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LATIN AMERICA AND THE CARIBBEAN

*OVERVIEW:
EDUCATION AND
HUMAN RESOURCES
DEVELOPMENT
PORTFOLIO*

BUREAU FOR LATIN AMERICA AND THE CARIBBEAN
AGENCY FOR INTERNATIONAL DEVELOPMENT
WASHINGTON, D.C. 20523

OVERVIEW:

**Education and Human Resources Development Portfolio
in Latin America and the Caribbean**

**Bureau for Latin America and the Caribbean
Agency for International Development
Washington, D.C.**

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INTRODUCTION

Educational Needs of the Region and A.I.D.'s Response

Central America, South America and the Caribbean -- the area served by the Agency for International Development (A.I.D.) through its Bureau for Latin America and the Caribbean (LAC) -- form a region that is large and diverse. Ecological zones vary widely as do the peoples that inhabit the region; their cultures and their economies encompass broad differences. In the area of education and human resources development, the variations and challenges to development are tremendous.

Educational services provided to the region's youth vary greatly. In Haiti and Guatemala, for example, less than 60 percent of the primary school age population is enrolled in school. By way of contrast, in countries such as Argentina, Barbados, and Chile, nearly all children of school age are enrolled at the primary level. The quality of educational services and the efficiency with which these services are delivered also vary. In Panama, for example, approximately 90 percent of the students who enter first grade eventually complete sixth grade. In Guatemala, on the other hand, only 60 percent of the students who enter first grade ever graduate. In Panama, it takes an average of seven years to produce a sixth grade graduate. In Guatemala, the comparable figure is ten years.

The adult population of the region also has critical educational needs. Literacy rates vary tremendously from a high of 90 percent or more in countries such as Argentina and Uruguay to a low of 40 percent or less in countries such as Haiti and Guatemala. Management skills, especially among small businessmen in the informal sector and mid- and upper-level managers in medium- and large-sized firms in the modern sector, are weak. Employers throughout the region encounter difficulties in locating workers skilled in technical trades. This, in turn, limits their capability to produce for internal consumption and to meet the quality standards required for exporting to countries such as the United States.

The political structures of the countries in the LAC region include both established and fledging democracies threatened by powerful economic and social problems. From a strategic point of view, it is important to the United States that the region's future leaders know the United States and experience its democratic institutions and processes. It is especially important that these experiences be provided to leaders among the economically and socially disadvantaged, whose participation will be key to the survival of democratic institutions in the region.

In collaboration with other donors, the Bureau for Latin America and the Caribbean of A.I.D. has responded to these challenges with a program aimed at meeting selected needs of the countries in the region. Currently operating in 18 countries (see map), the LAC Bureau has a portfolio valued at over \$650 million and an annual budget of approximately \$120 million a year. The LAC Education and Human Resources (EHR) portfolio includes initiatives in basic education, vocational/technical training, management training and education, and academic or technical training in the United States. Of special interest is the Caribbean and Latin American Scholarship Program (CLASP), which by the year 1993 will enable over 12,500 "Peace Scholars" to receive academic or skills training in the United States and to experience its democratic institutions and processes.

Guide to the Overview

This paper presents an overview of the LAC Bureau's portfolio in the areas of education and human resources development. Its purpose is to introduce readers (A.I.D. officials, colleagues from other development agencies, and the interested public) to the broad range of projects and activities that A.I.D. is carrying out in critical areas of educational development. The overview is set in the context of A.I.D.'s education sector policies and U.S. foreign policy. It includes the following major sections:

- policy context
- regional projects
- bilateral projects.

The policy section summarizes A.I.D. policies for basic education and technical training within its overall development goals. Also discussed are significant foreign policy issues which have affected the course of A.I.D.'s efforts in the region. These include the Caribbean Basin Initiative and the recommendations of the National Bipartisan Commission on Central America (also known as the Kissinger Commission). Information is included in this section on broad funding patterns by sub-region and sub-sector.

The second section describes two regional projects which make up half the LAC Bureau's portfolio in education and human resources development. Both projects were developed in response to the Kissinger Commission report and recommendations. These include the Caribbean and Latin American Scholarship Program (CLASP), the most extensive scholarship program A.I.D. has undertaken in the region, and the Regional

Technical Aid Center project (RTAC), a major effort in textbook marketing and distribution for the countries of Central America.

The third section discusses the bilateral projects conducted by the USAID missions located in each country where A.I.D. is active. These projects fall into the following categories:

- primary education
- vocational/technical training
- management training and education
- other project areas.

Each category is discussed separately, first in terms of broad goals and strategies and secondly in terms of representative projects. Summaries of key projects illustrate the range of activities undertaken in each category. The summaries provide information on project purpose, scope, and outputs, highlighting innovative activities. In addition to the projects reviewed here, many smaller activities are under way in the region, representing pilot projects which may in the future develop into larger projects.

Matrices have been assembled for the three categories with the most extensive range of projects: basic education, vocational/technical training, and management training and education. The matrices present information on all projects currently under way within the category. This information includes level of education or training, level of funding, and key components.

Readers interested in further information on specific projects may request project profiles from the EHR officer of the local USAID mission in the project country or from the LAC Bureau directly.

**Bureau for Latin America and the Caribbean:
Countries with Education and Human Resources Programs**



SECTION I POLICY CONTEXT

LAC Bureau Goals and Strategy

The development programs of the Bureau for Latin America and the Caribbean (LAC) address four paramount goals:

- **Economic Stabilization:** to reduce fiscal and balance-of-payments deficits and to bring inflationary pressures under control.
- **Economic Growth:** to direct national economic policies from import substitution to export development and diversification.
- **Shared Benefits of Growth:** to provide the poor with increased access to education, health, housing, land, and credit services.
- **Strengthened Democratic Institutions:** to increase local support for free elections, independent judiciary systems, and individual human rights.

The LAC Bureau's strategy of growth-with-equity recognizes the crucial importance of improving the economic situation in the LAC region. Not until 1984 did the regional economic crisis begin to lessen, and recovery continues to be slow due to local and international factors. The stabilization and reform programs undertaken by many countries of the region have imposed austerity measures on their citizens. A.I.D., along with other donors, plays a critical role in supporting structural reforms while at the same time providing assistance to abate the harsh effects of these measures on lower-income groups.

Education Sector Policies and Strategy

In the education sector, the programs of the LAC Bureau address two of the four major development goals of the region: economic growth and sharing the benefits of growth. To achieve these goals, education and human resource development projects have the following objectives:

- improving educational opportunities
- increasing participant training in the United States
- strengthening the private sector.

In 1983, A.I.D. set forth its policies and guidelines for programs in basic education, which includes schooling for children ages 6-14, and technical training, which encompasses skills training for adolescents, self-employed adults, and employed workers. The Agency focuses its efforts on improving:

(1) the efficiency with which education resources are used, (2) the quantitative and qualitative outputs of education and training investments, and (3) the effectiveness of education and training systems in supporting economic and social development objectives. (A.I.D. Policy Paper: Basic Education and Technical Training, p. 1, 1983)

Essential to the Agency's programs in the education sector is the involvement of communities in the maintenance and support of local schools and of employers in the design and implementation of technical training programs. The Agency encourages decentralization of basic education and diversification of skills training to assure that programs respond to local needs and priorities.

A.I.D. education projects concentrate on improving the quality, efficiency, and relevance of local education or training systems, rather than just on increasing access. In countries where less than two-thirds of school-age children complete four years of basic education, A.I.D. focuses its efforts on primary education. In countries where a majority of children complete four years of schooling and where a high demand for skilled workers exists, A.I.D. focuses on technical skills training for productive employment. In either case, it is imperative that the local government be committed to improving the quality and efficiency of its educational and training systems.

U.S. Foreign Policy Framework

Foreign policy considerations also have had a significant influence on the nature and extent of A.I.D. education and human resource development efforts in the LAC region. In 1983, Congress established the **Caribbean Basin Initiative (CBI)** to strengthen the local economies of the region by providing them with trade and tax benefits. Designated products from 22 nations and territories may enter the United States duty-free. To take advantage of the CBI, however, these nations have had to undertake fundamental restructuring of their economies from an orientation toward import substitution, production for internal consumption, and dependence on a few traditional crops to an orientation toward the active development of nontraditional exports.

In addition to economic reform, these countries have needed to provide new kinds of training for their work forces -- both managerial and technical -- to perform effectively in international markets. Consequently, A.I.D. has initiated a wide range of management and technical training programs throughout the region to strengthen the local private sectors.

In 1984, the **National Bipartisan Commission on Central America (NBCCA)** presented its recommendations for U.S. activities in Central America, including developments in the education sector. Congress approved the **Central America Initiative (CAI)** in August 1985 as a five-year, \$8.4 billion A.I.D. program which responds to the major recommendations of the NBCCA. The CAI is based on a comprehensive strategy for achieving economic, social, and political stability and recovery in the region. The CAI includes a major scholarship program -- the **Central America Peace Scholarship (CAPS)** program -- which will provide training in the United States for 8,500 individuals primarily from lower-income groups. CAPS forms the major portion of the **Caribbean and Latin American Scholarship Program (CLASP)**.

The NBCCA report also made recommendations related to basic education, vocational/technical and management training, and higher education. Each USAID mission in the Central American region has incorporated these recommendations into its programs to the greatest extent possible. In the area of basic education, the objectives include raising the primary school enrollment rate from 85 to 90 percent, increasing primary school completion rates, improving the skills of teachers, preparing adequate texts and teaching materials, and upgrading physical facilities. In the areas of vocational and management training, the NBCCA report validated and strengthened the thrust of the CBI; most of the countries in Central America are carrying out projects in both of these areas.

The five-year period for the CAI has proved to be too short a time to meet the targets for economic recovery and growth in the region. A.I.D. plans to extend the program, continuing its basic strategy and supporting the governments of these countries in their efforts to establish free market economies and democratic institutions.

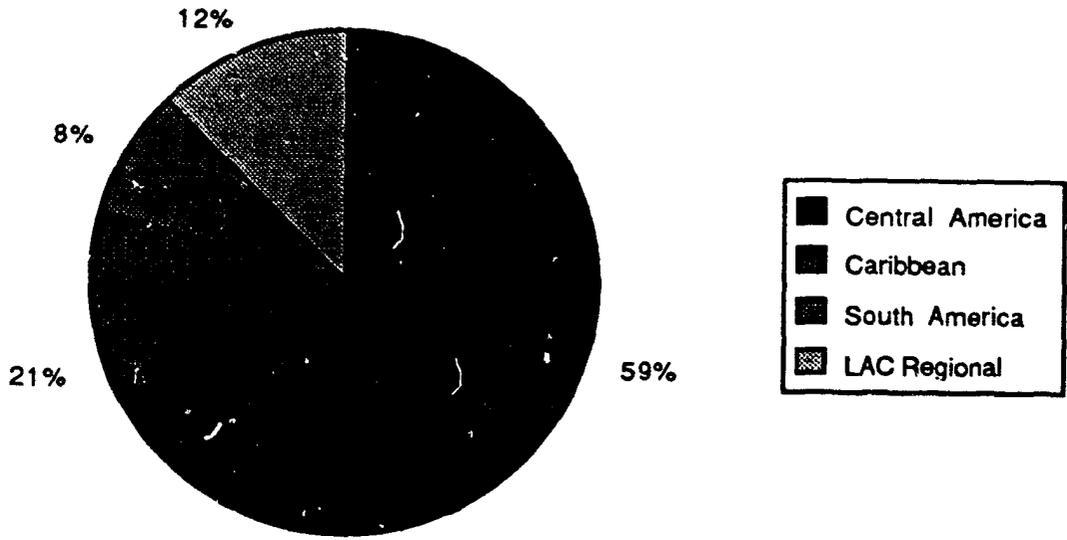
Funding Patterns

Funding for education and human resources (EHR) projects in the LAC region amounts to approximately \$120 million per year. With the beginning of the Central America Initiative in 1985, LAC Bureau funding for EHR projects more than tripled from \$35 million to its current level of \$120 million, with a major portion of the funding allocated to Central America. In terms of life-of-project funding, Central America receives 59 percent of LAC funding for EHR projects, the Caribbean 21 percent, South America 8 percent, and regional projects 12 percent. The total portfolio is valued at over \$650 million.

