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Development

L A T I N A M E R I C A A N D T H E C A R I B B E A N

Conference Proceedings
Latin America and the Caribbean
Regional Education and Training Conference
October 1 - 4, 1991

Bureau for Latin America and the Caribbean • Office of Development Resources • Education and Human Resources Division

U. S. A G E N C Y F O R I N T E R N A T I O N A L D E V E L O P M E N T

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Frances Hays, Rapporteur

LAC Education and Human Resources Technical Services Project
Conducted by the Academy for Educational Development
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Introduction

Purpose

USAID education and human resource development officers from the Latin American and Caribbean (LAC) missions met in Washington, DC, for four days in October 1991. This was the first gathering of LAC regional education and training officers in four years. Administrator Ronald Roskens made the opening speech; Ambassador James Michel, the assistant administrator of the LAC Bureau, participated in three key sessions.

The conference had several purposes.

- *Create dialogue.* As the LAC Bureau moves from project to program assistance, USAID mission officers and AID/Washington policy makers must come to consensus on how missions will adapt to new contexts for conducting their activities and undertake new ways of assessing the results of their investments.
- *Share lessons learned.* In 1989, the Education and Human Resources (EHR) Division commissioned a series of in-depth studies to review experience and assess the reasons for project success or failure in USAID education and human resource development investments over the past 15 years. These lessons point to guidelines for the planning, implementation, and evaluation of donor-funded activities in basic education, participant training, vocational education and training, and management education and training.
- *Identify support needed by EHR officers.* EHR officers may well require new forms of support as they undertake new responsibilities and roles in an environment of program assistance.

Process

The conference was structured around these three purposes.

- *Create dialogue.* USAID mission officers had the opportunity to discuss changes in the Agency and the LAC Bureau directly with senior staff of the Agency, most importantly with Ambassador James Michel, the assistant administrator of the LAC Bureau, and with Elena Brineman, deputy director of the LAC Bureau's Office of Development Resources.
- *Share lessons learned.* The principal authors of the *Reviews of Experience* led discussions of their major findings. Panel members provided field experiences that illustrated the findings. Several themes emerged from these discussions, which illustrate directions in which the Agency as a whole is moving:
 - policy dialogue and reform
 - alternate sources of financing for education
 - institutional and financial sustainability of donor investments
 - clear relationship between EHR activities and a mission's strategic objectives
 - collaboration among USAID offices and among donors
 - linkage between program planning and program evaluation
- *Identify support needed by EHR officers.* Throughout the discussions, USAID mission participants had the opportunity to explain what kinds of support they need from AID/Washington to carry out their roles effectively both within the mission and with their host country colleagues. In addition, the EHR officers shared their concerns about

career development in an agency undergoing substantial reorganization.

Participants

- General development officers, human resource development officers, education officers, and training officers from USAID missions in the LAC region
- Foreign service nationals (FSNs) with project management and training responsibilities at USAID missions in the LAC region
- Senior staff of the Education and Human Resources (EHR) Division of the LAC Bureau
- Senior officers from the LAC Bureau, including the assistant administrator
- Senior officers from the Offices of Education and of International Training of the Bureau for Research and Development

Human Resource Development in the LAC Region

In 1991, critical changes in the LAC region and in USAID came together. In the region, nations were progressively moving toward more democratic forms of governance and more open forms of economic structuring. In USAID, reorganization was taking place to emphasize results and accountability. Nations in the region and USAID as a donor agency were faced with declining resources for investments in development. Changes in global politics, the burden of LAC debt, and the U.S. recession were all affecting the nature of U.S. development assistance in the LAC region.

Within the LAC Bureau, change is being made from project to program assistance. As discussed by Ambassador James Michel and Elena Brineman, program assistance requires focus on strategic objectives, set by the Bureau or by the mission, that determine the kinds of investments the Bureau at large or individual missions will make in a given country or activity. No longer will USAID invest in a given sector simply because of need. Critical preconditions for investment include a supportive macroeconomic and policy environment on the national level, political willingness to act on the part of the host country government, and a strong rela-

tionship between investment in the sector and achievement of USAID strategic objectives.

