOULD HAVE TO BE EVALUATED IN TERMS OF NEED FOR ADDITIONAL TRAINING IN AREAS PROPOSED IN USAID/BOLIVIA'S PROJECT.

D. GENERALLY BOLIVIAN TRAINING INSTITUTIONS DO NOT PRESENTLY HAVE THE CAPABILITY NOR THE SUPPORT BASE TO

CONDUCT SYSTEMATIC AND INTEGRATED TRAINING. NEVERTHELESS, THE INSTITUTIONS THAT COULD BE GRADUALLY DEVELOPED TO EVENTUALLY PROVIDE A SYSTEMATIC TRAINING SERVICE ARE:

A) THE PUBLIC ADMINISTRATION TRAINING INSTITUTE (ISAP); THIS INSTITUTE IS PART OF THE MINISTRY OF PLANNING AND COORDINATION AND PRESENTLY OFFERS AND/OR COORDINATES SEMINARS IN ADMINISTRATION AND MANAGEMENT AT VARIOUS LEVELS FOR GOB PERSONNEL. B) VOCATIONAL TRAINING INSTITUTE (FOMO); THIS ORGANIZATION IS PART OF THE MINISTRY OF LABOR AND IS DEVOTED TO THE TRAINING OF MECHANICS, CONSTRUCTION WORKERS, WELDERS, PIPE FITTERS AND SIMILAR AREAS. AT THE PRESENT TIME, IT RECEIVES ASSISTANCE FROM THE GOVERNMENTS OF GERMANY, OF SPAIN AND OIT.

C) HIGHER EDUCATION INSTITUTE (ISE) (TEACHER TRAINING), WHICH IS UNDER THE SUPERVISION OF THE MINISTRY OF EDUCATION AND HAS BRANCHES IN LA PAZ AND TARIJA.

D) TRAINING INSTITUTES: PEDRO DOMINGO MURILLO, UNIVERSITIES, ETC.
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INCOMING TELEGRAM

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1746 APPENDIX I-1

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E. O. 11652: N/A
SUBJ: LAC PROJECT "TRAINING FOR DEVELOPMENT"

REF: A. STATE 216286, B. STATE 182080

1. HAITI MISSION STRONGLY SUPPORTS LASP AU PROGRAM, AND WELCOMES EXTENSION OF TRAINING IN NEW SUBJECT PROJECT TO COVER OTHER PROGRAM RELATED TRAINING NEEDS. THIS MISSION IS JUST ENTERING ERA WHERE PROGRAM RELATED TRAINING BECOMING OF HIGH PRIORITY, AND CANNOT YET FORECAST ACCURATELY TRAINING REQUIREMENTS FOR COMING FISCAL YEAR, BUT WITHIN CONSTRAINTS OF QUALIFIED CANDIDATES WHO CAN BE MADE AVAILABLE FROM HIGH PRIORITY ONGOING WORK PLANS MAXIMUM PARTICIPATION IN PROGRAM.

2. MISSION SEES HIGH PRIORITY FOR LONG TERM TRAINING OF FEW HIGHLY QUALIFIED AND GIFTED INDIVIDUALS IN SPECIFIC SPECIALITIES, SO THAT THEY CAN TRAIN AND ENERGIZE A WHOLE GENERATION OF GOVERNMENT DEVELOPMENT ADMINISTRATORS. FOR EXAMPLE: THERE IS NO ONE IN HAITI WITH FULL UNDERSTANDING OF MODERN PUBLIC FINANCE -- REVENUE FUNCTIONS, EQUITY, INCENTIVE EFFECTS, FORMATION OF POLITICALLY FEASIBLE ALTERNATIVE PROGRAMS ETC -- REQUIRED IF GOH IS TO HAVE EXPERTISE TO MODERNIZE FISCAL SYSTEM AS IT HAS ANNOUNCED IT WISHES TO DO; NO ONE WILL FULL UNDERSTANDING OF MODERN PROGRAM BUDGETING AND BUDGET CONTROL TECHNIQUES REQUIRED FOR PROMISED BUDGET AND FISCAL REFORMS; NO ONE WITH KNOWLEDGE OF MODERN GOVERNMENT AUDIT TECHNIQUES REQUIRED FOR FISCAL CONTROL. THERE IS NEED FOR HIGH LEVEL TRAINING IN SOME TECHNICAL SPECIALITIES FOR RURAL, HEALTH, EDUCATION DEVELOPMENT ALSO.

3. NEED ALSO EXISTS FOR SHORTER TRAINING PROGRAMS IN U. S. FOR INDIVIDUALS OR SMALL GROUPS IN SPECIFIC PLANNING AND OPERATIONS RELATED SUBJECTS.

4. RECENT USAID COURSE IN HAITI IN PROJECT MANAGEMENT WAS HIGHLY SUCCESSFUL, AND WAS PARTICULARLY USEFUL TO PARTICIPANTS FROM COOPERATING HAITIAN AGENCIES. MISSION IS RECEPTIVE TO PROPOSALS FOR FURTHER SUCH COURSES IN COMING YEAR, AND WILL TRY TO PREPARE SPECIFIC PROPOSALS FOR COURSES NEEDED. HAITI NEEDS ALL TYPES OF SUCH TRAINING -- DESIGN, MANAGEMENT, IMPLEMENTATION, PLANNING, EVALUATION.

5. HAITIAN INSTITUTIONS DO NOT HAVE CAPABILITY FOR THIRD COUNTRY TRAINING AT THIS TIME.
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ENVIRONMENTAL THRESHOLD DECISION

Location : LAC Regional, 598-0588
 Project Title : Training for Development
 Funding : \$4,785,000
 Life of Project: Four Years

Mission Recommendations:

Based on the Initial Environmental Examination, the Mission has concluded that the project will not have a significant effect on the human environment and therefore recommends a Negative Determination.

The Development Assistance Executive Committee of the Bureau for Latin America and the Caribbean has reviewed the Initial Environmental Examination for this project and concurs in the Mission's recommendation for a Negative Determination.

AI/LAC Decision:

Pursuant to the authority vested in the Assistant Administrator for Latin America and the Caribbean under Title 22, Part 216.4a, Environmental Procedures, and based upon the above recommendation, I hereby determine that the proposed project is not an action which will have a significant effect on the human environment, and therefore, is not an action for which an Environmental Impact Statement or an Environmental Assessment will be required.

/s/ Edward W. Coy

 Assistant Administrator for
 Latin America and the Caribbean

JUN 26 1979

 Date
Clearances:

LAC/DR: Environmental Advisor: Rotto _____
 DAC Chairman: Brown _____
 LAC/DR: Bassford _____

Initial Environmental Examination

A. Facesheet

Project Location: LAC Regional

Project Title: Training for Development

Funding: \$4,785,000

Life of Project: Four years, beginning FY 1979

EE Prepared by: Robert W. Smail, Education Officer

Date: April 11, 1979

Recommended: A negative determination

(No Environmental Assessment or
Environmental Impact Statement
necessary).