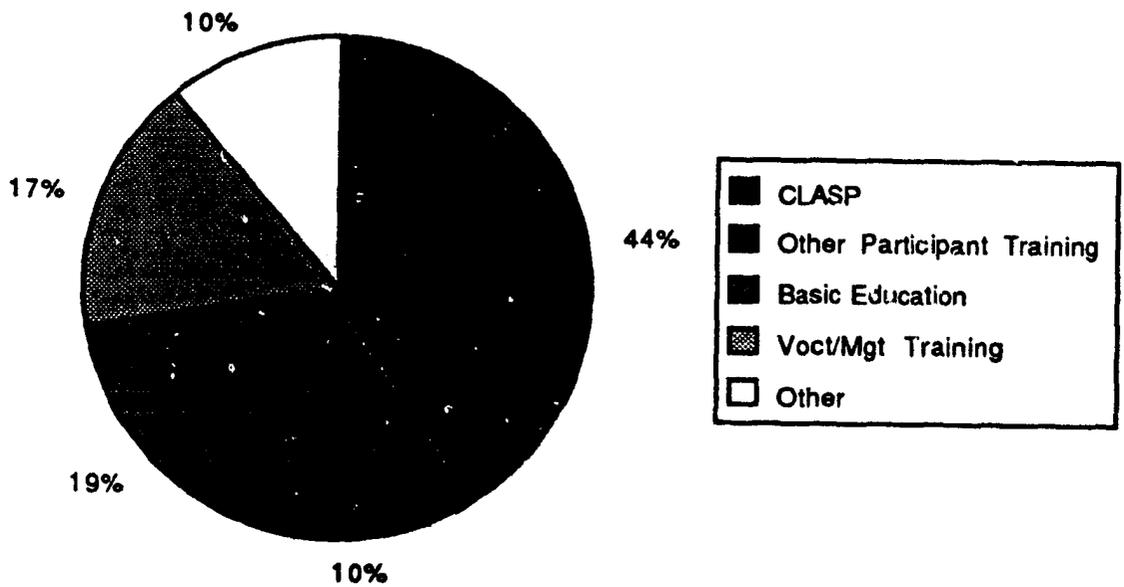
In terms of the major categories of EHR projects, over half of the funding goes to scholarship programs and participant training -- 44 percent for CLASP and 10 percent for participant training projects. Basic education receives the next largest share -- 19 percent -- while the remainder is split among vocational/management training and other smaller categories of projects. The charts on the next two pages show EHR funding trends, first by life-of-project funding and secondly over time from 1983-1987.

Bureau for Latin America & the Caribbean
 Education and Human Resources Portfolio
 Life-of-Project Funding

REGION



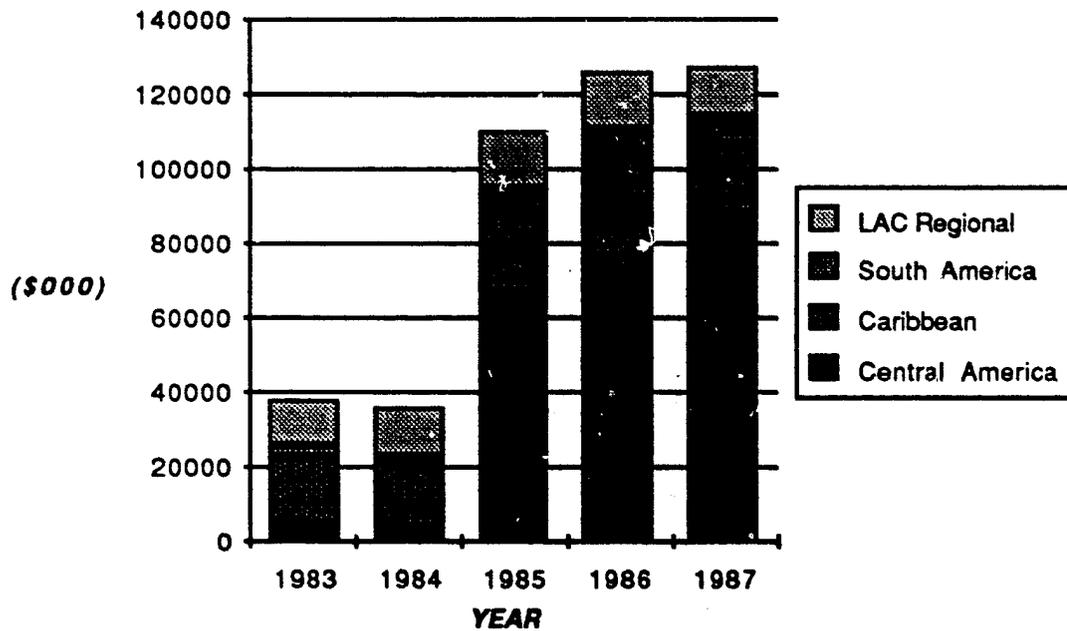
SUB-SECTOR



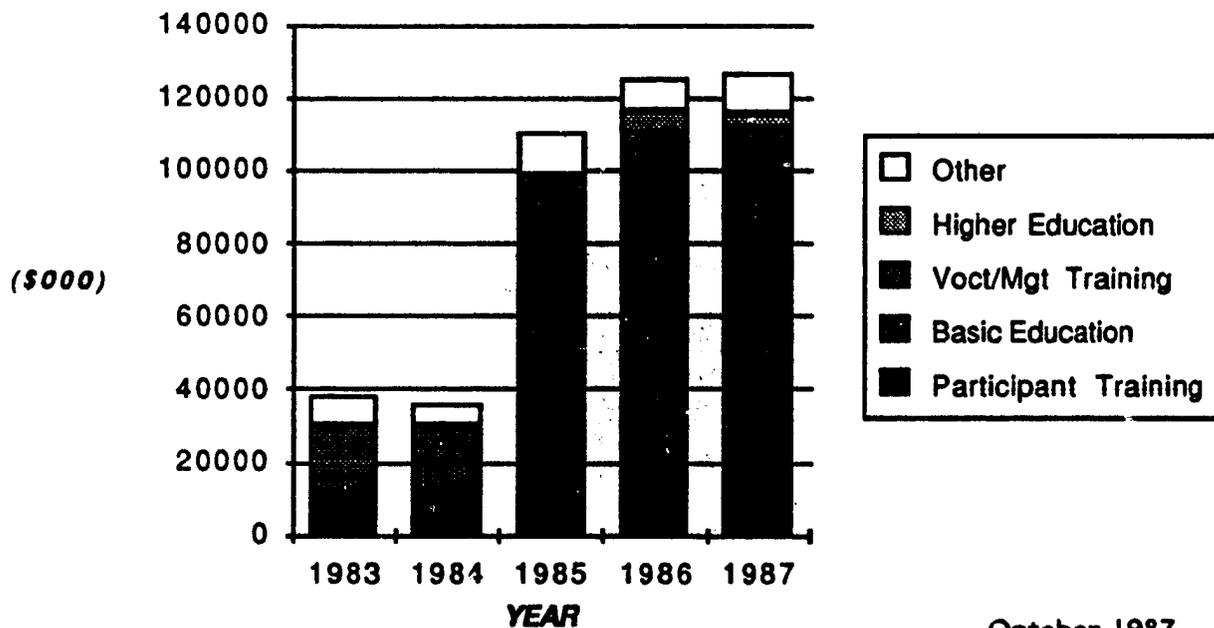
October 1987

**Bureau for Latin America & the Caribbean
Education and Human Resources Portfolio
Funding Trends: 1983 - 1987**

REGION

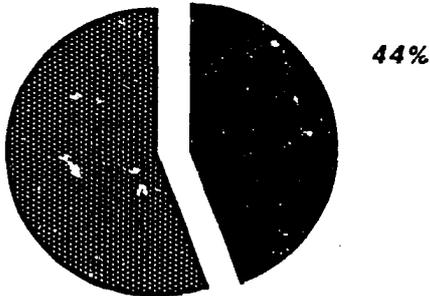


SUB-SECTOR



October 1987

SECTION II MAJOR REGIONAL PROGRAMS



The Caribbean and Latin American Scholarship Program (CLASP) and the Regional Technical Aid Center II project (RTAC II) together make up nearly half of the LAC education and human resources portfolio. Both are direct responses to NBCCA recommendations, in particular to those focused on countering substantial investments by the Soviet bloc in the Latin American region.

Responsibility for implementing these programs rests jointly in AID/Washington and in the field. In the case of CLASP, AID/W provides direct policy oversight, reviews field proposals for use of funds, and approves funding. Field missions receive specific funding allocations and design the content of the programs to reflect the particular needs and characteristics of the countries within which they are operating. Two sub-programs of CLASP -- the Presidential Training Initiative for the Island Caribbean (PTIIC) and the Andean Peace Scholarship Program (APSP) -- have specific contractors who are responsible for placing Peace Scholars and monitoring them while they are in training in the United States. RTAC II is operated as a regional project with overall guidance from AID/Washington; one central contractor is responsible for implementing it in close collaboration with field missions.

Caribbean and Latin American Scholarship Program

The Caribbean and Latin American Scholarship Program (CLASP) represents a massive scholarship effort on the part of A.I.D. Between 1985 and 1993, CLASP will provide training in the United States to over 12,500 individuals.

During the 1950s and 1960s, A.I.D. invested heavily in participant training, but during the 1970s its level of investment -- and concomitantly the number of trainees -- declined drastically. From 1972 to 1982, U.S.-sponsored training declined 52 percent, whereas Soviet-sponsored training increased 200 percent (700 percent in Central America alone between 1977 and 1982). In 1983, the initiation of two projects -- the Caribbean

Basin Scholarship Fund (500 trainees) and the LAC Regional Training Initiative I (670 trainees) -- reversed the decade-long downward trend in U.S. scholarship programs. CLASP reestablishes the importance of U.S. scholarship programs in the Latin American and Caribbean (LAC) region.

CLASP consists of four regional projects:

- **Central America Peace Scholarships (CAPS) 1985-93**
CAPS provides training for 8,500 individuals from Belize, Costa Rica, El Salvador, Guatemala, Honduras, and Panama.
- **LAC Regional Training Initiative II (LAC II) 1985-89**
The first phase of LAC II (1985-87) provided training for 770 individuals from South America and the Caribbean; during its extension, the project will provide a limited amount of training for individuals from the advanced developing countries (ADCs) of the region -- Brazil, Mexico, Paraguay, and Uruguay.
- **Presidential Training Initiative for the Island Caribbean (PTIIC) 1986-89**
PTIIC provides training for 1,750 individuals from the Dominican Republic, Haiti, Jamaica, and the nations of the Eastern Caribbean.
- **Andean Peace Scholarship Program (APSP) 1987-90**
APSP provides training for 1,740 individuals from Bolivia, Colombia, Ecuador, and Peru.

Goals of CLASP

The basic goals of CLASP are: (1) to strengthen the manpower resources of the region through training in skills essential for social, economic, and political development, and (2) to strengthen the mutual ties of friendship and understanding between the countries of the LAC region and the United States. All projects of CLASP share these dual goals, although the ADC component of LAC II has a more developmental focus. Above all, CLASP seeks to forge permanent relationships between citizens of the Latin American and Caribbean region and citizens of the United States.

Selection Criteria for Peace Scholars

Key to the success of CLASP is the trainee selection process. CLASP targets individuals and groups who have traditionally lacked access to training in the United

States. Trainees (Peace Scholars) are selected based on their economic need, leadership potential, and membership in a special-concern group. Special-concern groups, as defined by A.I.D., include women, youth, the rural poor, the minority populations of the region, and future leaders. Seventy percent of the trainees must come from disadvantaged groups, and forty percent must be women.

Peace Scholarship Programs

Fundamental to the scholarships funded by CLASP is the "Experience America" component. Not only does CLASP provide academic and technical training, it also provides trainees with the opportunity to get to know U.S. citizens and institutions both professionally and personally through internships, homestays, and contacts with civic and community groups. Students live and work with U.S. citizens, thereby forming lasting relationships and achieving an understanding of the American way of life.

Long-term training consists of training primarily at the undergraduate level; such programs last from nine months (two academic semesters) to four years. **Short-term training** consists of group programs that last from one to nine months, with preference given to programs of three months or longer. To launch the program with an appropriate number of students, a majority of candidates were selected initially for short-term training; USAID missions are now increasing the proportion of long-term trainees. Attainment of a degree is not the major objective of CLASP training; rather the objective is a program that combines academic and practical training and involves the trainee in U.S. institutions, values, and ways of working. CLASP encourages the development of innovative programs that meet the needs of special groups.

Each participating USAID mission prepares a **Country Training Plan** based on careful analysis of the target groups to be reached and the country's training needs. The Country Training Plan covers the overall goals of training, training needs, and plans for a five-year period; it specifies numbers of trainees, fields of training, and procedures for recruitment, screening, and selection, as well as monitoring, follow-up, and evaluation of the training programs. Each USAID mission has primary responsibility for selection of trainees and identification of training needs; AID/Washington is responsible for overall policy direction, program coordination, and monitoring.

CLASP provides comprehensive training services beginning with recruitment, screening, and selection through evaluation and follow-up activities after the trainees have returned to their countries. The missions select contractors who are responsible for providing orientation, remedial training, placement, guidance, and monitoring services for the trainees.

Finally, CLASP includes special **follow-up procedures** to help the trainees maintain ongoing professional and personal relationships with the United States after they return to their own countries and to help develop a group identity for CLASP trainees. In several countries, associations of returned students have been established to sponsor seminars, meetings, and social gatherings. Local USAID missions are devising methods to keep in touch with returned trainees to assess the value of the CLASP experience to them over time and assist them in locating employment that utilizes their training.

