

PW-ABC-027  
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INPUT FOR THE 1987 CAI REPORT

- Education
- CAPS

## 1987 CAI Report - Education

### 1. Summary

Significant strides have been made in 1987 in implementing CAI education activities. During 1987:

- o Access to primary education increased in four countries in the region and there were marked improvements in efficiency in five of the countries.
- o Two Missions (El Salvador and Guatemala, respectively) initiated new projects in the areas of vocational/technical training, primary education, and adult education; and a third (Honduras) executed a major amendment to an ongoing vocational/technical training project.
- o Major progress was achieved in Honduras, Costa Rica and El Salvador in implementing primary education activities: teachers trained surpassed targets by between 200% and 400% in all three countries; classrooms were built and rehabilitated as planned in Costa Rica and Honduras, and in El Salvador twice as many classrooms were built/rehabilitated than planned; a complete set of first grade texts was developed in Honduras; desks and school furniture were distributed on a wide scale in Guatemala and El Salvador; school maintenance kits were distributed to a large number of schools in El Salvador; and in Guatemala language dictionaries were produced for the four Mayan languages that form part of the bilingual program.
- o Project implementation in the area management training proceeded on schedule in Costa Rica; in Belize targets set for numbers of individuals trained in the vocational and management trades were surpassed; and in Honduras skills certification standards and competency based materials were developed for three trade areas.
- o In the area of adult education nonformal education materials were distributed in Guatemala to large numbers of adults living in rural areas; and in Honduras sales of a weekly newspaper oriented toward Honduras' farm population increased dramatically.
- o In the area of higher education, the first 36,000 textbooks were sold to university students in Costa Rica, Guatemala, and Honduras for the second semester of the 1987 academic year under the Regional Technical Aids Center (RTAC) II project; and in Guatemala 150 highlands Indigenous students received scholarships to study at a university in the Guatemala highlands under the Altiplano Higher Education project.

## 2. Progress in Meeting CAI Targets in Primary Education

Table 1 contains historical time series data starting in 1980 and projected outwards to the year 1992 for the three education indicators that the LAC Bureau has chosen to track under the CAI: gross enrollment ratios at the primary level (reflects capability of education systems to absorb children of primary school age); and primary completion rates and number of years to produce a sixth grade graduate (both reflect the relative efficiency of operations of primary education systems).

These indicators are updates from the data that appeared in Table 1 of the 1986 CAI report. They are reported on a country specific basis and they are aggregated regionally. Last year's report focussed on progress between 1980 and 1986. This year's report focuses on progress between 1985 and 1987. 1/

### a. Access

Upward trends in access to primary education services evidenced in the early 1980s appear to be continuing: between 1985 and 1987 enrollments in the region as a whole increased by one percentage point (from 91% to 92%). Increases were on the order of nine percentage points in Belize; two percentage points each in Costa Rica, El Salvador, and Honduras; and one percentage point in Panama. Enrollment ratios remained stable in Guatemala.

### b. Efficiency

Upward trends in efficiency evidenced during the early 1980s also continued during the 1985-87 period: primary completion rates for the region as a whole increased from 56% to 61% and the number of years to produce a sixth grade graduate declined from 10.5 years to 9.5 years. In the case of the first indicator, primary completion rates, there were gains in all countries except Costa Rica and Guatemala. Costa Rica experienced a decline during this period and Guatemala remained stable. Gains in efficiency, as shown through the indicator number of years to produce a sixth grade graduate, occurred in all countries except Costa Rica where they remained stable.

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1/ Given the variation in data available (for some countries data are available through 1987; in others actual data are only available through 1985 or 1986, making it necessary to generate estimates for subsequent years) a two-year time span (1985-1987) as opposed to a one-year time span (1986-1987) was seen as more appropriate.

