

PDKAU 080

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

June 28, 1990

ACTION MEMORANDUM TO THE DIRECTOR

FROM: Deborah Kennedy, PRJ *D Kennedy*

SUBJECT: Authorization of the El Salvador Caribbean and Latin American  
Scholarship Program II (CLASP II), USAID  
Project No. 519-0361.

ACTION REQUESTED: Your approval is required to authorize the El  
Salvador Caribbean and Latin American Scholarship Program II (CLASP II)  
Project No. 519-0361.

BACKGROUND: The subject Project, developed under the regional  
Caribbean and Latin American Scholarship Project (CLASP II, 518-0661 and  
597-0044) complements efforts of the Mission and the Government of El  
Salvador to develop the human resource base in order to strengthen the  
foundations of the country's nascent democracy and to promote social and  
economic development. The goal of the Project is to promote  
broad-based economic and social development in El Salvador by encouraging  
and strengthening free enterprise and democratic pluralism in El  
Salvador. The purpose of the Project is to equip a broad base of  
leaders and potential leaders with technical skills, training, and  
academic education and an appreciation of the working of a free  
enterprise economy in a democratic society. Over the five-year life of  
the Project, a total of \$28.5 million in ESF funds will be required to  
achieve the Project's LOP targets of 1,250 short-term and 330 long-term  
Scholars. Individuals whose leadership positions or potential lend  
themselves to high multiplier effects of training will be targetted for  
the Peace Scholarships under CLASP II.

CLASP II training will stress leadership development and will consist of  
short- and long-term technical training, academic training, and exposure  
to U.S. culture, society, and democratic system. Project resources will  
finance the training of approximately 1,500 Salvadorans in technical and  
academic areas, expose them to the U.S., and assist these individuals in  
effectively transmitting CLASP II experience upon return to their  
communities. The latter will be accomplished by the establishment of a  
resource center, a job placement program, active alumni associations and  
other follow-on activities to be financed under the Project. There

will also be indirect beneficiaries, as communities and the nation as a whole will benefit when the Peace Scholars return and pass on their newly acquired skills and knowledge, and become more involved in social and economic development activities.

DISCUSSION: The Mission review of the CLASP Project Paper for El Salvador was held on May 15, 1990, and chaired by the Deputy Director. Three principal issues were discussed — the selected groups of trainees for targetting, particularly in the first year, the role of the CLASP Commission, and the feasibility of the proposed first year training plan. The resolution of these issues is discussed below:

1. Target Groups: The target groups selected for training in the first eighteen months of the Project have been modified, in accordance with the consensus of the meeting, to reflect greater emphasis on new participants and "non-traditional" groups. Specifically, the target groups for this period are: mass communicators, youth leaders (including boy and girl scouts leaders, members of various youth service organizations such as the Red Cross), representatives of employee and professional associations and labor unions, justices of peace, and environmental promoters and leaders.
2. CLASP Commission: The functions of the CLASP Commission, which will be composed of a small group of Salvadorans, have been broadened to include not only participation in the selection process for long term scholars, but also a participatory role in the orientation and follow-on programs. The possibility of this CLASP Commission facilitating the establishment of a locally financed scholarship program or other similar activity after the termination of the CLASP II Program is also noted.
3. Feasibility of First Year Training Plan: The Committee decided that the first year targets of 65 long term and 245 short term was unrealistic, given the need to simultaneously program the remaining 200 or so CAPS Scholars, plus oversee their follow-on programs. Accordingly, the time frame for the first year class of CLASP II Scholars was extended to eighteen months.

Following resolution of these issues, the Review Committee recommended authorization of the Project Paper.

**JUSTIFICATION:** State 343820 dated October 26, 1989 delegates authority to the Mission to authorize the El Salvador Project Paper, subject to AID/W review of the Social Institutional Framework. LAC/DR, in State 408354 dated December 26, 1989, concurred with the El Salvador Social Institutional Framework and provided comments, which were to be clarified and incorporated before Project authorization, involving project strategy on priority groups to be selected during the first year of the Program, and relationship with other Mission bilateral and centrally funded projects. The Project Paper incorporates LAC/DR comments.

**RECOMMENDATION:** That you approve this Project Paper by signing the attached Project Authorization and the facesheet of the El Salvador Caribbean and Latin American Scholarship Program II (CLASP II) Project Paper, No. 519-0361.

APPROVED Richard K. Archi  
DISAPPROVED \_\_\_\_\_  
DATE 7-2-1990

Drafted: NVelásquez-Castro, PRJ  
Cleared: PPlayne, OET PPL Date 6-28-90  
TMcKee, DPP TMK Date 6/28/90  
LMcGhee, CO LMC Date 6/28/90  
DFranklin, CONT DF Date 6/29/90  
JHeard, AMDO JH Date 6/30/90  
RArchi, DBIR RA Date \_\_\_\_\_

52188

NO ADDITIONAL FUNDS REQUIRED

[Signature] 6/28/90  
Signature Date

OF THE CONT...

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

PROJECT AUTHORIZATION

Name of Country: El Salvador  
Name of Project: Caribbean and Latin American  
Scholarship Program II (CLASP II)  
El Salvador Peace Scholarship  
Program  
Number of Project: 519-0361

1. Pursuant to Sections 105 and 531 of the Foreign Assistance Act of 1961, as amended, I hereby authorize the Caribbean and Latin American Scholarship Program II for El Salvador, and involving planned obligations of not to exceed Twenty Eight Million and Five Hundred Thousand United States Dollars (\$28,500,000) in Grant funds over a five (5) year period from the date of authorization, subject to the availability of funds in accordance with the A.I.D. OYB/allotment process and administrative approvals, to help in financing the foreign exchange costs of the Project. The planned life of the Project is five years from the date of the initial obligation.

2. The Project consists of technical and financial support to establish and carry out activities to: a) equip a broad base of leaders and potential leaders in El Salvador with technical skills, training, and academic education and an appreciation and understanding of the workings of a free enterprise economy in a democratic society.

3. The contract, which will be negotiated and executed by the officer to whom such authority is delegated in accordance with A.I.D. regulations and Delegations of Authority, shall be subject to the following terms and conditions, together with other terms and conditions as A.I.D. may deem appropriate.

a. Source and Origin of Commodities, Nationality of Services

Commodities financed by A.I.D. under the Project shall have their source and origin in the United States, or in El Salvador or other member countries of the Central American Common Market, except as A.I.D. may otherwise agree in writing. Except for ocean shipping, the suppliers of commodities or services shall have the United States, El Salvador, or other member countries of the Central American Common Market as their place of nationality, except as A.I.D. may otherwise agree in writing. Ocean shipping financed by A.I.D. under the Project shall, except as A.I.D. may otherwise agree in writing, be financed only on flag vessels of the United States.

b. Special Provisions

The following special provisions will be included in the contract upon award:

1. Title to Property. Title to all property purchased under the contract shall be vested in the U.S. Government, except as A.I.D. may otherwise agree in writing upon at the end of the Project.

2. Authorized Geographic Code. The authorized geographic codes for the procurement of goods and services under the contract shall be 000, El Salvador, and other member countries of the Central American Common Market, with the exception of Air Travel which is covered under FAR 52-244-63, Preference for U.S. Flag Air Carriers (April 1984).

c. General Provisions and Other Conditions

General provisions and other terms and conditions will be set forth in the Request for Proposals (RFP) and the contract to be awarded in accordance with Federal and A.I.D. Acquisition Regulations (FAR and AIDAR).

  
Henry H. Bassford  
Director  
USAID/El Salvador

7-2-1990  
Date

Drafted by:	NVelásquez-Castro, PRJ		
Cleared by:	DKennedy, PRJ	<u>DK</u>	Date <u>6/17/90</u>
	PPlayne, OET	<u>PK</u>	Date <u>6/25/90</u>
	IMcGhee, CO	<u>IMC</u>	Date <u>6/28/90</u>
	TMcKee, DPP	<u>TM</u>	Date <u>6/28/90</u>
	DFranklin, CONT	<u>DF</u>	Date <u>6/29/90</u>
	JHeard, AMDO	<u>JH</u>	Date <u>6/30/90</u>
	RArchi, EDIR		Date _____

PROJECT DATA SHEET

1. TRANSACTION CODE

A  
 A\* Add  
 C\* Change  
 D\* Delete

Amendment Number

DOCUMENT CODE  
3

COUNTRY/ENTITY  
EL SALVADOR

3. PROJECT NUMBER  
519-0361

4. BUREAU/OFFICE  
Latin America and the Caribbean (LAC)

5. PROJECT TITLE (maximum 40 characters)  
Caribbean and Latin American Scholarship Program II (CLASP II)

6. PROJECT ASSISTANCE COMPLETION DATE (FACD)

MM DD YY  
017 | 115 | 917

7. ESTIMATED DATE OF OBLIGATION  
(Under "B" know, enter 1, 2, 3, or 4)

A. Initial FY 910 B. Quarter 4 C. Final FY 914

8. COSTS / \$000 OR EQUIVALENT \$1 =

A. FUNDING SOURCE	FIRST FY			LIFE OF PROJECT		
	B. FX	C. L/C	D. Total	E. FX	F. L/C	G. Total
AD Appropriated Total						
(Grant)	5,000		5,000	28,500		28,500
(Loan)						
Other L						
U.S.						
Host Country						
Other Donors						
<b>TOTALS</b>	<b>5,000</b>		<b>5,000</b>	<b>28,500</b>		<b>28,500</b>

9. SCHEDULE OF AID FUNDING (\$000)

A. APPRO-PRY PRIATION/PURPOSE	B. PRIMARY TECH CODE	C. PRIMARY TECH CODE		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. Grant	2. Loan
(1) ESF	600	600		---	---	5,000	---	28,500	---
(2)									
(3)									
(4)									
<b>TOTALS</b>						<b>5,000</b>		<b>28,000</b>	

10. SECONDARY TECHNICAL CODES (maximum 6 codes of 3 positions each)  
690

11. SECONDARY PURPOSE CODE

12. SPECIAL CONCERNS CODES (maximum 7 codes of 4 positions each)

A. Code BR BU BW  
B. Amount

13. PROJECT PURPOSE (maximum 480 characters)

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.

14. SCHEDULED EVALUATIONS

MM YY MM YY MM YY  
Start 01 | 91 | 3 | 1 | 1 | Final 015 | 915 |

15. SOURCE/ORIGIN OF GOODS AND SERVICES

070  941  Local  Other (Specify) CACM

16. AMENDMENTS/NATURE OF CHANGE PROPOSED (This is page 1 of a \_\_\_\_\_ page PP. Amendment)

"I certify that the methods of payment and audit plan in compliance with the Payment Verification Policy."

*Douglas S. Franklin*  
Douglas S. Franklin  
Controller, USAID/El Salvador

17. APPROVED BY

Signature *Richard K. Aron* 7-2-90  
Title Henry H. Bassford  
Director, USAID/El Salvador  
Date Signed MM DD YY

18. DATE DOCUMENT RECEIVED IN ADD/M, OR FOR ADD/M DOCUMENTS, DATE OF DISTRIBUTION:

MM DD YY

PROJECT DATA SHEET

1. FACILITY CODE

A = Add  
C = Change  
D = Delete

Amendment Number

DOCUMENT CODE

3

2. COUNTRY/ENTITY  
EL SALVADOR

3. PROJECT NUMBER  
519-0361

4. BUREAU/OFFICE  
Latin America and the Caribbean (LAC) [5]

5. PROJECT TITLE (maximum 40 characters)  
Caribbean and Latin American Scholarship Program II (CLASP II)

6. PROJECT ASSISTANCE COMPLETION DATE (PACD)  
MM DD YY  
017 | 115 | 917

7. ESTIMATED DATE OF OBLIGATION (Under 3: 1. new, enter 1, 2 & or 4)  
A. Initial FY [910] B. Quarter [4] C. Final FY [914]

8. COSTS (\$000 OR EQUIVALENT \$) =

A. FUNDING SOURCE	FIRST FY			LIFE OF PROJECT		
	B. FX	C. L/C	D. Total	E. FX	F. L/C	G. Total
AID Appropriated Total						
(Grant)	( 5,000 )	( )	( 5,000 )	( 28,500 )	( )	( 28,500 )
(Loan)	( )	( )	( )	( )	( )	( )
Other						
U.S.						
Host Country						
Other Donor(s)						
<b>TOTAL'S</b>	<b>5,000</b>		<b>5,000</b>	<b>28,500</b>		<b>28,500</b>

9. SCHEDULE OF AID FUNDING (\$000)

A. APPROXIMATE RELATIONSHIP PURPOSE CODE	B. PRIMARY TECH CODE	C. PRIMARY TECH CODE		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. Grant	2. Loan
(1) ESF	600	600		---	---	5,000	---	28,500	
(2)									
(3)									
(4)									
<b>TOTALS</b>						<b>5,000</b>		<b>28,000</b>	

10. SECONDARY TECHNICAL CODES (maximum 8 codes of 3 positions each)  
690

11. SECONDARY PURPOSE CODE

12. SPECIAL CONCERNS CODES (maximum 7 codes of 4 positions each)  
A. Code BR BU BW B. Amount

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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.

14. SCHEDULED EVALUATIONS  
Initial MM YY | MM YY | Final MM YY  
017 | 115 | 917 | 015 | 915

15. SOURCE/ORIGIN OF GOODS AND SERVICES  
 Foreign  Local  Other (Specify) CACH

16. AMENDMENTS/NATURE OF CHANGE PROPOSED (This is page 1 of a \_\_\_\_\_ page PP. Amendment)

"I certify that the methods of payment and audit plan in compliance with the Payment Verification Policy."  
Douglas S. Franklin  
Controller, USAID/El Salvador

17. APPROVED BY  
Signature: [Signature]  
Title: Henry H. Bassford, Director, USAID/El Salvador  
Date Signed: MM DD YY

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

**CARIBBEAN AND LATIN AMERICAN SCHOLARSHIP PROGRAM (CLASP II)  
USAID/EL SALVADOR PROJECT PAPER  
NO/ 519-0361**

PROJECT DATA SHEET  
PROJECT AUTHORIZATION  
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## Acronyms

ADC	- Advanced Developing Countries
ADESCO	- Association for Community Development
AED	- Academy for Educational Development
A.I.D.	- U.S. Agency for International Development
ALIGU	- The American Language Institute Georgetown University
AMSS	- Salvadoran Association of Female Doctors
AMPS	- Association of Salvadoran Female Professors
AMJ	- Association of University Women
ANDES	- National Association of Salvadoran Educators
APSISA	- Association for the Promotion of Health Systems
APSP	- Andean Peace Scholarship Program
ARENA	- Nationalistic Republican Alliance Party
ASAPROSAR	- Salvadoran Association for the Promotion of Rural Health
ASI	- Salvadoran Association of Industrialists
BAFO	- Best and Final Offer
BFA	- Agricultural Development Bank
CA	- Central America
CAI	- Central American Initiative
CALMA	- Center for Promotion of Breastfeeding
CAPS	- Central American Peace Scholarships Program
CASP	- Central America Scholarship Program (Georgetown)
CASS	- Cooperative Association of States for Scholars
CASALCO	- Salvadoran Chambers of Construction Industries
CBSF	- Caribbean Basin Scholarship Program
CDIE	- Center for Development Information and Evaluation (AID/W)
CENTA	- National Center for Agrarian Transformation
CIS	- CLASP Information System
CLASP	- Caribbean and Latin American Peace Scholarships Program
COMURES	- Salvadoran Corporation of Municipalities
CONARA	- National Commission for Area Restoration
CSLA	- Consortium in Service to Latin America
CTP	- Country Training Plan
DA	- Development Assistance (A.I.D. funding account)
DIDECO	- Directorship for Community Development
EOFS	- End of Project Status
ENA	- National School of Agriculture
ESF	- Economic Support Fund (A.I.D. funding account)
ESL	- English as a Second Language
FEDECREDITO	- Federation for the Development of Credit Associations
FEPADE	- Private Foundation for Educational Development
FFA	- Future Farmers of America
FINATA	- Salvadoran Financing Agency for Agricultural Lands
FSN	- Foreign Service National
FUNDASAL	- Salvadoran Housing Foundation
FUNDASALWA	- Salvadoran Anti-Drug Foundation
FUSADES	- Salvadoran Foundation for Social and Economic Development
GAO	- U.S. General Accounting Office
GOES	- Government of El Salvador

HBCU	- Historically Black Colleges and Universities
IG	- A.I.D. Inspector General
IMP	- Marketing and Population Research Company, Inc.
INSAFOCOOP	- Salvadoran Institute for Cooperative Development
IPM	- Investigación de Población y Mercadeo
ISDEM	- Salvadoran Institute for Municipal Development
ISEP	- International Student Exchange Program (Georgetown)
ISSS	- Salvadoran Social Security Institute
ISTA	- Salvadoran Institute for Agrarian Transformation
IVP	- International Visitor Program
LAC	- Latin America and Caribbean Bureau (AID/W)
LAC/DR	- Latin America Bureau, Development Resources Office
LAC/DR/EST	- Education, Science and Technology Office in LAC/DR
LAC II	- LAC Regional Training Initiatives II Project
LCA	- Leadership Center of the Americas
LOP	- Life of Project
MEA	- Municipalities in Action Program
MSI	- Management Systems International
NAPA	- National Association of Partners of the Americas
NBCCA	- National Bipartisan Commission for Central America
OIT	- Office of International Training
OYB	- Operational Year Budget
PACD	- Project Assistance Completion Date
PIET	- Partners for International Education and Training
PIO/P	- Project Implementation Order/Participant Training
PFC	- Program and Policy Coordination Bureau (AID/W)
PROPEMI	- Small and Micro-enterprise Promotion Program (FUSADES)
PTIIC	- Presidential Training Initiative for the Caribbean
PVO	- Private Voluntary Organization
RDO/C	- Regional Development Office for the Caribbean
RTAC II	- Regional Technical Aid Center II Project
SDA	- Salvadoran Demographic Association
S&T/IT	- International Training Office, Bureau of Science & Technology
SIF	- Social-Institutional Framework
TCA	- Training Cost Analysis
UNOC	- Agricultural Labor Union
USIA	- U.S. Information Agency
UNTS	- Salvadoran Workers' Union
USAID	- U.S. Agency for International Development
USIS	- U.S. Information Service

## I. SUMMARY AND RECOMMENDATIONS

The USAID/El Salvador Central and Latin American Scholarship Project, No. 519-0361, developed under the regional CLASP II Project (Nos. 598-0661 and 597-0044), responds to El Salvador's needs to develop and improve its human resource base in order to strengthen the foundations of the country's nascent democracy and to promote economic and social development. As such the Project is consistent with the Mission's country development strategy, which focusses on promoting economic and social stabilization, promoting sustainable economic growth, spreading the benefits of growth and strengthening democratic institutions. Moreover, this activity responds to one of the primary conclusions of the National Bipartisan Commission on Central America, i.e., that the human resource base must be strengthened to provide an adequate foundation for viable democratic societies and social and economic development.

The goal of the Project is to promote a stable social, political, and economic environment that is conducive to broad based economic development. The purpose of the Project is to equip a broad base of leaders in El Salvador with leadership capability, an appreciation for the workings of democratic processes in a free market economy, and technical skills and academic training, to foment participation, mobility and democratic pluralism. Through the Project supported training, the leadership capabilities and academic and technical skills of an estimated 1,500 Salvadorans will be enhanced, thereby producing a cadre of Peace Scholars who, upon return to El Salvador, are actively participating and fomenting the constructive participation of others in the nation's economic, social, and political development. Individuals whose leadership positions or potential lend themselves to high multiplier effects of training will be targeted for CLASP II Peace Scholarships. As with this Project's predecessor project, the majority of participants will be economically or socially disadvantaged, and at least 40% of the participants will be women.

The training provided to each of the 1,580 Scholars will include three elements: leadership development, professional skills training (either of an academic or technical nature) and Experience America. The leadership skills development training will focus on: how to conduct meetings; conflict identification and resolution; debate, logic and reasoning skills; organizational skills; identification of group priorities and objectives; values of civic participation; value of community oriented efforts; role and responsibilities of the electorate and the elected in a democratic society, as well as the roles of other actors (e.g., judiciary, political parties, etc); public speaking; and oral and written communication skills. Professional skills training may be of an academic (i.e., degree-earning) or technical nature. Given the limited resources available to the CLASP II program and the need to train a large number of individuals, degree training will not normally exceed three years. This training may include: completion of the final two years of a university undergraduate program in the U.S.; associate degrees in technical fields congruent with the changing Salvadoran economy; and masters degree programs. Technical training will, on the other hand, typically be of

short term duration, from three to six months, and designed primarily to enhance the leadership and technical capabilities of demonstrated leaders. These individuals are less likely to be able to sustain a prolonged absence from their families or jobs, and therefore, would only be able to participate in short-term programs.

Experience America activities will focus on exposing Salvadorans to democratic institutions and the free enterprise system. Moreover, they are designed to foster permanent bonds of friendship, mutual understanding, and interaction between Salvadoran scholars and Americans. CLASP Scholars will develop a better understanding of the pluralistic and democratic institutions, traditions, processes, and values of America, including the workings of the free enterprise system, through participation, observation, study in the United States, and through continuous and quality personal interaction between CAPS Scholars and Americans. As a result of the "Experience America" component, it is expected that CLASP Scholars will develop positive attitudes about the U.S., its people, and the opportunities afforded by a democratic system, which will be strong and stable over a long period of time.

In addition, given the Project's emphasis on enhancing the Peace Scholars ability to influence community or professional affairs and contribute to their country's development, the Project includes a strong, relevant Follow-On program. Outputs associated with the Follow-On program include regional leadership and technical workshops, a resource center, a CLASP II book distribution program, a job placement facility, and active alumni associations.

While the basic structure and intent of the CLASP program remains unchanged in the transition to CLASP II, objectives and implementation guidelines have been clarified, increased emphasis has been placed on selecting and training actual and potential leaders, and increased responsibility has been placed on Missions to analyze country needs. Consistent with Bureau guidance, the Mission carried out a Social and Institutional Framework analysis to establish a methodology for defining and selecting groups and individuals for training. The SIF identifies forty-nine groups of leaders from the seven major social sectors (education, governance/community decision making, agriculture, health, communications, leisure/recreation, and religion). In selecting priority groups for training, the Mission will use the SIF as a guide to identifying potential and actual leaders, as well as give preference to training for individuals and groups which will have a high impact on youth, strong potential for impacting on others (i.e., possible spread effect), and facilitate equality of opportunity, mobility and participation. The first group of an estimated 65 long term and 245 short term scholars will be selected from among the following categories: youth groups (e.g., boy and girl scout leaders, high school students); municipal and community development workers (e.g., members of community self help groups, PTA leaders, social promoters, etc.); youth service organizations, such as the rotarians, lions, and red cross; employee or professional associations; mass communicators; environmental and natural resource preservation groups and organizations; representatives from various Salvadoran arts groups (e.g., musicians, archaeologists, historians, writers); and justices of the peace, among others.

The estimated budget for the Project is as follows:

**TABLE I**  
**COUNTRY PROJECT BUDGET BY FISCAL YEAR**  
**(in U.S. \$)**

Component	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
SHORT-TERM TECHNICAL	3,104,640	3,827,835	4,769,730	3,546,855	2,399,850	17,648,910
LONG-TERM TECHNICAL AND ACADEMIC	1,758,120	2,006,760	3,734,560	2,093,520	1,365,600	9,958,560
Sub-Total	4,862,760	5,834,595	7,504,290	5,640,375	3,765,450	27,607,470
IN-COUNTRY ADMIN & EVALUATION	137,240	165,405	195,710	159,625	234,550	892,530
TOTAL	<u>5,000,000</u>	<u>6,000,000</u>	<u>7,700,000</u>	<u>5,800,000</u>	<u>4,000,000</u>	<u>28,500,000</u>

This Project design has involved the participation of all technical and staff offices of the Mission, and is technically, socially and economically sound. Therefore, your approval of the El Salvador Central and Latin American Scholarship Project, No. 519-0361, is recommended.

In selecting among individuals or groups, the SIF recommends use of economic and social criteria to promote equality of opportunity in society by ensuring that sufficient numbers of socially and economically disadvantaged leaders are included. Social criteria include parental education and occupation, family standard of living, gender, nuclear family composition, and travel experience. School performance and participation in voluntary organizations are suggested as additional criteria to identify suitable school-age potential leader candidates.

The SIF identified some 19 priority groups for training, from economic and social status, the primary criterion for CLASP II selection is leadership.

## II. PROGRAM RATIONALE AND DESCRIPTION

### A. Background and Rationale

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

##### a. 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 percent 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 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 1980s, 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 that 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 Project (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.

##### b. Evaluation 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 be more involved in pre-departure program planning;
- (3) long-term training ensures better utilization than short-term training;
- (4) supervisors should be involved in selecting participants and program planning;
- (5) plans for using training should be made 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 CLASP are found in three key studies: the Report of the National Bipartisan Commission on Central America (NBOCA); 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 NBOCA, 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 Americans 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 NBOCA 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 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 A.I.D. 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, A.I.D. had no information or means of evaluating the impact and effectiveness of the training.

### 3. CLASP I Program History and Description

#### a. History

The Caribbean and Latin American Scholarship Program (CLASP) was initiated in 1985 as a response to the NBOCA 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 Scholarship training in the Caribbean and Andean regions and in selected advanced developing countries (ADCs). The LAC II authorization was subsequently amended to include two sub-regional 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, A.I.D. 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 were 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 long-term Peace Scholars to complete studies and return home.

Three Congressional earmarks have been funded under the CLASP umbrella: the Central American Scholarship Program (CASP) that began in 1985; the Cooperative Association of States for Scholars (CASS) that began in 1988; and the Leadership Center of the Americas (LCA) that also began in 1988. The International Student Exchange Program (ISEP) at Georgetown University administers the \$34 million CAPS program to train Central Americans in U.S. community colleges. Georgetown also administers the \$7 million CASS 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), consist of mid-winter seminars and summer internships in transnational corporations for 200 undergraduate students to establish a Pan American network of potential future leaders.

#### b. Unique Elements of CLASP

The CLASP 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 percent of all Peace Scholars be disadvantaged and at least 40 percent 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 the Peace Scholars rather than field of training marked a significant departure from traditional participant training programs.

CLASP guidelines also required that at least 20 percent of all Peace Scholars be sent for long-term training and that Missions strive toward achieving a 30 percent long-term target. Gray Amendment concerns were addressed by a program requirement to place at least 10 percent of 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. LAC/DR/EST established several project support mechanisms to assist Missions and contractors in understanding and implementing this new approach to training. These mechanisms include a process evaluation, monthly contractor meetings in Washington to discuss implementation problems, and annual CLASP sub-regional 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.

### c. Experience to Date

By September 30, 1989, 9,652 CLASP Peace Scholars had initiated training in the U.S. Approximately 26 percent of the Peace Scholars had been enrolled in long-term training; 41 percent had been female and 82 percent socially or economically disadvantaged. By the end of the CLASP program on September 30, 1993, an estimated 17,500 people will have been trained.

Missions have developed specialized training programs for many nontraditional trainees, 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, farm living, 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 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.

d. 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 containments, and training cost analysis. The initial 1985 project design, which was concerned with training nontraditional 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 budgetted 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 program 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 implication 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, budgetted 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 program 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 program, and integrate appropriate data collection into program 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 that 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 training is a particularly appropriate and effective vehicle for strengthening societal commitment to and understanding of free enterprise and democratic pluralism. Peace Scholars in the U.S. will be exposed to the values and mechanisms of democratic pluralism, voluntarism, 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 program takes full advantage of the potential of U.S.-based training to develop technical skills, expose Peace Scholars to democratic 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 democratic 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 training by concentrating on individuals with the greatest potential for influencing the direction of their communities and societies. The program 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 that 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 the economic and political participation of these individuals. Another program element that will remain unchanged is that AID/W will continue to play an active role in monitoring program activities 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 percent of the total Mission (non-AID/W) funding. This concentration of program funding reflects the historical development of the CLASP program, starting with the NBOCA, and the continuing U.S. foreign policy interest in a peaceful transition to democracy in 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 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

### 1. 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 program design, participant selection, and nature of training under the CLASP II program.

## 2. 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 occupations 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 sub-project 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 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 that 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 percent 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 percent 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 opportunities.

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 "privilege" 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 have such mutual interests that the appearance of conflict of interest would be likely. In most countries, this would include ministers of state and their sub-secretaries 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 (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 that 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 percent 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 percent of all U.S.-trained Peace Scholars in Historically Black Colleges and Universities (HBCUs).

The training to be provided will be appropriate to the needs of the Peace Scholar and make 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 cases, 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:

- a. career advancement or enhancement of leadership role;
- b. enhancement of leadership and professional and technical skills that will contribute to economic development;
- c. 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 system; and,
- d. 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 judgment 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 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 that 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 LAC Bureau program planning requirements, which are as follows.

- a. 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.
- b. Long-term technical and academic training will 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 will 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 will 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 will 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 will 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 the 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 training and how it will be used when the Peace Scholars return. 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 that 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 Scholars 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 that 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 homestays, 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 the placement contractor that Americans who are hesitant or doubtful should never be "talked into" participating in the program, particularly for long-term homestays. 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 that are particularly relevant in the host country context. Among those that may be appropriate are the following:

- a. The importance of individual initiative in the U.S. economy and social/political system.
- b. Volunteerism as a cornerstone of democratic participation at all levels (community, state, and national).
- c. Social mobility as a result of individual effort and achievement.
- d. Local community organization and control as the first step in the political process.
- e. The free market and its interrelationship with democratic institutions and processes.
- f. The relationship between citizens rights and responsibilities (taxes, voting, etc).
- g. The melting pot and ethnic diversity as a richness and challenge.
- h. The social responsibility of the private sector.
- i. The role of constitutional protection of basic rights in facilitating economic and social participation.
- j. 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 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 principle that underline 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.

#### 6. In-country Follow-on Program

One of the most common findings in 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 will 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 Scholars 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 RIAC 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 participating 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.

## 7. 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 that adversely affect the Peace Scholars' comfort 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 may represent an overall cost savings if they reduce the number of failures in long-term programs.

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.

## 8. Summary of Program Requirements

- At least 70 percent 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 percent 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 percent of all Peace Scholars will attend programs lasting nine months or longer.
- No fewer than 10 percent 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 Missions will implement TCA in program planning, contracting, and reporting.

### III. COUNTRY PROGRAM DESCRIPTION

#### A. Country Setting

##### 1. General Overview

The ten-year insurgency which has all but devastated El Salvador's economic and social fabric, continues. Major guerrilla attacks, terrorism and sabotage to the country's infrastructure continue to take their toll on both people and infrastructure. Since 1979, more than 70,000 Salvadorans have been killed and hundreds of thousands - perhaps a million - have migrated to other countries. Foreign investors have also fled, foreign and domestic businesses have closed, and massive capital flight has occurred. Dams, power lines and electrical systems, water supplies, telephone services, bridges, railways have been repeatedly attacked and destroyed by the insurgents and reconstructed at great cost by the government. In economic terms, the cumulative estimated cost of destroyed infrastructure and lost production to date is close to \$2.6 billion.

The combined effects of the war as noted above, a major earthquake which destroyed much of the capital city in 1986, and a steady fall in the production and the price of El Salvador's principal export crops and foreign exchange earners (coffee, cotton and sugar) would have left the economy in shambles had it not been for the large USG resource transfers from 1983 to the present. Specifically, the A.I.D. economic assistance strategy has been successful in stabilizing the social and economic situation in El Salvador, and making more limited progress in three other priority areas: stimulating economic growth; broadening participation in the benefits of growth; and strengthening the country's democratic systems.

U.S. interests in El Salvador are to stop the social, political and economic deterioration brought on by the war and address the principal root causes of the insurgency: poverty and inadequate popular participation in the nation's political, economic, and social institutions and services. This proposed Project, as well as the overall U.S. assistance program, are designed to achieve these goals.

##### 2. Political Overview

The Salvadoran people have demonstrated an unwavering commitment to building a strong democratic nation, in spite of a brutal guerrilla insurgency that has threatened all Salvadorans with economic and/or political losses. This commitment was evidenced during the November-December 1989 guerrilla offensive, one of the bloodiest in the ten year war, when the populace refused to accept violence as a legitimate means of political expression and the popular uprising predicted by the FMLN did not materialize. In addition, the country's democratic system is beginning to show signs of maturity that add to the credibility of the system and promise further achievement in terms of increased participation of the masses in the country's development. For

example, national assembly and municipal elections have been held twice in the last five years, with over 70 percent of all eligible voters participating despite threats by the guerrillas against voters. Most recently, in 1989 the country saw its first peaceful transition of power from one democratically elected civilian President to another. Approximately 54 percent of eligible voters cast ballots in this election, in spite of a transportation stoppage called by the FMLN and considerable violence on election day.

Salvadorans from all walks of life have demonstrated an affinity for the U.S. and its political and economic systems, and have overwhelmingly and repeatedly rejected the FMLN insurgency as a viable political means for redressing the problems of poverty and a closed political system that faces too large of a segment of the populace. The increasing acceptance and use of town meetings (cabildos abiertos) to identify community problems and discuss solutions with elected municipal authorities is one sign of the incorporation of democratic principles. Legislative reforms which will make judicial branch appointments subject to a qualifications review by a Judicial Council, thereby improving the strength and, in turn, autonomy of the judicial branch are yet another. And, finally, economic reforms by the new Administration to provide investment incentives, lower trade barriers, and otherwise foment private sector growth, reflect the embracing of the free-market approach to economic development. In sum, the Salvadoran people and their elected government have placed their bets for a brighter future for them individually and their country on the democratic system.

### 3. Social Overview: Participation and Mobility

Despite efforts to broaden participation and mobility, far too many Salvadorans are excluded from participating in decisions affecting their lives and livelihood. The country's unprecedented economic prosperity of the 60s and early 70s that enabled the country to expand social services and achieve notable improvements in key social and economic indicators (e.g., literacy rates, health status, per capita income) masked this underlying problem in Salvadoran society until 1979, when the inequities in Salvadoran society resulting from increasing population pressure on the scarce arable land base and a growing inability of the national government to maintain an adequate network of social services (due to both population growth and declines in foreign exchange earnings) led to a popular uprising. Farmers, turned off the land of their "patrons", were unable to obtain alternative lands to farm and thereby earn a living; an abundant supply of labor kept wages low and led to declining family income; and other opportunities (e.g., technical training) for social or economic mobility were severely limited. Democratic institutions and processes, which could have served as viable options to express popular discontent were weak or non-existent, and, therefore, left few perceived alternative courses to those more violent means advocated by the leftist elements of society.