Examples of Peace Scholarship Programs

Long-term training includes academic programs in a wide variety of fields that are important for the students and for the economic, social, and cultural development of their countries. CLASP trainees are studying in such fields as health, education, agriculture, mass communications, business, industrial technology, and computer sciences. Trainees are placed in community and four-year colleges, as well as technical schools and private sector training programs.

Short-term training is designed on a group basis to address particular needs of the group; members of target groups who do not have English-language skills receive training in Spanish. Small-scale entrepreneurs from all over the region have come to the United States to learn new methods for bookkeeping, costing, and marketing. For example, a group from Honduras went to Vermont to learn simple methods of accounting; after each procedure had been presented in class, the trainees met with a Vermont businessperson to see the procedure in use.

Other kinds of groups who have come to the United States for short-term training programs include rural mayors from El Salvador, university student leaders from Costa Rica, 4-H students from Panama and Costa Rica, bilingual teachers from Guatemala, teachers and principals from Belize and Grenada, journalists and broadcasters from Jamaica, and schoolteachers from Barbados and the Eastern Caribbean islands. In each case, the program is structured around the needs of the group and gives group members the opportunity to interact closely with their counterparts in the United States.

Management of CLASP

Containing the costs of training while providing training of high quality is an important element of CLASP. Management procedures have been developed to reduce the costs of the program and improve the quality of record-keeping. Cost containment is achieved through the use of a computerized training cost analysis system and special guidelines to the missions. Reporting and record-keeping are facilitated through the use of the Participant Training and Management System (PTMS) and evaluation through a computerized information system. Comprehensive procedures are in place to generate data for formative and summative evaluations.

End-of-Project Status

By the conclusion of CLASP, over 12,500 individuals will have benefited from the Peace Scholarship program. CLASP trainees will be employed in their home countries in positions that utilize their new skills. Closer ties of friendship will exist between the United States and the countries of the LAC region. A system will be in place to provide training for members of disadvantaged groups at costs equal to or less than the current costs of A.I.D. participant training programs. Finally, public and private sector institutions in the LAC region will be providing better development services due to the training that members of their staff received in the United States through CLASP.

CLASP Country Programs

Central America (CAPS)

Belize. The Belize CAPS program is designed to meet both the central objectives of CLASP and to assist in Belize's development. The Belize CAPS program includes both long- and short-term training across a wide variety of sectors. Special attention is being given to the educational sector and to rural areas of the country which have traditionally been targets of Soviet bloc training recruitment.

The following groups are receiving training under CLASP.

- Primary school principals from rural areas and nurses receive short-term training aimed at upgrading their skill base.
- Private sector entrepreneurs receive short-, medium-, and long-term technical training in management.

Costa Rica. USAID/Costa Rica's specific objectives for CAPS include: (1) broadening democratic linkages with the United States by emphasizing the inclusion of leaders and potential leaders from a wide spectrum of Costa Rican society; (2) expanding the focus of mission training activities to include long-term academic scholarships; (3) providing for a more equitable participation of individuals who would otherwise be unable to study in the United States; (4) increasing the participation of the rural population; (5) responding to the training needs of Costa Rica's reorientation toward an export-led economy; and (6) contributing to the institutional strengthening of private sector organizations in Costa Rica.

Three types of training are currently offered through USAID/Costa Rica's CAPS program.

- Low-income youth from rural areas receive undergraduate training leading toward bachelor's degrees or select graduate training.
- Students from rural areas are participating in six-month homestays with U.S. families (arranged through the National 4-H) and attending U.S. high schools.
- Short-term training is provided for leaders and potential leaders who could influence such areas as the arts, journalism, and teaching professions; municipal, labor, and indigenous officials; small-scale farmers and entrepreneurs; and local community leaders.

El Salvador. The El Salvador CAPS program attempts to: (1) provide U.S. training opportunities to Salvadorans with leadership capabilities and those from lower-income groups, and (2) provide opportunities to Salvadorans from a broad spectrum of society to acquire an understanding of the United States and its democratic institutions.

In order to accomplish these goals the mission has targeted two groups for training.

- Economically and socially disadvantaged high school graduates are receiving associate degrees in fields of high employment demand in El Salvador: computer sciences, agricultural and electrical equipment mechanics, accounting, business administration, and construction.
- Local community leaders who are instrumental in organizing El Salvador's self-help efforts (for example, mayors, members of municipal councils, and physical education teachers) are receiving short-term training.

Guatemala. The premise underlying CAPS training in Guatemala is that the Government of Guatemala has under-invested in the rural poor and that a major effort is needed to reach this group with development services and training. The Guatemalan CAPS program

seeks to create a critical mass of individuals, primarily among the rural poor, who share a common experience of training and exposure to the United States. A major follow-on program includes an alumni association, a quarterly newsletter, and funding for small projects initiated by returning scholars.

- Long-term training is provided to disadvantaged students through remedial programs in Guatemala; successful scholars continue their undergraduate studies in the United States.
- Because of the low educational base of rural participants, short-term training is aimed at improving organizational management and leadership skills. Target groups include rural teachers, cooperative leaders, community development representatives, health and education promoters, small-scale entrepreneurs, agribusiness representatives, and Highland Indian students.

Honduras. The CAPS program in Honduras is recruiting rural youth and scholars who are from the following groups: the socially and economically disadvantaged, females, indigenous Garifunas, Mestizo Indians, and other minorities with leadership qualities who will have a multiplier effect in their communities after completing training.

- Rural youth, ages 16-20, receive training up to six months in length in the United States; following orientation and a survival English program, students attend U.S. high schools and live with U.S. families.
- Other programs offer a mix of long- and short-term training in agriculture, small and export business, health and population, housing and other infrastructure, education, and public administration.

Panama. The CAPS training program in Panama is promoting technical competence and strengthening democratic values of Panamanian citizens. Major Soviet bloc scholarship efforts combined with the significant U.S. interest in the Panama Canal add increased importance to the CAPS program in Panama.

Training is targeted toward individuals who are key to fostering democratic values throughout the country.

- Significant long-term training opportunities at the undergraduate level are provided to rural, disadvantaged students pursuing degrees in a wide range of fields.
- Other long-term training is provided to normal-school teachers, economists, social communication professors, public administrators, and technical personnel from the Panama Canal.

- Short-term training is provided to indigenous leaders, union officials, students, rural youth, English teachers, community action leaders, journalists, and others in maritime fields.

Regional Office for Central America and Panama (ROCAP). ROCAP's CAPS program has four objectives: (1) to promote scholarship diplomacy and development on a regional level; (2) to make training more relevant by utilizing Central American regional institutions in the program; (3) to strengthen agricultural education; and (4) to promote greater accountability and integrity in the region in public fiscal management.

Two groups have been specifically targeted.

- Vocational agriculture teachers are receiving both long- and short-term training in the United States; a select group of graduates from the Panamerican School of Agriculture in Honduras are spending 2-4 semesters in the United States to obtain bachelor's degrees.
- Public sector auditors receive English language training, hands-on experience with the U.S. General Accounting Office, and internships with auditors in selected U.S. cities. Training in the United States is combined with training in Costa Rica at the Central American Public Administration Institute (ICAP) and the Central American Institute for Management (INCAE).

Caribbean (LAC II/PTIIC)

Dominican Republic. In the Dominican Republic, LAC II programs funds have been used to finance U.S. training for Dominican professionals in positions which directly support export-oriented economic growth and development. Training has focused on such areas as agribusiness, economics, electrical engineering, food technologies, and export marketing.

The purposes of the PTIIC project are to respond to the Soviet and Cuban influence in the Dominican Republic and to complement ongoing mission training activities for socioeconomic groups not included in current development assistance projects. Working with a broad-based public and private sector advisory committee, PTIIC provides training to four target groups.

- Disadvantaged youth, primarily from rural areas, are receiving undergraduate-level, technical scholarships in U.S. academic institutions.
- Professors from the public university are receiving master's degree training in political science, sociology, and economics.

- Owners/managers and technical personnel of micro-enterprises and industries will benefit from observation visits and internships in U.S. businesses, industries, and technical centers.
- Officials from the Secretariats of Education, Health, Labor, and Youth and Sports will receive short-term training to improve and strengthen their financial management and administrative departments.

Haiti. LAC II programming reflects USAID/Haiti's overall priority of training the personnel necessary to staff development activities in Haiti. Long-term training (at the master's degree level) has been provided in economics, public administration, management, and agriculture. The bulk of short-term training under LAC II has been in agriculture, health, and the private sector.

The PTIIC program meets additional objectives. It focuses on reaching the economically and socially disadvantaged, increasing female and youth participation in training programs, and providing leadership training for journalists. Special emphasis is placed on providing training for individuals who reside outside of Port-au-Prince.

- Disadvantaged youth are receiving long-term training at the undergraduate level (associate or bachelor's degrees).
- A major short-term training program is offering opportunities for disadvantaged youth with proven leadership skills to participate in youth exchanges with the United States.
- Selected leaders in the public and private sectors are receiving short-term training in media/communications, principles of democracy, legislation and administration of justice, and labor management.

Jamaica. USAID/Jamaica's LAC II and PTIIC programs are closely tied to the mission's economic development strategy to expand private sector activities, especially the export-oriented sub-sector. These programs also address the need to train key persons in select public sector institutions which were, to a large extent, created to serve the private sector.

LAC II training includes opportunities for long-term training (master's and bachelor's degrees) in areas such as macro-economics, business management, urban planning, and agribusiness. Short-term training is provided in such areas as small business development, investment planning, banking, export promotion, and advanced telecommunications.

The more recent PTIIC program addresses three key target groups.

- Teachers at the primary, secondary, and post-secondary level receive long-term training in U.S. institutions.
- Community and youth leaders are exposed through short-term training in the United States to activities in their areas of interest.
- Labor leaders and journalists are offered relevant short-term training in the United States in their areas of expertise.

Regional Development Office for the Caribbean (RDO/C). The RDO/C training programs contribute to the formation of the leadership and technical skills needed for the progressive, balanced, and pluralistic development of the Eastern Caribbean countries. The LAC II program focuses primarily on short-term private sector training in the United States.

The PTIIC program has a broader focus. It provides undergraduate training in a number of technical areas, teacher training, training for youth in leadership skills, and training for journalists.

- Youth from the Eastern Caribbean are pursuing studies leading toward undergraduate degrees in economics, business, natural and agricultural sciences, hotel management, mathematics, statistics, and engineering.
- Primary and secondary teachers from the Eastern Caribbean are participating in short-term training programs focused on improving teacher effectiveness; these programs are complemented by observation tours of U.S. schools.
- Journalists have participated in workshops conducted by the Voice of America in radio skills promotion and the role of government-owned media in developing societies.
- Plans are under way to provide long-term training for labor leaders. Short-term entrepreneurial training in the United States for private sector entrepreneurs is also planned.

South America (LAC II, APSP)

Bolivia. The fundamental goals of USAID/Bolivia's development strategy in recent years have been to: (1) support democratic and constitutional government; (2) help Bolivia resolve its economic crisis and expand the role of the private sector in its economy; and (3) reduce the flow of cocaine into the United States. Most training resources (project training, development training, and LAC II training) have been utilized to improve the

government's economic planning and implementation capabilities, institutionalize democratic processes, and assist in the development of an internationally competitive private sector through managerial and technical training.

The basic objectives of the Andean Peace Scholarship Project are similar to the objectives of past USAID training efforts. The focus of the APSP will be on rural trainees selected for short-term training in agriculture, cooperatives, neighborhood development, local government, and school administration. Longer academic programs will be provided for educators.

Colombia. USAID goals in Colombia are to strengthen public and private sector institutions to enable them to advance the country's development and to provide training for key leaders. USAID activities contribute to the Government of Colombia's initiatives for the advancement of democratic institutions and the increased role of the private sector in economic growth.

Groups specifically targeted by the mission as Andean Peace Scholars are rural and urban youth leaders, health promoters, small business entrepreneurs, rural educational media personnel, trade union leaders, trainers, public administrators, administrators of justice, and drug abuse educators.

Ecuador. USAID/Ecuador has historically supported a large development-oriented participant training program. LAC II was used to train both public and private sector individuals who were in positions to influence policies, investment patterns, and decisions on technology and manpower training. Emphasis was placed on agriculture and revenue-generating studies.

The Andean Peace Scholarship Program will permit expanded opportunities for a varied and different constituency: undergraduate students, student and union leaders, potential public policy makers and administrators, faculty from public universities and normal schools, journalists, legislators, English teachers, community organization and cooperative leaders, and small-scale entrepreneurs.

Peru. For the 1980s, USAID/Peru has identified the following areas of urgently needed training: macro-economic policy; agriculture, including management, production, research, and extension; health, population, and nutrition; and private sector development. Both project-related and LAC II training focused on these development fields.

