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HISTORY OF THE PARTICIPANT TRAINING PROGRAM IN PERU

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HISTORY OF THE PARTICIPANT TRAINING PROGRAM IN PERU

F O R E W O R D

The concept of economic development involves three basic factors: physical resources, economic resources, and human resources. This is the order in which they have been listed, or referred to, for many years, not because it was intended to assign priorities but precisely because all three of them were and are considered equally important. I wonder, however, if such reasoning is completely acceptable.

History has proved, and continues to give evidence of the fact that a country may possess a considerable agricultural potential, mines, oil, etc., and still remain an under-developed country. Frequently, such physical resources attract local and foreign investment, thus insuring the availability of the funds required to make them productive. Still, the country may continue to be under-developed.

An inevitable question arises in our minds: given physical and economic resources, may not a country be expected to attain an adequate degree of development? I believe the answer is definitely no, UNLESS the required human resources are likewise available.

Contrary-wise, limited physical resources may be put to maximum utilization, increased and improved, if the qualified men needed to do the job are available; and, by the same token, economic resources may be increased through production and productiveness achieved by man's action.

All this leads, I believe, to an obvious conclusion: if priority is to be assigned, and I think it should, to one of the above mentioned three factors involved in a country's overall development, such priority should correspond to human resources.

The history of the Participant Training Program in Peru is, to a considerable extent, the history of the development of the country's human resources; of the men and women who have contributed in the last three decades to its social, economic and political development.

I. SUMMARY OF U.S. GOVERNMENT FINANCED PARTICIPANT TRAINING PROGRAMS CARRIED OUT IN PERU BETWEEN 1942 AND 1962.

This history actually starts with the establishment in 1942 of the U.S. Government-owned corporation known as Institute of Inter-American Affairs (IIAA). In Peru, this action had as its immediate result the creation of three big Cooperative Servicios: Health in 1942, Agriculture in 1943 and Education in 1944. Because of the pioneer nature of the Servicios and the methodology adopted to conduct their activities, they actually constituted what may be considered in-service training centers for the young Peruvian professionals who worked as counterparts to the U.S. technicians, members of the respective field parties.

The inevitable constant interchange, the need and opportunity to share daily work experiences, made it possible for the Peruvian counterparts and, in general, for other Peruvians in close work contact with the members of the field parties, to gradually accumulate advanced technical knowledge, to discover new approaches to the solution of the country's problems, as well as to become acquainted with modern and more effective procedures applicable to project handling and management. This was definitely training, not formal training but training as a regular and practically routine activity.

The Technical Cooperation Administration (TCA) was established within the U.S. Department of State in 1950, and the IIAA was made responsible for all TCA operations in Latin America. Point IV was thus born, and Mission Directors were to

be appointed in the field to coordinate and supervise those technical cooperation programs already carried out in the respective countries as well as those designed to be put into operation in subsequent years. In our country, such appointment was made effective in 1952, when John R. Neale became the first Director of the TCA/IIAA Mission in Peru.

It was only then that formalized training activities began. The first complete list of participants appearing on official Mission records correspond to FY 1952.

However, it is a more or less well-known fact that prior to 1950 a limited number of Peruvian professionals had already travelled to the United States for training under Servicio sponsorship, probably financed with U.S. funds assigned to the respective field party. This is particularly true of the Health Servicio, reputedly the field party that during those times sent the largest number of people to the U.S. for traning in Public Health. It is likewise assumed, on the basis of information received through unofficial channels, that the U.S. Civil Aeronautics Administration and the U.S. Geological Survey did send a small number of participants to the United States prior to the establishment of formalized training activities. Both these organizations had been operating in Peru since 1945. Unfortunately, the Mission has no records that can provide further information thereon. It is possible that such data may have been kept in the Servicios' files and in the files of the cited U.S. technical groups. At any event, from what we have been able to gather, such actions constituted isolated emergency efforts and the number of grants thus awarded was not significant.

In 1950 and 1951, the Missions's Training Office had not yet been set up. The Secretary to the Director of Technical Cooperation assumed in those times, as part of her regular duties, the handling of such administrative details concerning participant training as were referred to her by the Mission Program Office. A review of Mission records, and conversations

with two former participants reveal that during those years 16 Peruvians travelled to the U.S. on training grants. No data is available, however, on the cost of such grants; it may have been covered with funds assigned directly to the Mission through its Program Office, or included in the operating budgets of the respective field parties.

When training activities were formalized in 1952, the local employee who held the position of Secretary to the Mission Director assumed full responsibility for the program. Later on, in February 1954, she was appointed Assistant Training Officer and later still, in March 1956, became the first Training Officer in Peru. Despite the changes in title, her duties were practically the same right from the beginning, since there never was a U.S. Training Officer in Peru during all those years. The reason for mentioning this fact is simply because experience proved that in those times the TO's nationality did have a definite bearing on the way in which training activities were conducted, as well as on the results obtained.

Formalized training activities brought about substantial changes that gradually turned the program into one of the most effective tools of technical assistance and possibly the only one that never became controversial. Year after year, it gained increased prestige and general acceptance and recognition.

At the beginning, little battles had to be fought to insure an adequate selection of participants (then known as "trainees"), an appropriate definition of their training needs and the manner in which such needs could be most satisfactorily met, as well as to insure full utilization of training received abroad upon the participant's return to the country.

In those early years, it was not unusual for Peruvian Government autorities and politicians to recommend applicants strictly on the basis of a personal relationship, and for U.S.

technicians to favor persons they had become acquainted with in the course of their work activities and sometimes made friends with on a social level. This does not necessarily imply that all such applicants were unworthy of the training grants requested for them, but the fact remains that such approach was not the most desirable if training funds were to be put to optimum use.

At this point, it is deemed convenient to comment on a special characteristic of the Peruvian professional community of those times, which in our estimation had a lot to do with the initial attitudes referred to above.

During the twenties and thirties, Peru was basically influenced by European, and more specifically by French culture. A significant number of Peruvian professionals who in the 40's and 50's were between 30 and 50 years old, had studied in schools where French was the second language and many of them had travelled to Europe but had never been in the United States. These were the men who occupied key positions in the country, either at the executive level or as young up-rising technicians. The ones who knew English were proportionally few and it was among them that the Servicios selected local counterparts to the U.S. technicians who, with few exceptions, dis not speak Spanish. It was thus logical for the Technical Mission members to select from among them their candidates for training in the U.S. and, by the same token, it was likewise logical for the Servicios to constitute in those years the main source of applicants for such training.

On the other hand, Peruvian Government officers and Congress representatives were yet to learn the importance of technology transfer as a vital step in the path leading to broad economic development. There were many who thought of a training grant as an opportunity to visit the great Northamerican nation. To what extent such visit would add to the "know-how" of Peruvian professionals and consequently to

the country's development activities, was definitely a secondary and not too important consideration. Also, there were those who felt that since the programs underway were jointly financed, they had the right, as official representatives of the host country, to more or less determine who should be the beneficiaries of training grants made available by the U.S. TC Mission. It took some time and a carefully designed strategy to finally attain the desired goal: an honest and closely coordinated effort to turn the Participant Training Program into one of the most effective technical assistance tools.

A. Number of Participants and Cost of Training

During the period 1950-1962, no less than 869 participants received training in the U.S. and third countries. Thirty of them were University Contract participants. Total cost of the 839 grants awarded under what may be called the "regular" Mission training program amounted to US$2'565,133.00. Funds invested by the Universities under contract with the USG cannot be accurately estimated because, even though international travel and per-diem costs were no different from those applying to "regular" trainees, we do not really know what charges were made for academic fees, if any, or for other type of instruction such as in-service training, short courses, etc.

Annex I presents a breakdown by fiscal year of the total number of regular participants mentioned above. Annex II contains a breakdown of total training costs by field of training.

Annex III provides information available regarding the 30 University Contract participants trained from 1955, when the first UC trainees were processed, through 1962.

B. Field, Type and Location of Traning

Annexes A-1 to A-12 summarize quantitative data requested under this title, further including cost figures. Below is an analysis of such data.

Field of Training

The major fields of traning were Agriculture, Health and Education. This was a natural response to the wide range, both geographic and conceptual, of the activities carried out by the three main Servicios operating in the country. Directly tied up to such activities, training in Agriculture was mainly referred to extension and home economics, soils and irrigation, livestock improvement, plant insect and disease control, forestry, agricultural mechanization, coffee and cacao production, seed improvement, agricultural research and agricultural economics. The two latter sub-fields fell under the area of influence of University Contracts.

In the general field of Health, emphasis was given to public health administration, public health nursing, industrial hygiene, hospital administration, health education, public health nutrition, sanitary engineering and social welfare. Education assigned priority to elementary, rural and vocational education, normal education, and arts and crafts.

In summary, 553 of the 839 grants listed in Annex I corresponded to the main fields of Agriculture, Health and Education. Added to these are 28 of the 30 UC participants (the other two were in Textile Engineering), which would make a total of 581 for the period covered by this paper. This figure constitutes practically 66.9% of the total number of grants. The remaining 33.1% corresponds to the rest of the participants (288 including 2 UC) and covers the fields of Labor; Geodesy, Mapping and Cartography; Public Administration; Public Safety;

Geology and Mining; Civil Aeronautics; Engineering; Nuclear Sciences; Economic Planning; Industry; and Fisheries, in that order.

Type of Training

The nature of training provided has been classified in three categories: academic, as offered by a center of high learning; short courses and/or in-service training, and observation visits and/or seminars.

The term academic is used to describe full courses of specialized instruction at a University, often leading to a Master's degree. When carried out in continental United States, such programs were practically always supplemented by short periods of practical in-service traning and/or observation visits in one or more locations, generally at USG agencies. Academic training conducted in Puerto Rico was followed by a likewise short visit to continental US on the basis of a carefully designed program of activities which gave the participant an opportunity to broaden his knowledge and experience, and at the same time have a look at the American way of life. In both cases, time allowed varied from 6 to 12 weeks.

Short courses might or might not take place at a University; many times they were offered by a Government agency or a highly specialized program operating either in U.S. territory or in a third country. Duration of such courses varied from 3 to 6 or even 8 months. The latter generally included supplementary practical training.

Observation visits, seminars and/or symposiums were programmed exclusively for so-called "leaders"; that is, Presidents, Deans and Department Heads of Universities; scientists, and high-level government officers. Duration thereof usually ran from 2 weeks to 2 months.

A more objective view of the technical and scientific nature of the Participant Training Program may be obtained by reviewing Annexes A-1 to A-12 in the section which describes the type of training provided. According to these records, 314 participants travelled for academic training; 432 for short courses and/or in-service training, and 93 for observation visits and/or seminars. Annex III shows that 17 of the 30 University Contract participants on record completed academic studies, 5 attended short courses and 8 were programmed for observation visits and/or seminars.

A compatibilization of these figures gives the following results, over a total of 869 participants:

Academic Training	-	331	(38%)
Short Course and/or In-Service	-	437	(50.2%)
Observ. Visit and/or Seminar	-	101	(11.6%)

Location of Training

During the period 1950-1954, participants were trained almost exclusively in continental United States. In 1955, Puerto Rico came to light as a training resource of considerable importance because 1) the quality of instruction provided at the University of Rio Piedras was highly satisfactory, and 2) a significant number of Peruvian eligible participants had no command of the English language and consequently could not be considered for US training. The year 1957 marked the beginning of a series of short-term courses for labor leaders and consequently the flow of participants to the Island gradually increased. Panama Canal Zone constituted, during all those years, the ideal location for training in Mapping and Cartography.

