THE CARIBBEAN AND LATIN AMERICAN SCHOLARSHIP PROGRAM (CLASP)

PROJECT PAPER (2/14/85)
AMENDMENT # 1 (3/30/87)(9/30/86)
AMENDMENT # 2 (5/09/88)

Central America Peace Scholarships
(CAPS)

Latin America & Caribbean Training Initiatives II
(LAC II)

Presidential Training Initiative Island Caribbean
(PTIIC)

Andean Peace Scholarship Program
(APSP)

Project Numbers:

AID/W:

CA Regional	597-0001
LAC Regional (Brazil, Colombia, Mexico, Paraguay Uruguay)	598-0640

Field:

Belize	505-0039
Costa Rica	515-0242
El Salvador	519-0242
Guatemala	520-0362
Honduras	522-0329
Panama	525-1000
ROCAP	596-0130
Dom. Rep.	517-0216
Haiti	521-0640
Jamaica	532-0147
RDO/C	538-0640
Bolivia	511-0603
Ecuador	518-0067
Peru	527-0313

AID/LAC/P 424

CONTENTS OF THIS DOCUMENT

This document packages together the following:

- o The original Project Paper for the Caribbean & Latin American Scholarship Program (CLASP) dated February 14, 1985. Original PP includes:
  - $146,000,000 LOP authorization for CAPS
  - $ 15,000,000 LOP authorization for LAC II
- o Amendment Number 1 to the CLASP PP dated March 30, 1987. Amendment Number 1:
  - Further expands on and modifies guidance provided in the original CLASP PP.
  - Disaggregates the Presidential Training Initiative for the Island Caribbean (PTIIC) and the Andean Peace Scholarship Program (APSP) as sub-projects under the LAC II authorization.
  - Increases the CAPS authorization from $146 million to $170 million.
  - Increases the LAC II authorization from $15 million to $50 million.
- o Amendment Number 2 to the CLASP PP dated May 9, 1988. Amendment Number 2:
  - Introduces modified guidance for the Advance Developing Countries (ADCs).
  - Increases the LAC II authorization from $50,000,000 to $74,000,000.

A further amendment (Amendment Number 3), to be prepared the second quarter, 1989, will:

- Further increase LOP authorizations for CAPS and LAC II to incorporate additional Congressional earmarks.
- Revise LOP trainee targets for CAPS, PTIIC, APSP and LAC II.

0677R

AGENCY FOR INTERNATIONAL DEVELOPMENT

PROJECT DATA SHEET

1. TRANSACTION CODE C (A = Add, C = Change, D = Delete)

Amendment Number 2

DOCUMENT CODE 3

2. COUNTRY/ENTITY LAC

3. PROJECT NUMBER 598-0640

4. BUREAU/OFFICE Latin America and the Caribbean (LAC) 05

5. PROJECT TITLE (maximum 40 characters) LAC Training Initiatives II

6. PROJECT ASSISTANCE COMPLETION DATE (PACD) MM 09 DD 30 YY 94

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

A. Initial FY 85 B. Quarter 2 C. Final FY 94

8. COSTS ($000 OR EQUIVALENT $1 =)

A. FUNDING SOURCE	FIRST FY B. FX	C. L/C	D. Total	LIFE OF PROJECT E. FX	F. L/C	G. Total
AID Appropriated Total						
(Grant)	(5,935)	( )	(5,935)	(74,000)	( )	(74,000)
(Loan)	( )	( )	( )	( )	( )	( )
Other U.S. 1.						
Other U.S. 2.						
Host Country						
Other Donor(s)						
TOTALS	5,935		5,935	74,000		74,000

9. SCHEDULE OF AID FUNDING ($000)

A. APPROPRIATION	B. PRIMARY PURPOSE CODE	C. PRIMARY TECH. CODE 1. Grant	2. Loan	D. OBLIGATIONS TO DATE 1. Grant	2. Loan	E. AMOUNT APPROVED THIS ACTION 1. Grant	2. Loan	F. LIFE OF PROJECT 1. Grant	2. Loan
(1) EHR	600	600		31,525		14,000		59,137	
(2) FN	200	200		2,181		4,000		6,293	
(3) NN	500	500		300		2,000		2,516	
(4) ESF				2,004		4,000		6,054	
TOTALS				36,010		24,000		74,000	

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

690 | 150 | 220 | 510 | 560 | 730

11. SECONDARY PURPOSE CODE

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

A. Code	BR	BL	BP	BS	BU	BWW
B. Amount						

13. PROJECT PURPOSE (maximum 480 characters)

To increase the number of U.S. trained public and private sector individuals, especially the disadvantaged, at the planning, implementation, technical and administrative levels.

14. SCHEDULED EVALUATIONS

Interim MM YY MM YY Final MM 12 YY 94

15. SOURCE/ORIGIN OF GOODS AND SERVICES

[ ] 000 [x] 941 [x] Local [ ] Other (Specify)

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

- Increase Life of Project Funding from 50 to 74 million dollars.
- Extend PACD from FY 92 to FY 94
- Modify criteria for ADC training participants

17. APPROVED BY

Signature: Dwight Ink

Title: Assistant Administrator, LAC

Dwight Ink

Date Signed: MM 05 DD 09 YY 88

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

2

PROJECT AUTHORIZATION

(Amendment No. 2)

Name of Country: LAC Regional

Name of Project: Latin American and Caribbean Training Initiatives II

Number of Project: 598-0640

1. Pursuant to Sections 103 and 105 of the Foreign Assistance Act of 1961, as amended, the LAC Training Initiatives II Project for the LAC Region was authorized on February 14, 1985 (the "Authorization") and amended on September 30, 1986. The Authorization is hereby amended as follows:

a. Section 1 is deleted in its entirety and the following is hereby substituted in lieu thereof:

"1. Pursuant to Sections 103 and 105 of the Foreign Assistance Act of 1961, as amended, I hereby authorize the LAC Regional Training Initiatives II project, involving planned obligations of not to exceed seventy four million United States Dollars (US $ 74,500,000) in grant funds ("Grant") through September 30, 1990, subject to the availability of funds in accordance with the A.I.D. OYB/allotment process, to help in financing foreign exchange and local currency costs for the project. The planned life of the project is nine and one half (9 1/2) years from February 1985, the date of initial obligation, to September 30, 1994."

b. The text of Section 2 is hereby amended by substituting in lieu of the number "770" the number "5500" trainees.

3. Except as expressly modified or amended hereby, the Authorization remains in full force and effect.

Dwight Ink
Assistant Administrator
Bureau for Latin America and the Caribbean

May 9, 1988
Date

Clearance:
LAC/DR:TBrown TB
GC/LAC:GDavidson

3

AGENCY FOR INTERNATIONAL DEVELOPMENT

PROJECT DATA SHEET

1. TRANSACTION CODE: C (A = Add, C = Change, D = Delete)

Amendment Number: 1

DOCUMENT CODE: 3

COUNTRY/ENTITY: Central America

2. PROJECT NUMBER: 597-0001

4. BUREAU/OFFICE: Latin America and Caribbean (LAC) — 05

5. PROJECT TITLE (maximum 40 characters): Central America Peace Scholarships

6. PROJECT ASSISTANCE COMPLETION DATE (PACD): MM 09 DD 30 YY 93

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

A. Initial FY 87 B. Quarter 2 C. Final FY 913

8. COSTS ($000 OR EQUIVALENT $1 =)

A. FUNDING SOURCE	FIRST FY 85 B. FX	C. L/C	D. Total	LIFE OF PROJECT E. FX	F. L/C	G. Total
AID Appropriated Total						
(Grant)	(32,000)	( )	(32,000)	(138,000)	( )	(170,000)
(Loan)	( )	( )	( )	( )	( )	( )
Other U.S. 1.						
Other U.S. 2.						
Host Country		8,000	8,000		44,000	44,000
Other Donor(s)						
TOTALS	32,000		40,000	138,000	44,000	214,000

9. SCHEDULE OF AID FUNDING ($000)

A. APPROPRIATION	B. PRIMARY PURPOSE CODE	C. PRIMARY TECH. CODE 1. Grant	2. Loan	D. OBLIGATIONS TO DATE 1. Grant	2. Loan	E. AMOUNT APPROVED THIS ACTION 1. Grant	2. Loan	F. LIFE OF PROJECT 1. Grant	2. Loan
(1) EHRD	600	600		141,500					
(2) ESF	600	600		4,500					
(3) ARDN	600	600							
(4) HE	600	600							
(5) POP	600	600	Total	146,000		24,000		170,000	

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

11. SECONDARY PURPOSE CODE

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

A. Code

B. Amount

13. PROJECT PURPOSE (maximum 480 characters)

To increase the number of U.S. trained public and private sector individuals at the planning, implementation, technical, managerial and administrative levels.

14. SCHEDULED EVALUATIONS

Interim MM 12 YY 89 | MM | YY | Final MM 12 YY 93

15. SOURCE/ORIGIN OF GOODS AND SERVICES: [X] 000 [X] 941 [X] Local [ ] Other (Specify)

16. AMENDMENTS/NATURE OF CHANGE PROPOSED (This is page 1 of a 79 page PP Amendment)

The attached document represents an updated and complete description of the project.

17. APPROVED BY

Signature: Dwight Ink March 30, 1987

Title: Dwight Ink, Assistant Administrator, LAC

Date Signed: MM 1 DD 1 YY 87

18. DATE DOCUMENT RECEIVED IN AID/W, OR FOR AID/W DOCUMENTS, DATE OF DISTRIBUTION: MM 10 DD 1 YY 86

4

UNITED STATES INTERNATIONAL DEVELOPMENT COOPERATION AGENCY
AGENCY FOR INTERNATIONAL DEVELOPMENT
WASHINGTON D.C. 20523

PROJECT AUTHORIZATION

(Amendment No. 1)

Name of Country: Central America Regional

Name of Project: Central America Peace Scholarships

Number of Project: 597-0001 (Formerly 596-0130)

1. Pursuant to Sections 105 and 531 of the Foreign Assistance Act of 1961, as amended, the Central America Peace Scholarships project for Central America Regional was authorized on January 14, 1985 (the "Authorization"). The Authorization is hereby amended as follows:

Section 1 is hereby amended by deleting the words "One Hundred Forty-six Million United States Dollars ($146,000,000)" and substituting in lieu thereof the following: "One Hundred Seventy Million United States Dollars (US $170,000,000)."

2. Except as expressly modified or amended hereby, the Authorization remains in full force and effect.

Dwight Ink
Assistant Administrator
Bureau for Latin America and the Caribbean

March 30, 1987

Date

5

UNITED STATES INTERNATIONAL DEVELOPMENT COOPERATION AGENCY
AGENCY FOR INTERNATIONAL DEVELOPMENT
WASHINGTON D C 20523

PROJECT AUTHORIZATION

(Amendment No. 1)

Name of Country: LAC Regional

Name of Project: LAC Training Initiatives II

Number of Project: 598-0640

1. Pursuant to Sections 103 and 105 of the Foreign Assistance Act of 1961, as amended, the LAC Training Initiatives II Project for the LAC Region was authorized on February 14, 1985, (the "Authorization"). The Authorization is hereby amended as follows:

a. Section 1 is deleted in its entirety and the following is hereby substituted in lieu thereof:

"1. Pursuant to Sections 103 and 105 of the Foreign Assistance Act of 1961, as amended, I hereby authorize the LAC Regional Training Initiatives II project, involving planned obligations of not to exceed Fifty Million United States Dollars (US $50,000,000) in grant funds ("Grant") through September 30, 1992, subject to the availability of funds in accordance with the A.I.D. OYB/allotment process, to help in financing foreign exchange and local currency costs for the project. The planned life of the project is six (6) years from the date of initial obligation."

b. The text of Section 2 is hereby amended by substituting in lieu of the number "770" the number "2,970".

3. Except as expressly modified or amended hereby, the Authorization remains in full force and effect.

Dwight Ink

Dwight Ink
Assistant Administrator
Bureau for Latin America and the Caribbean

Sept 30, 1986
Date

6

AGENCY FOR INTERNATIONAL DEVELOPMENT

PROJECT DATA SHEET

1. TRANSACTION CODE: A (A = Add, C = Change, D = Delete)

Amendment Number

DOCUMENT CODE: 3

COUNTRY/ENTITY: LAC

2. PROJECT NUMBER: 598-0640

4. BUREAU/OFFICE: Latin America and Caribbean (LAC) 05

5. PROJECT TITLE (maximum 40 characters): LAC Training Initiatives II

6. PROJECT ASSISTANCE COMPLETION DATE (PACD): MM 09 DD 30 YY 90

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

A. Initial FY 85 B. Quarter 2 C. Final FY 90

8. COSTS ($000 OR EQUIVALENT $1 =)

A. FUNDING SOURCE	FIRST FY 85 B. FX	C. L/C	D. Total	LIFE OF PROJECT E. FX	F. L/C	G. Total
AID Appropriated Total						
(Grant)	(4,500)	( )	(4,500)	(15,000)	( )	(15,000)
(Loan)	( )	( )	( )	( )	( )	( )
Other U.S. 1.						
Other U.S. 2.						
Host Country		1,000	1,000		4,000	4,000
Other Donor(s)						
TOTALS	4,500	1,000	5,500	15,000	4,000	19,000

9. SCHEDULE OF AID FUNDING ($000)

A. APPROPRIATION	B. PRIMARY PURPOSE CODE	C. PRIMARY TECH. CODE 1. Grant	2. Loan	D. OBLIGATIONS TO DATE 1. Grant	2. Loan	E. AMOUNT APPROVED THIS ACTION 1. Grant	2. Loan	F. LIFE OF PROJECT 1. Grant	2. Loan
(1) EHDR	600	600				12,000		12,000	
(2) ARDN	600	600				3,000		3,000	
(3)									
(4)									
TOTALS						15,000		15,000	

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

11. SECONDARY PURPOSE CODE

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

A. Code

B. Amount

13. PROJECT PURPOSE (maximum 480 characters)

To increase the number of U.S. trained public and private sector individuals, especially the disadvantaged, at the planning, implementation, technical and administrative levels.

14. SCHEDULED EVALUATIONS

Interim MM 10 YY 87 MM YY Final MM 10 YY 90

15. SOURCE/ORIGIN OF GOODS AND SERVICES

~~935~~ X 000 ~~941~~ X ~~935~~ X Local Other (Specify)

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

17. APPROVED BY

Signature

Title: Assistant Administrator, LAC, Director, S. America

Date Signed MM 02 DD 18 YY 85

18. DATE DOCUMENT RECEIVED IN AID/W, OR FOR AID/W DOCUMENTS, DATE OF DISTRIBUTION

MM DD YY

PROJECT AUTHORIZATION

Name of Country: LAC Regional

Name of Project: LAC Training Initiatives II

Number of Project: 598-0640

1. Pursuant to Sections 103 and 105 of the Foreign Assistance Act of 1961, as amended, I hereby authorize the LAC Regional Training Initiatives II project, involving planned obligations of not to exceed Fifteen Million United States Dollars ($15,000,000) in grant funds ("Grant") through September 30, 1989, subject to the availability of funds in accordance with the A.I.D. OYB/allotment process, to help in financing foreign exchange and local currency costs for the project. The planned life of the project is four (4) years and eight (8) months.

2. The project ("Project") consists of the financing of long and short term training in the United States, for approximately 770 public and private sector individuals from selected countries in the Caribbean Basin and South America, addressed to economic, social, or political development areas of concern, and with priority attention to long term leadership potential of the individuals selected.

3. The Project Grant Agreement(s) and appropriate contracts, which may be negotiated and executed by the officers to whom such authority is delegated in accordance with A.I.D. regulations and Delegations of Authority, shall be subject to the following essential terms and covenants and major conditions, together with such other terms and conditions as A.I.D. may deem appropriate.

a. Source and Origin of Commodities, Nationality of Services

Commodities financed by A.I.D. under the Grant shall have their source and origin in the country from which the particular candidate has been selected or in the United States, except as A.I.D. may otherwise agree in writing. Except for ocean shipping, the suppliers of commodities or services shall have the country from which the particular candidate has been selected or the United States as their place of nationality, except as A.I.D. may otherwise agree in writing. Ocean shipping financed by A.I.D. under the Grant shall be financed only on flag vessels of the United States, except as A.I.D. may otherwise agree in writing.

b. Waiver

(1) I hereby approve a source, origin and nationality waiver from A.I.D. Geographic Code 000 to the countries included in A.I.D. Geographic Code 941 to permit the procurement of commodities and services.

(2) Authority is hereby delegated to the Latin America and Caribbean Bureau Mission Directors and A.I.D. Representatives with implementation responsibilities under this Project to waive the requirement that non-U.S. Government funding sources be used for funding international travel costs.

Administrator

Date

Clearances:
GC:HMFry date 2/12/85
AA/LAC:VMRivera date
AA/PPC:RDerham date
SER/COM:PJHagan date
SER/CM:FMoncada date
GC/LAC:PGJohnson/gw 0064B/632-9182/01/22/85
S&T/IT:DWolf DW date 2/13/85

AGENCY FOR INTERNATIONAL DEVELOPMENT

PROJECT DATA SHEET

1. TRANSACTION CODE: A (A = Add, C = Change, D = Delete) — Amendment Number: ____ — DOCUMENT CODE: 3

2. COUNTRY/ENTITY: ROCAP

3. PROJECT NUMBER: 596-0130

4. BUREAU/OFFICE: Latin America and Caribbean (LAC) — 05

5. PROJECT TITLE (maximum 40 characters): Central America Peace Scholarships

6. PROJECT ASSISTANCE COMPLETION DATE (PACD): MM 09 DD 30 YY 93

7. ESTIMATED DATE OF OBLIGATION (Under 'B.' below, enter 1, 2, 3, or 4)
A. Initial FY 85 B. Quarter 2 C. Final FY 93

8. COSTS ($000 OR EQUIVALENT $1 =)

A. FUNDING SOURCE	FIRST FY 85 B. FX	C. L/C	D. Total	LIFE OF PROJECT E. FX	F. L/C	G. Total
AID Appropriated Total						
(Grant)	(25,000)	( )	(25,000)	(146,000)	( )	(146,000)
(Loan)	( )	( )	( )	( )	( )	( )
Other U.S. 1.						
Other U.S. 2.						
Host Country		8,000	8,000		44,000	44,000
Other Donors						
TOTALS	25,000	8,000	33,000	146,000	44,000	190,000

9. SCHEDULE OF AID FUNDING ($000)

A. APPROPRIATION	B. PRIMARY PURPOSE CODE	C. PRIMARY TECH. CODE 1. Grant	2. Loan	D. OBLIGATIONS TO DATE 1. Grant	2. Loan	E. AMOUNT APPROVED THIS ACTION 1. Grant	2. Loan	F. LIFE OF PROJECT 1. Grant	2. Loan
(1) EHRD	600	600				141,500		141,500	
(2) ESF	600	600				4,500		4,500	
(3)									
(4)									
TOTALS						146,000		146,000	

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

11. SECONDARY PURPOSE CODE

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

13. PROJECT PURPOSE (maximum 480 characters)

To increase the number of U.S. trained public and private sector individuals, especially the disadvantaged, at the planning, implementation, technical and administrative levels.

14. SCHEDULED EVALUATIONS
Interim MM 12 YY 89 | MM YY | Final MM 12 YY 93

15. SOURCE/ORIGIN OF GOODS AND SERVICES
☒ 000 ☒ 941 ☒ Local ☐ Other (Specify) ____

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

17. APPROVED BY
Signature
Title: Assistant Director for [illegible]
Victor [illegible]
Date Signed MM 01 DD 11 YY 85

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

UNITED STATES INTERNATIONAL DEVELOPMENT COOPERATION AGENCY
AGENCY FOR INTERNATIONAL DEVELOPMENT
WASHINGTON D C 20523

PROJECT AUTHORIZATION

Name of Country: Central America Regional

Name of Project: Central America Peace Scholarships

Number of Project: 596-0130

1. Pursuant to Sections 105 and 531 of the Foreign Assistance Act of 1961, as amended, I hereby authorize the Central America Peace Scholarships project, involving planned obligations of not to exceed One Hundred Forty-six Million United States Dollars ($146,000,000) in grant funds ("Grant") through September 30, 1993, subject to the availability of funds in accordance with the A.I.D. OYB/allotment process, to help in financing foreign exchange and local currency costs for the project. The planned life of the project is eight (8) years and eight (8) months.

2. The project ("Project") consists of the financing of long and short term training in the United States, for approximately 7,063 public and private sector individuals from selected Central American countries, including Belize and Panama, addressed to economic, social, or political development areas of concern, and with priority attention to long term leadership potential of the individuals selected.

3. The Project Grant Agreement(s) and appropriate contracts, which may be negotiated and executed by the officers to whom such authority is delegated in accordance with A.I.D. regulations and Delegations of Authority, shall be subject to the following essential terms and covenants and major conditions, together with such other terms and conditions as A.I.D. may deem appropriate.

a. Source and Origin of Commodities, Nationality of Services

Commodities financed by A.I.D. under the Grant shall have their source and origin in the country from which the particular candidate has been selected or in the United States, except as A.I.D. may otherwise agree in writing. Except for ocean shipping, the suppliers of commodities or services shall have the country from which the particular candidate has been

selected or the United States as their place of nationality, except as A.I.D. may otherwise agree in writing. Ocean shipping financed by A.I.D. under the Grant shall be financed only on flag vessels of the United States, except as A.I.D. may otherwise agree in writing.

b. Waiver

(1) I hereby approve a source, origin and nationality waiver from A.I.D. Geographic Code 000 to countries included in A.I.D. Geographic Code 941 to permit the procurement of commodities and services.

(2) Authority is hereby delegated to the Latin America and Caribbean Bureau Mission Directors and A.I.D. Representatives with implementation responsibilities under this Project to waive the requirement that non-U.S. Government funding sources be used for funding international travel costs.

Administrator

14 FEB 1985

Date

Clearances:
GC:HMFry _____ date 2/12/85
AA/LAC:VMRivera _____ date _____
AA/PPC:RDerham _____ date _____
SER/COM:PJHagan _____ date _____
SER/CM:FMoncada _____ date _____
GC/LAC:PGJohnson/gw 0063B/632-9182/01/22/85
S&T/IT:DWolf _____ date 2/13/85

AGENCY FOR INTERNATIONAL DEVELOPMENT

PROJECT DATA SHEET

1. TRANSACTION CODE C (A = Add, C = Change, D = Delete) — Amendment Number 2

DOCUMENT CODE 3

2. COUNTRY/ENTITY LAC

3. PROJECT NUMBER 598-0640

4. BUREAU/OFFICE Latin America and the Caribbean (LAC) — 05

5. PROJECT TITLE (maximum 40 characters) LAC Training Initiatives II

6. PROJECT ASSISTANCE COMPLETION DATE (PACD) MM 09 DD 30 YY 94

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

A. Initial FY 85 B. Quarter 2 C. Final FY 94

8. COSTS ($000 OR EQUIVALENT $1 =)

A. FUNDING SOURCE	FIRST FY B. FX	C. L/C	D. Total	LIFE OF PROJECT E. FX	F. L/C	G. Total
AID Appropriated Total						
(Grant)	(5,935)	( )	(5,935)	(74,000)	( )	(74,000)
(Loan)	( )	( )	( )	( )	( )	( )
Other U.S. 1.						
Other U.S. 2.						
Host Country						
Other Donor(s)						
TOTALS	5,935		5,935	74,000		74,000

9. SCHEDULE OF AID FUNDING ($000)

A. APPROPRIATION	B. PRIMARY PURPOSE CODE	C. PRIMARY TECH. CODE 1. Grant	2. Loan	D. OBLIGATIONS TO DATE 1. Grant	2. Loan	E. AMOUNT APPROVED THIS ACTION 1. Grant	2. Loan	F. LIFE OF PROJECT 1. Grant	2. Loan
(1) EHR	600	600		31,525		14,000		59,137	
(2) FN	200	200		2,181		4,000		6,293	
(3) NN	500	500		300		2,000		2,516	
(4) ESF				2,004		4,000		6,054	
TOTALS				36,010		24,000		74,000	

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

690 | 150 | 220 | 510 | 560 | 730

11. SECONDARY PURPOSE CODE

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

A. Code	BR	BL	BP	BS	BU	BWW
B. Amount						

13. PROJECT PURPOSE (maximum 480 characters)

To increase the number of U.S. trained public and private sector individuals, especially the disadvantaged, at the planning, implementation, technical and administrative levels.

14. SCHEDULED EVALUATIONS

Interim MM YY MM YY Final MM 12 YY 94

15. SOURCE/ORIGIN OF GOODS AND SERVICES

☐ 000 ☒ 941 ☒ Local ☐ Other (Specify)

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

- Increase Life of Project Funding from 50 to 74 million dollars.
- Extend PACD from FY 92 to FY 94
- Modify criteria for ADC training participants

17. APPROVED BY

Signature: Dwight Ink

Title: Assistant Administrator, LAC

Dwight Ink

Date Signed: MM 05 DD 09 YY 88

18. DATE DOCUMENT RECEIVED IN AID/W, OR FOR AID/W DOCUMENTS, DATE OF DISTRIBUTION

MM DD YY

PROJECT AUTHORIZATION

(Amendment No. 2)

Name of Country: LAC Regional

Name of Project: Latin American and Caribbean Training Initiatives II

Number of Project: 598-0640

1. Pursuant to Sections 103 and 105 of the Foreign Assistance Act of 1961, as amended, the LAC Training Initiatives II Project for the LAC Region was authorized on February 14, 1985 (the "Authorization") and amended on September 30, 1986. The Authorization is hereby amended as follows:

a. Section 1 is deleted in its entirety and the following is hereby substituted in lieu thereof:

"1. Pursuant to Sections 103 and 105 of the Foreign Assistance Act of 1961, as amended, I hereby authorize the LAC Regional Training Initiatives II project, involving planned obligations of not to exceed seventy four million United States Dollars (US $ 74,500,000) in grant funds ("Grant") through September 30, 1990, subject to the availability of funds in accordance with the A.I.D. OYB/allotment process, to help in financing foreign exchange and local currency costs for the project. The planned life of the project is nine and one half (9 1/2) years from February 1985, the date of initial obligation, to September 30, 1994."

b. The text of Section 2 is hereby amended by substituting in lieu of the number "770" the number "5500" trainees.