With the beginning of the new Andean Peace Scholarship Program in 1987, the mission is also training the following special-concern groups: high school and university students and teachers, farmers, journalists, public sector planners and development specialists, industrial and commercial workers, managers of small- and medium-sized enterprises, labor union leaders, social workers and community leaders, and mayors and other elected officials from rural or marginal urban areas. Special efforts are being made to provide training to women. Training will be both short- and long-term, with most long-term training leading toward bachelor's or associate degrees.

Advanced Developing Countries (LAC II)

Brazil. The overall purpose of USAID's training program in Brazil is to increase the institutional access of Brazilian agencies to U.S. scientific experience and technology and to promote grass roots democratization through local-level participation. LAC II has provided post-doctoral research and study; short-term training for professionals, researchers, and educators; and advanced technical training for private and public sector technicians.

In 1988, training will be focused on those priorities of the National Council for Scientific and Technological Development which relate to child survival and maternal health, agro-forestry, the urban environment, and Acquired Immune Deficiency Syndrome (AIDS).

Mexico. The goal of the LAC II program in Mexico is to familiarize current and future Mexican leaders with U.S. institutions, technologies, and products. Through LAC II, A.I.D. is promoting scientific, technological, and management training in support of Mexico's developmental objectives. Training opportunities are open to the private sector and university and technical school faculty and researchers. A group of Mexicans also have gone to Israel for technical training under the LAC II program.

Paraguay. The goal of the LAC II program in Paraguay is human resource development and technology transfer. USAID/Paraguay's LAC II training program supports short-term training in the United States for the following targeted groups: math and basic science teachers, English teachers, and rural nurses. Training is also provided for the private sector to assist in filling technology needs and promoting exports. Training opportunities are also available in the areas of rural development, natural resources, and the environment.

Uruguay. The Uruguay LAC II program has a dual objective: to expose Uruguayan leaders to U.S. experiences and centers of expertise, and to foster linkages with the United States. Training activities are oriented toward the following areas: agriculture, with emphasis on non-traditional crops and agribusiness; activities related to the development of regional service industries; high technology; and management and labor development. Training is primarily short-term; some post-graduate training is provided.

Regional Technical Aid Center II

RTAC II is a project designed to provide up-to-date U.S. technical materials and textbooks in Spanish to university students in Central America. It is an outgrowth of A.I.D.'s successful information dissemination program of previous decades (RTAC I) and a direct response to the recommendations of the Kissinger Commission.

The life of the project is five years (1986-91). It is coordinated by a staff of eight in Mexico City, including three U.S. professionals. Each USAID mission in Central America has a local project manager who is responsible for coordinating and monitoring all project activities in-country.

Project Background and Purpose

Since 1977, changes have occurred that have made the start-up of such a program a priority for Central America. High inflation, constant escalation in exchange rates, and economic recession in the region have caused a decrease in the disposable income of potential purchasers of university textbooks. Combined with the increasing reluctance of Mexican publishers to invest in the region due to political and economic instability, the market for textbooks has shrunk considerably. The few books that are available in the local bookstores are too expensive for most students. The primary objective of RTAC II is to increase the use of university textbooks by reducing their price to an affordable level for the majority of university students.

Project Structure

Whereas RTAC I was supply-driven and published textbooks in order to make them available in Spanish, RTAC II is demand-driven, stimulating publishers to market effectively in Central America and ensuring that the books respond to the needs of professors. Under RTAC II, university textbook orders are received directly from university professors by the distribution center in each country. All of the orders from the region are sent to the project office in Mexico. The project purchases the books in Mexico and exports them to each country. The national distribution centers receive the books as donations and sell them to private and university bookstores which are participating in the program. The distribution centers are also permitted to sell the books directly to students. The project will reduce the cost of textbooks by at least 50 percent and, in many cases, by as much as 75 percent. All of the proceeds from the sale of RTAC II books remain in a special account which is used to purchase additional

textbooks each year from Mexico. At the end of the project, all of the funds will remain with the distribution centers.

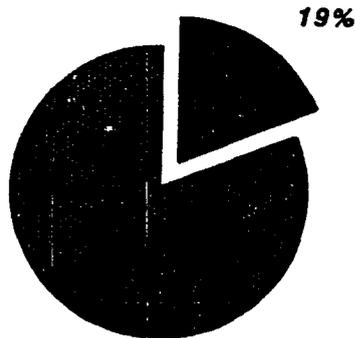
RTAC II has also been designed to meet the critical need for technical information in Spanish; it will provide for the translation and dissemination of up-to-date "how-to" pamphlets and the distribution of this material to host-country institutions and individuals. In addition, the project allows and encourages USAID missions to use the buy-in mechanism to provide technical books and other materials to the host-country as the specific needs of each country demand.

End-of-Project Status

By the end of the project, RTAC II will have purchased and distributed over one million textbooks and a similar number of non-commercial technical pamphlets and "how-to" booklets on technical subjects. Each mission will have utilized the project information and book procurement services.

As a result of the project, publishers of Spanish-language textbooks will recognize Central America as an important market. University professors will have incorporated the use of textbooks into their courses and will keep up-to-date with the publication of textbooks in their fields. Students will be able to afford to purchase textbooks because of the substantial reduction in the price of books made possible by the project. Finally, the bookstores themselves will be functioning as efficient businesses with sizeable working capital for the ongoing purchase of books.

SECTION III
BILATERAL EDUCATION AND HUMAN RESOURCES PROGRAM



Funding for basic education as portion of total LAC EHR funding.



Funding for vocational/management training as portion of total LAC EHR funding.

The remaining half of the LAC Education and Human Resources (EHR) portfolio is devoted to activities in basic education, vocational/technical training, management training, and other smaller areas of activity. Over the years, A.I.D. has developed significant expertise in these areas in its role as an agency dedicated to fostering development. Activities in primary education take up approximately 19 percent of the EHR portfolio; 17 percent of the portfolio is devoted to activities in the area of vocational skills and management training; the remaining 20 percent encompasses a wide variety of activities including participant training, higher education, free labor development, adult education, public administration, drug education and awareness, and private voluntary organizations.

Activities in primary education and vocational skills and management training are preeminent in Central America, in direct response to the recommendations in Chapter 5 of the NBCCA report which focus on human resource development. Since the NBCCA report was issued, activities in these areas in Central America have increased dramatically, expanding more than ten-fold in basic education and tripling in vocational skills and management training.

Unlike CLASP and RTAC II, the majority of the projects described in this section are carried out in the field. Missions propose projects that are responsive to country-specific needs, design the projects, and implement them; AID/Washington provides policy oversight and backstop support.

Primary Education

Goals and Strategy

A.I.D. programs in primary education have three fundamental goals: to improve the efficiency, quality, and relevance of the primary education systems in countries where significant numbers of children do not complete the first four years of schooling. The following guidelines have been established for primary education projects.

- A.I.D. will concentrate educational assistance in countries which encourage private as well as public schools.
- A.I.D. will encourage decentralized management, local participation, and diversified sponsorship of schools wherever possible.
- A.I.D. will give priority to improvements in the retention, promotion, and efficiency measures at each stage of schooling, rather than to increasing enrollment figures.
- A.I.D. will not support programs which promise only marginal improvements or which contribute mainly to the maintenance of a qualitatively inadequate, inefficient, or ineffective education system. A.I.D. will not support programs which do not increase opportunities for girls, poor and rural children. (A.I.D. Policy Paper: Basic Education and Technical Training, pp. 7-8, 1983)

In the Latin American and Caribbean region, primary education projects are currently under way in Bolivia, Costa Rica, El Salvador, Guatemala, Honduras, Haiti, and Jamaica -- all countries that are struggling with rapidly growing populations that want basic education for their children. Gains in enrollment have been substantial throughout the region, but a number of critical problems remain in the education sector. The quality and efficiency of education and its relevance to people's lives must be improved. Teachers need more and better training. Greater supplies of student textbooks, teachers' guides, and educational materials are required, and classrooms often need repair.

With the economic recession of recent years, Ministries of Education have been forced to cut their operating budgets. This has meant that many expenditures have been trimmed to avoid reducing teachers' salaries. While some Ministries of Education have adequate planning and management structures, others need to upgrade their information bases and analytic capabilities. Ministries are trying to meet the increased demands for education, but, in systems where resources are stretched thin, the quality of education may be affected. This has resulted, in many cases, in increased numbers of dropouts and repeaters.

A.I.D. is assisting the countries in the LAC region to improve the quality and relevance of their programs, increase access where appropriate, and use their limited resources more efficiently. Primary education projects include components in the following areas:

- textbook development, reproduction, and distribution
- in-service teacher training
- establishment of computer-based management information systems
- community participation in local schools
- classroom renovation/construction and maintenance.

Innovative activities include the development and use of achievement testing; the increased participation of the private sector in education through textbook publication and school construction services; the establishment of educational research, testing, and evaluation units with a policy focus; and the use of radio learning activities to supplement regular classroom instruction.

BASIC EDUCATION PROJECTS

PROJECT COMPONENTS

	CA										CARIBBEAN				SA	LAC	
	Costa Rica 515-0192 Primary School Textbooks	Costa Rica 515-0227 Escuela para Todos	Costa Rica Multigrade School Improvement	El Salvador 519-0295 Education System Revitalization	Guatemala 520-0281 Integrated Non-formal Education	Guatemala 520-0282 Rural Primary Education Improvement	Guatemala 520-0320 Primary Education Management	Honduras 522-0167 Rural Primary Education	Honduras 522-0273 Primary Education Efficiency	Honduras 522-0278 Mosquitia Relief and Development	Dominican Republic 517-0163 Radio Santa Maria	Haiti 521-0190 Incentives to Improve Basic Education	Jamaica 532-0126 Primary Education Assistance	RDO/C 538-0029 Caribbean Education Development	Bolivia 511-0482 Rural Education II	LAC Regional 598-0627 Print Media for Farm Families	LAC Regional 598-0635 LAC Education Information Network
Primary Education	●		●	●		●	●	●	●	●	●	●	●	●		●	●
Adult Education		●			●						●						
Level of Funding:																	
Less than \$5 million	●	●	●		●		●				●					●	●
Between \$10 and \$20 million						●		●				●		●			
More than \$20 million				●					●								
Achievement testing								●				●					
Community participation			○	○	○	○	○	○	○	○	○	○	○	○			
Curriculum development						●							●				
Decentralization				○			●					○					
Furniture, equipment, supplies (classroom)				●		○		●	○	●	●	●	●	○			
Management information systems				●				●	●	●	○						
Mass media/educational radio		●			●			●	●	●	○					●	
Materials (textbook) production & distribution	●	●	●		●	●		○	●	●	○	●	●	○		●	
Research and planning					●	●	○		●		●						●
School construction/renovation			●	●					●	○	○	●		○			
School maintenance				●				●	○			●					
Teacher/supervisor training			●	●	●	●	●	●	●	●	●	○	●	●			
U.S./third country participant training				○		○		●			○						

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● MAJOR COMPONENT ○ MINOR COMPONENT

Project Examples

Summaries of A.I.D.'s projects in primary education in the LAC region are presented below, arranged in order of sub-region -- Central America, Caribbean, South America, and regional. With the exception of activities in Costa Rica, these are complex projects which have several large components.

Central America

Costa Rica

1984 - 1986

Primary School Textbooks

Costa Rican Chamber of Books

Purpose: To provide primary school children with appropriate textbooks.

Summary: This project provided funding for the reproduction of 1.8 million textbooks for mathematics, science, social studies, and Spanish, as well as 120,000 teachers' guides. Textbooks and teachers' guides were prepared by special staff of the Ministry of Education. The Costa Rican Chamber of Books, a private sector organization, handled all aspects of textbook reproduction, demonstrating local capacity to compete with foreign publishers. All primary schools, public and private, received complete sets of new textbooks and teachers' guides.

El Salvador

1985 - 1989

Education System Revitalization

Ministry of Education

Purpose: To assist the Government of El Salvador to restore the effectiveness and accessibility of primary education services to the pre-conflict levels of 1978.

Summary: The project provides funding for activities in four areas: classroom construction/renovation, classroom furniture and supplies, school maintenance system, and teacher training. The project is renovating 2,400 classrooms and constructing 400 new classrooms; these classrooms and 1,000 additional ones will be supplied with basic furniture and equipment. A school maintenance system has been developed at the Ministry and is being implemented at the local level with community participation. Ten thousand teachers are receiving training in the use of new textbooks and teachers' guides developed with funding from the World Bank. Finally, a special unit has been created within the Ministry to carry out project management.

Guatemala

1984 - 1990

Rural Primary Education Improvement

Ministry of Education

Purpose: To improve the efficiency and relevance of the rural education system for Indian children in the Highlands of Guatemala.