In the LAC region, the effects of ten years of debt and of the economic restructuring programs undertaken with the International Monetary Fund have left national governments with extremely limited resources to invest in human resource development. Growing populations and significant economic changes place ever greater demands on these nations to supply adequate education and training for their citizens. Economists are positing a crisis in the finance of education. In this context, more money is not the simple answer; structural changes to the education system are mandatory if increased investment is to bring results.

Jorge Sanguinety, an education economist, presented findings from his recent research on the finance of education and the impact of the current fiscal crisis on the quality of education. The financial crisis in education in Latin America was brought about by the debt burden these countries incurred during the late 1970s and early 1980s and the high level of inflation most of these countries are now experiencing. Ministries of education find themselves with budgets allocated entirely to payroll, and teachers find themselves with salaries greatly eroded in value.

- *Universal access versus quality.* As ministries of education have budgets large enough to cover only the costs of personnel, they are left with no resources to alter the course of education in their countries. Consequently, in the struggle between competing goals — universal coverage versus quality — the quality of education throughout Latin America and the Caribbean appears to be declining at all levels from primary through tertiary.
- *Improving quality.* Redressing the imbalances of the current situation will require the cooperation of all players, especially national economists and planners, not just educators. Leaders from all sectors must recognize the fundamental importance of education to national development and rally in support of reforming the education system. Consensus must be achieved on the meaning of quality at each level of the education system.

Dr. Sanguinety called for a restructuring of ministries of education to make them responsible for national education policies and standards. He would

grant responsibility and resources to regional and local authorities for the hiring of personnel and the administration of schools. Foreign assistance should be contingent upon governments making critical policy changes to allow education reform to proceed smoothly.

In this environment — that calls for careful examination of a mission's strategic objectives *and* a host country's commitment to education reform — each USAID mission is asking what form of investment in human resource development makes sense. Missions now invest in a wide array of activities ranging from multi-component, multi-year basic education projects to short-term, U.S.-based training for specific socioeconomic and professional groups. As these activities are completed, future investments will be based on a different set of assumptions: opportunity for impact, sustainability of changes, and relationship to strategic objectives.

These new requirements call for a new way of working based on much greater collaboration and coordination — within USAID missions, among donors, and with host country ministries. Educational reform necessitates involvement on the part of national policy makers, private sector leaders, and senior management of donor agencies. If investment in education and human resource development is to be a strategic priority in a given country, then all leaders must be united in their support of educational change.

Several themes emerged from the conference discussion of changes in USAID and the LAC region.

- Dialogue with host country leaders about economic and education policy reform is critical to USAID investments in human resource development.
- Clear objectives and indicators are required to guide USAID investments and show their impact.
- USAID investments must be focused on systemic, institutional changes rather than on the delivery of services.
- Scarce, often declining, resources must be programmed to make the greatest overall impact in terms of achieving the mission's strategic objectives.

These themes appeared in the subsequent discussions focused on each subsector of USAID investment in

education and human resource development: basic education, participant training, vocational education and training, and management education and training.

Basic Education

USAID has invested in basic education in the LAC region for over twenty years. Activities have encompassed all aspects of the educational system from curriculum and instructional materials development, teacher training, and school construction to the creation and maintenance of management information systems. Currently USAID has investments in basic education in most of the Caribbean and Central American nations, but none in South America. Through careful assessment of these activities, the Education and Human Resources Division of the LAC Bureau assembled its review of experience in basic education.

Ray Chesterfield, the principal researcher for the review of experience, presented major findings regarding project design, implementation, and evaluation from the literature and a series of case studies conducted especially for this study. Project officers from USAID missions in Guatemala, El Salvador, Haiti, Jamaica, and the Dominican Republic shared lessons learned from the field.

