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UNITED STATES INTERNATIONAL DEVELOPMENT COOPERATION AGENCY
AGENCY FOR INTERNATIONAL DEVELOPMENT
Washington, D. C. 20523

HAITI

PROJECT PAPER

CLASP II HAITI PROJECT

AID/LAC/P-564

Project Number: 521-0227

UNCLASSIFIED

AGENCY FOR INTERNATIONAL DEVELOPMENT
PROJECT DATA SHEET

1. TRANSACTION CODE: **A** (A = Add, C = Change, D = Delete)
Amendment Number: _____ DOCUMENT CODE: **3**

COUNTRY/ENTITY: **Haiti**

3. PROJECT NUMBER: **521-0227**

4. BUREAU/OFFICE: **USAID/Haiti** (5) 5. PROJECT TITLE (maximum 40 characters): **CLASP II Haiti Project**

6. PROJECT ASSISTANCE COMPLETION DATE (PACD): MM DD YY **08 31 09 51**

7. ESTIMATED DATE OF OBLIGATION (Under 8: below, enter 1, 2, 3, or 4)
A. Initial FY **91 01** B. Quarter **3** C. Final FY **91 14**

8. COSTS (5000 OR EQUIVALENT \$) =

A. FUNDING SOURCE	FIRST FY 90			LIFE OF PROJECT		
	B. FX	C. L/C	D. Total	E. FX	F. L/C	G. Total
AD Appropriated Total						
Grants	675,000	125,000	800,000	2,065,143	338,856	2,404,000
Loans						
Other: 1. U.S. Host Country Other Donors						
TOTALS	675,000	125,000	800,000	2,065,143	338,856	2,404,000

9. SCHEDULE OF AID FUNDING (\$000)

A. APPROXIMATE PRIMARY PRIORATION/PURPOSE CODE	B. PRIMARY TECH. CODE (1. Grant) 2. Loan	D. OBLIGATIONS TO DATE		E. AMOUNT APPROVED THIS ACTION		F. LIFE OF PROJECT	
		1. Grant	2. Loan	1. Grant	2. Loan	1. Grant	2. Loan
(1) HE 600	721			350,000		954,000	
(2) EHR 600	721			200,000		700,000	
(3) ARDN 600	721			100,000		400,000	
(4) PSEE 600	721			150,000		350,000	
TOTALS				800,000		2,404,000	

10. SECONDARY TECHNICAL CODES (maximum 6 codes of 3 positions each)
030 | 530 | 660 | 840 | 790

11. SECONDARY PURPOSE CODE

12. SPECIAL CONCERNS CODES (maximum 7 codes of 4 positions each)
A. Code: PART B. Amount: _____

13. PROJECT PURPOSE (maximum 480 characters)

To provide a broad base of community and/or occupational leaders with technical skills, training and academic education and an appreciation and understanding of the workings of a free enterprise economy in a democratic society.

14. SCHEDULED EVALUATIONS: System MM YY | Final MM YY

15. SOURCE/ORGAN OF GOODS AND SERVICES: 300 41 Local Other (Specify)

16. AMENDMENTS/NATURE OF CHANGE PROPOSED (This is page 1 of 3 page 2P (memorandum))

USAID/Haiti Controller Clearance:

I have reviewed and approved the methods of implementation and financing for this PP.

Claire Johnson 6/19/90
Claire Johnson, Acting Mission Controller

17. APPROVED BY: Signature: **Gerald Zarr** Title: **Director, USAID/Haiti** Date Signed: **6/22/90**

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

PROJECT AUTHORIZATION

Name of Country: Haiti

Title of Project: Caribbean and Latin American Scholarship
Program II Haiti Project

Number of Project: 521-0227

1. Pursuant to Sections 103, 104, 105, and 106 of the Foreign Assistance Act of 1961, as amended, I hereby authorize the Caribbean and Latin American Scholarship Program II Haiti Project (hereinafter referred to as "the project"). The project involves planned obligations of not-to-exceed two million four hundred and four thousand dollars (\$2,404,000) in grant funds over a five year period from the date of initial authorization, subject to the availability of funds in accordance with the A.I.D. OYB/allotment process, to help in financing foreign exchange and local currency costs for the project. The planned life of project is 5 years and 2 months from the date of initial obligation.

2. The project involves equipping a broad base of community and occupational Haitian leaders and potential leaders with technical skills, training and academic education and an appreciation and understanding of workings of a free enterprise economy in a democratic society. The project will be implemented primarily through a Direct AID Contract Buy-in to the Office of International Training for participant training, a PSC, direct payments for local administrative costs for participant training, and local contracts to non-government organizations for support services.

3. Goods and services financed by A.I.D. under the project shall have their source and origin in A.I.D. geographic code 000 or in Haiti, except as A.I.D. may otherwise agree in writing.

4. The project agreements, which may be negotiated and executed by the officers to whom such authority is delegated in accordance with A.I.D. regulations and Delegations of Authority, shall be subject to such terms and conditions as A.I.D. may deem appropriate.

Gerald Zarr, Acting Director

Gerald Zarr
Director
USAID/Haiti

6-22-90

Date

Drafted:	PPS:	GSpence	<i>GS</i>	Date:	<u>6/1/90</u>
Clearances:	PPS:	RFanale	<i>RF</i>	Date:	<u>6/1/90</u>
	PPS:	ASchoepfer	<i>AS</i>	Date:	<u>6/5/90</u>
	PPS:	AFord	<i>AF</i>	Date:	<u>6/6/90</u>
	ADO:	LHarms	<i>LH</i>	Date:	<u>6/8/90</u>
	HRO:	MWhite	<i>MW</i>	Date:	<u>6/22/90</u>
	OPE:	EKissinger	<i>EK</i>	Date:	<u>6/13/90</u>
	ACONT:	CJohnson	<i>CJ</i>	Date:	<u>6/19/90</u>
	D/DIR:	FHerder	<i>FH</i>	Date:	<u>6.22-90</u>

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**CARIBBEAN AND LATIN AMERICAN SCHOLARSHIP PROGRAM II
HAITI PROJECT PAPER
(521-0227)**

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GLOSSARY OF TERMS

ADC	Advanced Developing Countries
AID/W	Agency for International Development, Washington
APSP	Andean Peace Scholarship Program
CA	Central America Regional Programs
CAI	Central America Initiative
CAPS	Central America Peace Scholarship Program
CASP	Central America Scholarship Program (Georgetown)
CASS	Cooperative Association of States for Scholars
CBSF	Caribbean Basin Scholarship Program
CDIE	Center for Development Information and Evaluation (PPC)
CLASP	Caribbean and Latin American Scholarship Program
CSLA	Consortium for Service to Latin America
CTP	Country Training Plan
DA	Development Assistance account
EOPS	End of Project Status
ESF	Economic Support Fund account
FSN	Foreign Service National
GAO	U.S. General Accounting Office
HBCU	Historically Black Colleges and Universities
HRO	USAID Haiti's Human Resources Office
HRO/EHR	USAID Haiti's Human Resources Office Education and Human Resources Division
IG	A.I.D. Inspector General
ISEP	International Student Exchange Program (Georgetown University)
IVP	International Visitor Program (USIA)
LAC	Latin America and Caribbean Bureau
LAC/DR	Latin America Bureau Development Resources
LAC/DR/EHR	Education, Science and Technology in LAC/DR
LAC II	LAC Regional Training Initiatives II Project
LCA	Leadership Center of the Americas
LOP	Life of Project
NBCCA	National Bipartisan Commission on Central America
OYB	Operating Year Budget
PACD	Project Assistance Completion Date
PIO/P	Project Implementation Order/Participant Training
PPC	Program and Policy Coordination, AID
PTIIC	Presidential Training Initiative for the Island Caribbean
RDJ/C	Regional Development Office for the Caribbean
RTAC II	Regional Technical Aid Center II Project
S&T/IT	Office of International Training, Bureau of Science and Technology
SIF	Social-Institutional Framework
USAID/H	USAID HAITI
USIA	U.S. Information Agency

I. SUMMARY AND RECOMMENDATIONS

A. Recommendation

The Project Committee recommends that \$2,404,000 in Development Assistance grant funds be authorized for the CLASP II/Haiti project (521-0227) to provide short-term and long-term technical and academic training in the United States for qualified Haitians. The project will have a four year obligation period and a six year implementation period to allow adequate time for trainees to complete their programs in the U.S., return to Haiti, and participate in the follow-on programs.

B. Summary Project Recommendation

The CLASP II/Haiti project is a continuation of the Presidential Training Initiative for the Islands Caribbean (PTIIC), which was a component of the Caribbean and Latin American Scholarship Program (CLASP). Under the PTIIC program, Haiti obligated \$4.2 million from 1986 through 1990 and trained an estimated 258 Haitians, primarily from rural and disadvantaged backgrounds. The CLASP II/Haiti project will obligate \$2,404,000 in grant funds from four functional accounts which will support training for an estimated 153 Haitian leaders and potential leaders from socially and economically disadvantaged classes.

The goal of the CLASP II/Haiti project is to promote broad-based economic and social development in Haiti. The project sub-goal is to encourage and strengthen free enterprise within a system of democratic pluralism to establish the conditions necessary for sustained development.

The CLASP II program purpose is to equip a broad base of leaders and potential leaders with technical skills, training, and academic education and an appreciation and understanding of the workings of a free enterprise system in a democratic society. The Haiti component shares these objectives.

The CLASP II/Haiti project will consist of short-term technical training, long-term technical training, long-term academic training, and a follow-on program of seminars and an alumni association. All trainees will attend training programs in the United States that include two components: 1) the basic skills and attitudes necessary to participate effectively in a democratic system, and 2) the technical skills needed for economic development.

The training will focus on five general areas of importance to Haiti and the USAID/Haiti program--health, agriculture, education, private sector development, and democratic initiatives. All participants will be selected on the basis of demonstrated leadership capability.

The CLASP II/Haiti project will be implemented through the USAID training office with assistance from a project funded personal services contractor serving as project coordinator. Training support services, including in-country English language training, administration of alumni association activities, and follow-on training seminars will be contracted locally.

The CLASP II/Haiti project will meet or exceed all CLASP II program guidelines which include: at least 70% of the participants will be socially or economically disadvantaged; at least 40% of the participants will be women; all CLASP II trainees must attend programs in the U.S. lasting at least 28 days, and 20% of the trainees will attend programs lasting nine months or longer. In addition, no fewer than 10% of all trainees will be trained in Historically Black Colleges and Universities (HBCUs).

SUMMARY COST ESTIMATE AND PROJECT SUMMARY
(U.S. \$ 000)

	Project Year				Total
	1	2	3	4	

Number of Trainees	36	40	58	19	153
Training Cost	337	562	938	567	2,404

Training/Administrative Costs					
Short-Term Training	301	341	467	0	1,109
Long-Term Technical	0	0	0	505	505
Long-Term Academic	0	183	411		594
Project Management	33	35	37	39	144
Audits/Evaluation	0	0	20	20	40
Contingency	3	3	3	3	12
Total CLASP II/Haiti costs					2,404

II. PROGRAM RATIONALE AND DESCRIPTION

A. Background and Rationale

1. A.I.D. Participant Training Programs, 1949-1984

History. Participant training has been an integral part of the foreign assistance program since the Marshall Plan in 1949. More than 250,000 foreign nationals have received U.S. government scholarships for training in the U.S. or third countries, over 30% of whom have been from Latin America and the Caribbean. Between 1958 and 1984, 38,387 people from the LAC region were trained in the U.S. by A.I.D. or its predecessor agencies in virtually every important development field. Although no formal tracking of the participants has been conducted, informal surveys have found that many leaders and influential people in LAC countries have received U.S. government (USG) scholarships.

Funding levels for the A.I.D. participant training program, and consequently the number of people trained annually, has fluctuated significantly over the past four decades. The largest program was in the immediate postwar years (1944-1957), when over 8,700 scholarships were awarded each year. Since then, training levels fluctuated between a low of 3,440 participants a year in the early 1960s to a high of almost 6,200 in the early 1970s. By the early 1980's, approximately 5,400 participants were being trained each year.

In the late 1970s and early 1980s, the LAC Bureau initiated a series of regional training projects to increase the number of participants from the LAC region. Although the impact on the total numbers trained was modest, these projects incorporated new approaches which would be expanded under the Caribbean and Latin American Scholarship Program (CLASP). The "Training for Development" project (598-0580) was authorized in FY 1979 to provide training for 647 participants, with an emphasis on people from lower economic status groups. The LAC Training Initiatives I (598-0622) was authorized in FY 1982 to train 670 individuals. In FY 1983, the Caribbean Basin Scholarship Fund (CBSF) (598-0626) sponsored 500 participants from the private and public sectors, again focusing on people from socially and economically disadvantaged groups.

Evaluations and Lessons Learned. Despite the substantial scale of the participant training program over the years, A.I.D. has had limited success in evaluating the impact of the program on development. In 1984, PPC/CDIE sponsored a study to review A.I.D. evaluations of participant training projects conducted over a 30 year period ("Review of Participant Training Evaluation Studies," Tom Moser and Laurel Elmer, PPC/CDIE 1984). The study found that A.I.D. has conducted relatively few evaluations of participant training programs, virtually all of which focused on operational

issues rather than the eventual use of the training. The only systematic, worldwide evaluation of the utilization and effectiveness of participant training, conducted in the early 1960s, recommended the following (in order of importance):

- (1) more follow-up activities with returned participants are needed;
- (2) participants should have more involvement in pre-departure program planning;
- (3) longer term training ensures better utilization than does short-term training;
- (4) supervisors should be involved in selecting participants and planning the program;
- (5) plans for using the training should be formulated during the planning stage; and,
- (6) participants should be better informed and satisfied with their training programs before departure.

In 1967, A.I.D. initiated an ambitious evaluation that was to include three phases of systematic interviews with participants--pre-departure interviews, exit interviews in the U.S., and follow-up interviews in country. Although over 10,000 exit interviews were conducted, neither of the other two phases was implemented. In 1974, the American Institutes for Research was contracted to develop criteria and methodologies for an impact assessment, but A.I.D. never accepted or used the methodology.

The other notable finding of the Moser and Elmer study was the frequency with which the same recommendations were repeated over the years, often in the same country or region. All of the recommendations from the 1960s study cited above were among the eleven most frequent recommendations in other evaluations over the next 25 years, indicating a continuing inability to incorporate such findings in new projects.

2. Reports and Evaluations Leading to CLASP

The conceptual origins of the CLASP program are found in three key studies: the Report of the National Bipartisan Commission on Central America (NBCCA); a GAO audit, "U.S. and Soviet Bloc Training of Latin American and Caribbean Students: Considerations in Developing Future U.S. Programs;" and an audit conducted by the A.I.D. Inspector General (IG) office, "A.I.D.'s Participant Training Program Can Be Made More Effective," (Audit Report No. 85-08).

The NBCCA, chaired by Dr. Henry Kissinger, was appointed by President Reagan to propose solutions to the political and economic crisis in Central America. The Commission's 1984 report outlined a broad program of support for the region and highlighted the need to deal with the social and economic underpinnings of the political problems. A primary conclusion was that the human resource base must be strengthened to provide an adequate foundation for viable democratic societies and social and economic development. The Commission recommended that 10,000 Central American students be given scholarships for training at U.S. academic and vocational/technical training institutions. It further recommended that (1) the program encourage participation of young people from all social and economic classes; (2) students receive adequate pre-departure preparation in English and remedial academic training; (3) graduates be encouraged to return to their home countries; (4) Central American countries bear some of the cost; and (5) some of the scholarships be made available to mid-career public servants and university faculty exchanges.

The GAO audit, released soon after the NBCCA report, documented the scale of Soviet Bloc training programs worldwide and the sharp increase in scholarships for Caribbean Basin countries between 1977 and 1982. In 1982, the Soviet Bloc countries sponsored 83,500 participants worldwide while the U.S. sponsored only 12,500 individuals. The GAO noted, however, that government-sponsored students comprised only a fraction of the estimated 240,000 foreigners studying at U.S. universities in the 1981-1982 school year: the remainder were supported by family resources or nongovernment sponsors. The audit also found that individuals receiving Soviet Bloc scholarships were usually from less affluent families than those sponsored by the U.S.

In December of 1984, the AID/IG concluded an audit to identify major recurring problems in participant training projects. The audit found that many participants did not have adequate English language or academic qualifications to complete the training, that missions did not adequately follow-up on returned participants to assure utilization of their new skills, and that AID lacked the comprehensive and up-to-date information needed to manage the programs and control costs. The IG also noted that despite spending billions of dollars on participant training over three decades, AID had no information or means of evaluating the impact and effectiveness of the training.

3. CLASP I Project History and Description

History. The Caribbean and Latin American Scholarship Program (CLASP) was initiated in 1985 as a response to the NBCCA report and incorporated many of the findings of the audits, reports, and evaluations discussed above. The CLASP program was authorized under two separate regional projects, the Central American Peace

Scholarships Program (CAPS) (597-0001) and the Latin American and Caribbean Training Project II (LAC II) (598-0640), which included participant training in the Caribbean and Andean regions and in selected advanced developing countries (ADCs). The LAC II authorization was subsequently amended to include two subregional training projects--the Presidential Training Initiatives for the Islands Caribbean (PTIIC) and the Andean Peace Scholarships Program (APSP).

The CAPS project was authorized in 1985 to provide U.S.-based training for 7,000 Central Americans and subsequently amended to increase the training targets to 12,200. PTIIC, initiated in late FY 1986, provides U.S.-based training for approximately 1,525 people from the Dominican Republic, Jamaica, Haiti, and the Eastern Caribbean Islands. APSP was initiated in 1987 to provide similar training for 1,750 people from Colombia, Peru, Ecuador, and Bolivia. Participant training in four ADCs--Brazil, Mexico, Paraguay, and Colombia--was included in the LAC II authorization in 1985. In 1986, AID moved the funding for CAPS, PTIIC, and APSP from LAC and CA regional accounts to mission bilateral accounts, thus creating bilateral programs under a regional authorization.

CLASP was originally authorized at \$161 million and through a series of amendments gradually increased to \$282.7 million. The final CAPS obligations under CLASP I are scheduled in 1989 and the final APSP obligations are scheduled for 1990. The PACD's are in 1993 and 1994 respectively to allow adequate time for the long-term participants to complete their studies and return home.

Three Congressional earmarks have been funded under the CLASP umbrella: the Central American Scholarship Program (CASP) which began in 1985; the Cooperative Association of States for Scholars (CASS) which began in 1988; and the Leadership Center of the Americas (LCA) which also began in 1988. The International Student Exchange Program (ISEP) in Georgetown University administers the \$34 million CASP project to train Central Americans in U.S. community colleges. Georgetown also administers the \$7 million CASS project to train 116 Central America and Caribbean youth through a pilot cost-sharing program. CASS is intended to develop the capability of participating U.S. institutions to provide suitable, cost-effective education and training programs for disadvantaged youth. The LCA program, administered by the Consortium for Services to Latin America (CSLA), consists of mid-winter seminars and summer internships in transnational corporations for 200 undergraduate students to establish a Pan American network of potential future leaders.

Unique Elements of CLASP. The CLASP program was different from most traditional training programs both in concept and implementation. CLASP combined economic development and strategic objectives and made a significant effort to incorporate recommendations from previous evaluations. The parallel objectives

of the program were to counter Soviet bloc training in the region and to increase the number of U.S. trained individuals in planning, implementation, technical, management, and administrative levels. The strategic objective is met by careful recruitment and selection of Peace Scholars from socially or economically disadvantaged groups. CLASP program guidelines required that at least 70% of all Peace Scholars be disadvantaged and at least 40% be women. Subgroups within the overall target group, such as youth, rural people, community leaders, and the private sector, had no numerical targets. To meet these target group requirements, missions established recruitment procedures based on peer review and selection criteria that included economic means testing. This primary emphasis on selection of participants rather than field of training marked a significant departure from traditional participant training programs.

CLASP guidelines also required that at least 20% of all Peace Scholars be sent for long term training and that missions strive toward achieving a 30% long term target. Gray Amendment concerns were addressed by a program requirement to place at least 10% of the Peace Scholars in historically black colleges and universities (HBCUs). CLASP implementation concerns included substantial pre-departure preparation and orientation, non-academic enrichment programs in the U.S. (Experience America), post-training follow-on programs in the home country, and systematic cost analysis and cost containment efforts.

The CLASP program has unusual administrative features stemming in part from the combination of regional and bilateral projects under a regional authorization and project design. LAR/DR/EHR established several project support mechanisms to assist missions and contractors in understanding and implementing this new approach to participant training. These mechanisms include a process evaluation, monthly contractor meetings in Washington to discuss implementation problems, and annual CLASP subregional conferences in the field. USAID field missions were required to develop a Country Training Plan (CTP) with mission-specific objectives to provide a focus for the country program. While all CTPs conform to the overall CLASP goals, each mission was able to determine the most appropriate target groups and types of training for the host country.

Experience to Date. By September 30, 1988, 9,652 CLASP Peace Scholars had initiated training in the U.S. Approximately 26% of the Peace Scholars had been enrolled in long-term training, 41% had been female; and 82% have been socially or economically disadvantaged. By the end of the CLASP program on September 30, 1994, an estimated 17,500 people will have been trained.

Missions have developed specialized training programs for many nontraditional participants, including journalists, rural youth, rural mayors, and members of women's cooperatives. Missions have

also developed a variety of innovative Experience America programs, including regular meetings with local government officials, community volunteer work, living on a farm, home stays and family sponsorships, and participation in team sports.

Development of follow-on programs has lagged other components and is a recent innovation. Several missions have initiated interesting activities, including follow-up workshops, alumni associations, job banks, and small community project funds. Missions have also experimented with a variety of cost containment strategies, including group placement, negotiated tuition and fees, use of free public education, use of resident tuition rates with state university systems, cost sharing, long-term training in Spanish, and selective placement in low cost schools. The use of an improved training cost analysis (TCA) system has significantly increased mission awareness of and ability to control training costs.

As this brief summary indicates, the CLASP program has made a significant start in improving participant training and incorporating broader social objectives. The program has benefitted considerably from the diversity and creativity of mission programs. Significant improvements in program management have been achieved through the use of training cost analysis and information systems and missions have demonstrated that savings can be achieved through systematic efforts at cost containment.

Lessons Learned. These achievements notwithstanding, there are several operational areas in which missions continue to experience difficulties. Most of the problems stemmed from the need to introduce and implement a number of new concepts simultaneously, including the focus on disadvantaged groups, Experience America, follow-on, cost containment, and training cost analysis. The initial 1985 project design, which was concerned with training non-traditional target groups, has been refined by PP amendments and Bureau guidance as experience was gained. Numerical and target group quotas were introduced during project implementation. Some new components, such as Experience America and follow-on programs, were not clearly defined or budgeted and have required continuing supplementary guidance. As a result, some missions have had difficulties in implementing these components and meeting the numerical training targets without sacrificing program quality.

The combination of relatively general objective statements and a number of highly specific implementation requirements encourages missions to develop programs to meet the guidelines rather than to meet the needs of the country and participants. The problem of adhering to the structure without a clear sense of purpose is often manifested in weak or non-specific training plans, confusion about what should be included in the Experience America and Follow-on components, and inadequate lead time to prepare high quality programs for scholars.

There are many people involved in the project from participant selection through follow-on. Some people are continuously and directly involved while others, such as mission staff, change with some frequency. The people at U.S. training institutions are often removed from both the country of origin and the conceptual underpinnings of the project. CLASP is sufficiently different from traditional training programs that special orientation and training is required for mission staff and contractors if the objectives are to be achieved.

The implications of these lessons for the CLASP II design are fairly clear. The program should rely on clear and concise objectives rather than numerical targets to guide mission implementation. The Experience America and follow-on components must be explicitly planned, programmed, budgeted and fully integrated into individual and group training plans. In addition, regional oversight and training is needed to assure continuity and adherence to the program concept. The LAC Bureau needs to develop a concise description of what is expected from academic and technical training, Experience America, and Follow-on and distribute it to all missions and training institutions.

While the process evaluation has proven to be useful for AID/W, missions, and contractors, the summative evaluation was neither adequately funded nor planned and was in any case subject to evolving project objectives. The CLASP II project will establish an approved methodology and criteria for a summative evaluation based on a well articulated purpose and EOPS indicators, provide a realistic budget commensurate with the scope of the project, and integrate appropriate data collection into project implementation and monitoring.

In addition to these general lessons learned, AID/W and the missions have gained many insights into the details of program implementation, including recruitment and selection, pre-departure preparation, development of appropriate training requests, Experience America, and follow-on activities. These insights will be discussed in the CLASP II project paper in the appropriate section.

4. Rationale for CLASP II

The basic structure and intent of the CLASP program will remain unchanged in the transition to CLASP II. The primary changes involve clarification of objectives and implementation guidelines, an increased emphasis on selecting and training current and potential leaders, and increased mission responsibility for country needs analysis and program implementation.

The CLASP II program is designed to have a long-term impact on two factors which are critical to lasting improvement in the

economic and social conditions in the region--(1) a stable social, political, and economic environment that is conducive to economic development; and (2) an educated and skilled population with capable leaders to manage and implement programs and policies.

The root causes of many problems in Latin American and Caribbean countries can be traced to historical development patterns and the prevailing social, political, and economic policies and institutions. Economic and political systems can either facilitate participation of the poor majority in economic progress or can limit broad-based social and economic growth, thus sowing the seeds for future upheaval. Many LDCs fail to develop leaders with a clear understanding of the relationship between a pluralistic society, free enterprise, opportunities for all citizens, and economic growth. The resulting limited access to opportunity for the poor majority is an important factor in the social and political instability of the region.

The importance of human resources to any country, whether industrialized or developing, cannot be overstated; everything from the broad directions of public policy to the management of individual firms and productivity of individual laborers rests on the skills, knowledge, and values of people. A nation's development potential is directly dependent upon the ability of its leaders to create an economic and political environment that encourages individual initiative and the ability of the people to understand and act upon the opportunities.

One of the most effective means of countering Soviet Bloc influence in Latin America and the Caribbean is to promote long-term stability through broad-based economic and social development. The foundation for such stability and growth, and the driving rationale behind the U.S. foreign assistance program, are national systems of free enterprise and democratic pluralism. Creation of adequate policy environments for development has been an explicit objective of A.I.D.'s program for the past eight years. The CLASP II program supplements the policy dialogue and supports this fundamental foreign policy objective by training leaders in LAC countries who are committed to developing and strengthening such systems.

U.S.-based participant training is a particularly appropriate and effective vehicle for strengthening societal commitment to and understanding of free enterprise and democratic pluralism. Participant training in the U.S. can expose foreign leaders to the values and mechanisms of democratic pluralism, volunteerism, equal opportunity, the free enterprise system, a free press, and respect for human rights. Furthermore, U.S. institutions can provide highly specialized training and practical experience that often cannot be obtained in-country. In addition to the quality of the training, a U.S. education can provide a significant career boost for talented young people, moving them into leadership positions

from which they can work for change. Finally, the contacts and relationships established can strengthen cultural, commercial, political, personal, and institutional linkages between the U.S. and its closest neighbors. This combination of exposure to democratic values and institutions and their practical application in economic development, technical skills transfer, and establishment of human and institutional linkages can be a potent force for social and economic change.

The CLASP II project takes full advantage of the potential of U.S.-based training to develop technical skills, expose Peace Scholars to values and practices, and establish lasting relationships. The experience to date in implementing this innovative program has provided many insights about planning Peace Scholar training programs to realize this potential and provide trainees with values as well as a technical education. These lessons learned have been incorporated into the CLASP II program design.

The primary refinement in CLASP program design for CLASP II is that the leadership criterion has been elevated from one of several factors to the primary consideration for Peace Scholar recruitment and selection. This change is designed to clarify the purpose of the program and to maximize the impact of high cost U.S.-based participant training by concentrating on individuals with the greatest potential for influencing the direction of their communities and societies. The project will provide leaders and potential leaders with training to significantly enhance their technical skills, leadership capabilities, career potential, and appreciation for the value of democratic institutions and free enterprise economies. This change requires a greater emphasis on Peace Scholar selection and program quality and relevance than on the number of participants.

A basic premise of CLASP which will not change is that opportunities must be provided to those people in LAC countries who have traditionally lacked access to economic and social advancement. The objective of strengthening democratic processes can only be achieved by encouraging economic and political participation of such groups. Another program element which will remain unchanged is that AID/W will continue to play an active role in monitoring program activities and assuring compliance with program objectives.

The CLASP II program is primarily concentrated in four Central American countries--Costa Rica, El Salvador, Guatemala, and Honduras--which collectively account for about 75% of the total mission (non-AID/W) funding. This concentration of program funding reflects the historical development of the CLASP program, starting with the NBCCA, and the continuing U.S. foreign policy interest in a peaceful transition to democracy the region. Three of the priority target countries have fragile democracies, recently

installed in the midst of civil strife, and a long history of military interference in politics. Only Costa Rica has a long history of stable, democratic government with productive, market-based economic policies. These countries have been the focus of U.S. foreign policy in the LAC region for the past decade, with concomitantly high levels of foreign assistance and will continue to be for the foreseeable future. Should U.S. funding levels in the region change drastically during the implementation of the project, the CLASP II funding allocations may be appropriately adjusted to reflect these changes.

Scholarship assistance for Nicaraguan refugees in Costa Rica and Honduras was proposed by USAID/Costa Rica to prepare for the eventual democratic restructuring of Nicaragua if and when political reforms are instituted. The proposal, to provide CAPS or CASP type training for refugees and families of ex-combatants, was not included in this project because no source of funding is available for assistance directed toward Nicaragua. USAID/Costa Rica was directed to consider seeking funds through the Nicaraguan Humanitarian Assistance Act and was advised that scholarship assistance such as that proposed would require Congressional approval. USAID/Costa Rica was also advised that similar refugee programs in South Africa resulted in large numbers of participants failing to return home.

B. Program Objectives

PROGRAM GOAL: To promote broad-based economic and social development in the LAC countries. Within this general long-term goal, the program has a specific sub-goal to encourage and strengthen free enterprise economies and democratic pluralism in the Latin American and Caribbean region. The goal level objectives are long term in nature. However, they provide the driving rationale for project design, participant selection, and nature of training under the CLASP II program.

PROGRAM PURPOSE: To equip a broad base of leaders and potential leaders in LAC countries with technical skills, training, and academic education and an appreciation and understanding of the workings of a free enterprise economy in a democratic society.

By the end of the program, the returned Peace Scholars are expected to be employed in their respective fields of expertise, applying the skills learned in the U.S., and to have benefitted from the program in terms of either finding an appropriate job or having increased responsibility or salary in an existing one. Furthermore, it is expected that returned Peace Scholars will be active and influential in community or professional affairs and that they will maintain some relationship with the U.S. Finally, Peace Scholars are expected to develop an understanding of some aspects of U.S. life, values, and institutions relevant to their own occupation or situation.

C. Program Description

CLASP II is a regional program consisting of 13 mission projects and an AID/W regional project. The participating missions are Belize, Bolivia, Colombia, Costa Rica, Dominican Republic, Ecuador, El Salvador, Guatemala, Haiti, Honduras, Jamaica, Peru, and the Regional Development Office for the Caribbean (RDO/C). The AID/W regional project, a subproject of the CLASP II design, will consist of training activities established by Congress and directly managed by AID/W, program support, and program monitoring and evaluation services. The country projects will consist of short- and long-term participant training of host country nationals in U.S. educational and training institutions.

In order to establish a consistent regional framework of objectives and policies within which missions can adapt the project to country conditions, the project design responsibilities are shared between AID/W and the field missions. AID/W is responsible for establishing and ensuring adherence to program objectives and policies. USAID missions are responsible for developing and implementing projects that are responsive to the needs of the host countries and consistent with program objectives and policies.

This section of the Project Paper establishes the program policies and procedures that will be common to all mission projects and the AID/W project. These policies and procedures will be approved by the AA/LAC and this section will be incorporated in each mission project paper. The program goal and purpose stated above apply to all CLASP II projects in AID/W and field missions. Each country project under the CLASP II program may establish a project-specific purpose if needed, related indicators of achievement, and a five-year CTP to achieve the program objectives. In addition, every CLASP II project will include the following program elements and will conform to the following implementation guidelines. The common program elements are: Peace Scholar recruitment and selection; pre-departure orientation; technical and academic training programs; Experience America activities; follow-on activities; and evaluation.

1. Peace Scholar Recruitment and Selection

The CLASP II program has as its primary objective the training of current and potential leaders from fields judged as critical to the successful social and economic development of each country. Therefore, the recruitment and selection of appropriate individuals for training is of the highest priority. On the program level, leaders are broadly defined as those people who can influence the thoughts and actions of others through their skills, activities, or position. Such individuals can and should be found in all segments of society and in institutions which can influence economic

development and the growth of democratic institutions in accordance with the program objectives. They may be found in community or popular groups, professions, ethnic groups, private sector businesses, scientific and intellectual circles, voluntary organizations, public sector and educational institutions, and cooperatives. Leaders may have direct influence through their actions as community organizers or indirect influence through teaching or journalism. In some cases, the focus may be on individuals who are already leaders. In others, potential leaders may be sought or developed in institutions whose effective functioning will contribute to economic development and stabilization of democratic institutions in the country. Given the diversity and complexity of leadership development, missions will have substantial latitude to define and identify leaders and potential leaders within the social and economic context of the host country.