3. Except as expressly modified or amended hereby, the Authorization remains in full force and effect.

Dwight Ink
Assistant Administrator
Bureau for Latin America and the Caribbean

May 9, 1988
Date

Clearance:
LAC/DR:TBrown TB
GC/LAC:GDavidson GD

CARIBBEAN AND LATIN AMERICAN SCHOLARSHIP PROGRAM (CLASP)
AMENDMENT No. 2

This amendment modities the CLASP Project Paper to:

1. Increase the life-of-project (LOP) funding for the LAC Training Initiatives II program from $50 million to $74.5 million

2. Extend the LAC Training Initiatives II PACD from September 30, 1992 to September 30, 1994

3. Clarify the criteria to be used for training by the Advanced Developing Countries under CLASP.

Section 1: Life-of-Project Funding:

Since the authorization of amendment No. 1 to the CLASP Project Paper in October of 1986, it has become apparent that increased funding levels are needed to reach project targets under the Presidential Training Initiative for the Island Caribbean (PTIIC) and the Andean Peace Scholarship Program (APSP). This is due, in large part, to an increase emphasis on long-term training. In addition, a need has been identified to extend funding for the Advanced Developing Countries through FY 1989 while a separate participant training project for the ADCs is developed.

The new levels of funding required to finance training projected for LAC Training Initiatives II are as follows:

- PTIIC: increase $7 million, from a previous total of $20 million (CLASP PP amendment No. 1) to a revised total of $27 million

- APSP: increase $12 million, from a previous total of $15 million (CLASP PP amendment No. 1) to a revised total of $27 million.

- LAC II (ADCs): increase $5 million, from a previous total of $15 million to a revised total of $20 million.

Section 2: Project Assistance Completion Date (PACD):

When LAC Training Initiative II was originally designed it was anticipated that FY 1987 would be the last year of funding. A PACD of September 30, 1992 was set to permit the return of long-term trainees who might initiate training in the U.S. in FY 1987 or FY 1988.

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With the addition of PTIIC (final funding year FY 1989), LAC II ADCs (final funding year FY 1989), and APSP (final funding year FY 1990) it becomes necessary to extend the LAC Training Initiatives II PACD to September 30, 1994 to allow long term scholarship recipients who initiate training in FY 1989 or FY 1990 to complete their programs.

Section 3: Advanced Developing Country (ADC) Training Criteria:

The Caribbean and Latin American Scholarship Program (CLASP), includes four Advanced Developing Countries: Mexico, Brazil, Paraguay and Uruguay. Because of their stage in development and the nature of the A.I.D. program in the ADCs, these countries have a different set of training needs than less developed countries included in CLASP. Based on these realities and the new document entitled, "Bureau for Latin America and the Caribbean Guidelines for the Advanced Developing Country Programs," the criteria applicable to ADCs for training under CLASP have been modified.

This modification is a recognition of the ADCs' middle-income status and A.I.D.'s role of promoting long-term developmental linkages between host country and U.S. institutions. It is important that these linkages be sustained over the long term by the institutions themselves, primarily those with indigenous or private external resources. The modification reflects the specific set of ADC training needs while maintaining the spirit of CLASP.

Two of the distinct goals of ADC training under CLASP are to foster application of U.S. technology to critical development problems and to strengthen institutional linkages. In order to fulfill these ADC goals, participant training under CLASP will:

1. Strengthen existing institutional linkages with U.S. "sister" institutions and foster new ones by upgrading private and public sector science and technology institutions, research centers, university faculties and other ADC institutions.

2. Foster application of U.S. technology to critical development problems by upgrading skills, providing specialized training, observation visits, and conference/seminar opportunities to professionals from ADCs who already have degrees or who play key roles in ADC institutions. Their exposure to state-of-the art advances in their chosen fields will enable them to contribute even more to the social and economic development of their countries.

Where possible, U.S. and/or host country institutions will be expected to contribute significantly to the cost of the training.

Adjustments to the CLASP criteria include:

o Length of training:

ADCs can send participants for periods of training from 2 weeks to 1 year. Exceptions to this criterion can be made with concurrence of LAC/DR.

o Long/short term training definitions and percentages:

- Long term training will consist of at least 20% of the total number of participants, and be defined as training of 9 months or more.

- Short term training will comprise the remaining 80% of participants. No more than 50% of training programs can be of two weeks to one month in duration.

o Percentage of Disadvantaged:

Because of the need to enhance technology transfer in the ADCs, it is anticipated that a large percentage of participants from ADCs will receive highly specialized technical training, thus limiting the possibility of selecting very high percentages of disadvantaged trainees. However, no less than 30% of trainees must be disadvantaged.

o Percentage of Women:

In keeping with the original CLASP criteria, the percentage of women to be selected for training in the ADCs is to be at least 40%.

o Experience America:

One of the primary goals of CLASP is "Experience America". It is to be included in ADC training. In the ADCs, however, it is projected that this component will emphasize familiarization activities which relate to the training provided.

o Follow-on:

As an integral part of CLASP, the follow-on component will be a continuing part of the ADC program. The thrust of follow-on, however, will be an emphasis on encouraging and maintaining institutional/organizational linkages, particularly in the private sector.

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The ADCs will continue to develop specific Country Training Plans (included as an Annex to the Action Plan) which set out their particular training requirements projected over five years and a specific one year plan which serves as a request for the annual allotment of funds. The plan will also specify the screening and selection mechanism for each country and will outline the scope and nature of "Experience America" and follow-on activities.

Section 4: Participant Training Numbers (Table 1)

Revised participant numbers for each country are provided in Table 1 under the appropriate LAC II sub-project: the Andean Peace Scholarship Program (APSP), the Presidential Training Initiatives for the Island Caribbean (PTIIC), and the LAC II portion which funds the Advanced Developing Countries (ADCs). These figures reflect the participant numbers submitted by Missions in their FY 1988 Country Training Plans. However, they have been adjusted to conform with the revised budget for each project component.

Section 5: Funding Levels (Table 2)

Changes in funding levels are reflected in TABLE II. Funding levels have been revised to represent estimated costs of participant training for each country under the APSP, PTIIC, and the Advanced Developing Countries portion of LAC Training Initiatives II.

With the exception of the modifications outlined in CLASP Amendment No. 2, the LAC II Training Initiative II and the CLASP Amendment Number 1 remain in full force and effect.

CBecker:7839R

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TABLE 1 : ILLUSTRATIVE LAC II PARTICIPANT TRENDS

Table 1.1

PTIIC
Number of Participants

Country	Total	FY 1985 Actual	FY 1986 Actual	FY 1987 Actual	FY 1988 Est.	FY 1989 Est.	FY 1990 Est.
DOM. REP.	188	0	0	48	73	67	0
HAITI	407	0	0	87	92	153	75
JAMAICA	473	0	31	108	110	180	44
RDO/C	704	0	84	274	144	172	30
TOTAL	1772	0	115	517	419	572	149
Total % L-T	35.4%		28.7%	21.3%	50.6%	40.0%	29.5%

ANDEAN PEACE SCHOLARSHIP PROGRAM (APSP)
Number of Participants

Country	Total	FY 1985 Actual	FY 1986 Actual	FY 1987 Actual	FY 1988 Est.	FY 1989 Est.	FY 90-92 Est.
BOLIVIA	430	0	0	20	94	105	211
COLOMBIA	500	0	0	20	140	170	170
ECUADOR	433	0	0	0	82	130	[illegible]
PERU	400	0	0	0	86	114	[illegible]
TOTAL	1763	0	0	40	402	519	802
Total % L-T	29.0%			0.0%	15.2%	37.4%	31.9%

TABLE 1 : ILLUSTRATIVE LAC II PARTICIPANT TRENDS

Table 1.2

LAC II PROGRAM
Number of Participants

Country	Total	FY 1985 Actual	FY 1986 Actual	FY 1987 Actual	FY 1988 Est.	FY 1989 Est.	FY 1990 Est.
MEXICO	592	0	108	242	121	121	0
PARAGUAY	160	12	30	46	38	34	0
URUGUAY	36	11	5	6	7	7	0
BRAZIL	204	14	16	44	40	40	50
Caribbean:							
DOM.REP.	100	18	51	31	0	0	0
HAITI	121	17	28	76	0	0	0
JAMAICA	214	75	103	36	0	0	0
RDO/C	109	0	65	40	4	0	0
Andean Countries:							
BOLIVIA	39	4	2	25	8	0	0
COLOMBIA	202	21	51	97	33	0	0
ECUADOR	116	41	45	30	0	0	0
PERU	144	0	43	25	58	18	0
AID/WASH	0	0	0	0	0	0	0
TOTAL	2037	213	547	698	309	220	50
Long-term	18.5%	36.2%	18.5%	11.5%	20.7%	19.1%	24.0%

TABLE 1 : ILLUSTRATIVE LAC II PARTICIPANT TRENDS

Table 1.3

LAC II PARTICIPANT TOTALS

Program	Total	FY 1985 Actual	FY 1986 Actual	FY 1987 Actual	FY 1988 Est.	FY 1989 Est.	FY 90-92 Est.
PTIIC	1772	0	115	517	419	572	149
APSP	1763	0	0	40	402	519	802
LAC II	2037	213	547	698	309	220	50
TOTAL	5572	213	662	1255	1130	1311	1001

TABLE 2 : ILLUSTRATIVE LAC II BUDGET TRENDS

Table 2.1

PTIIC FUNDING LEVELS
By Fiscal Year ($000)

Country	Total	FY 1985	FY 1986 Actual	FY 1987 Actual	FY 1988 Est.	FY 1989 Est.	FY 1990
DOM. REP.	4175		875	1100	1100	1100	
HAITI	3640		855	1100	685	1000	
JAMAICA	4300		1000	1100	1100	1100	
RDO/C	14554		3269	4000	3500	3785	
TOTAL	26669		5999	7300	6385	6985	

ANDEAN PEACE SCHOLARSHIP PROGRAM (APSP)
By Fiscal Year ($000)

Country	Total	FY 1985	FY 1986 Actual	FY 1987 Actual	FY 1988 Est.	FY 1989 Est.	FY 1990 Est.
BOLIVIA	6715		2968	0	1000	1330	1417
COLOMBIA	7502		0	893	2300	2500	1809
ECUADOR	6313		0	1384	1950	2100	879
PERU	6407		0	1033	1700	1700	1974
TOTAL	26937		2968	3310	6950	7630	6079

TABLE 2 : ILLUSTRATIVE LAC II BUDGET TRENDS

Table 2.2

LAC II *
By Fiscal Year ($000)

Country	Total	FY 1985 Actual	FY 1986 Actual	FY 1987 Actual	FY 1988 Est.	FY 1989 Est.	FY 1990
ADC's:							
MEXICO	2750	50	750	650	650	650	
PARAGUAY	1545	300	300	345	300	300	
URUGUAY	489	100	100	89	100	100	
BRAZIL	2100	450	450	400	400	400	
Subtotal:	6884	900	1600	1484	1450	1450	
Caribbean:							
DOM.REP.	1460	450	635	395	0	0	
HAITI	1155	505	350	300	0	0	
JAMAICA	1634	662	571	401	0	0	
RDO/C	2670	1375	500	795	0	0	
Subtotal:	6939	2992	2056	1891	0	0	
Andean Countries:							
BOLIVIA	800	300	300	200	0	0	
COLOMBIA	1250	450	450	350	0	0	
ECUADOR	1450	650	450	350	0	0	
PERU	1350	450	500	400	0	0	
Subtotal:	4850	1850	1700	1300	0	0	
AID/WASH	1827	193	86	381	317	850	
LAC II TOTAL	20500	5935	5442	5056	1767	2300	

* Includes Advanced Developing Countries (ADC's) through 1989. LAC II funding for Caribbean and Andean countries ended in 1987

TABLE 2 : ILLUSTRATIVE LAC II BUDGET TRENDS

Table 2.3

LAC II TOTALS
By Fiscal Year ($000)

Program	Total	FY 1985 Actual	FY 1986 Actual	FY 1987 Actual	FY 1988 Est.	FY 1989 Est.	FY 1990 Est.
PTIIC	26669	0	5999	7300	6385	6985	0
APSP	26937	0	2968	3310	6950	7630	6079
LAC II & ADCs	20500	5935	5442	5056	1767	2300	0
TOTAL	74106	5935	14409	15666	15102	16915	6079

AGENCY FOR INTERNATIONAL DEVELOPMENT

PROJECT DATA SHEET

1. TRANSACTION CODE: A (A = Add, C = Change, D = Delete)

Amendment Number

DOCUMENT CODE: 3

COUNTRY/ENTITY: LAC

2. PROJECT NUMBER: 598-0640

4. BUREAU/OFFICE: Latin America and Caribbean (LAC) — 05

5. PROJECT TITLE (maximum 40 characters): LAC Training Initiatives II

6. PROJECT ASSISTANCE COMPLETION DATE (PACD): MM 09 DD 30 YY 90

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

A. Initial FY 85 B. Quarter 2 C. Final FY 90

8. COSTS ($000 OR EQUIVALENT $1 =)

A. FUNDING SOURCE	FIRST FY 85 B. FX	C. L/C	D. Total	LIFE OF PROJECT E. FX	F. L/C	G. Total
AID Appropriated Total						
(Grant)	(4,500)	( )	(4,500)	(15,000)	( )	(15,000)
(Loan)	( )	( )	( )	( )	( )	( )
Other U.S. 1.						
Other U.S. 2.						
Host Country		1,000	1,000		4,000	4,000
Other Donor(s)						
TOTALS	4,500	1,000	5,500	15,000	4,000	19,000

9. SCHEDULE OF AID FUNDING ($000)

A. APPROPRIATION	B. PRIMARY PURPOSE CODE	C. PRIMARY TECH. CODE 1. Grant	2. Loan	D. OBLIGATIONS TO DATE 1. Grant	2. Loan	E. AMOUNT APPROVED THIS ACTION 1. Grant	2. Loan	F. LIFE OF PROJECT 1. Grant	2. Loan
(1) EHDR	600	600				12,000		12,000	
(2) BRDN	600	600				3,000		3,000	
(3)									
(4)									
TOTALS						15,000		15,000	

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

11. SECONDARY PURPOSE CODE

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

A. Code

B. Amount

13. PROJECT PURPOSE (maximum 480 characters)

To increase the number of U.S. trained public and private sector individuals, especially the disadvantaged, at the planning, implementation, technical and administrative levels.

14. SCHEDULED EVALUATIONS

Interim MM 10 YY 87 MM YY Final MM 10 YY 90

15. SOURCE/ORIGIN OF GOODS AND SERVICES: XX 000 XX 941 XX Local Other (Specify)

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

17. APPROVED BY

Signature

Title: Assistant Administrator LAC Victor M. Rivera

Date Signed: MM 02 DD 11 YY 85

18. DATE DOCUMENT RECEIVED IN AID/W, OR FOR AID/W DOCUMENTS, DATE OF DISTRIBUTION

MM DD YY

PROJECT AUTHORIZATION

Name of Country: LAC Regional

Name of Project: LAC Training Initiatives II

Number of Project: 598-0640

1. Pursuant to Sections 103 and 105 of the Foreign Assistance Act of 1961, as amended, I hereby authorize the LAC Regional Training Initiatives II project, involving planned obligations of not to exceed Fifteen Million United States Dollars ($15,000,000) in grant funds ("Grant") through September 30, 1989, subject to the availability of funds in accordance with the A.I.D. OYB/allotment process, to help in financing foreign exchange and local currency costs for the project. The planned life of the project is four (4) years and eight (8) months.

2. The project ("Project") consists of the financing of long and short term training in the United States, for approximately 770 public and private sector individuals from selected countries in the Caribbean Basin and South America, addressed to economic, social, or political development areas of concern, and with priority attention to long term leadership potential of the individuals selected.

3. The Project Grant Agreement(s) and appropriate contracts, which may be negotiated and executed by the officers to whom such authority is delegated in accordance with A.I.D. regulations and Delegations of Authority, shall be subject to the following essential terms and covenants and major conditions, together with such other terms and conditions as A.I.D. may deem appropriate.

a. Source and Origin of Commodities, Nationality of Services

Commodities financed by A.I.D. under the Grant shall have their source and origin in the country from which the particular candidate has been selected or in the United States, except as A.I.D. may otherwise agree in writing. Except for ocean shipping, the suppliers of commodities or services shall have the country from which the particular candidate has been selected or the United States as their place of nationality, except as A.I.D. may otherwise agree in writing. Ocean shipping financed by A.I.D. under the Grant shall be financed only on flag vessels of the United States, except as A.I.D. may otherwise agree in writing.

b. Waiver

(1) I hereby approve a source, origin and nationality waiver from A.I.D. Geographic Code 000 to the countries included in A.I.D. Geographic Code 941 to permit the procurement of commodities and services.

(2) Authority is hereby delegated to the Latin America and Caribbean Bureau Mission Directors and A.I.D. Representatives with implementation responsibilities under this Project to waive the requirement that non-U.S. Government funding sources be used for funding international travel costs.

Administrator

Date

Clearances:
GC:HMFry date 2/12/85
AA/LAC:VMRivera date
AA/PPC:RDerham date
SER/COM:PJHagan date
SER/CM:FMoncada date
GC/LAC:PGJohnson/gw 0064B/632-9182/01/22/85
S&T/IT:DWolf JDW date 2/13/85

AGENCY FOR INTERNATIONAL DEVELOPMENT

PROJECT DATA SHEET

1. TRANSACTION CODE: A (A = Add, C = Change, D = Delete)

Amendment Number

DOCUMENT CODE: 3

2. COUNTRY/ENTITY: ROCAP

3. PROJECT NUMBER: 596-0130

4. BUREAU/OFFICE: Latin America and Caribbean (LAC) 05

5. PROJECT TITLE (maximum 40 characters): Central America Peace Scholarships

6. PROJECT ASSISTANCE COMPLETION DATE (PACD): MM 09 DD 30 YY 93

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

A. Initial FY 85 B. Quarter 2 C. Final FY 93

8. COSTS ($000 OR EQUIVALENT $1 =)

A. FUNDING SOURCE	FIRST FY 85 B. FX	C. L/C	D. Total	LIFE OF PROJECT E. FX	F. L/C	G. Total
AID Appropriated Total						
(Grant)	(25,000)	( )	(25,000)	(146,000)	( )	(146,000)
(Loan)	( )	( )	( )	( )	( )	( )
Other U.S. 1.						
Other U.S. 2.						
Host Country		8,000	8,000		44,000	44,000
Other Donor(s)						
TOTALS	25,000	8,000	33,000	146,000	44,000	190,000

9. SCHEDULE OF AID FUNDING ($000)

A. APPROPRIATION	B. PRIMARY PURPOSE CODE	C. PRIMARY TECH. CODE 1. Grant	2. Loan	D. OBLIGATIONS TO DATE 1. Grant	2. Loan	E. AMOUNT APPROVED THIS ACTION 1. Grant	2. Loan	F. LIFE OF PROJECT 1. Grant	2. Loan
(1) EHRD	600	600				141,500		141,500	
(2) ESF	600	600				4,500		4,500	
(3)									
(4)									
TOTALS						146,000		146,000	

10. SECONDARY TECHNICAL CODES (maximum 5 codes of 3 positions each)

11. SECONDARY PURPOSE CODE

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

A. Code

B. Amount

13. PROJECT PURPOSE (maximum 480 characters)

To increase the number of U.S. trained public and private sector individuals, especially the disadvantaged, at the planning, implementation, technical and administrative levels.

14. SCHEDULED EVALUATIONS

Interim MM 12 YY 89 | MM YY | Final MM 12 YY 93

15. SOURCE/ORIGIN OF GOODS AND SERVICES

XX 000 XX 941 XX Local Other (Specify)

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

17. APPROVED BY

Signature

Title: Assistant Administrator LAC Victor M. Rivera

Date Signed: MM 02 DD 11 YY 85

18. DATE DOCUMENT RECEIVED IN AID/W, OR FOR AID/W DOCUMENTS, DATE OF DISTRIBUTION

MM DD YY

28

PROJECT AUTHORIZATION

Name of Country: Central America Regional

Name of Project: Central America Peace Scholarships

Number of Project: 596-0130

1. Pursuant to Sections 105 and 531 of the Foreign Assistance Act of 1961, as amended, I hereby authorize the Central America Peace Scholarships project, involving planned obligations of not to exceed One Hundred Forty-six Million United States Dollars ($146,000,000) in grant funds ("Grant") through September 30, 1993, subject to the availability of funds in accordance with the A.I.D. OYB/allotment process, to help in financing foreign exchange and local currency costs for the project. The planned life of the project is eight (8) years and eight (8) months.

2. The project ("Project") consists of the financing of long and short term training in the United States, for approximately 7,063 public and private sector individuals from selected Central American countries, including Belize and Panama, addressed to economic, social, or political development areas of concern, and with priority attention to long term leadership potential of the individuals selected.

3. The Project Grant Agreement(s) and appropriate contracts, which may be negotiated and executed by the officers to whom such authority is delegated in accordance with A.I.D. regulations and Delegations of Authority, shall be subject to the following essential terms and covenants and major conditions, together with such other terms and conditions as A.I.D. may deem appropriate.

a. Source and Origin of Commodities, Nationality of Services

Commodities financed by A.I.D. under the Grant shall have their source and origin in the country from which the particular candidate has been selected or in the United States, except as A.I.D. may otherwise agree in writing. Except for ocean shipping, the suppliers of commodities or services shall have the country from which the particular candidate has been

selected or the United States as their place of nationality, except as A.I.D. may otherwise agree in writing. Ocean shipping financed by A.I.D. under the Grant shall be financed only on flag vessels of the United States, except as A.I.D. may otherwise agree in writing.

b. Waiver

(1) I hereby approve a source, origin and nationality waiver from A.I.D. Geographic Code 000 to countries included in A.I.D. Geographic Code 941 to permit the procurement of commodities and services.

(2) Authority is hereby delegated to the Latin America and Caribbean Bureau Mission Directors and A.I.D. Representatives with implementation responsibilities under this Project to waive the requirement that non-U.S. Government funding sources be used for funding international travel costs.

Administrator

14 FEB 1985

Date

Clearances:
GC:HMFry date 2/12/85
AA/LAC:VMRivera date
AA/PPC:RDerham date
SER/COM:PJHagan date
SER/CM:FMoncada date
GC/LAC:PGJohnson/gw 0063B/632-9182/01/22/85
S&T/IT:DWolf date 2/13/85

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Logical Framework Matrix
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Evaluation Questionnaires
CTP Committee Document

Wang Document ID #1910B

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Caribbean and Latin American Scholarship Program

I. Recommendation and Summary

A. Recommendation: It is recommended that A.I.D. establish a regional fund of $161 million in grant assistance for the period FY 1984 - FY 1993 to provide training programs in the United States for selected Caribbean, Central and South American individuals. This program, entitled the Caribbean and Latin American Scholarship Program (CLASP), will consist of two separate regional projects, the Central American Peace Scholarships Project (596-XXXX) and the Latin American and Caribbean Regional Training Initiatives II Project (598-XXXX). The two project Program will finance:

1. Long-term U.S. training;
2. Short-term U.S. training; and
3. Evaluation studies.

B. Summary: The Caribbean and Latin American Scholarship Program (CLASP) responds directly to the dramatic increase in Soviet and Soviet bloc (including Cuban) scholarship activity in the LAC region over the past decade by providing U.S. scholarship opportunities to approximately 7,830 Caribbean and Latin American individuals. CLASP consists of two separate regional projects, a $146 million Central American Regional project entitled the Central American Peace Scholarships (CAPS) Project; and a $15 million LAC Regional project entitled the LAC Regional Training Initiatives II (LAC II) Project. The Central American Peace Scholarships Project (CAPS) responds to the recommendation of the National BiPartisan Commission on Central America to train 10,000 Central Americans in the U.S. The CAPS Project will train approximately 7,063 Peace Scholars. (USIA will fund an additional 3,000 individuals under its programs, making a total of 10,000 individuals to be trained under the combined AID/USIA effort.) The LAC Regional Training Initiatives II Project will provide U.S. scholarship opportunities to approximately 770 selected Caribbean and South American Peace Scholars.

All training under the CLASP will focus on priority economic, social or political development needs of the region in such AID priority areas as agriculture, health and nutrition, population, education and human resource development, science and technology, energy and the environment, institution building, and private sector development. The Program will provide training opportunities to individuals from the public and private sectors.

Selection criteria include: the importance of the training to the development needs of the country; the appropriateness of the training level to the requirements of the country; the financial need of the individual; leadership potential; and his/her membership in a USAID mission-defined special concern group such as women, rural and urban youth, Indian, Black or other minority group, etc.

Funds will be allocated from AID/W to USAID missions based on Country Training Plans which will be submitted at the beginning of the Program and updated on an annual basis. Each participating mission will establish a screening and selection committee which will have primary implementation responsibility for the Program, including follow-up and evaluation activities after training. LAC/DR/EST will be responsible for Program coordination and backstopping. AID's Handbook 10 will be followed.

Missions may elect to use AID's internal participant programming system or contractors. If contractors are used, missions will be required to justify contractor costs that exceed S&T/IT standard costs.

Funds have been earmarked in both projects to contract an 8(a) consulting firm to carry-out an independent, objective assessment of the Program's process and impact. In addition to this overall evaluation, and especially under the Central American Peace Scholarships Project, separate evaluation funding may be included in any major contracted training activity.

Missions will insure that all AID-direct and contract Peace Scholars funded under the CLASP will be reported to S&T/IT via PIO/Ps and the Participant Data Form. Each mission will utilize an LAC Bureau-approved version of the S&T/IT-developed Participant Training Management System (PTMS) to assure timely information and reporting within the mission and between the mission and AID/W.

The two regional projects under the CLASP can be summarized as follows:

Central American Peace Scholarships Project

1.	U.S. Long-term training*	
	1,868 2-4 year programs	$93,400,000
2.	U.S. Short-term training	
	5,195 3-4 month programs	$51,950,000
3.	Evaluation	$ 650,000

*includes $2 million Georgetown set-aside

LAC Regional Training Initiatives II Project

1.	U.S. Long-term training	
	270 1-4 year programs	$ 9,775,000
2.	U.S. Short-term training	
	500 3-4 month programs	$ 5,000,000
3.	Evaluation	225,000

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It is expected that by the end of the Program, there will be a marked increase in U.S.-trained individuals utilizing their newly acquired knowledge and skills in their home countries. There will also be an improved social, political and economic understanding of the U.S. on the part of the Peace Scholars and, through multiplier effects, to many other Latin American and Caribbean residents.

II. BACKGROUND AND DETAILED DESCRIPTION

A. Background

Over the past four decades, training and exchange programs have been a cornerstone of U.S. foreign assistance to Latin America. These programs have had three essential objectives:

Developmental -- to provide Latin American and Caribbean countries with the trained manpower to manage economic growth and development programs effectively.