Training in third countries was limited. This was not the result of any type of discrimination. The basic problem

was that, with the exception of the Sao Paulo School of Public Health, in Brazil, there was little that Latin American countries could offer Peruvians in the way of advanced academic training. It must be noted that Peruvian professionals then enjoyed a well deserved prestige for a high level of scientific and cultural background. Academic training in Brazil -mostly in the field of public health administration- was also followed by practical training in health units where Brazilians, often assisted by U.S. experts, were fighting diseases common to Peru's jungle population.

Other than Brazil, the third countries most utilized were Costa Rica (principally because of the courses offered at Turrialba), Mexico, and Chile, in that order.

A further analysis of Annexes A-1 to A-12 reveals that 88.2% ($2'263,643) of funds invested in grants awarded during the period 1950-1962 covered U.S. training (including Puerto Rico and Canal Zone) while 11.8% ($301,490) was spent in third countries. Two thirds (66%) of the total amount disbursed for U.S. training was used to pay for those participants who studied in continental United States.

II. IMPACT IN PERU OF THE PARTICIPANT TRAINING PROGRAM

A. On Economic Development

In our opinion, the process of Peru's transformation from an under-developed into a developing country, had much to do with the history of the participant training program. Thanks to this program, year after year after its inception, the country could avail itself of the services of a growing number of men and women equipped with knowledge until then alien to them; men and women who had acquired technologies urgently needed to deal with the many problems of a country

with three distinct geographic areas -coast, sierra and jungle-, each of which possesses special characteristics and, consequently, has different demands.

Back in the forties and early fifties, Peru was earnestly trying to find answers to the numerous problems represented by insufficient and inadequate agricultural production, lack of health and education facilities; absence of a modern civil aviation administration system; defficiencies in metallurgical and mining practices. In general, there was a desperate lack of technicians and administrators in practically all aspects of national activity. Peru had a tremendous potential for development, but the human resources needed to do the job were not available.

As the Servicio programs, and later other technical assistance programs, initiated and expanded their activities in Peruvian territory, it became obvious that the only way to insure long-term success of the joint US-Peru effort was to train local personnel to work with the U.S. technicians and to continue by themselves once the supervision of the U.S. staff was no longer available.

Thus, agronomists trained in agricultural extension assumed responsibility for the introduction of scientific practices in the most important agricultural areas of the country. Extension Agents carried out significant programs concerned with livestock and poultry improvement; plant insect and disease control; use of improved seeds and fertilizers; etc. They worked directly with the farmers, transmitting to them and seeing to it that they applied the new technologies acquired by those participants who were working in plant pathology, entomology, soil conservation, animal husbandry, plant breeding, food technology, forestry, agricultural economics, etc.

The latter were either doing research work at one of the experiment stations operating in the country, or sharing their

knowledge with the future agronomists who studied at La Molina Agricultural University. They maintained close contact with SCIPA's Extension Agents and it was through them that their scientific findings and technological know-how reached the man in the farm.

Hand in hand with them worked the newly-trained Home Demonstration Agents, who concentrated on farm women and youngsters. They provided instruction and advice on how to better satisfy nutritional needs of the family, how to prepare well-balanced and attractive meals on the basis of available food crops, how to prevent some diseases, how to identify early symptoms of children's common illnesses and, in general, what to do in a health emergency. They taught arts and crafts, and many times built with the women and children a privy made up of the rough, simple materials at hand.

Participants trained in farm machinery operations played a major role in the mechanization of agriculture in Peru, until then rather primitive in its methods except for the big cotton and sugar plantations in the main valleys of the Coast. The establishment of agricultural machinery pools in the south of Lima, Pativilca, Huarmey, Huacho, Casma, Santa, Trujillo, Arequipa, Moquegua, Camana, etc., enabled the farmer to plow and level his land; to cultivate and harvest with much less effort and at such fast rate that, ten years after the program started, it was estimated that 50,000 hectares of land had been gained for production.

Training in agricultural engineering was applied to the implementation of land rehabilitation activities such as dams, irrigation projects, hydrological studies, water distribution systems, etc.

In summary, the contributions made by these participants, both the ones that day after day faced the challenge of searching for new answers through patient and meticulous research, and those who from early morning to night

oriented, instructed and advised farmers in the field, proved vitally important to the development of Peru's agriculture. The role played by the Participant Training Program in the advancement of higher education in agricultural sciences is not to be overlooked either.

One other important aspect of the impact caused by the Participant Training Program, insofar as agriculture is concerned, is the fact that the pioneer work carried out by these people soon led private enterprise to commercialize seeds and fertilizers, pesticides, fungicides and spraying equipment; to import and distribute baby chicks; to import and sell farm machinery, etc. Not less important is the fact that all such needs were met through importation from the United States.

In the general field of HWH the first participants trained in the United States made a remarkable contribution in the Planning, construction, equipping and operation of some ten hospitals and dispensaries located mainly in the high jungle area of the country. After 1945, this effort was reoriented and emphasis was assigned to preventative medicine, as carried out in health centers and in health posts in outlying sections of the territory.

Physicians trained in public health administration assumed the direction of the new public health units located in San Martin and Loreto Departments, in the entire province of Santa (starting with Chimbote), in La Libertad Department (starting with Trujillo), and in the large Rimac Health Center situated in Lima. Thus stated, this would seem like a very limited program, but it must be borne in mind that in the jungle area alone there were 3 important health centers and over a dozen medical posts. In the Department of La Libertad, there were 3 health centers and 9 medical posts.

Participants were engaged in such activities as maternal hygiene, infant and pre-school hygiene, school hygiene, adult hygiene, venereal disease control, TB control, malaria control,

public health nursing, public health education, nutrition, sanitary engineering, etc.

The demand for the professional services offered kept participants on a full-time work schedule. In addition to doing their own work, they were responsible for training the people who worked under them.

Early in the fifties, the HWH Servicio was already giving technical assistance to the Industrial Hygiene program, later to be called National Institute of Occupational Health. Again, USG participants assumed major responsibilities within the program which was unanimously considered an outstanding success, soon to be used as a training center for other Latin American professionals.

Another program to the success of which participants contributed largely was the Institute of Nutrition. Created in the late forties as a Department of the Ministry of Public Health, it gradually expanded its activities and reached a high level of proficiency. Peru owes much to the group of participants who carried out surveys on food habits all throughout the country, implemented and conducted nutrition education programs working directly with the community, and trained nutritionists assigned to health centers in Lima and the provinces.

It is important to note that up until 1974 Peru did not offer a program of professional training in nutrition. That year the School of Dietetics of the Hospital Obrero, which had been in operation since the late forties, improved and broadened its curricular activities and turned into a School of Nutrition. Later still, in 1977, San Marcos University opened the first high-level academic program in Human Nutrition with a duration of 6 years, including one year of field work. (See Success Story on participant Carmen Caceres.)

Peculiarly enough, a careful analysis of Peru's current education pursuits will reveal that rural education, vocational

education and teacher training continue to represent areas of primary interest in the country. This might explain why Education training grants awarded back in the fifties have had so much impact during the last three decades. A logical comment may be that this has been true also of Agriculture, Health and, in general, of all fields covered by the USG Training Program. However, our reason for emphasizing the point is that for quite an extended length of time it looked as if the projects to which these grants were related were being abandoned, and consequently the area of influence of such participants was being drastically reduced.

The situation turned out differently: rural education has been expanded and modernized, vocational education has been strengthened, and teacher training, which was first neglected and later distorted, has been reoriented and is being more adequately implemented.

Education participants have done their part, patiently working throughout the years towards the achievement of their goals. The fact that they stayed on the job and remained faithful to their principles and professional training, despite a climate of indifference at the beginning and or growing hostility afterwards, deserves -in our estimation- special recognition.

Nuclear schools no longer exist in Peru under that name, but the original concept of a "nucleus", as represented by a central school that provides supervision to a number of smaller schools, persists in the rural areas and has been introduced in urban areas. That part of the original program which involved work with the indigenous communities is now handled by a special mobile unit service which takes to the rural population in the Sierra information and instruction on such things as construction of silos and latrines, improvement of hygienic practices, child care, home improvement, etc. (At this time the service operates 24 modern trucks fully equipped

with TV and radio sets, Betamax units, color video-tapes, simple information booklets, etc.)

Expansion and improvement of vocational education are likewise evident. A Technological Institute, open to high school graduates, exists in every department of the country, and students have an opportunity to follow vocational programs during the last two years of secondary education.

Many Normal Schools have been reopened (fortunately not all of them) and training programs set up in Piura, Iquitos and Arequipa for untitled teachers.

Much more can be said of Peru's achievements in education, not without admitting that much more remains to be done. However, what the writer wishes to point out in this paper is that the work and dedication of USG Education participants did bear fruit. (See Success Story on participant Andrés Cardó.)

In the field of Labor, the source of applicants for technical training was the Ministry of Labor and more specifically the Servicio del Empleo, originally established in 1954 as a US-Peru cooperative effort. These men -no more than ten- have made an outstanding contribution that has trascended the life of the Servicio, incorporated to the Ministry in the late sixties and still functioning there as a technical division. Their training made it possible for Peru to have a dictionary of job titles, occupational codes, procedures for testing and selecting applicants for employment, the basis for a labor market information system and for doing labor market analysis, as well as for carrying out programs of occupational orientation.

Same as in all other fields of traning, these participants have continued working in their respective specialties, even though changes in the Administration have not allowed further expansion of their activities.

The other group of participants in this field is constituted by trade union leaders who likewise have remained active. Many of them struggled for years to maintain the Peruvian labor movement within democratic boundaries, and several of them have reached and kept key positions in such movement. An example is Julio Cruzado, who has been for over a decade now the Secretary General of the democratic Confederación de Trabajadores del Peru (CTP). Unfortunately, the leftist trend which sprang up in the late sixties, and which led to the establishment of the communist Confederacion General de Trabajadores del Peru (CGTP), constitutes a constant threat to the advancement of democratic trade unions, as represented by the large majority of USG Labor participants.

The rather limited amount of funds provided for training in Geodesy, Mapping and Cartography was, we believe, highly rewarding. Under the impulse of a well-selected group of participants, the Servicio Aerofotográfico Nacional of the Air Forces as well as the Instituto Geográfico Nacional of the Army have had a definite bearing upon a considerable number of important development projects carried out in Peru in the course of the last three decades. Evidence of these efforts is the fact that the Servicio Aerofotográfico Nacional has during the last 25 years covered 80% of the country's total territory, which represents 114'530,000 hectares of land. The Instituto Geográfico Nacional assumes the task of developing final maps. (See Success Story on participant Ronald Peréz.)

Public Safety participant training activities started only in 1958. By 1962 the number of trainees was rather small but, with the exception of three men who had retired, they all were still in service in the late seventies. Also, all of them were gradually promoted to more important positions and continued to apply the new techniques they had acquired in the course of their training, which doubtlessly contributed to modernize and improve operations in their respective agencies.

Participant Alfonso Rivera Santander occupied for several years, until his retirement in 1979, the position of Director General of the Investigations Police of Peru (Policia de Investigaciones del Peru -PIP).

Training in Civil Aeronautics was highly successful. There is little or no information covering the period 1946-1951, when the US CAA helped Peru organize its own civil aviation administration and provided technical assistance for the construction of the first airports at Cuzco, Tarara, Tacna and Pucallpa. There are complete records, however, on what happened since 1952, when the Peruvian Government again requested technical aid, mainly to build and operate the new "Jorge Chavez" airport in Lima.