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TABLE 1  
CAI EDUCATION INDICATORS - HISTORICAL TIME SERIES AND PROJECTIONS THROUGH 1992

	ACTUAL							ESTIMATED	PROJECTED				
	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992
<b>1. PRIMARY ENROLLMENT RATIOS (GROSS):</b>													
Belize	95%	95%	95%	96%	100%	100%	105%	109%	113%	116%	116%	111%	105%
Costa Rica	106%	105%	102%	102%	102%	105%	107%	107%	108%	108%	108%	109%	110%
El Salvador	90%	74%	83%	86%	87%	91%	91%	93%	94%	95%	96%	96%	97%
Guatemala	71%	75%	70%	75%	76%	75%	76%	75%	75%	76%	76%	77%	78%
Honduras	95%	93%	99%	101%	102%	103%	104%	105%	106%	107%	107%	107%	107%
Panama	119%	117%	116%	114%	114%	113%	114%	114%	114%	114%	114%	113%	113%
Regional Avg.	88%	85%	87%	89%	90%	91%	92%	92%	93%	94%	94%	94%	95%
<b>2. PRIMARY COMPLETION (RETENTION) RATES:</b>													
Belize	88%	85%	89%	96%	76%	86%	96%	96%	97%	97%	97%	98%	98%
Costa Rica	78%	74%	76%	77%	78%	80%	76%	77%	77%	78%	79%	80%	81%
El Salvador	58%	67%	60%	56%	59%	44%	59%	60%	62%	63%	65%	66%	68%
Guatemala	49%	33%	53%	52%	53%	50%	50%	50%	51%	52%	53%	54%	54%
Honduras	42%	57%	50%	52%	50%	52%	55%	58%	61%	63%	66%	69%	72%
Panama	81%	87%	80%	89%	89%	90%	91%	92%	93%	94%	94%	94%	95%
Regional Avg.	56%	56%	59%	59%	60%	56%	60%	61%	62%	64%	65%	67%	68%
<b>3. YEARS TO PRODUCE A SIXTH GRADE GRADUATE:</b>													
Belize	7.3	7.4	7.4	6.9	8.0	7.7	6.9	6.8	6.8	6.7	6.7	6.6	6.6
Costa Rica	8.0	8.2	8.1	7.7	7.1	7.6	7.8	7.6	7.6	7.5	7.4	7.3	7.2
El Salvador	10.2	8.7	10.2	11.1	9.9	12.9	10.1	9.9	9.7	9.5	9.4	9.2	9.1
Guatemala	11.2	11.4	10.5	10.4	10.3	10.5	10.4	10.3	10.1	9.9	9.8	9.6	9.5
Honduras	12.8	9.8	11.0	10.8	11.0	10.7	10.2	9.8	9.4	9.1	8.8	8.5	8.2
Panama	8.1	7.8	8.1	7.7	7.7	7.6	7.6	7.5	7.5	7.4	7.4	7.3	7.3
Regional Avg.	10.6	9.7	10.0	10.1	9.8	10.5	9.7	9.5	9.3	9.1	9.0	8.8	8.7

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### 3. Progress at the output Level

A.I.D. has been very active in the region designing and implementing programs responsive to the NBCCA education recommendations. Last year's report focussed on progress between 1984 and 1986 and plans through 1990 in the four areas that A.I.D. is working in: primary education, vocational skills and management training, adult education, and higher education. This report focusses on specific progress during 1987 in these four areas. Progress is compared with targets set a year ago.

#### a. Primary Education

A.I.D. missions in the region achieved significant progress at the output level in primary education during 1987 as can be seen in Table 2:

- o Three countries - Honduras, El Salvador, and Costa Rica - exceeded their their targets for number of teachers trained: Honduras trained 22,000 teachers exceeding their target by nearly 400%, El Salvador trained 9,200 teachers exceeding their target by 350%, and Costa Rica trained 1,120 teachers exceeding their target by over 200%.

- o Classroom construction and renovation proceeded as planned in Honduras, Guatemala, and Costa Rica: 350 classrooms were built in Honduras and 150 in Costa Rica with A.I.D. funds; 90 classrooms were built in Guatemala with World Bank and IDB funds. In the case of El Salvador the A.I.D. mission financed the construction of 1,400 classrooms, twice as many as had been planned.