Political -- to foster a favorable inclination toward democratic ideals, free enterprise and popular participation in the political process through close contact between participants and American citizens and institutions.

Economic -- to acquaint LAC countries with U.S. export products, services and technologies and to develop closer mutually beneficial relationships between the U.S. private sector and the private sectors of LAC countries.

1. Past AID Involvement in Participant Training

Since 1944, more than 234,000 participants have received training under the U.S. foreign assistance program of AID and its predecessor agencies. This training has been in fields having a direct bearing on increased AID recipient country productivity and self-sufficiency. Technical and managerial skills of participants have been upgraded in such fields as education, agriculture, public health, family planning, public administration, labor organization, private sector programs, science and technology. These participants are now utilizing their training and talents in their own countries, imparting knowledge and skills to their compatriots. Many participants have risen to leading positions in their countries. An indication of the success of this effort is that over 95% of these participants have returned to their home country to work and train others in their respective fields.

Over 30% of the 234,000 participants have come from Latin American and Caribbean nations. These participants increased their capacity to contribute to development through training. Through these participants, LAC countries have progressively become better equipped to take on greater responsibility for their own growth and development. For instance, over 10,000 individuals were trained by AID in Brazil alone. In part due to this pool of trained talent, Brazil has graduated from the AID program and is now a donor nation itself. Participant return rates from LAC countries exceed the 95% level quoted for the worldwide program.

Over the past several decades, more than 3,800 agriculturalists, 6,600 educators, 4,000 health and family planning personnel, 4,800 public administration specialists, and many more LAC individuals in other specialized fields of study have been trained under AID and AID-predecessor agency sponsorship. However, in recent years, U.S. Government-sponsored training and scholarship programs have declined at an alarming rate (some 52% between fiscal years 1972 and 1982).

AID-sponsored LAC participants who studied in the United States decreased numerically and as a percentage when compared to other AID regional Bureaus. This decrease is illustrated in the following chart.

PERCENTAGE OF AID PARTICIPANTS BY REGIONS

BUREAU / FYs	78	79	80	81	82
Africa	36	40	40	39	38
Near East	17	21	23	30	32
Asia	21	17	20	16	17
LAC	26	22	17	15	13

Source: AID's Office of International Training

The decline in LAC participants is due to many factors. Among them: inflation and economic problems in the region; an overall reduction in foreign aid (with the most severe cuts in LAC countries); reduction in the number of AID-recipient countries in the region; more narrow development assistance objectives; and, perhaps most importantly, a general lack of appreciation for the economic and political benefits generated by AID training programs. This decline occurred despite the outstanding successes of past AID training efforts, a continuing dearth of managerial and technical talent in the region, and a large and region-wide unmet demand for U.S. training.

Concurrently with this U.S. decline, Soviet and Soviet bloc activity (including Cuban) in Latin America and the Caribbean charted tremendous growth. A recent Comptroller General report to Congress stated that the Soviet Union and Eastern European countries financially sponsored 9,080 LAC students in 1982 while the U.S. only sponsored 2,197 participants over the same period. The document reported that the Communist countries increased their scholarship programs by over 200 percent from 1972 through 1982 while U.S. scholarship programs for South and Central America over the same period declined by 52 percent.

Congress, reacting to the increasing Soviet and Soviet bloc training activities in the region, recently appropriated funds to AID to provide a substantial number of new U.S. training opportunities to LAC individuals. The LAC Regional Training Initiatives Project (598-0622), authorized in May 1982, provided $15 million in grant funds for graduate-level and short-term technical training in the U.S. for approximately 670 LAC individuals. A FY 83 supplemental appropriation bill for the Caribbean Basin Initiative allocated $7.5 million in grant funding for the Caribbean Basin Scholarship Fund

(598-0626). This program provides scholarship opportunities in the U.S. for another 500 individuals from Caribbean Basin countries. These two programs have already brought about a reversal in the downward trend in AID's LAC training statistics.

The recent National Bipartisan Commission on Central America report stated that Central America is a region in crisis. This economic, political, and social turmoil poses a serious threat to U.S. national interests. An immediate regional response to deal with four severe, long-term, potentially intractable and weak political and legal systems was recommended. A large regional scholarship program to address all four problem areas and to strengthen the ties of friendship and cooperation between Central American countries and the U.S. was identified as a key element of the regional response.

The CLASP, developed in response to the National Bipartisan scholarship recommendation, will provide scholarship opportunities in the U.S. to approximately 8,000 LAC individuals. Together, the CLASP and the two above mentioned projects will directly benefit over 9,000 Caribbean and Latin American individuals by providing them with training experiences in the U.S. Indirectly, through multiplier effects of the training, the projects will benefit many more people and will have a significant impact on strengthening cultural and economic ties between the countries of the LAC region and the United States.

2. Impact of AID Training on Development

Beyond simple tabulation of numbers of returned trainees, it is difficult to quantify the impact of participant training programs. However, exit interviews, tracer studies, anecdotal evidence, and experience gained over the years through repeated contact with trainees provide ample evidence that AID has been able to identify and train future policymakers, managers, and technical specialists. In Panama, for example, AID trainees have included a chief of state, several presidents and vice presidents, some twenty ministers and vice ministers, eight university rectors or deans, at least twenty-five general directors, and many private sector leaders, including a president of the Chamber of Commerce.

This kind of success is also in evidence in other LAC countries, including graduate countries such as Brazil, Mexico, and Colombia, where AID trained thousands of leadership-quality individuals several decades ago. These AID alumni now occupy high-level technical and policymaking positions in the public and private sectors and are the most visible and widely-appreciated evidence of what remains of AID's past presence in these countries.

AID is a development agency and its training programs should be developmental in nature. Three practices assure that AID's training funds will have a maximum direct impact on development. First, training resources are concentrated in a few specific development sectors which are identified by AID policy and analysis as being the most critical to social and economic

development. Second, AID's own officers in field missions have direct and fairly intensive contact with trainees, check references personally, and confirm trainees' career prospects with employers, thus assuring that serious individuals with good employment histories and prospects are trained. Third, individuals are usually trained for specific, already-existing positions in development projects and/or agencies. These three practices increase the probability that trainees will return home after training to assume positions which contribute to economic and social development.

Over the last several decades, AID has found that returning trainees can expect continued upward mobility in their fields. This occupational mobility is due, in part, to the advanced skills acquired during training and in part to the prestige associated with U.S academic degrees and training. The fact that returned participants experience upward occupational mobility means that they are able to exert increasing influence on programs and policies over the course of their careers. Tracer studies show that development impact may not start immediately upon the participant's return home but that it is achieved over time. In many cases, the benefit of such impacts are stretched over a participant's career of 30 to 40 years.

3. Demand for Training

The demand for short and long-term training in the United States has always exceeded available resources. As U.S. scholarship programs have declined in recent years, Socialist and Communist countries have increased their programs, meeting some of the unmet demand. However, much of the demand is simply never met, leaving public and private sector agencies struggling to respond to massive development problems without the trained personnel needed to find and implement required solutions.

The demand for U.S. training is considerably higher than was expected when the LAC Training Initiatives Project was developed in the early 1980's. All of the LAC missions have indicated to LAC/DR that they could easily program many times the number of participants currently being sent for training under all of their regional and mission-funded projects. Requests for training may exceed scholarship opportunities by as much as twenty-fold in some missions, and this is without advertising through the media to the general public about the availability of such scholarship opportunities. Under some components of the CBI where advertising was used, several thousand applications were received for fewer than twenty scholarship opportunities.

In AID graduate and Advanced Developing Countries (ADCs), a strong and continued demand for development-related training has been created and maintained by the example of successful past AID-sponsored training and by the massive amount of modern technology that is sparking rapid change in the countries. All of the ADC countries (Brazil, Mexico, Colombia, and Paraguay), and many of the other AID-graduate counties of the region, continually request scholarship assistance directly to AID/Washington and to the U.S. Embassies in their countries. All LAC countries participating in the Regional Training Initiatives Project have strongly endorsed the prospect of an expanded scholarship program following the LAC Training Initiatives model, as an effective response to the unmet demand for U.S. training.

4. Cost and Importance of U.S. Training

The cost of U.S. training has risen rapidly over the last decade. Estimates of current participant training costs are shown below.

Training Costs by Level of Training

Level	Cost ($)	Duration
Graduate (Masters & PhD)	18 - 25,000	12 months
Undergraduate	10 - 18,000	12 months
Technical	5 - 15,000	3 months

These cost estimates include tuition, books, maintenance allowance, insurance and other costs such as research expenses, thesis typing, enrichment program and travel. Exact program costs depend on a number of different factors such as: the training institution; the geographic location; program duration; number of participants per program; the amount of special tailoring required to arrange the course; materials and books; and other such factors. The above-quoted training cost estimates may vary considerably, either higher or lower, depending on specific circumstances.

In spite of its high cost, experience has shown that U.S. training has a number of distinct advantages. First, in most fields of study, U.S. training, offers the highest quality instruction available. In critical development-related areas such as science and technology, agriculture, health, education, economics, management and administration, some of the most advanced and sophisticated scholarship and research in the world takes place in the United States.

Second, U.S. training institutions offer access to state-of-the-art information sources. Students are able to take advantage of libraries with open stacks, specialized computerized data bases and information from U.S.-based professional organizations which are not nearly as easily accessed, if at all, from outside of the U.S.

Third, in many specialized areas, U.S. educational and training institutions serve as centers for international networks. U.S. institutions provide training to students from all parts of the developing world (some 340,000 foreign students were studying at U.S. academic institutions in 1983). These students are exposed to a rich cross-cultural environment and they form relationships with U.S. and foreign students, including other LDC students,

which facilitate the continuing exchange of ideas and experiences after their training programs have ended. The students are also able to join professional societies through which they can continue to network and receive publications, journals, notices of conferences and information on new developments in their professional fields.

Fourth, trainees are exposed to innovative learning methods such as collaborative research, team teaching, peer review and participatory education and management. These "process" exposures have been shown to have a positive influence upon participants when they return home. Participants report that such exposure can result in greater innovativeness, individual initiative, more efficient and effective performance and greater productivity and work quality.

Finally, participants learn beyond their direct academic experiences through exposure to U.S. political systems, social life, consumer technologies, and through exposure to individual Americans. This learning can have a profound influence on trainees' perceptions of their own and our cultural and institutional strengths and weaknesses and it can lead to more openess and understanding of different environments, attitudes and situations.

This Program will explore a number of ways to reduce training costs so that the benefits of studying in the U.S. can be expanded to the maximum number of LAC individuals. Cost-sharing, combination in-country/U.S. programs, economies of scale programming and an experimental program with the International Student Exchange Program, discussed later in this document, will seek to reduce the cost of U.S. training without diluting its quality.

5. The Political Impact of U.S. Training

In addition to the direct educational and development impact of U.S. participant training, there are important long-term political benefits. Trainees tend to maintain close intellectual, ideological and social ties with the country in which they have studied. Since these trainees assume positions of influence after their return home, training is a powerful mechanism for developing political allies.

The Soviet Union is increasingly taking advantage of this impact of training to extend its influence throughout the region. Its ambitious and extensive student scholarship programs in the LAC region, estimated by one source to cost as much as $2 billion annually, are clearly designed to gain access to the minds of future leaders and to influence their ideological preferences. The Soviet bloc training programs include a heavy element of political indoctrination that reaches all levels of the education cycle -- primary, secondary, undergraduate and graduate levels. Their assistance concentrates on training teachers and reaching the socially and economically disadvantaged class.

Our scholarship programs differ from those of the Communists in that they do not involve direct political indoctrination. Rather, they seek to cultivate political friendship through the professional and personal linkages that are

formed during training. AID's short-term technical training programs are targeted on the socially and economically disadvantaged in that the primary beneficiaries are working class-level individuals, but our graduate-level program recipients are from the small group of individuals, both disadvantaged and not, that have been able to secure a college education. AID's program has often been criticized for this selectivity. However, through training of trainers and spread-effect, these programs eventually have a significant impact on the disadvantaged. Academic training programs only comprise one-third of all of LAC training programs; short-term technical training which directly addresses the training needs of working class individuals, comprises the other two-thirds.

In combination, AID's short-term technical programs (directly) and academic programs (indirectly through multiplier effects) have an impact on the same target group as do the Soviet bloc programs, the economically and socially disadvantaged. The CLASP will seek ways to enhance the impact that U.S. scholarship programs have on the disadvantaged.

6. Economic Impact of U.S. Training

Participant training responds to economic development in several ways. First of all, well trained managers, administrators, researchers and leaders are better equipped to formulate effective economic policy. This facilitates achievement of the goal of many LAC countries, the provision of more and better development-related services to their citizens and the realization of economic growth with equity.

Historically, LAC training programs have focused more on the needs and requirements of the public than the private sector. Current U.S. and host country policies in many of the LAC countries give emphasis to private sector participation in the development process. The Caribbean Basin Initiative (CBI) and programs in non-CBI countries encourage export-oriented growth with equity.

Like public sector programs, these private sector programs depend upon the availability of appropriately trained professional, managerial and technical human resources for their development and implementation. The private sector has skilled individuals, but far too few, and many were trained to operate in a local market economy with heavy protection from outside competition. To move to an export-oriented economy requires a refinement of existing high and medium level skills. These skills can only be attained, over the short term, from access to training outside the region. The U.S. is well equipped to provide such training.

Training in the U.S. benefits the U.S. as well as the recipient country. It exposes the trainees to U.S. technology, business methodology, goods and services. The LAC region is the third largest market for U.S. exports, receives 82% of our direct investments in the developing world, and provides over 50% of our key raw materials. Maintaining this level of economic activity requires infusion of training as well as funding and cooperative

business ventures. Thus, U.S. private sector firms stand to gain from the training of LAC managers and technicians and, as was demonstrated in the many private sector training programs implemented by the Bureau over the last several years, U.S. firms are willing to contribute to this training through cost-sharing collaborative efforts.

B. Accomplishments Under the LAC Training Initiatives Project 598-0622

In May 1982, AID established a regional project fund of $15 million in grant assistance (LAC Training Initiatives Project) to provide training programs in the U.S. for selected Latin America and Caribbean (LAC) individuals for the period FY 82 - FY 87. The Project called for allocations of $5 million per year over three fiscal years (FY 82 - FY 84). The fund was provided to finance three activities:

(a) long-term training;
(b) short-term training; and
(c) a pilot private sector training program.

The $15 million was allocated to LAC missions and obligated with no deviation from the time-phased implementation plan presented in the Project Paper. Missions have obligated all funds and implementation in all three areas is proceeding as was planned. Two evaluations have been carried out, one of the overall Project and one of the private sector pilot program. Both evaluations were positive.

1. Project Outputs

The Project called for three outputs:

(a) up to 230 individuals provided two years of United States training at the Master's degree level;

(b) 390 individuals provided short-term training, averaging three months per person; and

(c) up to 50 individuals provided training under the sponsorship of U.S. private enterprise.

Of the 670 individuals to be trained under the Project, the evaluation contractor reported that 1/3 of the Master's participants, 1/3 of the short-term trainees, and over 100% of the private enterprise trainees had already been placed in training programs at the end of the first year of the Project. The Project has gained momentum since then and it is clear that it will exceed the numerical targets set forth in the Project Paper, and that it will do so, well within the timeframe established in the Project's implementation plan.

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2. End-of-Project Status

Three end-of-project conditions (EOPS) were indicated in the Project Paper:

(a) U.S.-trained technicians and administrators employing newly acquired skills in host country and private sector programs;

(b) institutions or departments within governments or the private sector providing various development-related services; and

(c) a system in place which provides more cost-effective and meaningful training programs utilizing cooperative private sector resources.

Discussions with mission Training Officers and the evaluation contractor suggest that these EOPS are already being met by trainees who have finished their programs and returned home. The only condition that has been demonstrated to be off target is that of a more cost-effective private sector training program. The evaluation of the pilot private sector training program pointed out that in spite of significant cooperative private sector support, the pilot program's cost was substantially higher than more traditional ways of handling private sector training.

3. Goal and Purpose

It is too early to determine to what extent the Project goal is being achieved although every indication is that the Project is already contributing to the formation of more effective manpower resources in the Region. The purpose of the Project -- to increase the number of U.S.-trained public and private sector individuals at the planning, implementation, technical, managerial and administrative levels -- is being met. This is well documented by the two evaluation documents.

4. Conclusions on Accomplishments

It can be concluded that the Project is being successfully implemented as planned and that it is already accomplishing the objectives as set out in the Project Paper. All funds were obligated as planned and numerical output targets are being met.

C. Rationale For A Follow-On Activity

Three reasons are given for continuing the funding of the regional training program:

(a) LAC missions see lack of trained individuals as a development constraint and a regional training program as one means of addressing this constraint;

(b) Soviet and Soviet bloc political influence in the Region has been given a great deal of attention by the GAO and the Kissinger Commission and an expanded U.S. training program is seen as a way to abate this Communist influence; and

(c) AID's current policy actively promotes a substantial increase in participant training programming.

1. Development Rationale

One of the primary reasons that AID provides training for developing country individuals is that the transfer of knowledge and skills is seen as a necessary element in the process of development. The lack of adequately trained individuals at all levels remains a key development constraint in LAC countries and current U.S.-government sponsored training programs fall far short of meeting the demand for U.S. training. Requests for U.S. training programs outstrip available scholarship opportunities in some Central American, South American and Caribbean missions by a factor of twenty or more to one. This is attested to in the requests to missions for training and confirmed by field visits of LAC/DR/EST personnel during field trips to missions to assess training demand.

The proposed program, CLASP, will increase missions' abilities to respond to, but will not fully satisfy, existing demand. All participating LAC missions have requested continued regional funding of a general participant training program and have unamimously elected the decentralized LAC Training Initiatives model as the one they would like to see implemented for the region because it has provided them with a flexible and mission-controlled approach to providing U.S. training.

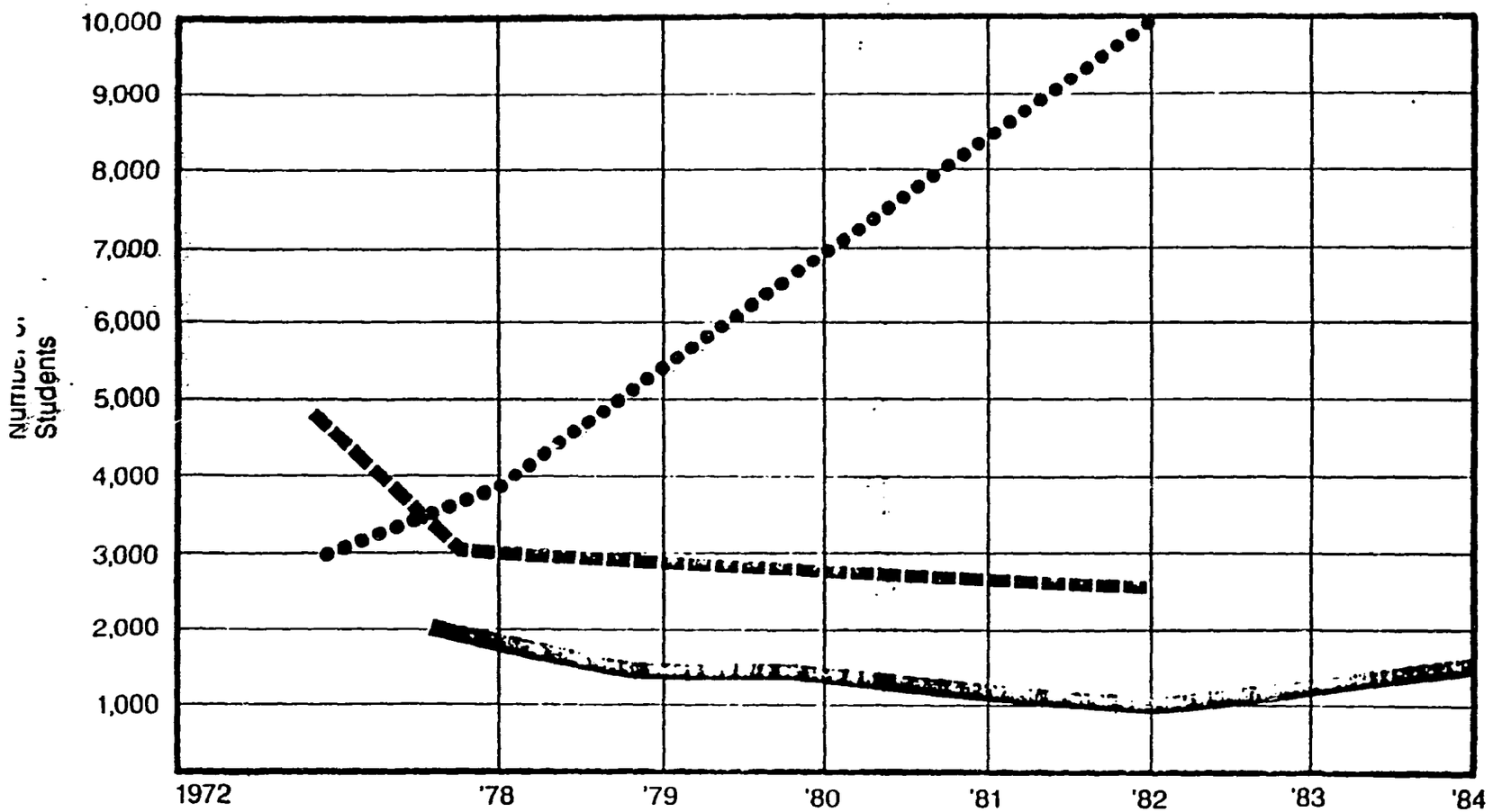
2. Political Rationale

A dramatic increase in Soviet, Eastern European and Cuban training programs directed at Latin Americans was pointed out in a recent Comptroller General report to the Congress and in the report of the National BiPartisan Commission on Central America. The former report states that the Soviet bloc countries are currently sponsoring over 9,000 students as compared to 2,000 U.S.-sponsored scholarship recipients. The Communist countries, collectively, increased their scholarship offers by over 200% in the ten year period from 1972 to 1982 (and by over 700% in Central America from 1977 - 1982). The U.S. scholarship program declined by 52% over the same 1977 - 1982 period.

To combat this trend, the Congress has recently provided AID with substantial funding to increase scholarship programs in the LAC Region. Through regional projects such as the Caribbean Basin Initiative and the LAC Training Initiatives, the downward trend in AID scholarship funding has been reversed, as can be seen in the following chart.

PA[illegible] TI[illegible] T T[illegible]

AND
U.S. Govt.-Sponsored Vs. Soviet Bloc Sponsored Participant Trainees



LAC (A.I.D. Only)
U.S. Govt.
Soviet Bloc (Excluding Cuba)

However, the gap between U.S.-sponsored scholarships and Soviet bloc scholarships is still large. The follow-on LAC Training Initiatives Project and the development of the major new initiative for Central America will substantially contribute to bringing about U.S. parity with the Communist training effort.

3. AID Training Priority Rationale

Finally, because of the above-mentioned developmental and political reasons, participant training is a priority concern of the Administration. In his "State of the Agency" presentation for 1984, the Administrator of AID, M. Peter McPherson, asked for a 50% increase in the number of participants Agency-wide. To implement this, AID's Deputy Administrator has given regional bureaus specific training targets for FY 84 and FY 85. The CLASP will facilitate the LAC Bureau's achievement of its training increase targets and will assist the Agency to meet the increased participant training targets of the Administrator.

D. Description of the CLASP

The CLASP will provide funds for the training in the United States of host government and private sector personnel from Latin America and the Caribbean. All long and short term training programs will respond directly to priority economic and social development areas. The CLASP will be political/ developmental and respond to the Agency's focus on education, health, nutrition, family planning, agriculture, science and technology, energy and environment, institution building and the private sector. The geographic focus will be the Caribbean Basin and selected South American countries, including Advanced Developing and AID graduate countries.

Priority will be given to the selection of individuals who are socially and economically disadvantaged and to those who exhibit a potential for long term leadership within the country. Overall, Missions will be expected to select individuals who possess the abilities to influence their own peers or subordinates. Such criteria for leadership potential as: level of upward mobility, current position, past record, personal potential for growth, etc. will be considered. Care will be taken to avoid using this program as a reward system for service or loyalty. Other selection criteria include: the importance of the training to development needs; the level of training required by the country, membership in a special concern population, and the financial needs of the individuals being considered.

Funds will be provided from two different sources for two specific projects. Central America special account funding will support the Central American Peace Scholarships and finance implementation of the National BiPartisan Commission on Central America's scholarship recommendations. This project will operate in Panama, Costa Rica, Guatemala, El Salvador, Honduras, Belize, and ROCAP. Simultaneously and in the same countries, FY 84 supplemental funding will be obligated under this project to initiate an experimental International Student Exchange Program. This experimental effort will be implemented through a cooperative agreement with Georgetown University.

The LAC regional account will support the LAC Regional Training Initiatives II Project (LAC II) in selected Caribbean Basin and South American countries, including Advanced Developing and AID graduate countries. The Central American Peace Scholarships Project will, if fully funded, tax the capacity of most Central American countries and USAID missions to fulfill screening, selection, monitoring and follow-up functions. Therefore, the LAC II Project will not provide funding to those Central American countries participating in the Central American Peace Scholarships Project.

The LAC Training Initiatives II (LAC II) Project is essentially the same as its predecessor Project. Therefore, it will not be described in any degree of detail in this Project Paper. Other than where specific differences are indicated in this Paper, the Project Paper for Project 598-0622 will serve as a description of the LAC II Project.

The Central American Peace Scholarships Project (CAPS) will be similar to the LAC Regional Training Initiatives Project but, because of the special circumstances giving rise to it, the CAPS Project will be described below.

Central American Peace Scholarship activities will address the concerns expressed in the National BiPartisan Commission Report on Central America (see annex). Scholarship opportunities will be awarded for non-project activities and will be targeted on the socially and economically disadvantaged. Recipient countries include Panama, Costa Rica, Guatemala, El Salvador, Honduras and Belize. RDCAP will also benefit from the Program.

Country Training Plans from the Central American countries will reflect the concerns shown in the National BiPartisan Commission report. To assure compliance with the Commission report, special guidance for developing Country Training Plans will be provided to the Central American countries by LAC/DR/EST.

Congress has expressed strong interest in the Central American Initiative and expects AID to develop innovative programming for the socially and economically disadvantaged. The International Student Exchange set-aside was introduced into the program as an experimental activity against which AID's standard program can be compared in terms of cost, target audience, speed and success of implementation and developmental impact. A special evaluation will be conducted at the end of the first year to compare the two programs.

1. Goal and Purpose

The goal of the CLASP is to contribute to the formation of more effective manpower resources, thereby ensuring the leadership and technical skills needed for the progressive, balanced and pluralistic development of selected Caribbean Basin and South American countries.