Concurrence: _____
Marshall D. Brown, Director

Assistant Administrator's Decision, AA/LAC

Approval of Environmental Action
Recommended

Date

Disapproval of Environmental
Action Recommended

Date

100^x

B. IMPACT IDENTIFICATION AND EVALUATION FORM

Impact
Identifications
and
Evaluation

Impact Areas and Sub-areas 1/

A. LAND USE

1. Changing the character of the land through:

- a. Increasing the population _____ N
- b. Extracting natural resources _____ N
- c. Land clearing _____ N
- d. Changing soil character _____ N

2. Altering natural defenses _____ N

3. Foreclosing important uses _____ N

4. Jeopardizing man or his works _____ N

5. Other factors _____

B. WATER QUALITY

1. Physical state of water _____ N

2. Chemical and biological states _____ N

3. Ecological balance _____ N

4. Other factors _____

1/ See Explanatory Notes for this form.

2/ Use the following symbols:

- N - No environmental impact
- L - Little environmental impact
- M - Moderate environmental impact
- H - High environmental impact
- I - Intense environmental impact

IMPACT IDENTIFICATION AND EVALUATION FORM

C. ATMOSPHERIC

- 1. Air additives _____ E
- 2. Air pollution _____ N
- 3. Noise pollution _____ N
- 4. Other factors _____
- _____
- _____

D. NATURAL RESOURCES

- 1. Diversion, altered use of water _____ N
- 2. Irreversible, inefficient commitments _____ N
- 3. Other factors _____
- _____
- _____

E. CULTURAL

- 1. Altering physical symbols _____ N
- 2. Dilution of cultural traditions _____ N
- 3. Other factors _____
- _____
- _____

F. SOCIOECONOMIC

- 1. Changes in economic/employment patterns _____ L
- 2. Changes in population _____ N
- 3. Changes in cultural patterns _____ L
- 4. Other factors _____
- _____

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IMPACT IDENTIFICATION AND EVALUATION FORM

G. HEALTH

- 1. Changing a natural environment _____ N
- 2. Eliminating an ecosystem element _____ N
- 3. Other factors _____
- _____
- _____

H. GENERAL

- 1. International impacts _____ N
- 2. Controversial impacts _____ N
- 3. Larger program impacts _____ N
- 4. Other factors _____
- _____
- _____

I. OTHER POSSIBLE IMPACTS (not listed above)

See attached Discussion of Impacts.

C. Discussion of Impacts: Nature, Scope and Magnitude

Based upon the Initial Environmental Examination for this project, the recommended Threshold Decision is a Negative Determination.

The Training for Development Project is planned to provide training opportunities for up to 700 people in the LAC Region in development related fields and disciplines. These opportunities will include long and short term training in the U.S. and Latin America, and in country training for small groups. The program will focus on the improvement of the planning, implementation and evaluation of the development process and will identify Third Country Training opportunities. The feasibility of this project has been demonstrated by the responses from the LAC/USAIDs who have suggested technical features of proposed training designs, operations and management. Its standards on specifications and performance are consistent with development practice.

The specific sub-project activities under this Grant funded activity will be selected by the USAIDs and thus have not been assigned, but because of the nature of the program are expected to have the following characteristics:

- (1) The environmental effects will be very limited and localized due to the nature of training activities and the wide dispersal of training programs throughout the LAC Region.
- (2) Training will largely be conducted within institutions which will limit adverse environmental effects.
- (3) The project activities will be regularly monitored in terms of operating performance. The monitoring by the USAIDs is not limited to the narrow scope of project performance, but under the USAID and Host country responsibility for development includes observation of social, environmental and other impacts.
- (4) If the need should arise the, USAIDs have the capacity to revise a project to achieve desirable environmental and social performance.

Our review of the type of activities foreseen under this Project reveal no evidence that the environmental effects would:

- (1) have a serious negative impact on the human environment;
- (2) have impacts which are likely to be irrevocable or highly controversial;
- (3) which might have a tendency for cumulative ill-effect; or
- (4) which might establish a precedent for adverse future action.

Consequently, a Negative Determination has been recommended in respect to further Environmental Assessment.

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Financial Analysis

Life of Project Cost Estimates:

The Project proposes the funding of the following types and numbers of programs. The estimated LOP cost is based on several factors:

LASPAU -

LASPAU has been encouraged in recent years to look to other organizations for funding. AID has agreed to a phase down of our support to LASPAU over a three-year period. LASPAU has estimated a need for \$1.9 million to accomplish a reasonable transition to other funding sources.

AID -

Estimates of LOP needs for AID-processed training are derived from preliminary indications of Mission requirements and an AID/W perception of available funding for this project. It is not logical to assume that all training needs can be met within the framework or funding limits of this project. However, it will provide minimal support for Missions to meet some of their priority training needs.

Cost Estimates by Component:

1. LASPAU: 120 Master degree programs. These programs are for a duration of two years. Actual cost factors appear in Annex 2 following. A.I.D. costs for each LASPAU scholar equal \$15,575. The total costs for funding participants, overhead, and operational expense equal \$1,900,000.

2. USAID Long Term Training (U.S.): 53 person years @ \$16,800 per year = \$890,000. This level was derived from available balances remaining in the project after the other elements were determined. Costs of individual programs are based on actual annual cost factors as determined by SER/IT. Academic Training in FY 1978 and early FY 1979 costs \$1,250.00 per month on the average, or \$15,000 per year. Non-degree programs as administered by such agencies as the USDA graduate school cost up to \$2,600 per person month. The cost factor of \$16,800 is derived from the view that most of the Trainees will be in the academic programs and will be enrolled in participating universities, and the balance in non-degree programs such as are offered by U.S.D.A.

Thus, initial cost estimations for this category of funding were derived from the following:

6 non academic	(6 x 31,000)	=	186,000
<u>47 academic</u>	<u>(47 x 15,000)</u>	=	<u>705,000</u>
53	Total		\$891,000

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Attached as Annex 3 are actual worksheets for U.S. Long-Term Academic Training Programs.

3. USAID Long-Term Training (Third Country): 25 person years @ \$6,000 per year \$150,000. Arriving at justifications for cost estimates of the above programs necessitated a search of the existing records at SER/IT for actual costs of Third Country Training. Depending upon the course, the institution and the country, the costs vary from a high of \$10,000 per student year in Mexico down to \$4,500 in Colombia. (The Colombian Government obviously subsidized foreign scholars.)