Consistent with the intent of the program to provide opportunities for and develop leadership capability in less advantaged members of society, a minimum of 70% of the CLASP II Peace Scholars will be from socially or economically disadvantaged groups. In furtherance of the Agency's commitment to equal opportunity for women, at least 40% of the Peace Scholars must be female. In no case will long-term academic training be provided to individuals from economically or politically "elite" families who could reasonably be expected to attend U.S. schools using private resources.

The social and economic structures of the LAC countries are highly diverse; therefore no single definition of "disadvantaged" is appropriate for all missions. Under the CLASP I program (CAPS, PTIIC, and APSP projects), all of the participating missions have established working definitions and financial means criteria for selection of disadvantaged Peace Scholars. Missions may continue to use these existing definitions or may choose to refine them, if needed, based on experience or the results of the social-institutional study conducted for this project paper. It should be noted that the intent of the program is not to provide U.S.-based training opportunities exclusively to the "poorest of the poor", but rather to provide such opportunities to leaders in social and economic groups who would otherwise not have access to such training. Furthermore, socially disadvantaged groups need not also be economically disadvantaged--in some societies, middle income women and/or members of some ethnic groups may have limited economic and political participation.

Whatever the criteria established by the missions, it must be emphasized that the financially and politically privileged will not be sponsored for CLASP II training. While the definition of "privileged" will vary among countries in its specifics, some basic concepts will apply to all missions. The "politically elite" will include the immediate family of all high level elected or appointed

government officials and their immediate families with whom A.I.D. or the USG has such mutual interests that the appearance of conflict of interest would be likely. In most countries, this would include ministers of state and their subsecretaries or vice ministers, governors of central banks, heads of political parties, and other sensitive, highly placed individuals. Other USG resources, including the USIS International Visitors Program (IVP) program, are more appropriate mechanisms for sponsoring these individuals. It is emphasized that this criteria should not exclude elected officials at the municipal, provincial, state, or national levels from rural communities, disadvantaged urban areas, and/or those who are personally eligible under the financial means tests. In financial terms, the privileged consist of individuals who could reasonably be expected to finance a U.S. college education using personal or family resources. Individuals from financially privileged families will not be eligible for long-term U.S. training.

Given the nature of the target group, the procedures utilized in each mission to recruit and select Peace Scholars will be crucial in meeting program objectives. While each mission may establish its own administrative mechanism for recruitment and selection, a common element should be the active participation of local communities, institutions, and supervisors in selecting Peace Scholars, establishing training objectives, and planning training programs.

2. Training Objectives

The second major element, technical or academic training, is fully as important as Peace Scholar selection to the success of the program. Technical training can include on-the-job training, technical courses at community colleges or universities, short-term technology transfer, or a combination of these. Academic training includes any program at a college or university which will result in a degree. The program emphasis for academic training should be on undergraduate rather than graduate programs. Ph.D. level training is generally inappropriate. Observational tours, seminars, or conferences may be included as a component in either technical or academic programs.

All CLASP II Peace Scholars will attend technical or academic training programs in the U.S. lasting no less than 28 days. At least 20% of the Peace Scholars in each mission will attend long-term training programs of nine months or more. Each mission will establish placement procedures to comply with existing legislation and Agency policy to place at least 10% of all U.S.-trained participants in historically black colleges and universities (HBCU).

The training to be provided will be appropriate to the needs of the Peace Scholar and make a substantive contribution to the Peace Scholar's career and leadership ability. The appropriateness of training must be considered within the context of the individual's occupation and leadership role. In some occupations, academic training may not be appropriate, while in others a degree may be a sine qua non of leadership. The high cost of U.S. training is justifiable only if missions assure that all training meets these criteria of appropriateness and substantive contribution.

In order to meet the requirements of being appropriate and substantive, training programs must be customized to meet individual or group needs. Missions will assure that every program meets all of the following training objectives for each individual or group:

- (1) Career advancement or enhancement of leadership role;
- (2) Enhancement of leadership and professional and technical skills that will contribute to economic development;
- (3) Substantial exposure to the workings of free enterprise economies and democratic pluralism as they relate to the Peace Scholar's own occupation as well as to national systems; and
- (4) Opportunities to build lasting personal and professional relationships with American citizens and institutions.

The contribution to career and leadership status may be the result of specific skills transferred, credentials obtained through the program, or the prestige associated with the program. In a long-term academic program, for example, the contribution may result both from the credentials obtained and the skills and knowledge transferred. A recurring problem in CLASP I has been the lack of accreditation of U.S. academic degrees in some countries. In those countries, missions will make every effort to facilitate transfer of academic credits and recognition of degrees and to assure that all Peace Scholars are fully aware of the problems, required procedures, and potential lack of accreditation. In the absence of recognized credentials, the need to assure that the training provides Peace Scholars with appropriate and immediately applicable and employable skills is of even greater importance. Missions in countries with accreditation problems will review and justify all academic training to assure that the skills transferred are valuable in and of themselves and that the follow-on program is specifically oriented to assisting these Peace Scholars in transferring credits or finding appropriate employment in the field of training.

Short-term programs must be carefully planned to assure that the skills are relevant and appropriate to the Peace Scholar's situation. Case studies have shown that immediate results and application of knowledge are more likely with short-term Peace Scholars because they, unlike long-term Peace Scholars, are returning to an established position in the community. This also implies that the community judgement on the value of U.S. training will be relatively immediate. Therefore, it is particularly important that short-term training programs transfer specific technical skills to the Peace Scholars that are immediately applicable in the local community setting. This will be an important factor in enhancing the Peace Scholar's leadership status in the community. In some cases, it may be possible to enhance leadership status through prestige as well as specific skills - for example, a local teacher or principal who represents the country in an important international conference to discuss educational improvement may find his or her status in the community heightened just by participating in the program.

The enhancement of leadership qualities and skills can be combined with either or both of the technical skills transfer and Experience America activities. This objective can be achieved through activities which are appropriate to leadership development in the Peace Scholar's occupation. These activities may include workshops in parliamentary procedures, conflict resolution, managing cooperative and volunteer groups, setting priorities and objectives, improving public speaking skills, developing relations with funding organizations, project planning, management principles, time management, communication skills, career planning, or similar leadership skills as well as advanced technical training in an occupational area. All participants will attend group dynamic leadership training appropriate to the length of the training period.

Exposure to the principles and mechanics of democratic pluralism and free enterprise systems is a crucial but difficult component of the program. Experience in CLASP I has indicated that such ideas are transferred most effectively when viewed in the context of the Peace Scholar's own occupation or area of career interest. This component will be discussed at greater length in the Experience America section below.

Development of personal or professional relationships is one of the most challenging aspects to program but it is also one of the most important factors in Peace Scholar satisfaction with the program and understanding of the U.S. While it is not possible to program personal interactions, missions do need to take the necessary steps to maximize the probability of friendships and minimize the potential for conflict. This can be done by carefully screening and orienting potential roommates or host families and providing opportunities to meet with Americans who share personal or professional interests.

Achievement of all of these objectives for every Peace Scholar and group requires an emphasis on the quality of the training programs rather than on total numbers to be trained. In each mission project design, and in planning and implementing individual or group training programs, missions will maintain this emphasis on provision of appropriate, high quality training and educational experiences for each Peace Scholar with corresponding numerical targets. While cost containment will continue to be a management concern, it will be considered in the context of appropriate, high quality programs rather than in terms of relative cost only.

3. Detailed Training Requests

In order to program the requirements discussed above, missions will prepare adequate documentation for placement contractors and training institutions to plan a high quality program. This documentation will include all relevant background information as well as a training plan to specify the type and length of training to be provided, the nature and purpose of the Experience America activities expected, and the required follow-on activities to supplement the program.

The importance of adequate advance planning to assure high quality training programs cannot be overemphasized. Therefore, all missions will comply with the existing IAC Bureau program planning requirements, which are as follows:

- 1). Short-term technical training programs will require at least three months advance written notification consisting of a completed PIO/P or training request with all of the information discussed below.
- 2). Long-term technical and academic training require a minimum of six months advance written notification. For advanced acceptance at accredited institutions, full documentation of certified transcripts, letters of recommendation, medical clearances, and other required documentation must be received by the institution three to four months prior to the beginning of the program.

It is emphasized that the three and six month advance notification requirements are minimum planning requirements. The degree of detail and amount of advance planning needed may exceed this depending on the nature of the training program and the degree to which customized curriculum development is needed. In some cases, missions may require the training institution to make a site visit to better identify skill needs in the host country context. While this element of advance planning is often crucial to the design of an appropriate program, adequate lead time for planning must be provided to the trainers.

The training requests, prepared in collaboration with the Peace Scholar and his/her supervisors, will include all data relevant to the training program, such as language skills, background, literacy in the training language, level of academic qualifications, employment history, specific experience relevant to the type of training to be conducted, home country working conditions, and expectations of the program. The training plan will also specify the expected outcomes in terms of institutional collaboration, eventual use of the training, cost-containment guidelines, and other relevant data needed for planning purposes.

In addition to the information pertaining to the technical training component, each training request or PIO/P will include full information and clear instructions about Experience America and follow-on activities. The request for the Experience America component should specify the goal and desired content of the activities, relationship of the activities to the technical component and any relevant background information about the home country situation. The training request should also include any relevant personal information about the Peace Scholar, including interests, hobbies, or special skills, which may be useful in programming appropriate and interesting activities. The section on follow-on should specify the goal and content of expected follow-on activities and explain the relationship to the training component. If follow-on is to be contracted separately, this discussion should be included for information purposes to assist the placement contractor in program planning. (See Annex F for sample model PIO/P's for short-term and long-term programs).

As part of sound management of participant training, all missions will institute procedures to assure that Peace Scholars, their supervisors, and A.I.D. training personnel are fully aware of and in agreement with the objectives and content of the training and how it will be used when the Peace Scholar returns. Ideally, Peace Scholars and supervisors will actively participate in planning the training program. Particular care should be given to identifying how the training will be used after returning home in order to include appropriate training objectives. For example, if the Peace Scholar is expected to train co-workers or give technical presentations in the community, an important program component would be materials and practice in training others.

Training plans for groups of Peace Scholars present special challenges for training institutions and must be adequately documented and planned to assure appropriate and high quality programs. The composition of the group must be adequately homogeneous in terms of background, level of expertise, and professional interests to enable the training institution to offer training which is relevant to each person in the group. Excessive diversity in training groups has been a recurring problem in CLASP I and missions should pay particular attention to group composition in the future.

All training programs will be fully funded prior to initiation of training activities. Each mission will assure that all Peace Scholars be reported to S+T/IT via the Participant Data Form (PDF). Missions will also assure that the required medical examination forms are submitted to provide enrollment in the health insurance coverage.

4. Pre-program Orientation

All Peace Scholars will receive appropriate and adequate orientation and pre-program training necessary to benefit fully from the training program. Such pre-program activities must include English language training if needed, remedial or preparatory academic training, cultural orientation to the U.S., familiarization with the institutions in which the Peace Scholar will be working, or other elements as needed. It is important that the Peace Scholars be prepared for what they will experience, emotionally as well as intellectually, and sensitivity training is encouraged particularly for disadvantaged rural Peace Scholars who may not be familiar even with urban life in their home country. The training institution or placement contractor who will be working with the Peace Scholars in the U.S. will be involved in the orientation whenever possible. Although all programs must include an orientation component in the host country, some pre-program training may also be conducted in the U.S. when appropriate and cost-effective.

Pre-program orientation is also appropriate and necessary for host families, roommates, and host communities or institutions. The cultural exchange and sensitivity is a two way street with requirements on both ends. Intercultural relationships are more likely to be successful if each party has some understanding of the other's situation.

All pre-program expenses, whether incurred in the home country or in the U.S., may be financed with program funds. While there is no specific limit on the length and content of pre-program training, it is emphasized that all in-country training must be preparatory for a substantive U.S. training program.

5. Experience America

All training programs will include exposure to American life and values, particularly as they relate to democratic institutions, free enterprise, and the development of personal and institutional relationships between Peace Scholars and Americans. Each participating mission will develop appropriate Experience America (EA) activities for each Peace Scholar or group of Peace Scholars which will complement and supplement the technical and leadership skills components. For programming purposes, the EA component will

be a formal component of all contracts and training requests and will be fully integrated into the overall training plan.

Experience America is an experiential and participatory, rather than observational, approach to understanding the United States. These activities should make the exposure to values, principles of democratic government, American lifestyles, and U.S. institutions a personal and relevant experience. It is for this reason that visits to shopping malls and sporting events, while enriching, should not comprise the whole Experience America component.

The importance of developing personal relationships with Americans cannot be overemphasized, as these contacts often make a strong impression on Peace Scholars. While such relationships cannot easily be programmed, opportunities to develop friendships can be provided through home-stays, American roommates, and mentor or host family relationships. Experience has shown that Peace Scholar placements in homes or with American roommates are particularly effective, but must include adequate advance planning for the selection and orientation of the participating Americans. Missions should emphasize to placement contractors that Americans who are hesitant or doubtful should never be "talked into" participating in the program, particularly for long-term home-stays. Finally, some CLASP Peace Scholars from disadvantaged backgrounds will find assimilation difficult in middle class American communities. Therefore, Experience America planners should be sensitive to the cultural adjustment required and make the activities as personalized as possible.

In addition to the personal relationships established, the EA activities should illustrate the mechanics of how democratic values and a free enterprise system work together to provide opportunity and development. Each mission will identify particular values or institutions which are particularly relevant in the host country context. Among those that may be appropriate are the following:

- 1) The importance of individual initiative in the U.S. economy and social/political system;
- 2) Volunteerism as a cornerstone of democratic participation at all levels (community, state, and national);
- 3) Social mobility as a result of individual effort and achievement;
- 4) Local community organization and control as the first step in the political process;
- 5) The free market and its interrelationship with democratic institutions and processes;

- 6) The relationship between citizens rights and responsibilities (taxes and voting, etc);
- 7) The melting pot and ethnic diversity as a richness and challenge;
- 8) Social responsibility of the private sector;
- 9) The role of constitutional protection of basic rights in facilitating economic and social participation; and
- 10) Mechanisms for fostering public-private partnerships to address key concerns, such as environmental issues, low-income housing, and economic development.

Although the values and institutions discussed above are presented in general, even theoretical terms, in most cases the training program will not be structured solely as a lecture or academic presentation. Rather, the Experience America activities can illustrate these values and principles through interaction with American organizations or individuals and supplemented with discussions. These experiences can be made more meaningful if they are associated with the Peace Scholar's area of expertise. Visits to or on-the-job training in community development corporations, health clinics, business firms, day care centers, cooperatives, or farms can help to make the experience relevant.

The intention is to present a balanced view of the U.S., of the common American situation, with an emphasis on the positive. Therefore, while exposure to the less attractive aspects of American life probably cannot and should not be avoided, it is appropriate that they not be emphasized. The Experience America activities should not present a overall negative impression of the US. For example, home stays, when appropriate, should be with mainstream, middle class American families.

It goes without saying that no training program of any length can enable Peace Scholars to experience all of America: the cultural, political, geographical, and institutional diversity of the U.S. is far too vast. Therefore, each mission should identify those areas that are most appropriate or applicable to the host country. Relevant Experience America activities for one country may not be appropriate for others. For example, the developing democracies of Central and South America may have particular interest in and need for learning about the forms and procedures of institutional interaction in a democratic society. The relationship of local and national government to public opinion and local organizations, the social and economic role of the private sector on all levels, or the functioning of the press are all potential topics of interest. However, in countries with long traditions of democratic government, a more appropriate program

might focus on the differences in systems, or the role that progressive private companies can play in social and economic development.

In every case, it is important that the observations and discussions include not only what is done, but why. A focus on the values and principles that underlie democratic pluralism is essential to understanding how the system works. Finally, programs should help Peace Scholars relate their experience in the U.S. with their home country situation. This is most effectively done by emphasizing basic values and approaches rather than the surface differences in wealth or resource levels.

In-country Follow-on Programs. One of the most common findings of evaluations of Peace Scholar training programs over the years has been the importance of providing follow-on support to help Peace Scholars use their training after returning home. The inclusion of such programs was an integral part of CLASP I and will be expanded under CLASP II. As with the Experience America component, follow-on programs will be incorporated into the overall training plan for each Peace Scholar or group of Peace Scholars.

A basic component of all follow-on programs will be an institutional mechanism for maintaining contact with returned Peace Scholars. This may consist of an alumni association, periodic reunions organized by USAID or a local PVO, attendance at occasional U.S. community functions, Embassy receptions, a newsletter, maintenance of address lists, or similar tracking activities. An imaginative way of keeping track of former Peace Scholars is being tested in USAID/El Salvador's "Book of the Month Club". This program encourages returned Peace Scholars to maintain their current address on file in order to receive an appropriate technical book each month. Whatever system is used, each mission will maintain some minimal level of effort to assure that all Peace Scholars maintain periodic contact with Americans and other returnees. The CLASP II follow-on activities will be integrated to the maximum extent possible with CLASP I follow-on.

Beyond this basic level, follow-on programs should be designed to meet the needs of returned Peace Scholars. Since each country program will be somewhat unique in terms of the target groups and types of training, no one design for a follow-on program will meet every mission's needs. In general terms, follow-on programs should assist the returned Peace Scholars to overcome obstacles to applying their new skills or should facilitate their exercise of leadership roles in their communities.

Most country projects will include both short-term technical and long-term academic programs in a number of technical fields. Consequently the follow-on programs will include different activities for each type of Peace Scholar as appropriate. Long-term academic Peace Scholars, for example, may require the

services of a job bank or former Peace Scholar networking to find employment in his or her field of expertise. In some countries, specialized assistance in transferring U.S. academic credits for home country accreditation will be necessary.

Most short-term Peace Scholars will already be employed and will therefore require different types of follow-on assistance. Projects may provide materials or even technical assistance to facilitate application of the new knowledge in a host country institution. In some countries, follow-on in-country training may be provided to the Peace Scholar to facilitate acceptance and implementation of new approaches. Some missions have established special funds to finance community improvement projects initiated by returned Peace Scholars, while others have encouraged linkages to appropriate existing mission projects, such as the RTAC book project.

The follow-on programs should be integrated into the overall training request and be consistent with the program objective of enhancing the leadership potential of the Peace Scholars. The follow-on activities should also be concerned with maintaining personal, professional, and institutional relationships with American individuals and institutions as appropriate.

The successful development and implementation of appropriate follow-on activities will require continuous and directed effort. Therefore, each mission will establish a full-time position, financed either with operating expense (OE) or project funds, dedicated to follow-on activities. In some missions with small projects, a part-time position may be adequate. Whenever possible, follow-on programs should be integrated into the activities of anticipating host country institutions and businesses to provide an institutional base for continuing support after the end of the project. In all cases, the follow-on program must be planned and initiated during project start-up.

6. Cost Containment

The containment of training costs has been an important component of the CLASP I program from the beginning and will continue to be integrated into all program activities. Cost containment comprises the use of Training Cost Analysis (TCA) methodology as well as placement in lower cost training institutions, negotiation of preferential or concessional tuition rates, and cost-sharing arrangements with training institutions.

All missions will use the Training Cost Analysis (TCA) methodology for estimating training costs, preparing RFPs and evaluating bids, and monitoring contractor compliance. Most missions are already using TCA as was mandated by the Agency in October 1988. AID/W will continue to refine the TCA methodology

and assist missions in implementing it for this project. A description of TCA and sample TCA reporting forms are included in Annex G.

Cost containment measures instituted by missions have included cost sharing, negotiated reduced or in-state student tuition, and placement in less expensive colleges and universities. Some missions have focused on reducing program preparation costs by encouraging in-country English language training or in some cases providing long-term training in Spanish. Conceivably, one of the most effective cost containment measures has been the use of TCA to increase the competitiveness of bids and the missions' ability to analyze them.

Cost containment should be considered in goal-oriented project level terms, keeping in mind the maxim "penny wise, pound foolish". For example, cost-cutting measures which adversely affect the Peace Scholars' comfort or health or the technical quality of the program are illusory if they result in the project objectives not being met. Conversely, increased expenditures and effort in Peace Scholar selection, preparation and orientation which reduce the number of failures in long-term programs may represent an overall cost savings.

While cost containment will continue to be an important element of the project, it is a management tool rather than an objective in itself. Missions will keep this distinction in mind to assure that program quality is not sacrificed for cost savings. Missions should continue to emphasize to placement contractors and training institutions that living allowances established in Handbook 10 are not to be reduced for purposes of cost containment without an allowance waiver from OIT. Furthermore, placement in a low-cost training institution is only justified if that institution offers appropriate training in the subject required. The participation of leaders and potential leaders requires that program quality be maintained.

7. Summary of Program Requirements

- * At least 70% of Peace Scholars will be socially and/or economically disadvantaged. Each mission will determine appropriate definitions of what constitutes disadvantaged in the host country.
- * At least 40% of all Peace Scholars will be female.
- * All CLASP II Peace Scholars will attend technical or academic programs in the U.S. lasting no less than 28 days. At least 20% of all Peace Scholars will attend programs lasting nine months or longer.

- * No fewer than 10% of all Peace Scholars will be trained in Historically Black Universities and Colleges (HBCUs).
- * Advance planning of at least 3 months is required for short-term programs and 6 months is required for long-term programs.
- * Although cost containment continues to be an important management consideration, program quality is not to be limited to achieve cost savings.
- * All CLASP II training programs will include significant and appropriate Experience America and Follow-on activities.
- * All participating USAID missions will implement TCA in program planning, contracting, and reporting.

III. HAITI PROJECT DESCRIPTION

A. Background

1. Socio-Economic Characteristics

Haiti is the poorest country in the Western Hemisphere, with an estimated 85% of the population living in absolute poverty. The development indicators are stark: GDP per capita is estimated at \$370; adult literacy is less than 25%; and only 13% of the population has access to potable water. Malnutrition and disease are widespread and life expectancy at birth is only 55 years. In 1980, an estimated 70% of the households in Port au Prince had an average income of \$70 a month. Unemployment in the capital is estimated at 40%. Social services are overwhelmingly concentrated in the capital.

Since the rapid economic growth of the 1970's, Haiti's economy has been deteriorating. Recurring political turmoil and reduced foreign assistance resulted in an annual decline in real GDP of 0.9% in the period 1980-85. Real GDP declined by 1.5% in 1988 and 0.5% in 1989. Per capita income has fallen even more rapidly due to population growth. This economic decline has resulted in reduced levels of public and private investment and consequent deterioration in the social and productive infrastructure.

The structure of the economy has also been changing. In the period 1976-84 the agricultural share of the GDP declined from about 40 to 33%, while manufacturing's share increased from 15 to 17%, and services' from 37.5% to 42.5%. Reduced economic opportunities in the countryside and migration to urban areas, particularly to Port-au-Prince, has aggravated conditions in the poverty belt around the capital and contributed to social conflict.

Despite the economic decline of recent years, Haiti has made progress in many areas. The infant mortality rate, although still unacceptably high, dropped dramatically in the past decade from 210 to 105 per 1,000 live births. The Haitian private sector was the fastest growing in the Caribbean in the 1970s and maintains considerable potential despite the turbulence of the 1980's. The nation's serious natural resource management problems are being addressed by an increasing number of hillside farmers who are using sound soil and water conservation practices. Over the past five years, more than 50 million tree seedlings have been planted, with a survival rate of 50 to 65%. In education, Catholic and Protestant groups are cooperating to improve education through the Haitian Foundation for Private Education. While these activities are encouraging, however, they are not enough to provide substantive improvements in the standard of living for most Haitians. The most serious obstacles to economic growth in Haiti are political and economic instability and governmental inefficiency, corruption and oppression.

2. The Political Context

The future of democracy in Haiti remains uncertain and colors the social, political, and economic development of the poorest country in the Western Hemisphere.

In its beginnings, Haiti was on the cutting edge of political history. It was the second country after the United States to wrest independence from a colonial power and was the product of history's only successful national slave revolt. However, a particularly brutal system of slavery and the violence of Haiti's self-liberation from it have left their mark on Haitian institutions, including enduring patterns of authoritarianism, militarism and color and class antagonisms.

In the almost 200 years since independence, Haitian aspirations for democratic development have been repeatedly and brutally repressed. Its government institutions are weak with poorly elaborated bureaucracies and limited functions beyond maintaining power and extracting wealth from a large peasant base. Other defining elements of Haitian political institutions include: 1) a state of chronic crisis in succession to power; 2) the army as supreme arbiter of political destiny; 3) the President as strongman with highly centralized, personalized and authoritarian power; 4) the absence of meaningful legislative and judicial power; 5) intolerance of opposition; and 6) the absence of personal security. Furthermore, national political struggles are heavily focused in the capital. There is no tradition of popular participation in politics and no institutionalized mediation of the political aspirations of rural Haitians.

Since the fall of the 28 year long Duvalier family dictatorship in February 1986, attempts to create democratic government in Haiti have met with resistance from military and para-military elements, which have maintained strong influence. This, along with the tidal wave of popular expectations unleashed by the fall of the Duvalier regime, account for the unresolved crisis of succession during the four years succeeding the Duvaliers' fall.

As this project paper goes into final draft, General Prosper Avril, the latest of the military heads of state since the end of the Duvalier regime, has resigned under public pressure. He has been replaced by a civilian transitional government and hopes are high, once again, for rapid progress toward elections and a democratically elected civilian government.

B. Project Objectives and Strategy

1. Project Objectives

The Mission Project Goal is to promote broad-based economic and social development in Haiti. The project sub-goal is to encourage and strengthen free enterprise within a system of democratic pluralism.

The Mission Project Purpose, as that of the program as a whole, is to equip a broad base of leaders and potential leaders in Haiti with technical skills, training and academic education and an appreciation and understanding of the workings of a free enterprise economy in a democratic society.

By the end of the project, the returned Peace Scholars are expected to be employed in their respective fields of expertise and to be applying the skills learned in the U.S. It is expected that returned Peace Scholars will be active and influential in community or professional affairs and that they will maintain some relationship with the U.S. through either individual or professional contacts. Peace Scholars will have been exposed to some aspects of U.S. life, values and institutions and will have developed new perspectives on how they, on a professional, institutional, or community level, can contribute to a more equitable and democratic society in Haiti.

The success of the CLASP II/Haiti project will depend on several conditions which are explicit assumptions of the project. These are that (1) a degree of stability is established in the political and economic structures of Haitian society; (2) the political leadership which emerges is supportive of, or at least not antagonistic to, democratic values and a broader participation in the country's political and economic life; and (3) the Mission

will be able to identify, recruit, and send for U.S. training a core group of individuals with outstanding leadership qualities.

2. Project Strategy

The traditional centers of leadership and power in Haiti are the army, the Catholic church and the business community. The military is influential not only by virtue of its symbiotic relationship with authoritarian presidents, but also through its direct and indirect control of power and public services in the capital and rural areas. The Roman Catholic Church has been a fixture of the power establishment in Haiti since 1860 with the signing of the Concordat governing relations between Haiti and the Vatican. Most of the best schools in the country have been run by the Francophile Church, which has tended to bolster the position of the elite. The power of the business community, which is exercised through business strikes as well as family and social ties with the upper echelons of government decision-makers, has a profound influence on the viability and policies of the government.

The development of alternatives to the traditional leadership, particularly in the rural areas, has been effectively suppressed by an authoritarian state through neglect and isolation of rural leaders. The indigenous local leadership structure, consisting of elders and Voodoo priests, is not an effective force for development or change.

In recent years, some new forms of leadership have arisen in Haiti. Peasant groups promoted from the early 1950s by donor agencies, PVOs, local churches and missionary organizations have sprouted indigenous roots and are evolving into authentic local self-help organizations. An outstanding example of this is the groupement model, an adaptation of the cooperative concept that has been used in AID projects to enlist peasant participation in environmental rehabilitation efforts through development of income generating activities. Groupements have also been used in rural savings mobilization, agriculture, animal husbandry, agricultural processing and commerce. In addition, since the end of the Duvalier regime in 1986, a number of groups concerned with the public well-being have emerged; political activists and human rights groups, labor unions and political, professional, neighborhood and ecumenical associations in the provinces as well as in Port au Prince.

The emergence of these new forms of development oriented leadership in Haiti provides an opportunity to move the country toward democratic pluralism by broadening and strengthening the leadership base. The growth of such leadership can further democracy on a community and professional level by responsiveness to constituent needs and the use of participatory methods.

The CLASP II project is very appropriate and timely in the Haitian context. The Mission will seek to achieve the project purpose by providing training for individuals with significant potential for contributing to the development of a democratic system and broad based economic development in Haiti. The CLASP II/Haiti project will concentrate on the development of the new leadership discussed above, including small businessmen and women, educators and journalists, and community based leaders. Emphasis will be on recruiting candidates from rural areas with proven leadership qualities in promoting social and economic equity. The participants will include potential as well as existing leaders -- youth who are active in their professions and their communities. The training will combine the transfer of specific technical and management tools with an improved understanding of the role of democratic processes in social and economic development.

C. Project Activities

1. General Description

The CLASP II/Haiti project is a continuation of the Haiti component of the Presidential Training Initiative for the Islands Caribbean (PTIIC) project. CLASP II will build on the lessons learned over the past five years. The focus of training for the CLASP II/Haiti project is on leaders and potential leaders identified in the SIF in fields which are complementary to the USAID's sectoral programs. The distribution of project funding across the major functional accounts reflects the Mission's priorities, as well as the available resources in each sector.

Target Group. The primary target group for CLASP II/Haiti training is adults who are already in positions of leadership in their communities and/or occupations. Many of these individuals will have pressing occupational, financial, or family responsibilities that restrict their ability to be out of the country for extended periods. Therefore, the program will be oriented toward short-term training to meet the needs of the target group. In most of the training categories there will be opportunities for longer-term training for younger people and potential leaders.

Training in agriculture and rural development will be concentrated on community association and cooperative members and private sector agricultural extension workers, supervisors and administrators. In health, training will be provided to rural nurses and doctors and auxiliary health workers. Private sector training will focus on small business owners and credit union officials. Training in the education sector will be provided to teacher trainers and school proprietors and headmasters. A special democracy category will include community leaders from groupements

and human rights organizations and journalists from broadcast and print media. Youth (future leaders) will be trained under all categories.

The project will consist of short-term technical training, long-term technical training, long-term academic training, and follow-on programs. An estimated 153 individuals will be sponsored for training under the project, of which 22% will attend long term programs. It will be implemented through a Buy-in to the OIT worldwide participant training contract. In-country support with recruitment, pre-selection, orientation, English language training, and follow-on will be contracted locally.

Recruitment Procedures. In accordance with the CLASP II program directives, USAID/Haiti will recruit Haitian leaders from socially and/or economically disadvantaged backgrounds in the target sectors and occupations. The primary means of recruitment will be through the solicitation of nominations from community based organizations working in the target sectors. The technical divisions in USAID/Haiti will work closely with the training office in soliciting nominations and developing a pool of qualified candidates to select from.

Recruitment efforts will work through PVOs, both local and international, as well as peasant associations, cooperatives, trade and youth associations, church organizations, civic groups, labor unions, and Haitian government officials. Peace Corps volunteers will also serve as resources for recruitment and assessment of candidates. Former participants, working either through the alumni association or individually, will also be encouraged to notify qualified candidates of training opportunities.

In order to establish successful recruiting procedures through these organizations, USAID/Haiti will assure that the participating organizations are fully informed about the project objectives, eligibility standards, and selection criteria for each type of training being offered. The training office will be responsible for preparing briefing materials for both technical offices and community organizations to facilitate recruiting. The recruitment efforts are intended to develop a pool of at least two qualified candidates for each training opportunity.

Selection Procedures and Criteria. All candidates will be prescreened and ranked in accordance with the criteria listed below as highly recommended, recommended or not recommended. The training office will maintain basic records of the recruitment and selection process for all training to ensure an equitable process and to facilitate program evaluation. Selection will be by a USAID committee consisting of the training officer, a representative of the program office, and a representative of the appropriate technical office.

At least 70% of those selected for training must be disadvantaged, as defined in the Social/Institutional Framework and at least 40% will be women. While every effort will be made to achieve these quotas within each sector and type of training, it is recognized that the availability of qualified disadvantaged and/or women candidates will be greater in some fields than in others. The standard selection criteria will include:

- o experience and/or education giving candidates the capability of utilizing the training;
- o have a demonstrated record of leadership in community improvement and/or professional achievement;
- o have support and recommendations from their community or organization;
- o be considered likely by the U.S. Embassy to return to Haiti after training by virtue of family or professional ties;
- o have the greatest potential for contributing to social, economic and political development through a multiplier effect through his/her professional, occupational, or community activities;
- o for academic training, the candidates must have evidence that they are capable of successfully completing graduate level education in the U.S. and that they are capable of learning English at the required level of proficiency;
- o other things being equal, preference will be given to candidates who have not received previous training in the U.S., are capable in English, or whose work is directly related to meeting the needs of disadvantaged communities.