One purpose of the Program is to increase the number of U.S. trained public and private sector individuals (Peace Scholars) at the planning, implementation, technical, managerial and administrative levels. This purpose

will be achieved by providing U.S. training to individuals who are working in agriculture and rural development, health and nutrition, human resources, energy, population, environment, science and technology, planning and institutional development. Training for different levels of the private sector will be designed to improve business practices and thereby increase productivity.

A second purpose will be to increase the number of U.S. trained individuals from the socially and economically disadvantaged class of Latin American and Caribbean countries. This will be achieved through special selection procedures, special programming and a concerted effort to reach this target group.

To achieve these purposes, long and short term U.S. training will be available for personnel in government, quasi-government, educational and private sector institutions and for socially and economically disadvantaged individuals. All training requests will be assessed based on the following criteria:

(a) Importance of the training to development needs;
(b) Level of training required by the country;
(c) Potential impact on the public and private sectors;
(d) Potential of the candidate eventually to assume a leadership role in the country;
(e) Financial need of the candidate;
(f) Willingness of sponsors to share costs;
(g) Degree of certainty that the trainee (except for undergraduates) will be effectively employed upon returning to the country; and
(h) Membership of the applicant in a socially or economically disadvantaged group, including women.

The training programs will satisfy one or more of the following criteria concerns:

(a) Training to upgrade skills of private and public sector personnel in specialized positions that are critical to development priorities;

(b) Training for university staff to fill specific positions to create an institutional expertise in priority development areas;

(c) Training at the undergraduate level, especially in the hard sciences and other fields not available in country;

(d) Training for special concern populations such as the poor, women, Indians, urban and rural youth, etc;

(e) Training for trainers to provide for the broadest possible multiplier effects;

(f) Post-project training for personnel identified after the completion of a project as necessary for the successful continuation of the project activity; and

(g) Training for a non-project activity which may contribute to the achievement of a sector strategy objective or better understanding of an AID development concern.

2. End of Project Conditions (EOPS)

(a) Approximately 7,800 U.S. trained Peace Scholars employing newly acquired skills in host country and private sector programs;

(b) Institutions or departments within governments or the private sector providing various development related services because of the contribution of better trained staff;

(c) A system in place which provides training for the disadvantaged at the graduate, undergraduate or technical levels at costs equal to or lower than current AID costs; and

(d) Closer business and friendship ties between LAC countries and the U.S. because of relationships formed during training.

3. Outputs

(a) Approximately 2,100 Peace Scholars trained at the undergraduate or graduate level in the U.S.; and

(b) Approximately 5,700 Peace Scholars provided short term-technical U.S. training.

4. Program Components

(a) U.S. Long Term Training

The first component of the CLASP will be undergraduate and post-bachelor degree level training in U.S. colleges, universities, junior and community colleges and technical schools. This type of training will be designed to meet:

(i) training requirements which are not available in the person's home country;

(ii) training for indigenous populations and other economically and socially disadvantaged populations (including women);

(iii) programs for future university staff and key government personnel;

(iv) programs for private and public sector persons who work in activities which respond to the Agency's focus on health, education, agriculture, science and technology, energy and environment, institution building and the private sector.

Existing AID and host country infrastructure will be utilized where appropriate to select, process and place the Peace Scholars. Most candidates for training will be selected from persons already employed in sectors of U.S. interest. Some of this training may not have a degree as a major objective but may require a combination of academic and practical training experience.

Missions may wish to utilize contractors to select, process and place both long and short-term candidates in U.S. universities and training programs. Wherever this option is selected, regional or mission-based contracting officers will be used to do the contracting. If a sufficient number of missions are interested in contracting for a similar program, AID/W may act on behalf of those missions and execute a central contract.

Information on available programs and interested contractors and institutions will be provided to missions on a regular basis by S and T/IT and the LAC Bureau. Country Training Plans will be analyzed to identify "economies of scale" activities that cut across missions. These activities may be contracted for centrally, based on mission requests. LAC/DR/EST will explore the possibility of pre-competing and selecting contractors for programs in content areas common to a number of missions. This could result in an "IQC-type" arrangement which missions could utilize to access contractors or university programs and services on a task order basis.

Missions may also elect to utilize the services of local institutions such as educational credit institutions (e.g. APICE affiliates), host country public or private training placement and programming agents, education, evaluation or consulting firms, etc., to assist in planning, selection and screening, language and remedial training, monitoring, evaluation, and other aspects of program implementation.

(iii) Special Training Grants - Because of A.I.D.'s special interest, specific programs will be developed which provide training to socially and economically disadvantaged populations (including women). These programs are described later in this document.

In addition, missions will be encouraged to develop experimental and innovative programs which reduce costs, thereby, making more training available to larger numbers of participants. The entire area of partial scholarships, where the individual or the sponsor shares a higher percentage of the financial burden, will be explored and implemented on a pilot basis. Another possible way to reduce costs is through the design of programs which utilize U.S. university correspondence programs or in-country programs partially meeting course requirements followed by a brief on-campus program in the U.S. to complete the degree.

Country Training Plans will be reviewed for these kind of innovative programs, and for use of Hispanic or Historically Black Colleges and Universities (HBCU) and other Gray Amendment firms and institutions. Yearly training allocations to missions may be increased based on the degree that special training grant concepts are included.

Missions, individually or jointly, may wish to contract (competitively) with selected institutions to develop special programs which respond to identified need. These short- or long-term special programs, such as the Spanish language Masters program at the University of New Mexico, can result in substantial savings if they meet the needs of large numbers of participants. Country Training Plans will be reviewed to identify opportunities. Seed funding to develop these kind of programs will be an eligible Program cost when analysis indicates that per student costs will be competitive with standard program costs in similar fields and/or when the course content is not available with the exact emphasis or quality required to meet an identified training need.

(iv) Leadership Potential and Financial Need - Missions will take special care in candidate selection to ensure that where possible, scholarships are awarded to individuals who are judged to have the potential to assume leadership roles and/or significantly to contribute to their countries' social, economic and political development. Financial need, defined as the inability to afford training in the United States, is also a special selection criteria. Each mission will develop economic needs criteria and a screening process which will be fully described in their CTPs.

U.S. Long-Term Training Summary

Approximately 2,138 1-4 year programs at an estimated $25,000/year for graduate training and $12,250/year for undergraduate training.*

(b) U.S. Short-Term Technical Training

The second component of the CLASP will provide opportunities in the U.S. for short-term technical training/observation.

Training will include observational site visits, internships, short courses and field projects directed toward leadership and skills development. This type of program may be utilized to give a generalist more specific knowledge of one or more elements of his/her field. For example, trained agriculturalists could be given short-term special course in agribusiness, agriculture cooperatives or agriculture extension.

* Based on current training costs with inflation and contingency factors built-in.

This component will also finance specially developed group training programs that respond to common areas of study required by two or more LAC countries. Many successful training programs have been carried out in this manner over the past few years. For example, Stanford, the University of New Mexico, New Mexico State and American University have offered group courses taught in Spanish for Educational Planning, Bilingual Education, Educational Administration and Applied Economics. Harbor General Hospital in Torrance, California has offered group nurse and midwife training for health workers and New Mexico and Michigan State have offered various courses in agriculture related activities.

This has proven to be an efficient use of training resources when properly planned and programmed by the USAIDs. U.S. universities and private enterprise are able to respond to such training when the group is large enough to justify an institutional investment. Country Training Plans will assist in the planning of these "economies of scale" training efforts.

Short-term technical programs are the most common LAC training focus. Most missions have funded specialized short-term training activities in the U.S. which go beyond the standard courses offered by numerous government and private sector agencies. Because of the familiarity with short-term training opportunities, this Project Paper will not describes program possibilities in detail. However, Section II.F.3 of the Paper does describe some innovative ideas which missions may wish to consider. Missions are encouraged to develop innovative short-term training programs as a high priority under CLASP.

Short-term training will also be used to train socially and economically disadvantaged individuals and/or groups who require training but who do not qualify for long-term undergraduate or post-bachelor-level training. Special programs will be developed for these groups that respond to their specific training needs and requirements.

U.S. Short-Term Technical Training Summary

Approximately 5,695 3-4 month programs at an estimated $3,330/ month.

E. Past Deficiencies and Proposed Adjustments

Deficiencies which surfaced during implementation of the LAC Training Initiatives Project are pointed out in this section of the paper. How these deficiencies will be corrected in the CLASP is also indicated.

1. Training Plans

Weak training plans from some missions was identified as a problem by the LAC/DR/EST. This deficiency was partially corrected in FY 84 by the provision of additional guidance. Field missions were required to summarize past performance in their plan and provide an overview linking the training plan to mission development goals and objectives as set out in the CDSS and other similar documents.

The CLASP will carry this planning one step further. The Bureau has been cooperating with S&T/IT in the development and testing of a Country Training Plan (CTP) format for missions. The CTP will be used to project all mission training needs over a five year period. The CTP format, still being developed and refined, will be required for all missions participating in this Program. An outline of the CTP is annexed to the paper.

Country Training Plans are critical to CLASP implementation because they focus on how many individuals will be trained, from which sectors, where they will be trained, for how long, and under what conditions, arrangements required to carry them through training, and how trainees will be utilized and monitored upon return. The CTP is an overall guide that will facilitate implementation and monitoring by providing a plan and a series of benchmarks.

The CTP will provide the basis for CLASP evaluation beginning with the planning, screening and selection processes, through training, and into post-training performances and benefits upon return. The CTP will enable AID/W to understand, in an efficient way, the similarities and differences between training in participating countries and to proactively seek economies of scale training opportunities that will provide higher quality, more focused training at a lower cost.

Well prepared CTPs that fully respond to special concerns and innovative program areas will result in higher yearly allocation levels to missions. The CTPs will be updated periodically. One chapter of the CTP will present a detailed annual plan. The annual plan will be used by LAC/DR/EST to set yearly allocation levels.

2. Obligations

The LAC Regional Training Initiatives Project has fully obligated its funds each year, but obligations, in some missions, have come very late in the fiscal year. The CTP, discussed above, will lay out the general training strategy for each mission and establish the parameters within which each yearly training plan will be developed.

This will bring about changes in scheduling which will accelerate obligations. Under the LAC Training Initiative Project, each mission submitted its training plan during the first quarter. All plans were received by the second quarter and Washington review took place during that quarter. Funds were allotted to missions during the second or third quarter, to be obligated in the third or fourth quarter.

The CLASP, with the prior preparation provided by the CTP, will require submission of the yearly training plan in the last quarter of the prior fiscal year. This submission could be a statement indicating that there is no change in the information already provided in the CTP or it could be a revision of that information. In all cases, it will contain a one year detailed request. Washington review and approval of CTPs will be heavy during the first year but subsequent year reviews will be greatly simplified. In all years except the

first, the allocation cables will be sent out early in the first quarter (as soon as funds become available) and obligation will take place within the first quarter or early in the second quarter.

3. Information and Reporting

Poor information and reporting has been a constant problem. The evaluation contractor has not been able to obtain accurate information nor has S&T/IT or the LAC Bureau. Only missions have complete information.

To remedy this situation, the Bureau has been cooperating with S&T/IT in the development and field testing of a microcomputer Participant Training and Management System (PTMS). This system should be operational by the end of CY 1985. The CLASP will require that all participating missions use the system as soon as the hardware and software are in place. This will facilitate reporting to AID/Washington and enable missions to better track and manage their participant programs.

Poor reporting on contract participants will also be addressed by the Program. A Participant Data Form (PDF) will be completed and submitted to S&T/IT on every contract funded participant. If the computerized reporting system isn't ready for immediate implementation, simplified reporting may be required from missions to the Bureau. A quarterly (or semi-annual) report format is being developed at this time by a Bureau taskforce.

4. Evaluation

Evaluation and follow-up activities of the LAC Regional Training Initiatives Project has been cited as weak. Missions have generally not devoted adequate time and effort to participant follow-up activities and reporting. Improvement will be made by requiring the use of a series of evaluation questionnaires and instruments currently being developed by S&T/IT and field tested in LAC missions. The draft questionnaries are annexed to this paper.

Evaluation activities will track the participant process from initial planning, screening, selection and placement, through the training period, and into the participant's return to the work environment. The CTP, PTMS and evaluation instruments will facilitate the evaluation process.

5. Equity

The participation of women and other socially and economically disadvantaged populations in LAC programs has been relatively low. The CLASP will make a dedicated effort to reach these groups with activities designed to meet their identified training needs.

To assure that this occurs, the Bureau is currently seeking three S&T/RUR small research grants -- for Central America, the English-speaking Caribbean and the non-English speaking Caribbean -- to identify women and other social/economic minorities and to research those training needs which can be

addressed through U.S. training programs. The results of these studies will be used to design a special package of training programs for these minorities. When in place, missions will be encouraged to provide funding to send participants to these programs. Women's particpation in CLASP should approximate 40%. The current women's participation rate in LAC regional training activities is less than 20%.

6. Gray Amendment

The Bureau's response to the Gray Amendment has been good but in the training area we still are not placing 10% of all participants into minority institutions. The above-mentioned small research grant program will be used to help develop specialized expertise in Hispanic institutions and HBCUs. In addition to special training programs in minority institutions, the CLASP evaluation contract will be awarded to a Gray Amendment firm through an 8(a) set-aside. Missions are encouraged to utilize minority and women-owned firms as prime sub-contractors in CLASP activities.

7. Participant Screening and Selection Process

Some missions lacked rigor in implementing screening and selection processes.. Even though some form of selection committee was established and used in most missions, a careful documentation of decisions made during the meetings was not kept nor were records kept of applicants who were rejected. Lack of this kind of documentation has made it difficult to review the role of the mission screening and selection committees and to evaluate the process.

Missions will not be told how to structure screening and selection committees. However, some form of committee will be required by the CLASP. The form and nature of the committee will be fully described in each mission's CTP submission and the procedures the committee will follow, including documentation requirements, will also be described. An example of a good committee CTP statement is annexed to this Project Paper. The committee should be representative of the mission (e.g., major technical sectors should have representation). Inclusion of non-Mission elements -- Embassy, USIA, public and private sector host country representation -- should be determined on a mission-by-mission basis. Final approval authority will reside with A.I.D. Care should be taken not to place pre-screening authority in the hands of any one individual. Early involvement of mission technical sectors in the allocation of funding and pre-selection of candidates is highly recommended.

LAC/DR/EST and the evaluation contractor are responsible for monitoring the screening and selection committees to assure that they are meeting on a regular basis, following established procedures and documenting their actions.

8. International Airfare

Counterpart payment of international airfare costs has been a continuing problem under the Project. Shortage of counterpart funds has limited the activities in some countries and at least one country threatened cancellation

of the Project unless a way could be found to pay for international travel under the Project. Requiring the participant to meet this expense has the effect of barring participation of the neediest sectors.

ESF-funded activities do not require counterpart. For DA-funded actiities, missions should negotiate with host countries to program ESF or PL-480 generated local currency to cover the cost of international travel for AID scholarship recipients. The CTP, which projects mission training needs over time, will be a valuable document in the negotiation of local currency usage. Where the local currency option does not exist and other ways of financing international travel through the use of non-USG funds are not possible, mission directors are authorized to waive the counterpart requirement for funding international travel so that project funds can be used. Full discussion of this should be included in the Country Training Plans.

9. Language Concerns

English language training must be programmed on a country-specific basis. Some LAC countries, such as Belize or Jamaica, are English-speaking and require no special English-language courses. Most countries of the region are not English-speaking. Limiting scholarship opportunities to those students who already have English tends to eliminate the disadvantaged who are a favored target of this Program. Therefore, English language training will play a critical role in this project and English language instruction costs are an eligible Program cost.

Some countries have U.S.I.A. BiNational Centers, Peace Corps English programs, or private sector schools. Where adequate training facilities exist in-country, Missions are encouraged to utilize them. Candidates who only need refresher courses to may complete the requirement faster and less costly in the U.S. Missions may wish to negotiate special group English rates with U.S. institutions and require the institutions to carry out part of their program in-country and part in the U.S. Seeking innovative ways to meet the English language challenge is encouraged. Each mission will cover how it intends to handle language training in its Country Training Plan.

Short-term technical training programs, in some cases, can be conducted in the U.S. in Spanish. (U.S. courses in French or Portuguese are more limited.) Many U.S. courses are available or can be arranged in Spanish in Texas, Arizona, New Mexico, Florida, California and other states with large Hispanic populations. Where necessary, the cost of translators is an eligible Program cost. Each mission has the authority to include English language and/or translator costs in training programs, where required.

The LAC Bureau has utilized Puerto Rico as a source for training in the Spanish language for over twenty years. A wide variety of developmental courses (academic and technical) are offered by Puerto Rican universities and private and public sector institutions. These opportunities are fully outlined in a Training Opportunities Guide which has been made available to all LAC Training Officers. Missions are encouraged to maximize the use of

Puerto Rico as a training site for English and non-English speakers alike. Its bilingualism can also be exploited to develop transition Spanish/English programs. For the purposes of the CLASP, Puerto Rico and the U.S. Virgin Islands are considered to be U.S. training sites and missions are encouraged to use both locations for training, when appropriate.

In-country or regional remedial courses and orientation courses may also be funded under the CLASP for Peace Scholars preparing for U.S. training programs. Development and use of regional centers for these purposes should also be explored by interested missions. For all purposes of the CLASP, in-country or regional English language, remedial education and related training activities required for preparing Peace Scholars or scholarship candidates for U.S. training are considered to be U.S. training.

F. Special Emphasis of Program

The goal and objectives of the CLASP do not differ substantially from those of the LAC Training Initiatives Project. As with the current Project, the CLASP will fund short-term technical and long-term academic training in the U.S. The underlying strategy of the activity is also the same, e.g., funding will be allocated to field missions and training activities will be programmed by those missions. A high degree of mission control over the planning and implementation of this activity is seen as a critical factor for success. However, there are some special emphases which are summarized below:

1. Geographic Focus and Funding

The geographic focus of the CLASP is essentially the same as the current Project: Central America, the Caribbean and South America, including the Advanced Developing Countries. However, because FY 84 supplemental and future funding is available via the Central America special account to implement the Central America-focused National BiPartisan Commission recommendations, including the scholarship program, LAC Regional funding is not required for the Central American countries.

2. Selection Criteria

Selection criteria have been expanded to include one additional element, the participation of socially and economically disadvantaged individuals (including women). The key benchmark of economic disadvantage will be the inability to pay for U.S. training using individual or family funding.

3. Innovation

The new activity will emphasize innovative programs. Missions are encouraged to utilize the Program to go beyond traditional training models and seek innovative ways to reach new beneficiary groups, increase cost efficiency, extend developmental and political benefits of training and maximize spread or multiplier effects. A few examples of innovative programming are outlined below as examples to stimulate thinking in this area.

a. Cost-sharing

Cost-sharing was tried under the current Project but the "rules of the game" were not clear and some problems have arisen because of it. The intent is to have the participant, his/her host institution, government, or other non-USG source contribute a larger share of the cost of training. Missions are encouraged to shift the direct costs of training to the participant, employer or other non-USG source to the maximum extent possible. This includes making logistical arrangements and placement of non-AID funded participants through reimbursable training programs, and making partial awards to individuals with some capacity to pay. (Individuals judged to be severely socially or economically disadvantaged will not be required to contribute to meet training costs.)

Where partial awards are made, the non-USG funding should be used to pay for international travel, tuition and other costs. AID funding should be used to pay for maintenance, insurance and other training expenses. Partially-funded participants should be required to sign a statement asserting that they will not need to work while in training. The tuition funding sufficient to fully fund each training program should be obtained "up front" by AID or by the pertinent university whenever possible.

All innovative cost sharing arrangements must be fully outlined in the CTP.

b. Programs for Youth and Other Disadvantaged Groups

It is often pointed out that Soviet bloc training programs are directed to the socially and economically disadvantaged and emphasize undergraduate programs while the U.S. programs are directed to the academically well-prepared and emphasize graduate-level training. This is partly true of the academic programs of the LAC Bureau, but it ignores the fact that the largest element of our program is short-term technical training, primarily for the working class. However, AID will make a more concerted effort to reach the socially and economically disadvantaged under the CLASP. Several programs that have done this and that have had a significant political and multiplier impact are discussed below.

Paraguay used the LAC Training Initiatives Project to offer observation training to student leaders from its national university. The students were brought to the U.S. to meet with student leaders from selected U.S. universities. This training not only exposed the student leaders to the U.S. university system, but also served to give the students a broader understanding of our government, political system and life style.

A similar activity was carried out in Panama under a different project. Study opportunities in the U.S. were offered to rural youth who demonstrated outstanding achievement in various competitive programs of a rural youth movement similar to the Future Farmers of Americas or the 4-H Clubs. The students lived with U.S. families, participated in FFA or 4-H meetings and community activities, visited points of interest in their training state and received various kinds of short-term training.

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Programs like these can be developed to directly reach the youth living in poor urban barrios or isolated rural areas. A variety of institutions that access these areas, such as the Girl and Boy Scouts, local PVOs, religious institutions and organizations, the public education system and others may be used to identify beneficiaries. Training and observation programs for teachers, agriculture and health workers who serve the poor, or for credit or development workers in charge of small business development, agricultural cooperatives and other similar institutions could also benefit from special exposure training in the U.S.

Similar programs can also be developed for small farmers, community leaders, rural and urban women, indigenous groups, small businessmen and women and other socially and economically disadvantaged segments of recipients country societies. Short-term exposure programs, when properly managed, can have tremendous political and development impact.

c. Undergraduate Training

Special programming is also needed to address undergraduate level training. As was mentioned earlier, the Soviet bloc countries are particularly active in this area and the Congress is concerned that AID direct more of its scholarship assistance to undergraduate training which, even though it may not directly address development concerns of the beneficiary country, over the short term, does have a political impact on one of the target group from which the Communist countries are recruiting.

The Congress has set-aside $2 million to fund an experimental undergraduate training program with Georgetown University. This program is discussed later in this section of the Project Paper. In addition to the above-mentioned set-aside, undergraduate training is eligible for funding in junior and community colleges, technical institutes and other such institutions, as well as in four year institutions. Technical programs are to be emphasized although general undergraduate training is also acceptable. In-country and regional orientation, English and remedial education programs may be used to prepare students for U.S. academic life. Counseling and guidance programs may also be supported. Close coordination with USIA is essential in this area.

4. Private Sector Training

Private sector training programs that emphasize skills and/or management training for selected individuals are also considered to be innovative mechanisms which missions should continue to fund. A pilot private sector training program was tested under the current Project. This program, implemented by Keene-Monk and Associates, trained approximately 70 private sector participants from Jamaica and Costa Rica, providing the trainees with management training and in-firm practical experiences.

In addition to the Keene-Monk pilot program, a number of other private sector programs were funded by missions. In most cases, the programs were individually tailored for the participant or for groups of participants. For

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instance, the Honduran mission utilized its training allocation to develop a number of directed observation tours and other training packages benefitting individuals from all levels of the Honduras private sector. S and T/IT has also developed private sector programs at the request of LAC missions.

Except for an initial tranche of $250,000, the Keene-Monk contract is not continued as a centrally-funded pilot program under the CLASP. The pilot private sector training program has been fully tested along with a number of USAID-initiated variations. Missions are now encouraged to continue to support private sector training and should contract for these activities directly or use AID's PID/P mechanism, as circumstances dictate. If several missions express interest in dedicating all or a part of their allocations for contracting private sector training programs, AID/W will do a competitive procurement under a central contract for the missions.

5. Gray Amendment Concerns

The CLASP must contribute to meeting the 10% Gray Amendment requirement. Placement of participants in Historically Black Colleges and Universities (HBCU) and into Hispanic programs in Puerto Rico or the U.S. mainland should be made when such placement is programmatically sound. Missions should also direct training program contracting and sub-contracting opportunities to minority firms, minority PVOs, women-owned firms and HBCUs whenever this can be done without sacrificing program objectives.

Three special studies are being planned by the LAC Bureau and S&T/RUR which will facilitate meeting Gray Amendment concerns. These studies will utilize research funding for HBCU to identify training needs of socially and economically disadvantaged populations (including women) of Central America, the English and non-English speaking Caribbean. The training needs to be researched will be limited to those which can be served by external rather than by in-country training programs.

Training courses will be identified or developed in HBCUs, minority or women-owned private sector firms and other interested institutions to meet identified training needs of the target audience. Initially, the studies will focus on private sector training needs, but it is hoped that follow-on studies will also look at the needs in other sectors such as agriculture, health, nutrition, education and others. It is expected that missions will set-aside a percentage (approximately 10%) of their training funds to train individuals in minority institutions or to contract with Gray Amendment firms.

6. Orientation, Enrichment and Re-entry Programs

Missions are encouraged to program participants into existing S&T/IT or into other orientation, enrichment, and re-entry programs. Orientation programs are designed to acquaint participants with American culture, institutions and values, introduce them to academic routine and provide remedial programs (English, computer literacy, library skills, etc.) as required. Enrichment programs, including travel and study during academic breaks can expose a

participant to valuable experiences outside of his/her academic field. Re-entry programs for groups of participants terminating programs at the same time can be used to debrief, evaluate and build on the participants' U.S. experience. Programs in the areas of management training, communications skills, leadership training and similar areas will provide the participants with skills needed to better carry out their development-related activities upon return to their countries.

A number of firms and institutions offer orientation, enrichment and re-entry programs. While no special funding is provided for these programs; they can be funded within each training program. Missions should describe the kind of programs it desires in the PIO/P and S&T/IT or its program agent will make arrangements with WIC, NCIV, and other appropriate institutions. Special orientation, enrichment, and exit program contracts for individuals, groups of participants or all participants from a given country can also be arranged by request. Missions desiring these kinds of programs should so indicate in their Training Plan.

7. International Student Exchange

A cooperative agreement with Georgetown University will address the issue of undergraduate education for socially and economically disadvantaged Central Americans. The program will develop remedial and transitional education programs for this target group, Participants will initiate their studies in U.S. junior and community colleges in an environment tailored to respond to their special situations and needs. After two years of study, the students will return to their home countries to enter into the labor force or to enroll as juniors in their own universities.

This program was included in the FY 84 Central America supplemental legislation as a Congressional set-aside and therefore is not subject to the normal competitive procurement rules of AID. However, to insure that the program is responsive to our field missions and the requirements of the host countries, Georgetown University will be required to secure written approval from pertinent USAIDs for each country program and for each year's training plan. The total cost of the program was set at $2 million by Congress.

More information on the Georgetown University International Student Exchange Program will be provided as soon as available. When executed, the cooperative agreement will be distributed to all missions.