The average cost factor of \$6,000 per year of study would suffice for the middle cost locations and for such institutions as CYMMIT.

4. U.S. Short Term Training: Actual costs as provided by SER/IT range from \$2,100 - \$2,600 per person month depending upon the amount of travel in the U.S., the need for interpreters, etc. The amount of \$300,000 provided under the project for this category would provide up to 143 person months of training using the lower figure, or 115 months at the higher cost. In actuality probably 130 persons will receive short term training in the U.S.

5. Short Term Training (Third Country): Costs of Third Country Short Term Training are less well documented in A.I.D. While travel and per diem costs will equal that of the U.S. in most instances, institutional course costs will most likely be less than in the U.S. Further, it is expected that the T.C.T. programs will be more for groups than will the U.S. Short Term Training realizing further savings. Estimated costs of \$1,000 per person month, based upon the highest cost Long Term Training will yield up to 220 person months of training in LAC countries.

6. In Country Training - 330 people, (\$436,000.) Of the above costs \$195,000 has been provided for technical assistance to assist Missions in planning and implementing special courses. The actual training costs of 241,000 are derived from an extension of actual training programs conducted elsewhere. For example, three month programs in the SEAMEO institutions for 30 participants amounted to \$60,000 on the average. These costs covered all expenses, excluding international transportation. Thus in that case, an average cost of \$660 per person month resulted. In other instances a short course of three days duration for 40 high level officials cost \$16,000 for an average cost of \$132.00 per day, including management/instructional technical assistance.

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In-country training programs can vary from very low per-person costs to high depending upon the number of participants per course, the length of the course, the location, i.e. can they be lodged at home or is separate lodging required, the policies of the host country in respect to amounts allowable for per diem and local travel, the costs of materials to be expended in the training program, etc. Thus, \$700 per trainee month would in most instances be more than adequate to provide in-country training for the 330 people programmed under the project.

7. Inflation and Contingency factors.

Inflation

Since the late 1960s, costs of participant training programs in the U.S. have increased from an average of \$7,000 per annum to the present average annual cost of \$15,000 per annum. This constitutes approximately a 10% per year increase. Similar inflationary increases have beset training programs conducted in LDCs.

The present project provides a total of \$4,785,000 for U.S., Third Country, and in-country training programs for the five years of the project. As the costs of the first year's programs are determined on present actual training costs, the inflationary factor applies to only the final four years of the project. With average annual expenditures of 957,000 during the final four years at a total of \$3,820,000. The \$400,000 provides an inflationary of 10.4% per year for the final four years of expenditures.

Contingency

The \$200,000 contingency fund will provide funds to cover the unexpected occurrence. It is recommended that it be retained in AID/W and be released only upon adequate justification on an ad hoc basis. Possible uses could include:

- a. emergency hospitalization, above the amounts covered by institutional policies.
- b. emergency evacuation of students or groups of students in case of insurrections, strike, or natural disaster.
- c. unforeseen costs of administrative travel for "trouble shooting."
- d. ad hoc requests from USAIDs for unforeseen special purpose training programs, i.e., taking advantage of the presence of an international expert to conduct in country seminars, sudden "break through" in respect to policy changes on thawed political climate which requires an immediate official response from the U.S.G.

Implementation: Mission will cable justifications and requests for allotments as needed. The A.I.D. Project Committee will take necessary action. It is recommended that up to \$50,000 per annum of the unexpended contingency funds be transferred to the Mission allocations at the beginning of each Fiscal year beginning with 1980.

FY 1979 APPROVED PROGRAM REQUESTS

JAMAICA - 3 persons, 3 mos. BUCEN DATA PROC.	\$ 9,450	
2 persons MPH Johns Hopkins	<u>27,000</u>	
Subtotal		\$ 36,450
EL SALVADOR - INCA Training of 35 Agricultural Technicians in Agric. Enterprise Mgt.	30,000	
In-country USDA Course TC-110-5	<u>25,000</u>	
Subtotal		55,000
COSTA RICA - 2 persons World Trade Institute	5,000	
1 person to USDA Econ. Forecasting/Agr.	4,600	
1 person Master's Marine Ecology	<u>13,500</u>	
Subtotal		23,100
ECUADOR - In-country Health Course	<u>11,000</u>	
Subtotal		11,000
BOLIVIA - In-country - 30 persons Proj. Planning	14,000	
In-country - 12 persons, Rural Devel.	12,500	
In-country - 20 persons, Nat. Womens Conf.	<u>9,000</u>	
Subtotal		35,500
PERU - Regional Andean Pact Conf. Nutrition	<u>25,000</u>	
Subtotal		25,000
HONDURAS - 1 person Alt. Energy 5 mos.	11,000	
2 persons 2 semest. Energy Management	<u>30,000</u>	
Subtotal		41,000
DOMINICAN REPUBLIC - 2 to 3 persons Masters in Agric. Planning	<u>60,000</u>	
Subtotal		60,000
ROCAP - 8 short-term National Plant/Animal Quarantine Inspectors	<u>11,000</u>	
Subtotal		11,000
GUYANA - 1 Masters Hospital Admin.	15,000	
1 Masters Medical Records	<u>16,000</u>	
Subtotal		31,000

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Total Mission Programs	\$ 329,050
Third Country Training Guide	65,000
Joint OAS/AID Training: Loan Administration	40,000
LASPAU	<u>530,950</u>
TOTAL	\$ 965,000

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APPENDIX L-3

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AIDAC: GUATEMALA/MISSION PASS TO ROCAP

E.O. 12065: N/A

TAGS:

SUBJECT: LAC REGIONAL TRAINING FOR DEVELOPMENT PROJECT

REF: (1) STATE 80342, (2) STATE 182030, (3) ASUN 3271, (4) BRASILIA 7076, (5) BOGOTA 7300, (6) GUAT 5563, (7) LA PAZ 7096, (8) LIMA 7480, (9) PANAMA 6050, (10) PORT AU PRINCE 4059, (11) SANTO DOM 4647 AND (12) SAN SAL 5142

1. LAC REGIONAL TRAINING FOR DEVELOPMENT PROJECT HAS UNDERGONE PRELIMINARY REVIEW WITH FOLLOWING RESULTS:

A. SECTORS OF CONCENTRATION FOR TRAINING PROGRAMS WILL BE LIMITED TO RURAL DEVELOPMENT, HEALTH AND NUTRITION, HUMAN RESOURCES, ENERGY, POPULATION, ENVIRONMENT, APPROPRIATE TECHNOLOGY AND DEVELOPMENT PLANNING. QUALIFYING TRAINING PROGRAMS MUST BE DESIGNED TO UPGRADE PLANNING IMPLEMENTATION AND MANAGEMENT SKILLS FOR PROFESSIONALS WORKING IN THE ABOVE SECTORS. ALL TRAINING SHOULD ADDRESS NEEDS FOR WHICH FUNDING NOT NOW AVAILABLE OR NOT PROGRAMMED IN A MISSION FUNDED PROJECT.