- o Textbooks were distributed as planned in El Salvador under a World Bank loan; in Guatemala, due to a delay in implementation in the Primary Education Improvement Project, textbook production and distribution that was scheduled to have taken place in 1987 will take place instead in 1988.

Other progress that is not reflected in Table 2 took place in 1987 in the area of primary education:

- o USAID/El Salvador, under the Education Systems Revitalization Project, distributed desks to 700 schools damaged by the October, 1986 earthquake; self-help school maintenance materials were also distributed to 825 communities.

- o USAID/Honduras under the Primary Education Efficiency Project, sponsored the drafting of an entirely new set of first grade texts; between March and September of 1987 Honduran writers, with outside assistance, wrote four texts and four teachers' guides in the areas of math, social sciences, natural sciences, and language.

TABLE 2  
OUTPUTS AT THE PRIMARY EDUCATION LEVEL

	ACTUAL				PROJECTED			
	<u>1984</u>	<u>1985</u>	<u>1986</u>	<u>1987</u>	<u>1987</u>	<u>1988</u>	<u>1989</u>	<u>1990</u>
<b>TEXTBOOKS PRODUCED AND DISTRIBUTED:</b>								
Honduras	-	-	-	-	-	1,200,000	1,600,000	1,400,000
Guatemala	304,000	180,000	655,000	0	895,000	200,000	200,000	170,000
El Salvador	-	-	1,500,000	1,000,000	1,000,000	1,000,000	1,500,000	-
Costa Rica	-	1,000,000	1,000,000	-	-	-	-	-
<b>TEACHERS TRAINED:</b>								
Honduras	5,000	3,000	4,200	22,000	5,100	8,000	14,000	11,000
Guatemala	137	321	3,600	3,000	9,200	5,200	400	-
El Salvador	-	-	-	7,000	2,000	4,000	5,000	5,000
Costa Rica	-	-	50	1,120	520	200	40	-
<b>PHYSICAL FACILITIES UPGRADED (CLASSROOMS BUILT &amp; RENOVATED):</b>								
Honduras	1,545	650	300	350	350	350	350	-
Guatemala	-	-	72	90	87	57	-	-
El Salvador	390	-	-	1,400	700	1,200	800	100
Costa Rica	15	34	31	150	150	150	-	-

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o USAID/Costa Rica, using primarily local currency, financed the reproduction and distribution of 1,642,000 multi-grade classroom student worksheets and 2,000 teachers' manuals; these materials were distributed through the teacher training workshops referred to above.

o USAID/Guatemala, under the Primary Education Improvement Project, financed the preparation of four language dictionaries in the four key Indian languages and distributed desks and furniture to 400 bilingual schools. In addition, a small project designed to assist the Ministry of Education implement its national decentralization policy was authorized in late FY 1987.

b. Vocational/technical education

Progress also took place in 1987 in the area of vocational/technical and management training in Belize, Guatemala, and El Salvador as can be seen in Table 3:

o USAID/Guatemala trained 1,410 individuals under two technology transfer projects. A needs assessment to start in November of 1987, will generate information for an FY 1988 project in the vocational skills training.

o USAID/Belize, under the Training for Employment and Productivity project, has experienced excellent progress in the area of management training: 23 courses were offered in six months instead of the 18 that had been planned for the whole year with the result that 352 individuals (more than 200% over the 1987 target of 150) received management training in 1987. In the area of vocational skills training, 23 individuals - 3 more than the 1987 target of 20 - were trained.

o USAID/Costa Rica, under the Training for Private Sector Development Project, provided management training to 1,680 individuals; just short of the 1,740 target set last year.

o USAID/El Salvador initiated a new project - Training for Productivity and Competitiveness - in August of 1987. In the short period since the project began, skills upgrading training was provided to 40 persons and competency based modules for masonry training were designed utilizing advisory committees from the private sector. The project proposes within the next five years to develop competency based training materials in a minimum of 25 trade areas and provide vocational skills and management training to over 4,800 individuals in El Salvador.