The training office, in coordination with the technical offices, will verify information provided in the candidate's application and assemble documentation for the selection committee, including academic records, letters of recommendation, and evidence of income level, employment or volunteer activity, and leadership positions.

All final candidates will be interviewed by the selection committee. Candidates for short-term group training will be interviewed in groups of four to select for group dynamics as well as technical suitability for the scholarships. In addition to improving the cohesion of the training group, group interviews offer an opportunity to validate personal and professional information of each candidate by peer reaction. The selection committee will use a weighted numerical system for rating

candidates in accordance with the above criteria and will record its ratings. The interviews will also offer the opportunity to identify specific activities which should be included in the training program.

The mission expects to easily meet or exceed all CLASP II selection requirements. Under the PTIIC project, over 40% of the participants were women and more than 70% of the participants were disadvantaged. The SIF analysis indicates that the target groups selected will be able to fulfill these targets. The AID/W requirement to have at least 10% of the training months conducted in HBCU institutions will also not be difficult to meet, given the mission experience to date.

Training Plans. All training programs will be customized to meet the needs of the trainees and achieve the following objectives: (1) enhancement of leadership skills; (2) professional or career advancement; (3) improved understanding of the values and functioning of a democratic free enterprise system as it relates to the trainee's occupation and Haiti; and (4) opportunities to meet Americans with similar professional and personal interests. USAID/Haiti will place greater emphasis on program quality in achieving educational and Experience America objectives.

The development of high quality, specific training requests is an essential element to enable the placement contractor to identify appropriate training opportunities. USAID/Haiti will attempt to continuously improve the quality of the training requests prepared for CLASP II as well as other participant training activities. The training requests will provide all relevant information on the trainees, group size, cost containment guidelines, Experience America activities, reporting requirements, and follow-on training requirements. Whenever feasible, the selected candidates and their supervisors if appropriate will review the training requests and make suggestions for improving them.

The size and nature of the CLASP II/Haiti project requires that the Mission use the services of the OIT worldwide contractor. Recognizing that the general nature of the OIT contract does not lend itself to the special objectives of the CLASP program, special efforts will be made in each PIO/P to highlight the specific expectations for Experience America components to the training.

In compliance with the new Agency guidelines on income taxes for participants, each PIO/P will clearly identify on the first page whether the participant is receiving job-related training. It is anticipated that all participants sponsored under the CLASP II/Haiti project will be returning to their present position and thus can be classified as job-related training. For all such participants receiving training of 24 months or less in duration, no tax liability will be incurred.

Pre-program Orientation. Pre-departure preparation will be designed and conducted by the USAID training office in collaboration with a Haitian human resource development organization. Pre-departure preparation are standardized by broad type of training (short-term, long-term or academic) rather than being group-specific. The standardized orientation uses videotapes, handouts and presentations by U.S. government personnel (including both AID and USIS), contracted experts and former participants to convey information and conduct exercises. The basic orientation will include cultural and geographical orientation to the U.S., orientation to the CLASP II program and expectations of participants, and orientation to the specific program activities, schedules, and requirements for each group. Academic participants will receive orientation to the structure and pedagogy of U.S. academic institutions. In addition to the familiarization activities, the orientation sessions will include exercises in cross-cultural adaptation, review of participants' expectations and concerns, and initial planning of follow-on activities.

A specific part of the orientation will be devoted to income tax considerations. The training office will assure that all participants understand their responsibilities for filing tax returns and that, if any tax liability is incurred, the project will cover the costs. At this point, all short term participants will be asked to sign specific powers-of-attorney giving the Mission authority to file their tax returns for them. While the purpose of the session will be to clarify the legal obligations of scholarship recipients, an effort will be made to place this obligation in a positive light as a learning experience. The role of taxes in a democratic society, and value of a populace willing to pay its fair share, will be discussed.

As part of the pre-program orientation, all groups will participate in a one day pre-departure seminar in responsible citizenship. In the seminars the participants will be exposed to and discuss ideas as to what it takes to make democracy work. Emphasis will be on the social norms, behaviors and practices that contribute to the effective functioning of democracy more than the constitutional elements of U.S. democracy. Participants will prepare observation guides and questions relevant to their own program and professional interests. This session will prepare the participants to play a proactive role in broadening their understanding rather than being passive observers.

In addition to the orientation, participants will receive in-country training as needed to enable them to successfully participate in the U.S. training program. Long-term participants will receive preparatory training, as needed, in English as well as remedial academic instruction if appropriate.

After arrival in the U.S., long-term participants will receive an additional orientation session prior to beginning their study program at a training institution. Orientation for short term participants will be included as part of the training package.

Experience America. It is difficult to separate the Experience America training from the technical components since much of the technical training is designed to take advantage of the unique, less formal understandings trainees can acquire by being in the United States. Particularly in the short-term programs, the Experience America activities will be tightly integrated into the overall training plan, relating the technical facets to the values and functioning of democracy at the organizational and professional level.

While some funding is provided to the participants for experiences such as day trips, sports events, theater, and similar activities, the primary focus of the Experience America component will be the opportunity to forge personal and professional linkages with Americans. All participants will be programmed for short-stay home visits and, for long-term participants, American roommates whenever possible. Site visits to organizations relevant to the occupational training and follow-on discussions will be organized to highlight particular aspects of the role of community and professional organizations in the design and implementation of local and national government programs and policies. Participants will be encouraged to share perspectives of their own culture and country with Americans and to discuss, on a person to person level, aspects of American society they find interesting.

Follow-on. Follow-on activities will be designed to encourage returned participant networking, assist them in applying the skills learned, and monitor their progress in meeting project objectives. The follow-on program will be administered through a contract with a local human resource development PVO. The follow-on component will consist of development of an alumni association, including both PTIIC and CLASP II returned participants, and a series of follow-on seminars to reinforce the training and present management concepts. In both the debriefing sessions immediately after return to Haiti and in the follow-on management training seminars, returnees will be encouraged to formulate objectives, identify potential obstacles, and develop strategies, and support networks with fellow returnees to achieve the objectives. Each returned participant will attend at least two follow-on seminars.

The follow-on seminars will be planned and organized jointly by the training office and the local contractor responsible for conducting the management training sessions. The management training will include some of the following topics, as appropriate:

- o promoting change among their clients and of the organizations in which they work;

- o leadership skills in organizing and managing groups, including participatory decision making, conflict management, and conducting productive meetings;
- o project planning and organization of work, including establishing priorities, time management, formulation of work plans and schedules, monitoring, and performance evaluation.

In order to increase both the cost-effectiveness and value of the follow-on seminars, presentations will be conducted not only by contracted trainers, but also by returned participants and USAID direct hire or contracted experts in their fields of specialization. The training office will coordinate whenever possible with technical offices to draw upon the expertise of consultants working in Haiti on other projects.

Where possible and appropriate, returned participants will also participate in training their Haitian colleagues, either through the follow-on program or through seminars specifically for that purpose. The alumni association will be responsible for identifying and arranging for opportunities for the returned participants to take part in training. The Haitian private education association, FONHEP, which is the recipient of AID education assistance in Haiti, has already agreed that seminars will be conducted by all education trainees affiliated with the organization. In addition, USIS has agreed to organize workshops for the journalists to share their experiences and perspectives with other representatives of the Haitian media community.

In addition to the follow-on seminars, an association of former participants will be formed with a small amount of project assistance in the form of minimal equipment, materials and supplies. The association will coordinate closely with both the local follow-on contractor and the USAID training office to inform returnees of training opportunities, provide a liaison to USAID for consulting or employment possibilities associated with AID projects, develop a focal point for returnee networking, and maintain their links to the U.S. The association will engage in activities such as:

- o a newsletter reporting at regular intervals on matters that are of potential interest to the participants and are likely to foster continuing links to the U.S., including employment and scholarship opportunities, position wanted ads, news on current, recently returned and former participants, and on meetings, visitors, important U.S. events of possible interest to former participants, and articles and book reviews by former participants;

- o an employment clearinghouse to inform former participants of job opportunities by maintaining active contact with former participants;
- o lectures given and discussions led by recent participants, U.S. government and PVO officials in Haiti and visiting U.S. experts, cultural activities involving USIS sponsored touring cultural figures, and banquets and other festivities;
- o recruitment and orientation activities for new participants.

2. Short Term Technical Training

An estimated 120 people will participate in short-term technical training programs lasting an average of six weeks. The training will be programmed for an estimated ten groups of trainees, ranging in size from six participants to eighteen participants. All of the short-term programs will be conducted in English with Haitian interpreter/escorts familiar with the subject area. To the extent possible, the interpreters will be Haitian professionals and supervisors associated with the participants who will be in a position both to benefit from the training program and to assist participants after their return to Haiti. The professional interpreter/escorts will be encouraged to participate in the alumni association and in all other follow-on activities.

Target Groups. Short-term training will be provided to participants from every sector. From the health sector, thirty four rural health providers, including nurses and auxiliary health workers, will be trained in two groups. Two groups from the agricultural sector, cooperative managers and agricultural extension supervisors, will be trained. Two groups of educators will also be trained, one group of teacher trainers and one group of school proprietors and headmasters. From the private sector, a group of small business owners and a second group of credit union officials will be sponsored for training in basic accounting and financial management. Finally, under the category of democracy, two types of people will be trained: a group of journalists from radio and print media and a group of community leaders.

Recruitment and Selection Procedures. Recruitment and pre-selection procedures of short-term participants will follow the basic procedures described above. Because of the focus on established leaders, particular emphasis will be placed on evidence on leadership qualities, individual initiative in addressing community problems, and demonstrated commitment to social and economic equity.

Pre-departure Preparation: Orientation for the short-term groups will be carefully planned to prepare participants for the

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program. Since many of the individuals from rural communities will have very limited experience with travel outside of their own communities, much less with exposure to different cultures, the sessions will include basic orientation to urban living and transportation if appropriate.

Types of Training. All of the short-term technical training will be conducted in English, unless appropriate, high quality programs conducted in French can be identified by OIT. To the degree possible, all Haitian interpreter/escorts will be professionals in the field of study and will also be able to benefit from the training program. All of the short-term training will be an estimated six weeks in duration. The training will concentrate on a few specific and concrete technologies that can be readily applied in the Haitian context upon return. In addition to technical topics, all training programs will include leadership training in basic management techniques such as establishing an agenda, leading a meeting, proposal development, and program evaluation. Specific training for the individual target groups is discussed below:

Nurses and community health workers will participate in seminars and workshops in communications, training techniques and organizational skills. Auxiliaries and family planning workers will participate in courses, seminars and workshops in technical, paramedical, organizational and communication skills. Health workers will visit clinics in both cities and rural areas to meet with health volunteers and paramedical personnel and discuss the role of volunteerism in U.S. health services. They will also visit at least one community clinic dealing with AIDS victims.

Training in agriculture and rural development will consist of a group of cooperative leaders who will be trained in cooperative management, accounting and bookkeeping, and marketing techniques and strategies for agricultural produce. The theme of the training and site visits will be the cooperative management as a business venture rather than a social service. A second agriculture group will consist of extension supervisors who will receive training in pest management and post harvest technologies as well as management training. The extension workers specialists will visit with U.S. extension services and PVOs working with small farms.

Teacher trainers will participate in seminars, courses and workshops in group dynamics, teaching and training methodologies, development of teaching materials, and techniques for stimulating student participation in the learning process and the use of computers in education. A topic of the programs will be design and implementation of civic education courses and the teaching of principles of responsible citizenship. A specific product of the workshops will be the preparation of civic education materials to use in Haiti. The teacher group will visit a classroom with a strong civic education program. School proprietors and headmasters

education program. School proprietors and headmasters will attend workshops in educational administration, community organization skills, and computer science as well as the teaching topics. All of the educators will attend PTA meetings and observe other mechanisms for community interaction in education.

From the private sector, a group of credit union leaders will attend training courses in basic credit union management, accounting, and marketing of credit union services. They will make site visits to U.S. credit unions and discuss common interests and problems. A second private sector group will consist of small business owners who will receive training in small business management, basic accounting, and financial planning for business expansion, including the appropriate use of credit. Participants will also visit U.S. business organizations, particularly those with a public service orientation, such as Rotary clubs.

Community association leaders from "groupement" associations will receive training in management of voluntary organizations, fundraising, proposal development, problem identification and prioritization, and other community leadership skills. The participants will visit with rural and community associations in the U.S. and discuss common problems and solutions. A continuing theme in both the courses and site visits will be effective participatory management and the role of community organizations in a democracy.

The print and broadcast media journalists will receive training in basic tenets of responsible journalism, including research, investigative reporting, standards of accuracy and reliability, article writing, journalistic ethics, and separation of fact from opinion. The program will discuss the role of the press in relation to government and other institutions in a democracy. As part of the course, the journalists will report on American news of interest to Haiti and file the reports with their sponsoring radio station or newspaper in Haiti. While they are attending the course, the journalists will be, in effect, the "American correspondent" for their station or newspaper. USIS will arrange for the VOA Creole service to file the radio stories with their stations. Possible topics for news stories would be drug prevention and treatment programs in small U.S. towns, the trial of a Haitian drug smuggler, a national level trial of interest that illustrates the system of checks and balances (e.g. Iran-Contra), or community-level initiatives in economic development, housing, or youth employment. Experience America activities will include visits to U.S. radio stations and newspapers and a roundtable discussion with U.S. journalists on professionalism and ethics in journalism.

Experience America. Experiential activities for the short-term participants will be focused on activities related to the

technical content of the training, such as meeting with Americans in the same occupation and opportunities to discuss common activities and problems. Some specific types of activities are discussed above. Opportunities for some participants to address community groups, particularly in small towns, on Haiti and its relationship to the U.S. will also be arranged.

Follow-on. Follow-on activities for the short-term participants will include the debriefing and ceremony upon return to Haiti, two follow-on workshops lasting 3-4 days each, and opportunities to participate in the alumni association. Volunteer activities in the alumni association will be strongly encouraged.

3. Long Term Technical Training

Recruitment and Selection. Recruitment and selection procedures for long-term technical participants essentially conform to the general procedures outlined above. Although existing ability in English is not a primary selection criterion, it will be used to make final selection decisions among otherwise equally qualified candidates.

Pre-Departure Preparation. All participants attending long-term technical training will be eligible to attend up to four months of in-country English Language Training to bring the individual's language ability up to an acceptable level. All long-term technical participants will also receive the standard pre-departure orientation sessions.

Types of Training. The dominant mode of training for long term technical training will be specialized courses at community colleges or state universities. In addition to the standard technical courses, all participants will be programmed for observational tours of organizations in their field of specialty. Specific types of training are described below:

Agricultural extension workers, supervisors and administrators will attend courses on communication, record keeping, sustainable agriculture, post harvest technology, pest management, and nursery management. Coordinated with the courses, the participants will also make site visits to U.S. extension services and agricultural companies relevant to the specific technologies being studied.

Long-term technical training in clinic and hospital administration for two health administrators will consist of structured programs in management and administration in an academic institution supplemented by continuing interaction and observation of health administration practices in the university hospital or clinic. A second group will consist of laboratory technicians to receive training in lab techniques and diagnostics and will serve as interns in the university hospital laboratory.

Credit union officials will attend courses in credit and savings methods, credit union finance and accounting, and marketing. They will also participate in internships with local credit unions and will make observation tours to several other credit unions to discuss operations and management.

The long-term program in education will include courses in educational administration and management for school administrators and headmasters, with particular emphasis on educational economics, Computer Science and effective use of educational data for decision making. Participants will make field trips to discuss issues with school administrators in U.S. cities and smaller communities.

Experience America. The Experience America component of the long-term technical programs will consist of site visits and observational tours of U.S. facilities related to the technical content of the program. In addition, all participants will have the opportunity for home visits or weekend home-stays and, whenever possible, American roommates.

Follow-on. The follow-on program for the long-term participants will include the basic elements of debriefing, follow-on seminars, and the alumni association. However, the initial debriefing session will last an additional day for the long-term participants to deal with issues of reintegration of the participant into the community. Although most of the long-term technical participants will be returning to an existing job, the relatively long absence and the possible counter productive attitudes of co-workers require some adjustment and preparation.

4. Academic Education

The long-term academic education sponsored by the CLASP II/Haiti project will consist of Masters level degree work in health, education, and agriculture. The candidates for the graduate level training are expected to be from middle-class backgrounds, thus falling into the 30% non-disadvantaged classification.

Recruitment and Selection. Recruitment and selection procedures for long-term academic participants will conform to the general procedures outlined above, although additional efforts will be made to publicize these opportunities and solicit applications from outside of the PVO network. As with the long-term technical participants, existing English language ability will be a deciding factor in selecting from otherwise equally qualified candidates.

Pre-Departure Preparation. All participants sponsored for long-term academic training will be eligible to attend up to eight months of in-country English Language Training and remedial

academic studies to assure that the individuals are capable of successfully attending a U.S. graduate level program. In the case of the participants in health, it is expected that most of the candidates will not require this level of pre-departure training. All academic participants will receive the standard pre-departure orientation sessions. All academic participants will also be eligible for up to two months of intensive ELT in the U.S. and a U.S. based orientation session to familiarize them with U.S. academic culture and procedures.

Types of Training. All long-term academic participants will be attending graduate programs in U.S. colleges and universities. In addition to the standard academic programs, all participants will be programmed for observational tours of organizations in their field of specialty and special courses in management and leadership skills. Specific types of training are described below:

Agricultural supervisory extension workers will complete MSs in agronomy with courses in management. Educational program supervisors will obtain MAs in pedagogy and/or educational administration. Rural doctors and health administrators will obtain masters degrees in public health. To the extent possible, all participants in academic programs will complete thesis study on issues of concern to Haiti. They will also prepare their career plans and statement of purpose for the Master's thesis, if applicable, prior to their departure for training.

Experience America. In addition to the observational tours and site visits related to their technical field, all academic participants will attend specialized training programs during the winter break, either through the standard mid-winter seminars or through other customized training activities. All participants will have the opportunity for home stays or weekend home visits and the option of having an American roommate in the dormitories.

Follow-on. As with the long-term technical participants, re-entry orientation is important for the academic participants. The debriefing session will last an extra day and will specifically address problems of reintegration into the community and plans for applying and transferring the training received.

Training Plan Summary

Training Type	Year				Total	Percentage of Total
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>		
Health						
ST Technical	18		16		34	
LT Technical				8	8	
Academic		5	5		10	
Subtotal					<u>52</u>	34%
Agriculture						
ST Technical		8	8		16	
LT Technical				4	4	
Academic			2		2	
Subtotal					<u>22</u>	14%
Education						
ST Technical	18		16		34	
LT Technical				3	3	
Academic			2		2	
Subtotal					<u>39</u>	25%
Private Sector						
ST Technical		9	9		18	
LT Technical				4	4	
Subtotal					<u>22</u>	14%
Democracy						
ST Technical		18			18	12%
Subtotal						
ST Technical	36	35	49		120	78%
LT Technical				19	19	12%
Academic		5	9		14	9%
TOTAL	36	40	58	19	<u>153</u>	100%

IV. FINANCIAL PLAN AND ANALYSIS

A. Program Budget Summary

The CLASP II program is a regionwide program with the following budget levels for each participating country.

Table 1
CLASP II Program Summary
Country Totals by Year (US \$000)

Country	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Belize	360	360	360	360	360	\$1,800
Bolivia	700	700	700	700	700	\$3,500
Colombia	740	740	740	740	740	\$3,700
Costa Rica	4,000	4,000	3,000	2,000	2,000	\$15,000
Dom.Republic	528	525	525	525	525	\$2,628
Ecuador	1,000	1,000	1,000	1,000	1,000	\$5,000
El Salvador	8,550	8,550	5,700	2,850	2,850	\$28,500
Guatemala	7,400	7,400	7,400	7,400	7,400	\$37,000
Haiti	260	350	350	722	722	\$2,404
Honduras	1,200	4,000	5,000	3,600	3,200	\$17,000
Jamaica	2,000	875	875	875	875	\$5,500
Peru	740	740	740	740	740	\$3,700
RDO/C	1,000	1,000	1,000	1,000	1,000	\$5,000
AID/W	17,250	17,250	17,250	17,250	17,250	\$86,250
TOTAL	\$45,728	\$47,490	\$44,640	\$39,762	\$39,362	\$216,982

Table 2 CLASP II DETAILED PROJECT BUDGET BY YEAR

Component	Year 1 4/90-3/91		Year 2 4/91-3/92		Year 3 4/92-3/93		Year 4 4/93-3/94		Total		Cumulative Total
	U.S. Costs	Local Costs	U.S. Costs	Local Costs	U.S. Costs	Local Costs	U.S. Costs	Local Costs	U.S. Costs	Local Costs	
Short-term Technical											
Predeparture		9,000		9,100		13,433		0		31,533	931,533
Training	240,000		200,134	4,524	390,005	6,330	0	0	927,420	0	2927,420
Experience America (1)	3,000								14,454	0	914,454
Follow-on (2)		18,000		18,200		26,867		0	0	63,067	983,067
Administrative	15,120		14,700		20,500		0	0	50,400	0	950,400
TOTAL	267,400	27,000	307,350	27,300	417,515	40,300	0	0	992,201	94,600	91,006,802
Long-Term Technical											
Predeparture		0		0		0		31,000		31,000	931,000
Training	0		0		0		417,020		417,020	0	9417,020
Experience America	0		0		0		6,411		6,411	0	96,411
Follow-on (2)		0		0		0		11,113		11,113	911,113
Administrative	0		0		0		35,010		35,010	0	935,010
TOTAL	0	0	0	0	0	0	459,347	42,913	459,347	42,913	9502,260
Long-Term Academic											
Predeparture		0		1,476		16,889		0		10,365	910,365
Training	0		155,724		330,136	5,246	0	0	493,000	0	9493,000
Experience America	0		2,422				0		7,050	0	97,050
Follow-on (2)		0		2,812		5,203		0	0	8,075	98,075
Administrative	0		19,950		41,790		0	0	61,740	0	961,740
TOTAL	0	0	178,096	4,288	385,172	22,152	0	0	563,200	26,440	9589,700
TOTAL TRAINING	267,400	27,000	405,454	31,588	802,667	62,452	459,347	42,913	2,014,896	163,954	92,170,850
OVERHEAD 30%		6,400		7,604		13,204		3,897	0	31,265	931,265
LOCAL ADMN. SUPPORT											
PSC		33,300		35,000		36,750		30,500		143,630	9143,630
Audit							20,000		20,000	0	920,000
Evaluation					20,000				20,000	0	920,000
TOTAL LOC. ADM. SUPPORT	0	33,300	0	35,000	20,000	36,750	20,000	30,500	40,000	143,630	9163,630
CONTINGENCY (3)	2,562		2,562		2,562		2,561		10,247	0	910,247
PROJECT TOTAL	269,970	66,700	400,016	74,192	825,249	112,406	481,600	85,390	2,065,143	338,057	92,404,000

1. Experience America line item costs are minimal in short-term programs because activities are built into program costs.
2. Follow-on program costs are fully counted in the year that the participant initiates training, but will be disbursed over two years.
3. Contingency line item is a residual amount. Inflation is built into program cost totals at a rate of 6% for educational costs and 4% for other costs, compounded semiannually.
4. Local costs budgeted were converted at a rate of 6 gourdes to 1 U.S. dollars. For local costs budgeted, the limitation that applies is the amount of gourdes units and not the estimated US dollars equivalent shown in the above budget.
5. An overhead of 30% has been added to in-country local costs contracts for orientation seminars, academic remediation and follow-on sessions.

Table 3 CLASP II/Haiti Budget Summary By Year

	----- Year 1 -----		----- Year 2 -----		----- Year 3 -----		----- Year 4 -----		- Project Cost	Total - Number
	Cost	Number	Cost	Number	Cost	Number	Cost	Number		
Short-term Technical	294,408	36	334,658	35	457,815	49	0	0	\$1,086,882	120
Long-term Technical	0	0	0	0	0	0	502,260	19	\$502,260	19
Long-term Academic	0	0	182,384	5	407,324	9	0	0	\$589,708	14
Total Training	294,408	36	517,042	40	865,139	58	502,260	19	\$2,178,850	153
Overhead 30%	6,480		7,604		13,284		3,897		\$31,265	
Project Management										
PSC	33,300		35,000		36,750		38,588		\$143,638	
Audit	0		0		0		20,000		\$20,000	
Evaluation	0		0		20,000		0		\$20,000	
Contingency	2,562		2,562		2,562		2,561		\$10,247	
PROJECT TOTAL	336,750	36	562,208	40	937,735	58	567,306	19	\$2,404,000	

1. All costs are funding reservations through unfunded PIO/Ps to fully cover training costs for participants initiating training in that year. Obligations of project funds will be made through a PIO/T buyin to the OIT central contract.

Table 4
Project Obligation Schedule by Functional Account
(US \$ 000)

Account	Year 1	Year 2	Year 3	Year 4	Total
Health	350	300	204	100	950
Education	200	200	150	150	700
Agriculture	100	100	100	100	400
Private Sector	150	100	50	50	350
Total	800	700	504	400	2,404

B. Financial Issues

1. Cost Estimates

The preceding tables contain the project obligation summaries and details by activity, input, and year. The project funds will be obligated as described in Table 4 through a Buy-in to the central OIT participant training contract with annual PIO/Ts and several direct AID contracts in Haiti. The training numbers in Tables 2 and 3 represent funding reservations made through unfunded PIO/Ps to fully forward fund all participants beginning training in each year. Funds for follow-on activities will be reserved for each participant and obligated through an in-country contract.

Training costs budgeted for the project are derived from the Training Cost Analysis budget generator developed by A.I.D.'s Office of International Training (OIT). Detailed project and group budgets are attached as annexes and include the calculations and assumptions on which they are based.

All training costs are based on conservative estimates. The Mission expects that actual contract and training costs can be lowered through aggressive cost-containment measures by the placement contractor. If realized, these savings will permit an increase in the number of participants sponsored under the project.

Inflation estimates of 6% for educational costs and 4% for non-educational costs, compounded semi-annually, are built into the training cost estimates. The inflation calculations have not been separated from the program cost estimates so that they can be reconciled with the TCA estimates and used for monitoring the budget line items during project implementation through a standardized TCA reporting format.

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It should be noted that the semi-annual compounding of costs, beginning six months from the project starting date, results in a considerably higher allowance for inflation than would result from the more generally accepted nominal straightline method starting in the second year of the project. This relatively high inflation allowance minimizes the need for a higher contingency allowance. Furthermore, the nature of training projects is that flexibility for contingencies can be achieved by varying the number of participants, an action which, within reason, will not adversely affect achievement of objectives.

2. Cost Containment

USAID's experience has been that it is difficult to contain costs given the small staff and the necessary use of the OIT placement contractor. However, the Mission will continue to monitor the placement contractor's choice of institutions and rate negotiations, and will make a continuing effort to keep these costs down.

In the areas within its control, USAID will take the following cost containment measures:

- o USAID/Haiti training office and technical offices will participate more actively in recruitment, selection, and follow-on to minimize additional contracting requirements for in-country assistance.
- o The placement contractor will be encouraged to place participants in smaller and less expensive training institutions as long as the program quality can be maintained. The placement contractor will be instructed to negotiate in-state tuition rates or tuition waivers for outstanding students.
- o Participants will be processed in larger rather than smaller groups whenever feasible to achieve economies of scale and price negotiation leverage for such services as English language training, room and board, transportation, escorts, and facilities rental.
- o Activities will be tightly scheduled and generous lead times allowed, so as to maximize the possibility of obtaining the least expensive facilities and services.
- o The amount of English language training given in the U.S. will be reduced and that given in Haiti increased. All short-term programs will be conducted through Haitian interpreters who are familiar with the technical content of the program in order to minimize language training costs.

- o Training costs will be closely monitored using TCA project reports.

3. Country Counterpart

Host country counterpart contributions are not required because the project will not involve a bilateral agreement with the Government of Haiti. Project funds will be obligated through direct A.I.D. contracts. (Reference State 184672, June 1988)

C. Methods of Implementation and Financing

The implementing institution for placement and monitoring in U.S. training institutions will be the central placement contractor for OIT. USAID/Haiti will Buy-in to the contract for specific services. In-country support for administrative assistance, English language training, and follow-on training and activities will be contracted directly by the Mission.

Funds have been provided for an end of project audit of the in-country contracts. Audits for the central OIT contract are included in the AID/W audit responsibilities.

Table 5
Methods of Implementation and Financing (\$000)

1. Direct AID Contract		
Buy-in to OIT contract for participant training	Direct Reimbursement	\$2,014
Local contracts for ELT, orientations and follow on seminars, and Alumni Association	Direct Reimbursement	\$ 171
2. participant training local administrative costs	Direct Payment	\$ 23
3. Personnel - PSC	Direct Payment	\$ 144
4. Audits/Evaluations Direct AID Contract	Direct Reimbursement	\$ 40
Inflation/contingencies		12

V. IMPLEMENTATION AND EVALUATION PLAN

A. Administrative Arrangements

AID/W Responsibilities. The unique nature of the CLASP II program as a regional program encompassing individual mission projects requires a continuing role for LAC/DR/EHR in program oversight, evaluation, training and orientation of mission personnel. LAC/DR will be responsible for the following functions:

1. In active collaboration with the missions, LAC/DR will issue policy guidance and monitor project implementation to ensure compliance with the policy guidance and program objectives. Bureau oversight functions will include review and approval of SIFs, CTPs and CTP updates;
2. Manage a process evaluation, similar to that carried out under CLASP I, to assist both LAC/DR and the field missions in identifying and resolving implementation problems;
3. Design and implement, jointly with missions, an impact evaluation;
4. Assist in providing training and orientation to mission personnel in CIS, TCA, Experience America, follow-on, and other project activities;
5. Implement the Congressional earmark projects in close collaboration with the field missions;
6. Serve as a liaison with Congress, the press, and other outside parties; and
7. Perform standard Bureau backstopping support for mission CLASP projects.

USAID Responsibilities. The project will be managed by the USAID/Haiti Human Resources Office's Education and Human Resources Division (HRO/EHR). Direct project management responsibilities will reside in the Training Office in HRO/EHR), and will be supervised by the HRO/EHR Division chief.

Recruitment, screening, interviews, and pre-departure preparation will be the responsibility of the training office in HRO/EHR, and the new project-funded PSC project coordinator position. The PSC will be responsible for day to day project implementation and management responsibilities and will work closely with technical offices in recruitment, selection, training needs assessments, and preparation of specific training requests for each group. The FSN training officer will be responsible for

assuring that all relevant AID participant training regulations are adhered to. The Training Office will prepare a standard orientation to the project objectives and selection criteria for all participating PVOs and other organizations to assure that nominations are appropriate for the CLASP II program. The technical project officers will be the primary contact for PVOs and other grassroots organizations working in their sectors.

Pre-selection of candidates will be the responsibility of the USAID/H Training Office. The pre-selection process is intended to develop a pool of qualified candidates at least twice as large as the number of scholarships available. All final candidates will be interviewed by a USAID selection committee. The selection committee will use a weighted numerical system for rating candidates in accordance with the selection criteria and will record the ratings. The selection committee will be chaired by the HRO/EHR Division Chief. The committee will include the Training Officer or her assistant, a representative of the Program Office, and a representative of the appropriate technical division. Nominations for the journalist training will be received by the USIS representative, who will also participate in the selection for that program.

USAID/H will contract locally for specific program support services as needed. Such contracts to local human resource development organizations will cover selected orientation presentations, in-country English Language Training (ELT), administration and support of an alumni association, and follow-on seminars in management concepts and techniques. Approximately 19 follow-on seminars are anticipated.

The USAID/H Training Office will be responsible for participant training monitoring, maintaining all participant data on the CIS database and for preparing all required documentation (PDF, PIO/P, PIO/T etc).

The Mission will execute a Buy-in, obligated through a PIO/T, to the worldwide OIT contract for participant training placement and monitoring. The OIT contractor will be responsible for identifying appropriate training programs for each individual or group in accordance with the instructions in the PIO/P, presenting the Mission with at least three alternative programs, negotiate training costs, arrange for participant placement, and monitor the participants' progress while in the U.S.

B. Implementation Plan and Schedule

The crucial elements of implementation of participant training are the contracting of required assistance and timely recruitment and selection of candidates and identification of appropriate training opportunities. The key contracting actions required in

the CLASP II/Haiti project will be the recruitment of a local PSC to administer the project and small contracts with local organizations to conduct orientation sessions, provide in-country English language training, administer the alumni association, and conduct follow-on training sessions.

The lead time for identifying training opportunities is probably the single most important contributor to both cost containment and placement in high quality, appropriate training situations. OIT minimum recommended lead time is three months for short term programs and six months for long term programs. While the training request can be initiated with a profile of prospective candidates, once a training institution has been selected it needs detailed information about the specific group to be trained in order to prepare an appropriate program. This places the burden on the Mission, and specifically on HRO's training office and the responsible technical office, to initiate recruitment and selection procedures as far in advance as possible.