B. PROJECT IS APPLICABLE TO PUBLIC SECTOR AND PRIVATE SECTOR PARTICIPATION INCLUDING PNO'S, SMALL ENTREPRENEURS IN APPROPRIATE TECHNOLOGY, ETC.

C. ALL ADDRESSEE COUNTRIES ARE ELIGIBLE TO PARTICIPATE SUBJECT TO LIMITATION IMPOSED BY HUMAN RIGHTS POLICIES, (E.G., TRAINING PROGRAMS FOR CHILEAN PARTICIPANTS CAN ONLY BE IN BASIC HUMAN NEEDS AREAS).

2. PROJECT WILL INCLUDE FOLLOWING MAJOR COMPONENTS:

A. UNDER SEPARATE GRANT AGREEMENT CONTINUATION OF LASPAU PROGRAM FOR THREE (3) YEARS WITH INCREASED USAID/LASPAU COLLABORATION IN SELECTION PROCESSES.

B. ANNUAL ALLOCATION OF FUNDS TO USAIDS BASED ON MISSION PROPOSED TRAINING PLAN APPROVED BY AID/W. TRAINING PROGRAMS MAY INCLUDE LONG AND SHORT-TERM U.S., 3RD COUNTRY TRAINING AND IN-COUNTRY TRAINING. THE 25 PERCENT COUNTERPART CONTRIBUTION REQUIREMENT OF FAR SECTION 110 (A) IS APPLICABLE FOR THIS TYPE OF TRAINING. HOWEVER, MOST-COUNTRY PAYMENTS FOR SALARIES AND TRAVEL EXPENSES OF TRAINEES ARE CONSIDERED CONTRIBUTIONS FOR PURPOSES OF SECTION 110 (A).

C. U.S., 3RD COUNTRY OR IN-COUNTRY GROUP TRAINING PROGRAMS APPROPRIATE TO THE NEEDS OF TWO (2) OR MORE LAC COUNTRIES. THIS TRAINING CAN BE REQUESTED BY USAIDS AND/ OR MAY BE ORGANIZED BY AID/W BASED ON USAIDS' PERCEPTION OF NEEDS AND DEMAND. IF ABOVE ARE TRULY REGIONAL ACTIVITIES, NO PRECISE REQUIREMENT OF 25 PERCENT CONTRIBUTION NECESSARY.

D. DEVELOPMENT OF A 3RD COUNTRY TRAINING GUIDE.

3. PROJECT WILL BE FUNDED BEGINNING FY 79 THROUGH FY 83 WITH FOLLOWING ALLOCATIONS PER COMPONENT PLANNED:

A. LASPAU	1,960,000 DOLLARS
B. LONG-TERM U.S. AND 3RD COUNTRY	1,440,000 DOLLARS
C. SHORT-TERM U.S. AND 3RD COUNTRY	495,000 DOLLARS
D. GROUP TRAINING (U.S. AND 3RD COUNTRY, IN-COUNTRY)	743,000 DOLLARS
E. THIRD COUNTRY TRAINING GUIDE	65,000 DOLLARS

TOTAL PROJECT COST ESTIMATED AT 4.7 MILLION DOLLARS.

4. IMPLEMENTATION: PRELIMINARY REVIEW MEETING DETERMINED THAT ANNUAL ALLOCATIONS WOULD BE MADE BASED UPON PROPOSED TRAINING PROGRAMS TO BE SUBMITTED BY USAIDS PER PARA. FIVE (5). AID PROJECT COMMITTEE CONSISTING OF LAC DEVELOPMENT PROGRAMS, DEVELOPMENT RESOURCES AND COUNTRY DEEN REPRESENTATIVES WOULD REVIEW PROPOSALS AND ALLOCATE LEVELS. USE OF COUNTRY ALLOCATIONS BASED ON ANNUAL PLANS AND PROGRESS IN IMPLEMENTING IS DESIGNED TO FOSTER EARLY AND SYSTEMATIC ASSESSMENT OF COUNTRY NEEDS. FLEXIBILITY TO COVER UNFORESEEN NEEDS COULD BE MET BY REPROGRAMMING AMONG COUNTRIES AND/OR A MODEST RESERVE FOR CONTINGENCIES. DELIGATION PROCESSES COULD BE THROUGH PROJECT AGREEMENT AND/OR PIO/PS FOR U.S. AND 3RD COUNTRY TRAINING PER PROCEDURES IN HANDBOOK 18. IN-COUNTRY GROUP TRAINING WOULD BE THROUGH PURCHASE ORDER OR PIOT. IT IS ANTICIPATED THAT BLANKET WAIVER FOR PROCUREMENT FROM CODE 941 COUNTRIES WILL BE SIGNED WITH PROJECT AUTHORIZATION TO PERMIT 3RD COUNTRY AND LOCAL TRAINING ACTIVITIES.

5. IN ORDER TO CLARIFY TRAINING NEEDS FOR FY 1979 AND MAKE ALLOCATIONS ASAP AFTER PROJECT APPROVAL, ADDRESSEE USAIDS INVITED TO SUBMIT FY 79 PROPOSED TRAINING REQUIREMENTS BY MAY 21, 1978. PLANS FOR FY 80 WILL BE REQUESTED AFTER PROJECT APPROVAL. DUE SHORT LEAD-TIME PRIOR END OF THIS FISCAL YEAR, AND LASPAU COMMITMENT, TOTAL FUND AVAILABILITY TO MISSIONS FOR FY 79 - \$10,000 DOLLARS FOR ALL CATEGORIES. USAIDS ARE, THEREFORE, REQUESTED TO PRIORITIZE REQUESTS AND

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Department of State

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PAGE 02 OF 02 STATE 117656

APPENDIX L-4.

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TO ENSURE THAT OBLIGATION OF FUNDS ACCORDING TO ABOVE CRITERIA AND PRECEPTS CAN OCCUR PRIOR TO SEPTEMBER 30, 1979.

6. FORMAT FOR RESPONSE SHOULD INCLUDE SUMMARY ESTIMATING TOTAL FY 79 REQUIREMENTS FROM THIS PROJECT. SEPARATE PARAGRAPHS IN ORDER OF PRIORITY SHOULD IDENTIFY EACH PROPOSED PROGRAM, NUMBER OF TRAINEES, DURATION AND LOCATION OF TRAINING AND ESTIMATED COST. VANCE

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APPENDIX L-5

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TO SECRETARY WASHINGTON SECURITY 7031
INFO AMEMBASSY WASHINGTON

UNCLAS INFORMATION ONLY

AIDAC

E.C. 10000: NA
SUBJECT: LAC REGIONAL TRAINING PROJECT

COMPLETE LISTING OF LAC OFFICIALS, PROFESSIONAL AND
TECHNICAL TO BE VISIT. DATES AND ESTIMATED COSTS ATTACHED.