The 19 young men trained under this new arrangement have had a lot to do with the efficient operation of the country's largest and most important airport. It is doubtful that the "Jorge Chavez" facility and the National Corporation of Airports (CORPAC) would have functioned as well as they did during all these years without the valuable contribution of this group of participants. (See Success Story on participant Pedro Madge.)

Actually, this paper could run to unsuspected length if we were to deal in detail with the real extent of the contributions made to Peru's development by USG returned participants. However, time limitations have not allowed the writer to contact as many of them as would have been desirable and, on the other hand, there are no up-to-date records in the Mission that can help either refresh her memory or locate those key trainees that would be prepared to give personal evidence of success accomplished. The fact remains that USG sponsored training has had undeniable impact on the country's development.

B. On Social Development

Every single effort carried out on behalf of a country's economic development is likely to have a bearing on the evolution of that country's society. Scientific and technological advancement cannot be achieved without modifying attitudes, neither can the introduction of changes be successful without the community's active participation.

In modern language, social and economic development are one and only. It is hoped that in describing the impact of USG participant training programs on Peru's economic development, the writer has succeeded in providing potential readers of this paper with a more or less adequate view of the extent to which such programs have influenced Peruvian society's betterment.

III. ORGANIZATION AND ADMINISTRATION OF THE TRAINING PROGRAM IN THE 1940's AND 1950's

During the period covered by this paper, 1950-1962, the Training Office functioned as an independent unit, supervised by the Program Office. Its permanent staff consisted of a Training Officer, an Administrative Assistant, a Senior Secretary, a Junior Secretary and a Messenger.

The Training Officer worked at all times in close contact with the technical division chiefs and University Contract representatives, as well as with the individual U.S. technicians. Such teamwork was shared with the host Government through its appointed representative, the Head of International Agencies, originally functioning under the structure of the Ministry of Finance and more recently within the National Planning Institute.

Planning and execution of training activities followed regulations contained in the Manual, Orders and Guidelines received from Washington, at the same time reflecting the local political climate and prevailing social attitudes.

Below is a more or less summarized description of the manner in which such activities were carried out:

A. Selection Procedures

The position of the Training Office was that participant follow-up started at the time the individual was selected for training. This might sound peculiar; however, those of us who have had experience with this kind of work have, from time to time, met the type of applicant who considers a training grant simply as an opportunity to travel abroad, or as a right to which he is legitimately entitled. In either case, the attitude is negative and will become obvious to careful observers in the course of the selection process.

Peru's Participant Training Program acquired a reputation for severe screening of candidates. The possibility of modifying early negative impressions was never discarded, and constant meetings with U.S. technicians, the GOP representative and, sometimes, the employers themselves, helped reach decisions which in the large majority of cases proved adequate. Regardless of how well recommended an applicant came or how good his work record was, he still had to submit to regular selection procedures. There were meetings and interviews in the course of which the Traning Officer and the U.S. technicians finally arrived at a decision on the course of action to be taken in each case. English examinations were for many years handled directly by the Training Officer with the participation of the U.S. technicians involved.

B. Processing of Documents

Once an applicant was approved the Training Office assumed full responsibility for drawing up all pertinent documents, handling such correspondence as might be required, and obtaining Mission Staff clearances. U.S. technicians assisted in the preparation of PIO/Ps, if and when necessary. The GOP representative's signature on all required documents was, likewise, obtained by the TO. During processing by Washington, the TO kept GOP and U.S. staff informed.

C. Travel Arrangements and Pre-departure Briefings

Final approval of the grant and participant's departure date were communicated to all parties concerned as soon as received, and travel arrangements started. The Training Office helped the participant with passport arrangements, as required; obtained Consular visa, made plane reservations and picked up plane tickets; processed vouchers for payment of advance per-diem and took care of whatever correspondence and/or contacts were called for.

Pre-departure briefing of trainees was considered of vital importance. U.S. technicians assumed responsibility for the technical aspects of orientation specifically related to the nature and scope of the participant's training program. The Training Officer's dissertation dealt with administrative matters such as reception at port of entry, contacts in each training location, health insurance, payment of per-diem, purchase and shipment of books, travel of dependents, etc.

Dialogue was encouraged and many questions were asked and answered. All participants showed eagerness to learn as much as possible about the country and the program in which they would spend the forthcoming months of their lives. Those travelling to the United States for the first time appeared

particularly anxious over their capacity to adapt promptly to a reality which they knew was quite different from theirs; there were questions about the weather, clothing requirements, social customs, even dietary habits. Many of them had personal problems to discuss or asked advice on family situations, work situations, financial situations.

The psychological climate was ready for the Training Officer to emphasize the importance of the grant received, of the opportunity for professional and personal advancement it represented, of the need to make themselves worthy of such opportunity ... ...and of the absolute need to comply with the timely submission of monthly reports to the Mission.

The Training Office soon learned that these meetings must, of necessity, be long. Groundwork for effective follow-up was being laid; actually, the whole thing had started during the selection process and subsequent informal conversations, but it was during these sessions that the recently-born feeling of mutual cooperation began to acquire a sense of permanence.

Passports, plane tickets, checks and formal letters of instructions were finally delivered. The briefing had terminated.

D. Actions During Training Period

Participants reported to the Training Office as soon as they were settled, generally no later than 10 days after arrival in place of training. The TO acknowledged receipt. From then on, participants submitted monthly reports of their activities. At least two different circular notes of acknowledgement were mimeographed and alternately sent out in reply. They were all signed by the Training Officer who always added a few lines at the bottom to assure the trainee that his report had been read and its contents carefully noted. Both

the GOP representative and the U.S. technicians were kept informed, though quite frequently the participants themselves wrote to them directly.

More or less by the mid-fifties, the Training Officer decided that it would be a good idea to send out birthday and Christmas greetings to participants while abroad. It proved quite easy to set up a simple procedure to make this possible. The letters were always typed: just brief affectionate notes conveying best wishes and regards. Particular care was taken not to duplicate the text of such letters when there was more than one recipient at the same training location.

E. Actions Following Participants Return

With few exceptions, trainees showed themselves eager to report to the Training Office soonest after their return to the country. Final reports were delivered and personal contact was re-established. Long after they had picked up their books and completed whatever business they had pending with the Mission, they would continue to visit or to telephone. It might be because they had good news they wanted to share, or because they had problems they felt the Mission could help them with, or because they wanted to recommend a fellow-worker who was applying for training, ...or simply because they wanted to say "hello".

Certificates of Achievement

In 1953, the Mission began to receive from Washington Certificates of Merit for some of the returned participants, with the request that they be presented to each individual in an appropriate ceremony. At the same time, other participants reported that they had received their own Certificates in Washington upon completion of their training; and still others were getting them by mail at their home addresses.

As soon as the first few Certificates were received, the Training Office expressed the opinion that, rather than delivering them separately to each trainee, the Mission should arrange for an impressive, duly publicized ceremony in the course of which a group of participants would receive their Certificates in the presence of high level GOP and Mission officers. With this in mind, a letter was airpouched to FOA/W on November 10, 1953, requesting that those awards already available be sent to the Mission soonest. Unfortunately, it took more than two years to get the matter straightened out.

Finally, on May 21, 1956, the first of such ceremonies was held, for Health participants exclusively, at the Auditorium of the Ministry of Public Health. The Minister, the Mission Director, the Chief of the HWH Field Party and a small group of selected GOP and Mission officers were in attendance. Several participants travelled from the provinces to Lima, at their own expense, to receive their diplomas personally. The event was a success and received wide press coverage. (See Attachment No. 1.)

Early in July, 1958, the Training Officer suggested that a second special ceremony be held for presentation of Certificates of Achievement to 175 participants, this time at the Residence. Ambassador Theodore C. Achilles was very receptive to the idea and the ceremony, followed by cocktails, took place on September 18, 1958. Several Ministers were present. Selected members of the local press were invited and the event was adequately publicized. (See Attachment No. 2.)

The third and last of these ceremonies took place on January 7, 1960. Once more, the U.S. Ambassador offered exquisite hospitality to the 107 participants who were presented Certificates this time. The newspapers were wild with enthusiasm; there was even an editorial note in "La Prensa" commenting on the speech made by Ambassador Achilles. (See Attachment No. 3.)

In 1962, a military "coup", resulting in the interruption of diplomatic relations between the United States and Peru, made it necessary to postpone plans already laid out for a new ceremony of presentation of Certificates of Achievement.

Directory of Former USG Participants

Less than three years after training activities were formalized in Peru, the Training Office became acutely conscious of the need to keep an orderly record of returned participants. Their increasing number no longer allowed to keep track of their activities, and to locate them, by memory. It was obvious, therefore, that the time had come to develop some sort of instrument designed to register simple but valuable information, such as participant's current position, his home and business address, etc.

The instrument produced was the so-called Chart D, which listed names of the trainees, travel authorization numbers; profession or occupation; length, location and field of training; position held prior to departure for training and position held after return from training. The Chart, containing information as of September 30, 1954, was forwarded to FOA/W on October 21, 1954, and covered Fiscal Years 1952, 1953 and 1954. Washington's reaction was extremely gratifying; everyone in the Training Office felt real proud when a letter came announcing that they anticipated using Chart D "as a pattern for other countries to follow." (See Attachment No. 4.)

Actually, as far as the Mission was concerned, Chart D constituted an initial effort toward the issuance of a Directory of former participants. Early in 1958, the Training Office started to review and up-date information required, and in May that year the first Directory of Peruvian Participants was forwarded to ICA/W, and distributed locally.

According to records available in the Mission, the second issue appeared only in 1964. Although the writer has been impressed by the extended period elapsing since the first directory appeared, there is no evidence that an earlier edition was circulated except for a memorandum in which the Training Officer states that the Directory was revised and up-dated every year.

Association of Former Participants

The writer has no clear recollection of exactly when informal conversations with returned participants first hinted at the desirability of promoting and establishing an Alumni Association in Peru. It may have been after receiving instructions from Washington to that effect. At any event, the Mission began to give serious consideration to the project more or less at the end of 1956.

Preliminary meetings resulted in the designation of a "Comité Directivo Provisional" (sort of a Coordinating Committee), whose twelve members, each of them representing a different field of activity, assumed responsibility for those tasks involved in the initial phases of the project. The Training Officer committed herself to provide continuous support.

By the end of March 1957, the Association had already been set up and the act of declaring it officially inaugurated took place in the evening of April 11, at the Auditorium of the Ministry of Labor. In the course of that meeting a group of three former participants, all of them prominent Peruvian lawyers, were assigned the task of making up the statutes or by-laws of the Association. (See Attachment No. 5, "Acta de Fundación de la Asociación de Ex-Becarios del Programa de Cooperación Técnica - ABACI".)

Two weeks later the members of ABACI gathered at a luncheon party, having as their guests Mission Director John R. Neale, GOP representative Dr. Jorge Guerinoni, and the Training Officer. The newspapers publicized all these activities, and more and more participants expressed interest in becoming members.

By August 1957, the by-laws had been discussed and approved. The members of the Coordinating Committee felt their mission had been completed and asked to be replaced by a Board of Directors, officially elected. It took about 4 months to get this done, mainly because the individuals involved were all very busy people and the Training Officer could go no further than to provide guidance and support. Elections finally took place on December 13, 1957. The elected President was Dr. Pedro Patrón Faura, then Head of the Peruvian Civil Service.

The ceremony of installation of ABACI's first Board of Directors, on February 13, 1958, constituted an important institutional and social event. More than 300 persons attended; among them, the U.S. Ambassador and the Mission Director, the Minister of Agriculture, several Vice-Ministers, the President of the National University of Engineering, United Nations officers, and Embassy and Mission officers. The official act was followed by a reception offered by Mission Director John R. Neale. Again, this time newspapers gave excellent coverage to the affair.