USAID/Haiti is planning to obligate funds and initiate all training programs within the first four years of the project. All project participants are expected to return to Haiti by the end of year five. This "front-loading" of the program will serve the Mission's interests by reducing the impact of inflation on program costs and allowing enough time to get the alumni association and other follow-on activities underway.

The illustrative implementation schedule is as follows:

Project Year 1

Project Authorization	June	20, 1990
SOW prepared for PSC position	June	25, 1990
PI/T prepared for 1990 OIT buy in	June	25, 1990
PSC position advertised locally	June	27, 1990
Training Office prepares CLASP II briefing materials for PVOs	June	28, 1990
Recruitment begins for first ST groups in health and education	June	29, 1990
PSC selected and contract negotiated	June	30, 1990
PSC begins work	July	23, 1990
Interviews for first ST groups	July	23, 1990
Local solicitation for follow-on contractor begins	August	1, 1990
PIO/Ps for ST groups sent to OIT	August	16, 1990
PSC annual workplan submitted	August	17, 1990
Orientation sessions for ST groups	October	8, 1990
First ST health group leaves for US training	October	13, 1990
Follow-on contract negotiated	October	30, 1990
Recruitment for MPH and Education participants begins	November	1, 1990
ST groups return, debriefing sessions	November	30, 1990
Health MPH and Education candidates selected	January	10, 1991
PIO/Ps for MPH participants initiated	January	15, 1991
Recruitment for ST groups in agriculture, democracy, and private sector initiated	January	15, 1991
PIO/T prepared for FY 1991 Buy-in to OIT contract	When 1991 funds are available	

Project Year 2

PSC annual workplan submitted	April	15, 1991
Follow-on contractor annual workplan submitted	April	15, 1991
MPH candidates depart for US ELT	June	28, 1991
Recruitment begins for 1992 academic participants	July	1, 1991
Follow-on seminars begin	July	1, 1991
Alumni association established	July	1, 1991
MPH candidates begin programs in US	September	1, 1991
ST groups leave for training	Dates appropriate for trainee schedules	
Academic participants for 1992 selected	September	1, 1991
Academic participants begin in country ELT as needed	November	1, 1991
PIO/Ps for academic participants sent to OIT	November	1, 1991
PIO/T prepared for FY 1992 Buy-in to OIT contract	When 1992 funds are available	

Project Year 3

PSC annual workplan submitted	April	15, 1992
Academic participants leave for US ELT programs	June	1992
Academic participants begin US academic programs	September	1992
First group of MPH candidates returns	January	1993
PIO/T prepared for FY 1993 Buy-in to OIT contract	When 1993 funds are available	

Project Year 4

PSC annual workplan submitted	April	15, 1993
Long term technical participants begin in-country ELT	May	1, 1993
Long term technical participants depart for US training	August	26, 1993
Second group of MPH candidates returns	January	1994

Project Year 5

Long term technical participants return to Haiti	June	1994
Academic participants return to Haiti	July	1994

Project Year 6

Final follow-on seminars completed	July	1995
Project audit conducted	August	1995
PACD	August	1995

C. Contracting Plan

Position	Contracting Mode	Amount
Project coordinator and expenses	Local PSC	\$144,000
Alumni Association administration	Local Contract	\$54,980
In country ELT	Local Contract	\$35,419
Follow-on seminars and Orientation seminars	Local Contract Local Contract	\$80,601
US training placement	Contract Buy in	\$2,014,000

D. Monitoring and Evaluation Plan

1. Program Monitoring and Evaluation

Background

Evaluation under the CLASP I project has consisted of an ongoing set of activities carried out by a central contractor under an 8a set-aside. This contractor reports to LAC/DR/EHR and is financed with a combination of CA and LAC regional funds. Some field missions have conducted their own evaluation activities using independent contractors. Activities have varied according to the needs and interests of each mission.

Centrally funded CLASP I evaluation activities have covered the following:

- The initiation and maintenance of the CLASP Information System (CIS), a comprehensive database that provides up-to-date information on each CLASP I Peace Scholar (including age, sex, academic background, socio-economic status, leadership status, urban/rural location), and the nature of the training program to be undertaken.
- The administration of questionnaires to CLASP trainees immediately prior to their departure from the U.S. and

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- within six months of their return to their country of origin. These questionnaires assess trainee satisfaction with the U.S. training experience, trainee attitudes toward the U.S., their views regarding specific aspects of the training experience, and follow-on.
- Individual country reports that address mission compliance with CLASP policy guidance as well as adequacy of management and implementation of the CLASP program. Country reports also summarize country-specific data available from the exit and returnee questionnaires.

Data from this ongoing evaluation have been invaluable to the LAC Bureau in its management and oversight of the CLASP program:

- (1) The CIS provides the LAC Bureau with an official and up-to-date tally on status of new trainee starts and on compliance with CLASP policy targets which are used for reporting purposes within and outside of A.I.D.;
- (2) Insights from the country reports have been very helpful to both missions and AID/W in guiding adjustments to country-specific programs; and
- (3) Finally, and perhaps of most significance, insights gained from the country specific evaluations have provided a useful base for sharing between missions experiences gained and lessons learned as A.I.D. enters the fifth year of this highly innovative program.

Specific Nature of CLASP II Evaluation Design

Experience with the evaluation of CLASP I and with evaluation in general has shown that investments in evaluation are worth undertaking when at least two conditions are met:

- There is a genuine interest in and need for the data to be collected (e.g. the originator of the data request faces uncertainty regarding the answer to one or more questions where the answer can only be obtained through investment in an evaluation and/or where conflicting opinions are such that an evaluation study is required to obtain the answer to the question); and
- The results of the evaluation will actually be used to implement programmatic changes (e.g. the user has sufficient authority and leverage to make the changes required).

These two criteria, level of uncertainty/conflict and leverage, will serve as the guiding principles for investment in

the CLASP II evaluation. In addition to these basic criteria, additional important considerations were identified in a CLASP II impact evaluation design workshop held May 3-5, 1989 (see Annex H). These other conditions for effective use of the evaluation are as follows:

- The key users of the data (e.g., AID/W and field missions) must both take on ownership of the data collected. This means that AID/W and field missions must have input into guiding both the design of the evaluation activities and their implementation;
- Data must be collected and reported on a timely basis: questions and information needs of today must be addressed today and answers provided while the questions are still relevant and the answers needed;
- Reporting of data must be done in such a way that it is easy to read and readily lends itself to use by the originator of the data request;
- Data on "process" (the way in which students are recruited, selected, and oriented and the way in which training is carried out in the U.S.) and data on "impact" (information obtained on the effects of the training program on the trainees after they have returned home) must be closely linked.

The above conditions call for a dynamic and flexible design for the CLASP II evaluation that: provides information on a timely basis, is sensitive to field mission needs, and provides AID/W with the data that it needs for program accountability.

Listed below are the categories of information needs that will form the basis for CLASP II evaluation activities:

1. Information that will permit both AID/W and field missions to track policy compliance under CLASP II and to describe the U.S. training experience.

These data, commonly referred to under CLASP I as "process evaluation" data, include information on all CLASP II trainees collected through the CIS plus information from trainees collected in the form of exit questionnaires immediately prior to their departure from the U.S. The sample, both for CIS and for the exit questionnaires, will be comprised of 100% of all CLASP II trainees. To provide continuity between the CLASP I and CLASP II databases, existing data instruments being used under the CLASP I evaluation will continue to be applied. However, they will be updated and revised to reflect additional varying CLASP II evaluation data needs.

Data on compliance with CLASP II policy guidelines from the CIS database will be made available to AID/W and field missions semi-annually.

2. Information that will permit both AID/W and field missions to assess adequacy of field mission management and implementation procedures.

Continuing activities initiated under CLASP I, it is anticipated under CLASP II that each mission will be visited once every two years to assess: adequacy of mission recruitment, selection, and screening procedures; adequacy of development and specification of individualized training plans; adequacy of pre-departure orientation; adequacy of quality of the U.S. training experience (academic/technical training as well as Experience America); and adequacy/relevance of the follow-on program. Reports, to be no more than 15-20 pages in length, will be shared with the individual CLASP mission whose program is under review. Individual country reports will highlight what each mission is doing "right" vis a vis management and implementation procedures that might be shared with other CLASP II missions. Suggestions will also be provided for areas where improvement is needed.

3. Information that will permit both AID/W and field missions to assess the effectiveness of individual training programs and to take appropriate actions to apply lessons learned both to the expansion/extension of training programs that are doing well and adjustment/termination of programs that do not seem to be meeting their objectives.

This category of data addresses what have been referred to under CLASP I as "impact" data. CLASP I impact data gathering activities have been limited to questionnaires administered approximately six months following the return of trainees to their country of origin and the recent initiation, in Central America, of a series of pilot case studies to explore the feasibility of using qualitative data collection methodologies.

Under CLASP II, "impact" evaluation will be adjusted somewhat. Instead of a questionnaire administered to all trainees one or more times upon the trainees return to country, evaluation will consist of a series of studies--some country-specific, some carried out over a sample of CLASP II countries. These studies will have a strong qualitative orientation, utilizing quantitative data

collection methodologies when appropriate. They will be carried out on a "demand" basis (e.g., as AID/W or a field mission has one or more specific questions for which an immediate answer is needed. The studies will be carried out in such a way that: (a) the results will be provided in a timely fashion to the originator of the data request; and (b) data from consecutive studies can be compiled, across countries and across studies, to make broader observations on CLASP II outcomes.

An illustrative list of generic questions to be addressed under this aspect of the CLASP II evaluation is provided in Table 6. It is important to stress that these questions are illustrative and will be refined during the first year of CLASP II through a collaborative process which will invite field mission involvement both in identifying the questions to be posed and in guiding the procedures used to collect data to answer these questions. Data will be collected both on CLASP II trainees and on a select group of CLASP I returnees, both to document the CLASP I experience and to obtain insights useful for the implementation of CLASP II.

Implementation of CLASP II Evaluation Activities

Overall responsibility for the CLASP II evaluation will lie with LAC/DR/HRO/E. One HRO/E staff person, responsible for providing oversight as well as liaison with AID/W and field missions on a full-time basis, will oversee the activities of a central contractor. This contractor, to be selected during the first year of CLASP II (FY 1990), will be responsible for collecting data required by AID/W for purposes of program monitoring and oversight. The contractor will also be responsible for processing and implementing mission Buy-ins to carry out studies to meet specific mission information needs.

The contract will be structured in such a way that it can be accessed to design and carry out studies to address specific questions and information needs as they arise during CLASP II implementation. A careful design process, to be carried out during the first year of CLASP II with active mission involvement and participation will result in a conceptual framework that will guide the CLASP II evaluation for the ensuing five years.

The following are anticipated outputs/accomplishments during the first year of the CLASP II evaluation:

1. The revision/updating of both the CIS and exit questionnaires to meet both AID/W and field information needs under CLASP I.

2. The development of a series of "constructs" (e.g. culturally relevant data categories) to guide collection of information on such aspects as "leadership," "career development," and "knowledge gained about the U.S.," as a result of the training experience.
3. A set of basic methodologies to be used both in carrying out AID/W and field funded activities that focus on examining the effectiveness of specific training programs.
4. A conceptual framework to guide CLASP II evaluation activities plus an implementation plan for year two that includes studies of specific interest to AID/W and missions that can be carried out within available funding levels.

TABLE 6

ILLUSTRATIVE LIST OF QUESTIONS
FOR CLASP II "IMPACT" EVALUATION

Trainee knowledge of the U.S.

- Has the trainee's knowledge of the U.S. changed in any way since going to the U.S. for training?
- What have been the nature of the changes?
- Which aspects of the CLASP II process (pre-departure orientation, U.S. training, home-stays, follow-on) seem to have contributed to these changes, and in what ways?

Career Advancement

- To what extent are CLASP II returnees advancing in their careers (increased status on the job, increased responsibility, promotion in rank, increase in pay, etc.)?
- What aspects of the CLASP II training program seem to have made the most contribution to these advancements?

Leadership

- In what ways have CLASP II returnees' leadership skills been enhanced as a result of their training in the U.S.?
- What are they doing with these skills that they did not do prior to departing for the U.S.?
- What elements of the CLASP II program (pre-departure orientation, U.S. training, follow-on) seem to have most contributed to the above?

Effectiveness of Short-term Training Programs

- Are there any specific types of short-term training programs common to a number of missions that seem to be more effective than others in enhancing career mobility and leadership skills and that should be recommended for broader application?
- What are the characteristics of these training programs?
- Are there any specific types of short-term training programs common to a number of missions that seem not to

be effective in enhancing career advancement or leadership skills?

Effectiveness of Long-term Training Programs

- What types of long-term training programs seem to be the most effective in terms of promoting career advancement and enhancing leadership skills (e.g. two-year undergraduate, four-year undergraduate, junior year abroad, Master's degree training)?
- Under what circumstances are these programs best carried out and how should they be designed so as to assure maximum impact?
- What elements of the CLASP II experience seem to have contributed most to the above?

2. Mission Monitoring and Evaluation

Project monitoring will be the responsibility of the USAID Training Office in HRO/EHR, and under the supervision of the chief of the Human Resources Office. Project monitoring will use various mechanisms, including the CLASP II process evaluation, CIS and TCA reports, participant progress reports submitted by the placement contractor, and quarterly progress reports from the local PSC and follow-on contractors. All financial reports submitted by the placement contractor will be in the TCA format.

Immediate feedback on the adequacy of program selection, orientation, and placement procedures will be obtained through the CLASP II process evaluation exit questionnaires and the debriefing of all participants upon their return to Haiti. The PSC project manager will prepare a systematic debriefing format and keep records of all debriefing sessions. On an annual basis, the training office will prepare a synopsis of responses and recommend improvements in the procedures if necessary.

Evaluation of the impact and utilization of the training will be part of the follow-on seminars and alumni association meetings. Feedback on the value of the follow-on seminars will also be collected in a systematic format at the end of each session. All such assessments will be conducted by the Training Office staff rather than the follow-on contractor. More formal evaluation will be conducted by the CLASP II process evaluation contract as described above. In addition, the Mission has budgeted funds for a Buy-in to the process evaluation for specific case studies of training types or groups if it is deemed necessary by the Mission.

VI. SUMMARY OF PROJECT ANALYSES

A. Social/Institutional Analysis

1. Methodology

The SIF identified the groups to receive training priority under this project by identifying groups in Haitian society within which significant leadership is exercised so as to influence the course of social, economic and political development at the national, local and intermediate levels in a manner that will promote CLASP objectives. The analysis leading up to identification of the target groups was conducted by an AID/W project development officer in collaboration with the Mission's technical and program staff and social analyst. Interviews were also conducted with individuals representing a cross section of Haitian society, as well as members of the U.S. Embassy's Political and Consular offices and USIS. USIS also participated actively in review of the project paper.

Sector assessments and other pertinent studies were also consulted in performing the analysis. These included the Agricultural, Education and Human Resources, Health and Private Sector Assessments, the Democratic Needs Assessment, the Country Development Strategy Statement, the FY 90/91 Action Plan, the preliminary Assessment of the Presidential Training Initiative for the Islands Caribbean (PTIIC) project, and the Social-Institutional profile for Regional Development.

Several of the groups identified by this analysis were selected for further review based on program concerns, legislative restrictions on providing assistance to the Government of Haiti, immigration issues raised by the Consular Office and the PTIIC target groups.

2. Definitions

Economically Disadvantaged. For the purposes of this project economically disadvantaged is defined as having an income not exceeding the Haitian minimum taxable income (currently 20,000 gourdes per annum, \$2,759 at the present rate of exchange) by more than 25%. In other words, to qualify as disadvantaged, a candidate for training will have to have an income of less than \$25,000 gourdes (\$3,448).

The ceiling was set slightly above the minimum taxable income to allow a wider selection of training candidates since salaries are high in Haiti and literacy is low. AID drivers receive more than 35,000 gourdes, and the illiteracy rate is over 75%. There are thus relatively few Haitians who can profit from training in the U.S. in such a way as to significantly enhance their potential

to contribute to Haitian development and, particularly, the democracy and free enterprise promotion aims of this project. Thus a too rigorous definition of disadvantaged would paradoxically defeat the very purpose of improving the condition of the disadvantaged on a national basis.

Training lower to mid-level professionals under the USAID/Haiti program can have a particularly important impact on Haitian development in view of the large role of PVOs, through which U.S. aid to Haiti is largely channeled, and the dedication of PVO staff to improving the lot of the disadvantaged.

To further assure that the training under the project benefits the disadvantaged, a special effort will be made to recruit candidates who have shown a commitment to working in rural farming areas and small communities, and preference will be given to candidates who: work in such areas; evidence a commitment to meeting the needs of the absolutely disadvantaged; have the greatest potential for contributing to social, economic and political development upon completion of training; are of the lowest socio-economic status; and come from clearly disadvantaged families, i.e. whose parents were smallholder farmers, farm laborers or members of the urban poor.

Socially Disadvantaged: In the Haitian context, women are considered to be socially disadvantaged.

Leader: Individuals who exercise some influence over the thoughts and actions of others. A leader may or may not be in a formal position of authority, but rather is recognized as someone in an organization or community who can initiate action and whose opinion is respected.

Potential Leader: Potential leaders are individuals, usually youth, whose actions, achievements, attitudes, and communication skills indicate a potential for leadership. In some cases, the individual may already exhibit many of the traits of a leader, but may not be recognized as such due to age.

Rural: All areas outside of Port au Prince are considered to be rural for the purpose of the CLASP II/ Haiti Project.

Elite: The "elite" are defined in financial and political terms. The "politically elite" include high level government officials and their immediate families. The "financially elite" consist of individuals who could reasonably be expected to finance a U.S. college education using personal or family funds.

Youth: An individual under twenty-five (25) years of age.

3. Target Groups

The following target groups, classified by sector, were identified by the SIF as having the highest priority for training:

Agriculture and Rural Development

peasant association and cooperative members
community development workers
agricultural extension workers

Business

labor union officials
foremen
craftsmen and women
small businessmen and women
credit union officials

Democratic Initiatives

community leaders
human rights workers
legal assistance workers
media representatives

Education

teacher association members
teacher trainers
school proprietors and headmasters

Health

nurses
auxiliaries and family planning workers

Youth

student association members
neighborhood association members
girl and boy scouts
coaches

Two key leadership groups have been added to this list during the process of writing the project paper so as to take best advantage of the opportunities for long term and academic training that will be provided by the project, supervisory agricultural extension workers and education program supervisors.

Other groups of relatively low priority, such as girl and boy scouts and coaches, have been or will be removed to adjust to the reduced amount of training found to be possible as compared with the SIF estimates.

The most important rationale for selection of these groups was the promotion of non-traditional leaders (i.e. leaders from outside

the military, church and traditionally dominant business group) who represent a growing force in Haitian society and present a potential for strengthening free enterprise and democratic institutions in Haiti. Even many in those groups which sound traditional, e.g. agricultural extension workers, will be non-traditional in that many of their members will be employed in the private sector (most often by PVOs) rather than by the Government.

The nature of the leadership role of the groups selected is self-evident, though individual leadership achievement and potential will also be considered. What the groups are expected to accomplish is set forth in detail in section III.B.2. above, project strategy. It may be summarized, not surprisingly, as leadership in promoting socio-economic development, including development of democratic pluralism and free enterprise. Some groups, such as journalists and, in part, educators were chosen for their particular ability to contribute to the strengthening of democratic values. Others were chosen for their role in key sectors, such as agriculture, small business and health, and potential to strengthen the socio-economic fabric. The spread effect from training the members of the selected groups will come from the fact that they are in leadership roles, and, in some cases--teachers and journalists are again a good example--from the very nature of their activities.

The choice of groups in the SIF can perhaps best be understood by the analysis of Haitian leadership patterns it contained, which may be summarized as follows. Leadership, power and influence have traditionally resided in three segments of Haitian society, the army, the Catholic Church and businessmen. Of these, the army's influence is preponderant. Haiti's militarist tradition, which emerged from its colonial past and decades of armed struggle leading to independence in 1804, has given rise to an authoritarian state, centralizing power and public services in Port au Prince and concentrating power in the hands of the president, who governs as a strongman while he enjoys the support of the army. The president usually tries to extend his term of office beyond the limits established by the constitution, which he typically uses as his personal charter to reflect his political conception of the state.

Civilian control and administration are nominal in secondary cities and virtually non-existent in rural communities. Effective control at those levels is exercised by the military, which subdivides the country into military departments, districts and sub-districts headed, respectively, by colonels, captains and lieutenants. A corps of rural police (chefs de section) operating under military command, hold sway at the rural community level (section rural). The section chief is virtually omnipotent in his domain. He is empowered to levy taxes, fix fines, mediate disputes and maintain civil records. He is usually recruited from a small class of wealthy peasant families engaged in commercial activities,

including grain speculation, and money lending. In many cases the position is passed on from father to son. During the Duvalier period a strong Tonton Macoute presence served to buttress government power at this level.

The Roman Catholic Church has been a fixture of the power establishment in Haiti since 1860 with the signing of the Concordat governing relations between Haiti and the Vatican. Most of the best schools in the country have been run by the Francophile Church, which has tended to bolster the position of the elite.

Businessmen's influence lies above all in their ability to produce economic growth. They are one of the principal sources of the nation's wealth. Consequently, any political change that results in an increase or decrease in private investment has a profound effect on the economy and, in turn, on the political stability of the country. Businessmen have, in turn, influenced the viability and policies of governments through business strikes and pressure on high level government officials with whom they have kinship and social ties.

The authoritarian state has effectively suppressed the emergence of other leaders with broad influence in the hinterland by neglecting it and keeping it in a permanent state of isolation and powerlessness. A local leadership structure made up of elders and other notables, including the houngan, Voodoo priest, have evolved.

The peasant who has emerged from this environment is a rugged individualist whose horizon is limited to his household, his nearby kinfolk and some close neighbors with whom he may engage in labor exchanges. He is suspicious of extra-familial relationships in general, but particularly so of outsiders, especially those who are perceived to have influence or power. For these reasons few enduring and representative groups have emerged among Haitian peasants.

Starting in the early 1950s donor agencies, PVOs, local churches and missionary organizations began to promote the concept of peasant group formation as a means to channel financial and technical assistance to rural communities. In the early 1960s the Government of Haiti launched the rural community council movement to counter the influence of what it saw as foreign imposed undertakings. Because the organizers of both movements relied on local notables as an entree into the community, leadership in the groups so organized were usually occupied by representatives of the traditional local elite.

However, there have been some notable cases where these groups, formed by outsiders, have sprouted roots and are evolving into authentic local self help organizations. An outstanding example is the groupement model, which has evolved as an

adaptation of the cooperative concept. Groupements are groups of 10 to 15 members formed on the basis of pre-existing ties of neighborhood, friendship and kinship.

A 1983 evaluation of a USAID supported Groupement Pilot Project found that it was making significant progress in mobilizing and organizing peasants. The Local Resource Development I Project during the 1985-89 period built on the foregoing experience successfully combining it with an income generating approach in enlisting peasant participation for environmental rehabilitation. The resulting groups are effective channels for agricultural extension services. Groupement savings were also found to serve an important complementary role in agriculture, animal husbandry, commerce and agricultural processing.

In addition, since the end of the Duvalier regime in February 1986, a multitude of groups concerned with the public well-being have emerged, including political activist groups, human rights organizations, labor unions, and professional, neighborhood and ecumenical associations in Port au Prince as well as the provinces. There has also been since February 1986 a relatively free press.

4. Implementation

The selection criteria for participants specific to the Haiti Peace Scholarship Project (as distinguished from those applying to all CLASP projects) will also have an important bearing on the social and institutional impact of their training. Those criteria are:

- o support for their candidacy from the community or other group of which the training candidate is a member;
- o dedication to
 - meeting the needs of the absolutely disadvantaged,
 - working in rural agricultural areas and small communities, and
 - democratic values;
- o potential for contributing to social, economic and political development upon completion of training;
- o comparatively low socio-economic status; and
- o clearly disadvantaged family origin, i.e. having parents who were smallholder farmers, farm laborers or members of the urban poor.

In addition to seeking community approval for candidates a main channel of recruitment will be PVOs involved in important

efforts to meet the needs of the disadvantaged in Haiti and concerned about the growth of democratic institutions and free enterprise.

In addition to technical training, many of the participants will receive leadership, community and group organization, participatory decision making, institutional development and management training, which will enhance their leadership potential. Educators will receive training in civic education and journalists will receive training in responsible journalism and promotion of a democratic society.

The pre-departure orientation will give participants an opportunity to consider what makes a democratic society function effectively and what they can do to contribute to the development of democratic institutions. Participants will consider these issues again in follow-on training on their return from the U.S. The follow-on seminars will also formulate, in the follow-on training, objectives, work plans and strategies which should enhance their leadership impact. Journalists and educators will be brought together during training in the U.S. for mutual reinforcement.

B. Administrative Analysis

Implementation of participant training projects are particularly labor intensive. The time required for recruitment, selection, orientation, and processing of participants is substantial because participants often need considerable personal attention to help them prepare for the training. The nature of the CLASP II program, with its emphasis on careful selection of outstanding candidates and customized training to meet their needs, increases this burden.

The existing Mission training staff, consisting of a training officer and assistant training officer, will be supplemented by a fulltime project coordinator for the CLASP II project. The addition of this individual, and the assistance of the technical offices in recruitment and selection, will enable the Mission to handle the project implementation requirements. The PSC position will last for the first four years of the project, during the peak periods of recruitment and selection. The total number of participants to be selected and placed in a given year will be as low as 19 and never higher than 60, and the majority of these participants will be processed in groups of 10-15 people. Therefore, the proposed level of staffing will be adequate.

In country support services for orientation briefings, English Language Training, administration of the alumni association, and follow-on training seminars, can be easily obtained in Haiti.

During the PTIIC project, these functions were competently handled by a Haitian PVO, the Human Resource Development Center. The Mission foresees no difficulties in contracting out for these services.

The Mission is convinced that this administrative mechanism will enable the project to meet its objectives and provide high quality training to well selected candidates.

C. Economic Analysis

Economic analysis of participant training projects is difficult because the output--improved education and skills--is difficult to measure in economic terms. Both AID Handbook 3 and the AID Manual for Project Economic Analysis recommend against the use of cost-benefit analysis for these types of projects because of the difficulty of reliably quantifying the benefits of training.

The most appropriate and relevant means of assessing the economic feasibility of training projects is cost effectiveness analysis. The key concept of the cost effectiveness approach is that the analytical focus is on accomplishing the objectives rather than the total amount of the costs per se. The purpose of the analysis is to identify the least cost (or most efficient) means of achieving those objectives. In other words, while the project should not cost more than necessary to be successful, neither should the objectives be sacrificed to reduce costs.

The CLASP program introduces complexities in the analysis that limit valid analysis to the country and training group level rather than the project or program level. First, the objectives of the program require that all training take place in the U.S., which eliminates the possibility of lower cost alternatives. Equally importantly, the diversity in the program in terms of technical fields and length and nature of training make "effectiveness" and "efficiency" very difficult to define on a program level. The most obvious measure of efficiency would be numbers of people trained per dollar spent, but the range of short term and long term participants in the program makes this meaningless. The other possible means of measuring effectiveness is to compare the eventual social and economic impact of different fields and types of training. However, there are no data available that would measure the relative economic benefit of, for example, six-week technical programs in basic health care, eight-month technical programs in restaurant management, and two year academic programs in machine tools. Therefore, the only appropriate level of cost-effectiveness analysis is on the country and training group level.

On the program level, the appropriate approach is to assure

that cost effectiveness considerations are integrated into the design and implementation of the project. Two mechanisms for incorporating these considerations are included in the design. The first mechanism is the establishment of objectives and criteria for acceptable training programs--that the training be appropriate for the participant and that it substantively contribute to the participant's career and leadership development. While the data still lacks the rigor of scientifically significant results, these criteria offer the subjective advantage of requiring training personnel to review and justify the training in these terms.

The second, and more concrete, contribution to cost-effectiveness is the institutionalization of cost containment measures in the project. Cost containment is applied to specific training groups and contracts, so the alternatives available are more subject to analysis and comparison. For example, the alternatives of in-country and U.S. based English language training (or a combination thereof) or other preparatory training can be analyzed in relatively straightforward terms because the results (TOEFL scores) and costs are easy to measure. Similarly, the choice between equally proficient technical schools with different tuition rates is equally straightforward. In addition, the use of TCA to compare and monitor contract costs on a line item basis substantially improves the competitiveness of proposals and the Mission's ability to control costs. This systematic review of alternatives on a cost basis is the single most effective means of assuring that the project is cost effective.

As the preceding discussion has shown, a definitive judgement of the cost-effectiveness of the CLASP program cannot be made in advance. The cost effectiveness of the project is in the details of implementation rather than the design. The judgement can be made that adequate measures have been built into the project to maximize the cost effectiveness of the project by emphasizing the training objectives and institutionalizing the use of cost containment approaches.

D. Technical Analysis

The primary technical issues of participant training concern those factors in the design and implementation of the program which experience has shown to be important in creating successful training programs. A.I.D. and its predecessor agencies have provided scholarships to over 250,000 foreign nationals since 1949 and the collective experience has been reviewed in numerous evaluations and audits in that period.

The evaluations of participant training programs have focused almost exclusively on the operational issues of planning, design, and implementation rather than on larger questions of impact and usefulness of training. Therefore, the technical analysis will

also concentrate in these areas. A few evaluation findings have consistently and repeatedly been reported in every region and type of training program. Three key findings deal with procedures for selecting participants and planning the training program, pre-departure orientation, and post-program follow-on activities in the home country. All of these factors discussed below, are incorporated into the project design and will be implemented in the country training plans and activities.

1. Procedures for selecting participants and planning the training program. The success of the program eventually rests on the ability and willingness of the participants to adequately learn the desired skills (or to graduate) and to use the training productively after returning home. Therefore, it is not surprising that careful selection of the participants is crucial. Many people would like to have scholarships to the U.S.- some will be better prepared than others, more dedicated to their profession, or more in tune with the goals of the project. Selection procedures should therefore be organized to identify promising individuals by encouraging the active participation of community groups, managers and supervisors (for those who are employed), and other people with a direct interest in the eventual use of the training. Standard criteria should be established and used in assessing the candidates.

Beyond selecting promising individuals, the adequacy of the training program in assessing the professional or training needs of the individual (or group) and eventual placement in an appropriate training program is essential. Therefore, program planning cannot be done in isolation, but rather should include the active involvement of the participant, his/her supervisors or managers, and community representatives (if appropriate). Because these individuals are in the best position to determine the types of skills needed and how they will be used after return to the home country, many potential problems can be avoided at this stage, when it is least difficult and costly to make changes. In addition to improving the training activities, this broad participation of interested parties in the planning stage will help assure that A.I.D., the participant, and the employer or sponsor have similar expectations of what the training program is intended to achieve. Different expectations of the program have been a common complaint in many unsuccessful training programs. As part of this cooperative program planning process, explicit plans for using the training after return should be formulated at this stage.

The adequate development of a training request is a key step in assuring a high quality training program. The training request must include all relevant data about the participant which will be needed by the training institution and trainers to orient the program to the participants needs and expectations. While this would seem to be an obvious statement, the transmission of adequate information has been a recurring problem in many training

programs. Therefore, all missions will emphasize the importance of proper planning to the contract and FSN project managers. Of course, the level of effort needed to assure adequate planning will vary considerably with the type of program. Attendance at a conference or seminar will require relatively little time and effort to arrange, while a customized 9-month training program will require substantial information, time and effort.

Training groups of people with related backgrounds and skills is attractive in terms of both administrative convenience and cost savings. However, group training must be carefully planned in order to meet the needs of all of the participants. One of the most important aspects of group training is assuring that the composition of the group is largely homogeneous in terms of background, professional knowledge, and position. A common problem is that groups are composed of people who are all individually eligible for the training but who have highly diverse backgrounds and training needs. This presents a significant, sometimes insurmountable, problem to training institutions in designing an appropriate training plan. The difficulty of meeting the participants' training needs in such a group is also significantly increased by lack of timely and complete information about the composition of the group. The importance of putting together a compatible and technically or professionally homogeneous group cannot be overemphasized.

2. Pre-departure orientation. In programs which involve travel and training in third countries or in the U.S., orientation to the training program, training language, travel plans, and cultural differences are very important. While many of these activities can be expensive and labor intensive, they are a factor in the success or failure of any training program. Discomfort and confusion inhibits the learning process and creates an adverse impression of the U.S., thus reducing the degree of skill acquisition and negating one of the major side benefits of U.S. training--increasing understanding and relations between the U.S. and citizens of other countries. Inadequate language skills clearly limit skill and knowledge acquisition.