Progress in Honduras during 1987 was mixed. An evaluation of the GEMAH Institutional Strengthening Project showed that in just three years GEMAH, an incipient manager's

TABLE 3  
 VOCATIONAL/TECHNICAL AND MANAGEMENT TRAINING - NUMBER OF PERSONS TRAINED

	ACTUAL				PROJECTED			
	<u>1984</u>	<u>1985</u>	<u>1986</u>	<u>1987</u>	<u>1987</u>	<u>1988</u>	<u>1989</u>	<u>1990</u>
<b>VOCATIONAL/TECHNICAL TRAINING</b>								
Honduras	25	50	75	150	1,000	2,000	3,500	5,000
Belice	-	-	-	23	20	100	150	150
Guatemala	-	-	-	1,400	-	*	*	*
El Salvador	-	-	-	80	-	180	380	580
<b>MANAGEMENT TRAINING</b>								
Honduras	500	750	950	500	800	600	650	700
Belice	-	-	-	352	150	350	350	350
Costa Rica	-	1,880	2,230	1,680	1,740	1,600	1,400	-
Guatemala	-	-	-	-	-	*	*	*
El Salvador	-	-	-	30	-	150	360	720

\* Project under development. Specific outputs as yet undefined.

association, has with A.I.D. support become a self-sufficient institution with the reputation of providing quality management training in Honduras.

Due to unexpected delays in implementation of the Advisory Committee for Human Resources Development Project, USAID/Honduras did not meet the quantitative targets that it had established for 1987 in the area of vocational skills training. Significant progress was, however, achieved on three fronts: (1) a \$5 million amendment was signed which expands activities included under the previous OPG and initiates activities specifically designed to support the mission's activities in the area of export promotion; (2) under the close advice and guidance of private sector advisory committees, trade certification systems and competency based curricula were developed and implemented for three trade areas; and (3) the first 50 new labor force entrants were trained and certified in these three skills areas. Delays experienced in 1987 are expected to be made up during 1988.

c. Adult Education

Important accomplishments in the area of adult education, took place during 1987 in Guatemala and Honduras:

o In Guatemala: (1) four editions of a quarterly rural newspaper and 100,000 copies of a literacy primer were produced and distributed; (2) 2,500 health, agriculture, and community development technicians received nonformal education materials; and (3) a two and one half hour a day radio broadcast provided health, sanitation, nutrition, agriculture, and community development information to approximately 150,000 out-of-school youth and adults. Under a new Private Sector Initiative project, authorized in late FY 1987, weekly reading materials, including a newspaper, will be distributed to 100,000 adults between 1987 and 1990.

o In Honduras, AVANCE, a local PVO that A.I.D. helped to establish under a prior project and is now supporting under the Primary Education Efficiency Project, has improved sales of its weekly newspaper oriented toward Honduras' farm population. Weekly circulation has increased to 25,000 and in 1988 circulation is expected to increase to 35,000.

d. Higher Education

Two activities in the area of higher education were mentioned in the 1986 CAI report: the Regional Technical Aids Center (RTAC) II Project, a CA regional project which was authorized in late FY 1986; and the Guatemala Altiplano higher Education project which was also authorized in FY 1986. In the one year interval between the two reports, both projects have gotten off to auspicious starts.

Since its authorization in September of 1986 the RTAC II project: established and staffed its central office in Mexico City; hired country coordinators, signed agreements with book distribution networks and established a functional MIS in Costa Rica, El Salvador, Guatemala, Honduras, and Panama; and sold its first 36,000 university textbooks in Honduras, Guatemala and Costa Rica for the second semester of the 1987 academic year. As a result of RTAC II activities to date, Mexican publishers have begun aggressive marketing to the region. RTAC textbooks are selling, on an average, at 50% to 80% less than market rates and there are signs that textbook publishers are beginning to lower the price of non-RTAC II textbooks. During 1980 it is expected that RTAC II book sales will increase to a total of 1,500,000 units or approximately 150,000 units per semester per country. 1/

The Guatemala Altiplano Higher Education project is also off to a good start. Since its authorization 150 Indigenous students have received scholarships at the private university in Quetzaltenango. An additional 160 Indigenous students will receive scholarships in 1988 and another 100 in 1989. By 1990 it is expected that 200 Indian students will have received AA degrees and another 50 BA degrees as a result of project activities.