ABACI started to hold more or less regular meetings and to organize periodic cultural and social affairs. Recruitment of new members continued. The Board of Directors kept in touch with the Training Office and the Association as such was always willing and happy to provide support to the program, as requested.

The writer does not remember whether it was in 1960 or 1961 that it was decided to decentralize ABACI. The Association had been organized on the basis of common

sponsorship, but as membership increased it was deemed necessary to establish separate Chapters, organized along professional lines. This gave birth to the Agriculture, Health and Education Chapters, each of which had a Board of Directors of its own, though of course they continued to be a part of the big Association.

IV. IDENTIFICATION OF PARTICULAR SUCCESS STORIES AND FAILURES

If justice were to be done to the participants trained during the period covered by this paper, it would be necessary to write hundreds of success stories. Time limitations and the writer's determination to be completely honest and objective, have made this impossible.

It does not seem appropriate to write success stories exclusively on the basis of general information, even when obtained from reliable sources. This general information has, however, served an important purpose: that of establishing with as much accuracy as possible the number of participants trained during the period in question, who are still active in their respective fields of training. It is gratifying to be able to state that no less than 86% of the total number of participants continue to work at this time in the country, and continue to utilize training received.

Of the remaining 14%, 4% corresponds to deceased participants, valuable people that the country has, in the meantime, irreparably lost. Included among them are such outstanding personalities as Javier Becerra (1957), who became President of the National University of Agriculture; Benjamin Quijandria (1958), who was General Director of SIPA; the famous scientist Santiago Antunez de Mayolo (1957), author of the Mantaro Development Project; Teresa Pareja (1954), the first woman to achieve the position of Head of the National Office of

Census and Statistics, and also the only one to be ever nominated Chairwoman of the important yearly meeting of the reputed Instituto Peruano de Administración de Empresas (IPAE); Alfonso Alcedán (1955), who was Head of the National Hydraulics Laboratory; Rosa Hernando (1955), a prominent newspaperwoman who edited for years the bi-monthly magazine "Mensajero Agrícola", which reached all farmers in Peru, and published the widely-circulated book "Almanaque Agropecuario del Perú"; and other prominent people whose memory will long be cherished by Peruvians.

Eight percent of the total number of participants, retired after rendering important services in their respective fields throughout an extended period. For most of them retirement came in the late sixties and the seventies, and there are still others who left public service in the eighties. An appreciable number of these participants continue to utilize their training, either in the private sector, or in centers of high learning, whether public or private.

A few such names that come to mind are those of Reynaldo Alarcón (1957), Adrián Albarracín (1957), Isaac Falcón (1959), Enriqueta Checa (1961), María Gómez (1957), Antonio Pinilla (1952), and Eliseo Pérez (1959), in Education.

In Health, mention may be made of Carlos Alvarez del Villar (1953), Efraín Calderón (1960), Aníbal Gastañaga (1955), Juan Gonzales (1955), Rómulo Ochoa (1952), Pedro Olórtegui (1956), Luis Paretto (1961), Teresa Pastor (1954), Berta Ríos de Rhiboty (1961), Carmen Cáceres (1957), Guillermo Feldmuth (1957), Jorge Román (1955), among others.

In Agriculture, Carlos Bohl (1953), Wallace Bruce (1959), José Corbera (1957), Alfonso Chacón (1959), Daniel Escobar (1954), Miguel Horvath (1953), Cesar Hurtado (1956), Roberto Ipince (1955), Enrique Klien (1954), Enrique Olivares (1958), Lander Pacora (1959), Raúl Palacios (1962).

The other 2% is represented by those participants who have left the country. (It is well to remember that with the exception of two persons, the others returned to Peru after training and worked here for periods varying between two and eight years before leaving.) In our estimation, this is the percentage that comes under the heading of failures. Some are married women who established their homes in a foreign country, mainly the United States; others are participants who hold permanent positions abroad. The use of the term "permanent" is deliberate because along the years there have been participants who have worked and lived abroad for some time, later returning to Peru to hold key positions in their respective field of training. Some examples are Atilio Gonzales (1956), Marina Córdova (1954), Lander Pacora (1959), Nilo Vallejo (1955), and others on whose return and current positions it has not been possible to obtain accurate information.

The above appears to demonstrate, most objectively, that the USG Participant Training Program carried out in Peru from 1950 through 1962 was definitely succesful. One has to bear in mind that more than 30 years have elapsed since the first group of participants covered by this paper were sent for training. Had this report been written eight or ten years ago, the number of participants utilizing their training in the country and furthermore occupying key positions, would have turned out to be considerably larger.

Right now, of course, there are numerous participants who likewise occupy key positions; it would take a separate long report to list them and their achievements. Precisely because of this reason, and after giving much thought to the matter, it was decided that rather than presenting 8 or 10 selected participants who have attained a high degree of personal success, the writer should place emphasis on a smaller number of trainees, who a) have continuously acted within the context of a given program; and, b) have been supported in

their endeavours by other USG participants, conforming a workteam with common goals.

In line with this reasoning, the following 4 stories present four leaders, as seen from the perspective of the important programs with which they have been associated and in which they attained key positions.

A. SUCCESS STORIES

Participant: Carmen Cáceres - FY-1957 - Public Health Nutrition

When Carmen Cáceres was sent to Puerto Rico to follow a 9-month course of study in Public Health Nutrition, she was a professional dietitian working in the Department of Nutrition of the Ministry of Public Health. She returned from training in September 1958, and in 1959 was appointed Assistant to the Head of Community Nutrition of the Department. In 1961, she replaced her boss (a former participant who left her job and the country 8 years after returning from training). By that time, the Department had expanded and become the Institute of Nutrition. It was headed by a physician trained in Public Health and the work team included 4 chemists in charge of the laboratory which SCISP had helped install, and 2 other nutritionists, likewise trained in Puerto Rico.

Although the work of the entire staff deserves recognition, this story is confined to the contribution made by the nutritionists, mainly because they were the first Peruvian professionals in their field and in that position had to assume responsibilities and perform activities that represented a challenge to their capacity and imagination.

Assisted by the other two participants, Yolanda Bravo de Rueda and Berta Ríos de Rhiboty, Carmen fought her way out of numerous difficulties in the course of the years, until her

retirement in 1973. The girls conducted surveys of dietary habits and foods available in all three regions of the country; produced and distributed nutrition educational materials (including the reknown series "Enseñando Nutrición"); offered orientation and advice to health centers and public schools; organized and conducted short courses for mothers of school-age children; assumed teaching responsibilities in Schools for Nurses and Schools for Social Workers, introducing the subject of Public Health Nutrition.

Field work was not easy at the beginning, but Carmen and her group -in which she included participants Amparo Moreno, assigned to the Rimac Health Center, and Graciela Carbajo, assigned to the Puno Health Area- enthusiastically persisted in their efforts and soon were rewarded by the community's full acceptance.

Carmen Cáceres is now a full-time Professor in the Human Nutrition Program of San Marcos University. In 1969, she was President of the Second Latin-American Congress of Dietitians and Nutritionists; and in 1981, she likewise presided over the Third Peruvian Congress of Nutrition. During 1981-1982, she was President of the Peruvian Nutrition Association whose membership includes physicians, chemists, biologists, sociologists, agronomists, economists and, of course, nutritionists.

This quiet, pleasant and extremely competent woman has accumulated an impressive curriculum-vitae, but she is firmly convinced that "nothing would have happened" had she not been selected for training in 1957.

Partipant: Andrés Cardó - FY-1961 - Community Education

In the mid-fifties he was a classroom teacher in the high jungle town of Indiana. By 1961, when he was selected for a training grant in Puerto Rico, he held the position of

Coordinator of Indiana's Center of Rural Elementary Education. Back in Peru, in 1962, he was appointed Supervisor of the entire education system of Maynas Province, and the following year became the first Regional Director of Education for Eastern Peru, headquartered at Iquitos.

The country's educational community began to get better acquainted with him in 1965 when he came all the way from the jungle to become Vice-Minister of Education.

The truth is that over a period of 19 years (1965-1984) this prestigious and almost legendary Peruvian educator has held that key position during 11 years, with two interludes: the first from 1969 through 1975, and the second in 1978 and 1979.

He had been Vice-Minister (then called Director General) for 4 years when the Military Board assumed power in 1968. Strange as it may seem, they would not let him go. Equivalent positions to that which he was then holding were occupied by members of the Army in all the Ministries, but the sectorial planning offices were simultaneously being expanded and strengthened and Dr. Cardó was asked to accept the position of Head of the Education Sectorial Planning Office, responsible for the organization and implementation of an orderly and modern system of educational planning for the entire country.

Having experimented the difficulties of facing situations at a political level which not infrequently presented gaps of a technical nature, Andrés knew that the post offered represented a challenge in his career and decided to accept it. He did an excellent job and contributed greatly to give a sense of continuity and permanence to the efforts of those Peruvian educators who were more concerned with education itself than with the political upheavals of those times.

The participant's competence and experience commanded the respect and esteem of the military Ministers with whom he worked, despite political discrepancies which did not prevent

Andrés from applying a high degree of professionalism to the performance of his duties.

In 1976 he was asked to again occupy the position of Vice-Minister, which he held for 2 years.

After his resignation in 1978, UNESCO contracted his services as Advisor for Chile and the Dominican Republic. He kept this job through 1979, in the meantime setting up a private office to conduct research studies in the field of Education. This center, which functions under the name of Centro de Investigación y Promoción Educativa (CIPE), has carried out several important studies for international organizations such as United Nations, AID, the Educational Planning Institute of Paris, etc.

In 1980 Andrés Cardó returned to the Ministry of Education once more as Vice-Minister.

There is no precedent in Peru of a man holding such a high-level position for such an extended length of time. It is surprising, indeed, that Andrés may have survived drastic political changes and the often violent attack of the leftist Sindicato Unico de Trabajadores de la Educación (SUTEP), never ceasing to be his old self: thoroughly efficient, calm, self-contained, invariably courteous and gentle but also always invariably firm, a willing listener, and a charming conversationalist with a fine sense of humor and a cheerful smile.

It can be said without exaggeration that responsibility for the advancement of education in Peru has been in the hands of this man for the last two decades. Even in those years when his area of influence was apparently confined to the sector's planning efforts, both local and foreign organization and individuals concerned with Education never failed to approach him, as the person in the Ministry best equipped to provide orientation and advice on the technical and administrative aspects of educational activities.

He has a knack for selecting efficient and loyal collaborators, and among them are many USG participants who have worked closely with him. Through their joint efforts, it has been possible for the country to overcome difficult times which affected the normal development of educational pursuits.

Much has been accomplished already, as described under item II-A., and Andrés Cardó is confident that things will progress very smoothly in the future. From all evidence, he has a right to be optimistic. SUTEP has been unable to persuade teachers to go on strike since he returned to the Ministry in 1980, and many of the expansions and improvements that he and his collaborators promoted in all areas of education are being successfully implemented.

Recently, Andrés assumed a new responsibility, in coordination with the Ministry of Health. Summoned by the President's wife, Mrs. Violeta Correa de Belaúnde, he undertook the task of providing adequate warehousing facilities for the powdered milk donated by AID for school children. Seventy strategically-located public schools were selected for this purpose in Lima. At this time the beneficiaries of the program add up to 3'700,000 children attending school throughout the country.

Participant: Ronald Pérez - FY-1954 & FY-1959 - Geodesy

As we all know, mapping of a country is essential to the development of its physical resources, and provides the basis for adequately planning and carrying out projects in road construction, irrigation, mining, land lay-out for urban purposes, etc.