3. Follow-on. An important finding over many years has been that some continuing activities are needed with returned participants to assure that they are able to effectively apply the training received. The relatively low additional cost of establishing job banks, employment networks, alumni associations, annual seminars to maintain or upgrade skills, or community project funds to provide seed money for initiatives can ensure that participants maximize the potential to utilize the training received in the U.S. This type of follow-on program has not been widely implemented and successful examples are still rare. However, the need for such programs is clear--it is the single most common evaluation finding of the past 40 years.

VII. ANNEXES

A.

LOGICAL FRAMEWORK

CARIBBEAN AND LATIN AMERICA SCHOLARSHIP PROGRAM (CLASP)
HAITI PROJECT
(521-0027)

<u>Narrative Summary</u>	<u>Objectively Verifiable Indicators</u>	<u>Means of Verification</u>	<u>Assumptions</u>
<u>Program Goal</u>			
To promote broad-based economic and social development in the LAC countries.	Increased per-capita income. Increased consumption and income in poorest 50% of society.	National economic statistics. Program evaluation.	Functioning democracies and free market economies will result in long term stability and economic growth. Other National and international economic assistance programs continue at present levels. Disruptive outside forces do not intensify destabilizing efforts.
<u>Project Goal:</u> To encourage and strengthen democratic pluralism and free enterprise market economies in LAC countries.	Greater participation in economic and social progress by poorer and disadvantaged groups in society.	Project Evaluation National statistics	Leadership and skills training for middle and lower socio-economic classes will strengthen participation of these groups in economic and political progress. Active economic and political participation by targeted groups will strengthen societal commitment to pluralism and free enterprise. Participant selection procedures successfully identify current and potential leaders. The scholarship program advances the careers and influence of the participants.

<u>Narrative Summary</u>	<u>Objectively Verifiable Indicators</u>	<u>Means of Verification</u>	<u>Assumptions</u>
<p><u>Program Purpose</u></p> <p>To equip a broad base of leaders in LAC countries with specialized skills, training, and academic education and an appreciation and understanding of the workings of democratic processes in a free enterprise economy.</p>	<p>Returned Peace Scholars are employed in their areas of expertise and are applying the skills learned in the U.S.</p> <p>Returned Peace Scholars are active and influential in community or professional affairs.</p> <p>Peace Scholars have benefitted from the program in terms of either finding a job or having increased responsibility or salary in an existing one.</p> <p>Peace Scholars have maintained some linkage with the U.S. after return home.</p>	<p>Process Evaluation Impact Evaluation Project Reports</p>	<p>The nature and length of training and Experience America has significant impact on attitudes and skill levels.</p> <p>Training program facilitates career advancement of Peace Scholars.</p> <p>Association with the U.S. does not impede leadership status in community.</p> <p>Democracy values can be transferred through training programs and exposure to US.</p> <p>Missions are successful in selecting leaders and potential leaders and in developing appropriate training programs for them.</p>

<u>Narrative Summary</u>	<u>Objectively Verifiable Indicators</u>	<u>Means of Verification</u>	<u>Assumptions</u>
<u>Haiti Project OUTPUTS</u>			
<u>1. Program Requirements</u>			
1a. Project is consistent with program guidelines	1a. At least 70% of Peace Scholars are from disadvantaged backgrounds 1b. All Peace Scholars meet mission criteria for leadership potential. 1c. At least 20% of programs last 9 months or longer 1d. At least 10% of all Peace Scholars are placed in HBCU institutions 1e. At least 40% of the Peace Scholars are women.	Project records. Project process evaluation. Process evaluation.	Selection procedun instituted and follc Appropriate candidates can be found.
2. Peace Scholar selection and recruitment procedures identify leaders and potential leaders.	2. Mission strategy and procedures established and functioning.		
3. All Peace Scholars given adequate pre-departure preparation in language, skills, and remedial academic preparation.	3. Interviews indicate that Peace Scholars are well prepared for program.		
4. All programs and contracts use TCA methodology and use cost-containment approach.	4. TCA used for all contract and reporting. Program costs held to reasonable levels consistent with program quality.		
5. Training plans are prepared adequately in advanced and customized for needs of individuals or groups.	5. Training plans are submitted 6 months in advance for LT training and 3 months in advance for ST training.		

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<u>Narrative Summary</u>	<u>Objectively Verifiable Indicators</u>	<u>Means of Verification</u>	<u>Assumptions</u>
<u>Outputs</u> (contd)			
6. All programs include integrated Experience America program.	6. Experience America strategy and program articulated in the mission and integrated into customized training plans. Every Peace Scholar has appropriate EA programs. 7. Mission follow-on program strategy clearly articulated and implemented.	Project records Process evaluation	
	All returned Peace Scholars are included in follow-on activities		

II. Project Outputs

1. Short-term technical training	1. At least 120 people are trained in the identified priority fields.	Project Records
2. Long-term Technical training is completed consistent with the CTP.	2. At least 19 people are trained in the identified priority fields	Project Records
3. Academic Education programs are completed.	3. At least 14 people receive masters degrees in the identified priority fields.	Project Records

INPUTS

Scholarships \$ 2.014 M

STATUTORY CHECKLISTS

5C(1) - COUNTRY CHECKLIST

Listed below are statutory criteria applicable to: (A) FAA funds generally; (B)(1) Development Assistance funds only; or (B)(2) the Economic Support Fund only.

A. GENERAL CRITERIA FOR COUNTRY ELIGIBILITY

1. FY 1989 Appropriations Act Sec. 578(b).
Has the President certified to the Congress that the government of the recipient country is failing to take adequate measures to prevent narcotic drugs or other controlled substances which are cultivated, produced or processed illicitly, in whole or in part, in such country or transported through such country, from being sold illegally within the jurisdiction of such country to United States Government personnel or their dependents or from entering the United States unlawfully?

2. FAA Sec. 481(h); FY 1989 Appropriations Act Sec. 578; 1988 Drug Act Secs. 4405-07. (These provisions apply to assistance of any kind provided by grant, sale, loan, lease, credit, guaranty, or insurance, except assistance from the Child Survival Fund or relating to international narcotics control, disaster and refugee relief, narcotics education and awareness, or the provision of food or medicine.) If the recipient is a "major illicit drug producing country" (defined as a country producing during a fiscal year at least five metric tons of opium or 500 metric tons of coca or marijuana) or a "major drug-transit country" (defined as a country that is a significant direct source of illicit drugs significantly affecting the United States, through which such drugs are transported, or through which significant sums of drug-related profits are

Recipient is not defined as either a 'major illicit drug producing' or a 'major drug-transit country'

laundered with the knowledge or complicity of the government): (a) Does the country have in place a bilateral narcotics agreement with the United States, or a multilateral narcotics agreement? and (b) Has the President in the March 1 International Narcotics Control Strategy Report (INSCR) determined and certified to the Congress (without Congressional enactment, within 45 days of continuous session, of a resolution disapproving such a certification), or has the President determined and certified to the Congress on any other date (with enactment by Congress of a resolution approving such certification), that (1) during the previous year the country has cooperated fully with the United States or taken adequate steps on its own to satisfy the goals agreed to in a bilateral narcotics agreement with the United States or in a multilateral agreement, to prevent illicit drugs produced or processed in or transported through such country from being transported into the United States, to prevent and punish drug profit laundering in the country, and to prevent and punish bribery and other forms of public corruption which facilitate production or shipment of illicit drugs or discourage prosecution of such acts, or that (2) the vital national interests of the United States require the provision of such assistance?

3. 1986 Drug Act Sec. 2013; 1988 Drug Act Sec. 4404. (This section applies to the same categories of assistance subject to the restrictions in FAA Sec. 481(h), above.) If recipient country is a "major illicit drug producing country" or "major drug-transit country" (as defined for the purpose of FAA Sec 481(h)), has the President submitted a report to Congress listing such country as one (a) which, as a matter of government policy, encourages or facilitates the production or distribution of illicit drugs; (b) in which any senior official of the

N/A

government engages in, encourages, or facilitates the production or distribution of illegal drugs; (c) in which any member of a U.S. Government agency has suffered or been threatened with violence inflicted by or with the complicity of any government officer; or (d) which fails to provide reasonable cooperation to lawful activities of U.S. drug enforcement agents, unless the President has provided the required certification to Congress pertaining to U.S. national interests and the drug control and criminal prosecution efforts of that country?

4. FAA Sec. 620(c). If assistance is to a government, is the government indebted to any U.S. citizen for goods or services furnished or ordered where (a) such citizen has exhausted available legal remedies, (b) the debt is not denied or contested by such government, or (c) the indebtedness arises under an unconditional guaranty of payment given by such government or controlled entity? N/A
- FAA Sec. 620(e)(1). If assistance is to a government, has it (including any government agencies or subdivisions) taken any action which has the effect of nationalizing, expropriating, or otherwise seizing ownership or control of property of U.S. citizens or entities beneficially owned by them without taking steps to discharge its obligations toward such citizens or entities? N/A
6. FAA Secs. 620(a), 620(f), 620D; FY 1989 Appropriations Act Secs. 512, 550, 592. Is recipient country a Communist country? If so, has the President determined that assistance to the country is vital to the security of the United States, that the recipient country is not controlled by the international Communist conspiracy, and that such assistance will further promote the independence of the recipient country from international communism? Will assistance be provided NO

either directly or indirectly to Angola, Cambodia, Cuba, Iraq, Libya, Vietnam, South Yemen, Iran or Syria? Will assistance be provided to Afghanistan without a certification, or will assistance be provided inside Afghanistan through the Soviet-controlled government of Afghanistan?

7. FAA Sec. 620(j). Has the country permitted, or failed to take adequate measures to prevent, damage or destruction by mob action of U.S. property? NO
8. FAA Sec. 620(l). Has the country failed to enter into an investment guaranty agreement with OPIC? NO
9. FAA Sec. 620(o); Fishermen's Protective Act of 1967 (as amended) Sec. 5. (a) Has the country seized, or imposed any penalty or sanction against, any U.S. fishing vessel because of fishing activities in international waters? NO
(b) If so, has any deduction required by the Fishermen's Protective Act been made? N/A
10. FAA Sec. 620(q); FY 1989 Appropriations Act Sec. 518. (a) Has the government of the recipient country been in default for more than six months on interest or principal of any loan to the country under the FAA? (b) Has the country been in default for more than one year on interest or principal on any U.S. loan under a program for which the FY 1989 Appropriations Act appropriates funds? NO
11. FAA Sec. 620(s). If contemplated assistance is development loan or to come from Economic Support Fund, has the Administrator taken into account the percentage of the country's budget and amount of the country's foreign exchange or other resources spent on military equipment? (Reference may be made to the annual "Taking Into Consideration" memo: "Yes, taken into account by the Administrator at time of approval of N/A

Agency OYB." This approval by the Administrator of the Operational Year Budget can be the basis for an affirmative answer during the fiscal year unless significant changes in circumstances occur.)

12. FAA Sec. 620(t). Has the country severed diplomatic relations with the United States? If so, have relations been resumed and have new bilateral assistance agreements been negotiated and entered into since such resumption? NO
13. FAA Sec. 620(u). What is the payment status of the country's U.N. obligations? If the country is in arrears, were such arrearages taken into account by the A.I.D. Administrator in determining the current A.I.D. Operational Year Budget? (Reference may be made to the "Taking into Consideration" memo.)
14. FAA Sec. 620A. Has the President determined that the recipient country grants sanctuary from prosecution to any individual or group which has committed an act of international terrorism or otherwise supports international terrorism? NO
15. FY 1989 Appropriations Act Sec. 568. Has the country been placed on the list provided for in Section 6(j) of the Export Administration Act of 1979 (currently Libya, Iran, South Yemen, Syria, Cuba, or North Korea)? NO
16. ISDCA of 1985 Sec. 552(b). Has the Secretary of State determined that the country is a high terrorist threat country after the Secretary of Transportation has determined, pursuant to section 1115(e)(2) of the Federal Aviation Act of 1958, that an airport in the country does not maintain and administer effective security measures? NO

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17. FAA Sec. 666(b). Does the country object, on the basis of race, religion, national origin or sex, to the presence of any officer or employee of the U.S. who is present in such country to carry out economic development programs under the FAA? NO
18. FAA Secs. 669, 670. Has the country, after August 3, 1977, delivered to any other country or received nuclear enrichment or reprocessing equipment, materials, or technology, without specified arrangements or safeguards, and without special certification by the President? Has it transferred a nuclear explosive device to a non-nuclear weapon state, or if such a state, either received or detonated a nuclear explosive device? (FAA Sec. 620E permits a special waiver of Sec. 669 for Pakistan.) NO
19. FAA Sec. 670. If the country is a non-nuclear weapon state, has it, on or after August 8, 1985, exported (or attempted to export) illegally from the United States any material, equipment, or technology which would contribute significantly to the ability of a country to manufacture a nuclear explosive device? NO
20. ISEDCA of 1981 Sec. 720. Was the country represented at the Meeting of Ministers of Foreign Affairs and Heads of Delegations of the Non-Aligned Countries to the 36th General Assembly of the U.N. on Sept. 25 and 28, 1981, and did it fail to disassociate itself from the communique issued? If so, has the President taken it into account? (Reference may be made to the "Taking into Consideration" memo.) N/A
21. FY 1989 Appropriations Act Sec. 527. Has the recipient country been determined by the President to have engaged in a consistent pattern of opposition to the foreign policy of the United States? NO

22. FY 1989 Appropriations Act Sec. 513. Has the duly elected Head of Government of the country been deposed by military coup or decree? If assistance has been terminated, has the President notified Congress that a democratically elected government has taken office prior to the resumption of assistance?
- Current Head of Government was not duly elected
23. FY 1989 Appropriations Act Sec. 540. Does the recipient country fully cooperate with the international refugee assistance organizations, the United States, and other governments in facilitating lasting solutions to refugee situations, including resettlement without respect to race, sex, religion, or national origin?
- YES

B. FUNDING SOURCE CRITERIA FOR COUNTRY ELIGIBILITY

1. Development Assistance Country Criteria

FAA Sec. 116. Has the Department of State determined that this government has engaged in a consistent pattern of gross violations of internationally recognized human rights? If so, can it be demonstrated that contemplated assistance will directly benefit the needy? NO

FY 1989 Appropriations Act Sec. 536. Has the President certified that use of DA funds by this country would violate any of the prohibitions against use of funds to pay for the performance of abortions as a method of family planning, to motivate or coerce any person to practice abortions, to pay for the performance of involuntary sterilization as a method of family planning, to coerce or provide any financial incentive to any person to undergo sterilizations, to pay for any biomedical research which relates, in whole or in part, to methods of, or the performance of, abortions or involuntary sterilization as a means of family planning? NO

2. Economic Support Fund Country Criteria

FAA Sec. 502B. Has it been determined that the country has engaged in a consistent pattern of gross violations of internationally recognized human rights? If so, has the President found that the country made such significant improvement in its human rights record that furnishing such assistance is in the U.S. national interest? N/A

FY 1989 Appropriations Act Sec. 578(d). Has this country met its drug eradication targets or otherwise taken significant steps to halt illicit drug production or trafficking? N/A

5C(2) - PROJECT CHECKLIST

Listed below are statutory criteria applicable to projects. This section is divided into two parts. Part A includes criteria applicable to all projects. Part B applies to projects funded from specific sources only: B(1) applies to all projects funded with Development Assistance; B(2) applies to projects funded with Development Assistance loans; and B(3) applies to projects funded from ESF.

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

A. GENERAL CRITERIA FOR PROJECT

1. FY 1989 Appropriations Act Sec. 523; FAA Sec. 634A. If money is sought to obligated for an activity not previously justified to Congress, or for an amount in excess of amount previously justified to Congress, has Congress been properly notified? YES

2. FAA Sec. 611(a)(1). Prior to an obligation in excess of \$500,000, will there be (a) engineering, financial or 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 legislative action is required within recipient country, what is the basis for a reasonable expectation that such action will be completed in time to permit orderly accomplishment of the purpose of the assistance? N/A

4. FAA Sec. 611(b); FY 1989 Appropriations Act Sec. 501. If project is for water or water-related land resource construction, have benefits and costs been computed to the extent practicable in accordance with the principles, standards, and procedures established pursuant to the Water Resources Planning Act (42 U.S.C. 1962, et seq.)? (See A.I.D. Handbook 3 for guidelines.) N/A

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

6. FAA Sec. 209. Is project susceptible to execution as part of regional or multilateral project? If so, why is project not so executed? Information and conclusion whether assistance will encourage regional development? YES. Project is part of a regional scholarship program.

7. FAA Sec. 601(a). Information and conclusions on whether projects 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. Although this training project does not directly target these areas, it indirectly affects these areas by training individuals involved in these sectors.

8. FAA Sec. 601(b). Information and conclusions 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). N/A

9. FAA Secs. 612(b), 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 in lieu of dollars. N/A - not bilateral agreement
10. FAA Sec. 612(d). Does the U.S. own excess foreign currency of the country and, if so, what arrangements have been made for its release? NO
11. FY 1989 Appropriations Act Sec. 521. If assistance is for the production of any commodity for export, is the commodity likely to be in surplus on world markets at the time the resulting productive capacity becomes operative, and is such assistance likely to cause substantial injury to U.S. producers of the same, similar or competing commodity? NO
12. FY 1989 Appropriations Act Sec. 549. Will the assistance (except for programs in Caribbean Basin Initiative countries under U.S. Tariff Schedule "Section 807," which allows reduced tariffs on articles assembled abroad from U.S.-made components) be used directly to procure feasibility studies, prefeasibility studies, or project profiles of potential investment in, or to assist the establishment of facilities specifically designed for, the manufacture for export to the United States or to third country markets in direct competition with U.S. exports, of textiles, apparel, footwear, handbags, flat goods (such as wallets or coin purses worn on the person), work gloves or leather wearing apparel? NO
13. FAA Sec. 119(q)(4)-(6) & (10). Will the assistance (a) support training and education efforts which improve the capacity of recipient countries to prevent loss of biological diversity; (b) be provided under a long-term agreement in which the recipient country agrees to protect ecosystems or other a) NO
b) NO

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- wildlife habitats; (c) support efforts to identify and survey ecosystems in recipient countries worthy of protection; or (d) by any direct or indirect means significantly degrade national parks or similar protected areas or introduce exotic plants or animals into such areas? c) NO
d) NO
14. FAA Sec. 121(d). If a Sahel project, has a determination been made that the host government has an adequate system for accounting for and controlling receipt and expenditure of project funds (either dollars or local currency generated therefrom)? N/A
15. FY 1989 Appropriations Act. If assistance is to be made to a United States PVO (other than a cooperative development organization), does it obtain at least 20 percent of its total annual funding for international activities from sources other than the United States Government? I/A
16. FY 1969 Appropriations Act Sec. 538. If assistance is being made available to a PVO, has that organization provided upon timely request any document, file, or record necessary to the auditing requirements of A.I.D., and is the PVO registered with A.I.D.? YES
17. FY 1989 Appropriations Act Sec. 514. If funds are being obligated under an appropriation account to which they were not appropriated, has prior approval of the Appropriations Committees of Congress been obtained? N/A
18. State Authorization Sec. 139 (as interpreted by conference report). Has confirmation of the date of signing of the project agreement, including the amount involved, been cabled to State L/T and A.I.D. LEG within 60 days of the agreement's entry into force with respect to the United States, and has the full text of the agreement been pouched to those same offices? (See Handbook 3, Appendix 6G for agreements covered by this provision). N/A

B. FUNDING CRITERIA FOR PROJECT

1. Development Assistance Project Criteria

a. FY 1989 Appropriations Act Sec. 548
(as interpreted by conference report for original enactment). If assistance is for agricultural development activities (specifically, any testing or breeding feasibility study, variety improvement or introduction, consultancy, publication, conference, or training), are such activities (a) specifically and principally designed to increase agricultural exports by the host country to a country other than the United States, where the export would lead to direct competition in that third country with exports of a similar commodity grown or produced in the United States, and can the activities reasonably be expected to cause substantial injury to U.S. exporters of a similar agricultural commodity; or (b) in support of research that is intended primarily to benefit U.S. producers?

NO

NO

b. FAA Secs. 102(b), 111, 113, 281(a).
Describe extent to which activity will (a) effectively involve the poor in development by extending access to economy at local level, increasing labor-intensive production and the use of appropriate technology, dispersing investment from cities to small towns and rural areas, and insuring wide participation of the poor in the benefits of development on a sustained basis, using appropriate U.S. institutions; (b) help develop cooperatives, especially by technical assistance, to assist rural and urban poor to help themselves toward a better life, and otherwise encourage democratic private and local governmental

This training project is for Haitians with significant potential for contributing to the development of a democratic system and broad based economic development. A total of 70% of the individuals selected will be socially or economically disadvantaged from both rural and urban areas, and at least 40% will be women. Although cooperatives are not specifically targeted, some of these individuals trained will be from cooperatives, FVOs and NGOs involved in assisting the rural and urban poor.

institutions; (c) support the self-help efforts of developing countries; (d) promote the participation of women in the national economies of developing countries and the improvement of women's status; and (e) utilize and encourage regional cooperation by developing countries.

- c. FAA Secs. 103, 103A, 104, 105, 106, 120-21; FY 1989 Appropriations Act (Development Fund for Africa). Does the project fit the criteria for the source of funds (functional account) being used? YES
- d. FAA Sec. 107. Is emphasis placed on use of appropriate technology (relatively smaller, cost-saving, labor-using technologies that are generally most appropriate for the small farms, small businesses, and small incomes of the poor)? YES
- e. FAA Secs. 110, 124(d). Will the recipient country provide at least 25 percent of the costs of the program, project, or activity with respect to which the assistance is to be furnished (or is the latter cost-sharing requirement being waived for a "relatively least developed" country)? Haiti is an RLDC and this is not a bilateral project with the GOH.
- f. FAA Sec. 128(b). If the activity attempts to increase the institutional capabilities of private organizations or the government of the country, or if it attempts to stimulate scientific and technological research, has it been designed and will it be monitored to ensure that the ultimate beneficiaries are the poor majority? YES

- g. 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 civil education and training in skills required for effective participation in governmental processes essential to self-government.
- This project is designed to equip community leaders with technical skills and exposure to a free enterprise economy in a democratic society so they can contribute to a more equitable and democratic society in Haiti.
- h. FY 1989 Appropriations Act Sec. 536. Are any of the funds to be used for the performance of abortions as a method of family planning or to motivate or coerce any person to practice abortions?
- NO
- Are any of the funds to be used to pay for the performance of involuntary sterilization as a method of family planning or to coerce or provide any financial incentive to any person to undergo sterilizations?
- NO
- Are any of the funds to be used to pay for any biomedical research which relates, in whole or in part, to methods of, or the performance of, abortions or involuntary sterilization as a means of family planning?
- NO
- i. FY 1989 Appropriations Act. Is the assistance being made available to any organization or program which has been determined to support or participate in the management of a program of coercive abortion or involuntary sterilization?
- NO
- If assistance is from the population functional account, are any of the funds to be made available to voluntary family planning projects which do not offer, either directly or through referral to or information about access to, a broad range of family planning methods and services?
- N/A

FAA Sec. 601(e). Will the project utilize competitive selection procedures for the awarding of contracts, except where applicable procurement rules allow otherwise?

YES

FY 1989 Appropriations Act. What portion of the funds will be available only for activities of economically and socially disadvantaged enterprises, historically black colleges and universities, colleges and universities having a student body in which more than 40 percent of the students are Hispanic Americans, and private and voluntary organizations which are controlled by individuals who are black Americans, Hispanic Americans, or Native Americans, or who are economically or socially disadvantaged (including women)?

Enough project funds will be provided to cover the expenses of at least 10% of the trainees who will be trained in HBCUs.

1. FAA Sec. 118(c). Does the assistance comply with the environmental procedures set forth in A.I.D. Regulation 16? Does the assistance place a high priority on conservation and sustainable management of tropical forests? Specifically, does the assistance, to the fullest extent feasible: (a) stress the importance of conserving and sustainably managing forest resources; (b) support activities which offer employment and income alternatives to those who otherwise would cause destruction and loss of forests, and help countries identify and implement alternatives to colonizing forested areas; (c) support training programs, educational efforts, and the establishment or strengthening of institutions to improve forest management; (d) help end destructive slash-and-burn agriculture by supporting stable and productive farming practices; (e) help conserve forests which have not yet been degraded by helping to increase

YES

a) N/A

b) YES

c) N/A

d) N/A

e) N/A

- production on lands already cleared or degraded; (f) conserve forested watersheds and rehabilitate those which have been deforested; (g) support training, research, and other actions which lead to sustainable and more environmentally sound practices for timber harvesting, removal, and processing; (h) support research to expand knowledge of tropical forests and identify alternatives which will prevent forest destruction, loss, or degradation; (i) conserve biological diversity in forest areas by supporting efforts to identify, establish, and maintain a representative network of protected tropical forest ecosystems on a worldwide basis, by making the establishment of protected areas a condition of support for activities involving forest clearance or degradation, and by helping to identify tropical forest ecosystems and species in need of protection and establish and maintain appropriate protected areas; (j) seek to increase the awareness of U.S. government agencies and other donors of the immediate and long-term value of tropical forests; and (k) utilize the resources and abilities of all relevant U.S. government agencies?
- f) N/A
g) N/A
h) N/A
i) N/A
k) N/A
- m. FAA Sec. 118(c)(13). If the assistance will support a program or project significantly affecting tropical forests (including projects involving the planting of exotic plant species), will the program or project (a) be based upon careful analysis of the alternatives available to achieve the best sustainable use of the land, and (b) take full account of the environmental impacts of the proposed activities on biological diversity?
- N/A

- n. FAA Sec. 118(c)(14). Will assistance be used for (a) the procurement or use of logging equipment, unless an environmental assessment indicates that all timber harvesting operations involved will be conducted in an environmentally sound manner and that the proposed activity will produce positive economic benefits and sustainable forest management systems; or (b) actions which will significantly degrade national parks or similar protected areas which contain tropical forests, or introduce exotic plants or animals into such areas?
- a) NO
- b) NO
- o. FAA Sec. 118(c)(15). Will assistance be used for (a) activities which would result in the conversion of forest lands to the rearing of livestock; (b) the construction, upgrading, or maintenance of roads (including temporary haul roads for logging or other extractive industries) which pass through relatively undegraded forest lands; (c) the colonization of forest lands; or (d) the construction of dams or other water control structures which flood relatively undegraded forest lands, unless with respect to each such activity an environmental assessment indicates that the activity will contribute significantly and directly to improving the livelihood of the rural poor and will be conducted in an environmentally sound manner which supports sustainable development?
- a) NO
- b) NO
- c) NO
- d) NO
- p. FY 1989 Appropriations Act. If assistance will come from the Sub-Saharan Africa DA account, is it (a) to be used to help the poor majority in Sub-Saharan Africa through a process of long-term development and economic growth that is equitable, participatory, environmentally sustainable, and self-reliant; (b) being provided in accordance with the policies contained in section 102 of the FAA;
- N/A

(c) being provided, when consistent with the objectives of such assistance, through African, United States and other PVOs that have demonstrated effectiveness in the promotion of local grassroots activities on behalf of long-term development in Sub-Saharan Africa; (d) being used to help overcome shorter-term constraints to long-term development, to promote reform of sectoral economic policies, to support the critical sector priorities of agricultural production and natural resources, health, voluntary family planning services, education, and income generating opportunities, to bring about appropriate sectoral restructuring of the Sub-Saharan African economies, to support reform in public administration and finances and to establish a favorable environment for individual enterprise and self-sustaining development, and to take into account, in assisted policy reforms, the need to protect vulnerable groups; (e) being used to increase agricultural production in ways that protect and restore the natural resource base, especially food production, to maintain and improve basic transportation and communication networks, to maintain and restore the renewable natural resource base in ways that increase agricultural production, to improve health conditions with special emphasis on meeting the health needs of mothers and children, including the establishment of self-sustaining primary health care systems that give priority to preventive care, to provide increased access to voluntary family planning services, to improve basic literacy and mathematics especially to those outside the formal educational system and to improve primary education, and to develop income-generating opportunities for the unemployed and underemployed in urban and rural areas?

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FY 1989 Appropriations Act Sec. 515.

If deob/reob authority is sought to be exercised in the provision of DA assistance, are the funds being obligated for the same general purpose, and for countries within the same general region as originally obligated, and have the Appropriations Committees of both Houses of Congress been properly notified?

N/A

. Development Assistance Project Criteria
(Loans Only)

a. FAA Sec. 122(b). Information and conclusion on capacity of the country to repay the loan at a reasonable rate of interest.

N/A

b. FAA Sec. 620(d). If assistance is for any productive enterprise which will compete with U.S. enterprises, is there an agreement by the recipient country to prevent export to the U.S. of more than 20 percent of the enterprise's annual production during the life of the loan, or has the requirement to enter into such an agreement been waived by the President because of a national security interest?

N/A

c. FAA Sec. 122(b). Does the activity give reasonable promise of assisting long-range plans and programs designed to develop economic resources and increase productive capacities?

N/A

3. Economic Support Fund Project Criteria

- a. FAA Sec. 531(a). Will this assistance promote economic and political stability? To the maximum extent feasible, is this assistance consistent with the policy directions, purposes, and programs of Part I of the FAA? N/A
- b. FAA Sec. 531(e). Will this assistance be used for military or paramilitary purposes? N/A
- c. FAA Sec. 609. If commodities are to be granted so that sale proceeds will accrue to the recipient country, have Special Account (counterpart) arrangements been made? N/A

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5C(3) - STANDARD ITEM CHECKLIST

Listed below are the statutory items which normally will be covered routinely in those provisions of an assistance agreement dealing with its implementation, or covered in the agreement by imposing limits on certain uses of funds.

These items are arranged under the general headings of (A) Procurement, (B) Construction, and (C) Other Restrictions.