4. AS PERFORMANCE OF THIS IS COMPLETED AND EVERY
TO BE ATTACHED TO THE LAC OFFICE AND RETURN TO A
FOR THE REGIONAL OFFICE. THE ATTACHED WILL BE USED
IN THE EVENT OF A FURTHER REQUEST THAT WILL BE MADE TO LAC
PARTICULARLY EARLY IN THE SUMMER OF 1960.
L/1/ACE

LA

1. MISSION IS INCREASINGLY DEMANDING ASPECT TRAINING AIDS AND NEEDS
WHICH EXISTING PERSONNEL ARE COVERED. THESE URGENT TRAINING
REQUIREMENTS FALL IN AREAS WHERE WE ARE NOT ACTIVE AS WELL AS
SECTIONS WHERE WE HAVE ONLY LIMITED ACTIVITY. WE ARE TO MAKE
THE MOST OF THE TRAINING WE CAN GET OUT OF THE CURRENT DEVELOPMENT
STRATEGY STATEMENT. IN RESPONSE TO THE LAC REGIONAL TRAINING
NEEDS WE HAVE INITIATED THE PROCESS OF DEVELOPING A NEW TRAINING
FOR DEVELOPMENT PROJECT FOR WHICH WE EXPECT TO SECURE A FUND IN
AUGUST.

2. IN THE MEANING WE HAVE IMMEDIATE AND URGENT REQUIREMENTS WHICH
WE DO NOT WANT FOR LEAVING ANY OF THE LAC PROJECTS. WE UNDERSTAND THE
BUREAU HAS APPROVED AN LAC REGIONAL TRAINING PROJECT TRAINING
WHICH WE LOVE WE CAN DO FOR THEIR CURRENT NEEDS. PLEASE ADVISE
IF THE BUREAU PROJECT CAN BE USED FOR THE FOLLOWING URGENT TRAINING
REQUIREMENTS IDENTIFIED IN THE HEALTH SECTION AND IF REQUIREMENTS IN OTHER
SECTIONS CAN BE SUBSTITUTED.

3. HEALTH TRAINING REQUIREMENTS:

A. THREE PERSONS FOR THREE MONTHS EACH IN DATA PROCESSING
FOR THE DEVELOPMENT OF A HEALTH INFORMATION SYSTEM. SUCH A
SYSTEM IS IN CRITICAL AREA OF DEVELOPMENT. IT WOULD HAVE
RELEASABLE AVAILABLE INFORMATION TO THE GOVERNMENT
AS WELL AS USERS OF HEALTH SERVICES. BUREAU IS PREPARED TO
PROVIDE SUCH TRAINING AT NO COST TO AID. THE FINANCIAL REQUIRE-
MENT IS ESTIMATED AT ONE \$5 PER DAY PER PERSON DURING 3 THREE
THREE 90 DAYS, OR \$810 \$,450

B. TWO PERSONS FOR A YEAR IN HEALTH ADMINISTRATION AS JOHN
WORTHINGTON FOR A ONE-YEAR COURSE BEGINNING IN OCTOBER, 1959.
SUCH TRAINING IS NOT AVAILABLE IN JAMAICA AND THE NEED FOR
TRAINED HEALTH ADMINISTRATORS IS BECOMING CRITICAL. IT IS A
SKILL THAT SHOULD BE AVAILABLE TO MOST OF THE TYPES OF HEALTH
ACTIVITIES, AND IS ESSENTIAL TO THE EFFICIENT DELIVERY OF
SERVICES TO THE PEOPLE OF JAMAICA. TRAINING COSTS ARE ESTIMATED
AT \$200 \$,000.

C. TWO PERSONS FOR A YEAR IN HEALTH EDUCATION FOR AN LAC
PROJECT TO BE CONDUCTED IN WASHINGTON, 1959, AT THE UNIVERSITY
OF MARYLAND. AGAIN NO COURSE IS AVAILABLE IN THE
CARRIBBEAN, BUT THE SKILLS ARE ESSENTIAL FOR THE ESTABLISHMENT
OF HEALTH SERVICES IN THE HEALTH DEPARTMENT AND OTHER SECTORS
THE REGIONAL SYSTEM AS WELL AS THE NATIONAL. IN A SIMILAR
MANNER CAN BE DEVELOPED IN TERMS OF HEALTH SERVICE DEVELOPMENT
FOR THE REGIONAL OFFICE AND WASHINGTON. THE ESTIMATED
TRAINING COSTS TO COVER THE DEVELOPMENT OF THE
ACTIVITIES THAT WILL BE CONDUCTED BY THE LAC
GROUPS ARE ESTIMATED AT \$200 \$,000.

D. ONE PERSON FOR A YEAR IN HEALTH ADMINISTRATION AS JOHN
WORTHINGTON FOR A ONE-YEAR COURSE BEGINNING IN OCTOBER, 1959
OR TO BE CONDUCTED IN WASHINGTON, 1959. IT IS TO BE ESTABLISHED
THAT THE TRAINING IN WASHINGTON WILL BE CONDUCTED IN A



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ACTION AID-31

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TO SECSTATE WASHDC 8935

UNCLAS SANTO DOMINGO 2091

AIDAC

EO 12065: NA
SUB: IAC REGIONAL TRAINING FOR DEVELOPMENT PROJECT

REF: STATE 117656,

1. REFTEL, RECEIVED MAY 9, ASKS FOR RESPONSE BY MAY 21. SHORT LEAD TIME LEAVES LITTLE TIME FOR CONSULTATION WITH GOCR. HOWEVER, MISSION CAN DEVELOP A TRAINING PLAN WITH THE GOCR, OBTAIN 25 PERCENT COUNTERPART CONTRIBUTION, AND OBLIGATE FY-1979 FUNDS BEFORE SEPTEMBER 30.

2. NATURAL RESOURCES MANAGEMENT LOAN 517-0126 APPEARS IN THE FY-1980 CONGRESSIONAL PRESENTATION AT A FIGURE OF \$3 MILLION. BASED ON DISCUSSIONS WITH THE NEW ADMINISTRATION OF THE GOCR, THE PROJECT HAS BEEN SHIFTED TO FY-1981 AND INCREASED TO \$10 MILLION. FY-1979 FUNDED TRAINING OPPORTUNITY MAY ALLOW INITIATION OF TRAINING TO BEGIN DEVELOPMENT OF COUNTERPART STAFF BEFORE INITIATION OF THE LOAN PROJECT. TRAINING WOULD BE IN AREAS OF RURAL DEVELOPMENT, ENVIRONMENT, AND DEVELOPMENT PLANNING.