Nonetheless, since 1979 some improvements have been made. Increased participation in the economy, social services and political processes have been achieved. For example, an average of 70% of the population have

participated in a series of free and open elections of public officials. A host of citizens organizations, including multiple political parties, community development organizations, and interest groups, have been borne and operate as medium for communicating the interests of the electorate to its elected officials with relatively little government regulation. The redistribution of land, expansion of credit lines to reach farmers and small businesses, and support for strengthening of labor unions as a means for improving wages and benefits of workers, have, in a similar way, helped to facilitate increased participation in the economy.

As a result, mobility has also been improved, albeit on a more modest level. Disadvantaged Salvadorans have begun to see opportunities, previously unavailable, opening to them. For example, the ability to own and farm their own lands, afforded by the land reform, has provided the opportunity for thousands of Salvadorans to increase their incomes and, hopefully, move to a higher income class. Progress on the social and political fronts will, however, be slower in materializing, as there are deep rooted cultural barriers which must be overcome, for example, to enable broader participation of women in certain professions (e.g., judicial appointments).

The evolution from a nonparticipatory society with little mobility to an open democratic system rich in popular participation will not occur overnight; practices, traditions, and attitudes all require change. In addition, the skills needed to develop a democratic society must be fomented. Because this transition was only recently initiated, the vast majority of Salvadorans, especially disadvantaged ones, lack the tools or "where-with-all" to effectively participate in the country's social, economic, and political development. While technical skills are important and are scarce among the disadvantaged groups, the overriding problem which El Salvador, as well as other incipient democracies face, is the inability of the system to prepare other than a small number of individuals with the leadership skills essential to instill the values underlying the full functioning of a pluralistic democracy.

#### 4. AID Efforts to Enhance Participation and Mobility

As noted earlier, A.I.D. has played a significant role in enhancing the involvement of Salvadorans in numerous aspects of improving their own and their country's future, through direct assistance to the disadvantaged, as well as assistance to strengthen institutions which represent and/or promote popular participation. Such participatory activities can be characterized in many ways. For instance, activities which support direct political participation (elections); those that reinforce a legal and institutional framework -- the playing field -- which at its core embraces the principle of equal treatment under the law without prejudice of economic or social class or political beliefs (e.g., credit and agrarian reform programs and labor union development, among others); and those that support the development and articulation of the mutual, reciprocal relationship of rights and responsibilities of the electorate and the elected, or the rules of the game (e.g., local government strengthening and judicial reform). Through

participation, we, in effect, support political, social and economic mobility by dint of personal effort (leadership) or group effort, so that individuals may improve their political, economic, and social position by expressing their needs and expectations of the political and economic systems. Such expressions, and the response by elected leaders, are necessary in order for public policy to be consistent with electorate requirements. As a result, individuals and groups have the instruments at their disposal to ensure that neither they nor succeeding generations are locked into an immutable cycle of circumstances which are impervious to individual or group effort. These dynamics of social, political and economic change are necessary in order to avoid social and political stagnation and, ultimately, polarization with no means of legitimate and accepted channel for political and social expression except through fractional politics and revolution -- a history well known to both Americans and Salvadorans.

A central tenet of our strategy has been decentralization of authority, both within government agencies such as the Ministries of Health and Education, as well as between central and local government. Its importance in terms of individual and community involvement and participation in decision-making that affect their lives cannot be understated. With the success of early efforts to enlist community participation in the selection and implementation of local infrastructure projects, the Government has expanded these efforts and placed them at the fore of its current social service program. As a result, citizen expectations are changing. Town meetings at the municipal level are now commonplace, used to identify and prioritize community development projects, and the grant program for community level infrastructure, Municipalities in Action, enjoys unparalleled popular support. Through this process, citizens are learning the power of groups and availing themselves of their rights, by petitioning elected officials. Elected officials are, in a similar way, learning what their reciprocal responsibilities to constituents are, notably accountability and responsiveness, as in more than one community, popular pressure has resulted in the resignation or removal of an elected official for improprieties. Strengthened local autonomy and local problem solving capability resulting from these efforts is helping to reduce the alienation and polarization in Salvadoran society. Moreover, there is hope that this is a beginning for citizens of various political persuasions and social backgrounds to find common ground and unite in non-partisan problem solving.

In terms of training, the Mission's CAPS and participant training programs are together designed to promulgate the common attitudes, shared values and skills needed to develop democratic society. CAPS/El Salvador now strives to select those individuals with the greatest potential to influence others. The training is designed to impart skills to individuals and groups who demonstrate promise for occupying positions of leadership at all levels of society, to further develop the process of active participation of citizens in democratic society and political system. Thus, training is designed to foster local initiative and self-determination, for example, including basic organizational skills which are indispensable to stimulating development at the grassroots level. The emphasis on rural and disadvantaged participants

enhances the mobility of individuals from social and economic backgrounds who have heretofore faced significant obstacles. Attention is also given to the selection of appropriate technical skill areas, given the importance that returning scholars or participants have a foundation upon which to contribute to the economic and democratic development of El Salvador.

In sum, broader popular participation, including the undereducated and underutilized who have traditionally had little access to resources or a say in the country's development, is needed to support democratic, pluralistic development in El Salvador. Growth with equity is a goal of the GOES and A.I.D. Sustainable economic growth with broad participation in the benefits of growth will only be possible by enhancing the civic culture of El Salvador.

##### 5. Experience with CAPS Program to Date

The USAID/El Salvador CAPS program provides short- and long-term training to groups and individuals who have traditionally lacked access to training in the U.S. and are economically disadvantaged. Participants are selected on the basis of economic and social need, leadership, scholastic achievement (for high school and academic Peace Scholars), and the development needs of El Salvador. Special efforts are made to reach youth, women, rural and urban poor and minorities.

Short-term CAPS training has been one to three months in duration and includes a one to two-week cultural orientation program in El Salvador, skills development, and Experience America activities in the U.S. Training has generally been for groups of 20-25 Peace Scholars at a time. The short-term groups have included rural mayors, female leaders, physical education teachers and coaches, rural community and student leaders, textile workers, microentrepreneurs, members of credit cooperatives, bank credit analysts, and public administrators.

Long-term CAPS training originally consisted of three-year M.S. degree programs (one year English and two years of academic training) in economics, business administration, agriculture, and civil/industrial engineering. Later, a post-graduate program in education administration was added, but only for one year. Also added was an A.A. degree program in computer sciences, agricultural mechanics, electronic and medical equipment repair, accounting, business administration, and agribusiness management. When experience and CAPS evaluations indicated these long-term programs were not cost effective, the Mission revised its long-term CAPS training component to ensure training was relevant. More recently, one-year technical training has been provided in the teaching of English, aquaculture administration, fruit and vegetable production, floriculture, and home business management. The Mission's FY 89 long-term training consisted of: a) two months of English Language Training (ELT) and a pre-departure orientation seminar; b) three months of intensive ELT in the U.S., oriented toward the course work to follow; c) five months of technical training; d) one month of leadership skills training; and e) one month of practical on-the-job training.

The Mission CAPS program targets and achievements to date are as follows:

TABLE II  
USAID/EL SALVADOR CAPS TARGETS AND ACCOMPLISHMENTS\*

	CAPS LOP Targets (%)		Achieved As of Jan. 90 (%)		Additional Planned by Sept. 91 (%)	
- SHORT-TERM SCHOLARS	1,160	100	810	70	350	30
a) Local Leaders (4-12 weeks)	507		322	79	185	36
b) Private Sector Workers (2-12 weeks)	404		329	81	75	19
c) Public Administration Leaders (6-12 weeks)	249		159	64	90	36
- LONG-TERM SCHOLARS (20 percent target)	582	100	492	85	90	15
a) Post-graduate Scholarships (36 months)	78		78	100	-	-
b) Junior College Scholarships (36 months)	214		214	100	-	-
c) One-year Scholarships	290		200	69	90	31
TOTAL SHORT-AND LONG-TERM SCHOLARS	1,742		1,302		440	
- PARTICIPATION OF SPECIAL GROUPS						
a) 40 percent female participation	697		456	68	241	32
b) 10 percent of training at HBCUs	174		48	28	126	72
c) 20 percent long-term training	348		492	141	90	26
d) 70 percent of participants disadvantaged	1,219		838	69	332	31

\* The PACD is September 30, 1993.

As of December 1989, the total costs for short-term and long-term CAPS training has been \$3,603,880 and \$17,427,192 respectively. The average total cost per student month ranges from a low of \$2,600 to a high of \$4,500 for short term scholars, and \$1,199 to \$2,279 for long term scholars, as shown in Table III below. It should be noted that the average costs are lower than planned, due to group placements by direct contracting and other cost containment measures undertaken by the Mission and the contracted placement agency. Planned FY 90 figures are higher than FY 1989 because of new components in the training program, higher allowance requirements for Peace Scholars, and inflation.

TABLE III  
USAID/EL SALVADOR  
CAPS PROGRAM TRAINING COSTS

	<u>Year</u>	<u>Short-term</u>	<u>Long-term</u>
	1985	\$4,500	\$2,021
	1986	4,142	2,021
	1987	3,042	1,199
	1988	3,042	1,199
	1989	2,602	1,724
Projected	1990	4,023	2,279

An impact evaluation of the CAPS program was completed in October 1989 by Management Systems International, which focussed on eight key Project outputs. It included all returnees as of September 1988, and provided the following conclusions:

- Have all Peace Scholars successfully completed training? The completion rate for short-term participants was nearly 100 percent. Only 4 of the 21 long-term participants returned to El Salvador without completing training. The combined early return rate for both groups was three percent.

- Are all Peace Scholars employed in areas for which they received training? A large majority (81 percent) of the employed interviewees said the training was related to their present job. However, the primary complaint of returnees was that there were few available new jobs that fully utilize their newly developed levels of technical/academic capability.

- Are 75 percent of the CAPS Peace Scholars involved in ongoing development activities which support and develop democratic processes? Seventy percent of Peace Scholars interviewed said that, since their return, they had participated as volunteers in some local government, church or private service groups. Seventy-one percent said they had communicated with persons in authority to try to get action to solve community problems.

- Are CAPS Peace Scholars sharing Experience America learning with other Salvadorans? More than two-thirds (68 percent) reported they had participated in local community projects, voluntary work and/or civic action since returning that reflected their learning about democratic practices.

- Have 50 percent of CAPS long-term scholar returnees and 25 percent of short-term scholar returnees established long-term friendships and links with U.S. individuals? Both long-term (57 percent) and short-term participants (54 percent) reported contact with U.S. training

contractors. Long-term participants (19 percent) reported a higher proportion of contact with U.S. nationals in El Salvador than short-term participants (7 percent). Eighty-one percent of long-term participants reported contact with USAID/El Salvador personnel as compared with 40 percent of short-term participants. Seventy-three percent of Americans polled characterized their contact with CAPS Peace Scholars as "personal" and/or "social" and 27 percent as "professional." Both long-term and short-term returnees reported a higher proportion of continued contact with U.S. training contractors than with other U.S. nationals in the U.S., in El Salvador and/or A.I.D. personnel.

- Have the 75 percent of U.S. citizens (including American roommates and host families) who had contact with CAPS scholars increased their understanding of El Salvador? More than four-fifths (83 percent) said that their understanding of El Salvador had increased.

- Have 50 percent of returned CAPS Peace Scholars made efforts to further their knowledge and exposure to U.S. culture? Sixty-five percent of CAPS respondents indicated they had made some effort to further their knowledge and exposure to U.S. culture through either contact with U.S. citizens, reading U.S. publications, or via commercial contact with the U.S.

- Are 80 percent of the long-term Peace Scholars carrying out productive roles in El Salvador? Eighty-six percent of the long-term respondents were employed at the time of the interview; however, an even higher percentage (98 percent) of short-term CAPS respondents who were in the work force were employed at the time of the interview.

The evaluation indicated that returning Peace Scholars were passing to others favorable comments about the United States, its system of government, and its people. However, the El Salvador CAPS program suffers from the same measurement problems as other countries -- in part stemming from the nature of the program and in part due to the lack of baseline data. This is addressed in the Evaluation Section of this Project Paper, Section V.

## 6. Major CAPS Lessons Learned

There have been three major evaluations of the CAPS/El Salvador program and numerous reports on various activities. The most recent major evaluation, whose findings were discussed above, only included Peace Scholars who returned as of September 1988. The CLASP II design incorporates the following changes, in order to respond to remaining problems identified in CAPS:

- Leadership is stressed in the recruitment, selection, and training process to ensure maximum impact of returning Peace Scholars on El Salvador's development and democratic society.

The selection process is strengthened to identify participants with the highest potential for successfully completing training in the U.S. and, therefore, meeting the CLASP II program objectives. In the past, some groups were sent which were unable to successfully complete training, e.g., because of poor literacy levels. This caused numerous problems during the training program and inhibited their abilities to meet program objectives.

- To maximize the impact of training, participant programs will reflect the level of technology and the political/social situation in El Salvador over a four year period after the Peace Scholar's return. To do this, representatives of the training institutions involved in the program design process will visit El Salvador to become familiar with local conditions.

- Special efforts will continue to be made to effectively expand the participation of HBCUs in the CLASP II program to utilize this now underutilized resource, as well as meet Agency requirements for their participation.

- Experience has shown that long-term Scholars are less likely to become involved in their communities than short-term Scholars. This is primarily due to the fact that the long-term Scholars tend to settle in San Salvador in search of appropriate employment opportunities, as opposed to returning to their places of origin. These factors will be considered in the design of long-term training programs.

- Future overall program evaluations will include the results of evaluations for individual training activities. Because of the wide variation in training activities and participants, evaluation of individual training programs will be impossible unless specific goals and objectives are a part of the design of the training activity.

- Some standard parts of the individual training activities have little or limited impact in improving professional skills, experiencing America, or improving leadership capabilities. Visits to tourist spots, therefore, will be minimized. Every program activity must clearly support the objectives of one or more of the three major areas of training: leadership training, Experience America, and skills development.

## 7. Social Institutional Framework (SIF)

A SIF analysis was prepared in September 1989 to provide the Mission with a guide for selecting groups and individuals to facilitate achievement of the leadership strengthening goal of the CLASP II Project. The SIF was designed to identify positions and institutions from which leadership is or could be exercised in Salvadoran society, thereby ensuring that the CLASP II Project has a long-term impact on two critical factors: a stable social, political and economic environment

that is conducive to economic development, and an educated and skilled population with capable leaders to manage/implement programs and policies. This framework has helped to: (a) focus training on leaders within key sectors and institutions that influence opinions and actions; (b) establish a methodology for identifying leaders and potential leaders; and (c) determine appropriate types of academic and skills training for various groups. While it is not designed to be a definitive and exclusive list for CLASP II participants, the SIF does provide a broad definition of leadership that will be used in guiding the selection process and achieving the shift in emphasis from skills development/Experience America in the CAPS program to leadership development in CLASP II. In pursuit of this goal, it is anticipated that over the life of the Project, previously unidentified groups will emerge, while others identified in the SIF may decrease in emphasis or be eliminated.

The regional CLASP II program calls on participating Missions to develop country-specific definitions via the SIF analysis. In defining leadership, the El Salvador SIF relates leadership to both position within the social structure of a given society or group (formally recognized leaders), and the capacity to influence others to attain collective goals (informal recognized leaders). Position leadership is characterized by: (a) organizational capacity, (b) decision-making capacity, (c) executive capacity, (d) representational capacity, and (e) educational capacity. On the other hand, the capacity to influence others refers to opinion formation at the national level through mass media, university classrooms and other channels; and at the community level, where leaders interpret these messages for community and rural populations. In addition, actual and potential leaders are typically characterized by several traits: speaking ability, broad knowledge base, profound convictions, ideological commitment, positive self image, generosity, ability to concentrate on goal attainment, charisma, and concern for group welfare.

The SIF analyzes the evolution of leadership within the social and cultural context of Salvadoran society, which is greatly determined by economic transformations. Manifestation of contemporary leadership in El Salvador occurs with respect to demographic conditions - (i) age (leadership will emerge from the strata between 25 and 48 years), and (ii) sex (female participation will increase due to an increased number of women receiving professional training); with respect to social conditions - increased diversification of community, syndicate and professional activities will lead to all social strata to participate in placing demands on the state; and with respect to the economy - a new leadership is looking for new ways to promote private entrepreneurial activities and to relate them to the social well being of society. The types of leaders which predominate in El Salvador are: decision-makers, public opinion formers, and those who are responsible for carrying out group activities.

Based on the above, the SIF identifies forty-nine groups of leaders from the seven major social sectors (education, governance/community decision making, agriculture, health, communications, leisure/recreation, and religion); out of these, the following nineteen are considered to be of high priority: agricultural extension agents, home economic extension agents, rural and community development promoters, leaders in agricultural communities, cooperative leaders, municipal authorities, neighborhood leaders, health promoters, school administrators, primary school teachers, secondary school teachers, university professors, university students, literacy promoters, volunteers working with youth, promoters working with marginal communities, persons in mass communications, small businessmen/women, and Junior Achievement members. These target groups were selected because of their impact on youth, high multiplier effect, sphere of leadership influence, importance in terms of skill area to Salvadoran economic and social development, and complementarity with USAID programs.

In selecting among individuals or groups, the SIF recommends use of economic and social criteria to promote equality of opportunity in society by ensuring that sufficient numbers of socially and economically disadvantaged leaders are included. Social criteria include parental education and occupation, family standard of living, gender, nuclear family composition, and travel experience. School performance and participation in voluntary organizations are suggested as additional criteria to identify suitable school-age potential leader candidates.

#### B. Rationale

El Salvador is a nascent democracy, with only a few years of experience in the difficult process of managing its democratic system. While its people have shown unwavering support for democratic ideals, they lack the requisite skills to both effectively participate in and benefit from their chosen form of government. Added to this are the constraints of living and working in a country in open conflict, and the related loss of trained manpower and leadership through emigration.

El Salvador's development potential is directly dependent on the ability of its leaders to foment democratic pluralism and free enterprise. As the most densely populated mainland country in Latin America, its future is inexorably tied to development of its human resources. Strengthening democratic pluralism and free enterprise are not short-term goals. They involve a medium- to long-term process to effect change and a pre-disposition toward participation, mobility and pluralism. Training opportunities offered in the U.S., which will provide a broad range of Salvadorans with the tools or "where-with-all" in the form of leadership development and technical and academic training to facilitate their participation and contribution to the country's future are, therefore, key to achievement of El Salvador's development goals. Moreover, the exposure of Salvadoran leaders, via CLASP II training, to democratic values and institutions and their practical

application in economic development, transfers of technical skills and the establishment of personal and institutional contacts in the U.S., are expected to be potent forces for social and economic change in El Salvador.

### C. Project Description

#### 1. Problem

El Salvador lacks a sufficiently diverse and skilled cadre of leaders, representative of the full spectrum of Salvadoran society, to foment broader participation and mobility, and in turn, the maturation of pluralistic democracy. To the extent such leadership exists at the local level, these individuals lack the where-with-all to both effectively serve their communities or special interest groups, and to broaden their sphere of influence so as to achieve objectives set by the interests they represent.

#### 2. Goal

To promote a stable social, political, and economic environment that is conducive to broad based economic development.

#### 3. Purpose

To equip a broad base of leaders in El Salvador with leadership capability, an appreciation for the workings of democratic processes in a free market economy, and technical skills and academic training, to foment participation, mobility and democratic pluralism.

#### 4. Outputs

The Project will enhance leadership capabilities and improve academic and technical skills, thereby producing a cadre of Peace Scholars who, upon return to El Salvador, are actively participating and fomenting the constructive participation of others in the nation's economic, social, and political development. Project outputs, as further detailed in Annex A, the Logical Framework, include: 1,580 Salvadorans trained in technical and academic areas with exposure to the U.S., who have returned to El Salvador and are effectively transmitting their CIASP II experience, comprised as follows: 330 long-term technical and academic, and 1,250 short-term technical.

The training provided to each of the 1,580 Scholars will include three elements: leadership development, professional skills training (either of an academic or technical nature) and Experience America. The leadership skills development training will focus on: how to conduct meetings; conflict identification and resolution; debate, logic and reasoning skills; organizational skills; identification of group priorities and objectives; values of civic participation; value of

community oriented efforts; role and responsibilities of the electorate and the elected in a democratic society, as well as the roles of other actors (e.g., judiciary, political parties, etc); public speaking; and oral and written communication skills. Professional skills training may be of an academic (i.e., degree-earning) or technical nature. Given the limited resources available to the CLASP II program and the need to train a large number of individuals, degree training will not normally exceed three years. This training may include: completion of the final two years of a university undergraduate program in the U.S.; associate degrees in technical fields congruent with the changing Salvadoran economy; and masters degree programs. Technical training will, on the other hand, typically be of short term duration, from three to six months, and designed primarily to enhance the leadership and technical capabilities of demonstrated leaders. These individuals are less likely to be able to sustain a prolonged absence from their families or jobs, and therefore, would only be able to participate in short-term programs.

Experience America activities will focus on exposing Salvadorans to democratic institutions and the free enterprise system. Moreover, they are designed to foster permanent bonds of friendship, mutual understanding, and interaction between Salvadoran scholars and Americans. CLASP Scholars will develop a better understanding of the pluralistic and democratic institutions, traditions, processes, and values of America, including the workings of the free enterprise system, through participation, observation, study in the United States, and through continuous and quality personal interaction between CAPS Scholars and Americans. As a result of the "Experience America" component, it is expected that CLASP Scholars will develop positive attitudes about the U.S., its people, and the opportunities afforded by a democratic system, which will be strong and stable over a long period of time.

Finally, given the Project's emphasis on enhancing the Peace Scholars ability to influence community or professional affairs and contribute to their country's development, the Project includes a strong, relevant Follow-On program. Outputs associated with the Follow-On program include regional leadership and technical workshops, a resource center, a CLASP II book distribution program, a job placement facility, and active alumni associations.

## 5. Inputs

A.I.D. financing will be used for training costs; technical assistance in the design, monitoring and evaluation of training programs; administrative support costs associated with the participant training; operational support for follow-on activities; and a limited number of commodities, e.g., books and materials to be provided to returnees via the resource center. The principal input, training, will be comprised of leadership development; professional skills development, including both academic and technical training; and Experience America activities.

#### D. CLASP II Implementation Strategy

In the USAID/El Salvador CAPS program, the focus was on enhancing the employability of disadvantaged Salvadorans, thereby improving their lives. Although the disadvantaged will continue to be main participants in CLASP II, the Program will elevate leadership from one of several criteria to the primary criterion. Accordingly, recruitment and selection will focus on identifying leaders and potential leaders across a broad spectrum of Salvadoran society, and training programs will focus on leadership development. The SIF methodology will be used as a guide to identify the type or category of participants (e.g., youth leaders, teachers); then, working through established Salvadoran organizations and other contacts of the Mission and contracted implementation agency, individuals from the target group who meet the program's criteria regarding demonstrated leadership capability or potential, economic or socially disadvantaged, etc., will be selected. Another change from the CAPS program is the strong emphasis given in CLASP II to Experience America activities and on the Follow-On Program.

In the first year of CLASP II implementation, the Mission will initiate short- and long-term leadership development and technical training for Scholars from among the following nine categories: youth groups (e.g., boy and girl scout leaders, high school students); municipal and community development workers (e.g., members of community self help groups, PTA leaders, social promoters, etc.); youth service organizations, such as the rotarians, lions, and red cross; employee or professional associations; mass communicators; environmental and natural resource preservation groups and organizations; representatives from various Salvadoran arts groups (e.g., musicians, archaeologists, historians, writers); and justices of the peace, among others. These groups were selected because of their high visibility, contacts in local communities, and potential multiplier effects upon return. Previous training experience in El Salvador and elsewhere has also shown that these individuals take maximum advantage of the training opportunities in the U.S.

The implementation challenge of CLASP II will be to select from among the many individuals nominated for a CLASP scholarship those who truly are leaders or potential leaders. Clearly, this will require a participatory process. In the initial identification of leaders and potential leaders stage, the Mission will utilize intermediary groups in the relevant sectors to identify such participants. These intermediary groups will vary, depending on the sector, but will include Junior Achievement, Lion's Club, Rotary Club, community leaders and informal leaders, etc. These intermediaries will provide input on appropriate training, in addition to helping identify leaders and potential leaders. For example, if the target group was nurses, the Mission would request nominations from the various professional nursing associations, nursing schools and hospitals/public clinics serving the poor.

Use of intermediaries is important for several reasons. First, the Mission does not presume to be in a position to know of all leaders or potential leaders nationwide, and the intermediary groups and those closest to the targetted group of Peace Scholars are in a better position to identify their leaders. This is especially true in the case of informal leaders, who may be less obvious to outsiders. Second, the process enables the Mission to reach out to a large number of intermediary groups, many of which do not normally have direct contact with the A.I.D. Third, since an objective of the Project is to promote greater participation, the Project will be participatory in nature, enhancing community involvement. Fourth, if the Project is to have long-term impact, it is essential that those who receive training are truly recognized as leaders or potential leaders by their peers. Finally, CLASP scholars have an obligation to return and pass on their knowledge to other Salvadorans; Follow-On activities will be designed to facilitate this and will specifically involve the intermediary groups. The success of the Follow-On program and of the Project as a whole, then, is dependent upon the credibility that the CLASP Peace Scholars have in their groups and communities and among their peers; therefore, the role of the intermediary group is crucial.

#### 1. Mission Participation in CLASP II

Just as it will be necessary to work with a large number of Salvadorans and groups to identify leaders and appropriate training, the knowledge and experience of the whole USAID Mission will be involved in Project implementation. The Mission has established Project Implementation Committees (PICs) for all Projects, which consist of representatives of the technical office managing the project, the Projects Office, the Program Office, the Controllers Office, the Contracts Office, and other offices as appropriate. Because of the nature of the CLASP II Project, the Mission will form an "Expanded PIC", which will meet at least 2 -3 times a year, and will involve all technical divisions and other staff. This Expanded PIC will provide input to the Project Manager on suggested groups and individuals, intermediary groups, and training across the board. Since the Mission's portfolio is large and diverse and the Mission staff is large, this mechanism will enable the Project Manager to benefit from the expertise of Mission management and staff offices as well as the other technical offices: Rural Development; Democratic Initiative; Private Sector; Health, Population, and Nutrition; and Infrastructure and Regional Development. The Expanded PIC will meet to agree on the short- and long-term groups to be trained each year and will provide input on groups and individuals in the respective sectors of committee members.

#### 2. Salvadoran Participation - The CLASP Commission

As noted above, to ensure that the CLASP program is truly a Salvadoran program and that the leaders developed under it are recognized in El Salvador, the selection process will work through existing

Salvadoran intermediary groups. In addition, to increase the prestige and effectiveness of the CLASP II program in El Salvador, a National CLASP Commission composed of 4-6 prominent, apolitical Salvadoran leaders representing the diversity of Salvadoran culture and society (e.g., to include women, individuals from different professional backgrounds, etc.) will be appointed to participate in the selection of long-term scholars. The Mission Director, in consultation with the Ambassador, will approve nominations to the CLASP Commission, which will initially be appointed for a two year period.

The function of this Commission initially will be to participate in the selection of candidates for long-term training, using criteria established for each group. Upon receipt of nominations from Salvadoran intermediary organizations, USAID will oversee an initial screening of eligible candidates to ensure compliance with minimal basic criteria. This slate of eligible candidates will then be submitted to the Commission for ranking against criteria established for each group. Commission members may, their time permitting, also participate in the interview process and other pre-selection tasks.

It is, however, hoped that the Commission's members will want to take on a more dynamic role, and thereby become a valuable resource to USAID in its implementation of the CLASP II program. Functions which the Commission may take on include: an advisory role on target groups and suggested program content; an active role in the design and implementation of the follow-on program, including serving as speakers, persuading their colleagues to participate in job placement and other programs, etc.; and perhaps, advocates for a Salvadoran financed scholarship program for economically and socially disadvantaged.

### 3. Program Implementation

Implementation of the USAID/El Salvador CLASP II program for all types of training is divided into six Phases. In general, the Phases follow in sequential order. However, activities under different Phases often overlap. The Phases are: Development and Design of Training Activities, Selection of Scholars, Preparation for Departure, Implementation of Training Activities, Follow-on Activities, and Evaluation. Each of these phases is described below, as well as in greater detail in Annex N, the CLASP II Implementation Plan.

#### a. Phase I: Development and Design of Training Programs

Training and related activities are designed in this first Phase, which begins upon approval of the annual CLASP II training program. As noted earlier, all training programs will include three aspects: leadership development skills; academic or technical training (i.e., professional skills development); and Experience America. General program objectives will be defined by AID, in coordination with the implementation contractor and participants. Refinements will

subsequently be made by the implementation contractor in coordination with A.I.D. and the selected training institutions, which will visit El Salvador to ensure that training is based on social and political realities and projected level of technology of the country for the one to four year period after the completion of the training program. Emphasis will be given to the definition of skills to be transferred in each of the three training modules, i.e., leadership development, professional skills, and Experience America. In addition, in the design of training programs, objectives and activities to be included in the follow-on program will also be defined, such that there is a natural sequence and correlation between the U.S. study program and activities the Scholars will be engaged in upon their return to El Salvador.

Training programs may be of short-term duration, between three and nine months, or long-term, longer than nine months. Long-term training for most groups of young potential leaders has proven to be effective, with emphasis on academic programs and skill training of direct benefit to the Peace Scholars' careers. Training for actual leaders has tended to be short-term, focussing in most cases on additional training for currently held jobs and on training that strengthen leadership positions. This pattern will continued to be followed in the design of CLASP II training programs.

#### b. Phase II: Selection of Scholars

The selection process consists of the identification of nominees, analysis of qualifications of nominees, initial selection of candidates, and final selection of candidates. Once the annual training plan, providing a detailed description of the types and numbers of persons to be trained, has been developed, efforts will be made to publicize the availability of scholarships. Short-term training opportunities will be announced primarily via intermediary groups and organizations appropriate to the target audience, while long-term training opportunities, typically of an academic nature, will be more widely advertised. Nominations will typically be "sponsored" by an established organization, although for some of the long term candidates individual nominations may be accepted. During this nomination process, the Mission will hold meetings with likely intermediary groups to ensure that these nominating groups clearly understand the Program, its objectives, and the types of persons desired for each training group (e.g., required academic background, economic and social status, age, sex, degree of past participation in volunteer and leadership activities, etc.)

The qualifications of each nominee will be analyzed by the Mission, in coordination with the contracted implementing agency, to determine conformance to basic eligibility for the program. This review will include:

(a) Bio-data, to ensure compliance with selection criteria and other guidelines. Special attention will be given to activities which indicate leadership ability and potential.

(b) Results of a basic aptitude test, administered by the contractor, to determine their ability to perform in academic activities.

Those nominees meeting minimum requirements will be interviewed by the contractor to assess professional interests, leadership qualities, motivation and maturity, attitude and self-image. The results of this interview will be combined with the document review, into a nominee profile for Mission and panel review. In the case of short-term training, these profiles will be reviewed by a panel drawn from the membership of the expanded PIC. Given past experience, the panel will select 10-15 percent more nominees than scholarships, to accommodate for those who drop out or are eliminated in the final selection process.

Nominee profiles for long-term training under the CLASP II program will first be reviewed by the Mission, to ensure compliance with program eligibility requirements. Subsequently, a slate of nominees, all of whom meet minimum criteria, will be referred to the National CLASP Commission for ranking. The slate submitted to the Commission will contain approximately twice as many nominees as the Mission has budgeted, so that the Commission's role has meaning.

The final selection of all candidates will be made by USAID. Those selected will be placed in an in-country CLASP II training for a trial period of up to two weeks for short-term programs and two months for long-term training. During this period, a final analysis will be made of each individual's ability to: be a leader, improve English skills at a normal rate, and successfully participate in study groups and individual activities. At this stage, persons with limited English language learning capabilities or poor attitudes are eliminated.

### c. Phase III: Preparation for Departure

Phase III activities will include an explanation of the CLASP II rules and regulations and of the "goodwill ambassadors" role the students are expected to play both during and after training. In this Phase, special attention is given to preparing the CLASP II Scholars for the special roles they will play when they return to El Salvador. In other words, the follow-on program begins in Phase III.

After leaving close-knit families in El Salvador, much attention will be given to preparing Scholars emotionally for the "culture shock" they will experience in the U.S. Most Scholars come from large families, often from rural areas, and have never traveled outside of El Salvador.

### **i. Orientation on the U.S.**

Orientation on the American way of life will include overviews of:

- history of the United States;
- geographical orientation to the U.S. as a whole, including the region, state, and community in which CLASP II Scholars will be placed;
- cultural orientation on the U.S. and its people, including a description of racial and ethnic groups that make up the mosaic of U.S. society;
- the U.S. democratic system, its traditions and processes at the federal, state, and local levels, including the three branches of government;
- the role of the private sector in a democratic society;
- voluntary activities and community participation in decisionmaking processes and in undertaking actions directed at the well-being of communities as a whole;
- U.S. lifestyles, customs, and food; and,
- explanation and description of the training that Peace Scholars are to undertake, including an explanation of the U.S. college credit system for those in degree programs.

### **ii. Orientation on El Salvador**

This orientation is designed to provide the CLASP II Scholars with information on El Salvador to facilitate their "goodwill ambassadors" role, i.e., explaining El Salvador to Americans. It will consist of informative lectures by Salvadoran experts and discussions on political, economic, and social life in all parts of El Salvador. The orientation is extremely important because many students will participate in meetings, seminars and activities in the U.S. where they will be asked to discuss their homeland. This module, structured to match the particular needs of the Scholars groups may include:

- general information including history, economy, geography, culture and customs, and education system;
- economic aspects, including planning and evaluation; agriculture and manufacturing; the informal sector; tourism; and international commerce;
- ongoing structural reforms, such as agrarian reform, banking reforms, and macroeconomic reform; and,
- political aspects including the Salvadoran constitutional system, branches of government, their functions and interactions, and the military;
- the Salvadoran private sector; and
- the social aspects of El Salvador.