Two components of the Central American Peace Scholarship (CAPS) project are also impacting on higher education in Guatemala: 50 merit scholarships were awarded in 1987 to academy talented, economically needy Guatemalan students to attend universities in Guatemala with 50 more scholarships to be offered in 1988 and 1989; plans also call for sending 70 Guatemalan students from low-income rural families to the Pan American Agricultural School in Honduras in 1988 and 1989.

#### 4. Relation of current situation to anticipated progress

##### a. Indicator level

Nineteen eighty seven was the second year of operation of the CAI education tracking system; computer software prepared specifically for purposes of tracking the CAI education indicators and installed in five of the six Central American missions in 1986 was run for the second time in 1987 and fine-tuned. The projections, found in Table 1 of this year's CAI report, include El Salvador which was missing last year due to the October, 1986 earthquake. While projections differ little in absolute terms from last year's report for two

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1/ A cautionary note: RTAC II is market-driven. Professors adopt textbooks based upon successful promotion by publishers. These estimates are based on early indications of first semester book orders.

indicators - gross enrollment ratios and numbers of years to produce a sixth grade graduate - it was necessary to adjust numbers downward for the third indicator, primary completion rates.

The ultimate outcome of this adjustment has little impact on trends for all three indicators: all three show progressive improvements over time. 1/ It is important to point out, however, that there are exceptions:

o Costa Rica, with the massive in-migration of refugees from Nicaragua and El Salvador, has had to absorb major increases in primary enrollments; gross enrollment ratios have risen (from 107% in 1985 to 108% in 1987). This, however, has been at a cost to the efficiency of the system: during this same time period primary completion rates dropped (from 80% to 77%) and the number of years to produce a sixth grade graduate leveled off.

o Guatemala, the country in the region with the lowest enrollment ratios and the lowest efficiency indicators, has shown a modest improvement in efficiency during this period (number of years to produce a sixth grade graduate dropped from 10.5 years in 1985 to an estimated 10.3 years in 1987 while primary completion rates remained stable at 50%). Access, as measured through gross enrollment ratios, has remained stable.

b. Output level

Section 3 documents progress in 1987 in relation to output targets set one year ago. For the most part progress over the year has been excellent with the majority of the Central American missions either meeting or surpassing the targets they established for themselves in 1987.

The only two exceptions at the output level are Guatemala (Primary Education Improvement Project) and Honduras (Advisory Committee on Human Resources Development Project). Both projects were evaluated during the course of 1987 and found to be progressing satisfactorily. Shortfalls in numerical targets are due to unanticipated delays in implementation that both missions are confident can be overcome in 1988.

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1/ A cautionary note is in order when referring to projections such as those that appear in Table 1. These numbers, while useful measures of where a country or region stands on a given indicator, are not in and of themselves absolutes. The numbers presented are typically accurate to within 1 to 3 percentage points. Therefore, the values presented are in fact ranges. Progress on a given indicator over time is more important than focussing on the specific values for one year.

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INPUT FOR 1987 CAI REPORT  
CENTRAL AMERICA PEACE SCHOLARSHIPS (CAPS) PROJECT

The Central America Peace Scholarship Project (CAPS) is a direct outcome of the NBCCA recommendation that scholarships be provided in the United States to 10,000 individuals from Central America. Authorized in February, 1985 to provide funding for a five-year program supporting training for 7,000 Central Americans in the United States, CAPS has subsequently been expanded to reach 8,500 Central Americans. This program represents a new genre of training project: one with developmental as well as explicit diplomatic objectives, with two parallel goals: 1) to improve the human resources base of the region and in particular the ability of the countries in which we are working to develop, establish, and maintain democratic institutions and processes, and 2) to counter Soviet bloc training by providing opportunities for the economically and socially disadvantaged who otherwise would not have the opportunity to be exposed to democratic institutions and processes in the United States. An economic needs test insures that a substantial number of Peace Scholars comes from this target group.