8. Advanced Developing Countries Program

The ADC countries (Mexico, Colombia, Brazil, and Paraguay) and other AID graduate countries in the Caribbean and South America are eligible to participate in the LAC Training Initiatives II Project. The narratives of section II-D-4(a) and (b) of this paper generally apply to ADC countries. However, rather than having a focus on the socially and economically disadvantaged, the ADC programs will direct a significant number of short-term and post-doctoral scholarship opportunities to up-grade public and private

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sector science and technology institutes, research centers, university faculties, and other similar ADC institutions. Training programs will also be used to strengthen ADC institutional ties with U.S. "sister" institutions.

In many cases, ADC individuals who are now in key development positions in their countries are ex-AID participants. Upgrading the skills of these successful AID participant alumni where additional training, exposure to state-of-the-art advances in their chosen fields, observation visits, conference or seminar attendance will permit them to contribute even more to their professions, institutions, and to the social and economic development of their countries is one component of the ADC training programs. Up-grading of ADC institutions which were former AID recipients will also be a key component of the ADC program.

Each ADC country is at a different level and has a different set of priorities. The ADC and other AID graduate countries will develop specific Country Training Plans which will set out their particular training requirements projected over five years, and a specific one year plan which serves as a request for the annual allotment of funds. The plan will also specify the participant screening and selection mechanism for each country and will outline the scope and nature of participant follow-up activities.

Contingency funding is provided for expanding the ADC program to other AID graduate countries of the region. Additional countries will be added based on a request from the appropriate LAC Desk officer to the Project Committee. ARA and other pertinent clearances will be obtained by the appropriate LAC Desk Officer.

III. BUDGET TABLES (CAPS Project)

The following two chapters present a financial summary of the CLASP, broken down by the two project components -the Central American Peace Scholarships Project and the LAC Regional Training II Project. The budgets for these two projects, summarized by mission and by fiscal years, are illustrative. The estimated budgets include training costs, contractor overhead and fees costs, evaluation costs, and a built-in inflation/contingency factor.

A. Financial Summary CAPS Project ($000)

Component	AID	Counterpart	Total
U.S. Long-term Training (1,868 programs)	93,400	24,000	117,400
U.S. Short-term Training (5,195 programs)	51,950	20,000	71,950
TOTALS	145,350	44,000	189,350

B. Preliminary Mission Funding Levels by Fiscal Year ($000)

Country	Total	FY 84	FY 85	FY 86	FY 87	FY 88	FY 89
Belize	1,600	-	400	350	400	100	350
ROCAP	6,000	-	1,200	1,200	1,200	1,200	1,200
C.Rica	27,550	1,000	4,680	5,190	6,080	5,240	5,360
El Sal	27,550	1,000	4,680	5,190	6,080	5,240	5,360
Guate	27,550	1,000	4,680	5,190	6,080	5,240	5,360
Honduras	27,550	1,000	4,680	5,190	6,080	5,240	5,360
Panama	27,550	1,000	4,680	5,190	6,080	5,240	5,360
TOTALS	145,350	5,000	25,000	27,500	32,000	27,500	28,350

Graduate-level programs at approximately $25,000 per year; undergraduate programs at approximately $12,250 per year.

International Student Exchange Program Budget included in the $5,000 total for FY 84

	Country	Fiscal Year	Trainees # Long Term	Trainees # Short Term	Cost
1.	Bélize	84	-	-	-
		85	5	15	400
		86	5	10	350
		87	5	15	400
		88	5	10	350
		89	-	10	100
	TOTAL		20	60	1,600
2.	Costa Rica	84	12	40	1,000
		85	58	178	4,680
		86	68	179	5,190
		87	78	218	6,080
		88	77	139	5,240
		89	64	216	5,360
	TOTAL		357	970	27,550
3.	El Salvador	84	12	40	1,000
		85	58	178	4,680
		86	68	179	5,190
		87	78	218	6,080
		88	77	139	5,240
		89	64	216	5,360
	TOTAL		357	970	27,550
4.	Guatemala	84	12	40	1,000
		85	58	178	4,680
		86	68	179	5,190
		87	78	218	6,080
		88	77	139	5,240
		89	64	216	5,360
	TOTAL		357	970	27,550
5.	Honduras	84	10	50	1,000
		85	51	213	4,680
		86	61	214	5,190
		87	71	253	6,080
		88	70	174	5,240
		89	57	251	5,360
	TOTAL		320	1,155	27,550
6.	Panama	84	12	40	1,000
		85	58	178	4,680
		86	68	179	5,190
		87	78	218	6,080
		88	77	139	5,240
		89	64	216	5,360
	TOTAL		357	970	27,550
7.	ROCAP	84	-	-	-
		85	20	20	1,200
		86	20	20	1,200
		87	20	20	1,200
		88	20	20	1,200
		89	20	20	1,200
	TOTAL		100	100	6,000

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D. Illustrative Chart of CAPS Project

CHART A1b-SCHOLARSHIP-PROGRAM
($000)

GOAL					FY 84			FY 85			FY 86			FY 87			FY 88			FY 89		
#LT	LT COST	#ST	ST COST	TOTAL COST	#LT	#ST	COST	#LT	#ST	COST	#LT	#ST	COST	#LT	#ST	COST	#LT	#ST	COST	#LT	#ST	COST
20	1,000	60	600	1,600	-	-	-	5	15	400	5	10	350	5	15	400	-	10	100	5	10	350
100	5,000	100	1,000	6,000	-	-	-	20	20	1,200	20	20	1,200	20	20	1,200	20	20	1,200	20	20	1,200
357	17,850	970	9,700	27,550	12	40	1,000	58	178	4,680	68	179	5,190	78	218	6,080	77	139	5,240	64	216	5,360
357	17,850	970	9,700	27,550	12	40	1,000	58	178	4,680	68	179	5,190	78	218	6,080	77	139	5,240	64	216	5,360
357	17,850	970	9,700	27,550	12	40	1,000	58	178	4,680	68	179	5,190	78	218	6,080	77	139	5,240	64	216	5,360
320	16,000	1,155	11,550	27,550	10	50	1,000	51	213	4,680	61	214	5,190	71	253	6,080	70	174	5,240	59	251	5,360
357	17,850	970	9,700	27,550	12	40	1,000	58	178	4,680	68	179	5,190	78	218	6,080	77	139	5,240	64	216	5,360
868	93,400	5,195	51,950	145,350	58	210	5,000	308	960	25,000	359	960	27,500	408	1,160	32,000	498	760	27,500	338	1,145	28,350

Key: LT - long term trainees
ST - short term trainees

E. CENTRAL AMERICAN PEACE SCHOLARSHIPS PROJECT SUMMARY (596-0130)

	FY 84/85	FY 86	FY 87	FY 88	FY 89	FY 90	FY 91	FY 92	FY 93
Total Peace Scholar (7063)	1,435	1,319	1,568	1,258	1,483				
Short Term (5195)	1,170	960	1,160	760	1,145				
Long Term (1868)	265	359	408	498	338				
($ Millions)									
Total Training Cost ($145.350)	$25	$27.5	$32	$32.5	$28.4				
Short Term ($52)	$11.7	$9.6	$11.6	$7.6	$11.5				
Long Term ($93.4)	$13.3	$18	$20.4	$24.9	$16.9				
($ millions)									
Obligations ($145.350	$25	$27.5	$32	$32.5	$28.4				
Short Term ($52)	$11.7	$9.6	$11.6	$7.6	$11.3				
Long Term ($93.4)	$13.3	$18	$20.4	$24.9	$16.9				
($ millions)									
Expenditures ($145.350	$13.4	$21.7	$27.2	$29.3	$31.2	$14.3	$5.2	$3.[illegible]	-
Short Term ($52)	$9.4	$10	$11.2	$8.4	$10.7	$2.3	-	-	
Long Term ($93.4)	$4	$11.7	$16	$20.9	$20.5	$12	$5.2	$3.[illegible]	

IV. ILLUSTRATIVE BUDGET TABLES (LAC Regional Training II Project)

A. Financial Summary LAC II ($000)

Program	Cost	# of Participants
AID Mission Countries		
2 yr Undergraduate level	3,000	120
2 yr Graduate level	6,050	121
3 mo Technical level	4,000	400
SubTotals	13,050	641
ADC Countries		
1 yr Graduates	725	29
3 mo Technical level	1,000	100
Sub Totals	1,725	129
GRAND TOTAL	14,775	770

B. Estimated Budget by Country LAC II ($000)

Country	FY 85	FY 86	FY 87	Total
Dom. Republic	450	450	450	1350
Haiti	300	300	300	900
Jamaica	450	450	450	1350
RDO/D	300	300	300	900
Grenada	200	200	200	600
Peru	450	450	450	1350
Ecuador	450	450	450	1350
Bolivia	250	250	250	750
Paraguay	300	300	300	900
Brazil	450	450	450	1350
Colombia	450	450	450	1350
Mexico	450	450	450	1350
Uruguay	100	100	100	300
Evaluation**	75	75	75	225
Contingency	325	325	325	975
Totals	5000	5000	5000	15000

** $225,000 in this component will be spread over LOP.

C. Estimated Counterpart by Component (Combined) ($000)

Component	AID Cost	Counterpart Cost
Central America Peace Schol.	143,350	40,000
Iternational Student Ex.	2,000	500
Advanced Dev. Countries	1,725	450
Training Initiatives II	13,050	3,300
Evaluation	875	
TOTALS	161,000	44,250

D. Estimated Cost Per Training Level

Training Level	Cost
Undergraduate (AID)	$12,500/year
Undergraduate (Georgetown)	$12,500/year
Post-Bachelors (Masters or PhD)	$25,000/year
Short-Term Technical Training	$3,333/month

E. Estimated Peace Scholars by Component

Component	Cost ($000)	Estimated Number of Peace Scholars
Training Initiatives	$13,050	620
Central America	161,000	7833
Int. Student Exchange	2,000	70
Advanced Devel. Countries	1,725	125
	Total	8648

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V. PROJECT ANALYSES

A. Social Soundness Analysis

The primary objective of this Program is to train managerial and technical personnel for work in development-related fields in Central America, South America and the Caribbean, thereby ensuring the availability of a skilled human resource base. This training will develop individuals equipped to bring about the balanced and pluralistic development of the region and disposed to maintain the strong links which have existed between the countries of the region and the United States. The specific criteria guiding the selection of the participants to be trained under this Program state that they will be in areas of priority concern to A.I.D., will have a demonstrated potential for leadership, will have economic need for assistance or substantially share in the costs of training, and will have the potential to transfer their new skills to a wider audience upon their return home. The social soundness analysis will focus on the Program's impact on: (1) social and economic development , (2) the political situation in the region, (3) equity, and (4) how the Program will benefit individuals and institutions.

1. Social and Economic Impact

An overwhelming obstacle to the social and economic development of the LAC region has been the lack of adequately trained managerial and technical personnel in the public and private sectors. Teachers, health workers and agricultural technicians who directly deliver services to their clients, or professionals who serve indirectly such as researchers, managers and administrators, all require skills that cannot be provided by practical experience alone or training in-country.

Over the last decades, higher education has expanded rapidly in Central and South America and in the Caribbean, accounting for a large share of education budget increases. Even so, these institutions have not been able to meet even a small part of the demand for post-secondary and graduate-level education, creating a severe bottleneck to orderly development. In the short run, the countries of the region have no alternative except to seek outside sources for meeting their specialized training needs.

There are many obstacles which limit their use of outside training, such as: lack of foreign exchange to finance training, poor academic and/or foreign language preparation, and inability of the private or the public sector to release prepared individuals for long-term training because of lack of replacement personnel. The Program proposes to overcome these obstacles by: a) providing the needed funding to enable socially and economically disadvantaged individuals to participate fully in participant training programs; b) including English language instruction and, in selected cases, college preparatory activities, as an integral part of scholarship programs; and c) seeking articulation with other development activities, when appropriate, to provide replacement technicians or professors so that key host country individuals can be released for training.

Another issue revolves around the question of who gets trained. There are three items that have a significant influence on this question and on the design of the Program. First, economies of the region are different from those of the advanced countries and manpower needs are not only distinct from those of developed nations but also vary considerably from country to country within the region. Second, in spite of the strong emphasis on private sector development throughout the region, the public sector and public sector employment are large and important in every country in the region. Finally, even though post-secondary education has been growing at a tremendous rate in the region, it is generally treated as a public good with free or government-subsidized tuition; quality is low, and access is limited.

The CLASP addresses these concerns as follows: first, the Program, even though regional in nature, clearly must program participants on a country by country basis to reflect the variation among countries accurately. Therefore, except for the Congressionally-mandated International Student Exchange Program, the design is being made "field-controlled" by giving missions direct programming responsibilities and maximum flexibility for the selection of participants and programs. Each USAID Mission will develop a Country Training Plan for the overall program, including a plan for involvement of the host country public and private sector, for developing coordination mechanism with other elements of the U.S. Mission, and for indicating how the selection process will work.

The second and third issues impact on who will benefit. The public sector will be a large beneficiary of the CLASP notwithstanding the heavy emphasis in some countries and USAIDs on private sector development. A third major beneficiary, along with the public and private sectors, will be the university community. The strengthening of key development-related faculties in universities and of administrators and researchers will be important elements of the Program. This will insure the strengthening of indigenous institutions so that future training will be possible within the region. (A fourth target group, which is discussed in other parts of this paper, is the special concern populations such as rural and urban disadvantaged youths and women, Blacks, Indians and other minority groups).

Institutional development in benefitting countries is important. Some missions may wish to work through contractors, others may use AID's internal PIO/P process, still others may wish to develop a larger institutional development focus by selecting and/or programming participants through local educational credit institutions or other indigenous organizations. Institutional development linkages are encouraged but each mission must decide the extent to which they are addressed and how. These decisions will be reflected in the Country Training Plan.

Thus, the Program will address itself to priority development concerns in those specific areas that USAIDs have chosen to work as reflected in their CDSS's or in other planning documents. It will overcome major obstacles to the use of foreign training and will concentrate efforts on a broad target group which includes the public and private sectors, the university community

and special concern groups that have previously had minimal participation in USG-sponsored programs. Selection criteria outlined in other parts of this paper will insure that the CLASP realizes maximum impact on economic and social development by requiring that each candidate be evaluated on leadership potential, ability to complete successfully and to utilize the training fully, including spreading its effects to others upon returning home.

2. Political Impact

The Kissinger Commission and other recent studies of training in LAC countries, argue that the United States is not offering scholarships to poor and middle class Central Americans on a scale even marginally comparable to programs of Soviet bloc nations, and that our programs have shown a sharply declining trend over the last decade while the Soviet bloc programs have increased exponentially. The Kissinger Report and the Congress argue that the establishment of a large scholarship program for LAC individuals to study in the U.S. is of critical importance to the security interests of the United States.

America's destiny is being shaped more today by external forces than it has ever been before. Events beyond our borders touch every American's life in many ways every day. One out of every three American farm acres produces for export; one in six Americans has a job thanks to international trade. The United States must take advantage of every opportunity and mechanism for improving its image abroad and for developing more effective political and economic ties. Scholarship programs are an effective means of doing this. They encourage a clearer view of America and its ideals, serving our political interests while assisting in the economic and social development of recipient nations.

It is difficult to pinpoint the extent and the nature of the Soviet-sponsored training for Central Americans. Their training programs take place at all levels from primary education through post-graduate studies. The programs are conducted in country, in third countries such as Cuba and Eastern European bloc nations, and in the Soviet Union itself. Therefore, any attempt to develop a USG-sponsored training program in the same vein or solely as a response to the Soviet effort is not possible, nor is it wise. The A.I.D. program presented in this paper can be justified on developmental grounds and this justification is clearly most appropriate for a developmental Agency such as A.I.D. The political benefits are also real, tangible and are considered to be as important as the developmental benefits.

Other USG agencies' mandates are more political in nature than A.I.D.'s and those agencies are better prepared to carry out specific political programs to counteract Soviet efforts. However, a large A.I.D. program, directed at providing scholarship opportunities to disadvanged individuals whose primary opportunities in the past were Soviet bloc scholarships, can be expected to have a negative impact on the Soviet programs. Studies have shown that given a choice, Latin American students will choose to study in the U.S. over Soviet bloc countries. Thousands of non-USG sponsored Latin American students are in

the U.S.; on the other hand, almost all foreign students in Soviet bloc counties are government-sponsored. Increased opportunities to study in the U.S. for the Soviet bloc target group will erode the Soviet Union's ability to recruit.

3. Equity Impact

The Program will seek to distribute scholarship benefits as widely as possible. This will be achieved, in part, by the use of two criteria that were introduced into the project design for that reason. The first emphasizes the selection of training for trainers for private and public sector employees to provide the broadest possible multiplier effect from the training. The second encourages the training of university staff to fill specific positions in development-related faculties so that an institutional expertise can be built up in each country. These mechanisms will enable the Central American countries to develop their own training capabilities and eventually to overcome human resources shortages through their own institutions, programs and people. From one perspective, host country institutions can be identified as direct beneficiaries of this Program.

Equity concerns of specific groups will also be met, enabling the Program to realize broader social objectives. The primary target group for the CLASP will be the economically and socially disadvantaged. This group has been an A.I.D. target audience in the past, especially when the Congressional Mandate to work with the rural poor was the highest Agency priority. However, A.I.D. academic participant training programs have often benefitted middle income groups more than the disadvantaged because of the relatively sophisticated preparation (academic and linguistic) required for participation in many of the programs and because of counterpart funding requirements. (Short-term technical programs of A.I.D. have always benefited the lower-level working classes).

The first two issues, academic and linguistic preparation, have been covered earlier in "obstacles" under item "1" of this section. The counterpart funding issues will be addressed by building economic need criteria into the selection criteria in a way that it will exclude those with a full capacity to pay and will require individuals with some capacity to pay to contribute to the financing of their education. Severely disadvantaged students will not have to contribute to the cost of their education, but if employed, the private and public sector employers of all participants will be expected to meet A.I.D. counterpart requirements, unless these requirements are waived for specific reasons outlined elsewhere in this paper.

This Program will not only target the disadvantaged, but it will also seek out special concern populations in each country. These populations will vary from country to country, but will include such groups as rural or urban youth, women, Blacks, indigenous groups, and others. Each Mission will identify special concern populations and develop programs for them to insure their full participation in the Program in fields relevant for their social, economic, and political development, as defined by the groups themselves.

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The direct beneficiaries of the CLASP, given the explicit selection critieria, will be contributors to the immediate development needs of the country. Attention is given to activities which have received past A.I.D. assistance and continue to need a strengthening of local human resources for their successful continuation. In addition, non-A.I.D. funded activities which may contribute to the achievement of a sector strategy objective or better understanding of an A.I.D. development concern are also designated for Program support. Orienting the CLASP to these priority areas is an indirect way of assuring that the broader social objectives of participating countries will be met.

As noted earlier, specific attention has also been given to the recruitment of indigenous people and other groups that are too often overlooked in other projects. For the most part, these groups have had little access to training outside their countries. Therefore, the technical and managerial leadership that these groups rely on may be less well trained than that available to the mainstream population. This Program will make special efforts to recruit qualified indigenous candidates to receive training in critical social and economic development areas.

A major social impact of the CLASP will be its indirect benefits to those in each country who are served by returned trainees. Better managed public institutions can provide a wider range of services to more people. Better trained technicians can provide higher quality, more relevant services to those groups, including the private sector, that require them. These are the standard benefits of participant training projects. This Program, however, adds an important dimension: the direct incorporation of the private sector and its impact on employment. Employment has been surfacing in recent years as the number one area of social concern in the LAC Region. Rapidly growing numbers of new labor force entrants are finding it increasingly difficult to locate needed jobs. Efforts such as the Caribbean Basin Initiative and investment promotion schemes have been adopted to assist in the creation of new employment opportunities. There are few provisions, however, for meeting the high level technical and managerial skills immediately required to facilitate the absorption of new investment opportunities.

A few highly educated people currently exist, as do training institutions, but they lack the conditions and capability to meet new human resource training needs in the immediate future; they need an immediate improvement of their existing capabilities. This Program specifically offers the flexibility to use educational facilities in the U.S. and the U.S. private sector directly to provide this infusion of required skills. The result will be new training opportunities for those directly benefitting from the CLASP and also for much greater numbers of middle and low income people who will benfit from spread affects of the training.

B. Technical Analysis

The Country Development Strategy Statements (CDSS) of the region's countries indicate that absorptive capacity of governments constitutes a constraint to assistance. Some countries have established general training projects to address this constraint.

The mechanical aspects of participant identification, selection, evaluation and funding are in place and have worked well through the years. These sound mechanisms will be expanded and used to implement the CLASP. Evaluation of A.I.D. training efforts indicate that the participants are being utilized for the purpose for which they have been trained. Each A.I.D. Mission has a training officer totally familiar with the operational requirements of participant training programs. No problems with the operational aspects of the training are anticipated since CLASP's design provides the where-with-all to implement the Program.

As this Program was developed, field and Washington staffs noted that our participant training guidelines are restrictive in its requirement of counterpart payment for international air fare. Per diem rates are considered to be low and many missions have suggested that cost estimates for PIO/Ps be revised. The Bureau has requested that S&T/IT intensify its current review and revision of A.I.D. Handbook No. 10 and that it accelerate its LAC testing of country training plans, project tracking and management systems and evaluation instruments.

Missions will establish technical and administrative mechanisms in each country to assure that the CLASP is carried out as designed - a locally managed and administered enterprise. These mechanisms must be fully spelled out in the Country Training Plans.

A major constraint for long-term training for individuals from Spanish speaking countries will be English language proficiency. We plan to develop a three-part program whereby the candidate is (1) screened for aptitude, (2) given intensive English language training in-country and (3) provided intensive English language up-grading or refinement in the United States prior to and possibly during the first part of training programs. The Peace Corps Teacher Corps, described in the Kissinger Commission Report, may provide English-language instructors for in-country training in Central American countries. This will enhance the possibilities of reaching the disadvantaged target group. U.S.I.A. Binational Centers and private sector English language institutes and schools may also be funded and used for in-country language training. S and T/IT is considering the development of an English language program which may be of interest to missions. Information on that program will provided by S and T/IT when available.

C. Financial Analysis and Plan

1. Financial Analysis

The financial viability of any project involving Latin American countries must take into account their precarious financial situations. Most LAC countries have suffered from severe and recurrent budgetary problems. Many capital expenditures have been financed through foreign grants or loans. Some countries have been unable to meet operating expenses and/or debt payments.

The underlying design of this Program reflects these financial realities and the need to avoid the unnecessary expense of establishing in-country training capabilities for very small select target groups. The CLASP also attempts to lower overall training costs by utilizing private sector resources and designing innovative and cost effective training programs.

The CLASP has been designed not only to minimize long-term financial requirements for host governments, but also to delay any future budgetary impacts on participating governments until well after the Program is completed. A.I.D. funds will be used to pay tuition costs, maintenance allowances, laboratory and other fees, and U.S. travel. Host governments or other sources such as the private sector, other organizations, U.S. universities, etc. will be responsible for international travel, continuation of participant salaries, family maintenance, and related expenses.

Larger private sector firms will be expected to provide the same inputs as listed above for the host governments. Small business is expected to be responsible for the same items. However, since it is unlikely that smaller firms will be able to absorb all of these training costs, missions will be given flexibility to allow for special financial assistance to this group. Some missions may wish to develop a fund to cover counterpart expenses for the most disadvantaged by programming local currency generated from PL-480 or ESF programs. This should be indicated in the Country Training Plan.

The counterpart is not excessive. It is anticipated that many selected candidates will already be working and their salaries, while in training and during the obligatory service time (twice the period of U.S. training) will be counted as counterpart. Because many participants will already be employed and salaried, new additional recurring costs are held to a minimum. However, there will be some elevation in salary costs for returned participants, since their higher qualifications will dictate commensurate salary increases and benefits. Even though it is difficult to calculate an exact payoff quantitatively until the actual participants are selected, past experience has demonstrated that returned trainees, at the levels proposed, will have a very high socio-economic impact on their respective countries.

Even though we have noted above that counterpart requirements are not excessive, there may be problems in meeting the A.I.D. requirement of twenty five percent minimum counterpart contribution in some countries. The requirement that the sponsoring entity purchase international transportation

tickets is particularly troublesome. This is most critical in the area of reaching the lower echelons of target populations or in cases where the national economy of a country is on the brink of bankruptcy. All missions identified these as crucial issues. Therefore, this paper gives Mission Directors authority to waive the counterpart requirements for international airfare with documented justification.

2. Financial Plan

There are three major output categories which require inputs from A.I.D. and other sources: long-term training, short-term training, and evaluation studies.

(a) U.S. Long-Term Training

The CLASP will, within the funding provided, support 2,138 long-term training programs in the U.S. at a cost to A.I.D. of $103 million. The corresponding counterpart input for this activity will be $27 million, which covers international travel, salary continuations and family maintenance allowances.

(b) U.S. Short-Term Training

Approximately 5,700 individuals will be provided 17,000 person months of short-term training in the U.S. This training will include observational site visits, internships, short courses and field projects directed toward leadership and skills development. The estimated cost of this type of training to A.I.D. is calculated at $3,333 per month which would total $57 million for A.I.D.'s life-of-project contribution. Counterpart contributions are estimated to total $20 million for the project in the same categories of expenditures as shown for long-term training.

(c) Evaluation

Funding is provided for a number of evaluation activities. A total of $875,000 is provided over the life of the CLASP for evaluation activities. These activities are described in the next section of this paper.

D. Economic Analysis

The standard cost benefit and cost effectiveness criteria are difficult to apply to a broad-based general participant training project such as the CLASP. Nonetheless, the analysis that follows will demonstrate that there is a strong possibility that training to be carried out under the CLASP will produce an acceptable increase in host country output to justify investment.

The usual empirical methodology for evaluating the benefits of training are based on the fact that in competitive markets in equilibrium, a firm's profits are at a maximum when it adjusts production so that wages for each category of labor (and of other productive factors) are equal to the value of that factor's marginal product, that is, the value of a unit of output from a unit

increase in the input of the productive factor. Thus, for small changes in inputs, factor compensation is equal to the total increase in the value of output (that is, there are no additional or external benefits other than those received by the factors of production). Starting from this premise, differences in wage rates are directly proportional to differences in physical productivity. Consequently, differences in wage rates among workers with and without a certain kind of training who are identical in every other relevant respect, will measure the contribution to the value of output of that training.