A. PROCUREMENT

1. FAA Sec. 602(a). Are there arrangements to permit U.S. small business to participate equitably in the furnishing of commodities and services financed? YES
2. FAA Sec. 604(a). Will all procurement be from the U.S. except as otherwise determined by the President or determined under delegation from him? YES
3. FAA Sec. 604(d). If the cooperating country discriminates against marine insurance companies authorized to do business in the U.S., will commodities be insured in the United States against marine risk with such a company? YES
4. FAA Sec. 604(e); ISDCA of 1980 Sec. 705(a). If non-U.S. procurement of agricultural commodity or product thereof is to be financed, is there provision against such procurement when the domestic price of such commodity is less than parity? (Exception where commodity financed could not reasonably be procured in U.S.) N/A

5. FAA Sec. 604(q). Will construction or engineering services be procured from firms of advanced developing countries which are otherwise eligible under Code 941 and which have attained a competitive capability in international markets in one of these areas? (Exception for those countries which receive direct economic assistance under the FAA and permit United States firms to compete for construction or engineering services financed from assistance programs of these countries.) NC
6. FAA Sec. 603. Is the shipping excluded from compliance with the requirement in section 901(b) of the Merchant Marine Act of 1936, as amended, that at least 50 percent of the gross tonnage of commodities (computed separately for dry bulk carriers, dry cargo liners, and tankers) financed shall be transported on privately owned U.S. flag commercial vessels to the extent such vessels are available at fair and reasonable rates? NO
7. FAA Sec. 621(a). If technical assistance is financed, will such assistance be furnished by private enterprise on a contract basis to the fullest extent practicable? Will the facilities and resources of other Federal agencies be utilized, when they are particularly suitable, not competitive with private enterprise, and made available without undue interference with domestic programs? YES, technical assistance will be provided by U.S. public and private technical, training, and academic institutions on a contract basis.
8. International Air Transportation Fair Competitive Practices Act, 1974. If air transportation of persons or property is financed on grant basis, will U.S. carriers be used to the extent such service is available? YES
9. FY 1989 Appropriations Act Sec. 504. If the U.S. Government is a party to a contract for procurement, does the contract contain a provision authorizing termination of such contract for the convenience of the United States? YES

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10. FY 1989 Appropriations Act Sec. 524. If assistance is for consulting service through procurement contract pursuant to 5 U.S.C. 3109, are contract expenditures a matter of public record and available for public inspection (unless otherwise provided by law or Executive order)? YES

B. CONSTRUCTION

1. FAA Sec. 601(d). If capital (e.g., construction) project, will U.S. engineering and professional services be used? N/A
2. FAA Sec. 611(c). If contracts for construction are to be financed, will they be let on a competitive basis to maximum extent practicable? N/A
3. FAA Sec. 620(k). If for construction of productive enterprise, will aggregate value of assistance to be furnished by the U.S. not exceed \$100 million (except for productive enterprises in Egypt that were described in the CP), or does assistance have the express approval of Congress? N/A

C. OTHER RESTRICTIONS

1. FAA Sec. 122(b). If development loan repayable in dollars, is interest rate at least 2 percent per annum during a grace period which is not to exceed ten years, and at least 3 percent per annum thereafter? N/A
2. FAA Sec. 301(d). If fund is established solely by U.S. contributions and administered by an international organization, does Comptroller General have audit rights? N/A

3. FAA Sec. 620(h). Do arrangements exist to insure that United States foreign aid is not used in a manner which, contrary to the best interests of the United States, promotes or assists the foreign aid projects or activities of the Communist-bloc countries? YES
4. Will arrangements preclude use of financing:
- a. FAA Sec. 104(f); FY 1989 Appropriations Act Secs. 525, 536.
(1) To pay for performance of abortions as a method of family planning or to motivate or coerce persons to practice abortions; (2) to pay for performance of involuntary sterilization as method of family planning, or to coerce or provide financial incentive to any person to undergo sterilization; (3) to pay for any biomedical research which relates, in whole or part, to methods or the performance of abortions or involuntary sterilizations as a means of family planning; or (4) to lobby for abortion? N/A
- b. FAA Sec. 483. To make reimbursements, in the form of cash payments, to persons whose illicit drug crops are eradicated? YES
- c. FAA Sec. 620(q). To compensate owners for expropriated or nationalized property, except to compensate foreign nationals in accordance with a land reform program certified by the President? YES
- d. FAA Sec. 660. To provide training, advice, or any financial support for police, prisons, or other law enforcement forces, except for narcotics programs? YES
- e. FAA Sec. 662. For CIA activities? YES

- f. FAA Sec. 636(i). For purchase, sale, long-term lease, exchange or guaranty of the sale of motor vehicles manufactured outside U.S., unless a waiver is obtained? YES
- g. FY 1989 Appropriations Act Sec. 503. To pay pensions, annuities, retirement pay, or adjusted service compensation for prior or current military personnel? YES
- h. FY 1989 Appropriations Act Sec. 505. To pay U.N. assessments, arrearages or dues? YES
- i. FY 1989 Appropriations Act Sec. 506. To carry out provisions of FAA section 209(d) (transfer of FAA funds to multilateral organizations for lending)? YES
- j. FY 1989 Appropriations Act Sec. 510. To finance the export of nuclear equipment, fuel, or technology? YES
- k. FY 1989 Appropriations Act Sec. 511. For the purpose of aiding the efforts of the government of such country to repress the legitimate rights of the population of such country contrary to the Universal Declaration of Human Rights? YES
- l. FY 1989 Appropriations Act Sec. 516; State Authorization Sec. 109. To be used for publicity or propaganda purposes designed to support or defeat legislation pending before Congress, to influence in any way the outcome of a political election in the United States, or for any publicity or propaganda purposes not authorized by Congress? YES
5. FY 1989 Appropriations Act Sec. 584. Will any A.I.D. contract and solicitation, and subcontract entered into under such contract, include a clause requiring that U.S. marine insurance companies have a fair opportunity to bid for marine insurance when such insurance is necessary or appropriate? YES

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RUEHJ/AMEMBASSY SAN JOSE PRIORITY 4273
RUEHSP/AMEMBASSY PORT OF SPAIN PRIORITY 0947
RUEHQT/AMEMBASSY QUITO PRIORITY 7780
RUEHSH/AMEMBASSY SAN SALVADOR PRIORITY 1455
RUEHGT/AMEMBASSY GUATEMALA PRIORITY 1354
RUEHPI/AMEMBASSY PORT AU PRINCE PRIORITY 3712
RUEHTG/AMEMBASSY TEGUCIGALPA PRIORITY 1144
RUEHKG/AMEMBASSY KINGSTON PRIORITY 4294
RUEHPP/AMEMBASSY LIMA PRIORITY 0253
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TAGS:

SUBJECT: DAEC REVIEW OF THE CARIBBEAN AND LATIN AMERICAN SCHOLARSHIP PROGRAM (CLASP) II PP (598-1661) (507-2344)

1. SUMMARY: THE DAEC REVIEW OF THE SUBJECT PP WAS HELD ON FRIDAY, AUGUST 4, 1989. THE REVIEW WAS CHAIRED BY DEB SCHIECY, A/AA/LAC, AND ATTENDED BY REPRESENTATIVES FROM LAC/DP, LAC/DR, LAC/SAM, OIT, AND GC/LAC. THE CLASP II PPS, INCLUDING THE CLASP II PROGRAM DESCRIPTION AND "MODEL" PP, AND THE LAC REGIONAL/CLASP II PP (THE AID/W REGIONAL PROJECT), WERE APPROVED. THE LAC REGIONAL CLASP II PP, CONSISTING OF THE CONGRESSIONALLY MANDATED ACTIVITIES, THE EVALUATION, AND PROGRAM SUPPORT, WILL BE AUTHORIZED IN AID/W. THIS CABLE DELEGATES AUTHORITY TO THE FIELD TO AUTHORIZE THE COUNTRY PROJECTS, SUBJECT TO AID/W REVIEW OF COUNTRY SOCIAL-INSTITUTIONAL FRAMEWORKS (SIFs). PLEASE CABLE PROPOSED SIF SUBMISSION DATE TO LAC/DR/HR, J. CARNY. END SUMMARY.

me: 10/31/89



2. THE CLASP II PPS WERE APPROVED SUBJECT TO THE FOLLOWING MODIFICATIONS:

SIF 10/31/89
0330k

3. PROJECT FUNDING

A. TOTAL IOP FUNDING: AFTER WRITING OUT POCAP, PANAMA AND THE DEVELOPMENT TRAINING ACTIVITIES ENCLOSED UNDER THE CLASP I AUTHORIZATION (I.E. THE LAC II PROJECT WHICH CONSISTED OF ADVANCED DEVELOPING COUNTRIES TRAINING AND

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SOME RESIDUAL TRAINING ACTIVITIES IN THE L.C. REGION), THE PROPOSED LEVEL OF LOP FUNDING FOR CLASS II (DOLES \$216.-922-MILLION) IS COMPATIBLE TO THAT OF CLASS I AND CONSIDERED APPROPRIATE IN LIGHT OF POSSIBLY CONGRESSIONAL TARMARKS AND EXPECTED AVAILABILITY OF FUNDING OVER THE LOP.

3. COUNTRY ALLOCATIONS: AN ISSUE WAS RAISED AS TO WHETHER THE PROJECTED ALLOCATION OF FUNDING FOR EACH COUNTRY WAS APPROPRIATE TO THE TRAINING NEEDS OF THE COUNTRY AND THE OVERALL ACHIEVEMENT OF PROJECT GOAL AND PURPOSE. IT WAS ACKNOWLEDGED THAT: 1) THE INITIAL IMPETUS FOR THE PROJECT WAS THE POLITICAL AGENDA OF COUNTERING SOVIET-BLOC TRAINING IN CENTRAL AMERICA; AND, 2) THE COUNTRY FUNDING LEVELS WERE ESSENTIALLY DRIVEN BY THE OYR PROCESS, ESPECIALLY THE LARGE AMOUNTS OF PSF TARMARKED FOR CENTRAL AMERICA. THEREFORE, THE COUNTRY ALLOCATIONS PRESENTED IN THE PP REMAIN ESSENTIALLY THE SAME, AND A DISCUSSION OF THE RATIONALE FOR THE COUNTRY ALLOCATIONS WAS INCLUDED IN THE PP.

4. PROJECT DESIGN

A. NICARAGUA: BOTH STATE AND THE USAIDS IN COSTA RICA AND HONDURAS RECOMMENDED THAT NICARAGUAN REFUGEES IN THEIR RESPECTIVE COUNTRIES BE ELIGIBLE FOR TRAINING UNDER CLASS II. WHILE THERE WAS CONCERN AS TO WHETHER THE REFUGEES WOULD RETURN TO THEIR COUNTRY ONCE TRAINED, THE VALUE OF SUCH TRAINING WAS ACKNOWLEDGED. IT WAS CONCLUDED THAT AT THE PRESENT TIME LEGAL AND FUNDING ISSUES PRECLUDE ANY SUPPORT FOR TRAINING FOR NICARAGUA REFUGEES. THE PP INCLUDES A DISCUSSION OF THIS ISSUE.

B. PANAMA: IT WAS DECIDED THAT THE ISSUE OF WHETHER TO SEEK RELIEF FROM LEGISLATIVE RESTRICTIONS ON AID FUNDING OF PROJECT ACTIVITIES IN PANAMA IN ORDER TO PERMIT PANAMANIAN TO BE TRAINED UNDER THE CLASS II PROJECT SHOULD BE HANDLED BY THE STATE DEPARTMENT.

C. ANDEAN MISSIONS: IT WAS DECIDED THAT CLASS PROGRAM REQUIREMENTS (I.E. 73 PERCENT OF THE PARTICIPANTS BE SOCIALLY AND/OR ECONOMICALLY DISADVANTAGED) ARE APPLICABLE TO THE ANDEAN MISSIONS, THAT LEADERS AND POTENTIAL LEADERS COULD BE IDENTIFIED WITHIN THIS POOL OF ELIGIBLE CANDIDATES, AND THAT THE DESIGN OF THEIR MISSION-BASED PROJECTS SHOULD CONFORM TO THE MODEL CLASS II PP, INCLUDING THE PROGRAM REQUIREMENTS. IT WAS NOTED SEPARATELY THAT THE CLASS II DESIGN DOES NOT PROVIDE FOR A REGIONAL CONTRACT FOR THE ANDEAN COUNTRIES TO BE MANAGED BY AID/W. THE DESIGN, HOWEVER, DOES NOT PRECLUDE THE ANDEAN COUNTRIES FROM LETTING AND MANAGING A REGIONAL CONTRACT IN THE FIELD.

D. LEADERSHIP TRAINING: ~~TO ENSURE ADEQUATE EMPHASIS ON LEADERSHIP TRAINING, ALL CLASP TRAINEES, BOTH LONG- AND SHORT- TERM, WILL RECEIVE LEADERSHIP TRAINING.~~ IN PURSUIT OF THIS ASPECT OF THE PROJECT PURPOSE, THE PP ENCOURAGES THE MISSIONS IN THEIR DEVELOPMENT OF CLASP FOLLOW-ON ACTIVITIES TO COLLABORATE CLOSELY WITH DEMOCRATIC INSTITUTIONS SUPPORTED BY LAC/DI.

E. SIF VS. CDSS: DESIGNED TO IDENTIFY SECTORS, INSTITUTIONS AND GROUPS TO BE TARGETED UNDER THE CLASP II PROJECT, THE SOCIAL INSTITUTIONAL FRAMEWORK (SIF), DEVELOPED BY EACH PARTICIPATING MISSION, WILL BE GUIDED BY CDSS, ACTION PLANS, AND EXISTING SOCIAL-INSTITUTIONAL PROFILES. HOWEVER, MISSIONS SHOULD CONTINUE TO MAINTAIN A CLEAR DISTINCTION BETWEEN CLASP WITH ITS PEACE SCHOLARSHIP FOCUS AND TRADITIONAL DEVELOPMENT TRAINING PROGRAMS.

F. UNDERGRADUATE VS. GRADUATE TRAINING: GIVEN THE CLASP EMPHASIS ON THE SOCIALLY AND ECONOMICALLY DISADVANTAGED, THE PP INDICATES THAT THE BULK OF CLASP TRAINEES WILL BE SHORT-TERM AND UNDERGRADUATE TRAINING. MISSIONS WILL NOT BE PRECLUDED FROM FUNDING TRAINING AT THE GRADUATE LEVEL, BUT SHOULD INDICATE IN THE SIFS THEIR PLANS TO DO SO AND PROVIDE APPROPRIATE JUSTIFICATIONS. MONITORING OF GRADUATE-LEVEL TRAINING WILL BE PART OF THE COUNTRY TRAINING PLAN (CTP) REVIEW PROCESS.

G. IN-COUNTRY TRAINING ACTIVITIES: THE PP WAS REVISED TO CLARIFY THE TYPES OF PRE- AND POST-TRAINING ACTIVITIES (E.G. ENGLISH LANGUAGE TRAINING, REMEDIAL OR PREPARATORY ACADEMIC TRAINING, FOLLOW-ON IN-COUNTRY TRAINING) CONSIDERED ACCEPTABLE FOR CLASP FUNDING.

H. CASP, CASS, LCA: IT WAS DECIDED THAT THE SELECTION OF CLASP TRAINEES FOR ALL CLASP II FUNDED ACTIVITIES WILL FLOW FROM THE INDIVIDUAL MISSION SIFS, AND THAT LAC/DP/TEP, IN ITS OVERSIGHT OF THE CONGRESSIONALLY MANDATED ACTIVITIES, SHOULD ENSURE THAT THE MISSIONS APPROVE THE POOL OF CANDIDATES BEING CONSIDERED BY THE GRANTEEES FOR CASP, CASS AND LCA. THE GRANTEEES WILL BE REQUESTED TO ACTIVELY PURSUE AND REPORT ON THE STATUS OF COORDINATION WITH INDIVIDUAL MISSION TRAINING PROGRAMS ON A QUARTERLY BASIS. THE PP WAS REVISED TO REFLECT THE RESPECTIVE RESPONSIBILITIES OF AID/W AND THE FIELD FOR PROJECT MONITORING AND IMPLEMENTATION. IT ALSO NOTES THAT THE TRAINING ESTIMATES UNDER THE MANDATED ACTIVITIES SHOULD NOT BE INCLUDED IN MISSION PROGRAMMING DOCUMENTS, BUT SHOULD INSTEAD BE REFLECTED IN LAC/W REGIONAL DOCUMENTS SINCE THE LATTER IS THE SOURCE OF FUNDING AND MANAGEMENT CONTROL.

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I. INDICATORS OF PROJECT PERFORMANCE: THE PP WAS REVISED TO INCLUDE INDICATORS OF PROJECT PERFORMANCE FOR THE CONGRESSIONALLY MANDATED PROJECTS WHICH SPECIFICALLY REFLECT THE UNIQUE ASPECTS OF THESE PROJECTS. UNDER CASS, THE ACTIVITIES' PROGRESS IN PRESENTING A MODEL OF COST CONTAINMENT WILL BE MONITORED THROUGH TRACKING OF TRAINING COSTS, BOTH ADMINISTRATIVE AND PROGRAM. THE 52/52 MATCHING FUND PROPOSITION UNDER CASS WILL BE TRACKED AS WILL CONTRIBUTIONS BY PARTICIPATING PRIVATE SECTOR INSTITUTIONS UNDER LCA. THIS DATA WILL BE REPORTED ON BY THE INVOLVED GRANTEES IN THEIR QUARTERLY REPORTS.

E. PROJECT IMPLEMENTATION AND EVALUATIONS

A. IMPLEMENTING MODE FOR EARMARKS: IT WAS DECIDED THAT THE PROJECTS FOR WHICH FUNDS HAVE BEEN EARMARKED BY CONGRESS (CASS, CASP, AND LCA) SHOULD CONTINUE TO BE IMPLEMENTED THROUGH COOPERATIVE AGREEMENTS RATHER THAN CONTRACTS. UNDER CLASS II, NEW COOPERATIVE AGREEMENTS WILL BE DRAFTED FOR EACH OF THE ACTIVITIES.

F. PROJECT EVALUATION: THE MIX OF PROCESS AND IMPACT EVALUATION AND THE PROPOSED METHODOLOGY FOR THE PROJECT EVALUATION IN THE PP ARE ACCEPTABLE. A MAXIMUM LEVEL OF FUNDING FOR THE EVALUATION - DOLS 4.8 MILLION - WAS ESTABLISHED IN THE DAEC. THE BUDGET FOR THIS ACTIVITY WILL BE CLOSELY SCRUTINIZED DURING THE PREPARATION OF THE RIO/T TO ENSURE THAT THE REQUESTED LEVEL OF EFFORT AND THE COSTS ARE RELEVANT AND APPROPRIATE.

FURTHERMORE, DATA FOR TRACKING IMPACT AFTER PROJECT COMPLETION SHOULD BE DEVELOPED AS PART OF THE EVALUATION CONTRACT, AND FORWARDED TO CDIT UPON PROJECT COMPLETION FOR STORAGE IN A RETRIEVABLE FORM SO THAT IT CAN BE USED AT A LATER DATE FOR LONGITUDINAL IMPACT STUDIES.

6. CLARIFICATION

4. THE PP WAS REVISED TO SUBSTITUTE THE FOLLOWING TERMINOLOGY: "PEACE SCHOLARSHIP PROGRAM" RATHER THAN "PARTICIPANT TRAINING" AND "TRAINING" OR "PEACE-SCHOLAR" INSTEAD OF "PARTICIPANT". THIS MODIFICATION IS DESIGNED TO DISTINGUISH BETWEEN THE CLASP PROJECT AND AID'S MORE TYPICAL PARTICIPANT TRAINING PROGRAMS.

7. A COPY OF THE APPROVED "MODEL" PP, THE ACCOMPANYING ACTION MEMORANDUM, AND A DISKETTE CONTAINING THE PP DOCUMENT WILL BE POICED TO EACH PARTICIPATING MISSION.

9. ACTION REQUESTED: PLEASE ADVISE JOE CARNEY, LAC/DR/FHR, OF PROPOSED DATE FOR SUBMISSION OF MISSION SIES TO LAC/W SO THAT WE CAN PROCEED TO SCHEDULE THE REVIEWS. BAKER

BT
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ANNEX D

CLASP I Implementation Experience
(Included in CLASP II Model Project Paper)

ANNEX E

**Relative Costs of Contracting Modes
(Included in CLASP II Model Project Paper)**

AGENCY FOR INTERNATIONAL DEVELOPMENT

**PROJECT IMPLEMENTATION ORDER/
PARTICIPANTS (PIO/P)**

PAGE 1 OF _____

1. COOPERATING COUNTRY Country B	2. PIO/P NUMBER
3. PROJECT ACTIVITY NUMBER & TITLE CLASP II	
4. APPROPRIATION	5. ALLOTMENT
6. DATE ORIGINAL ISSUE	7. DATE THIS ISSUANCE

8. PROJECT COMPLETION DATE	9. DESIRED START DATE	10. TERMINAL START DATE	11. NUMBER OF PARTICIPANTS
----------------------------	-----------------------	-------------------------	----------------------------

12. ORIGINAL
 AMENDMENT NUMBER _____

13. LOCATION/DURATION OF TRAINING
 U.S. _____ P/M
 Third Country _____ P/M
 In Country _____ P/M

14. FINANCING

AGENT	TYPE OF EXPENSE	A. PREVIOUS TOTAL	B. INCREASE	C. DECREASE	D. NEW TOTAL
AID	(a)				45,404.08
MISSION	(b) Int. Travel				
	(c) Maint. Advance				1,950.00
AID/W	(d)				43,454.08
THIRD COUNTRY	(e)				
	(f)				
	(g)				
	(h)				
	(i)				

15. COOPERATING COUNTRY FINANCING

16. U.S. TRUST ACCOUNT	A. TRUST ACCOUNT NUMBER	C. AUTHORIZED	D. CURRENCY UNIT	E. AMOUNT
	B. ALLOTMENT SYMBOL			

17. SPECIAL PROVISIONS

A. REF: PIL NUMBER _____ GRANT _____ LOAN _____

B. SUPPLEMENTARY INFORMATION

MS degree in Aquaculture with emphasis in Shrimp Production.

C. NAME(S) OF PARTICIPANTS

(Insert name of participant - Mr. Jones)

18. MISSION CLEARANCES

SIGNATURE	DATE	SIGNATURE	DATE

19. HOST COUNTRY/BORROWER/GRANTEE SIGNATURE	20. AGENCY FOR INTERNATIONAL DEVELOPMENT
TITLE	
DATE	

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AGENCY FOR INTERNATIONAL DEVELOPMENT PROJECT IMPLEMENTATION ORDER/ PARTICIPANTS TRAINING REQUEST FORM PAGE 2 OF _____	1. COOPERATING COUNTRY	2. PIO/P NUMBER
	3. <input type="checkbox"/> ORIGINAL <input type="checkbox"/> AMENDMENT NO. _____	4. DATE

B. TRAINING REQUEST

A. DESCRIPTION OF TRAINING REQUESTED. (Describe clearly the training desired; summarize the project input, output, and purpose to which the training will be applied)

The purpose of this training program is to increase the number of the Country B's technicians in the field of aquaculture in order to meet the country's growing need for professional manpower and to assist Country B's Institute of Technology in its efforts to expand and upgrade its research programs. The Institute needs adequately trained staff to offer and conduct research in ocean and fresh water fisheries, particularly on shrimp production.

(continued on page 3)

B. ACADEMIC TRAINING ONLY: DEGREE OBJECTIVE
MAJOR FIELD OF STUDY

M.S. Aquaculture
 Shrimp Production

C. RELATED INFORMATION

D. PARTICULAR EMPHASIS DESIRED

Crustaceous Production

E. SUGGESTED TRAINING FACILITIES (if known)

- 1) University of Hawaii, Honolulu, Kaneohe
- 2) Auburn University, Auburn, Alabama
- 3) Texas A&M (application already submitted)
- 4) Louisiana State University
- 5) Oregon State University (application already submitted)

6. PARTICIPANT'S FUTURE EMPLOYMENT		
A. CHECK APPROPRIATE BOX (B47) <input type="checkbox"/> GOVERNMENT <input type="checkbox"/> PRIVATE <input type="checkbox"/> JOINT		B. OCCUPATIONAL CATEGORY CODE (B48-49)

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This field is considered to be of importance to Country B's economy since ocean and/or fresh water shrimp is of great demand in world markets. It is considered that shrimp production will continue to be an exportable item from Country B for the foreseeable future, given its cultivation at normal year-round temperatures, growth and development requirements, and ideal local conditions for the expansion of the industry.

The study program requested for the participant is to include courses in animal sciences with emphasis in genetics, nutrition, diseases and physiology focusing on freshwater shrimp breeding, pond management systems and domestication, including substantial practical training in laboratory and field work, special projects and research. The following subjects should be covered: Aquatic ecology, economics of aquaculture, water quality, hatchery management, fish and shrimp reproduction, pond construction, aquaculture production and breeding.

Mr. Jones has been a researcher at the Institute since 1981 and has assisted in numerous research projects; he has also been Assistant Professor in General Biology. He received a B.S. degree in 1982 in Biology from the Autonomous University. The general knowledge acquired by the participant during the projected training in the U.S. will contribute to the technical development of the Institute, therefore his training program should be oriented toward research on crustaceous organisms, particularly on shrimp production.

To obtain a M.S. degree in Aquaculture the participant should receive both formal course work and practical research experience. For his thesis, emphasis will be given to research applicable to marine biology conditions in Country B to help ameliorate local shortage of technicians trained in fresh water fisheries and marine biology and shrimp production.

The institution supporting this training program agrees to guarantee the employment of the participant upon his return in a position which will be in accordance with his education.

Mr. Jones also received a B.S. degree in Modern Languages from the Autonomous University Language Department, with emphasis in the English language and has prepared a guide of schools offering English language training in Country B. The participant is known for his effective and positive professional attitude in all the activities carried out by him at the university and at the Institute.

Funds are being provided under this PIO/P for English language training at the American Language Institute, Georgetown University (ALIGU), prior to academic enrollment in a US university in January of 1990. Enrollment in ALIGU should be requested during the month of October, and living accommodations for the participant while in the English language training at ALIGU should be arranged at an American home or at a guests house where only English is spoken.

AGENCY FOR INTERNATIONAL DEVELOPMENT PROJECT IMPLEMENTATION ORDER/ PARTICIPANTS (PIO/P)		1. COOPERATING COUNTRY COUNTRY A		2. PIO/P NUMBER XXXXX	
		5. PROJECT ACTIVITY NUMBER & TITLE CLASP II (Firefighters)			
		4. APPROPRIATION		3. ALLOTMENT	
		6. DATE ORIGINAL ISSUE		7. DATE THIS ISSUANCE	
PAGE 1 OF _____					
8. PROJECT COMPLETION DATE		9. DESIRED START DATE		10. TERMINAL START DATE	
				11. NUMBER OF PARTICIPANTS	
12. <input checked="" type="checkbox"/> ORIGINAL <input type="checkbox"/> AMENDMENT NUMBER		13. LOCATION/DURATION OF TRAINING <input type="checkbox"/> U.S. _____ P/M <input type="checkbox"/> Third Country _____ P/M <input type="checkbox"/> In Country _____ P/M			
14. FINANCING					
AGENT	TYPE OF EXPENSE	A. PREVIOUS TOTAL	B. INCREASE	C. DECREASE	D. NEW TOTAL
AID	(a)				\$164,760.00
MISSION	(b) Int. Travel				
	(c) Maint. Advance				39,000.00
AID/W	(d)				125,760.00
THIRD COUNTRY	(e)				
	(f)				
	(g)				
	(h)				
	(i)				
15. COOPERATING COUNTRY FINANCING					
16. U.S. TRUST ACCOUNT		A. TRUST ACCOUNT NUMBER		C. AUTHORIZED	D. CURRENCY UNIT
		B. ALLOTMENT SYMBOL			
17. SPECIAL PROVISIONS					

A. REF. PIL NUMBER _____ GRANT _____ LOAN _____

B. SUPPLEMENTARY INFORMATION International airfare, medical exams, passports, visas, photographs, predeparture orientation, evaluation, and miscellaneous costs will be charged to project XXXXX, (Local Currency Agreement).

C. NAME(S) OF PARTICIPANTS

(A list of the 20 individuals selected for training would be inserted here. Up to five alternates could also be listed.)

18. MISSION CLEARANCES			
SIGNATURE	DATE	SIGNATURE	DATE
19. HOST COUNTRY/BORROWER/GRANTEE		20. AGENCY FOR INTERNATIONAL DEVELOPMENT	
SIGNATURE			
TITLE		DATE	

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MODEL GROUP PIO/P

AGENCY FOR INTERNATIONAL DEVELOPMENT PROJECT IMPLEMENTATION ORDER/ PARTICIPANTS TRAINING REQUEST FORM PAGE 2 OF _____	2. COOPERATING COUNTRY	3. PIO/P NUMBER
	3. <input type="checkbox"/> ORIGINAL <input type="checkbox"/> AMENDMENT NO. _____	4. DATE

B. TRAINING REQUEST

A. DESCRIPTION OF TRAINING REQUESTED. (Describe clearly the training desired; summarize the project input, output, and purpose to which the training will be applied)

Country A's rural firemen, under the responsibility of the National Fire Department, have been a source of rural leadership for a number of years. These local leaders come from a large cadre of salaried and volunteer firemen who are attracted to the organization. Volunteer firemen, who work under the supervision of professional firemen, come from all strata of rural society. All are respected members of their communities and many are involved in other community programs.

Permanent members of the rural fire department are also included in the selection of participants, as they are the backbone of the Fire Department's program, meet CLASP criteria, and are respected leaders and important persons in their communities.

The National Fire Department is organized in 40 districts in seven provinces. Fire districts are divided into three types:

Type A Large urban setting with an average of 10 salaried and 25 volunteer firemen.

Type B Small town setting with an average of 6-10 salaried and 25 volunteer firemen.

Type C Isolated rural settings with an average of 4 salaried and 25 volunteer firemen. (contd. on page 3)

B. ACADEMIC TRAINING ONLY: DEGREE OBJECTIVE N/A
MAJOR FIELD OF STUDY

C. RELATED INFORMATION

See Following Pages

D. PARTICULAR EMPHASIS DESIRED

See Following Pages

E. SUGGESTED TRAINING FACILITIES (if known)

Training Implementor will be selected by OIT's general contractor.

6. PARTICIPANT'S FUTURE EMPLOYMENT			8. OCCUPATIONAL CATEGORY CODE (843-49)
A. CHECK APPROPRIATE BOX (847)			
<input type="checkbox"/> GOVERNMENT	<input type="checkbox"/> PRIVATE	<input type="checkbox"/> JOINT	

Nationally, the National Fire Department has approximately 1,240 firemen (240 salaried and 1,000 volunteers). The national organization sets overall standards and objectives for the fire fighting force and provides supervision and administrative support for the local units. Fire prevention is a key area of emphasis.

The training for this group fits CLASP objectives by broadening democratic linkages and reaching out through a highly respected intermediary institution to local leaders who will continue to play an important role in rural development.

This will be the second group of rural firemen under CLASP. The first project was very successful. The evaluation of the first project and the recommendations of the intermediary institution have been taken into consideration in the project design.

Training Objectives:

To provide the participants with specific firefighting training in the United States, introduce them to community and outreach programs carried out by small U.S. fire departments, and give them the opportunity to know life in the United States. Technical and cultural training should be combined throughout the two-month period.

Proposed Intermediary:	National Fire Department
Proposed Training Date:	September, 1989
Project Implementor:	To be selected
Number of Participants:	Up to 20
Duration of Program:	8 weeks

Orientation Responsibilities:

USAID/Country A will provide the participants with two weeks of survival English and four days of cultural orientation in the capital city prior to departure for the U.S. However, technical and cultural orientation are to be conducted in Spanish in the United States, or as an option (subject to Mission approval) with simultaneous translation.

Selection Responsibilities:

USAID/Country A with the assistance of the National Fire Department.

PARTICIPANTS:

Candidates will be selected from among both volunteer and salaried rural firemen. Approximately six to seven individuals from each Type as described above will be selected. The education level of volunteer firemen is normally at a high school level. Any variations in educational levels will be noted for the Contractor and/or the training implementor.

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I. TECHNICAL TRAINING OBJECTIVES:

To the extent possible, the firemen are to receive "hands on" training.

Training Objectives:

1. To provide the participants with knowledge of the organization and management of small fire departments, effective methods of dealing with range/forest fires, planning and prevention of fires in small towns, and the use and maintenance of firefighting equipment. Rural fire departments in small towns and communities where range/forest fires are a seasonal problem are to be chosen for this training component.
2. Provide training in the theory and practice of community outreach programs, teach the participants to develop materials for fire prevention programs, and assist the participants to establish relationships with U.S. fire departments, educational institutions and other related groups. It is anticipated that Country A firemen will have the opportunity to work along side of U.S. counterparts.

The project implementor will assure that most of the training described in this section will take place in small fire stations in order to foster intercultural relationships and expose the candidates to U.S. citizens in their work environments.

The project implementor will have the opportunity to visit Country A prior to initiation of the training project in order to finalize the design of the training. At this time the implementor shall present to the Mission an outline of the training modules to be covered in the eight weeks for discussion with Mission staff and representatives of the National Fire Department.

II. CULTURAL TRAINING OBJECTIVES:

1. To provide the participants with an understanding of the United States through special programs and activities that are interwoven with technical training. This component is to include political, historical, economic, social, and cultural background information about the United States.

The five day program offered by the Washington International Center can fulfill a part of the training objective, and if used, should be included at the beginning of the training project.

The training implementor is responsible for assuring that political, historical, economic, social and cultural elements are included in the training program. It is

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important that this aspect of the training program is closely coordinated with USAID/Country A in order to avoid duplication with the cultural training provided the participants in their home country and during in-country language training.

2. To acquaint the participants with United States family life by having them live with families where Spanish is not the first language; attending social, cultural, recreational and sports events; or other activities which typify life in the United States.

Homestays are considered an integral part of the program. A minimum of three weeks of homestays are to be provided by the training implementor and should be arranged at all training locations. Language differences are not considered a barrier to fulfilling this requirement. Homestays are to be arranged with volunteer families who provide room and board without charge, or for a modest stipend.

Participant experiences are to be periodically reviewed with the participants to assure that an understanding of the U.S. culture is being achieved.

III. OTHER GENERAL TRAINING CONSIDERATIONS AND INFORMATION:

1. Training Locations: Training will take place in up to three stateside locations in order to explore the participants to a variety of cultural experiences. One week or more of training may be conducted at a Historically Black College and University (HBCU) for technical and/or cultural training.

2. Training Implementor: In addition to technical and other criteria used in training implementor's selection, the implementor should demonstrate an understanding of the cultural aspects of this training program. Concrete examples of how the cultural components will be incorporated in the project are required. Only implementors who are judged to be capable of handling this and other components will be selected. The training implementor is also required to identify USAID/Country A as the project's sponsor in all project related communications.

3. Training Implementor's Responsibility for Project Review: The training implementor will provide 2 to 3 hours bi-weekly for the participants to evaluate their entire training program, to resolve cultural and/or other misunderstandings, and to provide feed-back to the implementor for project improvements.

The contractor is required to visit Country prior to the departure of the rural firemen group. A predeparture scope of work is attached to this project proposal.

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Implementor will provide a bi-weekly report on the general progress of the training program to the Mission and will include a summary of the evaluation done by the group and plans to implement changes, if necessary. The implementor is also to provide USAID/Country A with the name and addresses of homestay hosts no later than one month after the project is terminated, so that USAID/Country A can thank them appropriately.

4. USAID/Country A's Responsibilities: Mission responsibilities will include: developing the project with the intermediary institution, selecting participants, providing all administrative services required for the departure of the participants, including the arrangement of medical examinations, survival English classes (when required), and a program of predeparture orientation.

BACKGROUND:

In the light of prior experience and CLASP objectives, USAID/Country A believes that the quality of CLASP short-term training projects in Country A can be enhanced when the subcontractor responsible for implementing the project in the United States spends several days in Country A prior to the departure of the training group to: a) review the project implementation design with the Mission and with the intermediary institution that participates in project design and participant preselection, and c) to meet the participants on a formal and informal basis to review state-side activities.