3. SECRETARIAT OF AGRICULTURE (SEA) HAS THREE TECHNICIANS WHO HAVE MADE APPLICATIONS TO MICHIGAN STATE UNIVERSITY THREE TO SIX MONTHS AGO FOR MA PROGRAMS. ALL THREE WILL BE INVOLVED IN IMPLEMENTATION OF FY-1981 NATURAL RESOURCES MANAGEMENT PROJECT. ASSUMING \$1,250 PER MONTH AS COST OF ACADEMIC TRAINING, AND UP TO 24 MONTHS EACH FOR ENGLISH LANGUAGE TRAINING AND COMPLETION OF MA, COST IS \$30,000 EACH OR \$90,000 FOR THREE. PLAN COULD ALSO INCLUDE SHORT TERM THIRD COUNTRY TRAINING AND IN-COUNTRY COURSES, WHICH SHOULD COST ABOUT \$30,000, FOR A TOTAL OF \$120,000. PLAN COULD BE EXPANDED IF MORE FUNDS ARE AVAILABLE.

4. BEFORE APPROACHING SEA TO WORK ON DETAILS OF PROGRAM, MISSION NEEDS SOME INDICATION OF FUNDING LEVEL WE CAN EXPECT AND ASSURANCE THAT FUNDS WILL BE ALLOCATED BY JULY 1979, FOR OBLIGATION. PLEASE RESPOND ASAP.
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APPENDIX L-6

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INCOMING TELEGRAM

APPENDIX L-7

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TO SECSTATE WASHDC PRIORITY 4357

UNCLAS TEGUCIGALPA 2071

AID/C

E. O. 12065: N/A
SUBJ: LAC REGIONAL TRAINING FOR DEVELOPMENT PROJECT

REF: STATE 117656

1. MISSION BY 79 PROPOSED TOTAL DOLLAR REQUIREMENTS FOR REFERENCE PROJECT ARE \$265,500 SUMMARIZED IN ORDER OF PRIORITY AS FOLLOWS:

- A. ALTERNATIVE ENERGY SOURCES, ONE TRAINEE, FIVE MONTHS, ACADEMIC TRAINING AT GEORGIA TECH, \$13,500.
- B. EDUCATIONAL ADMINISTRATION AND SUPERVISION, EIGHT TRAINEES, ONE SEMESTER GROUP ACADEMIC TRAINING IN SPANISH AT UNIVERSITY OF NEW MEXICO, ALBUQUERQUE, N.M. \$132,000.
- C. ENERGY MANAGEMENT TRAINING PROGRAM, TWO TRAINEES, TWO SEMESTER EACH, ACADEMIC TRAINING, SUNY AT STONYBROOK, N.Y. \$80,000.
- D. EDUCATIONAL RESEARCH, TWO TRAINEES, ONE YEAR EACH ACADEMIC TRAINING, INSTITUTE FOR EDUCATIONAL RESEARCH FOR EDUCATIONAL PLANNING, CARACAS, VENEZUELA, \$60,000.

2. MISSION REPRESENTATIVES HAVE DISCUSSED THE FOREGOING WITH APPROPRIATE GOH OFFICIALS. GOH OFFICIALS CONTACTED HAVE AGREED IN PRINCIPLE THAT IF SUCH TRAINING IS APPROVED BY A.I.D. GOH WOULD PLAN TO COVER INTERNATIONAL TRAVEL EXPENSE AND SALARIES OF PARTICIPANTS.
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APPENDIX L-8

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TO SECSTATE WASHDC PRIORITY 4666

UNCLAS GUATEMALA 3265

AIDAC

ROCAF

E. O. 12065: N/A

SUBJECT: LAC REGIONAL TRAINING FOR DEVELOPMENT PROJECT

REF: STATE 117656

M. M. ...

*DR
Hartis*

LA
[Stamp: AMERICAN OVERSIGHT]

1. ROCAP APPRECIATES OPPORTUNITY FOR REGIONAL TRAINING OFFERED BY SUBJECT PROJECT. TO THIS END, IN FY 1979 WE PROPOSE ONE TRAINING PROGRAM INVOLVING HEADS OF PLANT AND ANIMAL QUARANTINE AGENCIES IN CENTRAL AMERICA, PANAMA AND MEXICO ACCOMPANIED BY DIRECTOR OF THE INTERNATIONAL REGIONAL ORGANIZATION FOR PLANT AND ANIMAL SANITATION (OIRSA). OIRSA, HEADQUARTERED IN SAN SALVADOR, IS RESPONSIBLE FOR DEFENDING ITS MEMBERS' COMMON AGRICULTURAL RESOURCES AGAINST THE INCURSION OF PESTS AND DISEASES WHICH ARE OF MUTUAL CONCERN AND WHICH BY THEIR CHARACTER AND MAGNITUDE CAN ONLY BE CONTROLLED THROUGH COMMON EFFORT. OIRSA MAINTAINS, INTER ALIA, RESEARCH FACILITIES AND AN INTERNATIONAL PESTIGATION SERVICE FOR ITS MEMBER COUNTRIES. OIRSA AND THE QUARANTINE AGENCIES ARE MAJOR COUNTER PARTS FOR THE SOON TO BE ASSIGNED REGIONAL PESTICIDE ADVISOR. THIS OBSERVATION-ORIENTATION PROGRAM WILL BE DESIGNED TO INCREASE AWARENESS AMONG THE QUARANTINE SERVICES OF METHODS NOW BEING EMPLOYED IN SELECTED MAJOR PORTS OF ENTRY FOR DETECTION, IDENTIFICATION AND CONTROL OF PESTS INFECTING PLANT AND ANIMAL PRODUCTS.

2. DURATION: 10 DAYS. LOCATION: WASHINGTON, D. C. FOR DISCUSSIONS WITH USDA/ANIMAL PLANT HEALTH INSPECTION SERVICE (APHIS) AND SUBSEQUENT VISITS TO (A) NEW YORK JFK INTERNATIONAL AIRPORT, PORT OF NEW YORK AUTHORITY AND USDA PLUM ISLAND STATION; (B) MIAMI INTERNATIONAL AIRPORT AND PORT, AND (C) INTERNATIONAL CROSSING, LAREDO, TEXAS.