Controversy about the relevance of this kind of "return to investment in human capital" measurement has tended to focus on this last point; the difficulty of separating out the effects of other relevant characteristics on wage rates, especially the nebulous quality of "ability". It is important to keep in mind the more fundamental assumptions; competitive labor market equilibrium, absence of externalities, and profit maximizing behavior on which the equivalence of wage changes and national income changes in response to training are based.

The preceeding points have been elaborated because it appears superficially unlikely that the kinds of training provided by this Program can be demonstrasted to be economically viable. Estimated tuition and additional living costs for post-secondary training are $20-25,000 per year. In addition, trainees will generally have incomes estimated to be less than $700 per month. If this income is an accurate reflection of the value of output lost while trainees are in training, and if tuition charges are an accurate reflection of the economic costs of providing training, total economic costs of one year of the training would be approximately $30,000, or $60,000 for a two year masters degree.

If the trainee entered the program in his or her early 30s with a remaining expected working life of 30 years, the increased production necessary to provide a minimum 10% rate of return on the investment would be approximately $6,600 per year; 78% of the estimated salary without training. With the less equitable salary distribution in LDCs, it is possible that many of those moving up from middle to higher management levels will in fact increase their incomes by such an amount or more. Certainly, as private sector participation increases, there is greater potential for salary levels to increase enormously because of promotions occurring subsequent to training.

Certainly not all candidates selected for training will meet the above economic benefit/cost test on an individual basis, especially given the focus on reaching the economically and socially disadvantaged. However, there are clearly political and equity reasons for justifying their training. Economic justifications are equally difficult for undergraduate level training. The economic justification for these kinds of training programs cannot be established or rejected in general, it must be based on the circumstances of each individual case.

Where training is justified on the basis of improved salaries, the question is whether this cost should not be borne by the trainee. First, local capital market obstacles may prevent potential trainees from borrowing for that purpose. Second, employers might be willing to pay for such training, however, generally this will not be the case. Most kinds of formal training not only increase an employes's productivity in the firm, but also increase the employee's potential productivity to competing firms. If this is the case, salaries will rise to reflect the employee's marginal productivity in alternative employment. Thus, the esmployer could pay twice, once for the training itself and again in higher salary to retain the trained employee.

Most instances of economically justified U.S.-based participant training are likely to reflect one form or another of "market-failure". Probably the most common instance of this failure involves employment in the public sector. Since public sector activities are not, in general, characterized by profit maximizing behavior, the equating of salary differentials with marginal productivity differentials breaks down and technical training may well be under supplied. More specifically, one can think of instances when improved management training in large inefficiently run public sector organizations may lead to a very substantial efficiency gain from more effective management. To justify such training, however, it would be necessary to show not only a sufficiently large program but also substantial scope for efficiency gains which the proposed training would address directly.

In the private sector, significant undersupply of technical training due to market failure may occur because of labor market imperfections. When there is substantial open unemployment, market wages significantly overstate the opportunity cost of labor. Consequently, technical training which enables a firm to expand its operations should also be credited with part of the social gain represented by the differences between the market wage and the opportunity cost of labor multiplied by the net increases in employment. Note, however, that this applies only in a case where there is an increase in employment. The benefits of training which merely allows a firm to utilize its existing labor force more effectively is fully reflected in the trainees' salary levels.

While other examples could be elaborated, it should be clear from the foregoing that little can be said, in general, about the net economic benefit of the proposed training. Each case will have to be evaluated individually. The Program proposes to seek the maximum contribution from the participant and from his/her firm that is possible to reduce the "to AID" cost of training (with the exception of the economically and socially disadvantaged who are not able to contribute at all). It also proposes that the evaluation contractor select a sample of long- and short-term trainees each year and conduct a thorough economic evaluation of their pre- and post training status to get a better understanding of the economic benefit of training. Early year selection may involve participants trained in programs other than CLASP.

VI. Evaluation Plan

Because of the exceptional magnitude and complexity of this regional training program and limited A.I.D. in-house staff, $875,000 been earmarked to contract with an 8(a) consulting firm to provide for a strong and continuing evaluation program. The evaluation will provide a data base and progress indicators which will be used for management decisions regarding this and other training activities. The elements of the evaluation plan are as follows:

A. Evaluation Contractor

A.I.D. will negotiate a basic agreement with an 8(a) contractor to review and evaluate Program activities on a continuing basis. The contractor should have broad experience working with LAC educational problems and institutions; close familiarity with A.I.D. training policies and programs in the LAC region; contacts with U.S. universities and education organizations which train LAC students; and working relationships with other donors who provide training programs for the LAC region. Under terms of a basic agreement, the contractor will directly and by sub-contracting for specialized expertise, carry out three kinds of evaluation activities, monitoring, opinion studies, and an end of project in-depth evaluation study.

B. Monitoring

The contractor will gather information regarding the progress of the Program, to be reported on an annual basis to LAC/DR/EST and to missions. This information will describe to what extent outputs are being met in terms of the number of long-term and short-term participants trained per year. More specifically, the participants will be described by: country; type, length and place of training; programs and courses of study; whether they receive language, orientation, or enrichment programs; the administrative and contracting arrangements which support them; and special concerns (e.g., women, disadvantaged, Gray Amendment, etc.). The information will be presented simply and clearly in tables by country, contractor, and by other useful indicators so that comparisons can easily be made as to how Program outputs are being met.

Participants will also be asked to report on their U.S. training experiences. To collect this information, a questionnaire will be administered to participants at the end of their training program. This questionnaire will focus on participant satisfaction with the quality of the training and the timeliness of support measures. Were the participants trained according to the objectives and were information, services and support measures provided on time? This information about the training experience from the point of view of participants will substantiate and enhance the information reported in the first section of the evaluation.

A third focus will be on administrative and financial matters, including how the mission selection committees have functioned as well as to the nature and scope of training contracts under CLASP. Financial matters to be reported will consist of costs per partiacipant on a unit basis so that comparisons of contractor and AID-direct costs can be made.

A fourth focus will look at the economic and social impacts of training programs. A sample of LAC trainees (previous project trainees may also be included in this study to allow for immediate start-up) will be interviewed to determine training benefits. A peer control group will also be selected and interviewed. Economic impacts (salary increases) will be one factor studied, but non-productive impacts such as status, spread effects, and other social impacts will also be examined.

Finally, a special report will be prepared which will compare the A.I.D. and the Georgetown University International Student Exchange Program in terms of cost, kinds of participants benefited, potential of trainees to impact on economic development, return rates, etc. The contractor will prepare a scope of work for this comparison. The work scope will be jointly agreed upon by Georgetown University and LAC/DR/EST.

C. Opinion Studies

A major, but often overlooked part of the training experience is the affective or emotional part of the participants' development (as opposed to the cognitive or intellectual part). Evaluations usually stress assessing knowledge or acquired skills through tests, questionnaires, or interviews. However, beyond academics are a whole range of activities experienced by the participant daily; routine marketing, visits with American families, attending public ceremonies, etc. Some of these experiences are memorable while others are fleeting, some are pleasant while others are unpleasant. However, all influences how the participants eventually feel about their training experience in the U.S.

Opinion studies will survey a sample of participants to assess their understanding of/attitudes towards American people, institutions, and values. Long-term participants will be surveyed before they begin training in the U.S., once again at the mid-point of their training, and once again just before termination. The focus of these studies will differ in content and expected outcomes regarding the long-term and short-term trainees. However, the participants' perceptions and preferences for as wide range of political, economic and social phenomena will be assessed.

D. Final Evaluation

A two part in-depth evaluation will be conducted at the end of the Program. The first part will assess the degree to which the CLASP met outputs regarding the completion of training and return to country of participants. This will draw upon the annual reports, the Project Training and Management System, continuing contacts with LAC institutions, contractors, and U.S. training institutions, and other appropriate institutions. This section will review the regional problems and trends which the CLASP addressed, and will assess its success in addressing these issues. Included in this will be information on the distribution of training opportunities, comparative training costs,

proportion of women and other socially and economically disadvantaged participants, participant return rates, and suggested follow-up activities. Finally, this section will outline a future recommended course of action for the LAC Bureau regarding human resource development through participant training.

The second part of the study will survey participants who have returned home and assess their utilization of training. An attempt will be made to assess the Program's impact on institutional development in the participants' home countries. The following topics will be addressed:

-Employment history - is the participant employed; if so, with the same employer or different employers than before training; what is the current position as compared to the former one?

-Application of training - how is training contributing to more effective performance; if not, how should training be modified? Was the appropriate job available, was there a lack of institutional support?

-Professional advancement --has the participant attained a more responsible position since return? If so, how? Do colleagues, who are comparable but have not received U.S. training also advance at the same rate? Has U.S. training in any way hindered advancement?

-Professional involvement - Has U.S. training led to continuing professional interactions with U.S. faculty, businessmen, or other participants? Is the participant a member of a professional association or informal network? Does he/she attend professional meetings or receive literature?

-Economic Involvement - Is the participant in a position to decide about economic policy or import/exports, or about purchasing U.S. products? Negotiating loans from U.S. financial institutions? Hiring U.S. technical experts?

-Continuing Education - Is the participant aware of opportunities to upgrade his/her knowledge and skills? Does participant seek them out? What could be done to assist to meet these opportunities?

E. Evaluation Report Schedule

Annual Report I (includes AID/Georgetown University Comparison)	12/85
Annual Report II	12/86
Annual Report III	12/87
Returned Participant Study	9/88
Annual Report IV	12/88
Mid-Term Evaluation	12/89
Annual Report V	12/90
Returned Participant Study II	9/91
Annual Report VI	12/91
Annual Report VII	12/92
Final Evaluation	12/93

The contractor will conduct re-entry interviews with a sample of returning participants and develop means of maintaining contact with the returnees over time to help assure that they are assigned and usefully employed and to assess the economic impacts of training. These records on post-training assignments of returned participants will be an essential component of the evaluation as a spot check of mission follow-up activities and record keeping.

LAC/DR/EST and ROCAP will monitor correspondence, reports and data concerning the CLASP, require corrective action as needed, and will prepare periodic Evaluation Summaries for the project.

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VII. Administrative Arrangements

A. General

The administration and implementation of this Program will be the direct responsibility of each respective USAID. LAC/DR/EST will chair a project committee in Washington consisting of LAC/DR, S&T/IT, appropriate Desk officers, LAC/DP and the LAC/Controller. This committee will review and approve Country Training Plans, determine country funding levels, make allocations and perform other implementation tasks. The committee's yearly allocation recommendations will be made to the Director of LAC/DR, who will have final approval authority on funding levels.

Each USAID will establish the necessary mechanisms in-country to oversee the CLASP. At a minimum, this will require a country training committee, sufficient USAID staff to monitor the activity and work on a continual basis to implement the Program. Each mission in its Country Training Plan, will decide the extent to which it will use S and T/IT, mission-selected contractors, central contractors, or local institutions to administer, implement and do follow-up activity. Coordination of this activity with other mission activities, with USIA and other USG training programs, and the participation of USIA, other USG agencies and host country public and private sector institution in the screening and selection process will be discussed in each mission's Country Training Plan.

A.I.D. and USIA have worked together in Washington to coordinate training activities under the Kissinger Initiative so that there will be minimal overlap and duplication, and so that the two Agencies will not compete for the same potential candidates. At the country level, a similar coordination has taken place during the development of the Kissinger response and there is unanimous agreement among USAIDs and USIA country officers that there should be one USG scholarship program rather than two competing ones. To this end, A.I.D. and USIA is currently working on a joint communique to the Central American missions that outlines the scope and nature of each Agencies program in ways that will facilitate implementation of a joint initiative.

Monitoring of the A.I.D. effort will include the use of a computerized participant tracking system to be maintained by each Mission and the use of Country Training Plans as management and information tools. Specific guidance for developing Country Training Plans will be sent to all missions and technical help for developing the plans is available from LAC/DR/EST and S&T/IT, if requested.

B. Eligibility Criteria

1. Country

Following are the criteria for country or regional institutional participation in this Program:

a. The country or organization must be either currently or previously a bilateral AID or regional AID recipient.

b. Participating countries must have AID or Embassy representatives willing and able to program and account for AID funds and provide for program follow-up.

c. Graduate country participation is subject to approval of ARA/LAC.

d. Regional organizations located in eligible countries as defined above may participate in the Program but must have approval from the local USAID Mission or Embassy for consideration by the AID/W committee.

C. Criteria for Program/Participant Selection

In general, criteria and procedures outlined in Handbook 10, Mission Manual Orders and US/Host Country Agreements will apply.

a. Training to be funded under this activity will focus on health, nutrition, family planning, education, agriculture and rural development, science and technology, energy and environment, institution building, and the private sector.

b. All training should address needs for which funding is not now available nor programmed in a mission-funded project.

c. Focus of training programs should be on upgrading technicians and professionals at all levels in aforementioned sectors to improve their planning, management, implementation, technical and entrepreneurial skills.

d. Host countries will contribute a minimum of 25 percent of training program costs for AID-administered long-term and short-term training efforts, unless specifically waived.

e. Participants should be in a position or have the potential to influence a development or political goal or activity. Socially and economically disadvantaged individuals will be given priority in the selection process.

f. Participants will be citizens of the country in which they are selected and must be in that country (not in the U.S.) at the time of application, screening and selection.

g. Technical assistance, in-country training and third country training will be approved under only exceptional circumstances and when deemed critical to U.S. objectives. The AA/LAC may approve third or in-country training activities. (Remedial and English language programs to prepare and screen candidates for U.S. training are considered to be U.S. training).

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D. Implementation Schedule

1984	January	Collaborative Agreement signed with Georgetown University
	January	Country Training Plans submitted
1985	February	Country Training Plans approved and allocations made to field missions
	April	Obligation deadline (March for FY 84 funds)
	June	Unobligated mission funds reallocated
1985-1993	August	Country Training Plan yearly updates submitted
	September	Country Training Plan updates reviewed and paperwork done for field allocations
	October	Field allocations made
	March	Obligation deadline
	May	Unobligated mission funds reallocated

ANNEX A

LAC/DR-IEE-85-2

ENVIRONMENTAL THRESHOLD DECISION

Project Location	: LAC Regional
Project Title and Number	: LAC Training Initiatives II 598-0640
Funding	: $ 15 million(G)
Life of Project	: FY'85 - FY'90
IEE Prepared by	: Paul E. White, LAC/DR/EST
Recommended Threshold Decision	: Negative Determination
Bureau Threshold Decision	: Concur with Recommendation
Copy to	: Paul E. White, LAC/DR/EST
Copy to	: IEE File

James S. Hester Date NOV 14 1984

James S. Hester
Chief Environmental Officer
Bureau for Latin America
and the Caribbean

ENVIRONMENTAL EXAMINATION

Project Location:	LAC Regional
Project Title:	LAC Training Initiatives II
Funding:	$ 15 million
Life of Project:	FY 85 - FY 90
Prepared by:	Paul E. White LAC/DR/EST
Date:	September 1984

Environmental Action

This training program is excluded from environmental identification and evaluation under the provisions of A.I.D. Regulation 16, Section 216.2(c)2(i).

The LAC Training Initiatives II project will provide for long and short term training in A.I.D. priority economic and social development areas in Caribbean Basin and South American countries. The project has no other components, such as construction, which require environmental examination.

Action recommended by

Paul E. White 9/15/84
Paul E. White Date
Chief, LAC/DR/EST

LAC/DR-IEE-85-12

ENVIRONMENTAL THRESHOLD DECISION

Project Location	: ROCAP
Project Title and Number	: Central America Peace Scholarship Program 596-0130
Funding	: $146 million - Grant
Life of Project	: FY 85 - FY 93
IEE Prepared by	: Paul E. White, LAC/DR/EST
Recommended Threshold Decision	: Categorical Exclusion
Bureau Threshold Decision	: Concur with Recommendation
Action	: Copy to Paul E. White Chief, LAC/DR/EST
	: Copy to IEE filed

James S. Hester JAN 24 1985

James S. Hester
Chief Environmental Officer
Bureau for Latin America
and the Caribbean

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ANNEX A

ENVIRONMENTAL EXAMINATION

Project Location	:	ROCAP
Project Title	:	Central America Peace Scholarships
Funding	:	$146 million
Life of Project	:	FY 85 - FY 93
Prepared By	:	Paul E. White LAC/DR/EST
Date	:	January 24 , 1985

Environmental Action

This training program is excluded from environmental identification and evaluation under the provisions of A.I.D. Regulation 16, Section 216.2(c)2(i).

The Central America Peace Scholarships project will provide for long and short term training in A.I.D. priority economic and social development areas in Central American countries. The project has no other components, such as construction, which require environmental examination.

Action recommended by

Dwight B. Johnson
LAC/DR

5C(2) PROJECT CHECKLIST

Listed below are statutory criteria applicable generally to projects with FAA funds and project criteria applicable to individual funding sources: Development Assistance (with a subcategory for criteria applicable only to loans); and Economic Support Fund.

CROSS REFERENCES: IS COUNTRY CHECKLIST UP TO DATE?
HAS STANDARD ITEM CHECKLIST BEEN REVIEWED FOR THIS PROJECT?

A. GENERAL CRITERIA FOR PROJECT

1. Continuing Resolution Authority; FAA Sec. 634A; Sec. 653(b).

   (a) Describe how authorizing and appropriations Committees of Senate and House have been or will be notified concerning the project; (b) is assistance within (Operational Year Budget) country or international organization allocation reported to Congress (or not more than $1 million over that amount)?

   Congress will be notified of this proposal.

2. FAA Sec. 611(a)(1). Prior to obligation in excess of $100,000, will there be (a) engineering, financial other plans necessary to carry out the assistance and (b) a reasonably firm estimate of the cost to the U.S. of the assistance?

   Yes

3. FAA Sec. 611(a)(2). If further legislative action is required within recipient country, what is basis for reasonable expectation that such action will be completed in time to permit orderly accomplishment of purpose of the assistance?

   N/A

AID HANDBOOK 3, App 5C(2)	TRANS. MEMO NO. 3:41	EFFECTIVE DATE December 16, 1980	PAGE NO. 5C(2)-2

A.8. participation in foreign assistance programs (including use of private trade channels and the services of U.S. private enterprise).

9. FAA Sec. 612(b), 636(h); Continuing Resolution Sec. 508. Describe steps taken to assure that, to the maximum extent possible, the country is contributing local currencies to meet the cost of contractual and other services, and foreign currencies owned by the U.S. are utilized in lieu of dollars.

Under the bilateral components of the project host countries are required to contribute a minimum of 25% counterpart.

10. FAA Sec. 612(d). Does the U.S. own excess foreign currency of the country and, if so, what arrangements have been made for its release?

No

11. FAA Sec. 601(e). Will the project utilize competitive selection procedures for the awarding of contracts, except where applicable procurement rules allow otherwise?

Yes

12. Continuing Resolution Sec. 523. If assistance is for the production of any commodity for export, is the commodity likely to be in surplus on world markets at the time the resulting productive capacity becomes operative, and is such assistance likely to cause substantial injury to U.S. producers of the same, similar or competing commodity?

N/A

B. FUNDING CRITERIA FOR PROJECT

1. Development Assistance Project Criteria

a. FAA Sec. 102(b), 111, 113, 281(a). Extent to which activity will (a) effectively involve the poor in development, by extending access to economy at local level, increasing labor-

Project will ~~indirectly~~ directly benefit the poor of the region by training public and private sector personnel working in AID priority development areas. Trainees will be encouraged to cooperate on a regional level given the [illegible]

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B.1.b.(1) through encouragement of increased production of crops with greater nutritional value, improvement of planning, research, and education with respect to nutrition, particularly with reference to improvement and expanded use of indigenously produced foodstuffs; and the undertaking of pilot or demonstration of programs explicitly addressing the problem of malnutrition of poor and vulnerable people; and (c) extent to which activity increases national food security by improving food policies and management and by strengthening national food reserves, with particular concern for the needs of the poor, through measures encouraging domestic production, building national food reserves, expanding available storage facilities, reducing post harvest food losses, and improving food distribution.

(2) [104] for population planning under sec. 104(b) or health under sec. 104(c); if so, (i) extent to which activity emphasizes low-cost, integrated delivery systems for health, nutrition and family planning for the poorest people, with particular attention to the needs of mothers and young children, using paramedical and auxiliary medical personnel, clinics and health posts, commercial distribution systems and other modes of community research.

(4) [105] for education, public administration, or human resources development; if so, extent to which activity strengthens nonformal education, makes formal education more relevant, especially for rural families and urban poor, or strengthens management capability of institutions enabling the poor to participate in development;

B.1.	c. [107] is appropriate effort placed on use of appropriate technology? (relatively smaller, cost-saving, labor using technologies that are generally most appropriate for the small farms, small businesses, and small incomes of the poor.)	Yes
	d. FAA Sec. 110(a). Will the recipient country provide at least 25% of the costs of the program, project, or activity with respect to which the assistance is to be furnished (or has the latter cost-sharing requirement been waived for a "relatively least developed" country)?	Host countries will contribute a minimum of 25% to bilateral components of the project. Project agreements will be utilized for assurance of host country contributions.
	e. FAA Sec. 110(b). Will grant capital assistance be disbursed for project over more than 3 years? If so, has justification satisfactory to Congress been made, and efforts for other financing, or is the recipient country "relatively least developed"?	N/A
	f. FAA Sec. 281(b). Describe extent to which program recognizes the particular needs, desires, and capacities of the people of the country; utilizes the country's intellectual resources to encourage institutional development; and supports civil education and training in skills required for effective participation in governmental processes essential to self-government.	The program responds to expressions of interest from countries in the LAC region for training in skills required for participation in government and private sector development.
	g. FAA Sec. 122(b). Does the activity give reasonable promise of contributing to the development of economic resources, or to the increase of productive capacities and self-sustaining economic growth?	Yes
2.	Development Assistance Project Criteria (Loans Only)	
	a. FAA Sec. 122(b).	N/A

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5C(3) - STANDARD ITEM CHECKLIST

Listed below are the statutory items which normally will be covered routinely in those provisions of an assistance agreement dealing with its implementation, or covered in the agreement by imposing limits on certain uses of funds.

These items are arranged under the general headings of (A) Procurement, (B) Construction, and (C) Other Restrictions.

A. Procurement

1. FAA Sec. 602. Are there arrangements to permit U.S. small business to participate equitably in the furnishing of commodities and services financed? — Yes

2. FAA Sec. 604(a). Will all procurement be from the U.S. except as otherwise determined by the President or under delegation from him? — Yes

3. FAA Sec. 604(d). If the cooperating country discriminates against U.S. marine insurance companies, will commodities be insured in the United States against marine risk with a company or companies authorized to do a marine insurance business in the U.S.? — N/A

4. FAA Sec. 604(e); ISDCA of 1980 Sec. 705(a). If offshore procurement of agricultural commodity or product is to be financed, is there provision against such procurement when the domestic price of such commodity is less than parity? (Exception where commodity financed could not reasonably procured in U.S.) — N/A

5. FAA Sec. 603. Is the shipping excluded from compliance with requirement in section 901(b) of the Merchant Marine Act of 1936, as amended, that at least 50 per centum of the gross tonnage of commodities — N/A

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B. 2.	FAA Sec. 611(c). If contracts for construction are to be financed, will they be let on a competitive basis to maximum extent practicable?	N/A
3.	FAA Sec. 620(k). If for construction of productive enterprise, will aggregate value of assistance to be furnished by the U.S. not exceed $100 million?	N/A
C.	Other Restrictions	
1.	FAA Sec. 122(b). If development loan, is interest rate at least 2% per annum during grace period and at least 3% per annum thereafter?	N/A
2.	FAA Sec. 301(d). If fund is established solely by U.S. contributions and administered by an international organization, does Comptroller General have audit rights?	N/A
3.	FAA Sec. 620(h). Do arrangements exist to insure that United States foreign aid is not used in a manner which, contrary to the best interests of the United States, promotes or assists the foreign aid projects or activities of the Communist-bloc countries?	Yes
4.	Continuing Resolution Sec. 514 If participants will be trained in the United States with funds obligated in FY 1981, has it been determined either (a) that such participants will be selected otherwise than by their home governments, or (b) that at least 20% of the FY 1981 fiscal year's funds appropriated for participant training will be for participants selected otherwise than by their home governments?	N/A

AID 1020-20 (1-72)

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

Life of Project:
From FY 85 to FY 90/FY 93
Total U.S. Funding $15 million/$146 mill
Date Prepared September 18, 1984

Project Title & Number: Training Initiative II / Central America Peace Scholarship

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
Program or Sector Goal: The broader objective to which this project contributes: The goal of the project is to contribute to the formation of more effective manpower resources, thereby ensuring the leadership and technical skills needed for the progressive, balanced and pluralistic development of selected Caribbean Basin and South American countries.	Measures of Goal Achievement: - 100% of participants return and employed in technical, managerial and related positions or in leadership roles - Returned participants are more effective and productive.	Follow-up evaluation and surveys.	Assumptions for achieving goal targets: Social, political and economic situations remain relatively stable, thereby permitting development.
Project Purpose: The purpose of the project is to increase the number of U.S. trained public and private sector individuals at the planning, implementation, technical, managerial and administrative level, and to increase the number of U.S. trained individuals from the socially and economically disadvantaged class of LAC countries.	Conditions that will indicate purpose has been achieved: End of project status. U.S. trained leaders, technicians and administrators employing newly acquired skills in host country and private sector programs; institutions providing increased development related services; and a system in place which provides more cost effective and meaningful undergraduate training and technical training for the disadvantaged.	Mission, contractor, host country and AID/W records and reports.	Assumptions for achieving purpose: Identified training needs can be met in the U.S.
Outputs 1. Long term training completed. 2. Short term training completed.	Magnitude of Outputs: 1. Up to 365 individuals provided 2 years of U.S. training. 2. 600 individuals provided short term U.S. training, averaging 3 months per person. CAPS 1. Up to 2,000 indivudals provided up to 2 years of training. 2. Up to 5,000 individuals provided short term U.S. training.	A.I.D. and contractor reports and files.	Assumptions for achieving outputs: Sufficient incentives and guarantees are included in the program to insure return of participants to the LAC region.
Inputs: 1. Long term training - 715 person years 2. Short term training - 1,800 person months 3. Evaluation	Implementation Target (Type and Quantity) A.I.D. / Counter Part / Total 1. 8,775 / 3,500 / 12,275 2. 6,000 / 1,500 / 7,500 3. 225 / - / 225 15,000 / 5,000 / 20,000 1. 93,400 / 24,000 / 117,400 2. 51,950 / 20,000 / 71,950 3. 650 / - / 650 146,000 / 44,000 / 190,000	USAID, AID/W, and Contractor files.	Assumptions for providing inputs: Counterpart support to the project will continue at its present level or more.