PREDEPARTURE SCOPE OF WORK:

- Time: Up to five days, approximately one to two months before groups estimated departure date.
- Purpose: a. Meet with Mission representatives to review the project and plan follow-on activities.
- b. Meet with representative(s) of Country A's intermediary institution(s) to review the project and plan follow-on activities.
- c. Meet with the participants to discuss the training programs, exchange ideas, get to know them as a group and as individuals, and to discuss their understanding of the objectives of the training.
- d. Visit participants at home and work to better understand the socio-economic and cultural context that participants come from and to where they will return.
- c. Review Mission participant documents are required.

Reports Under TCA

I. Budget Worksheet

Group Titles:

- Academic 2 - Health
- " 3
- " 3 - Health
- LT Tech 4
- Short Term 1
- " " 2
- " " 2 - Demo
- " " 3
- " " 3 - AG & PS

II. Budget Worksheet Summary

- Specific Project Year
- All Years: Year by Year
 - academic
 - technical
 - both academic & technical
- All years: Total of all years
 - academic
 - technical
 - both academic & technical

III. Administrative Costs

(Note: Training Cost Analysis (TCA) Instructions and Sample forms is included in CLASP II Model Project Paper)

BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

** SEE "Instructions: Budget Estimate Worksheet" **

ACADEMIC

TECHNICAL

PROJECT NUMBER

xxx-xxxx.

COMMENTS

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
C. Travel	5				\$ 4,940.00
1. International	5		\$ 832.00	\$ 4,160.00	
2. Local	5		\$ 156.00	\$ 780.00	
3. Other (Mission Option)					
D. Insurances	5				\$ 1,060.80
1. HAC for U.S.	5	6	\$ 35.36	\$ 1,060.80	
2. Required by Institution					
3. Other (Mission Option)					
E. Supplemental Activities	5				\$ 5,694.00
1. ELT, In-Country					
2. ELT, U.S.	5		\$ 832.00	\$ 4,160.00	
3. Academic Up-Grade					
4. Reception Services	5		\$ 15.60	\$ 78.00	
5. WIC Orientation					
6. Other Orientation	5		\$ 239.20	\$ 1,196.00	
7. Interpreters/Escorts					
8. Internship/Cooperative					
9. Enrichment Program	5		\$ 52.00	\$ 260.00	

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

1274

BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

** SEE "Instructions: Budget Estimate Worksheet" **

ACADEMIC

TECHNICAL

PROJECT TITLE

HAITI PEACE SCHOLARSHIPS, ACADEMIC 2 - HEALTH

PROJECT NUMBER

xxx-xxxx.

PROJECT YEAR

2 Of 7.00 Years

PROJECT WRITER

JOHN GILLIES

PARTICIPANT MONTHS PROJECTED:

(THIS YEAR) 30

DATE BUDGET PREPARED:

03/26/1990

COMMENTS:

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
A. Education/Training Cost	5				\$ 10,600.00
1. Tuition/Fees					
Regular Session	5	1	\$ 2,120.00	\$ 10,600.00	
Summer Session					
2. Training Costs					
3. Package Program Costs					
4. Other (Mission Option)					
B. ALLOWANCES	5				\$ 34,944.00
1. Maintenance Advance	5		\$ 2,028.00	\$ 10,140.00	
2. Living/Maintenance	5	5	\$ 743.60	\$ 18,590.00	
3. Per Diem	5	7	\$ 67.60	\$ 2,366.00	
4. Books & Equipment	5	6	\$ 67.60	\$ 2,028.00	
5. Book Shipment					
6. Typing (papers) - Academic Only	5		\$ 208.00	\$ 1,040.00	
7. Thesis - Academic Only					
8. Doctoral Dissertation - Academic					
9. Professional Membership					
10. Other (Mission Option) medical etc	5		\$ 156.00	\$ 780.00	

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

ACADEMIC

TECHNICAL

PROJECT NUMBER

xxx-xxxx.

COMMENTS

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
10. Mid-Winter Community Seminars					
11. Follow-Up/Career Development					
12. Other (Mission Option) Taxes					

TOTAL PARTICIPANT COSTS (A + B + C + D + E) =

\$ 57,238.80

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

129

BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

ACADEMIC

TECHNICAL

PROJECT TITLE

HAITI PEACE SCHOLARSHIPS, ACADEMIC 2 - HEALTH

PROJECT NUMBER

xxx-xxxx.

PROJECT YEAR

3 Of 7.00 Years

PROJECT WRITER

JOHN GILLIES

PARTICIPANT MONTHS PROJECTED: DATE BUDGET PREPARED:

(THIS YEAR) 60

03/26/1990

COMMENTS:

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
A. Education/Training Cost	5				\$ 30,899.00
1. Tuition/Fees					
Regular Session	5	2	\$ 2,247.20	\$ 22,472.00	
Summer Session	5	1	\$ 1,685.40	\$ 8,427.00	
2. Training Costs					
3. Package Program Costs					
4. Other (Mission Option)					
B. ALLOWANCES	5				\$ 56,973.28
1. Maintenance Advance					
2. Living/Maintenance	5	12	\$ 773.34	\$ 46,400.64	
3. Per Diem	5	15	\$ 70.30	\$ 5,272.80	
4. Books & Equipment	5	12	\$ 70.30	\$ 4,218.24	
5. Book Shipment	5		\$ 129.79	\$ 674.92	
6. Typing (papers) - Academic Only	5		\$ 216.32	\$ 1,081.60	
7. Thesis - Academic Only	5		\$ 324.48	\$ 1,687.30	
8. Doctoral Dissertation - Academic					
9. Professional Membership	5		\$ 243.36	\$ 1,265.47	
10. Other (Mission Option) medical etc					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

ACADEMIC

TECHNICAL

PROJECT NUMBER

xxx-xxxx.

COMMENTS

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
C. Travel	5				\$ 811.20
1. International					
2. Local	5		\$ 162.24	\$ 811.20	
3. Other (Mission Option)					
D. Insurances	5				\$ 2,206.46
1. HAC for U.S.	5	12	\$ 36.77	\$ 2,206.46	
2. Required by Institution					
3. Other (Mission Option)					
E. Supplemental Activities	5				\$ 2,163.20
1. ELT, In-Country					
2. ELT, U.S.					
3. Academic Up-Grade					
4. Reception Services					
5. WIC Orientation					
6. Other Orientation					
7. Interpreters/Escorts					
8. Internship/Cooperative					
9. Enrichment Program	5		\$ 54.08	\$ 270.40	

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

ACADEMIC
 TECHNICAL

PROJECT NUMBER

xxx-xxxx.

COMMENTS

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
10. Mid-Winter Community Seminars	5		\$ 378.56	\$ 1,892.80	
11. Follow-Up/Career Developaent	5		\$ 3,041.63	\$ 2,812.16	
12. Other (Mission Option) Taxes					
TOTAL PARTICIPANT COSTS (A + B + C + D + E) =				\$	93,053.14

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

132

BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
Training Cost Analysis (TCA)

** SEE "Instructions: Budget Estimate Worksheet" **

ACADEMIC
 TECHNICAL

PROJECT TITLE HAITI PEACE SCHOLARSHIPS, ACADEMIC 3	PROJECT NUMBER xxx-xxxx.	PROJECT YEAR 3 of 7.00 Years
PROJECT WRITER JOHN GILLIES	PARTICIPANT MONTHS PROJECTED: (THIS YEAR) 24	DATE BUDGET PREPARED: 03/19/1990

COMMENTS:

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
A. Education/Training Cost	4				\$ 8,988.80
1. Tuition/Fees					
Regular Session	4	1	\$ 2,247.20	\$ 8,988.80	
Summer Session					
2. Training Costs					
3. Package Program Costs					
4. Other (Mission Option)					
B. ALLOWANCES	4				\$ 27,104.90
1. Maintenance Advance	4		\$ 2,109.12	\$ 8,436.48	
2. Living/Maintenance	4	5	\$ 773.34	\$ 15,466.88	
3. Per Diem					
4. Books & Equipment	4	6	\$ 70.30	\$ 1,687.30	
5. Book Shipment					
6. Typing (papers) - Academic Only	4		\$ 216.32	\$ 865.28	
7. Thesis - Academic Only					
8. Doctoral Dissertation - Academic					
9. Professional Membership					
10. Other (Mission Option) med/passport	4		\$ 162.24	\$ 648.96	

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

133A

BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

ACADEMIC

TECHNICAL

PROJECT NUMBER

xxx-xxxx.

COMMENTS

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
C. Travel	4				\$ 3,461.12
1. International	4		\$ 865.28	\$ 3,461.12	
2. Local					
3. Other (Mission Option)					
D. Insurances	4				\$ 882.59
1. HAC for U.S.	4	6	\$ 36.77	\$ 882.59	
2. Required by Institution					
3. Other (Mission Option)					
E. Supplemental Activities	4				\$ 19,879.81
1. ELT, In-Country	4		\$ 2,163.20	\$ 8,652.80	
2. ELT, U.S.	4		\$ 865.28	\$ 3,461.12	
3. Academic Up-Grade	4		\$ 1,514.24	\$ 6,056.96	
4. Reception Services	4		\$ 124.38	\$ 497.54	
5. WIC Orientation					
6. Other Orientation	4		\$ 248.76	\$ 995.07	
7. Interpreters/Escorts					
8. Internship/Cooperative					
9. Enrichment Program	4		\$ 54.08	\$ 216.32	

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet" 88

ACADEMIC

TECHNICAL

PROJECT NUMBER

xxx-xxxx.

COMMENTS

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES

NUMBER OF
PARTICIPANTS

NUMBER OF
UNITS

UNIT PRICE

SUBTOTAL

TOTAL

10. Mid-Winter Community Seminars

11. Follow-Up/Career Development

12. Other (Mission Option)

TOTAL PARTICIPANT COSTS (A + B + C + D + E) =

\$ 60,317.22

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

1354

BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

ACADEMIC

TECHNICAL

PROJECT TITLE : PROJECT NUMBER : PROJECT YEAR
 HAITI PEACE SCHOLARSHIPS, ACADEMIC 3 : xxx-xxxx. : 4 Of 7.00 Years

PROJECT WRITER : PARTICIPANT MONTHS PROJECTED: DATE BUDGET PREPARED:
 JOHN GILLIES : (THIS YEAR) 48 : 03/19/1990

COMMENTS:

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
A. Education/Training Cost	4				\$ 26,292.36
1. Tuition/Fees					
Regular Session	4	2	\$ 2,392.03	\$ 19,056.26	
Summer Session	4	1	\$ 1,786.52	\$ 7,146.10	
2. Training Costs					
3. Package Program Costs					
4. Other (Mission Option)					
B. ALLOWANCES	4				\$ 47,401.77
1. Maintenance Advance					
2. Living/Maintenance	4	12	\$ 804.27	\$ 38,605.33	
3. Per Diem	4	15	\$ 73.11	\$ 4,386.97	
4. Books & Equipment	4	12	\$ 73.11	\$ 3,509.58	
5. Book Shipment					
6. Typing (papers) - Academic Only	4		\$ 224.97	\$ 899.89	
7. Thesis - Academic Only					
8. Doctoral Dissertation - Academic					
9. Professional Membership					
10. Other (Mission Option): med/passport					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

ACADEMIC

TECHNICAL

PROJECT NUMBER

xxx-xxxx.

COMMENTS

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
C. Travel	4				\$ 674.92
1. International					
2. Local	4		\$ 168.72	\$ 674.92	
3. Other (Mission Option)					
D. Insurances	4				\$ 1,835.78
1. HAC for U.S.	4	12	\$ 38.24	\$ 1,835.78	
2. Required by Institution					
3. Other (Mission Option)					
E. Supplemental Activities	4				\$ 1,799.78
1. ELT, In-Country					
2. ELT, U.S.					
3. Academic Up-Grade					
4. Reception Services					
5. WIC Orientation					
6. Other Orientation					
7. Interpreters/Escorts					
8. Internship/Cooperative					
9. Enrichment Program	4		\$ 56.24	\$ 224.97	

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

ACADEMIC

TECHNICAL

PROJECT NUMBER

xxx-xxxx.

COMMENTS

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
10. Mid-Winter Community Seminars	4		\$ 393.70	\$ 1,574.81	
11. Follow-Up/Career Development					
12. Other (Mission Option)					
TOTAL PARTICIPANT COSTS (A + B + C + D + E) =				\$ 77,914.61	

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

ACADEMIC
 TECHNICAL

PROJECT TITLE
HAITI PEACE SCHOLARSHIPS, ACADEMIC 3

PROJECT NUMBER
:xxx-xxxx.

PROJECT YEAR
: 5 Of 7.00 Years

PROJECT WRITER
JOHN GILLIES

PARTICIPANT MONTHS PROJECTED:
(THIS YEAR) 32

DATE BUDGET PREPARED:
03/19/1990

COMMENTS:

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
A. Education/Training Cost	4				\$ 17,674.68
1. Tuition/Fees					
Regular Session	4	1	\$ 2,524.95	\$ 10,099.82	
Summer Session	4	1	\$ 1,893.71	\$ 7,574.86	
2. Training Costs					
3. Package Program Costs					
4. Other (Mission Option)					
B. ALLOWANCES	4				\$ 35,282.93
1. Maintenance Advance					
2. Living/Maintenance	4	8	\$ 836.44	\$ 26,766.36	
3. Per Diem	4	7	\$ 76.04	\$ 2,129.14	
4. Books & Equipment	4	8	\$ 76.04	\$ 2,433.31	
5. Book Shipment	4		\$ 140.38	\$ 561.53	
6. Typing (papers) - Academic Only	4		\$ 233.97	\$ 935.89	
7. Thesis - Academic Only	4		\$ 350.95	\$ 1,403.83	
8. Doctoral Dissertation - Academic					
9. Professional Membership	4		\$ 263.21	\$ 1,052.87	
10. Other (Mission Option) med/passport					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

1394

BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

ACADEMIC

TECHNICAL

PROJECT NUMBER

xxx-xxxx.

COMMENTS

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
C. Travel	4				\$ 701.92
1. International					
2. Local	4		\$ 175.47	\$ 701.92	
3. Other (Mission Option)					
D. Insurances	4				\$ 1,272.81
1. HAC for U.S.	4	8	\$ 39.77	\$ 1,272.81	
2. Required by Institution					
3. Other (Mission Option)					
E. Supplemental Activities	4				\$ 3,041.64
1. ELT, In-Country					
2. ELT, U.S.					
3. Academic Up-Grade					
4. Reception Services					
5. WIC Orientation					
6. Other Orientation					
7. Interpreters/Escorts					
8. Internship Cooperative					
9. Enrichment Program	4		\$ 175.47	\$ 701.92	

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

ACADEMIC

TECHNICAL

PROJECT NUMBER

xxx-xxxx.

COMMENTS

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
10. Mid-Winter Community Seminars					
11. Follow-Up/Career Development			\$ 2,737.14	\$ 2,339.72	
12. Other (Mission Option)					

TOTAL PARTICIPANT COSTS (A + B + C + D + E) =

\$ 57,973.93

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

1412

BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

ACADEMIC

TECHNICAL

PROJECT TITLE HAITI PEACE SCHOLARSHIPS, ACADEMIC 3 - HEALTH	PROJECT NUMBER xxx-xxxx.	PROJECT YEAR 3 Of 7.00 Years
PROJECT WRITER JOHN GILLIES	PARTICIPANT MONTHS PROJECTED: (THIS YEAR) 30	DATE BUDGET PREPARED: 03/26/1990

COMMENTS:

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
A. Education/Training Cost	5				\$ 11,236.00
1. Tuition/Fees					
Regular Session	5	1	\$ 2,247.20	\$ 11,236.00	
Summer Session					
2. Training Costs					
3. Package Program Costs					
4. Other (Mission Option)					
B. ALLOWANCES	5				\$ 36,341.76
1. Maintenance Advance	5		\$ 2,109.12	\$ 10,545.60	
2. Living/Maintenance	5	5	\$ 773.34	\$ 19,333.60	
3. Per Diem	5	7	\$ 70.30	\$ 2,460.64	
4. Books & Equipment	5	6	\$ 70.30	\$ 2,109.12	
5. Book Shipment					
6. Typing (papers) - Academic Only	5		\$ 216.32	\$ 1,081.60	
7. Thesis - Academic Only					
8. Doctoral Dissertation - Academic					
9. Professional Membership					
10. Other (Mission Option) medical etc	5		\$ 162.24	\$ 811.20	

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

ACADEMIC

TECHNICAL

PROJECT NUMBER	COMMENTS
xxx-xxxx.	

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
C. Travel	5				\$ 5,137.60
1. International	5		\$ 865.28	\$ 4,326.40	
2. Local	5		\$ 162.24	\$ 811.20	
3. Other (Mission Option)					
D. Insurances	5				\$ 1,103.23
1. HAC for U.S.	5	6	\$ 36.77	\$ 1,103.23	
2. Required by Institution					
3. Other (Mission Option)					
E. Supplemental Activities	5				\$ 5,489.12
1. ELT, In-Country					
2. ELT, U.S.	5		\$ 865.28	\$ 4,326.40	
3. Academic Up-Grade					
4. Reception Services	5		\$ 16.22	\$ 81.12	
5. WIC Orientation					
6. Other Orientation	5		\$ 162.24	\$ 811.20	
7. Interpreters/Escorts					
8. Internship/Cooperative					
9. Enrichment Program	5		\$ 54.08	\$ 270.40	

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

ACADEMIC

TECHNICAL

PROJECT NUMBER

xxx-xxxx.

COMMENTS

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
10. Mid-Winter Community Seminars					
11. Follow-Up/Career Development					
12. Other (Mission Option)					

TOTAL PARTICIPANT COSTS (A + B + C + D + E) =

\$ 59,300.00

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

** SEE "Instructions: Budget Estimate Worksheet" **

ACADEMIC

TECHNICAL

PROJECT TITLE
HAITI PEACE SCHOLARSHIPS, ACADEMIC 3 - HEALTH

PROJECT NUMBER
:xxx-xxxx.

PROJECT YEAR
: 4 Of 7.00 Years

PROJECT WRITER
JOHN GILLIES

PARTICIPANT MONTHS PROJECTED: DATE BUDGET PREPARED:
(THIS YEAR) 60 : 03/26/1990

COMMENTS:

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
A. Education/Training Cost	5				\$ 32,752.94
1. Tuition/Fees					
Regular Session	5	2	\$ 2,382.03	\$ 23,820.32	
Summer Session	5	1	\$ 1,786.52	\$ 8,932.62	
2. Training Costs					
3. Package Program Costs					
4. Other (Mission Option)					
B. ALLOWANCES	5				\$ 59,252.21
1. Maintenance Advance					
2. Living/Maintenance	5	12	\$ 804.27	\$ 48,256.67	
3. Per Diem	5	15	\$ 73.11	\$ 5,483.71	
4. Books & Equipment	5	12	\$ 73.11	\$ 4,386.97	
5. Book Shipment	5		\$ 134.98	\$ 701.92	
6. Typing (papers) - Academic Only	5		\$ 224.97	\$ 1,124.86	
7. Thesis - Academic Only	5		\$ 337.45	\$ 1,754.79	
8. Doctoral Dissertation - Academic					
9. Professional Membership	5		\$ 253.09	\$ 1,316.09	
10. Other (Mission Option) medical etc					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

ACADEMIC

TECHNICAL

PROJECT NUMBER xxx-xxxx.	COMMENTS

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
C. Travel	5				\$ 843.65
1. International					
2. Local	5		\$ 168.72	\$ 843.65	
3. Other (Mission Option)					
D. Insurances	5				\$ 2,294.72
1. HAC for U.S.	5	12	\$ 38.24	\$ 2,294.72	
2. Required by Institution					
3. Other (Mission Option)					
E. Supplemental Activities	5				\$ 2,249.73
1. ELT, In-Country					
2. ELT, U.S.					
3. Academic Up-Grade					
4. Reception Services					
5. WIC Orientation					
6. Other Orientation					
7. Interpreters/Escorts					
8. Internship/Cooperative					
9. Enrichment Program	5		\$ 56.24	\$ 281.22	

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

ACADEMIC

TECHNICAL

PROJECT NUMBER

xxx-xxxx.

COMMENTS

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
10. Mid-Winter Community Seminars	5		\$ 393.70	\$ 1,968.51	
11. Follow-Up/Career Development	5		\$ 3,289.83	\$ 2,924.65	
12. Other (Mission Option)					
TOTAL PARTICIPANT COSTS (A + B + C + D + E) =				\$	97,393.25

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

14-

BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

ACADEMIC

TECHNICAL

PROJECT TITLE HAITI PEACE SCHOLARSHIPS, LT TECH 4	PROJECT NUMBER :xxx-xxxx.	PROJECT YEAR : 4 Of 7.00 Years
PROJECT WRITER JOHN GILLIES	PARTICIPANT MONTHS PROJECTED: (THIS YEAR) 76	DATE BUDGET PREPARED: 03/19/1990

COMMENTS:

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
A. Education/Training Cost	19				\$ 90,517.22
1. Tuition/Fees					
Regular Session					
Summer Session					
2. Training Costs	19		\$ 4,764.06	\$ 90,517.22	
3. Package Program Costs					
4. Other (Mission Option)					
B. ALLOWANCES	19				\$ 105,900.31
1. Maintenance Advance	19		\$ 2,193.48	\$ 41,676.21	
2. Living/Maintenance	19	3	\$ 804.27	\$ 45,843.83	
3. Per Diem	19	10	\$ 73.11	\$ 13,892.07	
4. Books & Equipment	19	4	\$ 67.49	\$ 1,282.34	
5. Book Shipment					
6. Typing (papers) - Academic Only					
7. Thesis - Academic Only					
8. Doctoral Dissertation - Academic					
9. Professional Membership					
10. Other (Mission Option)					
medical/pass	19		\$ 168.72	\$ 3,205.86	

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

ACADEMIC

TECHNICAL

PROJECT NUMBER xxx-xxxx.	COMMENTS

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
C. Travel	19				\$ 19,235.17
1. International	19		\$ 899.89	\$ 17,097.93	
2. Local	19		\$ 112.48	\$ 2,137.24	
3. Other (Mission Option)					
D. Insurances	19				\$ 2,906.65
1. HAC for U.S.	19	4	\$ 38.24	\$ 2,906.65	
2. Required by Institution					
3. Other (Mission Option)					
E. Supplemental Activities	19				\$ 38,149.76
1. ELT, In-Country	19		\$ 1,406.08	\$ 26,715.52	
2. ELT, U.S.					
3. Academic Up-Grade					
4. Reception Services	19		\$ 16.87	\$ 320.59	
5. WIC Orientation					
6. Other Orientation	19		\$ 247.47	\$ 4,701.93	
7. Interpreters/Escorts					
8. Internship/Cooperative					
9. Enrichment Program	19		\$ 337.45	\$ 6,411.72	

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

149x

BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

** SEE "Instructions: Budget Estimate Worksheet" **

ACADEMIC

TECHNICAL

PROJECT NUMBER

COMMENTS

xxx-xxxx.

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
10. Mid-Winter Community Seminars					
11. Follow-Up/Career Development					
12. Other (Mission Option) Taxes					
TOTAL PARTICIPANT COSTS (A + B + C + D + E) =				\$	256,709.11

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

ACADEMIC

TECHNICAL

PROJECT TITLE : PROJECT NUMBER : PROJECT YEAR
 HAITI PEACE SCHOLARSHIPS, LT TECH 4 : xxx-xxxx. : 5 Of 7.00 Years

PROJECT WRITER : PARTICIPANT MONTHS PROJECTED: DATE BUDGET PREPARED:
 JOHN SILLIES : (THIS YEAR) 95 : 03/19/1990

COMMENTS:

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
A. Education/Training Cost	19				\$ 95,948.25
1. Tuition/Fees					
Regular Session					
Summer Session					
2. Training Costs	19		\$ 5,049.90	\$ 95,948.25	
3. Package Program Costs					
4. Other (Mission Option)					
B. ALLOWANCES	19				\$ 96,577.67
1. Maintenance Advance					
2. Living/Maintenance	19	5	\$ 836.44	\$ 79,462.64	
3. Per Diem	19	10	\$ 76.04	\$ 14,447.75	
4. Books & Equipament	19	5	\$ 70.19	\$ 1,333.64	
5. Book Shipment	19		\$ 70.19	\$ 1,333.64	
6. Typing (papers) - Academic Only					
7. Thesis - Academic Only					
8. Doctoral Dissertation - Academic					
9. Professional Membership					
10. Other (Mission Option) medical/pass					

‡ Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

ACADEMIC

TECHNICAL

PROJECT NUMBER

COMMENTS

xxx-xxxx.

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
C. Travel	19				\$ 2,222.73
1. International					
2. Local	19		\$ 116.98	\$ 2,222.73	
3. Other (Mission Option)					
D. Insurances	19				\$ 3,778.64
1. HAC for U.S.	19	5	\$ 39.77	\$ 3,778.64	
2. Required by Institution					
3. Other (Mission Option)					
E. Supplemental Activities	19				\$ 11,113.66
1. ELT, In-Country					
2. ELT, U.S.					
3. Academic Up-Grade					
4. Reception Services					
5. WIC Orientation					
6. Other Orientation					
7. Interpreters/Escorts					
8. Internship/Cooperative					
9. Enrichment Program					

† Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs.
 Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet" **

ACADEMIC
 TECHNICAL

PROJECT NUMBER
 xxx-xxxx.

COMMENTS

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
10. Mid-Winter Community Seminars					
11. Follow-Up/Career Development	19		\$ 13,001.41	\$ 11,113.66	
12. Other (Mission Option) Taxes					
TOTAL PARTICIPANT COSTS (A + B + C + D + E) =				\$	209,640.95

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

ACADEMIC
 TECHNICAL

PROJECT TITLE : PROJECT NUMBER : PROJECT YEAR
 HAITI PEACE SCHOLARSHIPS, SHORT TERM I : xxx-xxxx. : 1 Of 7.00 Years

PROJECT WRITER : PARTICIPANT MONTHS PROJECTED : DATE BUDGET PREPARED :
 JOHN GILLIES : (THIS YEAR) 72 : 03/19/1990

COMMENTS:

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
A. Education/Training Cost	36				\$ 86,400.00
1. Tuition/Fees					
Regular Session					
Summer Session					
2. Training Costs	36		\$ 2,400.00	\$ 86,400.00	
3. Package Program Costs					
4. Other (Mission Option)					
B. ALLOWANCES	36				\$ 115,020.00
1. Maintenance Advance	36		\$ 1,950.00	\$ 70,200.00	
2. Living/Maintenance					
3. Per Diem	36	15	\$ 65.00	\$ 35,100.00	
4. Books & Equipment	36	2	\$ 60.00	\$ 2,160.00	
5. Book Shipment	36		\$ 60.00	\$ 2,160.00	
6. Typing (papers) - Academic Only					
7. Thesis - Academic Only					
8. Doctoral Dissertation - Academic					
9. Professional Membership					
10. Other (Mission Option) med & passport	36		\$ 150.00	\$ 5,400.00	

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

ACADEMIC

TECHNICAL

PROJECT NUMBER	COMMENTS
xxx-xxxx.	

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
C. Travel	36				\$ 32,400.00
1. International	36		\$ 800.00	\$ 28,800.00	
2. Local	36		\$ 100.00	\$ 3,600.00	
3. Other (Mission Option)					
D. Insurances	36				\$ 2,448.00
1. HAC for U.S.	36	2	\$ 34.00	\$ 2,448.00	
2. Required by Institution					
3. Other (Mission Option)					
E. Supplemental Activities	36				\$ 43,020.00
1. ELT, In-Country					
2. ELT, U.S.					
3. Academic Up-Grade					
4. Reception Services	36		\$ 15.00	\$ 540.00	
5. WIC Orientation					
6. Other Orientation	36		\$ 100.00	\$ 3,600.00	
7. Interpreters/Escorts	36		\$ 480.00	\$ 17,280.00	
8. Internship/Cooperative					
9. Enrichment Program	36		\$ 100.00	\$ 3,600.00	

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

ACADEMIC

TECHNICAL

PROJECT NUMBER

xxx-xxxx.

COMMENTS

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
10. Mid-Winter Community Seminars					
11. Follow-Up/Career Development	36		\$ 18,000.00	\$ 18,000.00	
12. Other (Mission Option)					

TOTAL PARTICIPANT COSTS (A + B + C + D + E) =

\$ 279,288.00

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

156

BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

ACADEMIC

TECHNICAL

PROJECT TITLE HAITI PEACE SCHOLARSHIPS, SHORT TERM 2	PROJECT NUMBER :xxx-xxxx.	PROJECT YEAR 2 of 7.00 Years
PROJECT WRITER JOHN GILLIES	PARTICIPANT MONTHS PROJECTED: (THIS YEAR) 34	DATE BUDGET PREPARED: 03/20/1990

COMMENTS:

1. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
A. Education/Training Cost	17				\$ 54,060.00
1. Tuition/Fees					
Regular Session					
Summer Session					
2. Training Costs	17		\$ 3,180.00	\$ 54,060.00	
3. Package Program Costs					
4. Other (Mission Option)					
B. ALLOWANCES	17				\$ 56,487.60
1. Maintenance Advance	17		\$ 2,028.00	\$ 34,476.00	
2. Living/Maintenance					
3. Per Diem	17	15	\$ 67.60	\$ 17,238.00	
4. Books & Equipment	17	2	\$ 62.40	\$ 1,060.80	
5. Book Shipment	17		\$ 62.40	\$ 1,060.80	
6. Typing (papers) - Academic Only					
7. Thesis - Academic Only					
8. Doctoral Dissertation - Academic					
9. Professional Membership					
10. Other (Mission Option) medical/pass	17		\$ 156.00	\$ 2,652.00	

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

157X

BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

ACADEMIC

TECHNICAL

PROJECT NUMBER

xxx-xxxx.

COMMENTS

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
C. Travel	17				\$ 15,912.00
1. International	17		\$ 832.00	\$ 14,144.00	
2. Local	17		\$ 104.00	\$ 1,768.00	
3. Other (Mission Option)					
D. Insurances	17				\$ 1,202.24
1. HAC for U.S.	17	2	\$ 35.36	\$ 1,202.24	
2. Required by Institution					
3. Other (Mission Option)					
E. Supplemental Activities	17				\$ 23,249.20
1. ELT, In-Country					
2. ELT, U.S.					
3. Academic Up-Grade					
4. Reception Services	17		\$ 15.60	\$ 265.20	
5. WIC Orientation					
6. Other Orientation	17		\$ 104.00	\$ 1,768.00	
7. Interpreters/Escorts	17		\$ 572.00	\$ 9,724.00	
8. Internship/Cooperative					
9. Enrichment Program	17		\$ 156.00	\$ 2,652.00	

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet" **

() ACADEMIC
(X) TECHNICAL

PROJECT NUMBER xxx-xxxx.	COMMENTS

I. PARTICIPANT COST

ITEMS/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
10. Mid-Winter Community Seminars					
11. Follow-Up/Career Development	17		\$ 9,193.60	\$ 8,840.00	
12. Other (Mission Option)					

TOTAL PARTICIPANT COSTS (A + B + C + D + E) = \$ 150,911.04

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

159+

BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

ACADEMIC
 TECHNICAL

PROJECT TITLE
 HAITI PEACE SCHOLARSHIPS, SHORT TERM 2 - DEMG

PROJECT NUMBER
 :xxx-xxxx.

PROJECT YEAR
 : 2 Of 7.00 Years

PROJECT WRITER
 JOHN GILLIES

PARTICIPANT MONTHS PROJECTED:
 (THIS YEAR) 36

DATE BUDGET PREPARED:
 03/26/1990

COMMENTS:

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
A. Education/Training Cost	18				\$ 66,780.00
1. Tuition/Fees					
Regular Session					
Summer Session					
2. Training Costs	18		\$ 3,710.00	\$ 66,780.00	
3. Package Program Costs					
4. Other (Mission Option)					
B. ALLOWANCES	18				\$ 59,810.40
1. Maintenance Advance	18		\$ 2,028.00	\$ 36,504.00	
2. Living/Maintenance					
3. Per Diem	18	15	\$ 67.60	\$ 18,252.00	
4. Books & Equipment	18	2	\$ 62.40	\$ 1,123.20	
5. Book Shipment	18		\$ 62.40	\$ 1,123.20	
6. Typing (papers) - Academic Only					
7. Thesis - Academic Only					
8. Doctoral Dissertation - Academic					
9. Professional Membership					
10. Other (Mission Option) medical etc	18		\$ 156.00	\$ 2,808.00	

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

** SEE "Instructions: Budget Estimate Worksheet" **

ACADEMIC

TECHNICAL

PROJECT NUMBER

xxx-xxxx.