Summary: Since the late 1970s, USAID/Guatemala has concentrated its efforts on the educational needs of the indigenous populations of the Highlands. The Bilingual Education Project (1979-85) developed pilot activities in 40 schools in bilingual education for four of the Mayan languages. Based on the success of that project, this project is assisting the Ministry of Education to establish a national bilingual education program and expand the program to 400 schools; textbooks and teachers' guides are being developed for all standard subject areas for grades pre-primary through fourth. In addition to the development, production, and distribution of textbooks and teachers' guides, the project provides training for some 3,000 bilingual promoters, teachers, and supervisors. Research and evaluation activities will continue for the testing of materials and the tracking of children in bilingual and Spanish-language programs.

Honduras

1980 - 1986

Rural Primary Education

Ministry of Education

Purpose: To expand and improve the physical infrastructure of the primary education system in the rural areas and to improve the quality of primary education in rural schools.

Summary: Through the project, 2,100 new classrooms were constructed and an additional 1,000 existing classrooms renovated; these classrooms were provided with basic furniture and equipment. The project also assisted the Ministry of Education to establish a school maintenance system with overall Ministry supervision and strong participation by the local communities. The project supplied extensive in-service training to school supervisors and teachers; altogether some 6,000 teachers received improved training and supervision over the course of the project. Through A.I.D. loan funding, a new National In-Service Teacher Training Center was built in La Paz. In 1983, a final component was added to the project: support for developing a computer-based management information system which handles educational statistics and administrative report functions.

Honduras

1986 - 1994

Primary Education Efficiency

Ministry of Education

AVANCE

Purpose: To improve the efficiency, cost-effectiveness, and quality of primary education.

Summary: This project builds on and extends the accomplishments of the Rural Primary Education project. It focuses on improving the efficiency, cost-effectiveness, and quality of education by implementing activities in textbook production and distribution, in-service teacher training, educational research and policy studies, testing and evaluation, and information management. Altogether some four million textbooks will be produced and distributed to one million students throughout Honduras. All 40,000 teachers will receive in-service training in the use of the new texts, as well as the learning objectives and standardized tests which will accompany the texts for all subjects in grades one through six. The project also supplies limited support for school renovation and construction activities in communities with strong self-help programs. A final component in educational media will support an innovative program which assists a private voluntary organization, AVANCE, in developing interactive radio and graphic learning materials for use by primary schoolteachers; AVANCE will coordinate these activities closely with the Ministry of Education.

Caribbean

Haiti

1986 - 1992

Incentives to Improve Basic Education

Ministry of Education

Catholic and Protestant Private Education Associations

Purpose: To improve the quality and efficiency of private primary schools in rural and depressed urban areas and to help the private educational sector organize itself on a coherent basis.

Summary: The project addresses the needs of private primary schools in Haiti. It will provide support to 300 private schools which enroll some 60,000 pupils. Each school will participate in the project through a performance contract to receive training and materials. The project will also support research and development of low-cost, innovative educational technologies and funding alternatives to determine which are appropriate in the Haitian context. The project will oversee the formation of Catholic and Protestant Private Education Associations, responsible for administering services to the schools participating in the project. Finally, the Ministry of Education will develop

procedures to use in the private sector for school inspection and accreditation, student examination, and teacher certification to ensure uniform standards of quality.

Jamaica

1985 - 1988

Primary Education Assistance

Ministry of Education

Purpose: To improve the quality and efficiency of Jamaica's primary education system.

Summary: The project is undertaking activities in three components. First, the project is renovating 150 primary schools which enroll some 67,000 pupils; furniture and equipment are being provided as needed. Secondly, the project provides support for the continuation of an innovative, low-cost textbook production program carried out through the private sector. By the end of the project, all 350,000 primary school pupils will receive complete sets of primary school texts for free; all 8,000 teachers will receive complete sets of the accompanying teachers' guides, as well as kits with basic teaching supplies. Finally, the project encourages community participation in local schools; to foster strong community-school relations, the project is holding regional workshops in Jamaica and training and observation tours in the United States for school and community leaders.

Regional Development Office/Caribbean

1979 - 1987

Caribbean Education Development

University of the West Indies

Purpose: Primary Education Sub-Project: To improve the learning environment for the primary-school age group (ages 7-11).

Summary: The project supported the University of the West Indies in its outreach mission to improve the primary school systems in ten Eastern Caribbean countries. Project activities focused on curriculum development and teacher training. In each country, new curricula and teaching materials were developed for language arts, mathematics, social studies, and science. Textbooks and teachers' guides were produced and distributed at low cost to schools in each country, and teachers and administrators were trained in their use. Altogether 2,960 teachers and 1,535 principals received training in using the new processes for curriculum and instructional materials development.

South America

Bolivia

1977 - 1987

Rural Education II

Ministry of Education

Purpose: To improve the professional capability of rural schoolteachers to meet the educational needs of their students.

Summary: The project focused on improving the training system for primary schoolteachers in rural areas. The project worked directly with the Rural Institute for Higher Education, which trains normal-school faculty and administrators, and with the normal schools that train primary schoolteachers. Over the course of the project, all faculty members of the Institute and the normal schools received training, and a system for in-service teacher training was instituted which provided training to some 8,700 primary schoolteachers. Systems for curriculum and instructional materials development were also put in place. Ten existing normal schools were consolidated into six units with expanded and updated facilities. In its final year, the project established an educational printing press to facilitate the production of instructional materials.

Regional

LAC Regional

1985 - 1988

LAC Education Information System Network

Education Research Centers

Purpose: To build a network of education research and documentation centers capable of contributing to the solution of educational problems in the LAC region.

Summary: The project helps support a network of education research and documentation centers in fourteen countries of Latin America and the Caribbean region. The centers document research relevant to critical educational problems in the region and publicize the research through the production of abstracts, bibliographies, and studies. The centers make research findings available to policymakers and stimulate dialogue among researchers and planners. The centers address issues of major concern to basic education, including illiteracy, bilingual education, educational efficiency, and rural education. Analytical documents summarizing research findings related to these and other topics are published periodically. Over the course of the project, each center will computerize its abstracts and bibliographies.

Vocational/Technical Training

Goals and Strategy

A.I.D. supports vocational/technical skills training programs under a variety of circumstances. Where a significant shortage of skilled workers impedes private sector development, A.I.D. will initiate appropriate training activities. Where a significant proportion of children complete primary school and the country can support the relatively high recurrent costs of vocational/technical training, A.I.D. will also undertake such programs. Other factors, too, such as national economic development strategies and U.S. foreign policy initiatives, influence A.I.D.'s support for vocational/technical training programs.

Matching the training of workers to the needs of the private sector with its rapidly changing human resource needs is a major challenge. Skills training programs must address the needs of three groups of workers: the self-employed who are unskilled or semi-skilled workers engaged in farm or household production; adolescents who wish to enter the job market; and adult wage-employed workers in modern enterprises who require upgrading of skills or retraining.

The goals of A.I.D. programs in vocational/technical training are:

- to increase the productivity of the individual, leading to increased income;
- to increase the productivity of public and private enterprises;
- to increase employment opportunities;
- to strengthen technical and administrative capacities of local development organizations through training of local staff and extension workers. (A.I.D. Policy Paper: Basic Education and Technical Training, pp. 8-9, 1983)

A.I.D. stresses the need for strong employer and community involvement in the design and implementation of training programs, so that the programs truly respond to the needs of the private sector. Programs take place at three levels. For large-scale modern enterprises, A.I.D. supports in-plant training needs analyses and, where appropriate, on-the-job training programs designed to meet enterprise-specific needs. For small- and medium-scale enterprises, A.I.D. supports skills upgrading for current workers and pre-service training for new workers or workers who are changing jobs. In both these areas, A.I.D. projects have developed a wide variety of mechanisms to

encourage private sector involvement in and commitment to worker training. Finally, for the informal sector, A.I.D. supports private voluntary organizations in developing programs which provide the self-employed with training in basic literacy, numeracy, and productive skills.

U.S. foreign policy initiatives -- especially the Caribbean Basin Initiative (CBI) -- have proven a major impetus for A.I.D. programs in vocational/technical training in the LAC region. Many of the nations of the region have adopted new economic development strategies based on private sector growth. They have required new training programs for their work forces in order to develop new exports and take advantage of the trade benefits offered by the CBI.

LAC vocational/technical training programs focus on promoting greater coordination between the skills training institutions of the region and local employers. The goal is to increase the involvement of the private sector in all levels of vocational and technical training. In each country, A.I.D. works with selected training institutions, many of them in the private sector, to upgrade their capabilities in skills training and to adapt successful training materials from other countries for use in local situations. Important components of LAC vocational/technical training projects include:

- formation of trade advisory committees
- development of skills certification standards and examinations
- development of competency-based instructional materials
- formation of private sector organizations to serve as brokers between private sector employers and vocational training programs
- strengthening of vocational/technical training institutes and, in selected cases, secondary school programs
- scholarship assistance for workers to attend vocational/technical training programs.

VOCATIONAL/TECHNICAL TRAINING PROJECTS

PROJECT COMPONENTS

	CENTRAL AMERICA								
	Belize 505-0010 Junior School of Agriculture	Belize 505-0020 Training for Employment and Productivity	Belize 505-0026 Guidance, Counseling & Placement Service	El Salvador 519-0315 Training for Private Sector Productivity	Honduras 522-0257 CADERH Association Strengthening	Honduras 522-0287 Technical Institute for Accountants	Panama 525-0258 Private Sector Scholarship Foundation	Panama 525-0281 Panajuru Local Scholarships	Panama 525-0285 Zamorano Scholarships
Secondary Educational Programs	●	●		○	●			●	
Post-Secondary Educational Programs				○		●	●		●
Skills Training/Upgrading Courses		●		●	●	●			
Level of Funding:									
Less than \$1 million	●		●			●		●	
Between \$1 and \$5 million		●					●		●
More than \$5 million				●	●				
Competency-based instruction				●	●	●			
Educational credit for in-country training				●			●		
Equipment selection and specification		●		●	○				
Facilities planning and construction	●	●		○	○				
Formation of trade advisory committees		●		●	●	●			
Instructional materials development	●	●		●	●	●			
Instructor training	●	●		●	●	○			
Job placement			●	○	●				○
Manpower planning/training needs analysis		●		●	●				
On-the-job/in-plant training		●		●	●				
Private sector linkages		●	●	●	●	●	●		
Skills certification/performance testing		●		○	●	●			
U.S./third country participant training		●		●			●		●

CARIBBEAN							
	Dominican Republic 517-0127 Human Resources Development	Dominican Republic 517-0171 Voc./Tech. Institute Development	Dominican Republic 517-0171 In-country Scholarships	Haiti 521-0182, no. 7 Factory Worker's Center	Jamaica 532-0083 Basic Skills Training	RDO/C 538-0073 Regional Nonformal Skills Training	
Secondary Educational Programs	●	●			●		
Post-Secondary Educational Programs	●	●	●		●		
Skills Training/Upgrading Courses				●	●	●	
Level of Funding:							
Less than \$1 million		●	●	●			
Between \$1 and \$5 million						●	
More than \$5 million	●						
Competency-based instruction	●				●	●	
Educational credit for in-country training	●	●	●				
Equipment selection and specification	●	●			●		
Facilities planning and construction		●			○		
Formation of trade advisory committees					●	●	
Instructional materials development		●			●	●	
Instructor training	●	●			●	●	
Job placement	●				○	●	
Manpower planning/training needs analysis	●				●	●	
On-the-job/in-plant training				●	○	●	
Private sector linkages	○				●	●	
Skills certification/performance testing					●		
U.S./third country participant training	●						

SOUTH AMERICA				
	Ecuador 518-0055 Technical Skills Training Development	Peru 527-0266 Vocational Education in Pueblos Jovenes	Peru 527-0304 Fe y Alegria Vocational Training	Peru 940-0002 Vocational Training Institute
Secondary Educational Programs			●	
Post-Secondary Educational Programs				●
Skills Training/Upgrading Courses	●	●	●	●
Level of Funding:				
Less than \$1 million	●	●	●	
Between \$1 and \$5 million				●
More than \$5 million				
Competency-based instruction	●			
Educational credit for in-country training				
Equipment selection and specification			●	●
Facilities planning and construction			●	●
Formation of trade advisory committees				
Instructional materials development	●	●	●	●
Instructor training	●	●	●	●
Job placement				
Manpower planning/training needs analysis	●			
On-the-job/in-plant training	●			
Private sector linkages	●	○		●
Skills certification/performance testing				
U.S./third country participant training	●			●

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● MAJOR COMPONENT ○ MINOR COMPONENT

Project Examples

Summaries of representative A.I.D. projects in vocational and technical training are presented below, arranged in order of sub-region -- Central America, Caribbean, and South America. While these efforts first began in the Caribbean countries, projects are now under way throughout the region.

Central America

Belize

1985 - 1990

Training for Employment and Productivity

Ministry of Education

Purpose: To provide the management, public administration, and skills training necessary to promote private enterprise development and the growth of export and tourism-related enterprises in Belize.