3. NUMBER OF TRAINEES: EIGHT ESTIMATED COST (INCLUDING INTERNATIONAL AND US AIRFARE): \$11,000.

4. UPON NOTIFICATION OF FUND AVAILABILITY, ROCAP WILL REQUEST PROGRAM PREPARATION, NOTIFY OIRSA AND INITIATE OBLIGATING PIO/P. VENEZIA ACTING BENNETT

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TO SECRETARY (INFO) PRIORITY 0002
INFO DEPARTMENT CHAIRMAN
AMEMB LA PAZ
AMEMB QUITO
AMEMB BOGOTA

UNCLAS LINA 4286

ADAC

E.O. 12958-1 N A

SUBJECT: LAC REGIONAL TRAINING FOR DEVELOPMENT PROJECT

REF: (A) STATE 117860, (B) HEYMAN-MARTIN TELCON 8100 70.

1. AS DISCUSSED IN REF (B), USAID/PERM PRELIMINARY ESTIMATE OF TRAINING REQUIREMENTS FOR FY 70 FUNDING UNDER SUB. 607 PROJECT ARE AS FOLLOWS:

(A) THREE LONG TERM PARTICIPANTS (TWO FROM PUBLIC SECTOR AND ONE FROM PRIVATE SECTOR) FOR A TOTAL OF DOLS 45,000.

(B) THREE SHORT TERM PARTICIPANTS (TWO FROM PUBLIC SECTOR AND ONE FROM PRIVATE SECTOR) FOR A TOTAL OF DOLS 15,000.

(C) IN-COUNTRY NUTRITION PLANNING CONFERENCE FOR ANDAN REGION PARTICIPANTS FOR A TOTAL OF DOLS 35,000. WOULD PROJECT FUNDS BE AVAILABLE FOR COSTS OF IN-COUNTRY COURSE THAT ARE NOT DIRECTLY ATTRIBUTABLE TO PARTICIPANTS' HIGHEST PRIORITY TO FOLLOWED BY (A) AND (B).

2. MISSION DISCOVERING SPECIFIC AREAS FOR TRAINING PROPOSED IN (A) AND (B) ABOVE WITH HOST COUNTRY INSTITUTIONS AND EXPLORE IDENTIFY PALCISE MEANS BY JUNE 30. FURTHER DETAILS ON ITEM (C) ABOVE WOULD ALSO BE PROVIDED BY JUNE 30.

3. PLEASE EXPLAIN METHOD FOR DELIGATING FUNDS FOR TRAINING LISTED IN 3 D.C.D. OR REPELL. SPECIFICALLY, WITH REGARD TO IN-COUNTRY TRAINING WOULD FUNDS BE DELIGATED ITH PIU-PS OR OTHER DOCUMENTS E.G. CONTRACT WITH HOST INSTITUTION? WHAT IS PROJECT'S PACE?

4. PLEASE ADVISE.
SHLAUGEN

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APPENDIX L-10

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TO SECSTATE WASHDC PRIORITY 04602

UNCLAS LA PAZ 4602

AIDAC

E.O. 12065: N/A
SUBJECT: I-AC REGIONAL TRAINING FOR DEVELOPMENT PROJECT

REF: STATE 117556

AS PER YOUR REQUEST FOLLOWING ARE MISSION'S ESTIMATED TRAINING REQUIREMENTS UNDER SUBJECT PROJECT TO BE INITIATED AND/OR COMPLETED DURING FY 1979:

1. ESTIMATED TOTAL REQUIREMENTS FOR FY 1979: \$195,500.
2. IN-COUNTRY TRAINING:
 - A) PROJECT PLANNING, IMPLEMENTATION AND EVALUATION SEMINAR, NUMBER OF PARTICIPANTS 20, DURATION FIVE DAYS, PLACE LA PAZ, TOTAL ESTIMATED COST \$14,000.
 - B) RURAL DEVELOPMENT POLICY SEMINAR, NUMBER OF PARTICIPANTS 12, DURATION FIVE DAYS, PLACE OF TRAINING LA PAZ, TOTAL ESTIMATED COST \$12,500.
 - C) NATIONAL WOMEN'S CONFERENCE, NUMBER OF PARTICIPANTS 20, DURATION 4 DAYS, PLACE OF TRAINING LA PAZ, TOTAL ESTIMATED COST \$9,000.
3. U.S. ACADEMIC TRAINING:
 - A) NON-FORMAL EDUCATION/DEVELOPMENT PLANNING IN EDUCATION, M.A. DEGREE, DURATION 36 P.M., PLACE OF TRAINING STANFORD UNIVERSITY, ESTIMATED TOTAL COST \$45,000. (CANDIDATE ALREADY ACQUIRED).
 - B) EDUCATION ADMINISTRATION, M.A. DEGREE, UNIVERSITY OF NEW MEXICO, DURATION 12 P.M., TOTAL ESTIMATED COST \$15,000.
 - C) BILINGUAL EDUCATION, PH.D. DEGREE, PLACE OF TRAINING INDIANA UNIVERSITY, DURATION 36 P.M., TOTAL ESTIMATED COST \$45,000.
 - D) DEVELOPMENT PLANNING, PH.D. DEGREE, PLACE OF TRAINING STANFORD UNIVERSITY, DURATION 36 P.M., TOTAL ESTIMATED COST: \$45,000.
4. MISSION WILL APPRECIATE RECEIVING PROMPT REPLY IN ORDER TO PROCESS NECESSARY DOCUMENTATION ASAP.
BOELER

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APPENDIX L-11

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TO SECDEF (1041-46) PRIORITY 1015

UNCLAS SAN JOSE 2024

AIDAC

E.O. 12958: N/A
SUBJ: REGIONAL TRAINING FOR DEVELOPMENT PROJECT

REF. STATE 1 7000

1. USIDO OF NOTES WITH SATISFACTION RECENT LAC INITIATIVE TO SUPPORT NON-PROFIT RELATED TO INDIA THROUGH PRIORITY DEVELOPMENT AND IS PREPARING A B ID CODE OF CODES OF WELL QUALIFIED SPECIALISTS IN SUCH AREAS IS AN ESSENTIAL FIRST STEP IN THIS REGION'S DEVELOPMENT.

- A. IMPROVE PLANNING AND MANAGEMENT OF DEVELOPMENT FROM THE
- B. CREATE GREATER CAPABILITIES TO ANALYZE DEVELOPMENT PROBLEMS AND TARGET GRANTS NEEDS AND
- C. IDENTIFY FUTURE AREAS OF ASSISTANCE.

2. FOR FY 1978 US ID/COSTA RICA PROPOSES STA CANDIDATES FOR TRAINING UNDER PROPOSED ACTIVITY IN AREA B WHICH SUPPORT US AND PRODUCTIVITY, INCREASED ACCESS, NATURAL RESOURCES, OBSERVATION AND DECENTRALIZATION OBJECTIVES.