The following are illustrative examples of the CAPS program:

- o Costa Rica has initiated an innovative predeparture, in-country training program. Under this program training for all participants has increased from an average of approximately one week to five. The level of English language skills upon reaching the U.S. is higher than under the previous predeparture training activities; participants are better equipped with "survival English" when they reach the U.S. An evaluation/orientation officer has been hired to design and implement the predeparture training program, as well as to debrief participants upon their return to Costa Rica.
- o The CAPS program in Panama emphasizes long-term training and focusses on disadvantaged youth. The Panama Canal College has been contracted to provide in-country English language training, thus reducing the cost of training considerably.
- o The El Salvador CAPS program has targeted rural cooperative leaders and mayors. CSLA, the contractor for U.S. CAPS training, has alternatively placed participants in college dormitories and homes, in order to ascertain which living environment is more beneficial to the participants. Additionally, the El Salvador program is experimenting with a standardized debriefing questionnaire for returnees.
- o Small businessmen are targeted in the Honduras program for training in accounting skills. Their academic training, received in Vermont, is followed by hands-on activities under the supervision of a small businessperson living and working in Vermont. Thus, the Hondurans are exposed to an immediate practical application of accounting skills in a real business setting.

- o The identification and training of indigenous rural leaders in the Western Highlands have been a priority of the Guatemala CAPS program. Almost 100% of the participants in the Guatemala program have been economically disadvantaged.
- o The CAPS program in Belize has sent rural nurses to Historically Black Colleges & Universities (HBCUs), notably Hampton University in Virginia, to study community health, maternal child care, and pediatrics. The rural teachers who benefited from CAPS scholarships have returned to their country to organize the first professional network in the field of Education in Belize.

Key Accomplishments of the CAPS Program

PEACE SCHOLARS INITIATING TRAINING UNDER CAPS

<u>COUNTRY</u>	<u>FY85</u>	<u>FY86</u>	<u>FY87</u>	<u>TOTAL TO DATE</u>
Belize	15	76	74	165
Costa Rica	44	394	363	801
El Salvador	345	247	283	875
Guatemala	325	806	1,039	2,170
Honduras	212	298	392	902
Panama	73	246	49	368
ROCAP	43	239	100	382
CASP	74	270	172	516
<b>TOTAL</b>	<u>1,131</u>	<u>2,576</u>	<u>2,502</u>	<u>6,210</u>
% female	30%	31%	45%	
% disadvantaged	64%	85%	86%	
% long-term	15%	24%	23%	

(source: CLASP Information System, 12/01/87, includes Peace Scholars initiating training in-country during FY 1987)

Four interesting and important conclusions are suggested by these data. First, training is well ahead of the targets established in the CLASP Project Paper (4,312 by the end of FY 1987). Second, the percentage of female participants has risen dramatically since FY 1985. The project goal of 40% participation by women was reached in FY 1987 and certainly will be achieved over the life of the project. The same effect is noted in the percentage of socially/economically disadvantaged: the project goal of 70% participation of this target group was exceeded in both FY 1986 and FY 1987. Finally, the proportion of long-term training (i.e., of 9 months duration or more) continues to show upward tendency. Current projections are that by FY 1989 (the last year for funding under CAPS) between 25% and 27% of CAPS scholars will have studied in long-term programs.

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## Initiation of Experience America Activities

The essence of the CAPS program requires that all Peace Scholars experience first-hand the social and democratic processes and values of the United States. During their formal training the trainees shall be provided opportunities to become involved in the daily lives of individual American families and activities of community and professional organizations. Tours, short visits and meetings are acceptable, but they should not supplant more substantive people-to-people activities.