LAC BUREAU COUNTRY TRAINING PLAN (CIP) OUTLINE

I. Introduction
A. Aid Country Development Strategy
B. Host Country Training Policy and Systems

II. Training Needs and Constraints

A. Host Country Training Projections
B. USAID Sector-Specific Training Assessments
C. Major Constraints to Participant Training

III. Training Resources
A. Key Host Country Training Programs
B. Other Donor Training Activities
C. Soviet and Bloc Training Activities (should not contain Classified Material except as a separate classified annex)

D. USAID Training Strategy

1. Role of Training in Country Development Strategy by Sector
2. Institutional Development Activities
3. Summary of Recent Training Activities

IV. Five Year Projected AID Training Activities
A. In-Country Training
B. Third Country-Training
C. Mission-Funded Participant Training
D. Regionally-Funded Participant Training

V. Annual Plan for Regional Training Project
A. Summary of Prior Year Program
B. Plan for Special Concern Programming
1. Socially and Economically Disadvanted Youth
2. Youth
3. Women
4. Indigenous, Black or Other Ethnic Groups
C. Innovative Programming
D. Special Programming
1. English
2. Remedial Courses
3. Spanish or Other Foreign Language Courses
4. Puerto Rico and Virgin Island Placement
5. Orientation Programs
6. Enrichment Programs

7. Exit Programs
8. Request for Central Contracts
E. Gray Amendment Programming
F. Current Year Request (in Priority Order)
1. Participant or Institution
2. Proposed Field and Course of Study
3. Level
4. Estimated Duration
5. Suggested U.S. Institution
6. Proposed Starting Date
7. Approximate Cost
8. Obligating Mechanism
9. Expected Date of Obligation
G. Counterpart Issues

VI. Administration
A. Mission Staffing
B. Training Committee Composition and Functions
C. Mission Screening and Selection Process
D.. Mission Needs Criteria and Implementation Process
E. Monitoring Plan
F. Follow-up Plan and Activities
G. Evaluation Plan
H. Coordination with USIA (Include USIA Plan, if Available)

VII. Requirements for AID/W Assistance or Actions

LAC/DR/EST: Paul E. White #1910B 9/14/84

UNITED STATES INTERNATIONAL DEVELOPMENT COOPERATION AGENCY
AGENCY FOR INTERNATIONAL DEVELOPMENT
WASHINGTON D.C. 20523

Dear Returned Participant,

A.I.D. is very interested in providing future participants with the best possible training experience. To do this, we need information from returned participants such as yourself regarding your training and how it has helped you in your career.

Enclosed are two questionnaires proposed for participants which need to be tested. The purpose of the questionnaires is to gather information from the participants about training. The first questionnaire includes questions about training itself and its preparation. The second includes questions about how the training relates to the job. How you answer the questions will help determine whether questions will be included in the final questionnaire. Also any comments which you want to provide at the bottom of each page about the questions will help.

Please answer each question as completely and candidly as possible, and help future participants by taking the time to fill this out. There is no need to disclose your name.

Thank you for your cooperation.

Sincerely,

Dona Wolf, Director
Office of International Training
Bureau for Science and Technology

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QUESTIONNAIRE #1 For Participants - Training and Its Preparation

DIRECTIONS:

Please respond to each question as candidly and completely as you can. If you wish to comment on each question regarding its utility or wording, please use the space for each question or the space at the bottom of the page. By taking time to fill out this questionnaire you will help future participants.

1. Which of the following did you participate in (check all that apply).

_____English Language Training (____ in country, ____ U.S.)
_____Technical Training (Workshops, conferences, special short courses)
_____Academic Training (degree or diploma programs)

PLEASE CIRCLE A NUMBER TO ANSWER THE QUESTIONS BELOW. YOUR COMMENTS ABOUT EACH QUESTION ARE ALSO WELCOME; USE THE SPACE AT THE BOTTOM OF EACH PAGE.

2. Before you left your country for training, the AID Mission helped you prepare for your program. How well did they inform you about:

	Poorly				Well
program content	1	2	3	4	5
program objectives	1	2	3	4	5
program schedule	1	2	3	4	5
program finances	1	2	3	4	5
medical exam	1	2	3	4	5
insurance arrangements	1	2	3	4	5
contact person/place	1	2	3	4	5
U.S. living conditions	1	2	3	4	5

COMMENTS

_____

_____

_____

_____

3. How well did the information and assistance provided by the AID Mission prepare you for your training program?

very poorly				very well
1	2	3	4	5

4. How much did you help decide on your program content (training site, agency to be visited, etc.)

not at all				a great deal
1	2	3	4	5

5. How much did you have problems with:

	no problems				serious problems
travel plans	1	2	3	4	5
getting a Visa	1	2	3	4	5
getting a travel advance	1	2	3	4	5
getting study leave	1	2	3	4	5
English language testing	1	2	3	4	5
English language training	1	2	3	4	5

6. How useful were each of the following orientation programs (check those you didn't attend in the space before each)

Comments

_____

_____

_____

_____

DID NOT ATTEND	not at all			very useful	
___Washington International Center	1	2	3	4	5
___U.S. Training Site	1	2	3	4	5
___Other_____	1	2	3	4	5

7. During training, did you have trouble with each of the following parts of administrative support:

	none			a great deal	
getting maintenance allowance	1	2	3	4	5
amount of allowance	1	2	3	4	5
living arrangements	1	2	3	4	5
program changes	1	2	3	4	5
U.S. travel	1	2	3	4	5
Field trips (if applicable)	1	2	3	4	5

8. How satisfied were you with the following AID or program agency support services

	not at all			very satisfied	
staff availability	1	2	3	4	5
help with personal matters	1	2	3	4	5
help with program matters	1	2	3	4	5

9. Did you have any difficulties during your training with English

	no problems			many problems	
understanding	1	2	3	4	5
speaking	1	2	3	4	5
reading	1	2	3	4	5
writing	1	2	3	4	5

COMMENTS

_____

_____

_____

_____

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10. Did you finish all your program requirements? _____YES _____NO

11. Did you finish your program by the date originally planned? _____YES _____NO

12. Overall, how satisfied are you with your program?

not at all			very satisfied	
1	2	3	4	5

13. Rate your satisfaction with each of the following aspects of your program.

	not at all			very satisfied	
quality of course	1	2	3	4	5
technical level	1	2	3	4	5
workload	1	2	3	4	5
academic/practical balance	1	2	3	4	5
international experience of faculty	1	2	3	4	5
facilities (classrooms, equipment, library, etc.)	1	2	3	4	5
length of program	1	2	3	4	5
field trips	1	2	3	4	5
program planning & guidance	1	2	3	4	5
support personnel (foreign student advisor, training site personnel, etc.)	1	2	3	4	5

14. Based on your own knowledge and experience, was the program material presented:

_____too simply
_____about right
_____too complicated

COMMENTS

_____

_____

_____

_____

15. How much did you gain in each of the following areas:

	nothing				a great deal
specific skills/techniques	1	2	3	4	5
general knowledge	1	2	3	4	5
professional relationship	1	2	3	4	5

16. Do you think the things you learned are useful in your homework responsibilities?

definitely no				definitely yes
1	2	3	4	5

17. Would you recommend this program to others of similar background?

definitely no				definitely yes
1	2	3	4	5

COMMENTS

_____

_____

_____

_____

YOU HAVE NOW RATED THE QUALITY OF MANY ASPECTS OF YOUR PROGRAM EXPERIENCE. WE REALIZE THAT, FOR ADMINISTRATIVE SUPPORT TO BE USEFUL, IT MUST BE RECEIVED WHEN YOU NEED IT. NOW WOULD YOU PLEASE INDICATE WHETHER YOU NEVER RECEIVED, RECEIVED LATE, OR RECEIVED ON TIME EACH OF THE FOLLOWING BY MAKING A CHECK FOR EACH ITEM.

18. Before you left your home country, how timely was information from AID about?

	never received	received late	received on time
program content	_____	_____	_____
program objectives	_____	_____	_____
program schedule	_____	_____	_____
program finances	_____	_____	_____
medical exam	_____	_____	_____
insurance arrangements	_____	_____	_____
contact person/place	_____	_____	_____
U.S. living conditions	_____	_____	_____

19. How timely was help with each of the following before leaving your your home country?

	never received	received late	received on time
travel plans	_____	_____	_____
getting a Visa	_____	_____	_____
getting a travel advance	_____	_____	_____
getting study leave	_____	_____	_____
English language training	_____	_____	_____

COMMENTS

_____

_____

_____

_____

20. During training, how timely was help with:

	never received	received late	received on time
living arrangements	_____	_____	_____
program matters	_____	_____	_____
U.S. travel	_____	_____	_____
personal matters	_____	_____	_____

21. Did you experience any problems in receiving your living allowance on time? often____sometimes_____never_____

THANK YOU VERY MUCH FOR YOUR HELP. IF YOU HAVE OTHER COMMENTS, PLEASE WRITE THEM BELOW

QUESTIONNAIRE #2 For Participants Follow up and Impact of Training

DIRECTIONS:

Please respond to each question as candidly and completly as you can. If you wish to comment on each question regarding its utility or wording, please do so within the space for each question or at the bottom of each page. Please help future participants by taking the time to fill this out.

1. Which of the following did you participate in (check all that apply).

____ English Language Training (____in-country, ____in U.S.)
____ Technical Training (special short courses, workshops, tours)
____ Academic Training (degree or diploma programs)

PLEASE CIRCLE A NUMBER TO ANSWER THE QUESTIONS BELOW. YOUR COMMENTS ABOUT EACH QUESTION ARE ALSO WELCOME: USE THE SPACE AT THE BOTTOM OF EACH PAGE.

2. Overall, how satisfied do you now feel with your program?	not at all			very satisfied	
	1	2	3	4	5
3. How much did you gain in each of the following areas:	nothing			a great deal	
specific skills/techniques	1	2	3	4	5
general knowledge	1	2	3	4	5
professional relationships	1	2	3	4	5

COMMENTS

_____

_____

_____

_____

_____

4. Do you think the things you learned are useful in your home work responsibilities?

definitely no — definitely yes

1 2 3 4 5

5. Overall, how much do you think the program increased your professional competence?

very little — very much

1 2 3 4 5

6. Would you recommend this program to others of similar background?

definitely no — definitely yes

1 2 3 4 5

7. Have you acquired new knowledge and skills in your training?

not at all — very much

1 2 3 4 5

8. Have you acquired new attitudes in training?

not at all — very much

1 2 3 4 5

Please describe _____

_____

_____

COMMENTS

_____

_____

_____

_____

_____

9. Have you experienced problems in applying knowledge or skills acquired in training to your present job?

not at all 1 2 3 4 5 very much

10. Is your current job in the same field for which you were trained in the AID program?

_____YES _____NO

11. How much time lapsed after your return from the U.S. before you went back to work?

_____weeks
_____months

12. As a result of your program training, are you involved less, about the same, or more in each of the following activities than you would have been without the program training (check those that don't apply in the space before each item).

DON'T APPLY

___develop/revise government policy ___less ___same ___more
___develop/revise operating procedures ___less ___same ___more
___develop new programs or projects ___less ___same ___more
___participate in inter-agency planning ___less ___same ___more
___plan workshops or seminars ___less ___same ___more
___develop proposals for funding ___less ___same ___more
___publish works in professional journals ___less ___same ___more

---

COMMENTS

_____

_____

_____

_____

_____

13. Since your return, have you written to any people or agencies you met or visited during your training program

not at all 1 2 3 4 5 very much

14. Since your return do you meet other colleagues trained in the U.S.?

_____YES _____NO

15. How much have you used each of the following methods to share knowledge with others?

	not at all				very much
informal discussion	1	2	3	4	5
formal presentation	1	2	3	4	5
written reports	1	2	3	4	5
on-the-job training	1	2	3	4	5
exchange of training materials	1	2	3	4	5
other_____					

16. Are you a member of a professional association (in U.S. or home country)?

_____YES _____NO

COMMENTS

_____

_____

_____

_____

17. Have you had any of the following problems since returning to your home country?

	not at all				very much
finding a position using training	1	2	3	4	5
having adequate resources to carry out job duties	1	2	3	4	5
acceptance by colleague or supervisors	1	2	3	4	5
readjusting to bureaucratic procedures	1	2	3	4	5
readjusting to tempo and style of life	1	2	3	4	5
readjusting to cultural norms	1	2	3	4	5
readjusting to family expectations	1	2	3	4	5

other_____

18. Have you advanced in either grade or position since returning?

_____YES _____NO

19. Compared to your level of responsibility before training, does your present position have:

_____less responsibility
_____same responsibility
_____more responsibility

20. Compared to the overseas training of others, does your training have

_____less prestige
_____same prestige
_____more prestige.

COMMENTS

_____

_____

_____

_____

_____

THANK YOU FOR YOUR HELP. IF YOU HAVE ADDITIONAL COMMENTS, PLEASE WRITE THEM ON THE BACK.

To the Project Officer:

S&T/IT is very interested in providing future participants with the best possible training experience. To do so we need information from returned participants and from project officers who helped manage their training.

Enclosed is a questionnaire for project officers which needs to be tested. (Another for participants is also being tested). The purpose of this questionnaire is to gather information from project officers about the training of participants from their projects, and how training has helped their careers. You have probably been removed from participants in training and since they have returned. Nevertheless, you can provide useful knowledge about them from your prespective.

The proposed questionnaire contains statements about the training sequence of participants. Please assist us develop this questionnaire by responding to each statement as it applies to the group of participants in your project, not to each individual participant. Your responses will be general and approximate measures as they apply to the group. For example, if 7 out of 10 participants completed their training satisfactorily and on time (#4), then you would probably answer "4" for your group. Please respond to each statement as you think best. Also, any comments which you may want to provide at the bottom of each page about the questions will help.

Your assistance will help us make training better. Thank you for your cooperation.

Sincerely,

Dona Wolf, Director
Office of International Training
Bureau for Science and Technology

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Questionnaire # 3 - Project Officer

Directions: Please respond to each question as candidly and completely as you can. Your responses apply to the group of participants in your project, not to each individual participant. Hence your responses will be general and approximate measures as they apply to the group. For example, if 7 out of 10 participants completed their training satisfactorily and on time (#4), then you would probably answer "4" for your group. Please respond to each statement as you think best. If you wish, comment on each question regarding its utility or wording either within the space for each question or below each page. Please help future participants by taking the time to fill this out.

1. The participants were qualified for training in terms of background, experience and job performance.	definitely no — definitely yes 1 2 3 4 5
2. The participants completed English language training at required TOEFL level and by required date.	definitely no — definitely yes 1 2 3 4 5
3. The participants received predeparture information and services satisfactorily.	definitely no — definitely yes 1 2 3 4 5
4. The participants completed their training satisfactorily and by the required date.	definitely no — definitely yes 1 2 3 4 5
5. One or more participants extended their training program.	_____No _____Yes
6. If they extended, this caused problems in the project.	_____not applicable _____no problems _____minor problems _____serious problems
7. The participants assumed jobs for which they were training.	definitely no — definitely yes 1 2 3 4 5
8. The participants' training was relevant to their jobs.	definitely no — definitely yes 1 2 3 4 5

Comments

_____

_____

_____

9. After a year or more the participants remained in their jobs or related ones.	definitely no				definitely yes
	1	2	3	4	5
10. After a year or more the participants were promoted.	definitely no				definitely yes
	1	2	3	4	5
11. The participants demonstrated superior performance on the job.	definitely no				definitely yes
	1	2	3	4	5
12. The participants adjusted well to the job environment.	definitely no				definitely yes
	1	2	3	4	5
13. The participants maintained contact with people and agencies met during the training program.	definitely no				definitely yes
	1	2	3	4	5
14. The new ideas acquired by participants in U.S. training were accepted by his/her organization.	definitely no				definitely yes
	1	2	3	4	5
15. Would you recommend the participants' training program to others of similar backgound?	definitely no				definitely yes
	1	2	3	4	5
16. Overall, the returned participants contributed significantly to project implementation.	definitely no				definitely yes
	1	2	3	4	5

PLEASE COMMENT GENERALLY ON THE QUESTIONNAIRE AND CONTRIBUTE ADDITIONAL ITEMS IF YOU THINK THEY ARE NECESSARY.

_ PARTICIPANT TRAINING PROGRAM
POLICY AND GUIDELINES

I. Purpose:

The purpose of this Policy Statement is to define USAID/ - policies and guidelines for conducting its Participant Training Program.

II. Policy Framework:

The Agency for International Development (AID) sponsors participant training for the following three broad objectives, provided the training is consistent with AID's general policies, the CDSS and sectoral development strategy plans.

A. local staff development for USAID assisted projects (project-related training),

B. strengthening of key private and public development institutions, and alleviation of human resource constraints in prioritized sectoral areas which are critical to the recovery of the economy, (general training program, e.g. LAC project),

C. development of local training capability.

The importance of participant training in the generation, transfer, and application of improved technologies and skills has been explicitly emphasized in such documents as the FY 1985 CDSS and FY 1986 CDSS Update, as well as the Administrator's 1983 Guidelines on Participant Training. It is a major, but not the only, means of assisting in the development of high level skills and technology transfer, improving the policy environment, strengthening its institutions and leadership and enhancing the productivity of the private sector. USAID/ has identified agriculture, economics, energy, management training, vocational skills training, health and population, and private enterprise as principal areas of interest in technology transfer.

The goal of improving the policy framework and decision making processes is oriented to both the private and public sectors. The Government of policies are set by the Prime Minister and Ministers, but of course the process is an interactive one involving the middle and upper level managers of several key ministries and parastatals.

Private sector's policies in relation to USAID/ stated goals to strengthen the private sector as the main investment of the Jamaican economy recovery plan are coordinated with USAID's Office of Private Enterprise Development. All training nominations are screened by OPED.

USAID/ current strategy is to encourage broad administrative, planning and management skills training for senior level administrators in the private and public sectors, as well as political leaders within ministries which directly impact on the CDSS development strategy of policy reform, government divestment, public sector reduction in force, and the active enhancement of the private sector. For middle/upper level bureaucrats, who often remain in one ministry for an extended time, training will emphasize programmatic skills.

USAID/ will continue to emphasize both training for key individuals in both the private and public sectors as well as training aimed at strengthening specific development institutions. In the latter case, USAID/ projects place a special emphasis on institutional strengthening and training in such areas as agricultural education, vocational skills training, management training, alternate energy systems, strengthening of health management systems and entrepreneurship. The general participant training program embodied in the Latin American and Caribbean Training Initiatives Project is directed at a broad upgrading of individual and institutional capabilities to support the development process in the private sector as well as those public sector entities critically related to the private sector development.

This policy framework is flexible and adjustable in relation to an updated assessment of needs and refinement of strategies based on the CDSS exercise. The participant training program and its emphasis are determined annually in a plan that relates to regularly assessed development strategy objectives.

It is also USAID/ policy to evaluate the consistency and effectiveness of its participant training programs in terms of their relevance to CDSS goals and objectives rather than by counting the number of persons who participated in the training programs.

III. Policy Guidelines

A. The purpose of the general participant training program (LAC Training Initiatives)is to strengthen institutional development within the private and public sectors not otherwise supported in the current Mission portfolio. This generalized training is intended to provide a broad basis of institutional strengthening to create an environment in which the developmental effort will thrive and prove successful, as well as provide a human resources foundation for the ultimate achievement of the goals of the USAID/ CDSS. It is aimed at alleviating long run human resource constraints in institutions or sectors which could impede bilateral project progress and success.

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B. Project-related training in the USAID portfolio should be sufficient to ensure the availability of trained personnel needed for effective implementation of projects and for continued institutional effectiveness after project completion. Project Papers (PP) should specify the purposes for proposed training programs and describe the social and economic impact of this training within the project and sector.

C. Because of the annual funding cycle and the typical academic year focus, project-related training programs and the general participant training program should be formulated and integrated on an annual basis. In the former case, it is the specific project manager's responsibility under the supervision of the sectoral office director in the Mission and with the assistance of the OEHR training office to draw up the project's training plan. The Mission Training Officer is responsible for the design of the annual general participant training plan and for its cohesiveness and integration with the training plans of the field projects and with the policies and objectives of the CDSS. The overall Mission training plan will be approved by the Mission Director following Executive Committee review.

D. Training in the U.S. should be limited to fields in which training is not available locally, for which U.S. training is cost effective, or which support other strategic considerations such as the exposure of key leaders to U.S. institutions and practices.

E. Academic training in U.S. institutions should be concentrated on graduate training rather than undergraduate programs. Doctoral training is generally not encouraged because of its poor benefit cost ratio and proven difficulty in successfully bonding individuals to assure their continued employment in Jamaica with their employers. If approved, Ph.D. study should be limited to teaching faculty, researchers, scientists, and key administrators of programs or institutions which employ scientists and researchers. In some specialized technical fields, an associate degree or certificate program may be appropriate. However, non-specialized undergraduate training in U.S. institutions is not encouraged in light of the acceptable undergraduate program of the University of the West Indies at the Mona Campus. Further, USAID/ support for academic training in the U.S. will be limited to three calendar years at most and generally for a shorter period. Academic training in local training institutions will also be included under the general caption of Participant Training and is to be documented on the standard PIO/P form.

F. Continuation training (more than one consecutive degree) should be planned for in the original PIO/P. Justification for such training is where the first degree is incidental to enrollment in the second degree program. Funding for unplanned additional degrees should be firmly discouraged. However, authority to approve successive degrees rests with the Mission Director. (See Chapter 3, Handbook 10).

G. and U.S. orientated short-term training is encouraged, both as a means of moderating the costs of training and as one of the most effective ways of providing training relevant to specific needs. Short-term training usually includes periods of internship and observation of relevant institutions and enterprises as well as formal courses and workshops.

H. Cost shared training and reimbursable training programs, now managed as part of A.I.D.'s Office of International Training, are encouraged both for as a middle income country and as a means of facilitating training sponsored or co-sponsored by the private sector. Private individuals and companies are asked to provide approximately 25% of the cost of a total training program in addition to international travel costs in a general participant training program.

With respect to bonding procedures, the same guidelines as for the publicly sponsored trainees applies for the private sector to ensure that trainers return to and to positions in which their skills can be employed effectively.

V. <u>Standard Procedures and Responsiblities</u>

See SOP _____ for the Standard Procedures and Responsibilities that are to be followed by this USAID in administering its participant training programs.

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AGENCY FOR INTERNATIONAL DEVELOPMENT

PROJECT DATA SHEET

1. TRANSACTION CODE: C (A = Add, C = Change, D = Delete) — Amendment Number 1

DOCUMENT CODE: 3

COUNTRY/ENTITY: Central America

2. PROJECT NUMBER: 597-0001

4. BUREAU/OFFICE: Latin America and Caribbean (LAC) — 05

5. PROJECT TITLE (maximum 40 characters): Central America Peace Scholarships

6. PROJECT ASSISTANCE COMPLETION DATE (PACD): MM 09 DD 30 YY 93

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

A. Initial FY 87 B. Quarter 2 C. Final FY 93

8. COSTS ($000 OR EQUIVALENT $1 =)

A. FUNDING SOURCE	FIRST FY 85 B. FX	C. L/C	D. Total	LIFE OF PROJECT E. FX	F. L/C	G. Total
AID Appropriated Total						
(Grant)	(32,000)	( )	(32,000)	(138,000)	( )	(170,000)
(Loan)	( )	( )	( )	( )	( )	( )
Other U.S. 1.						
Other U.S. 2.						
Host Country		8,000	8,000		44,000	44,000
Other Donor(s)						
TOTALS	32,000		40,000	138,000	44,000	214,000

9. SCHEDULE OF AID FUNDING ($000)

A. APPROPRIATION	B. PRIMARY PURPOSE CODE	C. PRIMARY TECH. CODE 1. Grant	2. Loan	D. OBLIGATIONS TO DATE 1. Grant	2. Loan	E. AMOUNT APPROVED THIS ACTION 1. Grant	2. Loan	F. LIFE OF PROJECT 1. Grant	2. Loan
(1) EHRD	600	600		141,500					
(2) ESF	600	600		4,500					
(3) ARDN	600	600							
(4) HE	600	600							
(5) POP	600	600	Total	146,000		24,000		170,000	

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

11. SECONDARY PURPOSE CODE

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

A. Code

B. Amount

13. PROJECT PURPOSE (maximum 480 characters)

To increase the number of U.S. trained public and private sector individuals at the planning, implementation, technical, managerial and administrative levels.

14. SCHEDULED EVALUATIONS

Interim MM 12 YY 89 MM YY Final MM 12 YY 93

15. SOURCE/ORIGIN OF GOODS AND SERVICES: [X] 000 [X] 941 [X] Local [ ] Other (Specify)

16. AMENDMENTS/NATURE OF CHANGE PROPOSED (This is page 1 of a 79 page PP Amendment)

The attached document represents an updated and complete description of the project.

17. APPROVED BY

Signature: Dwight Ink March 30, 1987

Title: Dwight Ink, Assistant Administrator, LAC

Date Signed: MM DD YY 87

18. DATE DOCUMENT RECEIVED IN AID/W, OR FOR AID/W DOCUMENTS, DATE OF DISTRIBUTION: MM 10 DD YY 86

UNITED STATES INTERNATIONAL DEVELOPMENT (
AGENCY FOR INTERNATIONAL DEVELOPMENT
WASHINGTON, D C 20523

PROJECT AUTHORIZATION

(Amendment No. 1)

Name of Country: Central America Regional

Name of Project: Central America Peace Scholarships

Number of Project: 597-0001 (Formerly 596-0130)

1. Pursuant to Sections 105 and 531 of the Foreign Assistance Act of 1961, as amended, the Central America Peace Scholarships project for Central America Regional was authorized on January 14, 1985 (the "Authorization"). The Authorization is hereby amended as follows:

Section 1 is hereby amended by deleting the words "One Hundred Forty-six Million United States Dollars ($146,000,000)" and substituting in lieu thereof the following: "One Hundred Seventy Million United States Dollars (US $170,000,000)."