Summary: The project undertakes a broad range of training activities for private sector development; one component focuses on vocational training and education. The Ministry of Education has primary responsibility for implementation of project activities in vocational education. A new Vocational Education Division will develop a national vocational training plan, upgrade training facilities, develop occupational standards and training specifications for ten basic trades, and initiate three new secondary-level programs. In addition to the Ministry's activities, the Belize Institute of Management -- a private sector institution -- will carry out non-formal skills training in coordination with the Belize Technical College and the Belize Vocational Training Center for craftsmen, technicians, and service workers.

El Salvador

1987 - 1992

Training for Productivity and Competitiveness

FEPADE

Purpose: To develop and upgrade the human resources needed by the Salvadorean private sector for increased production, productivity, and competitiveness.

Summary: The project will upgrade the human resource base of El Salvador for private sector development by establishing special training programs and creating linkages between private business and training institutions. FEPADE (the Foundation of Entrepreneurs for Educational Development), an organization recently founded by prominent local businessmen, will operate the project. Project activities include (1) identifying the training needs of the private sector and coordinating training programs, (2) establishing the use of competency-based instructional methodologies, (3) offering short-term management programs, (4) financing scholarships and loans for vocational

trainers, and (5) supporting industrial development training for new export-oriented businesses. By 1992, the project will have provided training to 2,800 individuals in vocational/technical skills, 2,300 employees on-the-job, 2,000 managers, and 100 vocational instructors.

Honduras

1984 - 1990

CADERH Association Strengthening

CADERH

Purpose: To improve the quality and relevance of vocational and managerial training in Honduras and to make this training more responsive to private sector needs through the active participation of the private sector.

Summary: CADERH, the Advisory Committee for Human Resource Development, was established in 1983 to serve as a broker between the users of training services and the organizations that provide skills training. CADERH is led by a tripartite board made up of distinguished representatives from the private sector, labor, and the government. With project assistance, CADERH has carried out a series of interrelated activities designed to improve vocational/technical training and to enhance the value of training as perceived by Honduran employers. In the first phase of the project, private sector trade advisory committees were formed for three trade areas, and occupational standards, skill requirements, certification examinations, and competency-based instructional materials were developed for those trades. The materials are now in use at training institutions, and the process is being extended to seven more trade areas. CADERH is also supplying assistance to 15 vocational education institutions in the non-formal sector to improve the quality and cost-effectiveness of their programs. Finally, CADERH is establishing a clearinghouse and resource bank for competency-based instructional materials and, in close coordination with the USAID mission, is designing enterprise-specific training for firms interested in entering the export business.

Panama

1984 - 1988

Private Sector Scholarship Training

COSPAE

Purpose: To establish a self-sufficient organization with broad private sector participation to identify training needs, select trainees, arrange training programs in the United States, and integrate returning trainees back into the local economy.

Summary: COSPAE, the Council of the Private Sector for Educational Assistance, was established in 1984 to assess the training needs of private sector industries and arrange training programs to meet those needs. The project focuses on the technical and supervisory training needs of selected industries and provides training programs in the

United States. The training includes 130 short-term and 100 long-term programs at the undergraduate level in such fields as industrial production, quality control, electronics technology, and industrial maintenance. In addition to managing the training programs, COSPAE is carrying out a fund-raising program to meet the matching-grant requirements of the project.

Caribbean

Dominican Republic

1981 - 1988

Human Resources Development

Foundation for Educational Credit

Purpose: To expand training opportunities for Dominicans interested in studying in priority vocational/technical areas.

Summary: The project provides funding for the Foundation for Educational Credit to administer financial credit to students to attend vocational/technical education programs at either the secondary or post-secondary level. By the end of the project, over 4,500 students will have received such loans. In addition, the Foundation also administers a sub-loan program to strengthen 13 local vocational/technical educational institutions through the provision of equipment, library materials, and short-term faculty training. These institutions prepared institutional development plans and formed advisory committees in order to qualify for assistance. The Foundation has set up an Employment Center to assist students in finding appropriate jobs and to carry out labor-demand studies and track graduates of the program.

Jamaica

1983 - 1989

Basic Skills Training

HEART Trust

Ministry of Youth and Community Development

Ministry of Education

Purpose: To help establish a skills training system responsive to the Government of Jamaica's economic policies and the needs of the private sector labor market.

Summary: In 1982, the Government of Jamaica created the Human Employment and Resources Training (HEART) Trust to oversee policy formation for human resource development and all related skills training activities. The project provides technical assistance to the HEART Trust to strengthen its institutional capabilities for managing training systems. In addition, the project works with two ministries to improve their vocational/technical training activities. The Ministry of Education manages formal skills

training activities; the project is assisting it to renovate eleven technical high schools, introduce innovative technologies and teaching materials, and train teachers. The Ministry of Youth and Community Development coordinates non-formal skills training, and the project is assisting it to upgrade the facilities, faculty, and programs at four of its vocational training academies. The project is also establishing a Curriculum Development and Training Materials Resource Center to develop 20 new courses and standards and proficiency examinations for 20 trade areas. Each vocational high school and training academy is setting up a private sector advisory committee. By 1989, an estimated 2,500 new workers, 9,000 skilled and 21,000 semi-skilled workers will have received training through institutions involved with the project.

Regional Development Office/Caribbean

1982 - 1989

Regional Non-formal Skills Training

Organization of the American States

Purpose: To provide non-formal skills training and support services to young people to improve their income and employment conditions and to assist governments of the Eastern Caribbean countries to establish non-formal skills training networks.

Summary: The project is assisting six of the countries of the Eastern Caribbean to establish local non-formal skills training networks. Each country has its own national staff and advisory committee; for every skill area, a technical committee exists, also. Labor-market studies have been conducted in each country, and national job development specialists provide the crucial link between training and employment for the project. During the first phase of the project (1982-84), 1,940 young people received training; during the second phase (1985-87), 2,000; and during the final phase, an estimated 2,400 will receive training. The project has set up an information system to track trainees and their employment status. The final phase of the project (1987-89) will also focus on institutionalizing the training networks.

South America

Ecuador

1986 - 1990

Technical Skills Training Development

Chamber of Small Industries

Purpose: To assist the Chamber of Small Industries in Guayaquil to establish a skills training support facility.

Summary: The project is assisting the Chamber of Small Industries of Guayaquil to establish a skills-training support facility (INCAPI). INCAPI will form an industry-education partnership to assess the training needs of local small industries and work with

local training institutions to offer programs directly responsive to the identified needs. INCAPI will set up a technical library and learning resource center and will offer training programs for local vocational/technical instructors in curriculum and teaching materials development. By the end of the project, INCAPI will have assisted at least 200 small firms to provide training for their workers.

Peru 1981 - 1987

Vocational Training in Pueblos Jóvenes

Fe y Alegría

Purpose: To strengthen and expand the vocational training services offered by Fe y Alegría schools to youth and adults in poor urban communities.

Summary: The project supports Fe y Alegría, a nonprofit organization, in providing vocational/technical training to youth and adults in the new communities of Peru's major urban areas. Fe y Alegría converts traditional schools into vocational schools and training centers which offer three-year educational programs for high school youth and one-year training programs for adults. The first phase of the project (1981-86) provided for the renovation or construction of 75 workshops, the training of 15,000 youths and adults in productive skills, and the training of 90 instructors. The second phase of the project (1986-89) allows Fe y Alegría to expand its programs to more schools, upgrade the equipment in its workshops, and improve its instructor training system.

Management Training and Education

Goals and Strategy

The LAC Bureau has a long history of involvement in the area of management training and education. During the 1960s and early 1970s, A.I.D. was instrumental in assisting the Graduate School of Business Administration (ESAN) in Peru to initiate its MBA program with technical assistance from Stanford University. A.I.D. also played a key role in the creation of the Central American Management Training Institute (INCAE) in Nicaragua with assistance from Harvard University; INCAE, now located in Costa Rica, still receives A.I.D. support. In the past, A.I.D. has also helped establish private sector management training institutions, among them APEDE in Panama and INCOLDA in Colombia.

With the start of the Caribbean Basin Initiative (CBI) in 1983 has come a resurgence of support within the LAC Bureau for management training and education activities. In order to compete successfully in the export market, Latin American and Caribbean firms must have the management expertise, the quality-control standards, and the capability to expand or reorient their goods and services. Firms of all sizes need good managers who are able to organize work, delegate responsibilities, and orient and train their staffs.

Although not large in terms of dollar input, the LAC Bureau's management training and education portfolio includes many projects. All USAID missions in the region currently have at least one such project under way or being planned. The goals and strategies of these projects are:

- to increase the productivity of the individual, leading to increased income;
- to increase the productivity of private enterprises;
- to increase employment opportunities;
- to increase the productive performance of public sector agencies.

For the most part, LAC management training and education projects are carried out with private sector organizations in the host countries. Management education activities -- activities in support of undergraduate or graduate programs for new managers -- are under way in the Dominican Republic, Ecuador, and Peru and will soon begin in Jamaica and Barbados. Management training activities -- programs offering

short, non-academic training for current managers -- are under way in the Dominican Republic, Jamaica, Haiti, RDO/C, Belize, Costa Rica, El Salvador, ROCAP, Honduras, Peru, and Bolivia. In several programs, A.I.D. is supporting one organization to undertake both management and vocational/technical training activities. A.I.D. management programs also extend to the public sector. A number of these programs are attracting civil servants sent by government agencies that need to have the management skills of their employees upgraded.

Important components of LAC management training and education projects include:

- faculty/staff training
- establishment or upgrading of management libraries
- support for entrepreneurial/small business training
- development of applied instructional materials, including country-specific case studies
- development of applied research and policy studies.

MANAGEMENT TRAINING / EDUCATION PROJECTS

BUREAU

A

A

B

C/ CBBEAN

S. AMERICA

PROJECT COMPONENTS

	Belize Training for Employment and Productivity 505-0020	Costa Rica Training for Private Sector Development 515-0212	El Salvador Youth Entrepreneurial Development 519-0311	El Salvador Training for Private Sector Productivity 519-0315	Honduras GEMAH Association Strengthening 522-0256	Panama Private Sector Scholarship Foundation 525-0258	ROCAP Export Management and Training 596-0124
Academic Programs (Management Education)							●
Seminars/Upgrading Courses (Management Training)	●	●	●	●	●	●	●
Level of Funding:							
Less than \$1 million							
Between \$1 and \$5 million	●		●		●	●	
More than \$5 million		●		●			●
Advisory boards				○			
Applied instructional materials development (e.g. case studies)					●		●
Applied research program							●
Entrepreneurial/small business development			●				
Faculty/staff training	●	○			○		●
Library upgrading or establishment	●				○		●
Manpower planning/training needs analysis	●	●		●	○		○
Outreach and consulting services	●				●		●
Private sector linkages	●	●	●	●	●	●	●
Training for public sector officials	●			○	●		●
U.S./third country participant training		●				●	●

	Dominican Republic Graduate Management Training 517-0157	Haiti Management and Productivity Center 521-0183	Jamaica Support for Management Training 521-0084	RDO/C Regional Development Training II 538-0087	RDO/C Regional Management Training Pilot 538-0148
	●			●	
	●	●	●	●	●
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	Bolivia Management Training 511-0580	Ecuador Graduate Management Program 518-0035	Peru Private Sector Management Improvement 527-0272
		●	●
	●	●	●
	●		
		●	●
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			○
	●	●	●
	●		●
	●		●

SEPTEMBER 1987

● MAJOR COMPONENT ○ MINOR COMPONENT

Project Examples

Summaries of representative A.I.D. projects in management training and education follow, arranged in order of sub-region -- Central America, Caribbean, and South America.

Central America

Belize

1985 - 1990

Training for Employment and Productivity

**Belize Chamber
of Commerce and Industry**

Purpose: To provide the management, public administration, and skills training necessary to promote private enterprise development and the growth of export- and tourism-related enterprises in Belize.

Summary: To implement management training activities, the project supports the re-establishment of the Belize Institute of Management (BIM). The Institute functions as the outreach service of the Belize Chamber of Commerce and Industry, responding to the management training needs of its members and the broader private sector. Over the course of the project, BIM will offer 64 management courses to 1,000 trainees from the private sector. In addition to management training, BIM offers consulting services to private firms. The project also addresses the management needs of the public sector and works with the Ministry of Foreign Affairs and Economic Development and other units of the government which are central to the development of tourism and non-traditional exports. In particular, the project is assisting these units to develop streamlined procedures and gather and analyze economic and manpower data.

Costa Rica

1984 - 1989

Training for Private Sector Development

**Costa Rican Coalition for
Development Initiatives (CINDE)**

Purpose: To strengthen the human resources needed for private sector development in Costa Rica through a program of selected training activities.