General administrative details are also covered in this section, such as welcome by the U.S. Ambassador; group picture; role and responsibilities of the contractor; training program content and schedule; experiences of CLASP II Scholar returnees; the climate and culture of the training location; and, administrative procedures.

### iii. Volunteer Community Service

Initial preparation for developing volunteer or community activities begins in the departure preparation Phase. The level of involvement in voluntary activities will depend on the length of the program; however, all CLASP II Scholars will carry out weekly volunteer services. This requirement is aimed at developing a volunteer ethic in each CLASP II Scholar. Volunteer services will include such things as: acting as tutors or assistants to persons studying Spanish or about Latin America, coaching soccer in local schools, participating in cultural orientations and discussions on El Salvador with local interest groups, or acting as volunteers with local agencies.

### d. Phase IV: Implementation of Training Activities

This Phase begins when CLASP II Scholars arrive in the United States. All training is initiated and completed during Phase IV. Phase IV will consist of: arrival orientation in the U.S., arrival orientation at training institution, monitoring of training by training institution, monitoring of training by contractor, and monitoring of training by A.I.D.

The arrival orientation conducted in the U.S. will normally last for one to five days. It will complement the departure orientation and will start the cultural adaptation process and prepare scholars for travel from the point of entry to the training location.

There will also be an arrival orientation at the training institution. This orientation will consist of the normal "need to know items" about the institution, the local community and the state.

### e. Phase V: Follow-on Activities

#### i. Follow-On Program

Unlike other training projects which primarily seek to upgrade technical skills which are easily measured, the CLASP II Program focuses on leadership. Leadership is more difficult to measure because it is manifested in many ways and is a long-term objective. Leadership development cannot simply stop upon return to El Salvador; otherwise returning Peace Scholars may find it difficult to fully utilize new leadership skills in their previous environments. Therefore, the CLASP II Program will have a strong, dynamic Follow-On Program designed to reinforce training and facilitate the returnees' dissemination of knowledge an experience and manifestation of leadership.

The Follow-On Program will initially consist of a Resource Center, which will provide relevant technical and leadership materials to returnees to reinforce training; a job placement center; the development of active CLASP alumni associations to serve as support groups; refresher training, possibly involving bringing U.S. training counterparts to El Salvador for short periods of time, etc.; and strengthening linkages between Peace Scholars and intermediary groups or individuals. Based on experience, these activities may however be modified to better support returning Scholars.

Linkages established between the Peace Scholar and his/her community group, his/her intermediary group, and his/her U.S. training counterparts will be developed to foment long-term supportive relationships. The Mission will also consider ways of building relationships between CLASP Peace Scholars and Salvadoran entrepreneurs and officials in their respective fields. The Salvadoran private sector has demonstrated an interest in social development activities such as sponsoring the mini-firms in the Junior Achievement Program, donations to schools and health facilities in poor areas, etc. The CLASP program will attempt to build upon this foundation.

While the Mission realizes it will not change El Salvador's societal structure with Project resources over a five year period, it does expect leadership to be manifested by the returnees and dissemination of information about their experiences in the U.S. to occur. The Follow-on program will provide information on an ongoing basis about the returnees and their groups to ensure that this is indeed happening.

The Mission will also consider possible funding sources to continue Follow-On activities beyond the Life-Of-Project and to enable other Salvadorans to become scholarship recipients after the L-O-P, since it is in the USG's and EL Salvador's interest to have CLASP activities continue on a sustainable level beyond the five year period of the Project.

#### (1) Re-entry Program

A re-entry program will be established for all CLASP II returnees to provide them with an opportunity to reflect on initial re-entry issues, familiarize themselves with contents of the follow-on component and with the Resource Center (discussed below), discuss current socioeconomic and political issues in El Salvador, learn job hunting skills, determine future workshop themes, and form alumni association(s). Each CLASP II Scholar will be provided written materials to accompany the re-entry program. Among other helpful information, these materials will facilitate an understanding of A.I.D., the contractor, provide job hunting tips and contain a listing of potential employers in the returned scholars' areas of speciality.

## (2) Resource Center and Literature Distribution

The contractor will also provide the returned Peace Scholars with a place for meetings and study, and with information relevant to the fields in which they were trained, materials on socio-economic, cultural and political aspects of El Salvador and the U.S., guides to community project development, and materials on CLASP II themes such as leadership, community service, the private sector and volunteerism.

As an adjunct to the Resource Center, the contractor will also provide appropriate literature in Spanish and English to enable returned CLASP II Scholars to stay up-to-date in their technical fields, and in touch with the U.S. Literature will center around leadership, political participation, communications skills, economic development and the role of the private sector, voluntary participation in local community development, and other topics of general and special interest to El Salvador. It is anticipated that two to four times a year returned CLASP II Scholars will receive books and other written follow-up materials. Returnees will be surveyed to determine areas of general and technical interest for follow-up materials.

## (3) Job Placement

The job placement activities are designed to guide returned CLASP II Scholars in identifying appropriate employment opportunities in which they can utilize newly acquired technical skills, to create an awareness in the Salvadoran public and private sectors of the wealth of talent and resources CLASP II Scholars offer, and to create a desire in these sectors to seek out CLASP II Scholars as desirable candidates for new positions. While Scholars cannot be guaranteed a job which utilizes their new skills, CLASP II Project personnel will assist returning Peace Scholars in networking with other scholars and potential employers in pursuit of enhanced employment opportunities.

## (4) Workshops and Regional Meetings

A series of monthly, two-day workshops for all interested returned Scholars will be held. The purpose of these workshops is to provide an opportunity for returned CLASP II Scholars to meet, share knowledge, upgrade the technical and language skills they obtained during training in the U.S., and reinforce CLASP II leadership themes. Topics to be covered will be based on surveys of current technical needs, areas of interest, employment status, continuing education needs, and community involvement. Workshops will take place both in San Salvador and in regional centers to facilitate access for the returnees. Workshops will consist of: (i) CLASP II themes focussed on leadership, community development and volunteerism; (ii) technical workshops addressed to specific interest groups under the CLASP II program; and, (iii) refresher English Language Training on a pilot basis in the initial stage.

(5) Alumni Associations

The purpose of alumni associations is to provide the returned CLASP II Scholars with an organizational structure through which they can share knowledge and resources, implement community development projects and voluntary activities, maintain friendships, and provide constant feedback on follow-on activities. CLASP II alumni associations will be promoted through regional follow-on activities, such as re-entry seminars, leadership and technical workshops.

Linkages with institutions in the interior of the country with facilities for alumni association meetings and activities may be established. At the same time, alumni associations will explore these and other possibilities on their own. While overall guidance and support will be provided to alumni associations, the associations must determine their own objectives, and structure and function independently.

The following are illustrative alumni association structures: interest groups within each region based on common interests and/or technical specialties involved in promotion of group interests and community based activities; regional alumni associations with region-wide projects and activities; and a national CLASP II alumni association holding annual meetings. All the above alumni groups may have periodic interactions, meetings and activities, as they deem appropriate.

(6) Quarterly Newsletter

The contractor will develop, print, and distribute a simple quarterly newsletter to communicate news regarding Scholars' departures, activities on-site in the U.S., return to El Salvador, and activities of returned Scholars. The newsletter will contain short features and articles of interest, reinforcing the central themes of CLASP II, news about successful activities returned Scholars have initiated or completed, fund-raising ideas for alumni associations, news about meetings, and news about books and other materials returned available in the Follow-On program.

f. Phase VI - Evaluation

CLASP II is primarily a training program. As such, the evaluation of training activities is a key issue. Under CLASP I (CAPS in El Salvador), it was discovered that project activities must be designed to facilitate evaluation. It was difficult to evaluate the overall impact of training activities because of the wide variety of unrelated subjects, and the lack of specified goals and objectives to serve as a base for evaluation. It was almost impossible to determine what new skills could be attributed to the training. The CLASP I evaluators suggested that specific goals and objectives be designed for each training activity and that each activity be evaluated as a separate unit.

Under CLASP II, evaluation will include the three major training areas: leadership training, Experience America and skills development. Evaluations indicating achievement in these areas will be undertaken for each training activity and for the overall CLASP II program. Each training activity will have specific goals and objectives. Prior to initiating training, baseline data will be obtained to determine achievement levels of each student.

The scheduling of evaluations will focus on three implementation periods, training, post training (short-term) and post training (long-term) as discussed below.

### 1. Training Program Evaluation

The objective here is to evaluate the quality of training and its presentation by the training institution. Training program evaluations will be scheduled at least quarterly for training programs up to a year in duration. Longer training programs will be evaluated at least once every six months in the technical area, and annually in Experience America and leadership development areas. The Mission's implementation contractor will evaluate each training group. In addition, the Mission may also conduct some training program evaluations, subject to the availability of funds.

### 2. Short-Term Training Impact Evaluation

The objective of the ex post facto impact evaluation of short-term training is to evaluate the new skills acquired from training activities among CLASP Scholars who have returned to El Salvador for more than six months. Program-wide evaluations will be carried out at least once every two years during the project implementation period, and will be coordinated with overall CLASP II evaluations commissioned by the LAC Bureau.

### 3. Long-Term Training Impact Evaluation

Ex post facto impact evaluations of long-term training will be designed to determine the manner in which the target group is being affected by the activities of the returned CLASP students in terms of the Project purpose. At least once during Project implementation, and not less than two years after the individual Scholars have returned to El Salvador, this assessment will be undertaken. The target group impact evaluation can be combined with a beneficiary group impact evaluation if practical. USAID will conduct these evaluations, coordinating with overall CLASP II evaluation plans.

To facilitate evaluation, each training program will clearly indicate the relationship between the training material and the program objectives, i.e., leadership skills development, professional skills development, and Experience America.

TABLE IV:  
CLASP II EVALUATION PLAN

	1990	1991	1992	1993	1994	1995
<u>Training Program Evaluations*</u>	X	X	X	X		
<u>Short-Term Training Impact Evaluations</u>			X			X
<u>Long-Term Training Impact Evaluations</u>				X		

\* Training Program Evaluations will be conducted for all training groups.

### E. Special Areas of Interest

#### 1. HBCUs

HBCUs, especially smaller institutions located in rural communities, often provide a suitable training setting for Peace Scholars. In order to more effectively utilize HBCU resources in the CLASP II program, a number of ideas will be considered. One possibility is to channel, whenever feasible, CLASP II placements to a small (6-8) group of HBCUs, as the Mission did in its CAPS program in 1989. Another option is to encourage fact-finding visits to El Salvador by HBCU representatives to develop placement opportunities and a better understanding of the special training requirements of Salvadorans. The establishment of long-term linkages between HBCUs and Salvadoran institutions could also be encouraged. In addition, training could be conducted at HBCUs during summer months when HBCUs have more resources and time to devote to the special requirements of CLASP II Scholars.

#### 2. Public Information

It is important that Salvadorans understand the U.S. and that Americans understand El Salvador and the CLASP II program if the program is to succeed. Therefore, a carefully executed public education/information program is required. The implementation contractor and the Mission will share responsibility for this activity. U.S. counterparts will be utilized (e.g., U.S. farm extension agents who will be a part of U.S. training for Salvadoran agricultural extension agents); local authorities, such as the training institution and mayors; sister cities or any other linkage to El Salvador; etc. to ensure Americans are aware of the program and its intentions. New releases and other efforts to disseminate information regarding the program in the U.S. sponsor communities will be arranged for all groups and individuals which shall include, at a minimum, the following information:

- That A.I.D. is the sponsor of all these activities and that training is made possible by USG financing.

- Photographs of participants on arrival, during training, and during activities of a civic, historical, cultural, or entertainment nature for use in local and Salvadoran press. Each Peace Scholar will be presented a group photo of some memorable occasion during his visit.

- Content of training activities.

The implementation contractor will prepare a course scrapbook for AID, including copies of photographs and clippings of all newspaper articles within 30 days of course completion. In addition, all oral and written materials (including orientation literature, publicity releases, and materials containing logos) shall clearly and prominently state that the Americans are the sponsors of the CLASP II program and that A.I.D. funds the program. Prior USAID approval of all logos used in the CLASP II program will be required.

For its part, the Mission will continue to work with USIS to disseminate information on the CLASP Peace Scholars. In addition, it will be important to ensure that the groups from which Peace Scholars are selected have reasonable expectations about the training and what it can potentially do for their groups. This will prepare both returnees and their groups for the Follow-on stage on the program.

### 3. Employment Sector Analysis

While leadership development as a means of broadening popular participation in El Salvador's future is the primary objective of the Project, the Mission recognizes that returnees will need to find appropriate employment to maximize their contribution to meeting the Project goal. Therefore, it is extremely important that Peace Scholars with newly acquired skills obtain employment in appropriate areas upon return to El Salvador. To facilitate this, the Mission will maintain current information on employment needs in El Salvador and in a proactive manner interact with the public and private sectors to identify needs. This employment information will then be used by the Mission to select areas of study for CLASP II Peace Scholars.

The Mission will ensure that the content of all training is practical and relevant for El Salvador. Peace Scholars shall be given numerous opportunities during training to discuss the applicability and adaptability of newly acquired concepts and skills to the El Salvador setting.

An employment analysis done by the National Association of Partners of the Americas in 1989 identified high potential employment areas in the next two years for persons entering the labor force. In general, the areas identified are consistent with the Mission's and the GOES' efforts to reactivate the Salvadoran economy, with an emphasis on private sector export-led growth. High demand on the part of the private sector was identified for skilled labor in mechanical maintenance, exports, quality-

control, electronic maintenance, and construction maintenance. In addition, high demand was identified for administrative/secretarial services, business administration, accounting, industrial maintenance, computer science, nursing, civil engineering, productivity, social work, teaching, quality control, mechanical/diesel maintenance, food preparation, and electronics.

#### 4. Housing Arrangements

The Experience America component will be strengthened under the CLASP II program. Experience America activities start at home. While residing with an American or American family is a practical means for facilitating culture orientation and other Experience America concerns, recent experience indicates that certain conditions must be present to make this arrangement fully beneficial. For example, it is important that at least one host family member be the approximate age of the Peace Scholar. Many Peace Scholars complained that both parents in their host families worked and had little time for them. In other situations, Peace Scholars complained that they were forced to join family customs objectionable to them. Some of the worst experiences have been in dormitory arrangements where a Peace Scholar was matched up with an American who had no interest in a foreign roommate.

By far the most desirable situation is a volunteer roommate, who may be studying Spanish or be from a hispanic background themselves, although other types of roommates are also willing to spend time with the Peace Scholars, thereby facilitating overall integration into campus life. All efforts should be made to help Peace Scholars live with volunteer roommates or specially selected host families. Peace Scholars will not be housed with other CLASP Peace Scholars without specific permission from USAID.

#### 5. The Role of the CLASP II Peace Scholar

The role of the CLASP II Peace Scholar is to, upon return to El Salvador, exhibit the leadership and other traits and utilize newly acquired technical and academic skills to facilitate broader participation by a majority of Salvadorans in their country's economic, social, and political development. This role must be clearly understood by the training institution, students, faculty, the local community, and by the Peace Scholar himself. The CLASP Peace Scholars are in the U.S. to improve their leadership and professional skills, understand the U.S. democratic free enterprise system, and act as goodwill ambassadors to assist Americans in better understanding El Salvador. Upon returning to El Salvador, CLASP graduates are responsible for passing on their observations and expanded professional skills to as many other Salvadorans as possible. A key element in doing this is being active in voluntary community services, both in the U.S. during training, and in El Salvador, upon return.

It is critical that CLASP Peace Scholars clearly understand their roles and pledge to carry out that role in training and upon returning to El Salvador. It is equally important that those who approach the CLASP Peace Scholars understand and support their important role. The contractor will

integrate special activities into each training program to ensure understanding of the CLASP Peace Scholar's special role by: the CLASP Peace Scholar, colleagues at the training institution (faculty and students), and the local community. Special attention will also be given to preventing misunderstanding which results in CLASP Peace Scholars being encouraged not to return to El Salvador at the completion of their training.

The Follow-on program will be essential to the continued success of the program, as one-shot training is not enough. Follow-on will not be passive; it will be proactive to enhance leadership as a vehicle for mobility and participation. Returning Peace Scholars will need support in finding employment, re-integrating themselves into their environments, assuming and maintaining the active CLASP Peace Scholar role, and staying up-to-date in the fields of study pursued in the U.S. The Mission will seek to develop long-term relationship between U.S. counterparts and the Peace Scholars after their return to El Salvador based on mutual professional interest. Another possibility is to name Salvadoran sponsors to serve as mentors for the CLASP Peace Scholars before and after training.

The number of returning Peace Scholars is small, compared to the total population of El Salvador, so care must be exercised to assure that returning Peace Scholars have the support needed to enable them to truly make a difference in their country's future.

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TABLE V  
END OF PROJECT STATUS

ACTIVITY	SHORT-TERM PEACE SCHOLAR RETURNERS	LONG-TERM PEACE SCHOLAR RETURNERS
LEADERSHIP TRAINING	<ul style="list-style-type: none"><li>- 50% actively transmitting their technical training and "Experience America" insights to fellow workers or communities within 6 months of return.</li><li>- 50% involved in voluntary activities in local communities which support the enhancement of democratic pluralism and the free enterprise system.</li></ul>	<ul style="list-style-type: none"><li>- 75% demonstrating leadership skills i.e., involved in ongoing voluntary and/or development activities in their communities which support the enhancement of democratic pluralism and the free enterprise system.</li></ul>
SKILL DEVELOPMENT*	<ul style="list-style-type: none"><li>- All successfully complete training and return as planned.</li><li>- All return to their jobs and assume increased responsibility and/or gain increased salary as a result of training.</li><li>- Those not previously employed obtain information to facilitate finding employment or continuing education.</li><li>- 90% employed in geographic area of origin prior to training.</li></ul>	<ul style="list-style-type: none"><li>- 95% successfully complete training and 27 return as planned.</li><li>- 90% employed in areas related to training, six to twelve months of return.</li><li>- 50% employed in geographic area of origin prior to training.</li></ul>
EXPERIENCE AMERICA	<ul style="list-style-type: none"><li>- 25% established long-term friendships and links with Americans six to twelve months after return.</li><li>- 50% of Americans in contact with Peace Scholars have increased understanding of El Salvador.</li><li>- 50% making efforts to further knowledge and exposure to U.S. culture.</li><li>- 50% actively participating in CLASP Alumni Associations primarily run and operated independently by CLASP Alumni, attending at least one official function per year.</li><li>- 75% actively participating in at least one CLASP follow-on workshops of activity per year.</li><li>- 90% have 50% increase in knowledge of role of leaders and how leadership is essential to the democratic process and for successful community activities.</li></ul>	<ul style="list-style-type: none"><li>- 50% established long-term friendships and links with Americans six to twelve months after return.</li><li>- 75% of Americans in contact with Peace Scholars have increased understanding of El Salvador.</li><li>- 50% making efforts to further knowledge and exposure to U.S. culture.</li><li>- 50% actively participating in CLASP Association primarily run and operated independently by CLASP Alumni, attending at least one official function per year.</li><li>- 75% actively participating in at least one CLASP follow-on workshops of activity per year.</li><li>- 90% have 50% increase in knowledge of role of leaders and how leadership is essential to the democratic process and for successful community activities.</li></ul>

\* Includes short-term and long-term, and technical and academic training.

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IV. FINANCIAL ANALYSIS AND PLAN

A. Project Budget Summary

Based on the guidance contained in the CLASP II Model Project Paper for this project with respect to approved country budget levels, the Mission has programmed a total of 1,580 Peace Scholars (1,250 short-term and 330 long-term) over a five year period as shown below:

TABLE VI  
COLUMBIA PROJECT BUDGET SUMMARY BY FISCAL YEAR

Component	Year 1		Year 2		Year 3		Year 4		Year 5		Total Cost	Number & Percentage	% of Total Cost
	Cost	Number & Percentage											
Short-term Technical	3,104,640	245 (79%)	3,827,875	285 (80%)	4,769,730	375 (79%)	3,546,853	225 (78%)	2,399,850	150 (80%)	17,648,913	1,250 (79%)	67%
Long-term Technical and Academic	1,758,120	65 (21%)	2,006,760	70 (20%)	2,734,560	90 (21%)	2,093,530	85 (22%)	1,365,600	60 (20%)	9,958,560	330 (21%)	33%
SUB TOTAL	4,862,760		5,834,635		7,504,290		5,640,373		3,765,450		27,607,473		
In-country Adm'n & evaluation expenses	137,240		165,405		195,710		159,625		204,550		662,530		3%
TOTAL	5,000,000	310 (100%)	6,000,000	355 (100%)	7,700,000	465 (100%)	5,800,000	300 (100%)	4,000,000	180 (100%)	28,220,000	1,580 (100%)	100%

Notes:

1. Short-term technical training costs are estimated at an average of \$4,706 per training month, broken down as follows: \$2,589 U.S. training; \$235 pre-departure expenses; \$1,412 administrative expenses; \$235 Experience America expenses; and \$235 follow-on expenses. The average participant program is 3 months (2 weeks in-country and 10 weeks in the U.S.).
2. Long-term technical and academic training costs are estimated at an average of \$2,515 per training month, broken down as follows: \$1,484 U.S. training; \$252 pre-departure expenses; \$503 administrative expenses; \$126 Experience America expenses; and \$150 follow-on expenses. The average participant program is 12 months (2 months in-country and 10 months in the U.S.).

The long-term monthly training cost of \$1,484 for 1990-1994 is comparable to the long-term monthly training costs shown for El Salvador in Annex E of the CLASP II Model PP. These costs include: arrival orientation, tuition and training, maintenance, books, tax allowance, and local U.S. and international travel. In addition, the training content includes such new elements as communications skills and leadership training.

## B. Financial Analysis

### 1. Training Costs

The Mission has used direct contracting mechanisms since 1986 to access technical and training services for the CAPS program. This procedure has enabled the Mission to procure customized and quality service at competitive costs. To contain costs, contractors have implemented several measures such as negotiation of tuition rates on the basis of group placements, selection of community colleges, and cost-sharing mechanisms.

For calculation of the USAID/El Salvador's CLASP II budget, the Mission has considered its most recent experience with training costs for similar programs by analyzing various training cost analysis reports. Most recent experience has shown cost per person/month of \$4,023 and \$2,126 for short-term and long-term technical training respectively. A 6 percent annual inflation rate has been used for the projections.

In sum, the financial analysis is based on the direct contracting method for procurement of the technical and training services for the El Salvador CLASP II project, the Mission's most recent training costs, and a 6 percent inflation rate per year.

### 2. Counterpart Contribution

Guidance provided in the model CLASP II PP indicates the counterpart contribution requirement of 25 percent applies to DA, not ESF, funded programs. Moreover, projects obligated through a contract mechanism are not subject to the 25 percent counterpart requirement. Therefore, the El Salvador Project, No. 519-0361, will not require counterpart funding.

### 3. Financial Capability of Implementing Institutions

The Mission will include in the Request for Proposal (RFP) information on the financial and management capabilities of potential contractor(s) to allow for a thorough evaluation of the offeror's proposal. This information shall include, but not be limited to, discussions of company capabilities and related experience. The offeror's past performance in terms of completion at proposed versus actual costs and proposed versus actual schedules will be examined. Moreover, the offerors will be given examples of cost containment measures and will be required to present how they have obtained cost savings, and specifically what cost containment measures will be in effect during the life of the contract. Respondent's technical, cost, and management proposals will be evaluated on their ability to integrate cohesively and cost effectively all program requirements including pre-departure orientation, training, and follow-up, and achieve a high-quality education and training program.

TABLE VII  
ESTIMATED COSTS PER TRAINING MONTH  
(in U.S. \$)

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
Short-Term Training	4,224	4,477	4,746	5,031	5,333
Long-Term Training	2,254	2,389	2,532	2,684	2,845

**TABLE VIII**  
**DETAILED PROJECT BUDGET BY FISCAL YEAR**  
**(In U.S. \$)**

COMPONENT	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Total</u>
<b>I. <u>Short-term Technical Training</u></b>						
A. Pre-departure	155,232	191,392	238,486	177,343	119,993	882,446
B. Training	1,707,552	2,105,309	2,623,352	1,950,770	1,319,918	9,706,901
C. Experience America	155,232	191,392	238,486	177,343	119,993	882,446
D. Follow-on	155,232	191,392	238,486	177,343	119,993	882,446
E. Administrative Costs	931,392	1,148,350	1,430,920	1,064,056	719,953	5,924,671
SUB-TOTAL	<u>3,104,640</u>	<u>3,827,835</u>	<u>4,769,730</u>	<u>3,546,855</u>	<u>2,399,850</u>	<u>17,648,910</u>
<b>II. <u>Long-term Technical &amp; Academic Training</u></b>						
A. Pre-departure	175,812	200,676	273,136	209,352	136,560	995,856
B. Training	1,037,290	1,183,988	1,613,390	1,235,518	805,704	5,875,890
C. Experience America	87,906	100,338	136,728	104,676	68,280	497,928
D. Follow-on	105,487	120,406	164,074	125,611	81,936	597,514
E. Administrative Costs	351,625	401,352	546,912	418,363	273,120	1,991,372
SUB-TOTAL	<u>1,758,120</u>	<u>2,006,760</u>	<u>2,734,560</u>	<u>2,093,520</u>	<u>1,365,600</u>	<u>9,958,560</u>
SUB-TOTAL I and II	4,862,760	5,834,595	7,504,290	5,640,375	3,765,450	27,607,470
<b>III. <u>In-country Admin. &amp; Evaluation</u></b>						
A. PSC's (5)	80,000	95,000	100,000	100,000	115,000	490,000
B. Evaluation studies	57,240	70,405	95,710	59,625	119,550	402,530
SUB-TOTAL	<u>137,240</u>	<u>165,405</u>	<u>195,710</u>	<u>159,625</u>	<u>234,550</u>	<u>892,530</u>
<b>PROJECT TOTAL</b>	<u>5,000,000</u>	<u>6,000,000</u>	<u>7,700,000</u>	<u>5,800,000</u>	<u>4,000,000</u>	<u>28,500,000</u>

C. Methods of Implementation and Financing

TABLE IX  
PROJECT 519-0361  
PAYMENT VERIFICATION MATRIX

METHOD OF IMPLEMENTATION	METHOD OF FINANCING	APPROX. AMOUNT
<u>PROFIT-MAKING CONTRACTOR OR PVO</u> Direct A.I.D. Procurement (Short- and Long-Term Training)	Direct Pay or FRLC	27,607,470
<u>PSC (Program Administration)</u>	Direct Pay	490,000 (1)
<u>EVALUATION</u> Direct A.I.D. Procurement	Direct Pay	402,530 (2)
<b>TOTAL</b>		<b>28,500,000</b>

- (1) Includes financing for the professional and clerical service of a project assistant, three development clerks and one secretary. It also includes provisions for having a development clerk supervisor.
- (2) To cover evaluation studies as described in the Evaluation Section.

D. Evaluation of Need for Audit

Since all the procurement will be done by means of direct A.I.D. contracting, no funds have been budgeted for audit of this activity. However, the selected contractor or PVO will be subject to audit by the AID/IG. Contractors as well as PVOs will be required to contract for annual audits using GAO standards and clearly identify all A.I.D. funding; these annual audits will be considered an expense of the contractor.

## V. IMPLEMENTATION AND EVALUATION PLAN

### A. Administrative Arrangements

#### 1. 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/EST in program oversight, evaluation, training and orientation of Mission personnel. LAC/DR/EST will:

a. In active collaboration with the Missions, issue policy guidance and monitor implementation to ensure compliance with the policy guidance and program objectives. Bureau oversight functions will include review and approval of SIFs, CIPs and CIP updates.

b. Manage a process evaluation, similar to that carried out under CLASP I, to assist both LAC/DR and field Missions in identifying and resolving implementation problems.

c. Design and implement, jointly with Missions, an impact evaluation.

d. Assist in providing training and orientation to Mission personnel in CLASP Information System (CIS), TCA, Experience America, follow-on, and other project activities.

e. Implement the Congressional earmark activities in close collaboration with Missions.

f. Serve as a liaison with Congress, the press, and other outside parties.

g. Perform standard Bureau backstopping support for Mission CLASP projects.

#### 2. USAID/El Salvador Responsibilities

For the Mission and its designated contractor will be responsible for:

a. Selection of Peace Scholars and processing of U.S. and GOES clearance requirements.

b. Verification of skills levels and socioeconomic status of students.

c. Placement in U.S. training programs, preparation for departure, and orientation programs.

d. Monitoring and management of the training undertaken in the U.S.

e. Design and implementation of appropriate follow-on activities for returnees.

f. Monitoring and evaluation of overall implementation of the Scholarship program.

Other offices in the Mission will assist by suggesting groups of leaders and intermediary groups, based on their experience and contacts.

## B. Monitoring and Evaluation Plan

### 1. Program Monitoring and Evaluation

#### a. Background

Evaluation under the CAPS project has consisted of ongoing activities carried out by a central contractor under an 8(a) set-aside. This contractor reports to LAC/DR/EST and is financed with a combination of CA and LAC regional funds. Some field Missions have conducted their own evaluation activities using independent contractors, depending on the needs and interests of individual Missions. Centrally-funded CAPS evaluation activities have covered the following:

(1) Initiation and maintenance of the CLASP Information System (CIS), a comprehensive database containing up-to-date information on each Peace Scholar (e.g. age, sex, academic background, socio-economic status, leadership status, urban/rural location), and the nature of the training program to be undertaken.

(2) Administration of questionnaires to CLASP trainees immediately prior to departure from the U.S. and within six months of 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.

(3) Individual country reports that address Mission compliance with CLASP policy guidance as well as the 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. The CIS provides the LAC Bureau with an official and up-to-date tally on the 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. Insights from the country reports have been very helpful to both Mission and A.I.D./W in guiding adjustments to country-specific programs. In addition, and perhaps of most significance, insights 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.

**b. Specific Nature of CLASP II Evaluation Design**

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

(1) That there is a genuine interest in a 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

(2) That 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 the CLASP II evaluation. In addition, 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:

(1) Key users of data (i.e. A.I.D./W and Missions) must both take own ownership of the data collected. This means that A.I.D./W and Missions must have input into guiding the design of evaluation activities and their implementation.

(2) 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.

(3) Reporting of data must be done in a way that it is easy to read and readily lends itself to use by the originator of the data request.

(4) Data on "process" (the way in which students are recruited, selected, and oriented and trained in the U.S.) and data on the "impact" (information obtained on effects of training on the trainees after they have returned home) must be closely linked.

These conditions call for a dynamic and flexible design for the CLASP II evaluation that provides timely information, is sensitive to Mission needs, and provides A.I.D./W with needed data for program accountability. Listed below are categories of information needs that will form the basis for CLASP II evaluation activities:

(1) Information to both AID/W and Missions to track policy compliance under CLASP II and to describe the U.S. training experience

These data, commonly referred to as "process evaluation" data, include information on all Scholars collected through the CIS plus information from Scholars collected on exit questionnaires immediately prior to departure from the U.S. The sample, both for CIS and for the exit questionnaires, will be comprised of 100 percent of all CLASP II Scholars. To provide continuity between the CAPS and CLASP II databases, existing data instruments being used under the CAPS evaluation will continue to be applied. However, they will be updated and revised to reflect CLASP II evaluation data needs. Data on compliance with CLASP II policy guidelines from the CIS database will be made available to A.I.D./W and Missions semi-annually.

(2) Information that will permit both A.I.D./W and Missions to assess the adequacy of Mission management and implementation procedures

It is anticipated under CLASP II that each Mission will be visited once every two years to assess the adequacy of: Mission recruitment, selection, and screening procedures; development and specification of individualized training plans; pre-departure orientation; the quality of the U.S. training experience (academic/technical training as well as Experience America); and, the follow-on program. Reports of up to 15-20 pages will be shared with the individual Mission program under review. Individual country reports will highlight what Missions are 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 to permit A.I.D./W and Missions to assess the effectiveness of individual training programs and take appropriate actions to apply lessons learned to expansion/extension of training programs that are doing well and adjustment/termination of programs not meeting objectives

This category of data addresses "impact" data. CLASP I impact data gathering activities have been limited to questionnaires administered approximately six months upon return of Peace Scholars to their countries and the recent initiation in Central America of pilot case studies to explore the feasibility of using qualitative data collection methodologies. Under CLASP II, the "impact" evaluation will be adjusted somewhat. Instead of a questionnaire administered to all Scholars one or more times upon return to country, the evaluation will consist of a series of studies, some country-specific, and 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 A.I.D./W or a Mission need an immediate answer on some question). The results of the studies will be

provided in a timely fashion to the originator of the data request and the data from consecutive studies will be compiled, across countries and studies to allow for 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 X. These questions are illustrative and will be refined during the first year of CLASP II through collaboration between A.I.D./W and Missions to identify questions to be posed and to guide the procedures used to collect data. Data will be collected both on CLASP II Scholars 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.

**c. Implementation of CLASP II Evaluation Activities**

Overall responsibility for the CLASP II evaluation will lie with LAC/DR/EST. One EST staff person, responsible for providing oversight as well as liaison with A.I.D./W and 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, will be responsible for collecting data required by A.I.D./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 the CIS and exit questionnaires to meet both the A.I.D./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 A.I.D./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 A.I.D./W and Missions to be carried out within available funding levels.

TABLE X  
ILLUSTRATIVE QUESTIONS FOR CLASP II IMPACT EVALUATION

Peace Scholar Knowledge of the U.S.

- Has the Peace Scholar 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?
- What aspects of CLASP II (pre-departure orientation, U.S. training, home status on the job, increased responsibility, promotion in rank, increase in pay, etc.) contributed to these changes, and in what ways?

Career Advancement

- To what extent are CLASP II returnees advancing their careers (enhanced job status, increased responsibility, promotion in rank, increased 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 a 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, one year certificate programs, 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 contributed most to the above?
-

## 2. Mission Monitoring and Evaluation

The contractor performing the pre-departure/orientation participant training activities and follow-up activities will develop a baseline for participants prior to departure to assist in measuring the impact of training on the participants upon return to their home setting.