- o Approximately 50% of the U.S. CAPS contractors report that they are implementing the "Experience America" component.
- o Binghamton (NY) Community College CAPS scholars lunch with the head of the Binghamton County Council on a monthly basis. They visit different offices of the County government each month with their host. These visits have been so successful that they have been repeated at the state and national levels.
- o Some community colleges require that their CAPS scholars do volunteer work in their communities. Participants have taught Spanish to disadvantaged children, provided disaster relief to flood-stricken areas, and assisted in transporting hay to farmers living in drought areas of the south.
- o Participating community colleges are aware that the success of the "Experience America" component begins at their level, with careful selection and orientation of potential roommates, host families, and college officials. Although no budget exists specifically to support the "Experience America" activities, colleges have shown their willingness to provide their own resources innovatively to support this component of CAPS.

## Follow-on Activities

Follow-on activities focus on CAPS scholars after they have returned from their U.S. training experience. Success of the CAPS program requires structured and continual contact with returnees. This will provide a vehicle through which returning scholars place their U.S. experience in the context of their own country; through which the values and lessons learned in the U.S. are supported and maintained by peers; and through which considerable spin-off effect may be rendered through community action efforts of returnees.

- o Ferris State College, in Big Rapids, Michigan, after having provided training in the U.S. to Belizean secondary schools principals in administrative procedures and teaching methodology, is now providing follow-up workshops in Belize leading toward a Masters in Education Administration. Funding for this program is provided by the secondary principals, themselves; A.I.D.; Ferris State College, the Belize Secondary Schools Association; and the Belize Ministry of Education.

- o A group of small businessmen received short-term training in the U.S. on marketing methods. Upon their return to Costa Rica, about 80% conducted market surveys for their businesses. Trainers from the U.S. travelled to Costa Rica to orient the returnees in uses of the market survey.
- o Returning CAPS scholars from Guatemala have joined into an association, which has regular meetings, produces a newsletter for CAPS returnees, and has been active in community organization in rural areas. In spite of their disadvantaged economic status, returnees have been willing to contribute their own money to support these activities.

#### Containment of Training Costs

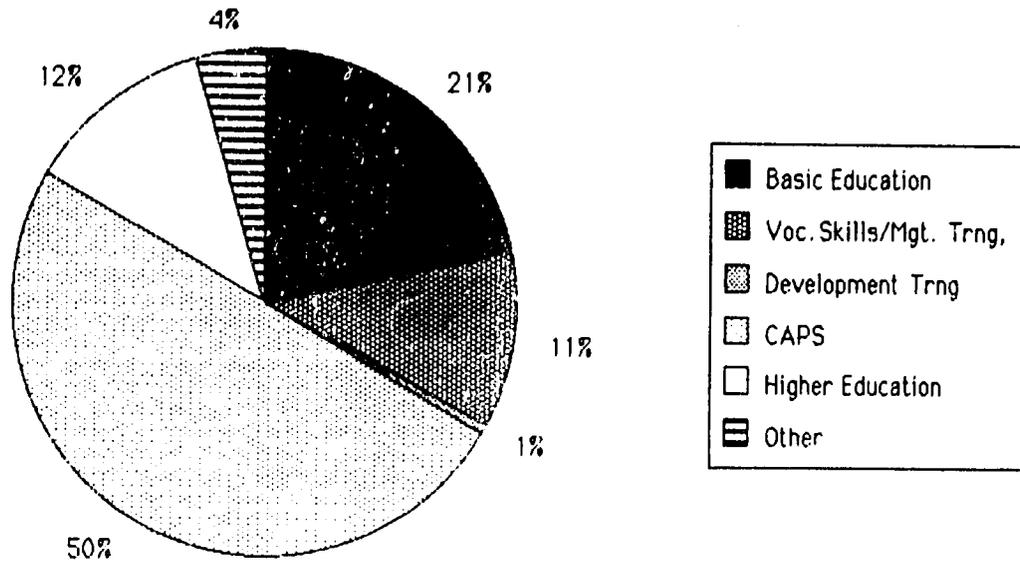
Cost containment practices assure that training programs and implemented with reasonable (i.e., not excessive) levels of expenditure. For a multi-year program planning for given numbers of participants can be done with greater efficiency when cost containment measures operate. Missions and contractors are cognizant of the need to control costs and have given due attention to this concern. The Training Cost Analysis (TCA), recently introduced by the Office of International Training, is one key device to assist in identifying training costs during participant training procurements and in monitoring training expenditures. Quality of program should not be sacrificed to cost economy.