This story is concerned with an agency of the Peruvian Armed Forces, which is responsible for such activities as aerial photography, geodetic surveying and computing, and mapping. It is also concerned with a man who has been

associated with it, the Servicio Aerofotográfico Nacional, for almost 30 years.

Ronald Pérez looks young for his years; he is 54 now, and a General of the Peruvian Air Forces. When he first travelled abroad for training, under USG auspices, he was a 24-year old Second Lieutenant, who welcomed the opportunity to attend a three-month course on Ground Control at Panama Canal Zone. Five years later, his superiors decided that it was necessary for Ronald to attend a full course of instruction at the U.S. Institute of Geodetic Survey.

The Mission studied the case with particular care and found that, indeed, the Service urgently needed personnel trained in Geodesy and that Ronald was the ideal candidate because of his personal ability, his dedication and his excellent command of English.

Since his return in February 1961, the participant assumed additional and more significant responsibilities. By that time he was a Captain. He continued to grow in his job, soon becoming Head of the Instruction Department and, later, Head of the entire Operations Division. In the meantime, he either participated in or was in charge of geodetic survey studies requested by such important mining firms as Cerro de Pasco Copper Corporation (now CENTROMIN), Toquepala, and Cuajone, among others. His knowledge of Astronomy was a valuable asset when he had to conduct geodetic surveys in the jungle area for oil exploration purposes. He participated in the mapping of Cuzco Department, in the studies for development of the big irrigation projects in the North (Piura), as well as in the South (Arequipa) of the country.

With short periods of interruption caused by the requirements of his military career, he has always worked in the Servicio Aerofotográfico Nacional. Right now, he is Director of the "Escuela de Sub-Oficiales" of the Air Forces, but he is programmed to return to the Servicio in 1985, as Director General.

General Ronald Pérez is one of a group of participants who worked hand in hand, during more than 20 years, to build the Peruvian efficient and successful Servicio Aerofotográfico Nacional, an agency that has lent valuable technical assistance to both the public and private sectors in their development efforts.

Other names of participants that come to mind are: Jaime Castro, Walter del Aguila, Gonzalo Pacheco (FY-1953), Carlos Arias, Jorge Bahamonde, Víctor Lazo, Augusto Ronceros and Victor Trigoso (FY-1954).

All these men have been associated with the Servicio from 20 to 25 years after their return from training. Some of them are still there; others, as Ronald, have been temporarily transferred to other positions because of their present high military rank, but they have left behind a well-trained staff.

Participant: Pedro Madge - FY-1959 - Air-Traffic Control
FY-1965 - Airport Administration

Pedro Madge began his career in civil aeronautics 37 years ago when he was barely twenty. He began right from scratch and his first instructors were U.S. experts assigned by the Civil Aeronautics Administration to Peru.

In 1959, when he had reached the position of Air-Traffic Controller, he followed an 8-month course of specialized study in Oklahoma under USG auspices. His excellent command of English allowed him to obtain maximum benefit from his scholarship, and his natural ability and dedication led him, step by step, to positions of increasing responsibility.

By 1965 he was Head of Technical Services of the Jorge Chavez Airport and was being considered for the position of Assistant Manager of the Airport. For this reason the Peruvian Government deemed convenient to request a second grant for him, this time to follow a 3-month course in Airport Administration.

As always in the case of second grants (an infrequent situation) the Mission, though entirely satisfied with Pedro's accomplishments, gave particular consideration to the request, asking and obtaining full assurance that the participant would in effect return to a position where he could put his new training to full utilization.

Events progressed as anticipated. In the late sixties Pedro was already Manager of the Lima airport, and in February 1973 he became General Manager of the Corporación Peruana de Aeropuertos y Aviación Comercial (CORPAC). The Jorge Chavez Airport, where he was headquartered, is the largest and most important airport in Peru but in his new position Pedro Madge was likewise responsible for the operation of 24 other airports in the country.

Although his triumphal career gradually increased the responsibilities and the workload that Pedro carried, he was always completely at ease not only because of his own competence but, admittedly, because he had with him, as his loyal and efficient collaborators, 18 other USG participants who had likewise been trained in the United States.

Three of these men left some ten years after their return from training. The remaining fifteen remained on the job from 20 to 25 years after return, and they were the ones who came to manage CORPAC and the Lima airport from such key positions as Central Technical Manager, Operations Manager, Technical Advisor, Airport Manager, Public Relations Manager, Head of the Training Center, Head of the Air-Traffic Control Center, Head of the Maintenance and Repair Shop, etc.

Working in the climate of mutual understanding and solidarity that generally prevails only when there is a common source of knowledge and experience, the group headed by Pedro Madge can proudly exhibit many important achievements:

- CORPAC became economically self-sufficient around 1971, until when the Government had subsidized the operation with 50'000,000 Soles per year. Apron service was provided to the air companies; a tax for use of the airport was established; the customs warehouses were placed under CORPAC's management, and so were the expanded and improved vehicle parking facilities.
- The workteam planned, organized and implemented a country-wide net of air-navigation aids, organized and improved air-traffic control services, produced plans and recommended procedures for the opening of new air-routes and for airways operations.
- Airports were either built or completed at Arequipa, Ayacucho, Rioja, Talara, Tumbes, Chiclayo, Trujillo and Piura. In some of them roadways were enlarged. In Chimbote, a modular airport building was put up.
- A permanent Training Center was established in 1969 at the Lima airport. It trained personnel of the Air Forces, the Navy and the Army in air-traffic control; offered 3-month courses in technical English to pilots of commercial airlines; conducted briefings for flight hostesses, etc.

One of the most important achievements attained by Pedro Madge and his team during the many years they were responsible for the operation of the Jorge Chavez Airport is concerned with safety. No accident ever occurred during the entire period.

Pedro Madge finally left CORPAC in July 1982, for strictly political reasons, and so did his closest and most dynamic collaborator, also a USG participant, Julio Vetter.

However, this might not be the end of the story: Peruvians continue to identify Pedro Madge with CORPAC, an institution which during his management was considered the most efficient public sector operation in the country. Peruvian

travellers still ask themselves what happened with the tall, white-haired man, whose well-cut clothes, long strides and friendly smile they had become so familiar with. And that is important; it is one other measure of success.

V. IMPORTANT DEVELOPMENT LESSONS THAT CAN BE LEARNED FROM THE USG PARTICIPANT TRAINING PROGRAM

It should be borne in mind that the participant training program is in itself a development program; a program designed to develop those human resources required to achieve the final objective of USG technical assistance: the over-all host country's development.

Therefore, whatever lessons can be learned from the training activities conducted in Peru during the period 1952-1962, will of necessity be referred to the manner in which such activities were carried out, and to the results obtained. In that sense, it would seem that nothing much remains to be added to what has already been said in this paper. However, a brief summary may be in order:

- The mere fact of insisting on project-related training is not sufficient to guarantee success. Such success can be expected only if severe screening of applicants precedes selection of participants;
- Participants must learn, right from the beginning, that training opportunities constitute a serious responsibility and that they are expected to measure up to such responsibility;
- Contact with the Mission, during and after training, must lead the participant to acquire a sense of "belonging" and the certainty that his sponsors are continually checking on his progress and have set high expectations on him;

- The host Government and the participants' employers must be led to realize the extent to which they commit themselves, since a training grant is far more than an opportunity to travel abroad; it must be regarded as the answer to a concrete need within the vast universe of the country's development requirements;
- Such ceremonies as the presentation of Certificates of Achievement should be conducted as impressively as possible, thus attaching added significance to follow-up activities carried out by the Mission;
- Participants' achievements should be publicized whenever possible, taking advantage of the opportunity to emphasize the USG contribution to the technological and scientific advancement of the host country;
- Alumni associations established along the lines of common sponsorship should be encouraged. They constitute a useful vehicle for developing and improving inter-relationship, precisely because of the common experiences shared by the membership;
- Periodic meetings with different small groups of former participants can help getting acquainted, or renewing acquaintance with individuals who can eventually be helpful in the development of new Mission activities, and/or the attainment of Mission objectives.

It is possible that potential readers of this paper may reach other, and perhaps different conclusions from its contents. The writer must admit, however, that the above did constitute in their time lessons, sometimes painfully learned but most satisfactorily utilized in the process of building a successful training program. Results obtained were highly rewarding:

Participants felt both proud and grateful: proud because everybody knew how hard it was to get a USG training grant; grateful because they realized the importance of the opportunity they had been afforded. Peru appreciated the assistance received and gave recognition to participants by assigning them to increasingly important positions, where they effectively contributed to the country's social and economic development; and the United States made hundreds of admiring and loyal friends all throughout the country.

BREAKDOWN BY FISCAL YEAR OF TOTAL NUMBER OF PARTICIPANTS

ANNEX I

FISCAL YEAR	TOTAL NUMBER GRANTS	AGR	HWH	EDU	PUB.AD.	GMC	CA	LABOR	G & M	PUB. SAFETY	ENG	NUC.SC.	EC. PLAN.	IND.	FISHERIES
1950/1951	16	7	3	3	2	-	1	-	-	-	-	-	-	-	
1952	63	13	11	22	5	5	3	1	1	-	-	-	-	1	1
1953	57	21	11	2	5	4	1	7	5	-	1	-	-	-	-
1954	88	14	23	-	4	11	2	1	3	-	-	-	-	-	-
1955	66	18	21	13	2	4	-	1	3	-	3	-	-	1	-
1956	73	28	20	13	1	2	2	3	1	-	2	-	-	-	1
1957	66	11	18	14	4	5	-	4	3	-	2	5	-	-	-
1958	89	35	16	16	2	3	-	8	5	1	1	2	-	-	-
1959	94	27	15	15	4	5	2	18	3	2	1	-	2	-	-
1960	58	19	15	6	-	7	6	3	-	-	-	-	1	1	-
1961	72	7	21	14	1	5	1	16	-	6	1	-	-	-	-
1962	127	24	35	2	7	13	2	26	-	16	2	-	-	-	-
TOTALS:	839	224	209	120	37	64	20	88	24	25	13	7	3	3	2

ANNEX II

BREAKDOWN OF TOTAL TRAINING COSTS BY FIELD OF TRAINING

FY	TOTAL GRANTS	TOTAL COST	AGR	HWH	EDU	PUB AD.	GMC	CA	LABOR	G & M	PUB SAF	ENG	NUC SC	EC. PLAN	IND	FISH
50-51	16	59,200	18,200	13,500	15,000	9,000	-	3,500	-	-	-	-	-	-	-	-
52	63	226,844	36,599	49,179	86,400	19,094	14,610	7,144	3,438	4,700	-	-	-	-	2,300	9,380
53	57	158,678	46,709	48,930	3,350	18,436	4,024	4,302	14,442	14,832	-	3,653	-	-	-	-
54	58	145,016	31,708	69,149	-	7,402	13,549	6,222	3,219	13,767	-	-	-	-	-	-
55	66	258,051	58,578	105,252	53,935	4,130	4,423	237	3,350	17,466	-	8,150	-	-	2,530	-
56	73	242,377	45,627	95,482	68,675	2,158	1,940	5,200	6,400	6,000	-	4,895	-	-	-	6,000
57	66	198,698	22,967	54,875	65,715	14,400	4,727	-	11,550	10,264	-	8,100	6,100	-	-	-
58	89	270,379	53,631	67,460	65,210	6,200	3,136	-	27,442	26,500	3,600	5,000	12,200	-	-	-
59	94	297,784	69,442	49,184	66,550	4,730	8,798	7,000	49,885	26,075	8,900	4,000	-	3,220	-	-
60	58	158,448	59,355	56,955	14,450	-	4,288	13,000	7,500	-	-	-	-	750	2,150	-
61	72	235,179	33,665	74,904	59,520	915	4,335	1,500	42,301	-	12,890	5,149	-	-	-	-
62	127	314,479	47,784	96,035	8,810	26,262	12,360	5,270	72,078	-	37,910	7,970	-	-	-	-
TOTAL	839	2'565,133	524,265	780,905	507,615	112,727	76,190	53,375	241,605	119,604	63,300	46,917	18,300	3,970	6,980	9,380