The impact assessment, coupled with periodic evaluations of training activities, will be used to design new training activities. The development of the Annual Training Plan will reflect these ongoing mini-evaluation efforts of specific training activities and the impact assessments.

Contractor performance should still be the domain of central A.I.D./W contractor, particularly with regards to evaluating performance of the logistics, care, feeding, etc. of participants. Here it is reasonable to rely heavily on participant impressions. It is also an excellent idea to have a mechanism to monitor the entire CLASP program. However, it is essential that A.I.D./W and Mission monitoring and evaluation efforts be coordinated.

In terms of target analysis, developing the SIF was a critical step in identifying candidates for CLASP II. The SIF is only a beginning; it provides the guidelines for the ongoing process. As a nature of the problem is modified, targeting different institutions and leaders may be appropriate. For each group or individual training activity, the purpose, objectively verifiable indicators, and outputs, will be carefully detailed. This will be a Mission-wide effort led jointly by the Mission Evaluation Officer and OET.

The Model PP clearly indicates that one program objective is the enhancement of "leadership and professional and technical skills" for both long- and short-term training. The methods to assess the impact of skills training, professional training, and leadership training will vary depending on the skills developed, the specific sector, and the type of leaders trained. It is critical to have objectively verifiable indicators for each type of training if impact of specific training is to be measured.

### C. Contracting Plan

Since 1986, USAID/El Salvador has used the direct contracting mechanism to access technical assistance and training services for CAPS Scholars. Based on this experience, the Mission has received customized, quality service from its contractors. This flow of direct interaction has been sound, and has allowed numerous improvements in the USAID/El Salvador's CAPS program. In spite of a series of adjustments, the cost of the training remains competitive. While the contractors have generally provided prompt services, the Mission intends to improve its monitoring and evaluation strategy, described in Section V.B.2.

In an effort to insure the quality and cost effectiveness of implementation, the Mission will select a contractor to implement the CLASP II five-year program through full and open competition. Upon Mission's approval

of this CLASP II Project Paper, a Request for Proposal (RFP) for the implementation of the El Salvador's CLASP II program will be prepared, which will include the following components:

- a) Recruitment and Selection. (USAID's responsibility);
- b) In-country English Language Training (ELT), and pre-departure cultural and program-specific orientation including the required medical examination processing. (Contractor's responsibility);
- c) U.S. training, including arrival orientation, technical or academic training, leadership and communication skills training, Experience America component, and final debriefing. (Contractor's responsibility);
- d) Follow-on program component. (Contractor's responsibility); and
- e) Evaluation component (USAID's responsibility).

All of the above activities will be carried out with mutual USAID-contractor collaboration. The contract will be awarded for implementation of the five year Project with funds obligated for only FY 1990. The contract will be amended annually to add funding as needed and to include annual country training plan updates. The Mission plans to sign the CLASP contract in June or July 1990.

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10. IMPLEMENTATION SCHEDULE																									
		FY 1990				FY 1991				FY 1992				FY 1993				FY 1994				FY 1995			
Major Events		01	02	03	04	01	02	03	04	01	02	03	04	01	02	03	04	01	02	03	04	01	02	03	04
IV. In-Country Follow-On Component						XXXX	XXXX	XXXX	XXXX																
V. Mission Monitoring and Management					XXXX	XXXX	XXXX	XXXX	XXXX																
VI. Site Visits by Mission				XXXX				XXXX				XXXX				XXXX									
VII. Mission Evaluation Studies																									
- Specific Leadership Characteristics in Salvadoran Culture: SIF follow-on Study				XXXX																					
- COPS I Longitudinal Study for all long-termers.									XXXX																
- CLAMP II Mid-Term Eval.																	XXXX								
- CLAMP II Final Evaluation																									XXXX

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## VI. SUMMARY OF PROGRAM ANALYSES

### A. Social/Institutional Analysis

The information presented in this Section is drawn from the Mission's Social and Institutional Framework (SIF) prepared in September 1989. The SIF was designed to identify priority groups, leaders within those groups, and the training needs of those leaders. For the most part, the categories that follow are based on A.I.D./W recommendations.

#### 1. Methodology

The SIF analysis was undertaken in the following stages:

- identification of key sectors of Salvadoran society;  
identification of key institutions and groups in each sector (including elaboration of criteria to judge the relative importance of different institutions and groups to the program);
- identification of training plans for leaders of the different institutions and groups; and,
- identification of alternative selection methods.

After Mission review and approval of the SIF as the conceptual framework for the CLASP II/El Salvador program, the SIF was reviewed and approved in A.I.D./W on December 1, 1989. (See STATE 408354).

#### 2. Definitions

A brief discussion of a number of concepts crucial to the Mission's Social and Institutional Framework, including leadership, elite, socially disadvantaged, and economically disadvantaged, is presented below. Further detail is provided in SIF Summary and Matrices in Annex K.

Leadership is defined as encompassing both formal and informal leadership roles, recognizing not only individuals with decisionmaking power but also those who shape opinion, interpret events, organize and act as catalysts for group action, and those who represent groups.

Leadership relates to both position within the social structure of a society or group (formally recognized leaders), as well as the capacity to influence others to obtain five collective goals (informal recognized leaders). Position leadership is characterized by organizational capacity, decisionmaking capacity, executive capacity, representational capacity, and educational capacity. On the other hand, the capacity to influence others refers to opinion formation at the national level through mass media, universities and other channels, and at the community level, where leaders interpret these messages for community and rural population.

Actual and Potential Leaders are typically characterized by several traits: speaking ability, broad knowledge base, profound convictions, ideological commitment, positive self image, generosity, capacity to concentrate on goal attainment, charisma, and concern for group welfare.

Socially Disadvantaged persons are those born into inferior social class positions, represented in part by family socioeconomic background. Several indicators of socially disadvantaged status include: low educational status of parents; low occupational status of parents; low family level of living; female gender; limited travel experiences; rural residence; and absence of one or both parents in the family.

Economically Disadvantaged persons have limited access to financial resources. Under CAPS I, the Mission gave preference to students with family incomes less than the equivalent of 20,000 colones p.a. in San Salvador and regional urban areas and 15,000 colones p.a. in rural areas. The Mission will modify this quantitative eligibility criterion for the CLASP II program to \$6,000 p.a. (about 39,300 colones p.a.\*) income level. This level will be scaled down to the equivalent of \$5,000/year for regional urban centers, and \$4,000 p.a. for other areas.

Elite refers to the privileged class which perpetuates its position through the intergenerational transmission of social status. Typically, it is represented by limited number of families. Primary characteristics of the elite class are intermarriage among members of these families; inherited wealth, occupancy of positions of influence in society, and the use of these resources to perpetuate its status across generations.

### 3. Selection of Key Sectors, Groups and Scholars for CLASP II

#### a. Criteria for Selection of Groups of Leaders

Special consideration under CLASP II will be given to those groups most directly related to program objectives. In summary, the major criteria to be used for the selection of groups of leaders include: impact on youth or youth involvement; multiplier effect; sphere of leadership influence; promotion of equality of opportunity in society by focussing on social and economic disadvantages, women and rural residence; mitigating skill shortages in society; and complementarity with USAID programs.

#### b. Selection of Key Sectors and Groups of Leaders

Major sectors of Salvadoran society and groups and associations in which significant leadership is exercised are presented in Matrix 1 of Annex K. The key sectors are: education, governance/community decision making, agriculture, health, judiciary, economy/private sector, military/para-military, mass communications, leisure/recreation, and the church. Groups, organizations and/or professions that contain important leadership positions in each sector are identified by rural/urban location and

\* (Colones 6.55 = \$1.00 as of 1/23/90)

sphere of influence. In addition, the SIF identifies forty-nine groups of leaders. Of this number, nineteen are considered high priority groups based on close conformance to selection criteria and CLASP II program objectives:

HIGH PRIORITY GRID OF GROUPS OF LEADERS

AGRICULTURE

1. Agricultural extension agents.
2. Home economic extension agents.
3. Rural and community development promoters.
4. Leaders in agricultural communities.
5. Cooperative leaders.

LOCAL GOVERNMENT

6. Municipal authorities.
7. Neighborhood leaders.

HEALTH

8. Health promoters.

EDUCATION

9. School administrators.
10. Primary school teachers.
11. Secondary school teachers.
12. University professors.
13. University students.
14. Literacy promoters.

PVOs

15. Volunteers working with youth.
16. Promoters working with marginal populations.

MASS COMMUNICATIONS

17. Mass communicators.

PRIVATE SECTOR

18. Owners/operators of small business.
19. Junior Achievement members.

c. Selection of Scholars

Variation necessarily exists in the selection of different groups of CLASP Scholars. One of the major concerns is the ability of the candidate to take advantage of the program. It will be important to incorporate an appreciation of leadership status by individuals who know the candidates and their positions in communities or groups.

(1) Actual Leaders

Two dimensions were emphasized in the above discussion of leadership. One is the occupancy of community, group or organizational leadership positions and the corresponding recognition of leadership status by

the organization's members. The other is the influence that individuals have over opinion formation in society. Although there is a high correlation among these dimensions, there is no one-to-one relationship. For instance, newspaper editors, sports heroes, and actors and artists may have a major impact on opinion formation, while school teachers have an important impact on character and intellectual formation of students but may not be recognized as group or community leaders. On the other hand, many individuals occupying formal leadership positions may not be true leaders. Examples of this category are some government officials and educational administrators.

In most cases, it is possible to identify organizations or associations whose members are familiar with the leadership structure of communities and other groups. For example, regional directors of COXARA and ISDEM can probably identify "true" leaders of rural communities. Similarly, agricultural extension agents can probably identify "true" farmer leaders in the reformed and nonreformed agricultural sectors. The opinions of several individuals will be solicited to reduce possible individual bias in response.

### (2) Potential Leaders

The best way to identify future leaders is to assess whether people occupy leadership positions in peer groups. These may be positions in formal or informal leadership positions. Individuals who seek out and/or occupy leadership roles have a high probability of being leaders in adult society. Related to this indicator are the personal aspirations and individual goals of young people. The best way to assess this leadership dimension, again, is to solicit independent evaluations of individuals who are familiar with the individual and his/her position in the community and school attended. Teachers will probably be the best sources for information here. Returned CAPS Scholars who are familiar with the youth being considered for the program might also be requested to give references.

### (3) Selection Process

Given that the primary criterion for selection for CLASP II is leadership capacity, the Mission will utilize a two stage selection process. The first stage will consist of identification of actual and potential leaders. The second stage will consist of an evaluation of the ability of these actual and/or potential leaders to take advantage of the training and to satisfy A.I.D. program guidelines. Of necessity, there is some variation in criteria used to determine the ability of actual and potential leader candidates to take advantage of training. These criteria will in turn vary depending on the content of the training to be provided.

Criteria for selecting already identified actual leaders: (1) Financial status - most leaders will not exceed the maximum income levels established by the Mission; (2) Occupation - the leaders will hold occupations for which specific training programs are designed; and (3) Education - the leaders will normally be at least functionally literate in order to take advantage of the training.

Criteria for selecting already identified potential leaders include: (1) Financial status - parental income; (2) Social background - parental educational/occupational status, family living standard, travel experience family composition; (3) Academic performance - grades/class standing; (4) Motivation/maturity - written essay; (5) Gender; and (6) Nonmetropolitan residence, which will cover all 14 Departments of the Country.

**d. Training Programs for Leaders**

In Matrix 3 of Annex K several possible training programs for actual and potential leaders are presented. These are illustrative, not prescriptive. The Mission, with the assistance of its contractor, will elaborate detailed training plans for selected participant groups. This will be done annually as part of the annual program update.

**B. Administrative Analysis**

Existing staff in the Mission's Office of Education and Training (OET) will be responsible for managing USAID/El Salvador's Peace Scholarship program. The Peace Scholars Division of OET consists of a Project Manager, an Assistant, three Administrative Staff and one Secretary. Based on management of the workload associated with the CAPS program, the Mission is confident that OET can successfully manage the follow-on CLASP II program with existing staff. The Mission's responsibilities include: filling out all documentation for obtaining visas; securing all necessary medical and dental exams; security background check preparation; CIS information input for all CAPS selectees; and preparation of any special reporting requirements, including evaluations.

The activities listed above are only a part of the activities undertaken during Phase I and Phase V of the overall Scholarship program detailed in Annex N, Detailed CLASP II Implementation Plan. The other activities required under Phases II, III and IV are primarily the responsibility of the contractor. Nevertheless, OET is continually engaged in activities related to the monitoring of the progress of the Peace Scholars, the management of the contractor, and the effective maintenance of the overall program. These activities include the following:

- Review of academic enrollment and term reports to determine progress of Scholars; follow-up actions in regards to weak students who need to change areas of study or the training institutions.
- Follow-up and prepare special reports on problem cases such as non-returns.
- Support CAPS Scholars through cables and telephone calls with the contractor in reference to pending bills, membership to professional society and/or journals, arrangements for visa extensions, and so forth.
- Manage the contractor through review of contract program changes, preparation of amendments, analysis of training cost analysis, review of all types of reports, conduct of weekly meetings, field visits, and so forth.

- Prepare action plans, congressional presentation tables, GTP updates (narrative and tables), and special A.I.D./W reporting requirements such as: CAPS tables for funding purposes, HBCU placement tables, quarterly and annual returned Scholars' status reports, annual ELT report, program evaluations, and numerous other reporting requirements.

### C. Economic Analysis

The economic analysis of participant training projects is difficult because the output -- improved education and skills -- is difficult to measure in economic terms. Both A.I.D. Handbook 3 and the A.I.D. 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 a 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 cost, 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., and that 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 agriculture. Therefore, appropriate cost-effectiveness analysis is at 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 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 contribution to cost-effectiveness is the institutionalization of cost containment measures. Cost containment is applied to specific training groups and contracts, so alternatives available are 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 cost 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 this discussion shows, a definitive judgement on cost-effectiveness of the CLASP program cannot be made in advance. The cost effectiveness of the program is in the details of implementation rather than the design. Thus, the judgement can be made that adequate measures have been built into the program to maximize the cost effectiveness by emphasizing the training objectives and institutionalizing the use of cost containment approaches.

While an economic analysis of the returns to training has not been done for this project, the indications are that the net economic returns to education and training for El Salvador are high. First, El Salvador is losing substantial human resources through international migration. The Ministry of Planning and Coordination of Social and Economic Development estimates that between 1980 and 1990, the country experienced net international emigration of almost 600,000 persons. This is equivalent to approximately 12 percent of the Salvadoran population in 1990. Given that international migrants typically are young entrepreneurial persons, it is likely that such migration is making labor market skills scarcer. Second, as the GOES is carrying out a program of economic liberalization that provides a basis for future faster economic growth, the demand for skills should rise significantly in coming years. Finally, the ratio of earnings for urban workers with some schooling (1 to 3 years) to earnings for persons with no schooling is about 1.4, suggesting high returns to even relatively little education. Analogously, the returns to training seem to be high. Urban workers aged 20 to 24 years earn over 65 percent more than workers 14 to 19 years old. As age may be used as a proxy for experience, such difference is likely to reflect strong returns to training. This conclusion is reinforced by professional or managerial median earnings which range from 88 to 260 percent above the median earnings of non-agricultural laborers. Accordingly, this data support the contention that this project makes economic sense.

#### D. Technical Analysis

A.I.D. worldwide and Mission experience in particular, has shown that potentially the most serious technical problems to implementing training programs such as CAPS II involve the procedures for selecting the Peace Scholars, the planning of the training program, the pre-departure orientation, and the follow-on activities in the home country. Each of these potential problems is discussed below.

**1. Procedures for Selecting Peace Scholars and Planning Training Programs**

The success of the program eventually rests on the ability and willingness of the participants to learn adequately 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. While many people would like to have Scholarships, some are better prepared than others, more dedicated to their profession, or more in tune with the goals of the program. Selection procedures have been therefore, established 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 have been established and, will be used in assessing the candidates. Annex N of this PP provides further detail.

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 will 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 El Salvador, many potential problems can be avoided at this stage, when it is least difficult and costly to make changes. In addition to improving training activities, 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 is intended to achieve. Different expectations of the program have been a common complaint in many training programs. As part of this cooperative program planning process, explicit plans for using the training after return will 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 that 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, the Mission will emphasize the importance of proper planning to the contractor and its program 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 customized long-term training programs will require substantial information, time and effort.

Training groups of people with related backgrounds and skills is attractive in terms of both convenience and cost savings. However, group training will be carefully planned in order to meet the needs of all 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 will be emphasized.

## 2. Pre-departure Orientation

In programs that involve travel and training in the U.S. orientation to the training program, language training, 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. See Annex N, the CLASP II Implementation Plan of this PP for further detail.

## 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 will ensure that participants maximize the potential to utilize the training received in the U.S. and will continue under CLAPS II. Annex N of this PP provides additional information on the follow-on component of this program.

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**PROJECT DESIGN SUMMARY**

**LOGICAL FRAMEWORK**

Caribbean and Latin American Scholarship Program II (CLASP II)  
(USAID/El Salvador Program) No. 519-0361

Life of Project:  
From FY 1990 to FY 1994  
Total U.S. Funding US\$28,500.00  
Date Prepared: 01-20-90

AID 100-00 (F-77)  
SUPPLEMENT 1

Project Title & Number:

PAGE 1

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p><u>Project Purpose</u></p> <p><u>Program Goal</u></p> <p>To promote broad based economic and social development in El Salvador.</p> <p><u>Program Sub-Goal</u></p> <p>To encourage and strengthen democratic pluralism and a free enterprise market economy in El Salvador.</p>	<p>Conditions that will indicate purpose has been achieved: End of project status.</p> <ul style="list-style-type: none"> <li>- Increased per capita income.</li> <li>- Increased consumption and income in poorest 50% of society.</li>   <li>- Greater participation in economic and social progress by poorer and disadvantaged groups in society.</li> </ul>	<ul style="list-style-type: none"> <li>- National economic statistics and Program evaluation.</li>   <li>- Program National Evaluation</li> <li>- National Socio-economic Statistics.</li> </ul>	<p>Assumptions for achieving purposes</p> <ul style="list-style-type: none"> <li>- Functioning democracy and free market economy will result in long term stability and economic growth.</li> <li>- Other national and international economic assistance programs continue at present levels.</li> <li>- Disruptive forces do not intensify destabilizing efforts.</li>   <li>- Leadership and skills training for middle and lower socio-economic classes will strengthen participation of these groups in economic and political progress.</li> <li>- Active economic and political participation by targeted groups will strengthen societal commitment to pluralism and free enterprise.</li> <li>- Participant selection procedures successfully identify current and potential leaders.</li> <li>- The scholarship program advances the careers and influence of the participants.</li> </ul>

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LOGICAL FRAMEWORK

From FY 1990 to 1994  
 Total U.S. Funding US\$ 500,000  
 Date Prepared: 01-20-90

Project Title & Number: Caribbean and Latin American Scholarship Program II (CLASP II)  
 (USAID/El Salvador Program) No. 519-0361

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p><b>Project Purpose:</b></p> <p><b>Program Purpose</b></p> <p>Equip a broad base of leaders in El Salvador with specialized skills, training, academic education, and an appreciation and understanding of the workings of democratic processes in a free enterprise economy.</p>	<p>Conditions that will indicate purpose has been achieved: End of project status.</p> <ul style="list-style-type: none"> <li>- Returned Peace Scholars are employed in their areas of expertise and are applying the skills learned in the U.S.</li> <li>- Returned Peace Scholars are active and influential in community or professional affairs.</li> <li>- Peace Scholars have benefitted from the program in terms of either finding a job or having increased responsibility or salary in an existing one.</li> <li>- Peace Scholars have maintained some linkage with the U.S. after returning home.</li> </ul>	<ul style="list-style-type: none"> <li>- Process Evaluation, Impact Evaluation</li> <li>- Program Reports</li> </ul>	<p>Assumptions for achieving purpose:</p> <ul style="list-style-type: none"> <li>- The nature and length of training and Experience America has significant impact on attitudes and skill levels.</li> <li>- Training program facilitates career advancement of Peace Scholars.</li> <li>- Association with the U.S. does not impede leadership status in community.</li> <li>- Democracy values can be transferred through training programs and exposure to U.S.</li> <li>- Missions are successful selecting leaders and potential leaders and in developing appropriate training programs for them.</li> </ul>
<p><b>Program Requirements</b></p> <p>Project is consistent with program guidelines.</p>	<ul style="list-style-type: none"> <li>1a. At least 70% of Peace Scholars are from disadvantaged backgrounds.</li> <li>1b. All Peace Scholars meet Mission criteria for leadership potential.</li> <li>1c. At least 20% of programs last 9 months or longer.</li> </ul>	<ul style="list-style-type: none"> <li>- Program records.</li> </ul>	<ul style="list-style-type: none"> <li>- Selection procedures are instituted and followed, and appropriate candidates can be found.</li> </ul>

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**PROJECT DESIGN SUMMARY**

**LOGICAL FRAMEWORK**

Caribbean and Latin American Scholarship Program II (CLASP II)

Project Title & Number: (USAID/EI Salvador Program) No. 519-0361

Life of Project: From FY 1990 to FY 1994  
Total U.S. Funding: US\$28,500.00  
Date Prepared: 07-20-90

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<b>Project Purpose:</b>	Conditions that will indicate purpose has been achieved: End of project status.		Assumptions for achieving purpose:
1. Peace Scholar selection and recruitment procedures identify leaders and potential leaders.	1d. At least 10% of all Peace Scholars are placed in HBCU institutions.	- Program process evaluation.	
2. Peace Scholar selection and recruitment procedures identify leaders and potential leaders.	1e. At least 40% of the Peace Scholars are women.	- Program process evaluation.	
2. Peace Scholar selection and recruitment procedures identify leaders and potential leaders.	- Mission strategy and procedures established and functioning.	- Review of Mission's Selection procedures.	- Selected procedures are instituted and followed.
3. All Peace Scholars given adequate pre-departure preparation in language, skills, and remedial preparation.	- Interviews indicate that Peace Scholars are well prepared for program.	- Program Evaluation.	- Pre-Depa. re orientation program established and followed.
4. All programs and contracts use TCA methodology and use cost-containment approach.	- TCA used for all contract and reporting. Program costs held to reasonable levels consistent with program quality.	- Periodical TCA reports.	- Contractors followed TCA requirements and reports accordingly.
5. Training plans are prepared adequately in advance and customized for needs of individuals or groups.	- Training plans are submitted 6 months in advance for LT training and 3 months in advance for ST training.	- Program records.	- Joint and timely USAID/contractor efforts to comply with this requirement.
6. All programs include integrated Experience America program.	- Experience America (EA) strategy and program articulated in the mission and integrated into customized training plans.	- Process evaluation.	- EA component is programmed into the Training Plan and followed by the contractor.
	- Every Peace Scholar has appropriate EA programs.		
7. Returned Peace Scholars needs met by customized follow on program.	- Mission follow-on program strategy clearly articulated and implemented.	- Program Evaluation.	- Follow-on program included in the statement of work for contractor.
	- All returned Peace Scholars are included in follow-on activities.		

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030-22 (7-71)  
ELEMENT I

**PROJECT DESIGN SUMMARY  
LOGICAL FRAMEWORK**

Life of Project:  
From FY 1990 to FY 1994  
Total U.S. Funding US\$28,500,000  
Date Prepared: 01-20-90

Project Title & Number: Caribbean and Latin American Scholarship Program II (CLASP II)  
(USAID/El Salvador Program) No. 519-0361

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p>Project Outputs</p> <p>Short-term technical training.</p> <p>Long-term technical training is completed consistent with the CTP.</p> <p>Academic Education programs are completed.</p> <p>Scholarships.</p> <p>Technical Assistance.</p>	<p>Implementation Target (Type and Quantity)</p> <ul style="list-style-type: none"> <li>- At least 1,250 people are trained in the identified priority fields.</li> <li>- At least 330 people are trained in the identified priority fields.</li> <li>- The Academic training number of scholars will be adjusted properly between the long-term technical and academic training.</li> </ul>	<ul style="list-style-type: none"> <li>- Program Records.</li> <li>- Program Records.</li> <li>- Program Records.</li> </ul>	<p>Assumptions for providing inputs:</p> <p>Present short and long-term number of scholars is followed or adjusted appropriately on an annual basis.</p>

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PEACE SCHOLARSHIP TRAINING PROGRAM MATRICES AND SIF SUMMARY

- 1) Matrix 1 - Identification of Key Sectors, Institutions and Professions.
- 2) Matrix 2 - Summary of Training Plans for Different Types of Leaders.
- 3) Matrix 3 - Identification and Selection of Groups of Leaders for Program.
- 4) Definitions Included in the SIF.

**MATRIX 1**

MATRIX 1: IDENTIFICATION OF KEY SECTORS, INSTITUTIONS AND PROFESSIONS

SPHERE OF INFLUENCE	EDUCATION			AGRICULTURE			JUDICIAL		
	URBAN	RURAL	II	URBAN	RURAL	II	URBAN	RURAL	II
National Issues/ Policy	-Universities -Min. of Education -EMA -Gresios	-Teacher Associations	II	II-Ministry of Agriculture II-Campesino Unions II-ISTA II-BFA II-FINATA	---	II	II-Lawyers II Associations II-Law Schools II-Legislature II-Supreme Court II-Labor Unions II-Ministry of Justice	II	II
Municipal	-High Schools -Primary Schools -P/T Associations -Boy Scouts -Girl Scouts	---	II	II- INSAFOCOOP	---	II	II-Local lawyers II-Associations II-Municipal Courts	II	---
Community	---	-Primary Schools -P/T Associations	II	---	-Cooperatives -Ag. Extensions	II	II	II	---
SPHERE OF INFLUENCE	GOVERNANCE/COMMUNITY DECISION MAKING			HEALTH			ECONOMY/PRIVATE SECTOR		
	URBAN	RURAL	II	URBAN	RURAL	II	URBAN	RURAL	II
National Issues/ Policy	-ISDEN -CONARA -M. of Public Works -CONURES	---	II	II-M. of Health II-ASAPROSAR II-ASD II-Medical Associations II (AMMS) II-Social Security II-CALRA II-APSISA	---	II	II-Chamber of Commerce II-Rotary, Lion's Club, etc. II-FUSADES II-Junior Achievement II-FEBECCREDITO II-Gresios (UDES, SCIS, ASI) II-Club 20-30	II	II
Municipal	-Local Gov. -Earthquake (self-help groups) -Refugee Groups -Municipal Councils	---	II	II-Local Doctors	---	II	II-Junior Achievement II-Chamber of Commerce II-Rotary, Lion's Club, etc.	II	II
Community	---	-Local Gov. -Town meetings -Self-Help Committees	II	---	-Community Health -Health Systems -Family Planning	II	II	II	---

- II Union, Trade Groups or Associations.

MATRIX 1: IDENTIFICATION OF KEY SECTORS, INSTITUTIONS AND PROFESSIONS

	MILITARY/PARA-MILITARY		LEISURE/RECREATION	
	URBAN	RURAL	URBAN	RURAL
National Issues/ Policy	-M. of Defense -Estado Mayor -Military Academy	---	-Soccer Clubs -Soccer Associats. -Trainer/Coach Associations	---
Municipal	-Battalion Headquarters -Military Posts	---	-Sports Clubs	---
Community	---	-Civil Defense	---	-Sports Clubs
	MASS COMMUNICATION		CHURCH	
	URBAN	RURAL	URBAN	RURAL
National Issues/ Policy	-Assn. of Journalists -Radio comment. -TV comment. -Script writers	---	-Archbishop's Office -Overseas Missions -Religious Associations	---
Municipal	-Association of Journalists -Gremios	---	-Parishes/Churches -Religious Associations	---
Community	---	---	-Parishes/ Churches -Religious Associations	---

KEY SECTORS AND GROUPS OF LEADERS

Major sectors of Salvadoran society and groups and associations identified in the SIF in which significant leadership is exercised are presented in Matrix 1 of this Annex. The key sectors are: education, governance/community decisionmaking, agriculture, health, judicial, economy/private sector, military/para-military, mass communications, leisure/recreation, and the church. Groups, organizations and/or professions that contain important leadership positions in each sector are identified by rural/urban location and sphere of influence.

a. Education

Leadership in the education sector exercises a pervasive influence on society. The universities, high schools and elementary schools shape the intellectual formation of youth in Salvadoran society. Faculty and staff are recognized as leaders because of their knowledge and ready access to important sources of new knowledge and information. In rural areas and in small communities, they frequently occupy important leadership positions.

Key institutions in this sector are: the Ministry of Education, the universities, the national agricultural schools, technical high schools, and associations that represent teachers and faculty. There has been a proliferation of universities in recent years. Among the most influential are the National University, the Matías Delgado University, and the Evangelical University. The National University, however, has become heavily politicized, and the quality of its academic programs have suffered as a consequence. Representative of these institutions are the Salvadoran Association of Women Professors (AMPS), the Association of University Women (AMU), and the National Association of Salvadoran Educators (ANDES). At the municipal and rural community levels, educational institutions are linked to the community, primarily through parent/teachers associations. Several important programs of informal education, not necessarily associated with schools, are also found in urban and rural areas. These are the boy scouts, girl scouts, and other youth programs, such as 4-H. These organizations provide important leadership and civic training to youth.

b. Governance/Community Decisionmaking

At the national level, the government is led by the Office of the President and the legislative assembly. The President and legislators are supported by staff who exercise substantial influence over national legislation and national policy.

c. Agriculture

A plethora of national organizations and associations work directly with the reform sector. Among the most important are: the Ministry of Agriculture, ISTA, BFA and FINATA. These organization have promoters who work directly with rural campesinos. They organize campesinos and help them address local needs. Many of the promoters are recognized by the campesinos

as opinion leaders and important sources of information regarding agricultural production and national issues and trends that impact directly on their lives.

The reform sector is organized into cooperatives with a formal leadership structure. Cooperative leaders are elected and provide leadership for the groups activities. Many cooperatives also have co-directors, who are appointed by the government agency overseeing the cooperatives. These coordinators are important links to institutions and agencies that provide assistance to this sector and provide important technical assistance to the cooperatives. In addition, the Ministry of Agriculture provides technical assistance to rural populations through a system of agricultural and home economist agents. These agents are also recognized as important sources of information and exercise considerable influence over rural populations.

d. Health

Leadership in the health sector is also complex and multifaceted. At the national level, health providers, including physicians, are organized into various groups and these are represented by national leaders who influence national health policy.

Most lower class families do not have regular access to the formal health system. Their immediate curative needs are addressed by an informal system of health providers in their local communities, such as midwives and "curanderos." In addition, popular preventive health care is provided through numerous health promoters. These promoters work for the Ministry of Health and for private voluntary organizations. Illustrative of PVO's that provide preventive assistance are the Salvadoran Demographic Association and the Salvadoran Association of Rural Health Promoters. Promoters are recognized as leaders by rural and urban marginal populations, having important influence over community life and opinion formation among the populations with which they work.

e. Judicial

The Salvadoran judicial sector is highly centralized, with most of its apparatus located in San Salvador. Major organizations in the legal system include the Ministry of Justice and the Supreme Court. Leaders of these two institutions have considerable influence over the character of the national legal system and its operation. The Attorney General and the Public Defender's Offices are major components of this system.

Lawyers' associations impact on national legislation and national issues, and many lawyers occupy important positions in organizations and associations found in other societal sectors. Law schools are important sources of potential leaders in this sector; student leaders in this sector may become future leaders in the profession.

Regional associations of lawyers are found in the major municipalities. Municipal courts are located in the regional capitols. These courts are directed by leaders who have considerable impact on legal and other issues of the region.

f. Economy/Private Sector

The economy is an exceedingly complex and multifaceted sector of Salvadoran society. It is virtually impossible to describe in detail its leadership structure. However, by means of illustration, it is possible to identify and discuss several major organizations and class interest groups that impact directly on major decisions in the economy. The current government is committed to promoting private enterprise and restoring some nationalized service industries to the private sector.

At the national level, there are numerous government enterprises. These organizations influence the development of this sector through strategic investments and through the formulation of national policies. The private sector is presented by numerous organizations such as FUSADES, ASI, UDES, and SCIS. In addition, there are organizations dedicated to promoting private sector interests, such as the Chamber of Commerce, Rotary and the Lion's Club. Leaders of these organizations exercise considerable influence at the level of national policy and legislation. There are also numerous voluntary organizations that are dedicated to training future leaders for this sector, such as the Club 20/30 and Junior Achievement. Labor is also organized into numerous unions that represent the collective interests of workers.

Many of these organizations have affiliate offices at the municipal level, particularly in regional centers. However, rural areas are largely devoid of leadership in the non-agricultural private sector.

g. Military/Para-military

Traditionally, the military has exercised leadership in El Salvador, at the national, regional and local levels. This leadership is reflected at the national level in the Ministry of Defense, the National Military Academy, and the Armed Forces. While the Armed Forces are subordinate to the national government, military leaders have influence over national policy and national decisions. This is particularly true in El Salvador today because of the ongoing civil war. At the municipal level, local military commanders are important leaders in their communities because they exercise important influence over local decisions. Community members recognize the influence of these leaders, and other community leaders consult with them about major decisions. At the community level, civil defense units are an important force in the community. Leaders of these units are recognized as leaders and are involved in community decisionmaking processes.

h. Mass Communications

Owners of major newspapers, radio and television stations have a major impact over the formation of public opinion on major societal issues. These communication media are probably the most important mechanisms for forming public opinion. Key leaders in this sector, in addition to the owners, are editors, editorialists, and radio and television commentators. They interpret current events and issues for the public.

Leaders of associations that represent these individuals impact

directly on national policy through interaction with leaders in other sectors. Representatives of these organizations in regional municipal centers have a similar impact on their communities and those in their immediate sphere of influence. Regional municipal centers have their own newspapers and radio stations, and employees are represented by regional class associations.

i. Leisure/Recreation

Sports clubs are the most important form of organized recreation. At the national level, these clubs promote several sports, including basketball and soccer. Soccer is by far the most popular sport in El Salvador and is represented by associations at the national, municipal and local levels. Trainers and referees are organized into national and regional associations. At the community level, these clubs are an important mechanism for training potential future leaders.

j. Church

Organized religion has a major impact over public opinion formation. The Catholic Church, through the Archbishop's see in San Salvador, has an impact over national policies. At the community level, parish priests are recognized as leaders; other community leaders frequently consult with them regarding important community decisions.