- o Contractor Checchi and Company is revamping the Training Cost Analysis (TCA) format to reflect the cost reporting reality of the CAPS program. With guidance from LAC, Checchi is developing a standard reporting format which will offer the capability of training cost comparisons across USAID Missions and across contractors.
- o Contractors have implemented a series of cost containment strategies, including training in groups, searching out less expensive U.S. campuses, and negotiating special tuition levels for CAPS participants.

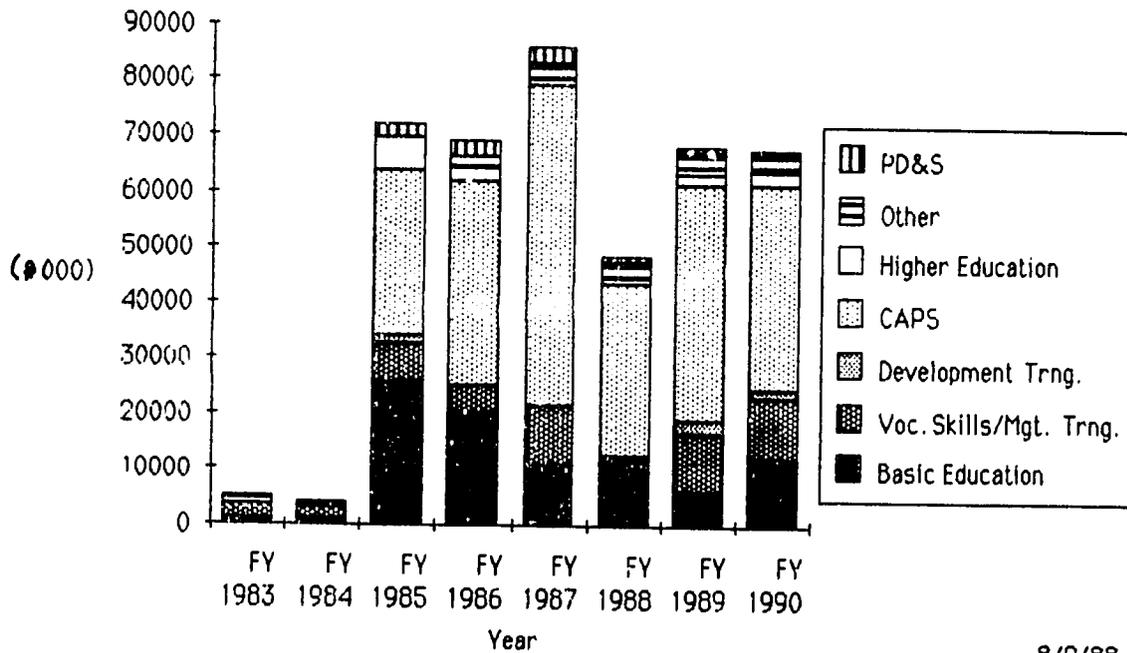
CAPS continues to be successful and popular throughout the Central America region. It is achieving and exceeding its targets with no major implementation problems.

LAC/DR/EST, DLosk, 7419R

**CENTRAL AMERICA EHR PORTFOLIO  
LOP FUNDING (\$407,114,000)**



**CENTRAL AMERICA EHR PORTFOLIO  
FUNDING TRENDS**



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