ANNEX III

INFORMATION AVAILABLE ON UNIVERSITY CONTRACT PARTICIPANTS TRAINED FROM 1955 THROUGH 1962

FISCAL YEAR	TOTAL NUMBER OF PARTICIPANTS	FIELD OF TRAINING	TYPE OF TRAINING		LOCATION OF TRAINING		CONTRACTOR
			Acad.	Short Course	U.S.	T.C.	
1955	1	Textile Engineering	1	-	1	-	North Carolina State University
1956	1	" "	1	-	1	-	" " " "
"	2	Agricultural Research	1	1	2	-	" " " "
"	4	Sanitary Engineering	1	3	4	-	University of North Carolina
1957	3	" "	-	3	3	-	" " " "
"	2	Agricultural Research	1	1	1	1	North Carolina State University
"	2	Chemical Instrumentation	2	-	2	-	University of New Hampshire
1958	5	Agricultural Research	4	1	5	-	North Carolina State University
1959	1	Agricultural Research	1	-	1	-	" " " "
1960	1	Chemical Instrumentation	1	-	1	-	University of New Hampshire
1962	8	Agricultural Economics	4	4	4	4	Iowa State University
	30		17	13	25	5	

FY 1950 - FY 1951

FIELD OF TRAINING	TOTAL NUMBER OF PARTICIPANTS	TYPE OF TRAINING			LOCATION				ESTIMATED COST				ESTIMATED TOTAL COST
		Academic	Short Course &/or In-Serv.	Obs.Visit &/or Seminar	United States	Puerto Rico	Canal Zone	Third Country	United States	Puerto Rico	Canal Zone	Third Country	
AGRICULTURE & LAND DEVELOPMENT	7	2	5	-	7	-	-	-	18,200	-	-	-	18,200
HEALTH, WELFARE & HOUSING	3	3	-	-	3	-	-	-	13,500	-	-	-	13,500
EDUCATION	3	3	-	-	3	-	-	-	15,000	-	-	-	15,000
PUBLIC ADMINISTRATION	2	2	-	-	2	-	-	-	9,000	-	-	-	9,000
CIVIL AERONAUTICS	1	-	1	-	1	-	-	-	3,500	-	-	-	3,500
	16	10	6	-	16	-	-	-	59,200	-	-	-	59,200

For lack of supporting documents, cost is estimated on the basis of cost of similar grants awarded in 1952.

ANNEX 2-2

FY-1952

FIELD OF TRAINING	TOTAL NUMBER OF PARTICIPANTS	TYPE OF TRAINING			LOCATION				COST				TOTAL COST
		Academic	Short Course &/or In-Serv.	Obs. Visit &/or Seminar	United States	Puerto Rico	Canal Zone	Third Country	United States	Puerto Rico	Canal Zone	Third Country	
AGRICULTURE & LAND DEVELOPMENT	13	5	7	1	10	1	-	2	31,721	2,603	-	2,000	36,324
HEALTH, WELFARE & HOUSING	11	10	1	-	11	-	-	-	49,179	-	-	-	49,179
EDUCATION	22	22	-	-	22	-	-	-	83,600	-	-	-	83,600
PUBLIC ADMINISTRATION	5	3	2	-	5	-	-	-	19,094	-	-	-	19,094
GEODESY, MAPPING & CARTOGRAPHY	5	3	2	-	3	-	2	-	12,278	-	2,332	-	14,610
CIVIL AERONAUTICS	3	-	3	-	3	-	-	-	7,144	-	-	-	7,144
LABOR	1	-	1	-	1	-	-	-	3,438	-	-	-	3,438
GEOLOGY & MINING	1	1	-	-	1	-	-	-	4,700	-	-	-	4,700
INDUSTRY	1	-	1	-	1	-	-	-	2,300	-	-	-	2,300
FISHERIES	1	-	1	-	1	-	-	-	3,380	-	-	-	3,380
EXTENSIONS &/OR AMENDMENTS	-	-	-	-	-	-	-	-	2,800	-	-	275	3,075
	63	44	18	1	58	1	2	2	219,634	2,603	2,332	2,275	226,844

FY-1953

FIELD OF TRAINING	TOTAL NUMBER OF PARTICIPANTS	TYPE OF TRAINING			LOCATION				COST				TOTAL COST
		Academic	Short Course and/or In-Serv.	Obs. Visit and/or Seminar	United States	Puerto Rico	Canal Zone	Third Country	United States	Puerto Rico	Canal Zone	Third Country	
AGRICULTURE & LAND DEVELOPMENT	21	-	20	1	17	-	-	4	37,571	-	-	6,264	43,835
HEALTH, WELFARE & HOUSING	11	9	2	-	10	-	-	1	46,133			2,011	48,144
EDUCATION	2	-	2	-	2	-	-	-	3,350	-	-	-	3,350
PUBLIC ADMINISTRATION	5	4	1	-	5	-	-	-	18,436	-	-	-	18,436
GEODESY, MAPPING & CARTOGRAPHY	4	-	4	-	-	-	4	-	-	-	4,024	-	4,024
CIVIL AERONAUTICS	1	1	-	-	1	-	-	-	4,302	-	-	-	4,302
LABOR	7	-	7	-	7	-	-	-	14,442	-	-	-	14,442
GEOLOGY, METEREOLOGY & MINING	5	2	1	2	5	-	-	-	13,349	-	-	-	13,349
ENGINEERING	1	1	-	-	1	-	-	-	3,653	-	-	-	3,653
EXTENSIONS &/OR AMENDMENTS	-	-	-	-	-	-	-	-	5,143	-	-	-	5,143
	57	17	37	3	48	-	4	5	146,379	-	4,024	8,275	158,678

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ANNEX B-4

FY-1954

FIELD OF TRAINING	TOTAL NUMBER OF PARTICIPANTS	TYPE OF TRAINING			LOCATION				COST				TOTAL COST
		Academic	Short Course and/or In-Serv	Obs.Visit and/or Seminar	United States	Puerto Rico	Canal Zone	Third Country	United States	Puerto Rico	Canal Zone	Third Country	
AGRICULTURE & LAND DEVELOPMENT	14	1	10	3	8	-	-	6	24,863	-	-	6,334	31,197
HEALTH, WELFARE & HOUSING	23	13	10	-	11	6	-	6	46,870	7,865	-	13,284	68,019
PUBLIC ADMINISTRATION	4	1	3	-	3	-	-	1	5,073	-	-	2,329	7,402
GEODESY, MAPPING & CARTOGRAPHY	11	1	10	-	1	-	10	-	3,984	-	8,714	-	12,698
CIVIL AERONAUTICS	2	2	-	-	2	-	-	-	6,222	-	-	-	6,222
LABOR	1	-	1	-	1	-	-	-	3,219	-	-	-	3,219
GEOLOGY & MINING	3	2	1	-	3	-	-	-	13,767	-	-	-	13,767
EXTENSIONS &/OR AMENDMENTS	-	-	-	-	-	-	-	-	1,531	-	851	110	2,493
	58	20	35	3	29	6	10	13	105,529	7,865	9,565	22,057	145,016

FY-1955

ANNEX A-5

FIELD OF TRAINING	TOTAL NUMBER OF PARTICIPANTS	TYPE OF TRAINING			LOCATION				C O S T				TOTAL COST
		Academic	Short Course and/or In-Serv	Obs.Visit and/or Seminar	United States	Puerto Rico	Canal Zone	Third Country	United States	Puerto Rico	Canal Zone	Third Country	
AGRICULTURE & LAND DEVELOPMENT	18	6	10	2	17	1	-	-	54,878	3,600	-	-	58,478
HEALTH, WELFARE & HOUSING	21	14	4	3	11	7	-	3	52,982	29,397	-	8,500	90,879
EDUCATION	13	13	-	-	2	11	-	-	10,540	43,485	-	-	53,935
PUBLIC ADMINISTRATION	2	1	1	-	1	1	-	-	530	3,600	-	-	4,130
GEODESY, MAPPING & CARTOGRAPHY	4	-	4	-	-	-	-	4	-	-	4,423	-	4,423
GEOLOGY & MINING	3	3	-	-	3	-	-	-	17,000	-	-	-	17,000
LABOR	1	-	1	-	-	1	-	-	-	2,100	-	-	2,100
ENGINEERING	3	2	1	-	3	-	-	-	8,150	-	-	-	8,150
INDUSTRY	1	-	-	1	1	-	-	-	2,530	-	-	-	2,530
EXTENSIONS &/OR AMENDMENTS	-	-	-	-	-	-	-	-	15,226	1,200	-	-	16,426
	66	39	21	6	38	21	-	7	161,746	83,382	4,423	8,500	258,051

FY-1956

ANNEX A-6

FIELD OF TRAINING	TOTAL NUMBER OF PARTICIPANTS	TYPE OF TRAINING			LOCATION				C O S T				TOTAL COST
		Academic	Short Course and/or In-Serv	Obs.Visit and/or Seminar	United States	Puerto Rico	Canal Zone	Third Country	United States	Puerto Rico	Canal Zone	Third Country	
AGRICULTURE & LAND DEVELOPMENT	28	-	19	9	8	8	-	12	18,925	18,050	-	8,652	45,627
HEALTH, WELFARE & HOUSING	20	15	5	-	7	10	-	3	34,372	52,540	-	3,563	90,475
EDUCATION	13	12	1	-	-	13	-	-	-	61,475	-	-	61,475
PUBLIC ADMINISTRATION	1	1	-	-	-	-	-	1	-	-	-	2,158	2,158
GEODESY, MAPPING & CARTOGRAPHY	2	-	2	-	-	-	2	-	-	-	1,940	-	1,940
GEOLOGY & MINING	1	1	-	-	1	-	-	-	6,000	-	-	-	6,000
LABOR	3	-	3	-	1	2	-	-	2,200	4,200	-	-	6,400
CIVIL AERONAUTICS	2	1	1	-	2	-	-	-	5,200	-	-	-	5,200
ENGINEERING	2	1	-	1	2	-	-	-	4,895	-	-	-	4,895
FISHERIES	1	1	-	-	1	-	-	-	6,000	-	-	-	6,000
EXTENSIONS &/OR AMENDMENTS	-	-	-	-	-	-	-	-	12,207	-	-	-	12,207
	73	32	31	10	22	33	2	16	89,799	136,265	1,940	14,373	242,377

FY-1957

ANNEX A-7

FIELD OF TRAINING	TOTAL NUMBER OF PARTICIPANTS	TYPE OF TRAINING			LOCATION				C O S T				TOTAL COST
		Academic	Short Course and/or In-Serv	Obs.Visit and/or Seminar	United States	Puerto Rico	Canal Zone	Third Country	United States	Puerto Rico	Canal Zone	Third Country	
AGRICULTURE & LAND DEVELOPMENT	11	1	8	2	5	1	-	5	15,750	2,100	-	4,917	22,767
HEALTH, WELFARE & HOUSING	18	8	8	2	5	3	-	10	21,700	12,200	-	20,275	54,175
EDUCATION	14	14	-	-	1	13	-	-	5,600	58,500	-	-	64,100
PUBLIC ADMINISTRATION	4	2	2	-	4	-	-	-	14,400	-	-	-	14,400
GEODESY, MAPPING & CARTOGRAPHY	5	-	5	-	-	-	5	-	-	-	4,727	-	4,727
GEOLOGY & MINING	3	1	2	-	3	-	-	-	10,264	-	-	-	10,264
LABOR	4	-	4	-	-	4	-	-	-	10,400	-	-	10,400
ENGINEERING	2	1	1	-	2	-	-	-	8,100	-	-	-	8,100
NUCLEAR SCIENCES	* 5	1	-	4	5	-	-	-	*6,100	-	-	-	6,100
EXTENSIONS &/OR AMENDMENTS	-	-	-	-	-	-	-	-	2,750	15	-	900	3,665
	66	28	30	8	25	21	5	15	84,664	83,215	4,727	26,092	198,698

* Includes 4 high-level scientists who attended a 3-week Symposium on Atomic Energy, held in the U.S. Cost is not registered in Mission files.