**MATRIX 2**

Matrix 2  
Summary of Training Plans for Different Types of Leaders

<u>MUNICIPAL Category</u>	<u>RURAL COMMUNITY LEADERS Summary</u>
Income Level	Middle and Low
Nature of Influence	As natural community leaders, they exercise influence over communal decisions, including the "Municipalities in Action Program."
Principal Functions	These leaders are a medium for transferring decision-making to rural communities. Effective decentralization of decision-making and responsibility by the community for its own projects will be promoted by this training.
Selection Criteria	AID, CONARA and ISDEM representatives, as well as community members, will participate in the selection of natural community leaders. Those participating in town meetings will be given special consideration.
Type of Training	Parliamentary procedures; group motivation to attain collective goals; strengthening of leadership capacity; improvement of technical capabilities.
Location and Duration of Training	Emphasis could be on how to participate in democratic decision-making, including individual responsibility in the process. Theoretical training will be administered at an institution of higher education and supplemented by active participation in voluntary organizations in rural communities. Training programs could be for two to four months.
Special Training Related Considerations	Ideally, each participant would have a counterpart in a rural community. A formal relationship between the community of the candidate and the U.S. community should be encouraged, in part through participation in community voluntary organizations.
Post-training Activities (Special Considerations)	Regional meetings among returned participants will be promoted to strengthen knowledge of democratic processes and to exchange experiences. Visits by counterparts in the U.S. communities may be encouraged to maintain ties between communities.
Impact/Multiplier Effect	Decisions influenced by them can have an impact on all members of the community. Training received by them regarding democratic processes will be reflected in their participation in open town and other meetings.

<u>MUNICIPAL</u> <u>Category</u>	<u>REFUGEE COMMUNITY LEADERS</u> <u>Summary</u>
Income Level	Low (Subsistence Level)
Sphere of Influence	As natural leaders of refugee groups, they influence the thoughts and actions of other community residents, especially on community projects.
Principal Functions	Within refugee communities, these leaders are normally youth/young adults who are concerned about the welfare of their communities. They organize grass roots community development activities.
Selection Criteria	Natural leaders selected on the basis of objective criteria. They should: demonstrate great concern for the welfare of their communities; be self-starters; and have demonstrated past leadership to solve community problems. Community members and CONADES professionals should be involved in selecting the candidates.
Types of Training	Given low levels of formal education, training should center on group leadership skills, group motivation, and organization of group activities. Ideally, formal training would be complemented with observation of similar programs in the U.S.
Location and Duration	Training should be provided by institutions which train community development specialists in the U.S. Most training could be programmed for a duration of approximately three months.
Special Training Related Considerations	Special consideration will have to be given to Spanish language capability of trainers. Training could be provided in urban areas with large Spanish speaking populations. To maximize the benefits of training, each trainee would ideally have a U.S. counterpart. The trainees would work closely with their counterparts and leaders of underprivileged communities or groups in U.S. urban centers.
Post-Training Activities (Special Considerations)	Returnees should be provided with opportunities to meet among themselves to interchange experiences in the U.S. and post training experiences in their communities. They should be provided with additional follow up training relevant to community projects which they promote after return.
Impact/Multiplier Effect	Training directly related to problems faced in their communities will reflect directly on their ability to solve these community problems upon return. They will impact on fellow community members through their work and as role models to emulate.

<b>AGRICULTURAL REFORM SECTOR</b> <b>Category</b>	<b>DEVELOPMENT PROMOTERS</b> <b>Summary</b>
<b>Income Level</b>	<b>Low (Current situation)</b>
<b>Sphere of Influence</b>	Formal leaders and ISTA employees who attend to community (intervened farms) needs. They exercise influence over community groups by discussing and prioritizing problems with community participation.
<b>Principal Functions</b>	They provide organizations and training technical assistance to campesinos on appropriated farms.
<b>Selection Criteria</b>	Formal, true leaders. They will probably be those with a great capacity for work and real interest in helping the communities with which they work. AID and ISTA employees and members of the community of residence should participate in their selection.
<b>Type of Training</b>	Training may include participation in meetings, theory and practice of social organization, group dynamics and group motivation, how to identify leaders and how to strengthen their leadership capacity, participation in community decisions and decision making to solve problems.
<b>Location and Duration of Training</b>	Theoretical training should be at a small university. Practical training should be in a community, preferably a productive unit (farm), where they can participate in farmer organization activities. Training should be for a maximum of three months.
<b>Special Training Related Considerations</b>	Each participant should have a U.S. counterpart, for the entire training period. A formal relation between the trainee's community and that of the counterpart should be promoted in order to encourage the participation of the U.S. community in voluntary activities of the Salvadoran community. Participant observation training should be provided in the U.S. community.
<b>Post-Training Activities (Special Considerations)</b>	Regional and national meetings among participants ought to be promoted to allow them to interchange experiences to strengthen their knowledge base and facilitate a continuation of their activities. Brief return visits to the U.S. should also be promoted to stimulate community work.
<b>Impact/Multiplier Effect</b>	These individuals have a strong influence over community members. The training will be designed to to better the living conditions of communities with which they work. They will serve as models for other development promoters.

**TRADITIONAL AGRICULTURE**  
Category

**RURAL COMMUNITY LEADERS**  
Summary

<b>Income Level</b>	Low and Very Low.
<b>Sphere of Influence</b>	As natural leaders in their communities, they influence community projects (infrastructure, nutrition, production or other types), promoted by the community, national, or international agencies.
<b>Principal Functions</b>	Within the framework of Communal Development Associations (ADESCO), rural leaders ensure community participation in solving their problems.
<b>Selection Criteria</b>	Natural leaders truly committed to solving community problems. Key community informants, DIDECO and USAID should participate in the identification of candidates.
<b>Type of Training</b>	Training should center on how to conduct meetings, community organization, group motivation, social organization and co-operative development. Leadership capacity should also be strengthened.
<b>Location and Duration of Training</b>	Classroom training should include individual responsibility in democratic processes. Training should be at a small U.S. university. The training should be geared to rural, undereducated leaders and could be supplemented with observations of local meetings, e.g. American Farm Bureau local councils.
<b>Special Training Related Considerations</b>	Each counterpart should be provided with a U.S. counterpart. A formal relationship between participant and counterpart communities should be fomented. Ideally, the U.S. counterpart would be a leader in the farm community. The trainee should actively participate in the U.S. community.
<b>Post Training Activities (Special Considerations)</b>	Local and regional meetings of former trainees should be promoted to permit them to trade experiences. . . . . These meetings should also be structured to continue to strengthen leadership capacity and position in the community. When appropriate, follow up meetings to the U.S. should be promoted.
<b>Impact/Multiplier Effect</b>	Their principal influence is over members of their community, with secondary impact on neighboring communities. Training will help them to participate in identifying and prioritizing community problems and needs.

**AGRICULTURAL REFORM SECTOR**  
**Category**

**HOME ECONOMIST AGENTS**  
**Summary**

<b>Income Level</b>	Low (Current situation)
<b>Sphere of Influence</b>	Formal leaders working for ISTA/CENTA. They work with rural women in the reform sector and have influence over community groups. Principal activities focus on improving the home environment.
<b>Principal Functions</b>	These women agents provide technical assistance to farm homes in the reform sector. They train women in home economics, managing family resources, food preparation and consumption and maternal care.
<b>Selection Criteria</b>	Recognized as leaders by members of communities with which they work. First priority should be those most able and with greatest interest in assisting the communities. AID, ISTA and CENTA, and key community members could help identify candidates.
<b>Types of Training</b>	A priority area for training is how to organize communities to formally identify key problems and address them. Community participation should be broad based. Special emphasis should be given to education theory and practice, resource management, nutrition and food preparation.
<b>Location and Duration of Training</b>	Classroom training should be in a rural university setting with practical training in rural communities. Practical training could be coordinated with state extension systems. Training programs could be structured for from three to six months.
<b>Special Training Related Considerations</b>	A U.S. counterpart will be assigned to each trainee. Preferably, these would be home economist extension agents. Practical training would emphasize professional interaction and interchange of experiences. They should actively participate in U.S. extension activities and live with rural U.S. families.
<b>Post Training Activities (Special Considerations)</b>	National, regional and/or local meetings of returned scholars should be promoted to allow for interchange of experiences. To the extent possible, trainees and their U.S. counterparts should be encouraged to exchange visits to each other's community.
<b>Impact/Multiplier Effect</b>	These agents have considerable impact on women in the communities in which they work, and through them on entire families. Training will increase their ability to improve living conditions in rural communities and also their ability to train women leaders in the communities.

**AGRICULTURAL REFORM SECTOR**  
**Category**

**AGRICULTURAL EXTENSION AGENTS**  
**Summary**

<b>Income Level</b>	<b>Low and Very Low</b>
<b>Sphere of Influence</b>	Formal leaders who work for ISTA and CENTA. They work with medium and small farmers in both the reform and traditional agricultural sectors, influencing rural communities and agricultural units through discussion, prioritization and decision making within these communities and units.
<b>Principal Functions</b>	Extending agricultural technologies to farmers and providing technical assistance to this constituency.
<b>Selection Criteria</b>	Recognized as leaders by the communities with which they work AND dedicated to solving community problems. Key community informants and ISTA and CENTA could help identify them.
<b>Types of Training</b>	Training should focus on techniques for transferring agricultural technology and on appropriate agricultural practices. Training should include group motivation and demonstration techniques.
<b>Location and Duration of Training</b>	Training should be both theoretical and practical. Ideally, a state Cooperative Extension System could be enlisted to provide both the classroom and field training. This would facilitate integration of the theoretical and practical training.
<b>Special Training Related Considerations</b>	Each trainee will be assigned a U.S. extension agent as a counterpart, ideally, one fluent in Spanish. The trainee would be expected to accompany the U.S. counterpart during his/her work in the field and actively participate in extension activities.
<b>Post-Training Activities (Special Considerations)</b>	National and regional meetings of returned trainees to discuss the application of extension techniques acquired in the U.S. will permit the informal interchange of experiences among the participants. Ideally, exchange visits by former participants and their U.S. counterparts will be facilitated.
<b>Impact/Multiplier Effect</b>	Most extension agents exercise considerable influence in the communities in which they work, notably among small and medium farmers. Training will better equip agents to provide effective technical assistance to farmers, and to promote democratic decision-making in their communities.

<u>EDUCATION Category</u>	<u>PRIMARY SCHOOL TEACHERS Summary</u>
Income Level	Middle and Low
Sphere of Influence	Primary school teachers are formal leaders in their communities. They exercise influence over many community decisions, principally on topics related to education.
Principal Functions	Primary school teachers provide early educational training to youth in society. In many schools, this education is up to the sixth grade.
Selection Criteria	Primary school teachers often are informal leaders of the community. They should be selected according to their ability and level of professional responsibility as teachers, as well as their interest in resolving community problems. Community representatives, AID and the Ministry of Education should be involved in candidate selection.
Type of Training	Training should be participatory, centering on leadership strengthening - how to conduct meetings, group motivation, etc., and acquiring new teaching skills applicable to rural populations.
Location and Duration	Training will be at a small university specializing in educational theory and practice and supplemented by observation of elementary school teaching in rural U.S. communities. Training programs should be approximately 6 months.
Special Training Related Considerations	Rural primary school teachers are of great importance to rural and marginal urban populations; their training will strengthen their leadership positions and elementary education for marginal populations. Emphasis may be on courses in civics. Ideally, each participant would have a Spanish speaking counterpart in a U.S. elementary school to assist during the observation phase of training.
Post-Training Activities (Special Considerations)	Periodic regional and national meetings of returned trainees should be fostered to facilitate interchange of experiences. U.S. counterparts should be encouraged to visit counterpart villages.
Impact/Multiplier Effect	Training will provide theoretical and practical tools to improve teaching, resulting in better educated youth with a greater appreciation for individual responsibility for collective welfare. The community leadership position of the teachers will be strengthened as a result of the process.

EDUCATION Category	HIGH SCHOOL TEACHERS Summary
Income Level	Middle and Low
Sphere of Influence	As public and private school teachers, they are formal leaders extending influence from municipal seats to communities. Leadership is manifest in how communities deal with their problems. They are normally involved in solving these problems.
Principal Functions	Professional educators. They provide high school training at the municipal and departmental levels of society, directly influencing high school students.
Selection Criteria	Candidates, professional records, interest, and responsibility in carrying out functions should be considered. Actual leadership influence over youth at the municipal and departmental levels should also be considered. Those familiar with these teachers should be involved in the selection process.
Type of Training	Training should include conduct of meetings, how to participate in democratic processes, technical training in the formulation and evaluation of educational projects, educational supervision, etc.
Location and Duration of Training	Classroom training should be provided by a university specialized in secondary training. Opportunities should be provided for trainees to visit and observe high school education programs in U.S. communities. Training should be programmed 6-12 months.
Special Training Related Considerations	Trainees should have U.S. counterparts, preferably teachers at their level, to facilitate interchange of personal and job-related experiences and potential post-training interaction. The participant should participate in activities germane to his/her job situation in El Salvador with the assistance of the U.S. counterpart.
Post Training Activities (Special Considerations)	Meetings at the national level to permit interchange of experiences. Professional growth opportunities might include out of country travel, such as observational visits to other Central American nations to observe other educational systems. Periodic return visits to the U.S. might be made to stimulate job performance.
Impact/Multiplier Effect	High school teachers have considerable influence at the departmental and municipal level through their interaction with primary school teachers. Participation in the CAPS program will strengthen their influence over their populations. Proper training will enable them to train other teachers.

<b>EDUCATION Category</b>	<b>UNIVERSITY STUDENTS Summary</b>
<b>Income Level</b>	Upper Middle, Middle and Low
<b>Sphere of Influence</b>	Potential or actual leaders of their peer groups, they influence their peers through schools and in other sectors of society.
<b>Principal Functions</b>	Students are specialized in several distinct areas. Possible priorities are Law, Industrial Engineering, Agriculture and the Humanities, as these students aspire to professional positions.
<b>Selection Criteria</b>	Natural leaders within their peer groups and future leaders of society. Initial selection could be by reputation, with recommendations of professors, student counselors, and/or administrators. Final selection could be based on objective criteria, such as concern about solving communal and national problems, and success in the classroom. The most important objective criterion should be socioeconomic status. Preference should be given to students from disadvantaged families.
<b>Types of Training</b>	Students should be selected in their sophomore year. They would receive a year of language training and then two years of technical training in their area of specialization. This would allow them to complete undergraduate degrees in the U.S. AID will decide which degree areas to emphasize.
<b>Location and Duration of Training</b>	Training would occur at four year U.S. universities. Preference might be given to HBCUs. Language training should be received at the institution which trainees will attend, if possible.
<b>Special Training Related Considerations</b>	Ideally, each trainee would have a roommate interested in the program, or live with a family. Counterparts are conduits through which trainees become more familiar with U.S. society and culture.
<b>Post-Training Activities (Special Considerations)</b>	Ideally, students would be given opportunities to meet after returning to provide them with additional technical training, job placement, and to exchange post-training experiences in El Salvador.
<b>Impact/Multiplier Effect</b>	As eventual leaders of Salvadoran society and their professions, these trainees will have substantial impact on national issues and on the orientation of Salvadoran society toward the U.S.

**NONPROFIT VOLUNTARY ASSOCIATIONS**  
**Category**

**SCOUT LEADERS**  
**Summary**

<b>Income Level</b>	Middle and Upper Middle
<b>Sphere of Influence</b>	Leaders of youth who serve different communities, principally urban. Most scouts are high school students and have considerable influence over peers.
<b>Principal Functions</b>	In general, scouts undertake a series of activities not common among comparable youth groups, such as first aid, directing traffic, rescue operations, overcoming difficult situations, etc. Leaders prepare future leaders through teaching these skills.
<b>Selection Criteria</b>	Scout groups belong to different regional groups throughout the country. Scout administrators should participate in the selection of top scout leaders.
<b>Types of Training</b>	Training should include how to prepare leaders and train youth to be good citizens. Emphasis may be on civics. Training could be participant observation, focusing on how U.S. scout organizations operate.
<b>Location and Duration of Training</b>	Training should be by counterpart U.S. organizations. Training should be through participant observation of camp and other scout activities. Duration of training may vary from one to three months.
<b>Special Training Related Considerations</b>	Each trainee should have a U.S. counterpart and would spend considerable time with counterparts, establishing lasting relationships.
<b>Post-Training Activities</b>	Scout leaders meet on occasion as part of their regular activities. Meetings might include an evaluation of their individual training experiences in the U.S. Leaders should be encouraged to transfer what they learned to the scouts under their sphere of influence and to other scout leaders.
<b>Impact/Multiplier Effect</b>	They have a heavy influence over members of their groups as well as parents of members of their groups. This influence extends to the communities in which they live through parents and services they donate to the community. Their leadership role will be strengthened through the training.

**ECONOMIC INTEREST ASSOCIATIONS**  
**Category**

**JUNIOR ACHIEVEMENT LEADERS**  
**Summary**

<b>Income Level</b>	Middle and low
<b>Sphere of Influence</b>	Natural leaders providing leadership to whatever enterprise the group is pursuing and influencing group membership. They are elected by their peers.
<b>Principal Functions</b>	Junior Achievers are youth with considerable entrepreneurial initiative. They participate in mini-businesses in preparation for future participation in the private sector.
<b>Selection Criteria</b>	Natural leaders as identified by their groups. Youth with proven entrepreneurial abilities should be selected. They should exercise influence over their groups and are normally elected leaders of their groups. National and regional leaders of Junior Achievement should help select them.
<b>Types of Training</b>	Long-term in areas determined by AID. In addition, training on youth responsibility in democratic processes and group motivation should be provided, as well as business administration and how to conduct meetings. Trainees should also receive theoretical and practical classroom training to strengthen leadership abilities. Ideally, trainees would also have the opportunity to work with counterpart Junior Achievement groups in the U.S.
<b>Location and Duration of Training</b>	Location of training will depend on the type of training. It should probably be a small rural university or community college. Training should be for a minimum of two years, plus language training.
<b>Special Training Related Considerations</b>	Each participant should have a U.S. counterpart, preferably a Junior Achiever. A formal relationship should be fomented through observation and practical activities in Junior Achievement groups in the U.S.
<b>Post-Training Activities (Special Considerations)</b>	It is important that trainees return to places of origin and be provided with opportunities to transfer knowledge gained about Junior Achievement activities to his peers in the community. Meetings of returning trainees should be encouraged to interchange experiences and ideas.
<b>Impact/Multiplier Effect</b>	Knowledge acquired about business management and democratic processes will take on greater value when transferred to peers in El Salvador. Returned trainees will serve as role models for peers.

<u>HEALTH Category</u>	<u>COMMUNITY HEALTH PROMOTERS Summary</u>
<b>Income Level</b>	Lower Middle and Low
<b>Sphere of Influence</b>	Formal leaders working for governmental and voluntary organizations. They exercise influence in communities where they are located, particularly on matters dealing with community health and first aid.
<b>Principal Functions</b>	The principal function of the health promoter is to assist the communities on matters related to health, environmental health, control of disease, community cleanup campaigns, preventive medicine, etc.
<b>Selection Criteria</b>	Informal as well as formal leadership positions. Those with proven abilities and demonstrated concern for community welfare should be selected. Community members and administrators of the organizations should be involved in the selection process.
<b>Types of Training</b>	Training should be of two types. Leadership training should focus on group leadership techniques, group dynamics, group motivation, and community self-help organization. Training should also be provided on extending health practices to rural and urban communities, in addition to specific training on low cost health practices.
<b>Location and Duration of Training</b>	Formal training should be at a small educational institution specializing in community health, ideally with the capacity to train in Spanish. This training should be complemented by internships with community health organizations in the U.S. Programs should be of four to six month duration.
<b>Special Training Related Considerations</b>	Each trainee will have a U.S. counterpart, preferably a community health promoter to permit them to establish professional ties with counterparts. Ideally, the trainees would undertake practical training in rural U.S. communities.
<b>Post-Training Activities (Special Considerations)</b>	Other groups of trainees should have opportunities be provided to meet periodically to exchange job related experiences, particularly in applying what they learned in the U.S. to the communities in which they work. They should also be provided with opportunities to share their experiences with colleagues who did not receive training in the U.S.
<b>Impact/Multiplier Effect</b>	Training will permit them to exercise greater influence over health and related issues in the respective communities. They may also influence colleagues who did not receive formal training.

MATRIX 3

Group of Leaders	Spread Criteria			Equal of Opportunity Criteria			Technical Criteria		Total Score	Comments/Justification
	Youth Involvement Impact (0-3)	Multiplier Effect (0-5)	Sphere of Influence (0-2)	Middle or Lower class Background (0-2)	Rural/Urban Marginal (0-2)	Female (0-2)	Skill Shortage (0-1)	Support of USAID Programs (0-1)		
<b>1. AGRICULTURAL REFORM SECTOR</b>										
-Ag. Extension Agents -Home Economists -Development Promoters -Co-Administrators of Agr. Coop. -Community Leaders -Cooperative Leaders										
<b>2. TRADITIONAL AG. SECTOR</b>										
-Community Leaders										
<b>3. MUNICIPAL GOVERNMENT</b>										
-Municipal Authorities -Communal Leaders -Refugee Camp Communal Leaders										
<b>4. HEALTH</b>										
-Community Health Promoters -Medical & Paramedical Personnel										
<b>5. EDUCATION</b>										
-Administrators (Central, Regional, Nuclear) -Primary School Teachers -Secondary School Teachers -University Professors -University Students -Literacy Educators										
<b>6. JUDICIAL</b>										
-Justice Personnel -Lawyers										
<b>7. NON-PROFIT PVO'S</b>										
-Boy Scouts -Girl Scouts -Red Cross, etc.										

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**S E L E C T I O N C R I T E R I A**

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Group of Leaders	Spread Criteria			Equal of Opportunity Criteria			Technical Criteria		Total Score	Comments/Justification
	Youth Involvement Impact (0-3)	Multiplier Effect (0-5)	Sphere of Influence (0-2)	Middle or Lower class Background (0-2)	Rural Marginal (0-2)	Urban Female (0-2)	SKILL Shortage (0-1)	Support of USAID Programs (0-1)		
<b>7. (Contd.)</b> -Club 20/30, Lions, Rotary, etc. -ADS Volunteers -Save the Children -World Relief										
<b>8. MASS COMMUNICATIONS</b> -Employees of Newspapers, Magazines, Radio and Television -Telegraph & Telephone System -Media Personnel Associations										
<b>9. PROFESSIONAL ASSOCIATIONS</b> -Lawyers -Doctors -Engineers -Professors -Agronomists										
<b>10. ECONOMIC INTEREST ASSNS.</b> -Junior Achievement -CASALCO -Cattlemen's Assn. -Sindicate Assns. -Small Business Assns. -ASI -Chamber of Commerce										
<b>11. FOUNDATIONS</b> -PEPADE -FUNDASAL -FUNDASALVA -FOSADES/FOKIAS										
<b>12. LEISURE/RECREATION</b> -Soccer Clubs -Trainer/Referee Assns.										
<b>13. OTHERS</b> -Women's Organizations										

Note: Use of quantitative selection criteria can be unreliable in some cases. However, the process may be useful for purposes of an initial cut. Matrix 3 has selection criteria listed along the horizontal axis. Different weights have been assigned to the criteria according to their perceived importance to the program. Spread criteria (multiplier effect (5), sphere of influence (2) and impact on youth (3)) have the potential of contributing most heavily to the score. Equality of opportunity criteria (class (2), residence (2), gender (2)) comprise the next most important set. Technical criteria (skill shortage (1) and support of USAID program (1)) represent the least important set. Ideally, a panel of judges (3-5) would score the groups of leaders. Those ranking highest would then be considered for inclusion in the annual program. These groups would then be analyzed by OET, taking into account other contextual factors, discussed in the report, and a final priority ranking made.

### CRITERIA FOR SELECTION OF GROUP LEADERS

The SIF provides numerous criteria that could be used to select groups or other categories of actual and potential leaders for CLASP II. Special consideration will be given to those groups most directly related to the program goal and purpose, as discussed below.

To reiterate, the program objective is to promote broad-based economic and social development through encouraging and strengthening democratic pluralism and a free market enterprise economy. This will be accomplished through providing actual and potential leaders with specialized skills, training, and academic education, and a greater appreciation and understanding of democratic processes in a free enterprise economy.

#### a. Impact on Youth

As discussed earlier, the establishment of a viable system of democratic pluralism will require a long-term effort and investment in the country. Given the lack of a democratic tradition, the country does not possess a plethora of democratic institutions, nurturing a free enterprise economy and broad-based economic growth. The process will be long-term, so emphasis will be placed on youth training. This may be through direct training of youth, or through training of individuals who impact on youth in El Salvador. Examples of categories of leaders who have a major impact on youth are: sports coaches, university professors, high school teachers, and boy and girl scout leaders.

#### b. Spread Effect

The program will give greatest emphasis to those individuals with the greatest actual or potential impact on others. Sphere of influence will vary greatly, depending on the nature of the occupation and the residence of the leaders. Leadership that is exercised from roles or activities that radiate to the entire nation are likely to have greater impact. However, the influence is likely to be more indirect, depending on the physical proximity of the leader to those influenced by him/her. Thus, a community mayor is likely to be known by and to have more immediate influence over members of his/her community than a deputy who legislates in San Salvador; however, the legislator is likely to be known and to have some influence over a greater number of people.

Several examples of professions or roles that potentially have substantial spread effects are: journalists, elected congressmen, clergy, mayors, university professors, school teachers, sports coaches, and directors of voluntary programs (such as Junior Achievement, boy scouts, girl scouts.)

c. Sphere of Influence

This criterion overlaps with the spread effect criterion. All things equal, leaders who impact over larger geographic regions of the nation will be given preference in the program. One of the objectives of the Program is to strengthen democratic institutions and the formation of national policies and national opinions that further this objective. Typically, leadership positions with the largest spheres of influence are located in San Salvador. They include: legislative/assembly positions, university professorships, and TV or press position editorships.

d. Equality of Opportunity

One of the assumptions underlying free enterprise economies buttressed by democratic governance systems is equality of opportunity to benefit from the system through social and economic mobility. High rates of social and economic ability enforce democratic institutions in society. Therefore, members of underprivileged groups should be actively encouraged to participate in the program. High rates of social mobility simultaneously lead to and reflect economic development. Therefore, the program will continue to emphasize provision of opportunities for additional technical and academic training to members of middle and lower social and economic strata of society who lack access to economic and social advancement.

Place of residence is highly correlated with equality of opportunity. Rural environments have more restricted access to advanced education and to a full spectrum of occupational alternatives. Rural residents will have greater access to the program.

In the past, women have been denied full participation in the economic life of El Salvador because of societal norms and traditions. However, they are increasingly demanding more opportunities to participate. Women will be given preferential access to the program.

e. Skill Shortage

Providing training in skill areas that are in high demand and/or limited supply in El Salvador will be emphasized. This is a primary motivation for trainee participation. In addition to trainee satisfaction, there are at least three major reasons to do so. First, certain skills may be critical to economic development. For example, transportation systems are a critical cog in advanced societies and vehicles need to be repaired if they are to function properly. Similarly, computers and other sophisticated electronic equipment require repair and updating in order to maximize their contributions to economic growth. Second, scarce skills provide greater opportunity for those who acquire them. Within a free enterprise system, salaries are highly correlated with level of market demand. Third, the acquisition of scarce skills may enhance one's leadership status. Finally, it will be easier to apply this criterion to individuals who are already in the job market, because their occupational history is known. Greater attention to occupational aspirations will need to be given to potential leaders who do not have extensive job histories.

f. Other Training Opportunities

The intent of this program is to provide opportunities for training to individuals who would not otherwise have them. However, the USAID Mission has other Projects to support training, and the U.S. Government also sponsors several programs for training in the U.S. through organizations other than USAID, some with objectives similar to those of the CLASP II program. Leaders from groups who have access to these other programs should normally not be included in the CLASP programs. These may include the military, high government officials, and members of other privileged classes.

g. Consistency with USAID Programs

USAID/El Salvador has established clear priorities for its program in El Salvador. These priorities are to promote broad based economic growth within the framework of a free market economy and a democratic political system. The Mission's CLASP II program is specifically designed to fully support these objectives.

SELECTION OF GROUPS OF LEADERS FOR CLASP II

The criteria developed by the SIF for selection of groups, organizations and/or professions in which to identify leaders incorporate AID/Washington guidelines in addition to general program objectives. For legal and policy reasons, military/para-military and religious leaders will not be eligible under CLASP II. Matrix 3 above includes examples of major leadership positions that will be considered by the Mission. This list is illustrative of how to go about identifying key leadership roles. The Mission will review the matrix annually, update it in view of changing circumstances in El Salvador, and annually select priority groups for the coming year. The following discussion indicates the kinds of leaders that have been identified in the key development sectors.

a. Agricultural Sector

Leaders to be considered from this sector include government agents providing assistance to the sector, including agricultural and home economist extension workers and promoters. Training of these agents may have an important multiplier effect through secondary training of local leaders.

Also included are natural leaders. Natural leaders may need a minimum level of education to benefit from the program.

b. Municipal Government

Leaders identified in this sector include mayors and their assistants, and natural community leaders who participate in open town

meetings and refugee communities. Mayors and their assistants have been included in CAPS groups. However, many of them have been replaced, because of recent elections and resignations and there is a great need to provide training to their replacements. In addition, those who were not given an opportunity to participate in CLASP II will be considered.

Natural community leaders of the type identified should also be considered. These individuals impact on the use of resources provided by the USAID Mission for community improvement projects. As true for agricultural sector natural leaders, care will be taken to select those individuals who are certain to benefit from the U.S. experience.

c. Health

Providers of health, nutrition and family planning assistance are often accorded leadership status by members of rural and marginal communities. In this category are included community health promoters supported by the Ministry of Public Health and PVOs, in addition to community members who provide health services. An additional category that will be considered are medical and paramedical personnel at the central and regional levels. These could include physicians, nurses, sanitation inspectors, and social workers.

d. Education

This sector includes primarily leadership positions in the formal education system. Included are leaders in educational administration at the national, regional and community levels, teachers who are leaders of private and public grade and secondary schools, university professors, students from the technological institutes and universities, and high school graduates. The Mission will give special consideration to including university faculty and students in CLASP II. University faculty exercise important influence over the intellectual formation of future leaders; and student leaders represent important future leaders of Salvadoran society. The Mission will also give special consideration to community primary and secondary school teachers, including physical education teachers, for the same reasons. USAID will also give special consideration to literacy teachers, since these individuals are in direct contact with lower class rural and urban leaders.

e. Judicial

Included in this category are leaders who work in the judicial system, such as judges, court secretaries and public defenders. Leaders of lawyer's association will also be included because of the important influence that they have over major decisions in society, either indirectly, or directly through actual or eventual occupancy of important political posts. A special case may be made for providing training to student leaders enrolled in major law schools.

**f. Non-Profit Voluntary Organizations**

Many of these organizations work directly with youth and marginal populations and individuals participating in these organizations are often recognized as leaders by community members. Key groups include leaders of boy scout and girl scout organizations, the Red Cross and similar medical organizations, and SDA volunteers. In addition, leaders of voluntary organizations of young adults, such as Club 20/30, represent potential leaders. Volunteers working with World Relief and Save the Children are recognized as leaders in communities in which they work.

**g. Mass Communications**

Individuals who contribute to mass communications industries influence the formation of national opinions. Leaders of these industries will be considered for training under CLASP II. They may be accessed directly through major newspaper companies and television and radio stations, or through associations of mass communications workers.

**h. Professional Associations**

Professional associations contain many actual leaders in society. Among the associations that merit greatest consideration are those representative of physicians, lawyers, university professors, teachers, agronomists and engineers. Special considerations will be made to include women professionals.

**i. Economic Interest Associations**

The private sector of the economy contains numerous, varied associations of major industries. Leaders of these associations influence national decision and the direction of these industries in society. Illustrative of candidates from this sector that will be included in CLASP II are leaders of the Salvadoran Chamber of Construction Industries (CASALCO), the Salvadoran Association of Livestock Producers (AGS), the Salvadoran Association of Industrialists (ASI) and the Salvadoran Chamber of Commerce. In addition, there are associations of medium and small entrepreneurs. Junior Achievement (APROSJU) is an important association that impacts directly on the formation of future leaders of the private sector.

**j. Foundations**

Numerous private foundations have been organized to work with major sectors of Salvadoran society. Typically, they work with leaders of these sectors through organized programs. Foundation professionals who occupy important contact positions with these leaders should be considered for training under CLASP II because of the impact that they have on these leaders. Illustrative of these foundations are FEPADE (Foundation of Entrepreneurs for Educational Development), FUNDASAL (Salvadoran Housing Foundation), FUSADES (Salvadoran Foundation for Economic and Social Development) and FUNDASALVA (Salvadoran Anti-Drug Foundation).

Definitions Included in the SIF

## DEFINITIONS INCLUDED IN THE SIF

These are a number of concepts that are crucial to understanding the Social and Institutional Framework (SIF) of the Peace Scholarship Program in El Salvador. These include leadership, elite, socially disadvantaged, and economically disadvantaged. Brief discussions for each of these concepts, as defined in the SIF, are presented in this section.

### a. Leadership

Leadership is a complex, multifaceted concept. It can be broadly defined as the capacity to influence the thoughts and actions of others. Leadership has two fundamental dimensions. One is related to position within the social structure of a given society or group; the other is related to the capacity to influence individuals to obtain given collective goals. Position leadership is most commonly associated with formally recognized leaders and capacity to influence with non-formally recognized (informal) leaders.

There are several subdimensions to group leadership, including (a) organizational capacity, (b) decisionmaking capacity, (c) executive capacity, (d) representational capacity; and (e) educational capacity. Leaders are accorded deference by followers in social groups, are capable of giving orders and being obeyed, and have control over those who execute decisions.