Review of Experience: Major Themes

In keeping with the general discussion, the major themes highlighted by Ray Chesterfield included the following:

- *Capacity building and organizational change.* Donors must assist the entire educational system to change. Piecemeal inputs to isolated schools or administrative units will have no impact on the system.
- *Long-term commitment.* Significant changes in an educational system require five to ten years to be institutionalized. Donors must commit their resources for the long term.
- *Focus on the child in the classroom and the community.* Ultimately the purpose of education is the development of the child and the attainment of skills and learning for a productive life. Donors should assess any investment based on its impact on the child.
- *Local resources.* The LAC nations have well-trained and experienced education planners,

researchers, and experts. Donors should strive to make maximum use of LAC resources before bringing in U.S. experts.

- *Collaboration and coordination among donor agencies.* Donors must speak with a united voice when advocating policy reforms and when conducting data-gathering activities. Donors must coordinate investments in order to achieve the greatest impact.

Highlights from Panelists

In El Salvador and Guatemala, USAID has made a long-term commitment to improving the coverage, efficiency, and quality of basic education by working primarily through the ministry of education. These projects are broad in scope, encompassing most aspects of the education system. Both projects are undertaking policy dialogue with senior leaders on issues related to the finance of education.

- *Girls' education.* Susan Clay of USAID/Guatemala spoke about a special policy initiative to focus attention on the role of girls' education in the development of Guatemala. The USAID mission sponsored a national conference for Guatemala's most senior leaders from the public and the private sectors. Out of the conference came the mandate to form a national commission to draft a national emergency plan to address the issue of girls' education.
- *Decentralization.* Patsy Layne of USAID/El Salvador spoke about some of the tensions involved in the decentralization of education administration in El Salvador. Although the rhetoric in support of decentralization is strong, in actuality few resources have been transferred to regional and local offices to enable them to fulfill greater responsibilities. In addition, although educators stress the fundamental importance of the quality of education offered in the first few grades of primary school, teachers in the higher grades receive higher salaries.

Basic education projects in the Caribbean offer a different model. In Haiti and the Dominican Republic, USAID chose not to work directly with the public sector. Private schools bear the burden of educating the poor. In these two countries, therefore, USAID has helped create new institutions to assist private schools in improving the quality of the education they provide. In Jamaica, USAID has worked on strengthening partnerships between the public and private sectors to enhance the quality of education.

- *Private education.* Mary Ann Cusack of USAID/Haiti described the situation in Haiti where private, religious schools educate 70 percent of the children enrolled in primary school, the majority of them very poor. With USAID's support, FONHEP, a private foundation, was established to provide a wide range of assistance to these schools in curriculum and instructional materials development, teacher training and support, testing, and school reconstruction. USAID has successfully focused its resources on institution strengthening and capacity building in the context of great poverty and political instability.
- *Private educational foundation.* Paul Struharik of USAID/Dominican Republic spoke of the mission's role in supporting the development of EDUCA, a private foundation whose goal is to motivate private sector involvement in and commitment to helping improve the quality of education in the Dominican Republic. On the one hand, EDUCA is working to strengthen private schools in Santo Domingo that educate the poor; on the other hand, EDUCA is sponsoring activities to raise national awareness about the importance of basic education.
- *Donor and private sector partnerships in education.* Jerry Wood of USAID/Jamaica described the mission's six years of innovative and successful work bringing parents and communities together in support of local schools. USAID is now helping the Government of Jamaica strengthen its call for partnerships in education in light of the financial crisis the government faces in servicing its debt. With USAID support, a national education conference was held in June 1991 for key leaders from the private sector and the donor community. The conference succeeded in obtaining private sector and donor commitment to collaborating with the government in the financing and improving of education.