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FY-1958

ANNEX A-8

FIELD OF TRAINING	TOTAL NUMBER OF PARTICIPANTS	TYPE OF TRAINING			LOCATION				C O S T				TOTAL COST
		Academic	Short Course and/or In-Serv	Obs.Visit and/or Seminar	United States	Puerto Rico	Canal Zone	Third Country	United States	Puerto Rico	Canal Zone	Third Country	
AGRICULTURE & LAND DEVELOPMENT	35	2	18	15	5	8	-	22	17,200	19,530	-	15,901	52,631
HEALTH, WELFARE & HOUSING	16	11	3	2	6	6	-	4	30,400	26,000	-	11,060	67,460
EDUCATION	16	12	3	1	6	7	-	3	31,750	29,600	-	3,860	65,210
PUBLIC ADMINISTRATION	2	-	2	-	1	1	-	-	2,600	3,600	-	-	6,200
GEODESY, MAPPING & CARTOGRAPHY	3	-	3	-	-	-	3	-	-	-	3,136	-	3,136
GEOLOGY & MINING	5	4	1	-	5	-	-	-	26,500	-	-	-	26,500
LABOR	8	1	7	-	2	6	-	-	8,500	18,942	-	-	27,442
NUCLEAR SCIENCES	2	2	-	-	2	-	-	-	12,200	-	-	-	12,200
PUBLIC SAFETY	1	-	1	-	1	-	-	-	3,600	-	-	-	3,600
ENGINEERING	1	1	-	-	1	-	-	-	5,000	-	-	-	5,000
EXTENSIONS &/OR AMENDMENTS	-	-	-	-	-	-	-	-	1,000	-	-	-	1,000
	89	33	38	18	29	28	3	29	138,750	97,672	3,136	30,821	270,379

FY-1959

ANNEX A-9

FIELD OF TRAINING	TOTAL NUMBER OF PARTICIPANTS	TYPE OF TRAINING			LOCATION				COST				TOTAL COST
		Academic	Short Course and/or In-Serv	Obs.Visit and/or Seminar	United States	Puerto Rico	Canal Zone	Third Country	United States	Puerto Rico	Canal Zone	Third Country	
AGRICULTURE & LAND DEVELOPMENT	27	7	16	4	11	4	-	12	45,120	9,650	-	14,672	69,442
HEALTH, WELFARE & HOUSING	15	6	8	1	5	4	-	6	15,200	14,850	-	17,204	47,254
EDUCATION	15	12	3	-	9	5	-	1	42,850	21,000	-	2,000	65,850
PUBLIC ADMINISTRATION	4	-	4	-	-	1	-	3	-	2,840	-	1,890	4,730
GEODESY, MAPPING & CARTOGRAPHY	5	1	4	-	1	-	4	-	5,150	-	3,648	-	8,798
GEOLOGY & MINING	3	1	1	1	3	-	-	-	10,075	-	-	-	10,075
LABOR	18	-	18	-	4	14	-	-	10,550	39,110	-	-	49,660
CIVIL AERONAUTICS	2	-	2	-	2	-	-	-	7,000	-	-	-	7,000
ENGINEERING	1	1	-	-	1	-	-	-	4,000	-	-	-	4,000
PUBLIC SAFETY	2	-	2	-	2	-	-	-	8,900	-	-	-	8,900
ECONOMIC PLANNING	2	-	-	2	-	2	-	-	-	3,220	-	-	3,220
EXTENSIONS &/OR AMENDMENTS	-	-	-	-	-	-	-	-	16,925	-	-	1,930	18,855
	94	28	58	8	38	30	4	22	165,770	90,670	3,648	37,696	297,784

FY-1960

ANNEX A-10

FIELD OF TRAINING	TOTAL NUMBER OF PARTICIPANTS	TYPE OF TRAINING			LOCATION				COST				TOTAL COST
		Academic	Short Course and/or In Serv	Obs.Visit and/or Serminar	United States	Puerto Rico	Canal Zone	Third Country	United States	Puerto Rico	Canal Zone	Third Country	
AGRICULTURE & LAND DEVELOPMENT	19	6	5	8	10	2	-	7	44,290	6,400	-	5,690	56,380
HEALTH, WELFARE & HOUSING	15	10	4	1	5	5	-	5	15,810	21,250	-	18,120	55,180
EDUCATION	6	-	4	2	4	1	-	1	11,150	1,700	-	1,000	13,850
INDUSTRY	1	-	-	1	1	-	-	-	2,150	-	-	-	2,150
ECONOMIC PLANNING	1	-	-	1	-	1	-	-	-	750	-	-	750
GEODESY, MAPPING & CARTOGRAPHY	7	-	7	-	-	-	7	-	-	-	4,288	-	4,288
LABOR	3	-	3	-	1	2	-	-	1,750	5,000	-	-	6,750
CIVIL AERONAUTICS	6	-	6	-	6	-	-	-	13,000	-	-	-	13,000
EXTENSIONS &/OR AMENDMENTS	-	-	-	-	-	-	-	-	5,600	-	-	500	6,100
	58	16	29	13	27	11	7	13	93,750	35,100	4,288	25,310	158,448

FIELD OF TRAINING	TOTAL NUMBER OF PARTICIPANTS	TYPE OF TRAINING			LOCATION				C O S T				TOTAL COST
		Academic	Short Course and/or In-Serv	Obs.Visit and/or Seminar	United States	Puerto Rico	Canal Zone	Third Country	United States	Puerto Rico	Canal Zone	Third Country	
AGRICULTURE & LAND DEVELOPMENT	7	5	2	-	5	-	-	2	26,810	-	-	4,950	31,760
HEALTH, WELFARE & HOUSING	21	16	3	2	2	7	-	12	11,110	32,040	-	31,754	74,904
EDUCATION	14	9	5	-	5	6	-	3	31,470	20,400	-	7,650	59,520
PUBLIC ADMINISTRATION	1	-	1	-	-	1	-	-	-	915	-	-	915
GEODESY, MAPPING & CARTOGRAPHY	5	-	5	-	-	-	5	-	-	-	4,335	-	4,335
LABOR	16	-	16	-	1	15	-	-	2,360	39,941	-	-	42,301
CIVIL AERONAUTICS	1	-	1	-	1	-	-	-	1,500	-	-	-	1,500
ENGINEERING	1	1	-	-	1	-	-	-	5,000	-	-	-	5,000
PUBLIC SAFETY	6	-	6	-	6	-	-	-	12,890	-	-	-	12,890
EXTENSIONS &/OR AMENDMENTS	-	-	-	-	-	-	-	-	2,054	-	-	-	2,054
	72	26	44	2	21	29	5	17	93,194	93,296	4,335	44,354	235,179

FY-1962

ANNEX A-12

FIELD OF TRAINING	TOTAL NUMBER OF PARTICIPANTS	TYPE OF TRAINING			LOCATION				COST				TOTAL COST
		Academic	Short Course and/or In-Serv	Obs.Visit and/or Seminar	United States	Puerto Rico	Canal Zone	Third Country	United States	Puerto Rico	Canal Zone	Third Country	
AGRICULTURE & LAND DEVELOPMENT	24	5	7	12	6	-	-	18	34,900	-	-	10,284	45,184
HEALTH, WELFARE & HOUSING	* 35	13	14	8	7	-	-	28	26,535	-	-	*61,843	88,378
EDUCATION	2	1	1	-	-	1	-	1	-	3,000	-	5,710	8,710
PUBLIC ADMINISTRATION	7	-	6	1	7	-	-	-	26,262	-	-	-	26,262
GEODESY, MAPPING & CARTOGRAPHY	13	-	13	-	-	-	13	-	-	-	12,360	-	12,360
LABOR	26	-	26	-	-	26	-	-	-	72,078	-	-	72,078
CIVIL AERONAUTICS	2	-	2	-	2	-	-	-	5,270	-	-	-	5,270
ENGINEERING	2	1	1	-	2	-	-	-	7,970	-	-	-	7,970
PUBLIC SAFETY	16	1	15	-	7	3	6	-	32,060	4,230	1,620	-	37,910
EXTENSIONS &/OR AMENDMENTS	-	-	-	-	-	-	-	-	6,457	-	-	3,900	10,357
	127	21	85	21	31	30	19	47	139,454	79,308	13,980	81,737	314,479

* Includes 7 participants who attended a 14-day Regional Seminar on Volunteer Social Work, held in Colombia. Cost is not registered in Mission Files.

AIRGRAM INTERNATIONAL COOPERATION ADMINISTRATION AIRGRAM

SECURITY CLASSIFICATION
UNCLASSIFIED

ATTACHMENT No. 1

PAGE 1 OF 2 PAGES

DATE SENT 7/6/56

DATE REC'D

FROM - USOM Lima

SUBJECT - Presentation of Diplomas to HWH Participants

REFERENCE -

DISTRIBUTION	ACTION	INFO	ADDRESS AND SERIAL NUMBER
			ICA/Washington, TOICA A- 21

On Monday May 21st., a special ceremony took place at the auditorium of the Ministry of Public Health in the course of which a group of HWH participants were presented with diplomas issued by ICA. USOM Director John R. NEALE opened the session with a short speech describing the over-all objectives of the training program, its scope and accomplishments. Dr. Frederick J. VINTIMER, Chief of Field Party of the HWH Division, followed with a brief speech dealing mainly with training activities in the field of health, welfare and housing, after which he proceeded to make formal presentation of diplomas to attending participants.

The third and last speech was made by Minister of Public Health, General Alberto LOPEZ, who expressed the appreciation of the Peruvian Government for the assistance received under the Technical Cooperation Program and congratulated the Mission on the selection of participants and the manner in which training activities [illegible]

OTHER AGENCY

Forty-one names were called and thirty-two participants made personal appearance to receive their diplomas. These included FY-1955 and FY-1954 trainees plus the few FY-1955 participants who had already returned from training. The nine participants who missed the ceremony are headquartered in the provinces and did not find it possible to travel to Lima for the occasion. There were quite a few, however, who made a special trip at their own expense to receive their diplomas personally.

The ceremony was attended by USOM officials and high officials of the Ministry of Public Health and of the office of the Peruvian

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AUTHORIZING OFFICER	DRAFTED BY	OFFICE	PHONE NO.	DATE
John R. Neale	L. de Madrona/itg	USOM Director		7/5/56

ICA AND OTHER CLEARANCES

J. R. Solana

SECURITY CLASSIFICATION
UNCLASSIFIED

ICA AND OTHER CLEARANCES

ICA-S-48 (7-55) W/O REC'D.