In reference to the position dimension, leadership relates to the capacity to analyze situations and make group decisions, taking into account common interests whose preservation and promotion are considered important by the group. Leaders of groups both represent those groups and form opinions through the synthesis of diverse views held by group members that are translated into group activities, opinions, decisions or actions.

The capacity to influence others to obtain collective goals refers primarily to opinion formation. Leaders are capable of galvanizing public thought over issues of collective importance. There are essentially two tiers of influence over public opinion. At the national level, leaders impact on public opinion, primarily through mass media and through the formation of thoughts and convictions of future leaders. Journalists and radio and television news commentators are representative of those who help form public opinion through the mass media. University faculty, and intellectuals, shape opinion through the interpretation of contemporary issues, and through literacy and artistic production. They are representative of those who impact on the future leaders of society.

At the community level, leaders interpret the messages of these national opinion makers. They include clergy, school teachers, professionals such as doctors and lawyers, and business organization

For the purpose of the El Salvador CAPS program, preference has been given to students with family incomes less than the equivalent of 20,000 colones/year in San Salvador and regional urban areas and 15,000 colones/year in rural areas. Incomes below this level are clearly inadequate to finance an education in the U.S. These incomes approximate those earned by some professionals in Salvadoran society. Thus, some individuals from middle and lower economic classes qualify as economically disadvantaged.

This quantitative definition of the economically disadvantaged will be modified for purposes of CLASP II. Inflation and currency devaluation have decreased purchasing power of the colon. In addition, the primary reference point for this program is study in the U.S. Furthermore, the 20,000 colones threshold is considerably over or below than that used by other USAID Missions in the region for their CAPS programs.

For CLASP II, there will be a different threshold level for regional centers -- i.e. San Miguel, Santa Ana, Sonsonate -- because of differences in purchasing power between San Salvador and other cities. Second, the threshold levels for each of these categories will be increased in order to provide greater opportunities for individuals from families with larger incomes to participate in the program. The equivalent of \$6,000/year (about 39,300 colones/year) 1/ income level will be applicable for San Salvador. Assuming an average family of five, this would translate into a per capita income of less than \$100/month. This level will be scaled down to the equivalent of \$5,000/year for regional urban centers, and \$4,000/year for other areas.

1/ Colones 6.55 = \$1.00 as of Jan. 23, 1990)

## DETAILED CLASP II IMPLEMENTATION PLAN

Implementation of the USAID/El Salvador CLASP II program for all types of training is divided into six phases. Several activities occur under each phase. The phases follow in sequential order, although there is some overlap of activities. The implementation requirements for both USAID and the institutional contractor are summarized below. The phases are:

- I. Development and Design of Training Activities
- II. Selection of Scholars
- III. Preparation for Departure
- IV. Implementation of Training Activities
- V. Follow-on Activities
- VI. Evaluation Activities

### Phase II: Development and Design of Training Activities

#### a. General

Training and related activities are designed in this first Phase, which begins upon approval of the annual CLASP II training program. As noted earlier, all training programs will include three aspects: leadership development skills; academic or technical training (i.e., professional skills development); and Experience America, designed to familiarize trainees with life in America, U.S. institutions and democratic processes and values, such as citizen participation in community affairs. An important element of the latter training is also the building of long-term professional and personal relationships with U.S. citizens and communities.

General program objectives will be defined by AID. The implementation contractor and participants, in coordination with AID, will develop specific training program objectives for each phase of the training, i.e., leadership development, professional skills, and Experience America, as well as identify their expectations for community involvement and other in-country follow-on activities to the training (e.g., alumni association, national campaigns, seminars, etc.). Refinements will subsequently be made in coordination with the selected training institutions, which will visit El Salvador to ensure that training is based on social and political realities and projected level of technology of the country for the one to four year period after the Scholars' return. This is to ensure that training is appropriate and useful to trainees upon their return to El Salvador.

**b. Selection of Training Institutions**

The selection of appropriate training institutions is the responsibility of the contractor. In placing Scholars, the contractor must consider the following factors: (1) no less than ten (10) percent of academic and technical placements made by the contractor must be in programs offered by the Historically Black Colleges and Universities (HBCUs); (2) the appropriateness of the site for the training program and training group; and (3) efforts should be made to place CLASP II Scholars in institutions and communities in the U.S. that are geographically widespread. The placement process will include: selecting schools and training sites; making logistical arrangements for such things as food, lodging and transportation; considering cost efficiency factors (e.g. "package programs" for reduced tuition, housing, food, and recreational/cultural activities); providing airline tickets, passports, and per diems (if applicable) to the Peace Scholars; and, escorting them to their final U.S. destination.

Related to (1) above, the National Association for Equal Opportunity in Higher Education (NAFEO) has a Cooperative Agreement with AID/Washington to coordinate the participation of HBCUs in USAID programs. The contractor will coordinate with NAFEO, in order to comply with the 10 percent requirement, a total number of Scholars in any particular fiscal year program. More details of the placement of students in HBCUs can be found in Section III.E.1. of this PP, Special Areas of Interest.

**c. Training Institution Participation in Design Process**

At least one representative from each training institution will visit El Salvador prior to the design of each training program. The purpose of the travel is to enable them to become familiar with the current and projected level of technology and situation in El Salvador. This information can then be used to design the training. The visit agenda will be determined by the contractor with USAID approval.

It is also recommended that a student volunteer(s) coordinator be assigned to each training program and visit El Salvador. The task of the volunteer coordinator would be to become familiar with the individuals in the training group and their families' personal situation in El Salvador. Based on this knowledge, they would act as facilitators to integrate the CLASP II Scholars into the non-academic part of campus life. The coordinator's responsibilities could include setting up big brother/sister relationships, assisting in designing special activities to facilitate integration into general campus life, etc. The coordinator(s) should have a vested interest in participating in the CLASP II Program, e.g., someone studying Spanish or Latin American affairs.

#### d. Development of Training Programs

Training programs may be of short-term duration, between three and nine months, or long-term, longer than nine months. The CAPS Impact evaluation revealed a significant difference in the two groups achievement of the desired end of project conditions. For example, in the survey group, 19 percent of the long-term Scholars did not complete their training, as compared with only 1 percent for short-term Scholars. A much larger percentage of long termers found their training was not related to their ultimate employment. Also, there appears to be much more serious re-entry problems among the long termers. These problems must be addressed in the design of all future long-term programs.

As noted above, USAID will develop the general guidelines for all training programs, with the contractor making refinements in coordination with AID, the training institution(s) and participants. The general guidelines followed in structuring training programs under CAPS will be utilized in CLASP II. These include long-term training for most groups of young potential leaders, with emphasis on academic programs and skill training of direct benefit to the scholars' careers. Training for actual leaders, on the other hand, will be primarily of a short-term nature, focussing in most cases on additional training for currently held jobs and on training that strengthens leadership positions. All CLASP II training programs will include professional skills development components, as Peace Scholars are more likely to assess positively the training experience and to develop a greater admiration for the U.S. if their training programs have an important favorable impact on their careers and incomes.

To maximize the probability of the training having a positive impact on the lives of participants, they and other Salvadorans (i.e., their sponsoring groups, the CLASP Advisory Commission) will be involved in designing the training programs. The Mission will solicit active participation of local communities, employment institutions, supervisors and the participants in defining training content.

#### e. Academic Training

Academic training refers specifically to degree programs. Given the limited resources available to the CLASP II Program and the need to train a large number of individuals, degree training should not exceed three years. This training can include: undergraduate degrees, associate degrees, and master's degrees. With respect to undergraduate degrees, the Mission will consider the possibility of sending potential leaders currently enrolled in university undergraduate programs in El Salvador to complete their degrees in the U.S. at universities which recognize work done at Salvadoran universities. To ensure minimum levels of academic achievement and compliance with U.S. university entrance requirements, this training will in all likelihood be limited to students enrolled in Salvadoran universities which provide quality training, including the Catholic University, the Matias Delgado University, and the Evangelical University. In addition, emphasis

will be given to training in career fields which are more likely to produce future leaders in Salvadoran society.

Associate degrees will focus on technical careers in high demand. According to a 1989 report by the National Association of Partners of the Americas (NAPA) of several existing studies on training needs and job demands, this type of training is applicable primarily to the private sector. It includes technical skills needed by manufacturing industries and by those producing for nontraditional export markets. Specific areas noted in the report are:

Manufacturing Industries

- machinery maintenance,
- electronic equipment maintenance technicians,
- administrative secretaries,
- accountants,
- textile workers, and
- diesel mechanics.

Industrial Exports

- production technicians,
- quality control technicians,
- machinery maintenance and use technicians,
- human resource managers,
- cost control managers, and
- export marketing experts.

Agricultural Exports

- nontraditional agro-export marketing experts,
- production efficiency experts,
- irrigation technicians,
- plant protection technicians,
- chemical residue analysis technicians,
- food processing technicians, and
- agricultural export legal experts.

f. Technical Training

Immediate returns are more likely to occur as a result of short-term training, as this is normally provided to individuals who already have established positions in their communities. Thus, skills imparted to these trainees should have an important immediate impact on the trainees' lives and on their communities. Moreover, through this training, the range of participants can be broadened to include informal leaders, such as those found in voluntary associations, PVOs, and in youth groups, as well as those who exercise leadership by virtue of their position, such as government officials, journalists, etc.

As noted in Section III of the CLASP II Project Paper, groups that will be targetted in the first year of implementation include: representatives from youth groups (e.g., boy and girl scout leaders, high school students); municipal and community development workers (e.g., members of community self help groups, PTA leaders, social promoters, etc.); youth service organizations, such as the rotarians, lions and red cross; employee or professional associations; mass communicators; environmental and natural resource preservation groups and organizations; justices of the peace; and representatives from various Salvadoran arts groups (e.g., musicians, archaeologists, historians, writers). These groups were selected because of their high visibility, contacts in local communities, and potential multiplier effects upon return.

#### g. Leadership Training

All CLASP II Programs will include leadership training as one of the major objectives of CLASP II is to strengthen leadership capacity. Ideally, training of this sort will be directly related to leadership development in the participants' occupations. Examples of this type of training are: workshops on how to conduct meetings, theoretical and practical classroom training on conflict resolution, management of formally and informally organized community groups, identification of group priorities and objectives, improving public speaking abilities, solicitation of funding for community projects, project development and management capability.

#### h. Experience America

All CLASP II programs must include this activity, which will be designed to expose Salvadorans to democratic institutions and the free enterprise system. This activity must be designed to be relevant to the career or community interests of each particular group, thereby facilitating both the learning process and providing a basis for friendship, mutual understanding, and future interaction between Salvadorans and Americans. As a result of this activity, it is expected that CLASP Scholars will develop positive attitudes about the U.S., its people, and the opportunities afforded by a democratic, free market system. Obviously, to achieve these myriad objectives, the activities must be well-thought out and planned so as to both be responsive to participant interest, as well as provide Scholars with a positive experience. Suggested events include participation in community affairs, visits to local and national government, etc.

#### i. Follow-On Activities

Unlike other training projects which primarily seek to upgrade technical skills, this Program focusses on leadership development and the application of learned skills to community and social development activities upon the Scholar's return. While the motivation of individual Scholars is key to success on this front, follow-on activities can play an important role, particularly by fostering the Scholar's dissemination of his experience and the application of new skills. USAID/El Salvador believes that to be

successful the training program design must reflect the expected role and responsibilities of the Scholars upon their return. Thus, in designing programs, care must be taken to identify expected follow-on activities, and ensure that training activities prepare the Scholar for his/her follow-on role (e.g., instruction in the preparation of graphics and other visual aids for scholars expected to make oral presentations to intermediary groups which may have sponsored them, organization of meetings or work groups for community development workers or scout leaders, etc.).

### Phase II: Selection of Scholars

The selection process consists of the identification of nominees, analysis of qualifications of nominees, initial selection of candidates, and final selection of candidates. This is the Program's most critical phase. Once the annual training plan, providing a detailed description of the types and numbers of persons to be trained, has been developed, efforts will be made to publicize the availability of scholarships. Short-term training opportunities will be announced primarily via intermediary groups and organizations appropriate to the target audience, while long-term training opportunities, typically of an academic nature, will be more widely advertised. Nominations will typically be "sponsored" by an established organization, although for some of the long-term candidates individual nominations may be accepted. During this nomination process, the Mission will hold meetings with likely intermediary groups to ensure that these nominating groups clearly understand the Program, its objectives, and the types of persons desired for each training group (e.g., required academic background, economic and social status, age, sex, degree of past participation in volunteer and leadership activities, etc.)

The qualifications of each nominee will be analyzed by the Mission, in coordination with the contracted implementing agency, to determine conformance to basic eligibility for the program. This review will include:

(a) Bio-data, to ensure compliance with selection criteria and other guidelines. Special attention will be given to activities which indicate leadership ability and potential.

(b) Results of a basic aptitude test, developed and administered by the contractor, to determine their ability to perform in academic activities.

In reviewing the documentation, special attention will be given to the verification of data contained in the bio-data forms and academic records. The contractor will assist in these efforts by conducting a random on-site spot check of at least 15 percent of candidates to ensure that bio-data or other information provided by them is accurate. In those cases where the spot checks reveals an excessive amount of incorrect bio-data information, the same may be increased to 50 percent by AID.

Those nominees meeting minimum requirements will be interviewed by the contractor to assess professional interests, leadership qualities, motivation and maturity, attitude and self-image. The results of this interview will be combined with the document review, into a nominee profile for Mission and panel review. The contractor will be responsible for establishing a numerical grading system to be utilized to rank candidates utilizing information noted above.

In the case of short-term training, these profiles will be reviewed by a panel drawn from the membership of the expanded Project Implementation Committee (PIC). Given past experience, the panel will select 10-15 percent more nominees than scholarships, to accommodate for those who drop out or are eliminated in the final selection process.

Nominee profiles for long-term training under the CLASP II Program will first be reviewed by the Mission, to ensure compliance with Program eligibility requirements. Subsequently, a slate of nominees, all of whom meet minimum criteria, will be referred to the National CLASP Commission for ranking. This Commission will be composed of 4-6 prominent, apolitical Salvadoran leaders representing the diversity of Salvadoran culture and society (e.g., to include women, individuals from different professional backgrounds, etc.) will be appointed to participate in the selection of long-term scholars. The Mission Director, in consultation with the Ambassador, will approve nominations to the CLASP Commission, which will initially be appointed for a two-year period.

The final selection of all candidates will be made by USAID. Those selected will be placed in an in-country CLASP II training for a trial period of up to two weeks for short-term programs and two months for long-term training. During this period, a final analysis will be made of each individual's ability to: be a leader, improve English skills at a normal rate, and successfully participate in study groups and individual activities. At this stage, persons with limited English language learning capabilities or poor attitudes are eliminated.

### Phase III: Preparation for Departure

Phase III activities will include an explanation of the CLASP II rules and regulations and of the "goodwill ambassadors" role the Scholars are expected to play both during and after training. In this Phase, special attention is given to preparing the CLASP II Scholars for the special roles they will play when they return to El Salvador. In other words, the follow-on program begins in Phase III.

After leaving close-knit families in El Salvador, much attention will be given to preparing Scholars emotionally for the "culture shock" they will experience in the U.S. Most Scholars come from large families, often from rural areas, and have never traveled outside of El Salvador.

The contractor will develop and conduct, jointly with AID, a two-week to two-month ELT program and departure orientation. The orientation period includes all English language studies, as well as modular units on the following subjects:

i. Orientation on the U.S.

Orientation on the American way of life will include overviews of:

- history of the United States;
- geographical orientation to the U.S. as a whole, including the region, state, and community in which CLASP II Scholars will be placed;
- cultural orientation on the U.S. and its people, including a description of racial and ethnic groups that make up the mosaic of U.S. society;
- the U.S. democratic system, its traditions and processes at the federal, state, and local levels, including the three branches of government;
- the role of the private sector in a democratic society;
- voluntary activities and community participation in decisionmaking processes and in undertaking actions directed at the well-being of communities as a whole;
- U.S. lifestyles, customs, and food; and,
- explanation and description of the training that Peace Scholars are to undertake, including an explanation of the U.S. college credit system for those in degree programs.

ii. Orientation on El Salvador

This orientation is designed to provide the CLASP II Scholars with information on El Salvador to facilitate their "goodwill ambassadors" role, i.e., explaining El Salvador to Americans. It will consist of informative lectures by Salvadoran experts and discussions on political, economic, and social life in all parts of El Salvador. The orientation is extremely important because many students will participate in meetings, seminars and activities in the U.S. where they will be asked to discuss their homeland. This module, structured to match the particular needs of the Scholars groups may include:

- general information including history, economy, geography, culture and customs, and education system;
- economic aspects, including planning and evaluation; agriculture and manufacturing; the informal sector; tourism; and international commerce;
- ongoing structural reforms, such as agrarian reform, banking reforms, and macroeconomic reform; and,

political aspects including the Salvadoran constitutional system, branches of government, their functions and interactions, and the military; the Salvadoran private sector; and the social aspects of El Salvador.

General administrative details are also covered in this section, such as welcome by the U.S. Ambassador; group picture; role and responsibilities of the contractor; training program content and schedule; experiences of CLASP II Scholar returnees; the climate and culture of the training location; and, administrative procedures.

### iii. Volunteer Community Service

Initial preparation for developing volunteer or community activities begins in the departure preparation Phase. The level of involvement in voluntary activities will depend on the length of the program; however, all CLASP II Scholars will carry out weekly volunteer services. This requirement is aimed at developing a volunteer ethic in each CLASP II Scholar. Volunteer services will include such things as: acting as tutors or assistants to persons studying Spanish or about Latin America, coaching soccer in local schools, participating in cultural orientations and discussions on El Salvador with local interest groups, or acting as volunteers with local agencies.

### iv. Program and Administrative Details

General administrative details are covered in this section. The following are examples of items to be included:

- participation and welcome by the U.S. Ambassador;
- group picture;
- expectations of USAID/El Salvador of CLASP II Scholars to take advantage of the opportunity of a CLASP II Scholarship;
- role and responsibilities of the contractor;
- training program content and schedule;
- experiences of CLASP II Scholar returnees;
- the climate and culture of the geographic zone where the training program is going to take place; and,
- administrative procedures such as: passports and visas, airline tickets, baggage, customs, allowances, U.S. income tax requirements, travel in the U.S., health and accident insurance (HAC) in the U.S. and in-country health plan, meals, clothing, laundry, local and international telephone calls, emergency situations and how to obtain help during any part of their stay in the United States.

The contractor will administer a baseline questionnaire (to be developed with the USAID guidance) to all CLASP II candidates before the beginning of the in-country program. This baseline

study will determine the level of knowledge and attitude of candidates toward the U.S., its culture and systems and their specific training objectives. The training program (both in-country and U.S.) will consider the information contained in these questionnaires. These same questionnaires will be administered upon their return from the U.S. to establish the level of achievement in each area.

The contractor should approach the pre-departure orientation creatively. Some of the above topics lend themselves to lecture, while others, specially the orientation of history, geography, social composition, and the U.S. political system should be presented in a stimulating, interesting, interactive manner with varied approaches (video cassettes, films, slides, written materials, and/or other materials in Spanish). The pre-departure orientation will be conducted in Spanish. Accordingly, all personnel participating in the orientation must be bilingual and all materials must be in Spanish.

**d. Phase IV: Implementation of Training Activities**

This Phase begins when CLASP II Scholars arrive in the United States. All training is initiated and completed during Phase IV. Phase IV will consist of: arrival orientation in the U.S., arrival orientation at training institution, monitoring of training by training institution, monitoring of training by contractor, and monitoring of training by A.I.D. Activities in this Phase focus on ensuring that adequate progress is made by each Scholar in meeting the CLASP II objectives. When discrepancies are noted, they must be resolved immediately. The contractor is responsible for all Phase IV activities, except for the monitoring of training to be done by the Mission.

The arrival orientation conducted in the U.S. will normally last for one to five days. It will complement the departure orientation and will start the cultural adaptation process and prepare Scholars for travel from the point of entry to the training location.

There will also be an arrival orientation at the training institution. This orientation will consist of the normal "need to know items" about the institution, the local community and the state.

Following these orientation programs, the principle activity of the contractor is to monitor the conduct of the training programs to ensure conformance to design and, thereby enhance the achievement of project purpose. Typically, each CLASP II training group will consist of 20-25 persons. While the CLASP II Scholars should take part in the normal foreign student programs of the institution, a paid special mentor will be hired by the contractor to care for the CLASP II group. Volunteers have proven less desirable in meeting the special needs of CLASP II Scholars. Details on the mentors responsibilities and duties will be arranged between the contractor and the institution. However, at a minimum they will include:

- ensuring that CLASP II Scholars follow University and CLASP II Program guidelines and policies;
- early identification and reporting of any problems which might prevent Scholars from meeting the CLASP II Program EOPs;
- ensuring that CLASP II Scholars are actively carrying out and benefiting from their voluntary services; and
- making suggestions to the contractor as to how the CLASP II program can be improved.

To ensure adequate monitoring, AID will require that the contractor present a training monitoring plan for USAID approval as part of the design of each training program.

USAID will oversee this Phase to ensure that training is being conducted in accordance with established agreements. The monitoring will be accomplished via visits by AID/W and the Mission. The details of the USAID evaluation plan will be included in the yearly CLASP II training plan. The scope of training visits will depend on the availability of funds. However, USAID/El Salvador will strive to have at a minimum: 10 percent of all training activities visited by AID/W, and all training activities visited at least once every two years by a USAID/El Salvador representative.

e. Phase V: Follow-on Activities

i. Follow-On Program

Unlike other training projects which primarily seek to upgrade technical skills which are easily measured, the CLASP II Program focuses on leadership. Leadership is more difficult to measure because it is manifested in many ways and is a long-term objective. Leadership development cannot simply stop upon return to El Salvador; otherwise returning Peace Scholars may find it difficult to fully utilize new leadership skills in their previous environments. Therefore, the CLASP II Program will have a strong, dynamic Follow-On Program designed to reinforce training and facilitate the returnees' dissemination of knowledge and experience and manifestation of leadership.

The Follow-On Program will initially consist of a Resource Center, which will provide relevant technical and leadership materials to returnees to reinforce training; a job placement center; the development of active CLASP alumni associations to serve as support groups; refresher training, possibly involving bringing U.S. training counterparts to El Salvador for short periods of time, etc.; and strengthening linkages between Peace Scholars and intermediary groups or individuals. Based on experience, these activities may however be modified to better support returning Scholars.

Linkages established between the Peace Scholar and his/her community group, his/her intermediary group, and his/her U.S. training counterparts will be developed to foment long-term supportive relationships. The Mission will also consider ways of building relationships between CLASP Peace Scholars and Salvadoran entrepreneurs and officials in their respective fields. The Salvadoran private sector has demonstrated an interest in social development activities such as sponsoring the mini-firms in the Junior Achievement Program, donations to schools and health facilities in poor areas, etc. The CLASP Program will attempt to build upon this foundation.

While the Mission realizes it will not change El Salvador's societal structure with Project resources over a five-year period, it does expect leadership to be manifested by the returnees and dissemination of information about their experiences in the U.S. to occur. The Follow-on Program will provide information on an ongoing basis about the returnees and their groups to ensure that this is indeed happening.

The Mission will also consider possible funding sources to continue Follow-On activities beyond the Life-Of-Project and to enable other Salvadorans to become scholarship recipients after the L-O-P, since it is in the USG's and El Salvador's interest to have CLASP activities continue on a sustainable level beyond the five-year period of the Project.

(1) Re-entry program

A re-entry program will be established for all CLASP II returnees to provide them with an opportunity to reflect on initial re-entry issues, familiarize themselves with contents of the follow-on component and with the Resource Center (discussed below), discuss current socioeconomic and political issues in El Salvador, learn job hunting skills, determine future workshop themes, and form alumni association(s). Each CLASP II Scholar will be provided written materials to accompany the re-entry program. Among other helpful information, these materials will facilitate an understanding of A.I.D., the contractor, provide job hunting tips and contain a listing of potential employers in the returned scholars' areas of speciality.

(2) Resource Center and Literature Distribution

The contractor will also provide the returned Peace Scholars with a place for meetings and study, and with information relevant to the fields in which they were trained, materials on socio-economic, cultural and political aspects of El Salvador and the U.S., guides to community project development, and materials on CLASP II themes such as leadership, community service, the private sector and volunteerism.

As an adjunct to the Resource Center, the contractor will also provide appropriate literature in Spanish and English to enable returned CLASP II Scholars to stay up-to-date in their technical fields, and in touch with the U.S. Literature will center around leadership, political participation, communications skills, economic development and the role of the

private sector, voluntary participation in local community development, and other topics of general and special interest to El Salvador. It is anticipated that two to four times a year returned CLASP II Scholars will receive books and other written follow-up materials. Returnees will be surveyed to determine areas of general and technical interest for follow-up materials.

### (3) Job Placement

The job placement activities are designed to guide returned CLASP II Scholars in identifying appropriate employment opportunities in which they can utilize newly acquired technical skills, to create an awareness in the Salvadoran public and private sectors of the wealth of talent and resources CLASP II Scholars offer, and to create a desire in these sectors to seek out CLASP II Scholars as desirable candidates for new positions. While Scholars cannot be guaranteed a job which utilizes their new skills, CLASP II Project personnel will assist returning Peace Scholars in networking with other scholars and potential employers in pursuit of enhanced employment opportunities.

### (4) Workshops and Regional Meetings

A series of monthly, two-day workshops for all interested returned Scholars will be held. The purpose of these workshops is to provide an opportunity for returned CLASP II Scholars to meet, share knowledge, upgrade the technical and language skills they obtained during training in the U.S., and reinforce CLASP II leadership themes. Topics to be covered will be based on surveys of current technical needs, areas of interest, employment status, continuing education needs, and community involvement. Workshops will take place both in San Salvador and in regional centers to facilitate access for the returnees. Workshops will consist of: (i) CLASP II themes focussed on leadership, community development and volunteerism; (ii) technical workshops addressed to specific interest groups under the CLASP II Program; and, (iii) refresher English Language Training on a pilot basis in the initial stage.

### (5) Alumni Associations

The purpose of alumni associations is to provide the returned CLASP II Scholars with an organizational structure through which they can share knowledge and resources, implement community development projects and voluntary activities, maintain friendships, and provide constant feedback on follow-on activities. CLASP II alumni associations will be promoted through regional follow-on activities, such as re-entry seminars, leadership and technical workshops.

Linkages with institutions in the interior of the country with facilities for alumni association meetings and activities may be established. At the same time, alumni associations will explore these and other possibilities on their own. While overall guidance and support will be

provided to alumni associations, the associations must determine their own objectives, and structure and function independently.

The following are illustrative alumni association structures: interest groups within each region based on common interests and/or technical specialties involved in promotion of group interests and community based activities; regional alumni associations with region-wide projects and activities; and a national CLASP II alumni association holding annual meetings. All the above alumni groups may have periodic interactions, meetings and activities, as they deem appropriate.

#### (6) Quarterly Newsletter

The contractor will develop, print, and distribute a simple quarterly newsletter to communicate news regarding Scholars' departures, activities on-site in the U.S., return to El Salvador, and activities of returned Scholars. The newsletter will contain short features and articles of interest, reinforcing the central themes of CLASP II, news about successful activities returned Scholars have initiated or completed, fund-raising ideas for alumni associations, news about meetings, and news about books and other materials returned available in the Follow-On program.

#### f. Phase VI - Evaluation

CLASP II is primarily a training program. As such, the evaluation of training activities is a key issue. Under CLASP I (CAPS in El Salvador), it was discovered that project activities must be designed to facilitate evaluation. It was difficult to evaluate the overall impact of training activities because of the wide variety of unrelated subjects, and the lack of specified goals and objectives to serve as a base for evaluation. It was almost impossible to determine what new skills could be attributed to the training. The CLASP I evaluators suggested that specific goals and objectives be designed for each training activity and that each activity be evaluated as a separate unit.

Under CLASP II, evaluation will include the three major training areas: leadership training, Experience America and skills development. Evaluations indicating achievement in these areas will be undertaken for each training activity and for the overall CLASP II Program. Each training activity will have specific goals and objectives. Prior to initiating training, baseline data will be obtained to determine achievement levels of each student.

The scheduling of evaluations will focus on three implementation periods, training, post training (short-term) and post training (long-term) as discussed below.

## 1. Training Program Evaluation

The objective here is to evaluate the quality of training and its presentation by the training institution. Training program evaluations will be scheduled at least quarterly for training programs up to a year in duration. Longer training programs will be evaluated at least once every six months in the technical area, and annually in Experience America and leadership development areas. The Mission's implementation contractor will evaluate each training group. In addition, the Mission may also conduct some training program evaluations, subject to the availability of funds.

In evaluating the quality of the training programs the following guidelines will be used:

### a. Design of Programs

A simplified log frame information will be established for each training activity clearly indicating the activities that fall under each major training area 1) leadership, 2) professional skill development, 3) Experience America. From the simplified log frame information, detailed lesson plans will be established for each training activity. The contractor will ensure that all activities support one or more of the major training areas. USAID will spot check these plans.

### b. Presentation of Instructional Program by Institution

The contractor and the AID/W contractor will periodically spot check training steps to ensure that methodologies for presenting the instructional materials meet the highest standards. These visits will be periodically scheduled by both the contractor and AID/W contractor. The contractor will visit each training group at least once each quarter and a minimum of one time per group.

### c. Understanding of Instruction Materials for Scholars

Scholars will be given periodic examinations to ensure they understand and can apply the materials presented. The examination will be conducted by the institutions and the results reported to the contractor. The objective of these evaluations is to identify, as early as possible, persons requiring special assistance. The evaluation will utilize the Training Performance Indicators (TPIs) while the training program is underway for both short- (one time) and long-term (at least once per year). A set of TPIs will be developed by the contractor and A.I.D. to measure progress. They will evaluate progress in areas such as: academic/technical training goals, involvement in institutional (campus) non-academic life, involvement in Experience America activities, level of participation in voluntary activities, and understanding the U.S. democratic and free enterprise systems. The time at which the TPIs are evaluated will be indicated in the design of each training program which will also include the measures to be taken when the TPIs indicate slower than normal progress.

2. Short-Term Training Impact Evaluation

The objective of the ex post facto impact evaluation of short-term training is to evaluate the new skills acquired from training activities among CLASP Scholars who have returned to El Salvador for more than six months. Program-wide evaluations will be carried out at least once every two years during the project implementation period, and will be coordinated with overall CLASP II evaluations commissioned by the LAC Bureau.

3. Long-Term Training Impact Evaluation

Ex post facto impact evaluations of long-term training will be designed to determine the manner in which the target group is being affected by the activities of the returned CLASP Scholars in terms of the Project purpose. At least once during Project implementation, and not less than two years after the individual Scholars have returned to El Salvador, this assessment will be undertaken. The target group impact evaluation can be combined with a beneficiary group impact evaluation if practical. USAID will conduct these evaluations, coordinating with overall CLASP II evaluation plans.

To facilitate evaluation, each training program will clearly indicate the relationship between the training material and the program objectives, i.e., leadership skills development, professional skills development, and Experience America.

TABLE I:  
CLASP II EVALUATION PLAN

	1990	1991	1992	1993	1994	1995
<u>Training Program Evaluations*</u>	X	X	X	X		
<u>Short-Term Training Impact Evaluations</u>			X			X
<u>Long-Term Training Impact Evaluations</u>				X		

\* Training Program Evaluations will be conducted for all training groups.

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AMDR/	OET/	
DPP/	IRD	IR
PRJ/	IRC/W/D	EC
AMDO/	IRD/RUD	C
Subject: _____		
ACTION TAKEN _____		
DATE: _____		
INITIALS _____		

1. SUMMARY: THE DAEC REVIEW OF THE SUBJECT ~~PROJECT~~ WAS HELD ON TUESDAY, MARCH 21. THE A-AA/LAC CHAIRED THE REVIEW. MISSION COMMENTS HAD BEEN INCORPORATED INTO THE REVISION. PID AND MISSION REPRESENTATIVES FROM HONDURAS AND EL SALVADOR ATTENDED THE ISSUES REVIEW. THE PID WAS APPROVED WITH THE FOLLOWING DAEC GUIDANCE FOR PREPARATION OF THE PROJECT PAPER:

2. CONSULTATION WITH CONGRESS: IT WAS AGREED THAT, IN LIGHT OF THE PROJECT'S HIGH VISIBILITY AND CONGRESSIONAL INTEREST, THE LAC BUREAU (WOULD TELL KEY CONGRESSMEN, SENATORS, AND STAFFERS INFORMED ON THE PROGRESS OF CLASS II PROJECT DESIGN).

3. PARAMETERS OF PARTICIPANT SELECTION AND TRAINING: GIVEN THE PROJECT'S HIGH VISIBILITY AND ITS COMBINED DIPLOMATIC/DEVELOPMENTAL FOCUS, IT WAS DECIDED THAT, UNDER CLASS II: A) THE 29 DAY MINIMUM FOR SHORT-TERM TRAINING WOULD BE CONTINUED, B) AT LEAST 20 PERCENT OF THE TOTAL NUMBER OF PARTICIPANTS WOULD RECEIVE LONG-TERM TRAINING DEFINED AS TRAINING OF 9 MONTHS OR MORE; C) AT LEAST 70 PERCENT OF ALL PARTICIPANTS WOULD BE SOCIALLY AND ECONOMICALLY DISADVANTAGED; D) AT LEAST 40 PERCENT OF THE PROJECT PARTICIPANTS WOULD BE WOMEN; E) A RANGE RATHER THAN A SPECIFIC TARGET OF THE TOTAL NUMBER OF PARTICIPANTS TO BE TRAINED UNDER THE PROJECT WOULD BE ESTABLISHED; AND, F) THE TRAINING PROVIDED WOULD BE U.S.-BASED RATHER THAN IN-COUNTRY THIRD COUNTRY. EXCEPTIONS TO THESE GUIDELINES WOULD REQUIRE LAC/3 CONCURRENCE. THE SOCIAL INSTITUTIONAL FRAMEWORKS PREPARED BY EACH MISSION AS PART OF THE PP DESIGN PROCESS, WILL BE USED TO REFINE EACH MISSION'S CLASS II PROGRAM IN ACCORDANCE WITH PROJECT OBJECTIVES AND THE COUNTRY STRATEGY TAKING INTO ACCOUNT THESE SELECTION AND TRAINING PARAMETERS.