Participant Training

USAID has invested heavily in participant training over the past 25 years. More than 300,000 individuals have received training in the United States, and in 1990 alone USAID spent more than \$300 million in the United States on its participant training programs. The LAC Bureau has invested in one of the largest programs to date, the Caribbean and Latin American Scholarship Program (CLASP). From its

beginning in 1985 through June 1991, more than 16,000 individuals had participated in CLASP training. Along with academic and technical training has come a major investment in Experience America, follow-on, and evaluation activities.

Review of Experience: Major Themes

For the review of experience, John Gillies, the principal researcher, drew on USAID's worldwide experience as well as the LAC experience in CLASP and other participant training projects more focused on development objectives. He presented major findings regarding program planning, project design, implementation, and evaluation.

Training is an arduous, labor-intensive, and expensive process. Its position in the mission is ambiguous. Its relationship to and value in light of the strategic objectives missions are developing are unclear. Most of the activities involved in training are not conducted by USAID direct-hire officers; rather foreign service nationals and contractors have the major responsibility for carrying out many of the tasks involved in training.

The review of experience argues for a new perspective on training, a program perspective that would view training not as an end in itself but rather as a tool in achieving the strategic objectives of the USAID mission. Training must be set in a dual context: the national context, which either enhances or inhibits the application of training, and the mission context, which sets priorities on given activities at given times. Finally, training should focus on organizations, not individuals. The object of change is a selected policy, sector, or institution, not a collection of individuals. In order to accomplish these goals, training must have clear objectives and indicators.

USAID: New Vision of Training

Senior officers from the Office of International Training (OIT) were much in agreement with the findings and conclusions stated in the LAC review of experience. OIT is advocating a new vision of training which incorporates three equally important components: pre-departure training to prepare individuals for the training experience, academic or technical training, and follow-on activities after trainees return to their own countries and jobs. The purpose of training is to train, launch, and support agents of change and development. In order to allow missions to focus on the purpose of training rather than the myriad tasks involved, OIT is now

formulating procedures which will greatly reduce the administrative burden and simplify procedures.

Mission Perspectives on Training

There was general agreement that training should be seen as a supporting activity for achieving a mission's strategic objectives. In practice, however, the critical planning document — the Country Training Plan (CTP) — is still viewed as the responsibility of the mission training officer, not the mission director. For training truly to function in the program perspective, its importance must be recognized by senior mission leadership. The CTP must be taken on by the mission director in line with the Action Plan and the Program Objectives Document. The CTP should be transformed from a reporting document to a management tool within the Action Plan to highlight the relationship between training and the mission's strategic objectives.

For CLASP, the missions have developed very labor-intensive procedures to guarantee that training meets its objectives for each individual and group. For example, the El Salvador mission conducts an intensive needs assessment for each category of trainees; all relevant parties — the trainee, the trainee's supervisor, mission officers from the related sector or project, etc. — are involved in the design of training and Experience America activities; extensive follow-on activities are carried out to ensure that training has the widest possible application once trainees are back at their jobs.

Conference participants divided into three small groups to discuss critical issues related to the implementation of CLASP.

- *Program assistance.* The discussion stressed the importance of elevating the status of training within the mission as a tool for achieving strategic objectives. Training should focus on organizations rather than individuals. The group identified five components to assess in measuring the impact of training: learning objectives, performance-based job objectives, professional objectives within the organization, critical mass of trained people at different levels of the organization, and leadership within the organization.
- *Follow-on activities.* The group supported the importance of these activities and felt they should be incorporated into the Country Training Plan. A critical question is which activities should be

sponsored by the mission and which by the returned participants themselves. The group urged that some follow-on activities such as alumni associations be open to all U.S.-trained individuals, not just USAID trainees.

- **Evaluation.** The group discussed the difficulty of establishing linkages between training and organizational and social change. They agreed that it was imperative to consider who would be using the information and for what purposes in designing an evaluation. In addition to survey results, the group felt a strong need for case studies and anecdotal information to aid in the process of formative evaluation.