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Coordinator of Technical Cooperation, as well as reporters from local newspapers. Numerous photographs were taken and the ceremony received wide coverage from the local papers. Attached are clippings of "El Comercio", "La Prensa", "La Cronica", and "La Nacion".

Cocktails were served after the ceremony and participants had then opportunity to greet the Minister and the USOM Director.

Attachment: 4

cc: Mr. Yoe
Dr. F.J. Vintinner
Mrs. D. Jones
Embassy

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ATTACHMENT No. 2

C O P Y

The Ambassador

September 15, 1958

R. Salvatierra

Thursday's Grantee Ceremony at Residence

The following is a suggested outline for the ceremony on Thursday at the Residence, based on ideas which Mrs. Maurtua, Mr. Lee and I discussed this morning:

1. Mr. Rogers would make a few introductory remarks and then present the Ambassador.

2. The Ambassador would speak.

3. Mr. Rogers would introduce Mrs. Maurtua who would, in turn, read the names of diploma recipients, by category. Upon completion of the reading of the names of each group (there will be 8 or 9 categories), she would call the name of one person to receive all the diplomas in behalf of all ex-grantees in that particular category. The Ambassador would be handed an envelope containing all of the individual certificates and he would then present this envelope to the person called.

It is expected that the ceremony would not last more than 15 minutes. It is suggested that it take place at approximately 8:30 p.m. thus avoiding the grantees' having to spend most of the evening with a diploma in one hand and a glass in the other.

USIS is handling the advance publicity and, in addition, arranging for newsreel coverage of the ceremony. We will have our own photographer there and we are also suggesting that a few members of the press be issued invitations to attend the ceremony. We will be responsible for the loudspeaker system.

Attached are the notes prepared by Mrs. Maurtua for the Ambassador's reference.

cc Mr. Rogers

ATTACHMENT No. 3

En honor de los profesionales y técnicos becados en Junio 1959
por la Administración de Cooperación Internacional

El Embajador de los Estados Unidos de América

tiene el honor de invitar a

a una recepción
el Jueves 7 de Enero 1960
a las 7:00 p. m.

Sr. Ministro.
Su casa

ATTACHMENT No. 4

FOREIGN OPERATIONS ADMINISTRATION
Washington 25, D.C.

#1382

November 1, 1954

Miss Luz Maurtua
The Institute of Inter-American Affairs
c/o American Embassy
Lima, Peru

Dear Miss Maurtua:

Your TOUSFO A-219 of October 21, attaching copies of your charts on training have been received. You have no idea how valuable that sort of information is to us in answering questions asked us by Congressional Committee members, General Accounting and by various other offices which seem constantly to be evaluating our training program.

Your Chart "D" answered a request of ours before we have had a chance to send it out. It is going to be necessary in the future for us to know more about the activities of returned trainees and we are anticipating using your Section D as a pattern for other countries to follow.

Thank you again for sending the information to us.

For the past year I have been working on the training program in the West Coast Countries (Peru, Bolivia, Ecuador and Chile) but this fiscal year I will be working on all of the training programs in Latin America. I have heard wonderful comments on your work in Peru from Mr. Neale and Mr. Solana and I hope that we may work closely together on training problems. If there are any questions regarding status of your participants or any other problems we can help you with from Washington, I hope you will write me.

Sincerely,

Virginia Harris

Virginia Harris

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Acta de Fundación de la Asociación de Ex-becarios del Programa de Cooperación Técnica (ATSACI)

En el Auditorium del Ministerio de Trabajo a las 7 de la noche del día 11 de Abril de 1957 y de acuerdo con la citación hecha por la señora Luz de Mairena, Funcionario de Becas, se reunieron en Asamblea General los ex-becarios del Programa de Cooperación Técnica, con el fin de tomar acuerdos de carácter general sobre el futuro funcionamiento de la Asociación. Presidió la sesión la señora Luz de Mairena.

Abierto el debate y durante el desarrollo del mismo, hicieron uso de la palabra los siguientes ex-becarios: Doctores, Pedro Patrón Faura, Alfonso Elías Aparicio, Octavio Espinoza Sánchez. Ingenieros: Guillermo Carrera, Alfonso Alsedán, Juan Fernández Stóll, Antonio Alcázar, Alfonso Navala, Flavio Buzain, Atilio Gonzáles, César Urrutia; Señora: Rosa Hernando y señores Alberto Lizarzaburu, David Cerro Calle y Leopoldo Díaz Montenegro. Se dio lectura a los fines de la Asociación formulados por el Comité Provisional. Puestos en debate, la Asamblea acordó constituir la Asociación desde ese instante y aprobar los fines cuyo texto es el siguiente:

a) Propender a la mejor utilización en el país de los profesionales y técnicos especializados bajo los auspicios del Programa de Cooperación Técnica de la Administración de Cooperación Internacional del Gobierno de los Estados Unidos de Norte América (Punto IV).

b) Fomentar las relaciones entre los ex-becarios propendiendo a la formación de un espíritu de cooperación orientado hacia el servicio y la ayuda mutua.

c) Desarrollar labor de extensión cultural a base de los conocimientos y experiencias de los miembros de la Asociación y de los profesionales y técnicos vinculados con la Misión, que visiten el país.

d). Cooperar con la Misión en su tarea de:

1. Planear los programas individuales de capacitación de los nuevos becarios.
2. Orientar individualmente a los nuevos becarios con la información necesaria para facilitar su viaje y su adaptación al nuevo ambiente.

A continuación se planteó el problema de si debía procederse a la elección de la Junta Directiva antes que a la aprobación de los Estatutos o a la inversa. Algunos se manifestaron en el sentido de que los estatutos se hicieran y aprobaran antes de la elección de la Junta Directiva y otros opinaron porque se eligiera la Junta Directiva y despues se formulara y aprobara los Estatutos.

Debatido ampliamente el asunto se acordó ratificar al Comité Directivo Provisional que ha venido actuando hasta la fecha y que está integrado por las siguientes personas: Doctores: Antonio Sacigalupo, Nilo Vallejo; Señora Rosa Hernando; Señoritas Graciela Fernández Baca, Irene González, Maria Sanchez; Ingenieros: Alberto Garay, Carlos González, Alfonso Tavala y Señores Víctor Lara, Carlos Malpica y Andrés Pedemonte. Este Comité tendrá amplia autoridad ejecutiva, mientras una comisión especial formule el ante-proyecto de Estatutos y el

reglamento de elecciones los cuales deberán ser discutidos en Asamblea General y una vez aprobados, se procederá a elegir la Mesa Directiva por el término que los mismos estatutos señalen. Para constituir la comisión que se encargará de preparar el ante-proyecto de estatutos, la Asamblea nombró a los Doctores Pedro Patrón Faura, Octavio Espinosa Sánchez y Alfonso Elías Aparicio, quienes quedaron al mismo tiempo incorporados al Comité Directivo Provisional de la Asociación.

Se acordó distribuir una relación de todos los ex-becarios con sus respectivos nombres, direcciones y actividades, con el objeto de lograr un mayor conocimiento mutuo.

Se aprobó formular un acta de esta Asamblea con el fin de darle un carácter oficial y tener un punto de partida cierto para la iniciación de las actividades de la Asociación de Ex-becarios del Programa de Cooperación Técnica. El acta deberá ser firmada por todos los presentes como una expresión material de que la Asociación queda fundada el día once de Abril de mil novecientos cincuenta y siete.

Finalmente se acordó efectuar un almuerzo de camaradería el día 24 de Abril a la una de la tarde en el Restaurante Majestic, y se nombró una comisión encargada de su organización compuesta por los señores: David Torres Calle, Guillermo Carrera y Srta. Julia Melaya. Para recibir las inscripciones se comisionó a la señorita Irene González.

Quedando fundada la Asociación de Ex-becarios del Programa de Cooperación Técnica y siendo las 9 p.m. se levantó la sesión.

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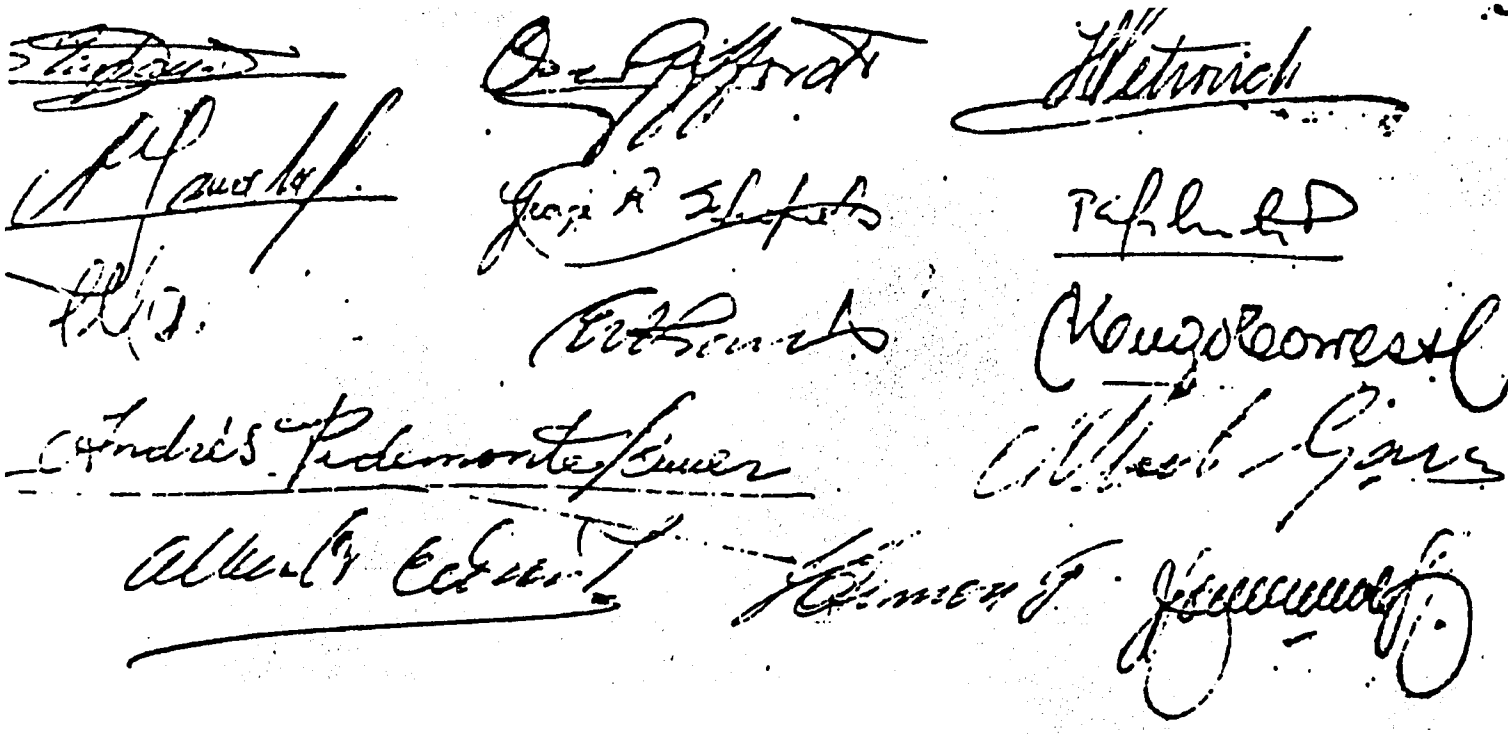
Edelmira Barón

A. Alcedan

F. Trujillo

Lucinita Justo de Cetroa