4. CENTRAL VS. MISSION PPS AND AUTHORIZATIONS: IT WAS DECIDED THAT THE MISSIONS WOULD FINALIZE INDIVIDUAL PPS BASED ON THE QUOTE MODEL UNQUOTE PP PROVIDED BY AID/3 AND AUTHORIZE THE PROJECT IN THE FIELD. IN PREPARING THEIR PPS, THE MISSIONS WILL BE ADVISED TO...  
145

PARAMETERS SPELLED OUT IN THE QUOTE MODEL UNQUOTE SP. AID/  
FIELD MONITORING SYSTEM COMPLIANCE WITH CLASS II POLICY GUIDANCE  
APPROVE THE PROCESS EVALUATION AND THE FORMAL REVIEW OF THE  
ANNUAL CIP UPDATES.

5. PROJECT IMPLEMENTATION: IT WAS DECIDED THAT THE MISSIONS  
WOULD BE RESPONSIBLE FOR ARRANGING THEIR OWN CONTRACTS TO  
IMPLEMENT CLASS II; HOWEVER, IN THE INTEREST OF AVOIDING A  
MULTIPLICITY OF CONTRACTS AND THE CONCOMITANT OVERHEADS  
ENGENDERED IN SUCH AN APPROACH, MISSIONS, ESPECIALLY THOSE  
WHERE THE SMALL AMOUNT OF CLASS II FUNDING DOES NOT JUSTIFY A  
INDIVIDUAL CONTRACT, WILL BE STRONGLY ENCOURAGED TO ACCESS THE  
CIP CONTRACTS, EITHER THROUGH PID/P OR PIC/T BUY-INS. THE PE  
WILL PROVIDE A DETAILED DISCUSSION OF THE CONTRACTING OPTIONS  
AVAILABLE TO ACCOMMODATE THE VARYING NEEDS OF THE PARTICIPATING  
MISSIONS.

6. PROJECT EVALUATION: IT WAS DECIDED THAT THE PE SHOULD  
INCLUDE AN IMPACT EVALUATION THAT IS TECHNICALLY APPROPRIATE  
AND AFFORDABLE, BUT THAT THE SCOPE OF THE PROCESS EVALUATION  
SHOULD BE SCALED BACK FROM ITS CURRENT LEVEL OF EFFORT. THE  
COST OF THESE EVALUATIONS WILL BE CLOSELY ANALYZED TO MINIMIZE  
THE NUMBER AND COST OF CONTRACTORS AND CONSULTANTS FINANCED BY  
A.I.D. IN ADDITION TO THESE EVALUATIONS AND FUNDING AMOUNTS,  
MISSIONS, WITH THEIR OWN FUNDS, CAN CONTRACT OUT EVALUATIONS  
SPECIFIC CLASS II PROGRAMS.

7. PROJECT FINANCING: IT WAS DECIDED THAT THE TOTAL LOP WOULD  
BE PROVIDED FROM THE DOLS 275 MILLION CONTAINED IN THE PID TO  
DOLS 200 MILLION IN LIGHT OF POSSIBLE FUTURE DECLINES IN PA  
EST FUNDING LEVELS. APPROXIMATELY DOLS 100 MILLION WILL BE  
ALLOCATED TO THE CLASS II PROGRAMS MANAGED BY THE INDIVIDUAL  
MISSIONS. THE REMAINING 50 PERCENT OF THE LOP AMOUNT NEEDS TO  
BE SET ASIDE IN ANTICIPATION OF THE GEORGETOWN PROGRAM, LOCAL  
CITY DIRECTED PROGRAMS; AND FOR PROJECT MONITORING,  
EVALUATION, AND SUPPORT, BOTH OF WHICH WILL BE MANAGED BY  
IAC/A. THE DISTRIBUTION OF THE DOLS 100 MILLION IN CLASS II  
FOR MISSION-BASED PROJECTS IS THE SUBJECT OF A SPECIAL AND WILL  
BE DISCUSSED IN THE UPCOMING REGIONAL MEETINGS. THE FUNDING  
LEVELS ESTABLISHED FOR EACH COUNTRY IN THE MODEL PE WILL SERVE  
AS THE MINIMUM LEVEL AT WHICH A MISSION CAN FUND CLASS II.  
MISSIONS ARE WELCOME TO EXCEED THIS MINIMUM LEVEL, IF THEY  
CHOOSE TO DO SO.

8. IT WAS ALSO DECIDED THAT, WHERE ISF FUNDING IS AVAILABLE,  
FIELD MISSIONS SHOULD CONTINUE TO MAXIMIZE THEIR USE OF ISF IN  
FUNDING THIS PROJECT. GIVEN THE CONGRESSIONAL IMPETUS FOR THE  
PROJECT AND THE POLITICAL RATIONALE FOR ISF ALLOCATIONS, IT IS

OTHER APPROPRIATE THAT CIASP FUNDING SHOULD CONTINUE TO BE  
CLOSELY LINKED TO THE FUTURE AVAILABILITY OF ISF.

9. STAFFING IMPLICATIONS OF CIASP II DESIGN: TAKING INTO  
ACCOUNT MISSIONS' CONCEPTS ABOUT THE STAFFING IMPLICATIONS OF  
THE CIASP II DESIGN, ESPECIALLY AS IT RELATES TO FOLLOW-ON  
ACTIVITIES, THE PP WILL DISCUSS THE STAFFING REQUIREMENTS, FO  
DIRECT HIRE AND CONTRACT, OF CIASP II, AND WILL INDICATE TO T  
MISSIONS THAT THE ADDITIONAL PERSON REQUIRED FOR THE FOLLOW-  
ACTIVITY CAN BE FINANCED FROM PROGRAM FUNDS. THE OF  
IMPLICATIONS OF THESE STAFFING REQUIREMENTS WILL ALSO BE  
DISCUSSED. ZADR

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SOME RESIDUAL TRAINING ACTIVITIES IN THE LAC REGION), THE PROPOSED LEVEL OF LOP FUNDING FOR CLASP II (DOLS. 216. 992 MILLION) IS COMPABLE TO THAT OF CLASP I AND CONSIDERED APPROPRIATE IN LIGHT OF POSSIBLE CONGRESSIONAL EARMARKS AND EXPECTED AVAILABILITY OF FUNDING OVER THE LOP.

B. 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 OYS PROCESS, ESPECIALLY THE LARGE AMOUNTS OF ESP EARMARKED 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 NICAPAGUAN REFUGEES IN THEIR RESPECTIVE COUNTRIES BE ELIGIBLE FOR TRAINING UNDER CLASP 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 CLASP II PROJECT SHOULD BE HANDLED BY THE STATE DEPARTMENT.

C. ANDEAN MISSIONS: IT WAS DECIDED THAT CLASP PROGRAM REQUIREMENTS (I.E. 70 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 CLASP II PP, INCLUDING THE PROGRAM REQUIREMENTS. IT WAS NOTED SEPARATELY THAT THE CLASP II DESIGN DOES NOT PROVIDE FOR A REGIONAL CONTRACT FOR THE ANDEAN COUNTRIES TO BE MANAGED BY AID/V. 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/LI.

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 CDSSS, 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 MAJORITY 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/DR/ERR, IN ITS OVERSIGHT OF THE CONGRESSIONALLY MANDATED ACTIVITIES, SHOULD ENSURE THAT THE MISSIONS APPROVE THE POOL OF CANDIDATES BEING CONSIDERED BY THE GRANTEE FOR CASP, CASS AND LCA. THE GRANTEE 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/DR REGIONAL DOCUMENTS SINCE THE LATTER IS THE SOURCE OF FUNDING AND MANAGEMENT CONTROL.

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 CASP, THE ACTIVITIES' PROGRESS IN PRESENTING A MODEL OF COST CONTAINMENT WILL BE MONITORED THROUGH THE COUNTRY TRAINING PLAN (CTP) REVIEW PROCESS.

TRAINING COSTS, BOTH ADMINISTRATIVE AND PROGRAM. THE 50/50 MATCHING FUND PROPOSITION UNDER CASS WILL BE TRACED AS WELL CONTRIBUTIONS BY PARTICIPATING PRIVATE SECTOR INSTITUTIONS UNDER LCA. THIS DATA WILL BE REPORTED ON BY THE INVOLVED GRANTEES IN THEIR QUARTERLY REPORTS.

## 5. 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.

B. 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 PLO/T TO INSURE 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 PREPARED TO CDIS 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**

A. THE PP WAS REVISED TO SUBSTITUTE THE FOLLOWING TERMINOLOGY: "PEACE SCHOLARSHIP PROGRAM" RATHER THAN "PARTICIPANT TRAINING" AND "TRAINEE" 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 FORWARDED TO EACH PARTICIPATING MISSION.

8. ACTION REQUESTED: PLEASE ADVISE JOE CARNEY, LAC/LR/LBR, OF PROPOSED DATE FOR SUBMISSION OF MISSION SIFS TO LAC/W SO THAT WE CAN PROCEED TO SCHEDULE THE REVIEWS. BAUER

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ACTION AID2 INFO AMB DGM ECON

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RR RUEHSN  
DE RUEHC #9354 3601829  
ZNR UUUUU ZZH  
R 201828Z DEC 89  
FM SECSTATE WASHDC  
TO AMEMBASSY SAN SALVADOR 2421  
BT  
UNCLAS STATE 408354

USAID / SAN SALVADOR  
No. 012955  
C + R  
Date: DEC 27 1989

LOC: 134 646  
26 DEC 89 1837  
CN: 48253  
CHRG: AID  
DIST: AID

PRJ

CHRON COPY

AIDAC

E.O. 12355: N/A

TAGS:  
SUBJECT: EL SALVADOR CLASP II SOCIAL INSTITUTIONAL  
FRAME (SIF)

REF: (A) STATE 391935 (B) SAN SALVADOR 16085

1. REF (A) PROVIDED LAC/DR COMMENTS ON THE EL SALVADOR  
SIF. THE REFTEL IS REPEATED BELOW IN ITS ENTIRETY.

2. SUMMARY: LAC/DR DEPUTY DIRECTOR ELENA BRINEMAN  
CHAIRLED A REVIEW OF THE USAID EL SALVADOR CLASP-II SIF  
ON DECEMBER 1, 1989. THE SIF WAS FOUND TO BE WELL DONE  
PROVIDING A THOROUGH AND ANALYTICAL DESCRIPTION OF THE  
SOCIAL AND ECONOMIC FRAMEWORK OF THE TARGETTED  
BENEFICIARIES UNDER THE EL SALVADOR CLASP-II ACTIVITY.  
WITH MINOR REVISIONS AND CLARIFICATIONS, LAC/DR CONCURS  
IN THE MISSION COMPLETING THE PP FOR PROJECT  
AUTHORIZATION. COMMENTS PRESENTED DURING THE REVIEW ARE  
PROVIDED IN THIS CABLE. END SUMMARY.

3. THE MAJOR CONCERN WITH THE SIF IS THAT IT DOES NOT  
PRIORITIZE WITHIN THE 19 GROUPS IDENTIFIED, ESPECIALLY  
FOR THE FIRST YEAR OR TWO OF TO PROJECT. THE SIF COULD

BE STRENGTHENED BY IDENTIFYING THOSE GROUPS TO BE  
TRAINED THIS FISCAL YEAR AND NEXT FISCAL YEAR. WHAT IS  
THE MISSION'S STRATEGY FOR PROGRAMMING THESE GROUPS?  
WHAT IS MAGNITUDE OF THE RANGE OF PROJECTED SCHOLARS  
NUMBERS TO BE PROGRAMMED FOR LONG-TERM AND SHORT-TERM  
TRAINING?  
THE REVIEW NOTED THAT THE SIF INCLUDES A MECHANISM TO  
IDENTIFY PRIORITY GROUPS ON AN ANNUAL BASIS (MATRIX 2)  
AND BELIEVES THAT AT THIS POINT IN TIME THAT  
IDENTIFICATION IS APPROPRIATE.

4. THE REVIEW COMMITTEE NOTED THAT CERTAIN TARGET  
GROUPS WITHIN THE SECTORS OF MASS COMMUNICATIONS AND  
JUDICIAL MAY BE RECEIVING TRAINING UNDER OTHER BILATERAL  
AND REGIONAL PROJECTS. HOW DOES THE INCLUSION OF THESE  
GROUPS MESH WITH DEMOCRATIC INITIATIVES PROJECTS  
TRAINING? IS IT POSSIBLE TO DELINEATE CLEARLY WHAT  
TRAINING COULD BE DONE UNDER CLASP-II AND WHAT TRAINING  
IS BEING DONE UNDER OTHER PROJECTS? THE MISSION IS

ACTION TO: <del>OET</del>		
ACTION DUE: <del>24</del>		
Info:	ECON	IRE
DIR	RDO	IRE
DDIR	HPN	C
EXO	CONT	F
AMDP	OET	C
DFPO	IRD	JAC
PRJ	IRD/IND	EC
AMDC	IND/IND	G
Subject:		

ACTION TAKEN \_\_\_\_\_  
DATE: \_\_\_\_\_  
INITIALS \_\_\_\_\_

RECEIVED BY OFFICE  
OF PROJECTS  
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USAID/SAN SALVADOR

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URGED TO MAKE SURE THERE IS NO REDUNDANCY WITH OTL  
A.I D. PROJECTS OR WITH USIA PROGRAMS.

5. GUIDANCE FOR SIF PREPARATION NOTES THAT THE /SIF WILL CONTAIN TWO SPECIFIC MATRICES, THE SECOND OF WHICH IS REFERRED TO AS THE "SUMMARY OF TRAINING PLAN". FOR UNIFORMITY WITH OTHER CLASP-II SIFS, IT IS SUGGESTED THAT THE MISSION REARRANGE WITHIN THE EL SALVADOR SIF, MATRIX 2 AND MATRIX 3, AND RE-DESIGNATE THEM. THAT IS, BRING EL SALVADOR SIF MATRIX 3 FORWARD TO IMMEDIATELY FOLLOW MATRIX 1 AND RE-NUMBER IT AS MATRIX 2. AT THE SAME TIME RE-TITLE YOUR CURRENT MATRIX 2 AS AN ANNEX OR AS MATRIX 3.

6. ACTION REQUESTED:

- (A) CABLE RESPONSE TO ISSUES RAISED IN PARAS 2 AND 3 ABOVE;
- (B) REVISE THE SIF IN THE AREAS NOTED ABOVE FOR INCLUSION IN THE FINAL MISSION CLASP-II PP, AND
- (C) FORWARD THE FINAL PP ASAP FOLLOWING AUTHORIZATION. AIMMITT

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5. ISSUED BY **Contracts Office** CODE \_\_\_\_\_ **USAID/El Salvador** **APO Miami FL 34023**  
 6. ADMINISTERED BY (If other than Item 5) CODE \_\_\_\_\_

7. NAME AND ADDRESS OF CONTRACTOR (No., street, city, county, State and ZIP Code)  
**Development Associates, Inc.**  
**2924 Columbia Pike**  
**Arlington VA 22204-4399**  
 8. DELIVERY  FOB ORIGIN  OTHER (See \_\_\_\_\_)  
 9. DISCOUNT FOR PROMPT PAYMENT  
 N/A  
 10. SUBMIT INVOICES (1 copies unless otherwise specified) TO THE ADDRESS SHOWN IN:  ITEM **12**

11. SHIP TO/MARK FOR CODE \_\_\_\_\_ FACILITY CODE \_\_\_\_\_  
**Office of Education & Training**  
**USAID/El Salvador**  
 12. PAYMENT WILL BE MADE BY CODE \_\_\_\_\_  
**Controller**  
**USAID/El Salvador**

13. THIS ACQUISITION WAS: (Check one)  A. ADVERTISED  B. NEGOTIATED PURSUANT TO:  10 USC 2304(a)( )  41 USC 252(c)( )  
 14. ACCOUNTING AND APPROPRIATION DATA

15A. ITEM NO.	15B. SUPPLIES/SERVICES	15C. QUANTITY	15D. UNIT	15E. UNIT PRICE	15F. AMOUNT
	See Section C				

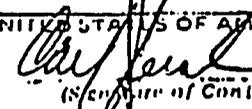
15G. TOTAL AMOUNT OF CONTRACT **\$ 4,940** Estimate

16. TABLE OF CONTENTS

(X) SEC.	DESCRIPTION	PAGE(S)	(X) SEC.	DESCRIPTION
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X B	SUPPLIES OR SERVICES AND PRICES/COSTS	2-3	PART III - LIST OF DOCUMENTS, EXHIBITS AND OTHER ATTACHMENTS	
X C	DESCRIPTION/SPECS./WORK STATEMENT	4-12	J	LIST OF ATTACHMENTS
X D	PACKAGING AND MARKING	13	PART IV - REPRESENTATIONS AND INSTRUCTIONS	
X E	INSPECTION AND ACCEPTANCE	14	K	REPRESENTATIONS, CERTIFICATIONS AND OTHER STATEMENTS OF OFFICERS
X F	DELIVERIES OR PERFORMANCE	15	L	INSTRS., CONDS., AND NOTICES TO OFFER
X G	CONTRACT ADMINISTRATION DATA	16-17	M	EVALUATION FACTORS FOR AWARD
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CONTRACTING OFFICER WILL COMPLETE ITEM 17 OR 18 AS APPLICABLE

17.  CONTRACTOR'S NEGOTIATED AGREEMENT (Contractor is required to sign this document and return 2 copies to issuing office. Contractor agrees to furnish and deliver all items or perform all the services set forth or otherwise identified above and on any continuation sheets for the consideration stated herein. The rights and obligations of the parties to this contract shall be subject to and governed by the following documents: (a) this award/contract, (b) the solicitation, if any, and (c) such provisions, representations, certifications, and specifications, as are attached or incorporated by reference herein. (Attachments are listed herein.)  
 18.  AWARD (Contractor is not required to sign this document on Solicitation Number \_\_\_\_\_ including the additions or changes made by you which additions are set forth in full above, is hereby accepted as to the items listed on any continuation sheets. This award constitutes the contract and consists of the following documents: (a) the Government's solicitation offer, and (b) this award/contract, and further contractual documents vary.

19A. NAME AND TITLE OF SIGNER (Type or print)  
**Peter B. Davis, President**  
 19B. NAME OF CONTRACTOR  
 19C. DATE SIGNED **9/25/90**  
 20A. NAME OF CONTRACTING OFFICER  
**Carl Derrick**  
 20B. UNITED STATES OF AMERICA  
 BY  (Signature of Contracting Officer)  
 20C. DATE **9/2**

Best Available Copy

SECTION BSUPPLIES OR SERVICES AND PRICE/COSTS

The services to be provided under this contract are described in Section C.

B.1. Estimated Cost, Fixed Fee and Funds Obligated

A. The total estimated cost for performance of this contract, exclusive of the fixed fee, is \$4,750,552. The fixed fee is \$199,268. The budget for these costs is contained in B.2. below.

B. The amount obligated for performance of this contract is \$4,949,820. The Contractor shall not exceed this amount unless approved by the Contracting Officer as provided in the clause in Section I of this contract entitled LIMITATION OF COST.

B.2. Budget

A. The following itemized budget for performance of the contract sets forth the fixed fee and estimates for reimbursement of dollar costs for two separate categories of cost. Without the prior written approval of the Contracting Officer, the Contractor may not exceed the total estimated cost set forth in the budget hereunder. Without the prior written approval of the AID Project Officer (which must be retained by the Contractor for audit purposes, and a copy of which must be furnished the Contracting Officer by the Contractor), the Contractor may not exceed the estimated dollar cost for either category of cost. The fee is fixed.

B. Budget

<u>Category</u>	<u>Amount</u>
Participant Costs	\$3,544,985
Fixed Fee on Participant Costs	106,350
Subcontract Costs (included in participant costs)	--
Fixed Fee on Subcontract Costs	8,528
Administrative Costs	1,205,567
Fixed Fee on Administrative Costs	84,390
TOTAL ESTIMATED CONTRACT COST	<u>\$4,750,552</u>
TOTAL CONTRACT FIXED FEE	<u>199,268</u>
CONTRACT GRAND TOTAL	<u>\$4,949,820</u>
	=====

C. The Contractor also agrees to furnish data which the Contracting Officer may request on costs expended or accrued under

this contract in support of the budget information provided herein. Individual budgets utilizing the Training Cost Analysis (TCA), presented by the Contractor and dated 21 September 1990, are incorporated herein by reference to be used by the Contractor and the AID Project Manager for the purposes of monitoring project costs. Changes to these TCA budgets may be effected during the life of the contract by mutual written agreement of the parties.

B.3. Payment of Fixed Fee

At the time of each payment to the Contractor on account of allowable dollar costs, the Contractor shall be paid a dollar amount which is in the same ratio to the total fixed fee for each category of cost as the related payment being made on account of allowable dollar costs is to the total estimated costs for that category of cost, as amended from time to time; provided however, that whenever in the opinion of the Contractor Officer such payment would result in a percentage of fee in excess of the percentage of work completion, further payment of fee may be suspended until the Contractor has made sufficient progress, in the opinion of the Contracting Officer, to justify further payment of fee up to the agreed ratio; provided further, that after payment of eighty-five percent (85%) of the total fixed fee, the clauses of this contract entitled ALLOWABLE COST AND PAYMENT and FIXED FEE, will be followed.

SECTION CDESCRIPTION/SPECS/WORK STATEMENTC.1. OBJECTIVE

The objective of this contract is to provide institutional support to USAID/El Salvador in the implementation of the Caribbean and Latin American Scholarship II Program (CLASP II) and, thereby achieve the following targets by the end of the Project:

- CLASP II participants have leadership skills and capability, an appreciation for the workings of democratic processes in a free market economy, and technical skills and academic training, needed to foment participation, mobility and democratic pluralism in El Salvador;
- CLASP II scholars are active and influential in community or professional affairs, including voluntary and/or development activities, which support the enhancement of democratic pluralism and the free enterprise system;
- CLASP II scholars, as a result of the technical or academic training, have enhanced their professional stature, as measured through salary increases or recognition in their profession;
- CLASP II scholars have developed an understanding of some aspects of U.S. life, values, and institutions relevant to their own occupation or situation.

C.2. BACKGROUND/PROGRAM OVERVIEW

C.2.1. The El Salvador CLASP II Project is part of a regional program consisting of 13 Mission projects and an AID/W regional project designed to train current and potential leaders from fields judged as critical to the successful social and economic development of each country. The specific purpose of the El Salvador CLASP II Project is to equip a broad base of leaders, through appreciation of the workings of the democratic process in a free market economy, technical skills and academic training, with leadership capability necessary to foment participation, mobility and democratic pluralism. Given this emphasis on developing leaders, the recruitment and selection of appropriate individuals for training is of the highest priority. Leaders are broadly defined as those people who can influence the thoughts and actions of others through their skills, activities, or position. They can and should be found in all segments of society and in those organizations which can influence economic development and the growth of democratic institutions. It is the intent of the program to provide opportunities for developing capabilities in less advantaged members of society. For this reason, a minimum of 70 percent of the

scholars will be from socially or economically disadvantaged groups. At least 40 percent of the scholars must be female. There are also the following considerations for placement: (1) no less than ten (10) percent of academic and technical placements must be in programs offered by U.S. historically black colleges and universities (HBCUs); (2) every effort will be made to place CLASP II scholars in institutions and communities in the U.S. that are geographically widespread, in order to enhance attainment of "Experience America" objectives; and (3) a minimum of 20 percent of training will be long-term (i.e. over 9 months.)

C.2.2. Over a five-year period, approximately 1,500 Salvadorans will undergo short and long-term training programs in U.S. institutions and communities. Training programs must stress leadership development, and will consist of three major components:

-- Leadership Training - The leadership activities are designed to equip the scholars with specific skills necessary to enable them to assume important leadership roles in their professions and in their communities. At a minimum, these skills will include: communication, particularly oral; problem identification, goal setting and development of action plans; organization and conduct of effective meetings; conflict resolution; and listening and negotiating skills.

-- "Experience America" Activities - The "Experience America" activities are designed to provide a first hand look at the "American life style" and democratic system, with the objective of fostering permanent bonds of friendship, mutual understanding, and interaction between the Salvadoran scholar and the people of the United States. "Experience America" activities are aimed at developing long-term ties between Americans and Salvadorans. All CLASP II scholars shall be provided with ample non-academic opportunities to enable them to sense, appreciate, and experience the U.S. through personal interchange with Americans from all walks of life. These activities may include: sharing a room with an American roommate, visiting with host American families, interaction with democratically elected U.S. officials, participation in community and governmental affairs, exposure to clubs or special activity groups, and visits to museums, parks, historic landmarks and athletic events. Through these activities and the continuous and quality personal interaction between CLASP II scholars and Americans, it is hoped that CLASP II scholars will develop a better understanding and appreciation of the pluralistic and democratic institutions, traditions, processes, and values of the United States.

-- Technical or Academic Education - The technical or academic training will provide CLASP II scholars with the understandings, knowledge and skills necessary to enhance their qualifications in academic or technical careers to increase their roles in their current jobs or to obtain new jobs. Some training elements should be visionary and ahead of the immediate future, however, this should be the smaller portion. At least 80 percent of all training

programs will be designed based upon the status of technology now existing in El Salvador, or likely to be present for the one to four year period after the CLASP II scholars return. English language proficiency, previous technical/academic education, the capabilities of the individual CLASP II scholar, and post-training employment potential must all be considered in the program design. In addition, training programs must be in accordance with policies of the U.S. Agency for International Development (USAID) and conducted in accordance with AID Handbook 10.

C.2.3. The implementation challenge of CLASP II will be to select from among the many individuals nominated for CLASP II scholarships those who truly are leaders or potential leaders, and most likely to return and be active and influential within some sphere of Salvadoran society. Clearly, this will require a participatory process. Intermediary groups will play a major role in the identification of leaders and potential leaders. The groups will vary, depending on the sector, but will include such groups as Junior Achievement, Lions Clubs, Rotary Clubs, community leaders, etc. These intermediary groups are also expected to take on an important role in the follow-on activities.

C.2.4. Specifically, the Contractor will be responsible for:

-- Designing, in consultation with USAID/El Salvador and Salvadoran organizations, specific training programs for both short-term and long-term participants which meet the goals and objectives of the CLASP II program set forth above;

-- Administrative and technical support in the recruitment and selection process, including efforts to elicit nominations from various Salvadoran public and private organizations and community groups and administration of various aptitude and skills tests as well as personal interviews;

-- Organizing and conducting a pre-departure orientation program, making all pre-departure travel and processing arrangements, processing participant paperwork, including assistance to participants in arranging for required technical and professional services (e.g., scheduling of health exams), arrangements for English language training, airline reservations and other logistical support related to departure;

-- Coordination with U.S. training institutions, monitoring training programs and participant progress, as well as arrangements for appropriate public relations events and the provision of counseling services for the participants;

-- Development and operation of a re-entry and follow-on program to enhance the dissemination and application of knowledge gained by the participant during his/her stay in the U.S.; and

-- Advice and assistance as needed to enhance implementation of the CLASP II Project, including periodic updates to the Social Institutional Framework (SIF) Study;

The Contractor will adopt a creative approach in development of content of the training programs for each interest group. However, each training program must include the three required components of leadership training, technical or academic training, and "Experience America" activities, as well as details for special follow-on activities for each interest group.

### C.3. SCOPE OF WORK

The CLASP II Program contemplates six phases in which both USAID/ES and the Contractor will play important roles. These are:

- Phase I - Design of the Training Program;
- Phase II - Selection of Scholars;
- Phase III - Preparation for Departure;
- Phase IV - Implementation of Training Activities;
- Phase V - Follow-on Activities; and
- Phase VI - Evaluation.

C.3.1. The Contractor's responsibility in Phase I will be the design of training programs, consisting of appropriate training in leadership development, "Experience America", and professional skills development (academic or technical). An important part of the design process will be visits to El Salvador by training program designers from each U.S. institution selected to conduct the training for each identified group. These visits will be used to gather information about the realities of life and the state of technology existing in El Salvador, particularly as it relates to each identified group. Based on this information, specific goals and objectives will be established for each training program. The Contractor will be responsible for developing appropriate tools for measuring the degree to which goals and objectives have been accomplished at the end of the training period. Training for the initial 310 participants will be programmed as follows:

#### Long-term Participants - 65

- 1-Year Program for 30 Mass Communicators (e.g., 10 Press, 10 Radio, and 10 T.V.)
- 1-Year Program for 15 youth leaders from Art Groups (e.g., 5 musicians and choreographers, 5 creative writers, and 5 painters).
- 1-Year Program for 20 Boy Scout and Girl Scout Leaders. The technical content of their program will also include components on anti-drug efforts, environmental protection, and literacy training skills.

All of these 1-Year Certificate Programs will include: a) two months of English language training (ELT) and pre-departure orientation seminar; b) three months of intensive ELT in the U.S., oriented to the theory course work to follow; c) five months of technical training in their related specialties; d) one month of leadership skills training, and e) one month of practicum in each of the above specialties.

Short-term Participants - 245

- 50 Municipal and Community Development Workers. This group may include community development promoters, members of various community organizations such as members of PTA associations, "patronatos" and those involved in local government or PVO projects.
- 25 Boy Scout and Girl Scout Leaders.
- 25 Environmental Promoters and Leaders. This group may include representatives from various private organizations and GOES Ministries who work in this field in coordination with several ecological organizations that have been formed in-country on a local and national basis.
- 50 Red Cross members, Youth Rotarians and other service clubs.
- 50 Representatives of Employee Associations and Labor Unions.
- 25 Representatives of Professional Associations to include women lawyers, economists, and members of the small business sector.
- 20 Justices of Peace. This group will include a representation of this sector from all parts of the country. Their training will be directed toward the improvement of administration of justice in El Salvador, and the key role they play as justices of peace and observance of the pertinent code of conduct. All of the short-term programs outlined above will include:
  - two (2) weeks of survival English Language Training and pre-departure orientation locally;
  - seven (7) weeks of technical training in their respective specialty;
  - one (1) week of leadership (a leadership training module); and
  - two (2) week practicum/internship in a realistic and corresponding work place in the United States.

Due to the short-term duration of this training, it is not cost-effective to bring these participants to English fluency. Therefore, the training will be conducted in Spanish, but will include English language "survival" training. The Contractor, in consultation and coordination with USAID/El Salvador, and with the participation of scholars and members of their sponsor groups or the local community, will finalize the training activity design in accordance with the reality of El Salvador and its specific needs. The Contractor will provide USAID/El Salvador with final program

descriptions and the complete curriculum of courses to be presented to the scholars during the pre-departure program.

C.3.2. In Phase II, selection of scholars, USAID/El Salvador will have lead responsibility, assisted by the Contractor. Specifically, the Contractor will be responsible for performance of the following tasks:

-- Designing and administering a basic aptitude test to determine candidate's ability to perform adequately in academic activities. The test should judge whether the candidate can perform at the U.S. Junior College level for candidates for the Associate of Arts (AA) degree programs, and at the undergraduate university level for candidates for the Bachelor of Arts (BA) and Bachelor of Sciences (BS) degree programs.

-- Designing and administering a diagnostic test to determine the English language proficiency of each nominee.

-- Assisting the Mission in conducting field investigations and needs assessments of training groups and training content; recruitment; interviewing nominees; preparation of narrative summaries for selected candidates; notification of candidates and intermediary institutions; processing activities, such as preparation of IAP66A and biodata forms, group PIO/Ps, CLASP Information System (CIS) input and updates.

-- Serving as a non-voting advisor on the USAID/ES panel considering the initial selection of candidates.

-- Conducting random on-site spot checks of at least 15 percent of candidates' documents to ascertain the completeness and accuracy of the applications. The contractor may be asked to increase the sample to up to 50 percent if the spot checks reveal considerable inaccuracies in the applications.

-- Recommending those long-term candidates who will be considered for final selection, based on the weekly ELT and attitudinal evaluation reports. This activity will take place at the mid point of the pre-departure program for long-term training. To provide for possible dropouts during the pre-departure orientation programs because of academic or personal reasons, each group of candidates will be approximately 15% larger than the final selection quotas.

C.3.3. Contractor responsibilities for Phase III, preparation for departure, will be to:

-- Design and conduct a pre-departure orientation program in El Salvador (two weeks for short-term participants and two months for long-term) containing modular units on "Survival English", CLASP II Rules and Regulations, Program and Administrative Details, Understanding the U.S. Culture, Explaining El Salvador to U.S. citizens, and Volunteer Services by Participants;

- Prepare and distribute appropriate written materials in Spanish;
- Provide administrative support to participants related to pre-departure processing (e.g., scheduling of medical exams, obtaining translations of transcripts, and health and insurance plan arrangements for long-term participants;
- Making travel arrangements, e.g., lodging and food the night before departure, escorted transportation to the El Salvador airport, escorted travel to the United States; and
- Design and administer a baseline questionnaire to determine the level of knowledge and attitudes about the U.S. culture and its economic and political systems.

C.3.4. For Phase IV, implementation of training activities, the Contractor will be required to establish a system for regular coordination and monitoring of CLASP II training programs to insure that the programs are achieving their major objectives. Major activities will include conducting an arrival orientation program for the scholars in the U.S., placing the scholars in their training institutions, monitoring their progress, providing guidance and counselling services to the scholars, maintaining liaison with the U.S. training institutions to insure that all leadership, "Experience America", and technical/academic programs are functioning correctly, preparing regular publicity releases, and furnishing technical, financial and monitoring visit reports to AID/W (LAC/DR/EHR) and USAID/ES.

C.3.5. Phase V, the follow-on activities component, is intended to assist returning scholars to apply their new technical skills and to facilitate their exercise of leadership roles in their professions and their communities. Accordingly, follow-on activities will be incorporated as an essential component in the overall training plan for each CLASP II participant. Follow-on activities are intended to: (1) facilitate re-entry into Salvadoran society; (2) provide follow-on training; (3) assist in finding employment related to CLASP II training; and (4) through the multiplier effect, pass along those lessons learned during training to as many people as possible in local communities and in the nation as a whole. The Contractor's principal activities in this Phase will include:

- Conducting a two-day workshop for all CLASP II scholars prior to their departure from the U.S.;
- Establishing a re-entry program and providing a re-entry kit;
- Establishing a resource center and distributing literature;
- Establishing a job placement service;
- Conducting workshops and regional meetings;

- Forming alumni associations;
- Publishing and distributing a quarterly newsletter;
- Creating an advisory committee; and
- Conducting periodic employment sector analysis.