Vocational Education and Training

Vocational education and training is a broad, complex field. An abundance of institutional bases, training audiences, and training formats exist ranging from long-term, school-based programs to short-term, enterprise-based or on-the-job training opportunities. Many decisions confront donors as they choose how to invest in the field. Cost of training, self-sufficiency of the training institution, and relationship to USAID strategic objectives are all critical questions.

The review of experience focused on USAID's experience to date on a worldwide basis with selected case studies of investments in the LAC region.

Dennis Herschbach, the principal researcher, based his presentation on the relationship between the complexity of a given project and the management capabilities of the national and institutional environment in which the project would be implemented. In general, projects tend to be overly complex for the capability of implementing organizations, especially in low-income countries.

The review of experience presents guidelines for the implementation of projects in low-income and middle-income countries, stressing issues of management, instruction, and financial sustainability. Discussion at the conference focused on the following questions:

- Under what circumstances, if any, are investments in public formal vocational education systems justified?
- Should donors invest exclusively in private sector-based training programs?

- Is financial self-sufficiency a viable goal for a training institute or foundation?
- Should donors focus on entry-level skills or on specialized technical skills?

Panel members shared experiences from Honduras and Belize. Ned van Steenwyk of USAID/Honduras spoke of the success of CADERH, a private institute founded to improve the quality of nonformal vocational training offered by municipal training centers and private voluntary organizations. This project illustrates the value of long-term donor commitment and incremental development of project activities that increase in scale only as success is realized. Through the development and use of competency-based instructional materials and certification exams, CADERH has helped vocational training institutes significantly raise their productivity. In addition, CADERH has begun successful in-plant training efforts with some of Honduras' large, export-oriented firms.

Carolyn Leacock of USAID/Belize described a project with very different outcomes. The mission chose to invest in Belize's formal vocational high school system, funded and administered by the Ministry of Education. Initially designed to develop two high schools as model schools, the project was soon amended to support all eleven vocational high schools in the country. The project was complex and overstrained the implementation capacity of both the Ministry of Education and the individual high schools. Thus, the project's results have been disappointing as expensive equipment lies unused in instructional laboratories. This project illustrates the need to base project complexity and scope on the implementing capacity of the local institutions involved rather than their need or enthusiasm for assistance.

Management Education and Training

With USAID's emphasis on achieving sustainable economic growth in the LAC region has come a heightened interest in management education and training. The critical, unanswered question is the relationship between training of managers and economic development. Not only human resource constraints impede economic growth; a host of other issues involving basic macroeconomic policies may stand in the way of economic development.

Project officers pointed to USAID activities in management education and training over the past 20 years in the LAC region as a singularly successful area of investment. In terms of assessing the lessons USAID has learned, the experience is broad but not deep. USAID has invested in a wide variety of institutional formats; in most cases, however, there are just one or two examples of each type.

Because the review of experience for management education and training is just getting underway, the conference session provided participants with the opportunity to give input as to the issues the study should cover. Larry Cooley led the discussion of preliminary lessons about the subject.

To begin an assessment of the field, it is necessary to clarify certain distinctions: between management education and training, among types of students, and among various institutional formats and settings. As in participant training, if change in the direction of development is the goal, then donors must focus on institutions rather than individual managers. Certain key questions emerged from the discussion.

- Under what circumstances are academic programs preferable to short-term training programs? and vice versa?
- What kinds of objectives and indicators are useful to show the impact of training rather than simply the output of training?
- How should donors address the issue of financial sustainability?

Panelists shared experiences from Honduras, Belize, and Panama. Marcia Bernbaum, formerly of USAID/Honduras, and Carolyn Leacock of USAID/Belize told of the successful development of private, free-standing institutes devoted exclusively to management training and consulting. In both cases, the American Management Association assisted in the initial design and delivery of short-term training until courses could be adapted to the local context and local case studies developed. Based on the realization that training alone may not improve productivity, both institutes have moved beyond training to providing companies with a comprehensive set of management development services.