COMMENTS

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
C. Travel	18				\$ 16,848.00
1. International	18		\$ 832.00	\$ 14,976.00	
2. Local	16		\$ 104.00	\$ 1,872.00	
3. Other (Mission Option)					
D. Insurances	18				\$ 1,272.96
1. HAC for U.S.	18	2	\$ 35.36	\$ 1,272.96	
2. Required by Institution					
3. Other (Mission Option)					
E. Supplemental Activities	18				\$ 24,336.00
1. ELT, In-Country					
2. ELT, U.S.					
3. Academic Up-Grade					
4. Reception Services					
5. WIC Orientation					
6. Other Orientation	18		\$ 104.00	\$ 1,872.00	
7. Interpreters/Escorts	18		\$ 624.00	\$ 11,232.00	
8. Internship/Cooperative					
9. Enrichment Program	18		\$ 104.00	\$ 1,872.00	

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

ACADEMIC

TECHNICAL

PROJECT NUMBER

COMMENTS

xxx-xxxx.

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
10. Mid-Winter Community Seminars					
11. Follow-Up/Career Development	18		\$ 9,734.40	\$ 9,360.00	
12. Other (Mission Option)					

TOTAL PARTICIPANT COSTS (A + B + C + D + E) =

\$ 169,047.30

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

ACADEMIC

TECHNICAL

PROJECT TITLE

HAITI PEACE SCHOLARSHIPS, SHORT TERM 3

PROJECT NUMBER

xxx-xxxx.

PROJECT YEAR

3 Of 7.00 Years

PROJECT WRITER

JOHN GILLIES

PARTICIPANT MONTHS PROJECTED:

(THIS YEAR) 64

DATE BUDGET PREPARED:

03/20/1990

COMMENTS:

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
A. Education/Training Cost	32				\$ 86,292.48
1. Tuition/Fees					
Regular Session					
Summer Session					
2. Training Costs	32		\$ 2,696.64	\$ 86,292.48	
3. Package Program Costs					
4. Other (Mission Option)					
B. ALLOWANCES	32				\$ 110,582.78
1. Maintenance Advance	32		\$ 2,109.12	\$ 67,491.84	
2. Living/Maintenance					
3. Per Diem	32	15	\$ 70.30	\$ 33,745.92	
4. Books & Equipment	32	2	\$ 64.89	\$ 2,076.67	
5. Book Shipment	32		\$ 64.89	\$ 2,076.67	
6. Typing (papers) - Academic Only					
7. Thesis - Academic Only					
8. Doctoral Dissertation - Academic					
9. Professional Membership					
10. Other (Mission Option)					
medical, pass	32		\$ 162.24	\$ 5,191.68	

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

163x

BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

ACADEMIC

TECHNICAL

PROJECT NUMBER

xxx-xxxx.

COMMENTS

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
C. Travel	32				\$ 31,150.08
1. International	32		\$ 865.29	\$ 27,638.96	
2. Local	32		\$ 108.16	\$ 3,461.12	
3. Other (Mission Option)					
D. Insurances	32				\$ 2,353.56
1. HAC for U.S.	32	2	\$ 36.77	\$ 2,353.56	
2. Required by Institution					
3. Other (Mission Option)					
E. Supplemental Activities	32				\$ 41,360.39
1. ELT, In-Country					
2. ELT, U.S.					
3. Academic Up-Grade					
4. Reception Services	32		\$ 16.22	\$ 519.17	
5. MIC Orientation					
6. Other Orientation	32		\$ 108.16	\$ 3,461.12	
7. Interpreters/Escorts	32		\$ 519.16	\$ 16,613.38	
8. Internship/Cooperative					
9. Enrichment Program	32		\$ 108.16	\$ 3,461.12	

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

ACADEMIC

TECHNICAL

PROJECT NUMBER

xxx-xxxx.

COMMENTS

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
10. Mid-Winter Community Seminars					
11. Follow-Up/Career Development	32		\$ 18,717.73	\$ 17,305.60	
12. Other (Mission Option)					
TOTAL PARTICIPANT COSTS (A + B + C + D + E) =				\$	271,739.29

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

1654

BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

ACADEMIC
 TECHNICAL

PROJECT TITLE
 HAITI PEACE SCHOLARSHIPS, SHORT TERM 3 -AG & PS

PROJECT NUMBER
 :xxx-xxxx.

PROJECT YEAR
 3 Of 7.00 Years

PROJECT WRITER
 JOHN GILLIES

PARTICIPANT MONTHS PROJECTED:
 (THIS YEAR) 34

DATE BUDGET PREPARED:
 03/26/1990

COMMENTS:

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
A. Education/Training Cost	17				\$ 60,741.82
1. Tuition/Fees					
Regular Session					
Summer Session					
2. Training Costs	17		\$ 3,370.80	\$ 60,741.82	
3. Package Program Costs					
4. Other (Mission Option)					
B. ALLOWANCES	17				\$ 61,096.98
1. Maintenance Advance	17		\$ 2,109.12	\$ 37,289.24	
2. Living/Maintenance					
3. Per Diem	17	15	\$ 70.30	\$ 18,644.62	
4. Books & Equipment	17	2	\$ 64.89	\$ 1,147.36	
5. Book Shipment	17		\$ 64.89	\$ 1,147.36	
6. Typing (papers) - Academic Only					
7. Thesis - Academic Only					
8. Doctoral Dissertation - Academic					
9. Professional Membership					
10. Other (Mission Option) medical etc	17		\$ 162.24	\$ 2,868.40	

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
 Training Cost Analysis (TCA)

** SEE "Instructions: Budget Estimate Worksheet" **

[] ACADEMIC
 [X] TECHNICAL

PROJECT NUMBER	COMMENTS
xxx-xxxx.	

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
C. Travel	17				\$ 17,210.42
1. International	17		\$ 865.28	\$ 15,298.15	
2. Local	17		\$ 108.16	\$ 1,912.27	
3. Other (Mission Option)					
D. Insurances	17				\$ 1,300.34
1. HAC for U.S.	17	2	\$ 36.77	\$ 1,300.34	
2. Required by Institution					
3. Other (Mission Option)					
E. Supplemental Activities	17				\$ 25,146.33
1. ELT, In-Country					
2. ELT, U.S.					
3. Academic Up-Grade					
4. Reception Services	17		\$ 16.22	\$ 286.84	
5. WIC Orientation					
6. Other Orientation	17		\$ 108.16	\$ 1,912.27	
7. Interpreters/Escorts	17		\$ 594.88	\$ 10,517.48	
8. Internship/Cooperative					
9. Enrichment Program	17		\$ 162.24	\$ 2,868.40	

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

ACADEMIC
 TECHNICAL

PROJECT NUMBER	COMMENTS
xxx-xxxx.	

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
10. Mid-Winter Community Seminars					
11. Follow-Up/Career Development	17		\$ 10,341.54	\$ 9,561.34	
12. Other (Mission Option)					

TOTAL PARTICIPANT COSTS (A + B + C + D + E) =

\$ 165,495.99

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

BUDGET ESTIMATE WORKSHEET: Summary
 Training Cost Analysis (TCA)
 ** SEE "Instructions: Budget Estimate Worksheet - Summary" **

ACADEMIC
 TECHNICAL

PROJECT TITLE HAITI PEACE SCHOLARSHIPS	PROJECT NUMBER xxx-xxxx.	PROJECT YEAR 1 Of 7.0 Years
PROJECT WRITER JOHN GILLIES	PARTICIPANT MONTHS PROJECTED: (THIS YEAR) 72	DATE BUDGET PREPARED: 03/20/1990

COMMENTS:

I. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES/TRAINING ACTIVITIES	ACADEMIC TRAINING	TECHNICAL TRAINING	LINE TOTAL
	Number of Participants	Item Cost	Number of Participants
A. Education/Training Cost			36 \$ 86,400.00 \$ 86,400.00
1. Tuition/Fees			
2. Training Costs			36 \$ 86,400.00 \$ 86,400.00
3. Package Program Costs			
4. Other (Mission Option)			
B. ALLOWANCES			36 \$115,020.00 \$ 115,020.00
1. Maintenance Advance			36 \$ 70,200.00 \$ 70,200.00
2. Living/Maintenance			
3. Per Diem			36 \$ 35,100.00 \$ 35,100.00
4. Books & Equipment			36 \$ 2,160.00 \$ 2,160.00
5. Book Shipment			36 \$ 2,160.00 \$ 2,160.00
6. Typing (papers) - Academic Only			
7. Thesis - Academic Only			
8. Doctoral Dissertation - Academic			
9. Professional Membership			
10. Other (Mission Option)			36 \$ 5,400.00 \$ 5,400.00

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Summary
 Training Cost Analysis (TCA)
 ** SEE "Instructions: Budget Estimate Worksheet - Summary" **

[] ACADEMIC
 [X] TECHNICAL

PROJECT NUMBER : COMMENTS
 xxx-xxxx.

I. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES/TRAINING ACTIVITIES	ACADEMIC	TRAINING	TECHNICAL	TRAINING	LINE TOTAL
	Number of Participants	Item Cost	Number of Participants	Item Cost	
C. Travel			36	\$ 32,400.00	\$ 32,400.00
1. International			36	\$ 28,800.00	\$ 28,800.00
2. Local			36	\$ 3,600.00	\$ 3,600.00
3. Other (Mission Option)					
D. Insurances			36	\$ 2,448.00	\$ 2,448.00
1. HAC for U.S.			36	\$ 2,448.00	\$ 2,448.00
2. Required by Institution					
3. Other (Mission Option)					
E. Supplemental Activities			36	\$ 43,020.00	\$ 43,020.00
1. ELT, In-Country					
2. ELT, U.S.					
3. Academic Up-Grade					
4. Reception Services			36	\$ 540.00	\$ 540.00
5. WIC Orientation					
6. Other Orientation			36	\$ 3,600.00	\$ 3,600.00
7. Interpreters/Escorts			36	\$ 17,280.00	\$ 17,280.00
8. Internship/Cooperative					
9. Enrichment Program			36	\$ 3,600.00	\$ 3,600.00

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

BUDGET ESTIMATE WORKSHEET: Summary
 Training Cost Analysis (TCA)
 ** SEE "Instructions: Budget Estimate Worksheet - Summary" **

() ACADEMIC
 (X) TECHNICAL

PROJECT NUMBER	COMMENTS
xxx-xxxx.	

I. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES/TRAINING ACTIVITIES	ACADEMIC	TRAINING	TECHNICAL	TRAINING	LINE TOTAL
	Number of Participants	Item Cost	Number of Participants	Item Cost	
10. Mid-Winter Community Seminars					
11. Follow-Up/Career Development			36	\$ 18,000.00	\$ 18,000.00
12. Other (Mission Option)					

TOTAL PARTICIPANT COSTS (A + B + C + D + E) = \$ 277,258.00

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Summary
 Training Cost Analysis (TCA)
 ** SEE "Instructions: Budget Estimate Worksheet - Summary" **

(X) ACADEMIC
 (X) TECHNICAL

PROJECT TITLE HAITI PEACE SCHOLARSHIPS	PROJECT NUMBER xxx-xxxx.	PROJECT YEAR 2 Of 7.0 Years
PROJECT WRITER JOHN GILLIES	PARTICIPANT MONTHS PROJECTED: (THIS YEAR) 100	DATE BUDGET PREPARED: 03/20/1990

COMMENTS:

I. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES/TRAINING ACTIVITIES	ACADEMIC Number of Participants	TRAINING Item Cost	TECHNICAL Number of Participants	TRAINING Item Cost	LINE TOTAL
A. Education/Training Cost	5	\$ 10,600.00	35	\$120,840.00	\$ 131,440.00
1. Tuition/Fees	5	\$ 10,600.00			\$ 10,600.00
2. Training Costs			35	\$120,840.00	\$ 120,840.00
3. Package Program Costs					
4. Other (Mission Option)					
B. ALLOWANCES	5	\$ 34,944.00	35	\$116,298.00	\$ 151,242.00
1. Maintenance Advance	5	\$ 10,140.00	35	\$ 70,980.00	\$ 81,120.00
2. Living/Maintenance	5	\$ 18,590.00			\$ 18,590.00
3. Per Diem	5	\$ 2,366.00	35	\$ 35,490.00	\$ 37,856.00
4. Books & Equipaent	5	\$ 2,029.00	35	\$ 2,184.00	\$ 4,212.00
5. Book Shipaent			35	\$ 2,184.00	\$ 2,184.00
6. Typing (papers) - Academic Only	5	\$ 1,040.00			\$ 1,040.00
7. Thesis - Academic Only					
8. Doctoral Dissertation - Academic					
9. Professional Membership					
10. Other (Mission Option)	5	\$ 780.00	35	\$ 5,460.00	\$ 6,240.00

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

BUDGET ESTIMATE WORKSHEET: Summary
Training Cost Analysis (TCA)
**** SEE "Instructions: Budget Estimate Worksheet - Summary" ****

ACADEMIC
 TECHNICAL

PROJECT NUMBER : COMMENTS
 xxx-xxxx.

I. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES/TRAINING ACTIVITIES	ACADEMIC		TECHNICAL		LINE TOTAL
	Number of Participants	TRAINING Item Cost	Number of Participants	TRAINING Item Cost	
C. Travel	5	\$ 4,940.00	35	\$ 32,760.00	\$ 37,700.00
1. International	5	\$ 4,160.00	35	\$ 29,120.00	\$ 33,280.00
2. Local	5	\$ 780.00	35	\$ 3,640.00	\$ 4,420.00
3. Other (Mission Option)					
D. Insurances	5	\$ 1,060.80	35	\$ 2,475.20	\$ 3,536.00
1. HAC for U.S.	5	\$ 1,060.80	35	\$ 2,475.20	\$ 3,536.00
2. Required by Institution					
3. Other (Mission Option)					
E. Supplemental Activities	5	\$ 5,694.00	35	\$ 47,585.20	\$ 53,279.20
1. ELT, In-Country					
2. ELT, U.S.	5	\$ 4,160.00			\$ 4,160.00
3. Academic Up-Grade					
4. Reception Services	5	\$ 78.00	17	\$ 265.20	\$ 343.20
5. WIC Orientation					
6. Other Orientation	5	\$ 1,196.00	35	\$ 3,640.00	\$ 4,836.00
7. Interpreters/Escorts			35	\$ 20,956.00	\$ 20,956.00
8. Internship/Cooperative					
9. Enrichment Program	5	\$ 260.00	35	\$ 4,524.00	\$ 4,784.00

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Summary
 Training Cost Analysis (TCA)
 ** SEE "Instructions: Budget Estimate Worksheet - Summary" **

(X) ACADEMIC
 (X) TECHNICAL

PROJECT NUMBER xxx-xxxx.	COMMENTS

I. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES/TRAINING ACTIVITIES	ACADEMIC	TRAINING	TECHNICAL	TRAINING	LINE TOTAL
	Number of Participants	Item Cost	Number of Participants	Item Cost	
10. Mid-Winter Community Seminars					
11. Follow-Up/Career Development			35	\$ 18,200.00	\$ 18,200.00
12. Other (Mission Option)					

TOTAL PARTICIPANT COSTS (A + B + C + D + E) = \$ 377,197.20

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Summary
 Training Cost Analysis (TCA)
 ** SEE "Instructions: Budget Estimate Worksheet - Summary" **

[X] ACADEMIC
 [X] TECHNICAL

PROJECT TITLE HAITI PEACE SCHOLARSHIPS	PROJECT NUMBER xxx-xxxx.	PROJECT YEAR 3 Of 7.0 Years
PROJECT WRITER JOHN GILLIES	PARTICIPANT MONTHS PROJECTED: (THIS YEAR) 212	DATE BUDGET PREPARED: 03/20/1990

COMMENTS:

I. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES/TRAINING ACTIVITIES	ACADEMIC	TRAINING	TECHNICAL	TRAINING	LINE TOTAL
	Number of Participants	Item Cost	Number of Participants	Item Cost	
A. Education/Training Cost	14	\$ 51,123.80	49	\$147,034.30	\$ 198,158.10
1. Tuition/Fees	19	\$ 51,123.80			\$ 51,123.80
2. Training Costs			49	\$147,034.30	\$ 147,034.30
3. Package Program Costs					
4. Other (Mission Option)					
B. ALLOWANCES	14	\$120,419.94	49	\$171,679.76	\$ 292,099.70
1. Maintenance Advance	9	\$ 18,982.08	49	\$104,781.08	\$ 123,763.16
2. Living/Maintenance	14	\$ 81,201.12			\$ 81,201.12
3. Per Diem	10	\$ 7,733.44	49	\$ 52,390.54	\$ 60,123.98
4. Books & Equipment	14	\$ 8,014.66	49	\$ 3,224.03	\$ 11,238.69
5. Book Shipment	5	\$ 674.92	49	\$ 3,224.03	\$ 3,898.95
6. Typing (papers) - Academic Only	14	\$ 3,028.48			\$ 3,028.48
7. Thesis - Academic Only	5	\$ 1,687.30			\$ 1,687.30
8. Doctoral Dissertation - Academic					
9. Professional Membership	5	\$ 1,265.47			\$ 1,265.47
10. Other (Mission Option)	9	\$ 1,460.16	49	\$ 8,060.08	\$ 9,520.24

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Summary
 Training Cost Analysis (TCA)
 ** SEE "Instructions: Budget Estimate Worksheet - Summary" **

(X) ACADEMIC
 (X) TECHNICAL

PROJECT NUMBER	COMMENTS
xxx-xxxx.	

I. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES/TRAINING ACTIVITIES	ACADEMIC		TECHNICAL		LINE TOTAL
	Number of Participants	Item Cost	Number of Participants	Item Cost	
C. Travel	14	\$ 9,409.92	49	\$ 48,360.50	\$ 57,770.42
1. International	9	\$ 7,787.52	49	\$ 42,987.11	\$ 50,774.63
2. Local	10	\$ 1,622.40	49	\$ 5,373.39	\$ 6,995.79
3. Other (Mission Option)					
D. Insurances	14	\$ 4,192.28	49	\$ 3,653.90	\$ 7,846.18
1. HAC for U.S.	14	\$ 4,192.28	49	\$ 3,653.90	\$ 7,846.18
2. Required by Institution					
3. Other (Mission Option)					
E. Supplemental Activities	14	\$ 27,532.13	49	\$ 66,506.72	\$ 94,038.85
1. ELT, In-Country	4	\$ 8,652.80			\$ 8,652.80
2. ELT, U.S.	9	\$ 7,787.52			\$ 7,787.52
3. Academic Up-Grade	4	\$ 6,056.96			\$ 6,056.96
4. Reception Services	9	\$ 578.66	49	\$ 806.01	\$ 1,384.67
5. WIC Orientation					
6. Other Orientation	9	\$ 1,806.27	49	\$ 5,373.39	\$ 7,179.66
7. Interpreters/Escorts			49	\$ 27,130.86	\$ 27,130.86
8. Internship/Cooperative					
9. Enrichment Program	14	\$ 757.12	49	\$ 6,329.52	\$ 7,086.64

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

BUDGET ESTIMATE WORKSHEET: Summary
 Training Cost Analysis (TCA)
 ** SEE "Instructions: Budget Estimate Worksheet - Summary" **

(X) ACADEMIC
 (X) TECHNICAL

PROJECT NUMBER xxxx-xxxx.	COMMENTS

I. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES/TRAINING ACTIVITIES	ACADEMIC	TRAINING	TECHNICAL	TRAINING	LINE TOTAL
	Number of Participants	Item Cost	Number of Participants	Item Cost	
10. Mid-Winter Community Seminars	5	\$ 1,892.80			\$ 1,892.80
11. Follow-Up/Career Development	5	\$ 2,812.16	49	\$ 26,866.94	\$ 29,679.10
12. Other (Mission Option)					

TOTAL PARTICIPANT COSTS (A + B + C + D + E) = \$ 649,913.25

\$ Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Summary
 Training Cost Analysis (TCA)
 ** SEE "Instructions: Budget Estimate Worksheet - Summary" **

(X) ACADEMIC
 (X) TECHNICAL

PROJECT TITLE HAITI PEACE SCHOLARSHIPS	PROJECT NUMBER xxx-xxxx.	PROJECT YEAR 4 Of 7.0 Years
PROJECT WRITER JOHN GILLIES	PARTICIPANT MONTHS PROJECTED (THIS YEAR) 184	DATE BUDGET PREPARED 03/20/1990

COMMENTS:

I. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES/TRAINING ACTIVITIES	ACADEMIC		TECHNICAL		LINE TOTAL
	Number of Participants	Item Cost	Number of Participants	Item Cost	
A. Education/Training Cost	9	\$ 58,955.30	19	\$ 90,517.22	\$ 149,472.52
1. Tuition/Fees	18	\$ 58,955.30			\$ 58,955.30
2. Training Costs			19	\$ 90,517.22	\$ 90,517.22
3. Package Program Costs					
4. Other (Mission Option)					
B. ALLOWANCES	9	\$106,653.98	19	\$105,900.31	\$ 212,554.29
1. Maintenance Advance			19	\$ 41,676.21	\$ 41,676.21
2. Living/Maintenance	9	\$ 86,862.00	19	\$ 45,843.83	\$ 132,705.83
3. Per Diem	9	\$ 9,870.68	19	\$ 13,892.07	\$ 23,762.75
4. Books & Equipment	9	\$ 7,896.55	19	\$ 1,282.34	\$ 9,178.89
5. Book Shipment	5	\$ 701.92			\$ 701.92
6. Typing (papers) - Academic Only	9	\$ 2,024.75			\$ 2,024.75
7. Thesis - Academic Only	5	\$ 1,754.79			\$ 1,754.79
8. Doctoral Dissertation - Academic					
9. Professional Mastership	5	\$ 1,316.09			\$ 1,316.09
10. Other (Mission Option)			19	\$ 3,205.86	\$ 3,205.86

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Summary
 Training Cost Analysis (TCA)
 ** SEE "Instructions: Budget Estimate Worksheet - Summary" **

[X] ACADEMIC
 [X] TECHNICAL

PROJECT NUMBER :
 xxx-xxxx. COMMENTS :

I. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES/TRAINING ACTIVITIES	ACADEMIC		TRAINING		TECHNICAL		LINE TOTAL
	Number of Participants	Item Cost	Number of Participants	Item Cost	Number of Participants	Item Cost	
C. Travel	9	\$ 1,518.57	19	\$ 19,235.17			\$ 20,753.74
1. International			19	\$ 17,097.93			\$ 17,097.93
2. Local	9	\$ 1,518.57	19	\$ 2,137.24			\$ 3,655.81
3. Other (Mission Option)							
D. Insurances	9	\$ 4,130.50	19	\$ 2,906.65			\$ 7,037.15
1. HAC for U.S.	9	\$ 4,130.50	19	\$ 2,906.65			\$ 7,037.15
2. Required by Institution							
3. Other (Mission Option)							
E. Supplemental Activities	9	\$ 4,049.51	19	\$ 38,149.76			\$ 42,199.27
1. ELT, In-Country			19	\$ 26,715.52			\$ 26,715.52
2. ELT, U.S.							
3. Academic Up-Grade							
4. Reception Services			19	\$ 320.59			\$ 320.59
5. WIC Orientation							
6. Other Orientation			19	\$ 4,701.93			\$ 4,701.93
7. Interpreters/Escorts							
8. Internship/Cooperative							
9. Enrichment Program	9	\$ 506.19	19	\$ 6,411.72			\$ 6,917.91

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

BUDGET ESTIMATE WORKSHEET: Summary
 Training Cost Analysis (TCA)
 ** SEE "Instructions: Budget Estimate Worksheet - Summary" **

(X) ACADEMIC
 (X) TECHNICAL

PROJECT NUMBER : COMMENTS
 xxx-xxxx.

I. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES/TRAINING ACTIVITIES	ACADEMIC TRAINING		TECHNICAL TRAINING		LINE TOTAL
	Number of Participants	Item Cost	Number of Participants	Item Cost	
10. Mid-Winter Community Seminars	9	\$ 3,543.32			\$ 3,543.32
11. Follow-Up/Career Development	5	\$ 2,924.65			\$ 2,924.65
12. Other (Mission Option)					
TOTAL PARTICIPANT COSTS (A + B + C + D + E) =					\$ 432,016.97

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Summary
 Training Cost Analysis (TCA)
 ** SEE "Instructions: Budget Estimate Worksheet - Summary" **

(X) ACADEMIC
 (X) TECHNICAL

PROJECT TITLE : PROJECT NUMBER : PROJECT YEAR
 HAITI PEACE SCHOLARSHIPS : xxx-xxxx. : 5 Of 7.0 Years
 PROJECT WRITER : PARTICIPANT MONTHS PROJECTED: DATE BUDGET PREPARED:
 JOHN GILLIES : (THIS YEAR) 127 : 03/20/1990

COMMENTS:

I. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES/TRAINING ACTIVITIES	ACADEMIC	TRAINING	TECHNICAL	TRAINING	LINE TOTAL
	Number of Participants	Item Cost	Number of Participants	Item Cost	
A. Education/Training Cost	4	\$ 17,674.68	19	\$ 95,948.25	\$ 113,622.93
1. Tuition/Fees	8	\$ 17,674.68			\$ 17,674.68
2. Training Costs			19	\$ 95,948.25	\$ 95,948.25
3. Package Program Costs					
4. Other (Mission Option)					
B. ALLOWANCES	4	\$ 35,282.93	19	\$ 96,577.67	\$ 131,860.60
1. Maintenance Advance					
2. Living/Maintenance	4	\$ 26,766.36	19	\$ 79,462.64	\$ 106,229.00
3. Per Diem	4	\$ 2,129.14	19	\$ 14,447.75	\$ 16,576.89
4. Books & Equipment	4	\$ 2,433.31	19	\$ 1,333.64	\$ 3,766.95
5. Book Shipment	4	\$ 561.53	19	\$ 1,333.64	\$ 1,895.17
6. Typing (papers) - Academic Only	4	\$ 935.89			\$ 935.89
7. Thesis - Academic Only	4	\$ 1,403.83			\$ 1,403.83
8. Doctoral Dissertation - Academic					
9. Professional Membership	4	\$ 1,052.87			\$ 1,052.87
10. Other (Mission Option)					

† Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

alt

BUDGET ESTIMATE WORKSHEET: Summary
Training Cost Analysis (TCA)
!! SEE "Instructions: Budget Estimate Worksheet - Summary" !!

(X) ACADEMIC
(X) TECHNICAL

PROJECT NUMBER : COMMENTS
xxx-xxxx.

I. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES/TRAINING ACTIVITIES	ACADEMIC Number of Participants	TRAINING Item Cost	TECHNICAL Number of Participants	TRAINING Item Cost	LINE TOTAL
C. Travel	4	\$ 701.92	19	\$ 2,222.73	\$ 2,924.65
1. International					
2. Local	4	\$ 701.92	19	\$ 2,222.73	\$ 2,924.65
3. Other (Mission Option)					
D. Insurances	4	\$ 1,272.81	19	\$ 3,778.64	\$ 5,051.45
1. HAC for U.S.	4	\$ 1,272.81	19	\$ 3,778.64	\$ 5,051.45
2. Required by Institution					
3. Other (Mission Option)					
E. Supplemental Activities	4	\$ 3,041.64	19	\$ 11,113.66	\$ 14,155.30
1. ELT, In-Country					
2. ELT, U.S.					
3. Academic Up-Grade					
4. Reception Services					
5. WIC Orientation					
6. Other Orientation					
7. Interpreters/Escorts					
8. Internship/Cooperative					
9. Enrichment Program	4	\$ 701.92			\$ 701.92

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Summary
 Training Cost Analysis (TCA)
 ** SEE "Instructions: Budget Estimate Worksheet - Summary" **

ACADEMIC
 TECHNICAL

PROJECT NUMBER :
 xxx-xxxx. COMMENTS :

I. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES/TRAINING ACTIVITIES	ACADEMIC	TRAINING	TECHNICAL	TRAINING	LINE TOTAL
	Number of Participants	Item Cost	Number of Participants	Item Cost	
10. Mid-Winter Community Seminars					
11. Follow-Up/Career Development	4	\$ 2,339.72	19	\$ 11,113.66	\$ 13,453.38
12. Other (Mission Option)					
TOTAL PARTICIPANT COSTS (A + B + C + D + E) =					\$ 267,614.93

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Summary
 Training Cost Analysis (TCA)

ACADEMIC
 TECHNICAL

PROJECT TITLE
 HAITI PEACE SCHOLARSHIPS

PROJECT NUMBER
 xxx-xxxx.

COMMENTS:

II. ADMINISTRATIVE COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES:	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
II.F. Administrative Costs	\$ 15,120	\$ 21,000	\$ 44,520	\$ 38,640	\$ 26,670
1. Salaries (Total)					
a. Professional					
i. U.S.					
ii. Field					
b. Support Staff					
i. U.S.					
ii. Field					
2. Fringe Benefits					
3. Travel (Total)					
a. International					
b. Local					
4. Consultant Fees (Total)					
a. United States					
b. Field					
5. Equipment					
6. Sub-Contracts					
7. Indirect Costs					
8. Other (Mission Option)					
TOTAL PARTICIPANT COSTS (A+B+C+D+E+F)=	\$ 294,408	\$ 398,197	\$ 694,433	\$ 470,656	\$ 294,284

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BUDGET ESTIMATE WORKSHEET: Summary
 Training Cost Analysis (TCA)

ACADEMIC
 TECHNICAL

PROJECT TITLE
 HAITI PEACE SCHOLARSHIPS

PROJECT NUMBER
 XXX-XXXX.

COMMENTS:

II. ADMINISTRATIVE COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES:	YEAR 6	YEAR 7	YEAR 8	YEAR 9	YEAR 10	TOTAL
II.F. Administrative Costs						\$ 145,950
1. Salaries (Total)						
a. Professional						
i. U.S.						
ii. Field						
b. Support Staff						
i. U.S.						
ii. Field						
2. Fringe Benefits						
3. Travel (Total)						
a. International						
b. Local						
4. Consultant Fees (Total)						
a. United States						
b. Field						
5. Equipment						
6. Sub-Contracts						
7. Indirect Costs						
8. Other (Mission Option)						
TOTAL PARTICIPANT COSTS (A+B+C+D+E+F)=						\$ 2,151,980

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CLASP II Impact Evaluation: Insights
From a Conference
(Included -- CLASP II Model Project Paper)

ANNEX I

Initial Environmental Examination (IIE)
(Included in the CLASP II Regional PID)

Detailed Budget Estimates

ANNEX J

Page 1 of 3 Pages

Short term participant budgets

The basic costs for short term groups are as follows:

Fees	2400
Pre program costs (medical etc)	150
Allowances	
Advance	1950
Per diem 65 for 15 days	975
Books	120
Travel	900
HAC (monthly)	34
reception services	15
Orientation (in country costs)	100
Interpreter/escort (costs divided by number of people in group)	480
Experience America (extra costs)	100
Follow on (alumni association and seminars)	500
U.S. administrative costs (per month, per participant)	210

Some groups are smaller and have accordingly higher estimated costs: agriculture groups have estimated fees of \$3,000 and estimated cost of interpreter/escorts of \$550. The democracy groups, including the journalists, have estimated fees of \$3,500 and escort costs of \$600.

Long-term participant budgets

The average long term technical program is estimated at 9 months, with up to 4 months of in country ELT.

Fees	4,000
Maintenance	
Advance	1,950
Monthly rate	715
Per diem for 10 days	650
Per departure allowance (medical and passport)	150
HAC (monthly)	34
Travel	900
In-country ELT	1,250
Orientation (in country and US)	220
reception	15
Enrichment activities (EA)	300
Follow-on	500
U.S. administrative costs (per month, per participant)	210

Academic budgets

Two types of long term academic participants are planned. The health programs will be MPH degrees, which will last an estimated 18 months and have up to two months of ELT in the US. It is assumed that the candidates for these programs will not need more preparatory training than that. The other four MS level participants are assumed to need 8 months of in country ELT and remedial education, 2 months of ELT in the US, and 24 months of academic studies in the US.

Basic academic budget for MPH candidates

Tuition	
Semester fee	2,000
summer fee	1,500
Maintenance	
Advance	1,950
Monthly living allowance	715
Per diem for 21 days	1,365
Books (monthly)	65
Books shipping (one time)	120
Professional memberships (3 yrs)	225
Pre departure expenses (medical etc)	150
Typing	200
Thesis preparation	300
Travel (Intl 800, US 300)	1,100
Orientation (Haiti and US)	230
ELT (US)	800
Reception (US)	15
Enrichment activities	100
Mid winter seminars	350
Follow-on activities	500
U.S. administrative costs (per month, per participant)	210

The 24 month MS students will have higher costs because of the longer term program and because of the following additional costs:

In-country ELT	2,000
In-country academic remediation	1,400

In-country Contracts

In-country orientation is budgeted at \$100 per participant, which allows for \$2,000 for a group of 20 participants. This is for any additional effort beyond the presentations by the training office and PSC.

Follow-on program costs are based on the Controller Office's estimates for support of an alumni association and for three day training seminars (based on HRDC costs). A follow-on budget of \$500 for each participant includes \$220 for seminar costs and \$280 for support for the alumni association. The total follow-on budget is \$82,257, of which \$40,000 is for seminars and \$42,257 is for the alumni association.

The PSC position is budgeted at \$35,000 per year for four years plus an additional \$5,000 each year for expenses of recruitment, orientation, etc.