Summary: The project provides training for personnel from three sectors critical to the growth of Costa Rica's economy: private enterprise, banking, and higher education. Training takes place in Costa Rica and in the United States; it stresses practical learning. In the private sector, the project targets non-traditional exports and provides short-term training for managers, technicians, and entrepreneurs. Thus far, 3,000 participants have attended in-country courses, and 500 participants will receive short-

term U.S. training. In the financial sector, training includes academic programs for eight bankers and internships for another 49 in the United States and short-term programs in Costa Rica; thus far, 1,100 participants have attended local courses. Finally, in higher education, the project provides training for faculty members in departments key to the promotion of non-traditional experts; U.S. training includes three Ph.D. programs, 14 master's degree programs, and 28 short-term programs. The project supports the institutional development of the training department of CINDE, a nonprofit organization founded by local leaders to promote private sector development.

El Salvador

1985 - 1988

Youth Entrepreneurial Development

APROSJU

Purpose: To foster the creation of a new group of young entrepreneurs from the economically and socially disadvantaged sectors of Salvadoran society through the expansion of the Junior Achievement program.

Summary: The project assists the Asociación pro Superación Juvenil (APROSJU) to strengthen and expand its programs to give Salvadoran youth practical training in business management. Through the experience of founding and running their own "mini-companies," high school students in the Junior Achievement program experience all stages of business management ranging from creating a company, selling shares, managing production and sales, and liquidating profits. The program is active in San Salvador and three smaller cities. At each site APROSJU has added computer literacy training. In selected high schools, APROSJU is carrying out a new program in applied economics. Finally, APROSJU is strengthening its programs of assistance for its graduates as they become established in business on their own. By the end of the project, over 5,000 youth will have completed the Junior Achievement program, and 2,000 will have received computer training.

Honduras

1984 - 1987

GEMAH Association Strengthening

GEMAH

Purpose: To assist GEMAH to become a self-financing institution capable of providing high-quality management training services to its members and other Honduran managers.

Summary: Founded in 1982, the Honduran Association of Managers and Entrepreneurs (GEMAH) addresses the management training needs of the Honduran private sector. This project has assisted GEMAH to strengthen and broaden its programs: offering management training courses, training instructors, establishing library services, producing publications, and establishing contacts with other management and business

training associations. With the assistance of the American Management Associations (AMA), by early 1987 GEMAH had offered 140 short courses to over 2,700 managers; the AMA participatory management-by-objectives course has been particularly well received. Overall, GEMAH focuses on enhancing and demonstrating the value of management training to Honduran managers. GEMAH's program of in-plant training, a new addition to the project, has proven very successful in raising the productivity of participating firms.

Regional Office for Central America and Panama

1985 - 1990

Regional Export Management Training

INCAE

Purpose: To strengthen the Central American Institute for Business Administration (INCAE) in the areas of: (1) export management training, (2) assistance to other schools of business management in the region, and (3) intersectoral policy dialogue.

Summary: The project assists INCAE to become the regional center for export management training, policy dialogue, and research activities. The project has four major components. INCAE is developing a model MBA program oriented toward export management. In addition to the MBA program, INCAE offers an executive seminar program for senior managers throughout Central America. Secondly, INCAE will become a center of assistance for business schools in the region and provide them with help in course and staff development. Thirdly, INCAE is establishing a Center for Applied Economics and Policy Studies to undertake seminars, research studies, and publications on policy issues related to export development and management. Finally, the project provides INCAE with assistance to upgrade its library and office facilities, train faculty, and offer scholarships to low-income students.

Caribbean

Dominican Republic

1983 - 1991

Graduate Management Training

Universidad Católica Madre y Maestre

Purpose: To establish a high-quality program in management education, training, and research and to improve and expand training in hotel management and tourism.

Summary: With project assistance, the Universidad Católica Madre y Maestre (UCMM) has established a Faculty of Administration in Santo Domingo. The Faculty offers MBA and MPA programs, and its Executive Training Institute offers seminars and short courses for public- and private-sector managers. The project has enabled UCMM to complete a new building for its own use with a management library and a computer center. The

University also has set up a Center for Administrative and Economic Research to conduct studies and provide consulting services. In 1985, a new component in hotel management and tourism was added to the project. Training programs at the associate and bachelor's degree level are being developed by the Montemar Hotel School and UCMM. By the end of the project, the new Faculty of Administration will graduate 44 students per year, and some 1,500 managers will have participated in the seminars and short courses.

Haiti

1985 - 1990

Management and Productivity Center

Management and Productivity Center

Purpose: To create the capability in Haiti to provide management training, productivity consulting, and small enterprise development services to a wide spectrum of business owners, managers, and small entrepreneurs.

Summary: The project has made possible the establishment of a private organization, the Management and Productivity Center, which addresses the training needs of Haiti's private sector. The Center provides three kinds of services: (1) management skills seminars for senior and mid-level executives; (2) business consulting services in loan packaging and production; and (3) business skills training for small business owners. The Center is also collecting data to evaluate the effectiveness of its programs, and it has developed a marketing program to reach a broad spectrum of local businesses. By the end of the project, the Center will have provided services to 500 managers and 200 small business owners; it will be issuing a management newsletter on a regular basis.

Regional Development Office/Caribbean

1983 - 1987

Regional Development Training II

Barbados Institute for Management and Productivity (BIMAP)

Purpose: To upgrade the managerial and technical skills of public- and private-sector employees through short- and long-term training; to improve the productivity and performance of private enterprises and public agencies; and to expand the institutional capacity of BIMAP to provide training and technical assistance to private enterprises.

Summary: The project addresses the management training needs of the island nations of the Eastern Caribbean. It has provided long-term training in the United States for 175 public and private sector officials. Through the project's second component, the Barbados Institute for Management and Productivity (BIMAP) has provided small businesses in eight countries of the region with technical assistance and training services. BIMAP has worked directly with over 300 businesses and has trained over 500

managers. Enterprises which have received assistance from BIMAP show gains in productivity and improvement in worker skills.

Regional Development Office/Caribbean

1986 - 1989

Regional Management Training Pilot

University of the West Indies

Purpose: To conduct a series of management-education and management-development interventions to determine their relative effectiveness in improving the management skills of senior and mid-level managers and business owners in the Eastern Caribbean.

Summary: The project is undertaking a series of management training activities to test the demand for such services in the Eastern Caribbean region. Four management training symposia and five seminars will be held for senior and mid-level business leaders, managers, and owners; case studies will be developed especially for these programs. The project will also hold two conferences and one workshop on management education, and it will conduct assessments of the management programs offered by the University of the West Indies at Cave Hill, the Caribbean Centre for Development Administration, and the Barbados Institute for Management and Productivity. These activities will form the basis for determining whether or not to carry out a follow-on project for management education and training.

South America

Bolivia

1985 - 1989

Management Training

**Instituto para el Desarrollo de
Empresarios y Administradores (IDEA)**

Purpose: To support the development of an independent management training institute to provide intensive, short-term management training to Bolivian businesspeople.

Summary: Under the auspices of the Bolivian Confederation of Private Businessmen, the project is establishing a management training institute (IDEA) in La Paz and four regional cities. The Institute has developed curricula and courses for four groups of clients: senior executives, mid-level managers, small business owners, and clerical workers. The project is assisting the Institute to develop its own management and administrative systems, so that it will be self-financing by 1989. All professional staff will receive training abroad. By the end of the project, the Institute will have offered over 300 courses to approximately 8,500 individuals.

Ecuador

1986 - 1992

Graduate Management Program

Fundación Privada Ecuatoriana

Purpose: To establish a high quality Graduate Management Institute in Ecuador.

Summary: The project is assisting the Fundación Privada Ecuatoriana to establish a Graduate Management Institute in Guayaquil, Ecuador's major center of commerce and industry. The Institute will offer a master's degree program in business administration, an executive development program, and an applied research program. The project will provide long-term training in the United States for the Institute's faculty members and send visiting professors from the United States to develop the Institute's curriculum and teach the first courses. The project will also supply the Institute with a management library and a computer center. By the end of the project, 75 students will complete the MBA program per year and 400 executives will participate in the seminar program per year.

Peru

1985 - 1991

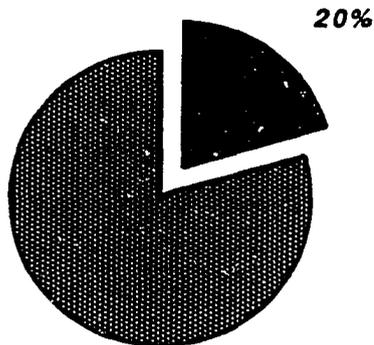
Private Sector Management Improvement

Five Management Training Institutions

Purpose: To strengthen the capacity of five private educational institutions to provide high-quality, industry-responsive programs in management education, training, consulting and research, as well as to strengthen linkages between these institutions and the industries they serve.

Summary: The project works with five of Peru's management education and training institutions to strengthen their programs and to increase their responsiveness to the needs of the private sector. New programs will stress international business, agribusiness, and small business management. In addition to training, the five institutions will undertake programs in applied research and consulting services to the private sector, and they will provide outreach programs to assist management educators in Peru's regional cities. By the end of the project, new processes for curriculum and instructional materials development will be in place at the five participating institutions, and these institutions will have improved their own management procedures for strategic planning and financial development.

Other Project Areas



While the major program areas of the LAC Bureau's Education and Human Resources portfolio are Peace Scholarship programs, primary education, vocational/technical training, and management training and education, the portfolio also includes a range of other activities adapted to the individual needs of the countries in the region. These activities represent 20 percent of LAC EHR funding. They include projects in the following areas:

- participant training
- higher education
- free labor development
- adult education
- public administration
- agricultural education
- drug education and awareness
- private voluntary organizations.

These activities are summarized briefly in the sections that follow.

Participant Training

Unlike CLASP which also focuses on fostering ties between the people of Latin America and the Caribbean and the people of the United States, A.I.D.'s traditional participant training projects have addressed the development needs of participating countries almost exclusively. Participants are selected for training in the United States based on the professional positions they hold and the relationship of their jobs to the development goals of their country. While the vast majority of scholarship students from the LAC region are now funded by CLASP, several countries of the region have targeted participant training projects.

The major participant training projects in Central America have been described in previous sections of this report. For example, the **Training for Private Sector Development** project in Costa Rica provides training for senior personnel from three sectors: private enterprise, banking, and higher education. All training is concentrated

on strengthening Costa Rica's private sector, in particular the development of non-traditional exports. The **Private Sector Scholarship Training** project in Panama targets the technical and supervisory training needs of selected industries. Each of these projects is also supporting the development of a local institution to coordinate the assessment of private sector training needs and the identification of appropriate training programs.

Several projects in the Caribbean region provide participant training opportunities. In the **Dominican Republic**, the **Development Training** project follows the same model as the Costa Rica and Panama projects. The project targets priority areas related to export promotion in industry, agriculture, agro-industry, and the financial sector. The National Council of Businessmen coordinates the selection of trainees for three levels of training: master's degree programs for 55 private sector personnel, doctoral programs for 10 university faculty members, and short-term programs for an additional 250 private sector personnel.

This project coordinates with another USAID project in the **Dominican Republic** which has established a model **Educational Counseling Office (ECO)**. The center offers educational counseling and information services to USAID and USIS participants to prepare them for study in the United States. USAID has provided funding for the construction of an extension to the local bi-national center, equipment, and supplies, as well as for the purchase of a computer on which to run the foreign student information clearinghouse data base. The ECO library maintains an up-to-date collection of materials about U.S. colleges and universities.

In the **Eastern Caribbean**, the second phase of the **Regional Development Training** project provided training for officials and managers from the public and private sectors, as well as from regional organizations. Altogether 175 individuals received training in public administration or business management in the United States.

Another project in the **Eastern Caribbean** provides participant training in the United States through **Partners of the Americas**. Eight local partnerships between Caribbean countries and U.S. communities will receive funding to implement 215 short-term and 25 long-term training programs. Training will focus on the needs of business, tourism, new agricultural products, and youth leadership. Upon return from training, the participants will initiate income-generating projects.

In South America, the **Training for Development** project focuses on strengthening **Bolivia's** human resource base in the areas of economics, business, labor, and community

development, as well as youth leadership. The project will provide 16 master's degree programs, 44 short-term technical programs, seminars on private sector development for 270 participants, and "Democracy Awareness" tours to the United States for 100 youth leaders from farm and labor families.

Finally, a specialized training program directed out of AID/Washington provides for the establishment of a **Regional Statistics Training Center (ESAYTEC)**. ESAYTEC is run by the U.S. Bureau of the Census at its training center in Maryland. All training is provided in Spanish and stresses practical applications of statistics and data processing to conditions in the LAC region. ESAYTEC is developing five seven-month-long modular courses and five workshops. Over 600 personnel from the LAC region will take part in ESAYTEC programs.