Allan Broehl, formerly of USAID/Panama, urged missions to consider the management training needs of the public sector in addition to those of the private sector. He challenged the group to find an appropriate role for CLASP trainees, many of whom receive some management training while in the United States.

Conclusion

Strengthening the Role of EHR Officers

The final discussion with Ambassador Michel focused on issues related to basic education and training. Common to both was the question of resources. In a situation of declining resources, how can an EHR officer effectively play the expanded role called for in the conference presentations? In basic education, the challenge is to undertake policy dialogue and reform, focusing on the finance of education. In training, the challenge is to integrate training with the mission's strategic objectives as a tool in program assistance.

EHR officers need technical and management support, so that they can broaden their role within the mission, with other donors, and with host country leaders from the public and the private sectors. In particular, EHR officers cited a need for training in issues related to education finance and policy reform. LAC Bureau projects, such as the LAC/EHR Technical Services Project and the CLASP II Evaluation Project, offer a range of services to missions to help them strengthen their education and human resources efforts.

Next Steps

In 1992, the EHR Division of the LAC Bureau will be expanding the services it offers missions in data collection and analysis, policy formulation, and project design and evaluation through the EHR Technical Services Project and the CLASP II Evaluation Project. In particular, the EHR Technical Services Project will focus on information dissemination to the missions. The following products will be completed and distributed as appropriate:

- *Reviews of Experience:* Basic Education, Training for Development, Vocational Education and Training, Management Education and Training

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- **Summary documents and practical applications of lessons learned from the *Reviews of Experience***
 - **Information packages on selected topics in basic education:**
 - **Democracy and Values Education**
 - **Finance of Education**
 - **Girls' Education**
 - **Policy Reform and Non-Project Assistance**
 - **Research on Escuela Nueva**
 - **Workshops on selected topics:**
 - **Country Training Plan**
 - **Evaluation and Indicators**
 - **Policy Dialogue**
 - **Finance of Education**

LAC Regional Education and Training Conference

October 1 - 4, 1991

Westpark Hotel

1900 N. Fort Myer Drive, Rosslyn, Virginia

Tuesday, October 1, 1991

- 9:00 Welcoming Remarks**
Joseph Carney, Chief, LAC/DR/EHR
- Keynote Address**
Dr. Ronald W. Roskens
Administrator, USAID
- 10:15 Break**
- 10:30 From Project to Program Objectives**
Moderator: Joseph Carney, LAC/DR/EHR
- Presenters:*
Elena Brineman, I AC/DR
Larry Cooley, Management Systems International
- Respondents:*
Patricia Layne, USAID/El Salvador
Gary Russell, LAC/DR/EHR
Kurt Moses, Academy for Educational Development
- 12:30 Lunch**
- 1:30 Financial Status: LAC Public Education Systems**
Moderator: Leo Garza, LAC/DR/EHR
- Presenter:*
Jorge Sanguinety, Development Technologies, Inc.
- Respondents:*
James Elliot, LAC/DP/EA
Fernando Reimers, Harvard Institute for International Development
- 3:30 Break**
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3:45 **Education Finance Strategies**

Presenters:

Gerald Wein, Debt for Development Foundation
Jerry Wood, USAID/Jamaica

5:00 **End of Session**

Wednesday, October 2, 1991

9:00 **Open discussion session**

Ambassador James Michel, LAC
Leonard Rogers, OPS/PRC
Gary Bittner, R&D/CUCD/PDM

10:30 **Break**

10:45 **Human Resource Development Strategy for the LAC Region**

Presenters:

Joseph Carney, LAC/DR/EHR
Gary Theisen, Academy for Educational Development

Respondent:

Frank Method, R&D/ED

12:30 **Lunch**

2:00 **Basic Education: Review of Experience**

Moderator: Samuel Rea, R&D/ED

Presenter:

Ray Chesterfield, Juárez & Associates

Respondents:

Susan Clay, USAID/Guatemala
Mary Ann Cusack, USAID/Haiti
Patricia Layne, USAID/El Salvador
Paul Struharik, USAID/Dominican Republic

3:15 **Break**

3:30 **WORKSHOP SESSIONS: Critical Issues in Basic Education**

- Moving from project to program objectives
- Involving the private sector in basic education
- Evaluating interventions in basic education
- Educating girls

5:00 **End of Session**

Thursday, October 3, 1991

**9:00 Training for Development:
Review of Experience**

Moderator: William Ford, R&D/OIT

Presenter:
John Gillies, Development Specialists International

Respondents:
Thomas Donnelly, R&D/OIT
David Losk, USAID/Costa Rica
Robert Meade, USIA
Ann Skelton, Development Associates

10:30 Break

10:45 WORKSHOP SESSIONS: Critical Issues in Participant Training

- Moving from project to program objectives
- Designing and implementing follow-on activities
- Evaluating participant training

12:30 Lunch

2:00 CLASP Update

Presenters:
Joseph Carney, LAC/DR/EHR
Roger Rasnake, Aguirre International

Regional Workshops

- Facilitators:*
- Caribbean: Marilyn Arnold, LAC/DR/EHR
Rebecca Adams, Aguirre International
 - Central America: Leo Garza, LAC/DR/EHR
Ron Rodgers, Aguirre International
 - Andes: Leslie Anderson, LAC/DR/EHR
Ethel Brooks, R&D/OIT

3:15 Country Training Plan Guidance

Presenter:
John Gillies, Development Specialists International

3:30 Break

3:45 **Regional Technical Aid Center (RTAC)**

Presenters:

Joseph Carney, LAC/DR/EHR
Edward Aguirre, Aguirre International

Respondents:

Joseph Williams, USAID/Nicaragua
Tom Haran, USIA
Arthur Skop, USIA
Ellen Leddy, USAID/Ecuador

5:00 **End of Session**

Friday, October 4, 1991

9:00 **Management Education and Training:
Review of Experience**

Moderator: Gary Russell, LAC/DR/EHR

Presenter:

Larry Cooley, Management Systems International

Respondents:

Marcia Bernbaum, HRDM/TD
Allan Broehl, AED consultant
Carolyn Leacock, USAID/Belize

10:30 **Break**

10:45 **Vocational Education and Training:
Review of Experience**

Moderator: Gary Russell, LAC/DR/EHR

Presenter:

Dennis Herschbach, University of Maryland

Respondents:

Ned van Steenwyk, USAID/Honduras
Carolyn Leacock, USAID/Belize

12:30 **Lunch**

1:30 **Project Updates**

- EHR Technical Services
Leo Garza, LAC/DR/EHR
- National Partners of America
Leslie Anderson, LAC/DR/EHR

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- **Advanced Training in Economics**
Marilyn Arnold, LAC/DR/EHR

2:30 Break

2:45 Conference Wrap-up

Joseph Carney, LAC/DR/EHR
Leo Garza, LAC/DR/EHR

4:00 LAC Bureau Objectives and the Role of HRD

James Michel, Assistant Administrator, LAC

5:00 End of Conference

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Educational Crisis in Latin America: The Financial Constraint and the Dilemma of Quality versus Coverage.
Jorge Sanguinety. 1991.

This document examines the finance of education in selected countries of the LAC region and the effects of recession and inflation on the quality of education.

Program Overview: Education and Human Resources Development. 1991.

This document provides an annotated listing of all current USAID investments in education and human resources development in the LAC region.

Review of Experience: Basic Education. Ray Chesterfield. 1992.

Review of Experience: Training for Development. John Gillies. 1992.

Review of Experience: Vocational Education and Training. Dennis Herschbach. 1992.

These documents review USAID's experience in three subsectors of human resources development with a focus on investments in the LAC region over the past fifteen years. The studies present lessons learned regarding project design, implementation, and evaluation.

To obtain copies of any of these documents, contact:

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