C.3.6. Because CLASP II is a regional training program, LAC/DR/EHR will have an active role in program oversight, evaluation, training and orientation of Mission personnel. With respect to Phase VI, evaluation, AID/W will manage an evaluation process, similar to that carried out under the predecessor program (CAPS), to assist both LAC/DR and USAID/El Salvador in identifying and resolving implementation problems. AID/W will also collaborate with individual Missions in designing and implementing impact evaluations and other special evaluations. In addition, the Contractor will assist in the preparation of scopes of work for impact evaluations. In carrying out these tasks, the Contractor will work closely with USAID/ES and shall review the following documents and other literature as appropriate:

- CLASP II El Salvador Project Paper,
- Evaluation of the CAPS El Salvador Project, and
- Social Institutional Framework (SIF) Study for El Salvador.

C.3.7. The Contractor will update the Social Institutional Framework (SIF) Study for El Salvador annually during the life of the contract. In addition, the Contractor will provide short-term technical assistance for CLASP-related activities to be identified by USAID during the life of the contract. The current estimated level of short-term technical assistance is 4.5 months.

#### C.4. REPORTS

The Contractor will keep USAID/El Salvador officials apprised of all ongoing activities and submit the following reports:

##### C.4.1. Special Reports

For all long-term programs, the Contractor shall, within 30 calendar days of the completion of each semester, (or each three-month period), submit an evaluation of the semester/course to OET, USAID/ES. For short-term training, the report will be a course evaluation based upon the fulfillment of the training objectives established for the scholar. A Training Cost Analysis (TCA) report shall also be submitted to the USAID/ES/OET for each group of scholars within 30 calendar days of the completion of each semester (long-term scholar) or course (short-term scholar) indicating the

actual costs following the same TCA format provided for budget proposals. Contractors must also use the software developed by LAC/DR/EHR to ensure standard reporting formats. The Contractor will require the use of an IBM or IBM-compatible personal computer to run LAC/DR/EHR software for this reporting. The Contractor shall submit a copy of the TCA report to the LAC CLASP Project Manager, LAC/DR/EHR, AID/Washington.

#### C.4.2. Quarterly Progress Reports

Each quarterly implementation progress report shall contain two sections: a narrative section and a statistical section. The narrative section shall contain a concise description of all activities accomplished by the Contractor during the reporting period. Problem areas shall be clearly discussed and actions necessary to resolve them described in detail. The statistical portion shall contain a monthly progress report on the items in the detailed implementation schedule. Attached to each quarterly report will be an updated copy of the Training Cost Analysis (TCA) report. Quarterly Reports will be due on or before April 30, July 31, October 31, and January 31 of each year of the contract. The Contractor shall submit a copy of the TCA quarterly report to the LAC CLASP Project Manager, Office of Education and Human Resources (LAC/DR/EHR) of the LAC Bureau, AID/Washington.

#### C.4.3. Annual Report

Each annual report shall summarize all activities contained in the quarterly reports and include an updated and cumulative TCA report. Copies shall also be provided to LAC/DR/EHR. Due date: annually within 30 calendar days of the anniversary date of the contract.

#### C.4.4. Final Report

Thirty (30) days prior to the end of the contract, the Contractor shall summarize all training conducted, key activities and achievements made during the life of the contract. The final report will include an updated TCA report.

SECTION D

PACKING AND MARKING

The Contractor will insure that contract activity sites (such as field offices, etc.) and any commodity items purchased specifically for the use of contract activities are identified with display signs, suitably marked with the AID handclasp symbol, indicating participation by the United States in ongoing activities of this contract in accordance with the clause at Section I, AIDAR 752.7009 (AUG 1984) entitled MARKING, except as A.I.D. may otherwise agree in writing. For security reasons, this requirement is currently not applicable to this contract.

SECTION E

INSPECTION AND ACCEPTANCE

E.1. Quality Assurance

The work and service to be performed under this contract shall be subject to on-site inspections and evaluations by the Cognizant Technical Officer (CTO) during the term of the contract. See the clause at Section I entitled, INSPECTION OF SERVICES - COST REIMBURSEMENT (FAR 52.246-9).

E.2. Point of Inspection and Acceptance

Final inspection and acceptance will be made by the CTO, the Contracting Officer's authorized representative. Place of acceptance will be USAID/El Salvador.

E.3. Acceptance Criteria

Acceptance criteria will be based upon all performance meeting acceptable professional standards for technical competence, content, workmanship, clarity and completeness, as appropriate.

SECTION F

DELIVERIES OR PERFORMANCE

F.1. Period of Contract Services

The effective date of this contract is September 30, 1990. The initial period of contract services shall be twenty-six (26) months from the effective date with the understanding that, subject to availability of funds and required AID administrative approvals, the parties may further agree to an extension and/or an increase of these services, in accordance with FAR 52.217-9, as required for completion of CLASP II (Project 519-0361).

F.2. Reports to be Delivered

The Contractor is required to submit to USAID/El Salvador reports identified in Section C and Section H hereof. A final end of project report must be submitted in accordance with the Section I clause entitled REPORTS (AIDAR 752.7026).

SECTION G

CONTRACT ADMINISTRATION DATA

G.1. Method of Payment

Payment of all U.S. dollar costs shall be in accordance with AIDAR 752.7003 entitled PAYMENT incorporated in Section I hereof by reference.

G.2. Fiscal Data

Project No.	519-0361
PIO/T No.	519-0361-3-00036
Appropriation	72-110/11037
Budget Plan Code	LES0-90-25519-KG13
Amount Obligated	\$4,949,820
Total Estimated Cost	\$4,949,820
CEC No.	07-485-2252
Employers IRS ID No.	52-0892578
AID Technical Office	USAID/El Salvador Office of Education and Training (OET)

G.3. Technical Directions

Performance of the work herein shall be subject to the technical directions of the CTO (OET Project Manager, USAID/El Salvador). As used herein, "Technical Directions" are directions to the Contractor which amplify project descriptions, inputs, activities and objectives, suggest possible lines of inquiry and project directions, or otherwise inform and complete the general scope of the work. "Technical Directions" must be within the terms of this contract and shall not change or modify them in any way.

G.4. Costs Reimbursable and Logistic Support to the Contractor

G.4.1. United States Dollar Costs

The United States dollar costs allowable under this contract shall be limited to reasonable, allocable, and necessary costs determined in accordance with the clause of this contract entitled ALLOWABLE COST AND PAYMENT.

G.4.2. Logistic Support

Contractor's nonresident field office employees shall be entitled to duty-free entry of one (1) POV, and personal effects in accordance with USAID/El Salvador Mission Policy. USAID/El Salvador will provide logistical support in clearing commodities and effects through customs. Contractor's nonresident field office employees who are U.S. citizens may be granted access to the U.S. Embassy health room facilities and the American Employees Association commissary while in El Salvador in accordance with Mission Policy. No other logistic support will be provided.

G.5. Authorized Geographic Code for Procurement of Goods/Services

The authorized geographic code for procurement of goods and services under this contract is 000 (U.S.) unless otherwise agreed in writing by AID. All purchases are subject to applicable clauses incorporated by reference in Section I. Title to any equipment purchased under this contract shall be vested in the Contractor during the period of the contract and shall be transferred to USAID/El Salvador upon expiration of the contract.

G.5. Local Cost Financing With U.S. Dollars

In accordance with the clause in Section I entitled LOCAL COST FINANCING WITH U.S. DOLLARS, all local cost financing with U.S. dollars must be authorized in writing by AID.

SECTION H

SPECIAL CONTRACT REQUIREMENTS

H.1. Level of Effort

The estimated level of effort for the performance of this contract on which the budget is predicated is 387 person-months of direct employee, consultant and subcontract labor, including home office support. For purposes of defining the level of effort, a person-month is defined as one person working 22 days, 8 hours per day. The level of effort stated above is for purposes of budgetary estimation only and does not limit the Contractor to this specific level. The Contractor will provide such personnel as may be required to complete the scope of work hereunder, subject to the Limitation of Cost provisions and the contract budget (Section B, paragraph B.2) hereof.

H.2. Key Personnel

H.2.1. Following are key personnel which the Contractor shall furnish under this contract:

<u>Position Title</u>	<u>Name</u>
Project Manager (El Salvador)	Eliseo Carrasco
Project Manager (U. S.)	Eugene Friedman

H.2.2. The personnel specified above are considered to be essential to the work being performed hereunder. Prior to diverting any of the specific individuals from the contract, the Contractor shall notify the Contracting Officer reasonably in advance and shall submit justification (including proposed substitutions) in sufficient detail to permit evaluation of the impact on the project. The listing of key personnel may, with the consent of the contracting parties, be amended from time to time during the course of the contract to either add or delete personnel, as appropriate.

H.3. Personnel Compensation

Compensation of personnel which is charged as a direct cost under this contract, like other costs, will be reimbursable in accordance with the clause entitled ALLOWABLE COST AND PAYMENT and other applicable provisions of this contract, but subject to the following additional specified understandings which set limits on items which otherwise would be reasonable, allocable, and allowable.

### H.3.1. Approvals

Salaries and Wages may not exceed the Contractor's established policy and practice, including the Contractor's established pay scale for equivalent classifications of employees, which will be certified to by the Contractor, nor may any individual salary or wage, without approval of the Contracting Officer, exceed the employee's current salary or wage or the highest rate of annual salary or wage received during any full year of the immediately preceding three years, provided that if the work is to be performed by employees serving overseas for a period of time in excess of one year, the normal base salary may be increased in accordance with Contractor's established policy and practice, but not to exceed 5 percent of base U.S. salary excluding benefits.

### H.3.2. Return of Overseas Employees

Salaries and wages paid to an employee serving overseas who is discharged by the Contractor for misconduct, unsatisfactory performance, or security reasons will in no event be reimbursed for a period which extends beyond the time required to return him/her promptly to point of origin by the most expeditious air route plus accrued vacation leave.

### H.3.3. Merit or Promotion Increases

Merit or promotion increases may not exceed those provided by the Contractor's established policy and practice. With respect to employees performing work overseas under this contract, one merit or promotion increase of not more than 5% of the employee's base salary may, subject to the Contractor's established policy and practice, be granted after employee's completion of each twelve (12) month period of satisfactory services under the contract. Merit or promotion increases exceeding these limitations or exceeding the maximum salary of FS-1 may be granted only with the advance written approval of the Contracting Officer.

### H.3.4. Consultants

Consultant services will be reimbursed in connection with the services to be provided hereunder. No compensation for consultants will be reimbursed unless their use under the contract has the advance written approval of the CTO and if such a provision has been made or approval given, compensation shall not exceed, without specific approval of the rate by the Contracting Officer, (1) the current compensation or the highest rate of annual compensation received by the consultant during any full year of the immediately preceding three years, or (2) maximum daily salary rate of a Foreign Service Officer - Class 1, whichever is less. The Contractor shall ensure that no individual receives dual compensation with regard to State and Federal funds. (Note: The daily rate of a Foreign Service Officer - Class 1 is determined by dividing the annual salary by 2087 hours and multiplying by 8.)

### H.3.5. Third Country and Cooperating Country Nationals

Salaries, wages, or benefits paid to Third Country or Cooperating Country Nationals may not, without specific written approval of the Contracting Officer, exceed the level of salaries or benefits paid to equivalent personnel by the AID Mission in the Cooperating Country; or the prevailing rates in the Cooperating Country, as determined by AID, paid to personnel of equivalent technical competence.

### H.3.6. Definitions

As used herein, the terms, "Salaries," "Wages," and "Compensation," mean the periodic remuneration received for professional or technical services rendered exclusive of overseas differential or other allowances associated with overseas service, unless otherwise stated. The term "Compensation" includes payments for personal services (including fees and honoraria). It excludes earnings from sources other than the individual's professional or technical work.

### H.4. Emergency Locator

The Contractor agrees to provide the following information to the Mission Administrative Officer on or before the arrival in the Host Country of every contract employee or dependent:

H.4.1. The individual's full name, home address, and telephone number.

H.4.2. The name and number of the contract, and whether the individual is an employee or dependent.

H.4.3. The Contractor's name, home office address, and telephone number, including any after hours emergency number(s), and the name of the Contractor's home office member having administrative responsibility for the contract.

H.4.4. The name, address, and telephone number(s) of each individual's next of kin.

H.4.5. Any special instruction pertaining to emergency situations such as power of attorney designee or alternate contact persons.

### H.5. Special Provisions Regarding Contract Clauses

In accordance with paragraph (a) of AIDAR 752.7027, Alternate 71, and AIDAR 752.7032, whereunder the Contractor may not send individuals outside the United States to perform work under the contract without the prior written approval of the Contracting Officer, the Contracting Officer does hereby provide said approval

for those individuals required to travel outside the United States, provided however, that concurrence with the assignment of any and all said individuals outside the United States is obtained in writing from the cognizant technical office prior to their assignment abroad. Such approval is subject to availability of funds and should not be construed as authorization to increase the estimated costs of the contract. This approval by the Contracting Officer shall not apply to any other clause or provision of this contract which specifically requires Contracting Officer approval.

H.6. Subcontracting Plan

In accordance with FAR Clause 52.219-9 entitled SMALL BUSINESS AND SMALL DISADVANTAGED BUSINESS SUBCONTRACTING PLAN, the Contractor's plan dated 21 September 1990 is hereby incorporated by reference.

H.7. Defense Base Act Insurance

The Contractor shall maintain Defense Base Act (DBA) insurance and/or other insurance as required by AIDAR Clause 752.228-70 entitled INSURANCE. To the extent that the Contractor is required to have DBA insurance, such insurance shall be obtained from Wright & Company; 1400 "I" Street, N.W.; Washington, DC. 20005; Telex 440508; Telephone (202) 289-0200 or (800) 424-9801 outside the Washington DC area (toll free).

H.8. Establishment of Indirect Cost Rates

Pursuant to the provisions of the clause of this contract entitled ALLOWABLE COST AND PAYMENT (APR 1984), a rate or rates shall be established for each of the Contractor's (and the subcontractors') accounting periods which apply to this contract. Pending establishment of revised provisional or final indirect cost rates for each of the Contractor's (and subcontractors') accounting periods which apply to this contract, provisional payment on account of allowable indirect costs shall be made on the basis of the following negotiated provisional rate(s) applied to the base(s) which are set forth below:

<u>Type of Rate</u>	<u>From</u>	<u>Through</u>	<u>Home Office</u>	<u>Overseas</u>
Provisional	Award	Until Amended	106.03	97.80

H.9. Advance Understanding on Ceiling Indirect Cost Rates and Final Reimbursement for Indirect Costs

H.9.1. Notwithstanding any other provision of this contract, for each of the Contractor's accounting periods during the term of this contract, including subsequent extensions thereto, the parties agree as follows:

The distribution base for establishment of final overhead rates is direct labor costs.

H.9.2. Reimbursement for indirect costs shall be at final negotiated rates, but not in excess of the following ceiling rates:

Overhead Rate	Home Office - 110%
	Overseas - 100%

H.9.3. The Government shall not be obligated to pay any additional amount on account of indirect costs above ceiling rates established in this contract. Final indirect costs exceeding the rate(s) applied to the base(s) shown above shall be absorbed by the Contractor and considered cost sharing. This advance understanding shall not change any monetary ceiling, cost limitation, or obligation established in this contract.

H.9.4. A determination as to the adequacy and acceptability of the Contractor's accounting system has preceded the awarding of this contract. To the extent that the allocation and allowability of costs affects the agreement negotiated in this contract, it is understood and agreed that the Contractor shall make no change in this accounting system without the prior written approval of the Contracting officer. Any agreement to modify or change, in any way, the Contractor's current method of allocating costs in the overhead, G&A, or other burden center accounts will require a re-negotiation.

H.10. Special Provisions

H.10.1. Security Requirements

The Contractor shall not have access to classified information.

H.10.2. Duty Post

The principal place of performance of the services required hereunder shall be San Salvador, with travel to other areas of El Salvador as required.

H.10.3. Relationships and Responsibilities

The Contractor will work under the general coordination and direction of the CTO (OET Project Manager, USAID/El Salvador) in accordance with Section G.3. "Technical Directions".

H.11. Participant Training

The Contractor will insure that no less than ten (10) percent of academic and technical placements made by the Contractor be in programs offered by the historically black colleges and universities (HBCUs). The Contractor is required to report compliance with this provision on a quarterly basis to enable USAID/El Salvador to furnish this information to AID/W.

H.12. Reporting Involvement of Gray Amendment Entities

The Contractor shall provide to USAID/El Salvador, not later than 15 days following the end of each quarter of the fiscal year, a report of any subcontract involvement under this contract which has taken place during that quarter of individuals or organizations covered by the Gray Amendment (Section 315 of Public Law 99-83). This report will identify the individuals or organizations, the dates of their involvement, and the dollar amount of expenditures or obligations related to that involvement. This report is in addition to the reporting of academic and technical placements in HBCUs required in H.11. above.

H.13. Physical Fitness

H.13.1. Prior to entry on duty under this contract, each of the Contractor's long term employees performing work in El Salvador and all accompanying dependents will have a thorough physical examination of the type prescribed for U.S. direct hire employees in El Salvador and obtain the certification of a licensed physician that the employee and all accompanying dependents are physically fit to live and work in El Salvador. The Contractor will be reimbursed for the cost of these examinations in an amount not to exceed \$250 per examination. The Contractor will submit the results of the physical examinations, along with the physician's certification, to USAID/El Salvador for approval prior to bringing employee on duty under this contract.

H.13.2. The Contractor will be required to obtain medical evacuation insurance for all its employees working in El Salvador under the contract and for all their accompanying dependents. The cost of premiums for this insurance will be an allowable cost under the contract. Notwithstanding the provisions of AIDAR 752.7002-70, AID will not be liable for evacuation costs resulting from medical emergencies occurring during the life of this contract.

H.14. Security Conditions

H.14.1. Contractor must be aware of security conditions in El Salvador and, by entering into the contract, assumes full responsibility for the safety of its employees. Prior to commencing work in El Salvador, the Contractor shall certify to USAID that it has procedures in place which are adequate to keep itself informed of security situations and to be able to locate and rapidly contact its employees working in El Salvador in order to advise them of situations or changed conditions which could adversely affect their security.

H.14.2. In keeping abreast of security conditions in El Salvador, the Contractor shall seek information from all available sources, including the USAID/El Salvador Mission Security Officer, for all areas in which its employees work or travel. Contractor acknowledges that security conditions are subject to change at any moment, that USAID cannot guarantee the accuracy of any information which it may provide to the Contractor and that USAID assumes no responsibility for the reliability of such information. The Contractor has sole responsibility for approving all travel plans for its employees.

H.14.3. Contractor shall designate a U.S. citizen employee (if available, otherwise a third country national) to be responsible for contacting all its employees in the event that USAID requests the Contractor to do so. The Contractor shall provide to the USAID/El Salvador Mission Security Officer the name, current address, and current home telephone number of the designated employee and of an alternate designated employee (which should also be a U.S. citizen, if available). The Contractor shall ensure that the USAID/El Salvador Mission Security Officer has available at all times a telephone number in country where either the designated individual or the alternate can be reached rapidly and that the designated individual or the alternate has the means to rapidly contact all other affected employees.

SECTION I

CONTRACT CLAUSES

This contract incorporates the following Federal Acquisition Regulations (FAR) and AID Acquisition Regulations (AIDAR) clauses by reference with the same force and effect as if they were given in full text. The Contracting Officer will make the full text available upon written request.

I.1. Federal Acquisition Regulations (48 CFR Chapter 1) Clauses

1. 52.202-1 Definitions (APR 1984)
2. 52.203-1 Officials Not to Benefit (APR 1984)
3. 52.203-3 Gratuities (APR 1984)
4. 52.203-5 Covenant Against Contingent Fees (APR 1984)
5. 52.203-6 Restrictions on Subcontractor Sales to the Government (APR 1984)
6. 52.203-7 Anti-Kickback Procedures (FEB 1987)
7. 52.203-12 Limitation on Payments to Influence Certain Federal Transactions (JAN (1990)
8. 52.204-2 Security Requirements (APR 1984)
9. 52.212-13 Stop Work Order-Alternate I (AUG 1989)
10. 52.215-1 Examination of Records by Comptroller General (APR 1984)
11. 52.215-2 Audit-Negotiation (APR 1984)
12. 52.215-22 Price Reduction for Defective Cost or Pricing Data (APR 1984)
13. 52.215-23 Price Reduction for Defective Cost or Pricing Data - Modifications (APR 1984)
14. 52.215-24 Subcontractor Cost or Pricing Data (APR 1984)
15. 52.215-25 Subcontractor Cost or Pricing Data - Modifications (APR 1984)
16. 52.215-31 Waiver of Facilities Capital Cost of Money (APR 1985)

17. 52.215-33 Order of Precedence (JAN 1986)
18. 52.216-7 Allowable Cost and Payment (APR 1984)
19. 52.216-8 Fixed Fee (APR 1984)
20. 52.217-9 Option to Extend the Term of the Contract - Services (APR 1984)
21. 52.219-8 Utilization of Small Business Concerns and Small Disadvantaged Business Concerns (JUN 1985)
22. 52.219-9 Small Business and Small Disadvantaged Business Subcontracting Plan (AUG 1989)
23. 52.219-13 Utilization of Women-Owned Small Businesses (AUG 1986)
24. 52.220-1 Preference for Labor Surplus Area Concerns (APR 1984)
25. 52.220-3 Utilization of Labor Surplus Area Concerns (APR 1984)
26. 52.222-2 Payment for Overtime Premiums (APR 1984)
27. 52.222-3 Convict Labor (APR 1984)
28. 52.222-26 Equal Opportunity (APR 1984)
29. 52.222-28 Equal Opportunity Pre-award Clearance of Subcontracts (APR 1984)
30. 52.222-29 Notification of Visa Denial (APR 1984)
31. 52.222-35 Affirmative Action for Special Disabled and Vietnam Era Veterans (APR 1984)
32. 52.222-36 Affirmative Action for Handicapped Workers (APR 1984)
33. 52.223-2 Clean Air and Water (APR 1984)
34. 52.223-6 Drug-Free Workplace (JUL 1990)
35. 52.225-10 Duty-Free Entry (APR 1984)
36. 52.225-11 Certain Communist Area (APR 1984)
37. 52.225-13 Restrictions on Contracting with Sanctioned Persons (MAY 1989)

38. 52.225-14 Inconsistency Between English Version and Translation of Contract (AUG 1989)
39. 52.227-2 Notice and Assistance Regarding Patent and Copyright Infringement (APR 1984)
40. 52.227-3 Patent Indemnity (JUN 1989)
41. 52.227-5 Waiver of Patent Indemnity (JUN 1989)
42. 52.227-14 Rights in Data - General (JUN 1987)
43. 52.228-7 Insurance-Liability to Third Persons (APR 1984)
44. 52.229-8 Taxes-Foreign Cost-Reimbursement Contracts (APR 1984)
45. 52.230-3 Cost Accounting Standards (APR 1984)
46. 52.230-4 Administration of Cost Accounting Standards (APR 1984)
47. 52.230-5 Disclosure and Consistency of Cost Accounting Practices (APR 1984)
48. 52.232-17 Interest (APR 1984)
49. 52.232-20 Limitation of Costs (APR 1984)
50. 52.232-23 Assignment of Claims (APR 1984)
51. 52.233-1 Disputes (APR 1984)
52. 52.233-3 Protest After Award - Alternate I (AUG 1989)
53. 52.242-1 Notice of Intent to Disallow Costs (APR 1984)
54. 52.243-2 Changes-Cost-Reimbursement-Alternate I (APR 1984)
55. 52.244-2 Subcontracts Under Cost Reimbursement Contracts (JUL 1985)
56. 52.244-5 Competition in Subcontracting (APR 1984)
57. 52.245-5 Government Property (Cost-Reimbursement, Time-and-Material, or Labor-Hour Contracts) (APR 1984)
58. 52.246-5 Inspection of Services-Cost-Reimbursement (APR 1984)
59. 52.246-25 Limitation of Liability-Services (APR 1984)
60. 52.247-63 Preference for U.S. Flag Air Carriers (APR 1984)

- 61. 52.247-64 Preference for Privately Owned U.S. Flag Commercial Vessels (APR 1984)
- 62. 52.249-6 Termination (Cost Reimbursement) (APR 1984)
- 63. 52.249-14 Excusable Delays (APR 1984)
- 64. 52.252-2 Clauses Incorporated by Reference (JUN 1988)
- 65. 52-252-4 Alterations in Contract (APR 1984)

I.2. AID Acquisition Regulations (48 CFR Chapter 7) Clauses

- 1. 752.202 Definitions (Alternatives 70 and 72) (APR 1984)
- 2. 752.203-1 Officials Not to Benefit
- 3. 752.204-2 Security Requirements
- 4. 752.209-70 Requirement for Past Performance References (Nov 1982)
- 5. 752.219-8 Utilization of Small Business Concerns and Small Disadvantaged Business Concerns
- 6. 752.228-70 Insurance-Worker's Compensation Private Automobiles, Marine, and Air Cargo (APR 1984)
- 7. 752.229-70 Federal, State and Local Taxes
- 8. 752.245-70 Government Property - AID Reporting Requirements
- 9. 752.245-71 Title to and Care of Property (APR 1984)
- 10. 752.7001 Biographical Data (APR 1984)
- 11. 752.7002-70 Travel and Transportation Expenses (APR 1984)
- 12. 752.7002-73 Travel Expenses and Transportation and Storage Expenses (NOV 1985)
- 13. 752.7003 Payment (APR 1984)
- 14. 752.7004 Source and Nationality Requirements for Procurement of Goods and Services (NOV 1985)

15. 752.7005 Language, Weights, and Measures (APR 1984)
16. 752.7006 Notices (APR 1984)
17. 752.7007 Personnel Compensation (AUG 1984)
18. 752.7008 Use of Government Facilities or Personnel (APR 1984)
19. 752.7009 Marking (APR 1984)
20. 752.7010 Conversion of U.S. Dollars to Local Currency (APR 1984)
21. 752.7011 Orientation and Language Training (APR 1984)
22. 752.7013 Contractor-Mission Relationship (APR 1984)
23. 752.7014 Notice of Changes in Travel Regulations (APR 1984)
24. 752.7015 Use of Pouch Facilities (APR 1984)
25. 752.7017 Local Cost Financing with U.S. Dollars (APR 1984)
26. 752.7018 Health and Accident Coverage for AID Participant Trainees (AUG 1984)
27. 752.7019 Participant Training (APR 1984)
28. 752.7020 Organizational Conflicts of Interest (MAR 1985)
29. 752.7023 Required Visa Form for AID Participants (APR 1984)
30. 752.7025 Approvals (APR 1984)
31. 752.7026 Reports (APR 1984)
32. 752.7027 Personnel (Alternate 71) (APR 1984)
33. 752.7028 Differentials and Allowances (APR 1984)
34. 752.7029 Post Privileges (APR 1984)
35. 752.7031 Leave and Holidays (Alternate 70 and 72) (APR 1984)
36. 752.7032 International Travel Approval and Notification Requirements (JAN 1990)

MICROENTERPRISE TABLE; AND THE OTHER FORMATTED WITH THE SYSTEM NEEDED TO USE THE AUTOMATED DATA ENTRY CAPABILITY AS WELL AS INSTRUCTIONS;

- A HARD COPY OF THE TABLE II DATA ON THE DISKETTE;
- PPC/CDIE SOCIAL AND ECONOMIC DATA SHEETS; AND
- A SET OF PRE-PRINTED FORMS FOR PLANNED SUMMARY SHEETS AND PROGRAM SUMMARY TABLES.

IF YOU HAVE NOT YET RECEIVED THIS INFORMATIONAL PACKET, PLEASE CONTACT LAC/DPP/PCO FOR ASSISTANCE IN TRACKING THE MATERIALS.

#### 4. COUNTRY NARRATIVES.

A. THE LAC BUREAU IS SYMPATHETIC TO THE DIFFICULTY OF SHORTENING THE COUNTRY NARRATIVES. HOWEVER, THE LAC BUREAU SUPPORTS THE LIMIT OF ONE PAGE SET FORTH IN REFTEL. PAST CP NARRATIVES HAVE BEEN TOO LONG AND OFTEN HAVE GONE INTO TOO MUCH DETAIL. A SHORTER NARRATIVE SHOULD BE BETTER RECEIVED BY THE CONGRESS.

B. IT IS IMPORTANT TO REMEMBER THAT THE OVERVIEW NARRATIVE FOR THE ENTIRE LAC REGION WILL COVER THE OVERALL OBJECTIVES AND TRENDS IN THE REGION, AS WELL AS THE MANAGEMENT CHALLENGES OF OUR PROGRAMS. THEREFORE, THE COUNTRY NARRATIVES DO NOT NEED TO FOCUS IN DETAIL ON THESE AREAS. IN ADDITION, IF A FINAL DECISION IS MADE TO GO FORWARD WITH THE PROPOSED FUND FOR THE DEVELOPMENT OF THE AMERICAS (FDA), THE OVERVIEW NARRATIVE WILL COVER THE DETAILS OF THE FUND.

C. THE LAC BUREAU SUGGESTS THAT MISSIONS DRAFT THE COUNTRY NARRATIVES IN THE FOLLOWING MANNER: {1} ONE SHORT INTRODUCTORY PARAGRAPH ON THE UNIQUENESS OF THE COUNTRY AND THE U.S. INTERESTS IN THE COUNTRY; {2} TWO PARAGRAPHS, ONE ON THE COUNTRY STRATEGY AND ONE ON ACCOMPLISHMENTS TO DATE. BE SURE TO FOCUS ATTENTION AWAY FROM COUNTING INPUTS TO ASSESSING THE REAL IMPACT OF THE OVERALL DEVELOPMENT ASSISTANCE PROGRAM; {3} ONE PARAGRAPH ON THE FY 1992 PROGRAM; AND {4} ONE SHORT PARAGRAPH ON OTHER DONORS CONTRIBUTIONS AND COORDINATION.

5. PLANNED PROGRAM SUMMARY SHEETS (PPSS). PLEASE BE SURE TO INCLUDE A SECTION ON SUSTAINABILITY AS DESCRIBED IN REFTEL PARA 3C(4). LAST YEAR THIS SECTION WAS OFTEN OVERLOOKED.

6. PERSONNEL DATA. LAC/EMS WILL SEND PERSONNEL DATA ON

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OR ABOUT NOVEMBER 2 IN SEPTEL. LEVELS SUPPLIED BY LAC/EMS WILL BE TENTATIVE AND SUBJECT TO CHANGE.

7. ~~ECONOMIC AND SOCIAL DATA~~. PLEASE PROVIDE LAC/DPP WITH COPIES OF ANY DATA REVISIONS SENT TO PPC/CDIE SO WE CAN FOLLOW UP APPROPRIATELY.

8. IN ORDER TO MINIMIZE THE AMOUNT OF EDITING REQUIRED ON MISSION SUBMISSIONS, WE OFFER THE FOLLOWING SUGGESTIONS BASED ON AN ANALYSIS OF LAST YEAR'S CP. FIRST, ADHERE TO FORMAT WHICH APPEARED IN LAST YEAR'S FY 1991 CP FOR TYPESETTING, SPACING BETWEEN PARAGRAPHS, INDENTATION, CAPITALIZATION, UNDERLINING, ETC. SECOND, MISSIONS SHOULD USE THE WANG SYSTEM, WHERE AVAILABLE, FOR TYPING ALL CP NARRATIVES AND PPSS AND SHOULD SEND A COPY OF THE DISKETTE TO LAC/DPP IN ORDER TO FACILITATE EDITING. NARRATIVES AND PPSS MUST BE ON A SEPARATE DISKETTE FROM BUDGET DATA DISKETTES. PLEASE SEND HARD COPIES ALONG WITH DISKETTES.

9. HARD COPIES OF THE FOLLOWING WITH ACCOMPANYING DISKETTES AS APPROPRIATE ARE DUE IN LAC/DPP BY NOVEMBER 23:

- COUNTRY NARRATIVE.
- PLANNED PROGRAM SUMMARY SHEETS.
- PROGRAM SUMMARY TABLE.
- PERSONNEL DATA TABLE.
- PARTICIPANT DATA TRAINING TABLE.
- COPY OF SOCIAL AND ECONOMIC DATA REVISIONS SENT TO PPC/CDIE.

10. WHILE CONGRESS PASSED A FY 1991 FOREIGN OPERATIONS APPROPRIATIONS BILL LAST WEEKEND, THE DETAILS ARE STILL UNCLEAR. THE FY 1991 COUNTRY LEVELS WILL NOT BE DETERMINED FOR SEVERAL WEEKS. AS A RESULT, FURTHER GUIDANCE ON FY 1991 AND FY 1992 BUDGET DATA WILL MORE THAN LIKELY NOT BE AVAILABLE UNTIL AT LEAST THE END OF NOVEMBER. IN THE MEANTIME, MISSIONS CAN CONVERT ALL THE DA DATA ON THE TABLE II INTO FUNCTIONAL ACCOUNTS, REVIEW THE HISTORICAL ACCOUNTING DATA FOR POSSIBLE ERRORS IN DISBURSEMENTS, AND UPDATE THE AC/SI DATA. MISSIONS ARE ADVISED TO WAIT FOR FURTHER GUIDANCE BEFORE RETURNING

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THE TABLE II AND AC/SI DATA DISKETTES BACK TO AID/W.

11. LAC BUREAU APPRECIATES LAC MISSION'S UNDERSTANDING OF THE BUDGET UNCERTAINTIES AS WELL AS THE LAC MISSION'S COOPERATION WITH THE CONGRESSIONAL PRESENTATION. 44

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**Clearance:**

LAC/SAM:NParker

LAC/DR:PBloom

PPC/PB:JSegerson

LEG:BCook

NP  
PB  
J  
BC