Higher Education

Most A.I.D. projects in higher education in the LAC region focus on management education, agricultural education, or technical fields related to the development of non-traditional exports. Such projects include, among others, **Regional Export Management Training**, directed by USAID's **Regional Office for Central America and Panama (ROCAP)**, which is developing a model MBA program oriented toward export management and promotion; **Graduate Management Training in the Dominican Republic**, which is establishing a new Faculty of Administration to provide MBA and MPA programs; and **Private Sector Management Improvement in Peru**, which is assisting five private institutions of higher education to improve their management programs and their responsiveness to local private sector needs. These projects have been described in previous sections of this report.

One project in Central America, however, has unique features. In **Guatemala**, the **Altiplano Higher Education** project addresses the lack of access by the indigenous population to higher education for reasons of cost, location, and scheduling. The project enables a local university with a campus located in the Highlands to develop special programs for Indian students and to provide scholarships for 260 bachelor's degree programs and 400 associate degree programs. The university is also instituting a program of workshops and seminars for development professionals working in the Highlands region.

Free Labor Development

For a number of years, A.I.D. has supported the strengthening of free trade union institutions in Latin America and the Caribbean. **The Latin American Free Labor Development Program**, managed by the **American Institute for Free Labor Development (AIFLD)**, operates as a regional project with activities carried out through 16 national programs, a regional Agrarian Union Development program, and a regional Union-to-Union program. The project seeks to improve free trade union leadership at all levels through a variety of educational activities and social projects. Under the program, labor plans for individual country programs and regional sub-programs are proposed by AIFLD; A.I.D.-funded portions are implemented in accordance with the recommendations of individual country teams. U.S. counterparts -- such as the American Federation of Teachers and the Amalgamated Clothing and Textile Workers Federation -- provide support to in-country programs through the mechanism of sub-grants from AIFLD.

Adult Education

Adult education programs in the LAC region include innovative activities in radio and publications to reach rural audiences with information pertinent to their needs. In **Costa Rica**, for example, a USAID local currency grant has established an endowment fund for the **Asociación Escuela para Todos** to continue running its radio and publication programs for the adult rural population. Included among its publications is an annual almanac of health, agriculture, and general educational information.

In **Guatemala**, the five-year **Integrated Non-formal Education** project is nearing completion. The project has enabled the National Board for Non-formal Education to extend its services throughout the country with an emphasis on the Highlands region where the indigenous population lives. The project has strengthened the capability of the National Board to offer technical assistance and training services to the key development ministries and their regional personnel in the use of non-formal education methodologies to reach rural populations. It has also strengthened the use of radio broadcasting in support of non-formal education and has developed several publications for use with regional development personnel and rural populations: educational bulletins, rural newspapers, training modules, and photo-novels.

In **Honduras**, a nonprofit organization, the **Association for Socioeconomic Promotion and Development (AVANCE)**, has established a newspaper, **El Agricultor**, for rural Honduran families. AVANCE, founded in 1984 by representatives from leading Honduran businesses, has received two grants from USAID to support the development of

the newspaper. El Agricultor went into circulation in 1985 as a full-size, 16-page weekly newspaper; articles were mostly informative, containing practical information about agriculture, health, and culture. The second USAID grant to AVANCE will enable it to develop El Agricultor as a commercial enterprise, focusing on marketing, distribution, and advertising aspects, so that it may become self-sufficient.

In the future, AVANCE will be involved with the implementation of the educational media components of other USAID projects. In particular, AVANCE will carry out innovative distance education activities for the **Primary Education Efficiency** project, including new educational radio services, a social marketing service to support economic and social development activities, and new popular publications designed to promote reading skills among Honduran adults.

In the **Dominican Republic**, the USAID mission provided **Radio Santa Maria**, one of the original educational radio stations for rural populations, with funding to carry out evaluations of its programs and to improve its programming capabilities. Radio Santa Maria produces a highly innovative and successful primary education equivalency program. Based on the results of the evaluations, the project provided staff training in curriculum development and instructional strategies and procured broadcasting and data processing equipment, as well as basic office supplies. With this assistance, Radio Santa Maria was able to expand its broadcasting area and the number of students enrolled in its formal and non-formal education programs. The Radio Santa Maria program serves as a model in the region for the delivery of non-formal education programs at low cost.

In Haiti, the **Factory Workers' Center** focuses on programs for female workers, who comprise 75 percent of the labor force in light industry. Courses are offered in literacy, family planning, health and sanitation, as well as the development and management of small businesses.

Public Administration

Several of the LAC Bureau's management projects include components which address issues of public administration. Such projects as **Training for Employment and Productivity in Belize** and **Export and Investment Promotion in the Dominican Republic** undertake policy studies and procedural reforms in the public sector in order to facilitate the development of non-traditional exports.

In Ecuador, USAID has carried out a series of public administration projects focused on civil-service training and fiscal management. The **Training for Development** project assisted the government in establishing a national training system for public sector management and administration. The project had two major components: (1) institutional strengthening of the Training Department of the National Personnel Directorate, the central coordinating unit for all public sector training, and (2) the development of specific training programs. Over the course of the project, some 650 professionals and 400 secretaries received training specific to their roles in the national training system and some 4,800 other managers from key sectors of development received training in aspects of public administration.

Two other projects in Ecuador -- **Revenue Generation for Development and Fiscal Administration Development** -- have concentrated on testing and instituting specific measures related to fiscal administration and reform at the Ministry of Finance. These projects have assisted the Ministry to increase tax revenues through improved systems for tax collection, returns-filing compliance, and tax audits. The new systems have proved highly successful thus far in increasing tax collection from non-petroleum sources. The Ministry is also reorganizing the structure and functions of the Directorate General of Revenues with project support. The processing of sales tax returns has been computerized. New positions have been created to provide needed staff, and all staff are being trained in the use of the new systems.

Agricultural Education

Several projects in the LAC region focus on expanding and improving agricultural education at both the secondary and the university levels. In Belize, a small project has assisted in the establishment of a two-year practical training program in agriculture for primary school-leavers. In Panama, two grants are enabling PANAJURU, a local private voluntary organization dedicated to helping rural youth, to provide scholarships for 250 students to attend agricultural technical schools and for 40 students to attend the Panamerican Agricultural School in Zamorano, Honduras. The grants are also helping PANAJURU to strengthen its own administrative and financial procedures.

A major, long-term project for the entire Central America region -- the **Regional Agricultural Higher Education** project -- addresses the need for practical education in the crop, animal, and forestry systems appropriate for the lowland humid tropics. The project will establish a new, four-year undergraduate regional agricultural college in Costa Rica and strengthen the graduate and non-degree programs at the Tropical

Agricultural Research and Training Center (CATIE), also in Costa Rica. The project provides funding for four components at each institution: staff development, facilities and equipment upgrading, curriculum and administrative development, and institutional networking.

In Jamaica, the **Agricultural Education** project focuses on improving the programs of the College of Agriculture at Passley Gardens, which offers three-year programs leading to associate degrees, and the secondary agricultural school at Knockalva, one of the principal feeder schools to the College. Central to the project is staff development; faculty members will receive upgrading through on-the-job training, in-service courses, and training in the United States. The College will also develop new programs in curriculum development for all levels of agricultural education and in applied research relevant to farmers and extension workers.

Drug Education and Awareness

Increased drug trafficking from the LAC region to the United States and increased drug use among local populations has led A.I.D. to undertake drug education activities in three of the LAC countries -- Belize, Bolivia, and Peru. Other countries -- among them Ecuador, the Dominican Republic, and Costa Rica -- will soon begin similar programs. Activities focus on raising national awareness of the dangers of drug use and abuse. Educational programs are carried out through the schools, youth programs, church and civic organizations, and the media. These activities complement other programs which focus on eradication of drugs and on health problems related to drugs.

In Belize, a **National Drug Awareness** program has been set up through the cooperative efforts of private voluntary organizations and community, church, and civic groups. The project provides training and information to community leaders and organizations on promoting drug prevention programs. A resource center is being established in Belize City, and a drug education program is being developed for the schools.

In Bolivia, drug awareness activities are coordinated by the Bolivian First Lady through the Office of the President. USAID is providing assistance to the **National Education Campaign on Drugs** to organize seminars and conferences, including several video presentations. USAID is also working with the **Bolivian Confederation of Private Businessmen** to mobilize Bolivia's private sector to develop a national campaign against drug use. With USAID assistance, the Confederation will carry out a year-long pilot campaign. The campaign will be based on the results of national studies and will include

programs on radio and television. At the end of the year, a long-term national campaign will be designed in which USAID will continue to support private sector activities.

In Peru, USAID is undertaking a comprehensive **Drug Education and Public Awareness** project. USAID is supporting the development of a Drug Education and Information Center (CEDRO), as well as programs at the Ministries of Health and Education. CEDRO is developing drug education programs for the general public and training programs in drug prevention for teachers. It is establishing systems for data collection on drug use and abuse, and it is conducting research on drug production and use in Peru. USAID's drug prevention activities in Peru will form the basis for future drug prevention work in other countries.

Private Voluntary Organizations

As A.I.D. moves toward greater private sector involvement in all its activities, it is also increasing its use of Private Voluntary Organizations (PVOs). In some cases, A.I.D. has helped create new PVOs to meet specific developmental needs; in others, A.I.D. has helped strengthen existing organizations. This section describes A.I.D. activities with PVOs outside the areas of primary education or vocational and management training. These activities have been developed to respond to very specific needs of the countries in which they take place.

Particularly in the Caribbean region, USAID programs are targeting Private Voluntary Organizations for assistance in order to reach poor communities. Such projects tend to have three emphases: strengthening a central coordinating organization, training the staffs of other non-profit development organizations, and reaching the poor themselves in urban or rural communities.

In Haiti, the **Human Resources Development Center** has been established to serve as a focal point in the coordination of local and donor training activities for development projects. The Human Resources Development Center has adopted an approach of training trainers so that its programs will have a broad impact throughout the country. It has developed and conducted training programs in community development, program management, and literacy. Through its work with development organizations and projects, the center expects to reach a broad spectrum of Haitians who are non-literate or semi-literate, so that they may gain basic literacy skills and increase their incomes.

In Jamaica, the **Voluntary Sector Development** project is providing assistance to the Council of Voluntary Social Services (CVSS)/the United Way of Jamaica (UWJ). The project has provided technical assistance to CVSS/UWJ to strengthen its own administration/financial procedures, so that it can offer better services to local PVOS. Thus far, 40 development sub-projects have been financed through the project and local fund-raising efforts. These projects are in agriculture, vocational training, day care, and health. All PVOS implementing projects have received technical assistance in administration, accounting, and management. CVSS/UWJ has also carried out a training program for local volunteers involved in UWJ's annual fundraising campaign.

In Jamaica, also, **Partners of the Americas** has set up a **Voluntary Technical Assistance Service**. Through this partnership, technical assistance is provided to local nonprofit educational and social agencies. The project focuses on employment creation for women and youth. The project has set up a skills bank of resource people who can provide technical assistance in specific fields.

The **Brother's Brother Foundation** has solicited donations of books, medical equipment and supplies, and agricultural materials from U.S. manufacturers and firms for Jamaican private voluntary organizations. The foundation works with local PVOS to help them in assessing their needs and in locating donors. USAID covers the costs of packing and shipping, and the recipients are responsible for customs clearance, distribution, and maintenance.

Finally, in Ecuador, USAID has worked closely with the nonprofit organization, the **National Institute for the Child and Family (INNFA)**. INNFA has transformed itself from a traditional welfare agency to a national development institution advocating the rights of children. In its new role, INNFA provides technical assistance and training to nonprofit organizations to improve their delivery of services to children and families at risk. INNFA works with 72 service centers and 52 affiliates throughout the country. INNFA has also undertaken a program of research studies, publications, and training to raise national awareness of the needs of children.

CONCLUSION

The LAC Bureau's education and human resources portfolio has undergone significant growth since 1985. In response to the recommendations of the Kissinger Commission, a small program in Central America has become a very major effort. Its foundation is the Central America Peace Scholarship Program, but it includes important programs in basic education, vocational/technical training, and management training. The goal of these programs is the achievement of human resource development at all educational levels in the region, so that these countries may build strong democratic institutions and free market economies.

The LAC Bureau's programs in the Caribbean and South America and its regional programs have experienced moderate growth. They maintain a similar balance of projects with important Peace Scholarship programs in each country aimed at strengthening friendship between the peoples of the region and the people of the United States. The Peace Scholarship programs are complemented by projects in basic education, vocational/technical training, and management training. Each USAID mission also has flexibility in designing projects that respond directly to the unique needs of the country in which it is located.

At the end of 1987, after three years of major growth, the LAC Bureau's program in education and human resources has stabilized. The major factors that shaped this program include A.I.D.'s own policies for education and human resources, U.S. foreign policy initiatives -- primarily the Caribbean Basin Initiative and the recommendations of the National Bipartisan Commission on Central America -- and the specific needs of each country in the region. These factors will also go into shaping the LAC Bureau's program for education and human resources in the future, modified by the availability of funding for EHR projects.