3. PROPOSED AREAS FOR TRAINING FOLLOWS IN ORDER OF PRIORITY:
A. WORLD TRADE INSTITUTE COURSE IN EXPORT INDUSTRY DEVELOPMENT TRADE PROMOTION TWO PARTICIPANTS FROM SEPT 13 TO OCT 13, 1979 IN NEW YORK CITY ESTIMATED COST IS \$3,000.00 - SHORT TERM.

B. "ECONOMIC FORECASTING FOR AGRICULTURAL POLICYMAKERS AND PLANNERS" ONE PARTICIPANT FROM SEPT 11, TO OCT 17, 1979 IN WASHINGTON DC ESTIMATED COST IS \$4,000.00 - SHORT-TERM.

C. MASTER'S DEGREE PROGRAM IN DEMOGRAPHY (ENVIRONMENT) ONE PARTICIPANT FROM SEPT 19 TO AUG 31 AT THE UNIVERSITY OF THOISE ISLAND. ESTIMATED COST IS \$13,500.00 - LONG TERM.

D. MASTER'S DEGREE PROGRAM IN MARINE ECOLOGY (ENVIRONMENT) TWO PARTICIPANTS FROM SEPT 19 TO OCT 31 AT THE ROBINSON SCHOOL OF OCEANOGRAPHY UNIVERSITY OF MIAMI, ESTIMATED COST IS \$17,000.00 - LONG-TERM. THESE STUDENTS HAVE ALREADY BEEN ACCEPTED BY THE UNIVERSITIES. WHILE THIS PROPOSED TRAINING SUPPLEMENTS THE OVERALL OBJECTIVES OF OUR NATURAL RESOURCES AND BOTANICAL AND TECHNOLOGY LOANS. THESE ACTIVITIES DO NOT INCLUDE TRAINING IN THE AREA OF MARINE ECOLOGY AND OCEANOGRAPHY.

4. PLEASE ADVISE WASHINGTON ASAP WHETHER FUNDS WILL BE AVAILABLE AND PROCEDURES FOR PROCESSING CANDIDATES TO BE FUNDED THIS FISCAL YEAR. WEISSMAN

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U.S. DEPARTMENT OF AGRICULTURE
Department of State

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TO DIRECTOR, WASHINGTON, D.C.

MURKIN SAN SALVADOR 2871

AIRTEL

RE: STATE 117088

AGRICULTURE AND REGIONAL TRAINING FOR DEVELOPMENT PROJECT

REF: STATE 117088

SUMMARY: MISSION'S FY REQUIREMENTS ESTIMATED TO BE DOLLARS 127,000 IN FIELDS OF AGRICULTURE AND EDUCATION. FOLLOWING TRAINING NEEDS LISTED IN ORDER OF PRIORITY:

1. TRAINING PROGRAM TO BE CONDUCTED BY MOE TO TRAIN 88 TECHNICIANS FROM 2008 AGRICULTURE SECTOR. 40 WILL BE OFFICERS OF COOPERATIVE FARMING UNITS. 40 WILL TRAIN CAPACITATED LEADERS IN AGRICULTURE ENTERPRISE MANAGEMENT TECHNIQUES. DURATION OF TRAINING TO BE CONDUCTED IN EL SALVADOR TWO WEEKS. ESTIMATED COST DOLLARS 10,000.
2. OVERSEAS VERSION OF USDA COURSE TO 110-3, DEVELOPMENT AND OPERATION OF AGRICULTURE EXTENSION PROGRAMS. FOR 20 MAG EXTENSION SUPERVISORS AND FIELD PERSONNEL. DURATION OF TRAINING: 2 WEEKS. LOCATION: EL SALVADOR. ESTIMATED COST DOLLARS 21,000.
3. TRAINING IN EVALUATION OF TELEVISION INSTRUCTION FOR 2 MOE EMPLOYEES. DURATION OF TRAINING 3 MONTHS. LOCATION: U.S. ESTIMATED COST DOLLARS 14,000.
4. TRAINING IN EDUCATIONAL TV, FINANCE AND COST EFFECTIVENESS FOR 1 MOE EMPLOYEE. DURATION OF TRAINING 3 MONTHS. LOCATION: U.S. ESTIMATED COST 3 MONTHS.
5. TRAINING IN TEACHING AGRICULTURE IN GRADE 4-6 FOR 1 MOE EMPLOYEE. DURATION OF TRAINING 3 MONTHS. LOCATION: U.S. ESTIMATED COST DOLLARS 18,000.
6. IN-SERVICE TRAINING FOR 50 MEDIUM AND HIGH LEVEL OFFICIALS OF MOE THROUGH SERIES OF SEMINARS. LOCATION: EL SALVADOR. ESTIMATED COST DOLLARS 10,000.
7. TRAINING IN RADIO INSTRUCTIONAL PROGRAMS FOR 2 MOE EMPLOYEES. DURATION OF TRAINING 3 MONTHS. LOCATION: U.S. AND COLOMBIA.
8. IN-COUNTRY TRAINING IN ADMINISTRATION AND DECISION MAKING FOR 20 SAN SALVADOR MUNICIPAL EMPLOYEES AT THE SECTION OR DIVISION CHIEF LEVEL. ESTIMATED COST DOLLARS 10,000.
9. REQUEST MISSION BE INFORMED OF CRITERIA WHICH WILL BE USED IN SELECTION OF CANDIDATES AND COSTS MISSION TO PLAN IN THIS REGARD. FOR FY 72 MISSION DIRECTOR TO PROVIDE MORE EXTENSIVE LIST OF TRAINING REQUIREMENTS.

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APPENDIX L-13
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FM AMEMBASSY GEORGETOWN

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DR
Ken:
What do you think?

UNCLAS GEORGETOWN 2420

AIDAC

E.O. 12065: NA

SUBJ: LAC REGIONAL TRAINING FOR DEVELOPMENT PROJECT

REF: STATE 117656

IN ACCORDANCE WITH PARA. 5 OF REFTEL TOTAL SUMMARY ESTIMATE FOR FY 79 DOLS 30 THOUSAND AS FOLLOWS:

1. MEDICAL RECORDS - ONE PARTICIPANT FOR 3 YEARS AT ST. LOUIS UNIVERSITY, MISSOURI AT US DOLS 44 THOUSAND FOR ENTIRE DURATION.
1 yr 15000

2. HOSPITAL AND HEALTH CARE MANAGEMENT - ONE PARTICIPANT, 2 YEARS AT STRAYERS COLLEGE, WASHINGTON AT US DOLS 32 THOUSAND FOR ENTIRE DURATION.
1 yr 16000

3. COST AND MANAGEMENT ACCOUNTING (POST GRADUATE) FOR ONE PARTICIPANT FOR 2 YEARS AT US DOLS 14 THOUSAND FOR ENTIRE DURATION.
1 yr 15000

BURKE

1 yr 15000

1st yr funding 46000

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