2. Except as expressly modified or amended hereby, the Authorization remains in full force and effect.

Dwight Ink
Assistant Administrator
Bureau for Latin America and
the Caribbean

March 30, 1987
Date

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UNITED STATES INTERNATIONAL DEVELOPMENT COOPERATION AGENCY
AGENCY FOR INTERNATIONAL DEVELOPMENT
WASHINGTON D C 20523

PROJECT AUTHORIZATION

(Amendment No. 1)

Name of Country: LAC Regional

Name of Project: LAC Training Initiatives II

Number of Project: 598-0640

1. Pursuant to Sections 103 and 105 of the Foreign Assistance Act of 1961, as amended, the LAC Training Initiatives II Project for the LAC Region was authorized on February 14, 1985, (the "Authorization"). The Authorization is hereby amended as follows:

a. Section 1 is deleted in its entirety and the following is hereby substituted in lieu thereof:

"1. Pursuant to Sections 103 and 105 of the Foreign Assistance Act of 1961, as amended, I hereby authorize the LAC Regional Training Initiatives II project, involving planned obligations of not to exceed Fifty Million United States Dollars (US $50,000,000) in grant funds ("Grant") through September 30, 1992, subject to the availability of funds in accordance with the A.I.D. OYB/allotment process, to help in financing foreign exchange and local currency costs for the project. The planned life of the project is six (6) years from the date of initial obligation."

b. The text of Section 2 is hereby amended by substituting in lieu of the number "770" the number "2,970".

3. Except as expressly modified or amended hereby, the Authorization remains in full force and effect.

Dwight Ink
Assistant Administrator
Bureau for Latin America and the Caribbean

Sept 30, 1986
Date

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Evaluation Questionnaires
Project Committee Document
CLASP Information System (CIS)
Work Breakdown Structure (WBS)
Standard Contract Language

Wang Document ID #0809B

LAC BUREAU COUNTRY TRAINING PLAN (CTP) OUTLINE

I. INTRODUCTION

A. Aid Country Development Strategy
B. Host Country Training Policy and Systems

II. TRAINING NEEDS AND CONSTRAINTS

A. Host Country Training Projections
B. USAID Sector-Specific Training Assessments
C. Major Constraints to Participant Training

III. TRAINING RESOURCES

A. Key Host Country Training Programs
B. Other Donor Training Activities
C. Soviet and Bloc Training Activities (should not contain Classified Material except as a separate classified annex) and countering strategy
D. USAID Training Strategy

1. Role of Training in Country Development Strategy by Sector
2. Institutional Development Activities
3. Summary of Recent Training Activities

IV. FIVE YEAR PROJECTED AID TRAINING ACTIVITIES

A. In-Country Training
B. Third Country-Training
C. Mission-Funded Participant Training
D. Regionally-Funded Participant Training

V. ANNUAL PLAN FOR REGIONAL TRAINING PROJECT

A. Summary of Prior Year Program
B. Plan for Special Concern Programming

1. Socially and Economically Disadvantaged Youth
2. Youth
3. Women
4. Indigenous, Black or Other Ethnic Groups

V. ANNUAL PROJECT FOR REGIONAL PROJECTS (Continued)

C. Innovative Programming
D. Special Programming

1. English
2. Remedial Courses
3. Spanish or Other Foreign Language Courses
4. Puerto Rico and Virgin Island Placement
5. Orientation Programs
6. Enrichment Programs
7. Exit Programs
8. Request for Central Contracts

E. Gray Amendment Programming
F. Current Year Request (in Priority Order)

1. Participant or Institution
2. Proposed Field and Course of Study
3. Level
4. Estimated Duration
5. Suggested U.S. Institution
6. Proposed Starting Date
7. Approximate Cost
8. Obligating Mechanism
9. Expected Date of Obligation

G. Counterpart Issues

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A. Mission Staffing
B. Training Committee Composition and Functions
C. Mission Screening and Selection Process
D. Mission Needs Criteria and Implementation Process
E. Monitoring Plan
F. Follow-up Plan and Activities
G. Evaluation Plan
H. Coordination with USIA (Include USIA Plan, if Available)

VII. REQUIREMENTS FOR AID/W ASSISTANCE OR ACTIONS

CARIBBEAN AND LATIN AMERICAN SCHOLARSHIP PROGRAM

I. RECOMMENDATION AND PROJECT SUMMARY

A. Recommendation:

It is recommended that A.I.D. establish a regional fund of $225 million in grant assistance for the period FY 1984 - FY 1993 to provide training programs in the United States for selected Caribbean, Central and South American individuals. This program, entitled the Caribbean and Latin American Scholarship Program (CLASP), will consist of two separate regional projects, the Central American Peace Scholarships Project (597-0001) and the Latin American and Caribbean Regional Training Initiatives II Project (598-0640). The two project Program will finance:

1. Long-term U.S. training;
2. Short-term U.S. training;* and
3. Evaluation studies.

B. Summary:

The $225 million Caribbean and Latin American Scholarship Program (CLASP) responds directly to the dramatic increase in Soviet and Soviet bloc (including Cuban) scholarship activity in the LAC region over the past decade by providing U.S. scholarship opportunities to approximately 13,500 Caribbean and Latin American individuals. CLASP consists of two separate regional projects, a $170 million Central American Regional project entitled the Central American Peace Scholarships (CAPS) Project; and a $55 million LAC Regional project entitled the LAC Regional Training Initiatives II (LAC II) Project. The Central American Peace Scholarships Project (CAPS) responds to the recommendation of the National BiPartisan Commission on Central America to train 10,000 Central Americans in the U.S. The CAPS Project will train approximately 8,500 Peace Scholars. (USIA will fund an additional 3,000 individuals under its programs, making a total of over 10,000 individuals to be trained under the combined AID/USIA effort.)
The LAC Regional Training Initiatives II Project will provide U.S. scholarship opportunities to approximately 5,000 selected Caribbean and South American Peace Scholars. Selection will be

* Short term or technical training is defined in this paper to mean professional or blue-collar training.

based primarily on criteria such as economic need of candidates, leadership qualities, etc. Once selection is made, training under CLASP will focus on priority economic, social or foreign policy development needs of the region in such AID priority areas as agriculture, health and nutrition, population, education and human resource development, science and technology, energy and the environment, institution building, and private sector development. Training on a limited basis is also authorized for non-traditional A.I.D. areas when the training can be strongly justified on foreign policy criteria. The Program will provide training opportunities to individuals from the public and private sectors.

Selection criteria include: the financial need of the individual; academic performance and leadership potential; membership in a USAID mission-defined special concern group such as women, rural and urban youth, Indian, Black or other minority group; the importance of the training to the development needs of the country and the appropriateness of the training level to the requirements of the country.

AID/W (LAC/DR/EST) is designated overall project manager of CLASP. Day-to-day programming and implementation responsibility has been delegated to each USAID. Funds will be allocated from AID/W to USAID missions based on Country Training Plans which will be submitted at the beginning of the Program and updated on an annual basis. Each participating mission will establish screening and selection committee which will have in-country implementation responsibility for the Program, including follow-up and evaluation activities after training.

Missions may elect to use AID's internal participant programming system or contractors. If contractors are used, missions will be required to justify contractor costs that exceed S&T/IT average costs (both administrative and program). Innovative ways to achieve cost-effective training objectives are encouraged. Handbook 10 will be followed. Exceptions to this can be made by S&T/IT and the Bureau to attain cost containment goals of CLASP. The Work Breakdown Structure will be used for all RFPs and procurement actions. Fixed price contracting will be used, where practical.

Funds have been earmarked in both projects to contract an 8(a) consulting firm to carry-out formative evaluation and implementation assistance. In addition to this, separate evaluation funding may be included in any major contracted training activity. When this is done, it should be carefully

coordinated with the implementation contractor to assure that certain core evaluation questions are included. Funding will be provided at critical points for an outside objective evaluation of the program's impact.

Missions will insure that all AID-direct and contract Peace Scholars funded under CLASP are reported to S&T/IT via PIO/Ps and the Participant Data Form. Each mission will utilize an LAC Bureau-approved computerized information system to assure timely information and reporting within the mission and between the mission and LAC/DR/EST. This system, designated CIS, will supplement the S&T/IT mission management system (PTMS). Use of CIS and PTMS are required. All modifications in the CIS/PTMS system must be approved by the LAC Bureau to insure the integrity and compatibility of the systems across the region.

Missions are also required to use the Work Breakdown Structure (WBS) as a program and implementing tool for all CAPS and LAC II procurements. All CLASP contractors will report in the WBS format. The CIS and WBS systems are more fully described in annexes to this Project Paper.

The two regional projects under CLASP can be summarized as follows:

Central American Peace Scholarships Project

1.	U.S. Long-Term Training	
	3,500 1-4 year programs	$117 million
2.	U.S. Short-Term Training	
	5,000 3-4 month programs	50 million
3.	Evaluation	3 million
	TOTAL	$170 million

LAC Regional Training Initiatives II Project

1.	U.S. Long-Term Training	
	1,765 1-4 year programs	$40 million
2.	U.S. Short-Term Training	
	3,190 1-3 month programs	15 million
	TOTAL	$55 million

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In addition to academic or technical training content, Peace Scholars will be programmed for specific activities which expose them to a broad cross-section of Americans and provide them with an opportunity to learn about and participate in a variety of events and activities at the family, local, state and national level. This non-training programming is considered to be part of the "democracy" aspect of CLASP.

It is expected that by the end of the Program, there will be a marked increase in U.S.-trained individuals utilizing their newly acquired knowledge and skills in their home countries. There will also be an improved social, foreign policy and economic understanding of the U.S. on the part of the Peace Scholars and, through multiplier effects, to many other Latin American and Caribbean residents.

II. BACKGROUND AND DETAILED DESCRIPTION

A. Background

Over the past four decades, training and exchange programs have been a cornerstone of U.S. foreign assistance to Latin America. These programs have had three essential objectives:

Developmental -- to provide Latin American and Caribbean countries with the trained manpower to manage economic growth and development programs effectively.

Foreign Policy -- to foster a favorable inclination toward democratic ideals, free enterprise and popular participation in the political process through close contact between participants and American citizens and institutions.

Economic -- to acquaint LAC countries with U.S. export products, services and technologies and to develop closer mutually beneficial relationships between the U.S. private sector and the private sectors of LAC countries.

1. Past AID Involvement in Participant Training

Since 1944, more than 234,000 participants have received training under the U.S. foreign assistance program of AID and its predecessor agencies. This training has been in fields having a direct bearing on increased AID recipient country productivity and self-sufficiency. Technical and managerial skills of participants have been upgraded in such fields as education, agriculture, public health, family planning, public administration, labor organization, private sector programs, science and technology. These participants are now utilizing their training and talents in their own countries, imparting knowledge and skills to their compatriots. Many participants have risen to leading positions in their countries. An indication of the success of this effort is that over 95% of these participants have returned to their home country to work and train others in their respective fields.

Over 30% of the 234,000 participants have come from Latin American and Caribbean nations. These participants increased their capacity to contribute to development through training. Through these participants, LAC countries have progressively become better equipped to take on greater responsibility for their own growth and development. For instance, over 10,000 individuals were trained by AID in Brazil alone. In part due

to this pool of trained talent, Brazil has graduated from the AID program and is now a donor nation itself. Participant return rates from LAC countries exceed the 95% level quoted for the worldwide program.

Over the past several decades, more than 3,800 agriculturalists, 6,600 educators, 4,000 health and family planning personnel, 4,800 public administration specialists, and many more LAC individuals in other specialized fields of study have been trained under AID and AID-predecessor agency sponsorship. However, in recent years, U.S. Government-sponsored training and scholarship programs have declined at an alarming rate (some 52% between fiscal years 1972 and 1982).

AID-sponsored LAC participants who studied in the United States decreased numerically and as a percentage when compared to other AID regional Bureaus. This decrease is illustrated in the following chart.

PERCENTAGE OF AID PARTICIPANTS BY REGIONS

FYs	78	79	80	81	82
BUREAU					
Africa	36	40	40	39	38
Near East	17	21	23	30	32
Asia	21	17	20	16	17
LAC	26	22	17	15	13

Source: AID's Office of International Training

The decline in LAC participants is due to many factors. Among them: inflation and economic problems in the region; an overall reduction in foreign aid (with the most severe cuts in LAC countries); reduction in the number of AID-recipient countries in the region; more narrow development assistance objectives; and, perhaps most importantly, a general lack of

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appreciation for the economic and foreign policy benefits generated by AID training programs. This decline occurred despite the outstanding successes of past AID training efforts, a continuing dearth of managerial and technical talent in the region, and a large and region-wide unmet demand for U.S. training.

Concurrently with this U.S. decline, Soviet and Soviet bloc activity (including Cuban) in Latin America and the Caribbean charted tremendous growth. A recent Comptroller General report to Congress stated that the Soviet Union and Eastern European countries financially sponsored 9,080 LAC students in 1982 while the U.S. only sponsored 2,197 participants over the same period. The document reported that the Communist countries increased their scholarship programs by over 200 percent from 1972 through 1982 while U.S. scholarship programs for South and Central America over the same period declined by 52 percent.

Congress, reacting to the increasing Soviet and Soviet bloc training activities in the region, recently appropriated funds to AID to provide a substantial number of new U.S. training opportunities to LAC individuals. The LAC Regional Training Initiatives Project (598-0622), authorized in May 1982, provided $15 million in grant funds for graduate-level and short-term technical training in the U.S. for approximately 670 LAC individuals. A FY 83 supplemental appropriation bill for the Caribbean Basin Initiative allocated $7.5 million in grant funding for the Caribbean Basin Scholarship Fund (598-0626). This program provided scholarship opportunities in the U.S. for another 500 individuals from Caribbean Basin countries. These two programs have already brought about a reversal in the downward trend in AID's LAC training statistics.

This foreign policy-based justification has been the moving force behind recent scholarship efforts, including CAPS and LAC II; this fact must not be lost during implementation. The recent National Bipartisan Commission on Central America report stated that Central America is a region in crisis. Because this economic, political, and social turmoil poses a serious threat to U.S. national interests, an immediate regional response to deal with severe, long-term, potentially intractable and weak political and legal systems was recommended. A large regional scholarship program to address these problem areas and to strengthen the ties of friendship and cooperation between Central American countries and the U.S. was identified as a key element of the response.

CAPS, developed in response to the National Bipartisan scholarship recommendation, will provide scholarship opportunities in the U.S. to approximately 8,500 LAC individuals. Together, CLASP and the two above mentioned projects will directly benefit almost 15,000 Caribbean and Latin American individuals by providing them with training experiences in the U.S. Indirectly, through multiplier effects of the training, the projects will benefit many more people and will have a significant impact on strengthening cultural and economic ties between the countries of the LAC region and the United States.

2. Impact of AID Training on Development

Beyond simple tabulation of numbers of returned trainees, it is difficult to quantify the impact of participant training programs. However, exit interviews, tracer studies, anecdotal evidence, and experience gained over the years through repeated contact with trainees provide ample evidence that AID has been able to identify and train future policymakers, managers, and technical specialists. In Panama, for example, AID trainees have included a chief of state, several presidents and vice presidents, some twenty ministers and vice ministers, eight university rectors or deans, at least twenty-five general directors, and many private sector leaders, including a president of the Chamber of Commerce.

This kind of success is also in evidence in other LAC countries, including graduate countries such as Brazil, Mexico, and Colombia, where AID trained thousands of leadership-quality individuals several decades ago. These AID alumni now occupy high-level technical and policymaking positions in the public and private sectors and are the most visible and widely-appreciated evidence of what remains of AID's past presence in these countries.

AID is a development agency and its training programs should be developmental in nature. Three practices assure that AID's training funds will have a maximum direct impact on development. First, training resources are concentrated in a few specific development sectors which are identified by AID policy and analysis as being the most critical to social and economic development. Second, AID's own officers in field missions have direct and fairly intensive contact with trainees, check references personally, and confirm trainees' career prospects with employers, thus assuring that serious individuals with good employment histories and prospects are trained. Third, individuals are usually trained for specific,

already-existing positions in development projects and/or agencies. These three practices increase the probability that trainees will return home after training to assume positions which contribute to economic and social development.

Over the last several decades, AID has found that returning trainees can expect continued upward mobility in their fields. This occupational mobility is due, in part, to the advanced skills acquired during training and in part to the prestige associated with U.S academic degrees and training. The fact that returned participants experience upward occupational mobility means that they are able to exert increasing influence on programs and policies over the course of their careers. Tracer studies show that development impact may not start immediately upon the participant's return home but that it is achieved over time. In many cases, the benefit of such impacts are stretched over a participant's career of 30 to 40 years.

3. Demand for Training

The demand for short and long-term training in the United States has always exceeded available resources. As U.S. scholarship programs have declined in recent years, Socialist and Communist countries have increased their programs, meeting some of the unmet demand. However, much of the demand is simply never met, leaving public and private sector agencies struggling to respond to massive development problems without the trained personnel needed to find and implement required solutions.

The demand for U.S. training is considerably higher than was expected when the LAC Training Initiatives Project was developed in the early 1980's. All of the LAC missions have indicated to LAC/DR that they could easily program many times the number of participants currently being sent for training under all of their regional and mission-funded projects. Requests for training may exceed scholarship opportunities by as much as twenty-fold in some missions, and this is without advertising through the media to the general public about the availability of such scholarship opportunities. Under some components of the CBI where advertising was used, several thousand applications were received for fewer than twenty scholarship opportunities.

In AID graduate and Advanced Developing Countries (ADCs), a strong and continued demand for development-related training has been created and maintained by the example of successful past AID-sponsored training and by the massive amount of modern

technology that is sparking rapid change in the countries. The ADC countries (Brazil, Mexico, Colombia, and Paraguay), and many of the other AID-graduate counties of the region, continually request scholarship assistance directly to AID/Washington and to the U.S. Embassies in their countries. All LAC countries participating in the Regional Training Initiatives Project have strongly endorsed the prospect of an expanded scholarship program, following the LAC Training Initiatives model, as an effective response to the unmet demand for U.S. training.

4. Cost and Importance of U.S. Training

The cost of U.S. training has risen rapidly over the last decade. Estimates of current participant training costs are shown below.

TRAINING COSTS BY LEVEL OF TRAINING

Level	Cost ($)	Duration
Graduate (Masters & PhD)	15 - 25,000	12 months
Undergraduate	10 - 18,000	12 months
Technical	5 - 15,000	3 months

These cost estimates include tuition, books, maintenance allowance, insurance and other costs such as research expenses, thesis typing, enrichment program and travel. Exact program costs depend on a number of different factors such as: the training institution; the geographic location; program duration; number of participants per program; the amount of special tailoring required to arrange the course; materials and books; and other such factors. The above-quoted training cost estimates may vary considerably, either higher or lower, depending on specific circumstances.

In spite of its high cost, training in the U.S. has a number of distinct advantages. First, in most fields of study, U.S.

training, offers the highest quality instruction available. In critical development-related areas such as science and technology, agriculture, health, education, economics, management and administration, some of the most advanced and sophisticated scholarship and research in the world takes place in the United States.

Second, U.S. training institutions offer access to state-of-the-art information sources. Students are able to take advantage of libraries with open stacks, specialized computerized data bases and information from U.S.-based professional organizations which are not nearly as easily accessed, if at all, from outside of the U.S.

Third, in many specialized areas, U.S. educational and training institutions serve as centers for international networks. U.S. institutions provide training to students from all parts of the developing world (some 340,000 foreign students were studying at U.S. academic institutions in 1983). These students are exposed to a rich cross-cultural environment and they form relationships with U.S. and foreign students, including other LDC students, which facilitate the continuing exchange of ideas and experiences after their training programs have ended. The students are also able to join professional societies through which they can continue to network and receive publications, journals, notices of conferences and information on new developments in their professional fields.

Fourth, trainees are exposed to innovative learning methods such as collaborative research, team teaching, peer review and participatory education and management. These "process" exposures have been shown to have a positive influence upon participants when they return home. Participants report that such exposure can result in greater innovativeness, individual initiative, more efficient and effective performance and greater productivity and work quality.

Finally, trainees learn beyond their direct academic experiences through exposure to U.S. political systems, social life, consumer technologies, and through exposure to individual Americans. This learning can have a profound influence on trainees' perceptions of their own and our cultural and institutional strengths and weaknesses and it can lead to more openness and understanding of different environments, attitudes and situations.

This Program will explore a number of ways to reduce training costs so that the benefits of studying in the U.S. can be

expanded to the maximum number of LAC individuals. Cost-sharing, combination in-country/U.S. programs, economies of scale programming and an experimental program with the International Student Exchange Program, discussed later in this document, will seek to reduce the cost of U.S. training without diluting its quality.

5. The Foreign Policy Impact of U.S. Training

In addition to the direct educational and development impact of U.S. participant training, there are important long-term benefits to the U.S. Trainees tend to maintain close intellectual, ideological and social ties with the country in which they have studied. Since these trainees assume positions of influence after their return home, training is a powerful mechanism for developing foreign policy allies.

The Soviet Union is increasingly taking advantage of this impact of training to extend its influence throughout the region. Its ambitious and extensive student scholarship programs, estimated by one source to cost as much as $2 billion annually, are clearly designed to gain access to the minds of future leaders and to influence their ideological preferences. The Soviet bloc training programs include a heavy element of political indoctrination that reaches all levels of the education cycle -- primary, secondary, undergraduate and graduate levels. Their assistance concentrates on training teachers and reaching the socially and economically disadvantaged classes. Accurate statistics on Soviet, Bloc and Cuban training are difficult to obtain. Many experts feel that currently available estimates are under reported.

Our scholarship programs differ from those of the Communists in that they do not involve direct political indoctrination. Rather, they seek to cultivate understanding of the U.S. through the professional and personal linkages that are formed during training. AID's short-term technical training programs are targeted on the socially and economically disadvantaged in that the primary beneficiaries are working class-level individuals, but our graduate-level program recipients are from the small group of individuals, both disadvantaged and not, that have been able to secure a college education. AID's program has often been criticized for this selectivity. However, through training of trainers and spread-effect, these programs eventually have a significant impact on the disadvantaged. Academic training programs only comprise one-third of all of LAC training programs; short-term technical training which directly addresses the training needs of working class individuals, comprises the other two-thirds.

In combination, AID's short-term technical programs (directly) and academic programs (indirectly through multiplier effects) have an impact on the same target group as do the Soviet bloc programs, the economically and socially disadvantaged. Under CLASP, exposure to U.S. culture, value and institutions assumes an important role, along with the education/academic objective of the training. All programs must demonstrate both goals. The CLASP will enhance the impact that U.S. scholarship programs have on the disadvantaged.

6. Economic Impact of U.S. Training

Training responds to economic development in several ways. First of all, well trained managers, administrators, researchers and leaders are better equipped to formulate effective economic policy. This facilitates achievement of the goal of many LAC countries, the provision of more and better development-related services to their citizens and the realization of economic growth with equity.

Historically, LAC training programs have focused more on the needs and requirements of the public than the private sector. Current U.S. and host country policies in many of the LAC countries give emphasis to private sector participation in the development process. The Caribbean Basin Initiative (CBI) and programs in non-CBI countries encourage export-oriented growth with equity. CAPS and LAC II will also focus training opportunities on non-governmental sectors. Given this focus. broad-based screening committees with significant private sector participation will be used and, where appropriate, wide-spread advertising will be used to assure that opportunities for training reach a large audience.

Like public sector programs, these private sector programs depend upon the availability of appropriately trained professional, managerial and technical human resources for their development and implementation. The private sector has skilled individuals, but far too few, and many were trained to operate in a local market economy with heavy protection from outside competition. To move to an export-oriented economy requires a refinement of existing high and medium level skills. These skills can only be attained, over the short term, from access to training outside the region. The U.S. is well equipped to provide such training.

Training in the U.S. benefits the U.S. as well as the recipient country. It exposes the trainees to U.S. technology, business methodology, goods and services. The LAC region is the third

largest market for U.S. exports, receives 82% of our direct investments in the developing world, and provides over 50% of our key raw materials. Maintaining this level of economic activity requires infusion of training as well as funding and cooperative business ventures. Thus, U.S. private sector firms stand to gain from the training of LAC managers and technicians and, as was demonstrated in the many private sector training programs implemented by the Bureau over the last several years, U.S. firms are willing to contribute to this training through cost-sharing collaborative efforts.

B. Accomplishments Under the LAC Training Initiatives Project 598-0622

In May 1982, AID established a regional project fund of $15 million in grant assistance (LAC Training Initiatives Project) to provide training programs in the U.S. for selected Latin America and Caribbean (LAC) individuals for the period FY 82 - FY 87. The Project called for allocations of $5 million per year over three fiscal years (FY 82 - FY 84). The fund was provided to finance three activities:

(a) long-term training;
(b) short-term training; and
(c) a pilot private sector training program.

The $15 million was allocated to LAC missions and obligated with no deviation from the time-phased implementation plan presented in the Project Paper. Missions have obligated all funds and implementation in all three areas is proceeding as was planned. Two evaluations have been carried out, one of the overall Project and one of the private sector pilot program. Both evaluations were positive.

1. Project Outputs

The Project called for three outputs:

(a) up to 230 individuals provided two years of United States training at the Master's degree level;

(b) 390 individuals provided short-term training, averaging three months per person; and

(c) up to 50 individuals provided training under the sponsorship of U.S. private enterprise.

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Of the 670 individuals to be trained under the Project, the evaluation contractor reported that 1/3 of the Master's participants, 1/3 of the short-term trainees, and over 100% of the private enterprise trainees had already been placed in training programs at the end of the first year of the Project. The Project gained momentum and has exceeded the numerical targets set forth in the Project Paper.

2. End-of-Project Status

Three end-of-project conditions (EOPS) were indicated in the Project Paper:

(a) U.S.-trained technicians and administrators employing newly acquired skills in host country and private sector programs;

(b) institutions or departments within governments or the private sector providing various development-related services; and

(c) a system in place which provides more cost-effective and meaningful training programs utilizing cooperative private sector resources.

Discussions with mission Training Officers and the evaluation contractor suggest that these EOPS are already being met by trainees who have finished their programs and returned home. The only condition that has been demonstrated to be off target is that of a more cost-effective private sector training program. The evaluation of the pilot private sector training program pointed out that in spite of significant cooperative private sector support, the pilot program's cost was substantially higher than more traditional ways of handling private sector training.

3. Goal and Purpose

It is too early to determine to what extent the Project goal is being achieved although every indication is that the Project is already contributing to the formation of more effective manpower resources in the Region. The purpose of the Project -- to increase the number of U.S.-trained public and private sector individuals at the planning, implementation, technical, managerial and administrative levels -- is being met. This is well documented by the two evaluation documents.

4. Conclusions on Accomplishments

It can be concluded that the Project is being successfully implemented as planned and that it is already accomplishing the objectives as set out in the Project Paper. All funds were obligated as planned and numerical output targets are being met.

C. Rationale For A Follow-On Activity

Three reasons are given for continuing the funding of the regional training program:

(a) Soviet and Soviet bloc political influence in the Region has been given a great deal of attention by the GAO and the Kissinger Commission and an expanded U.S. training program is seen as a way to abate this Communist influence;

(b) LAC missions see lack of trained individuals as a development constraint and a regional training program as one means of addressing this constraint; and

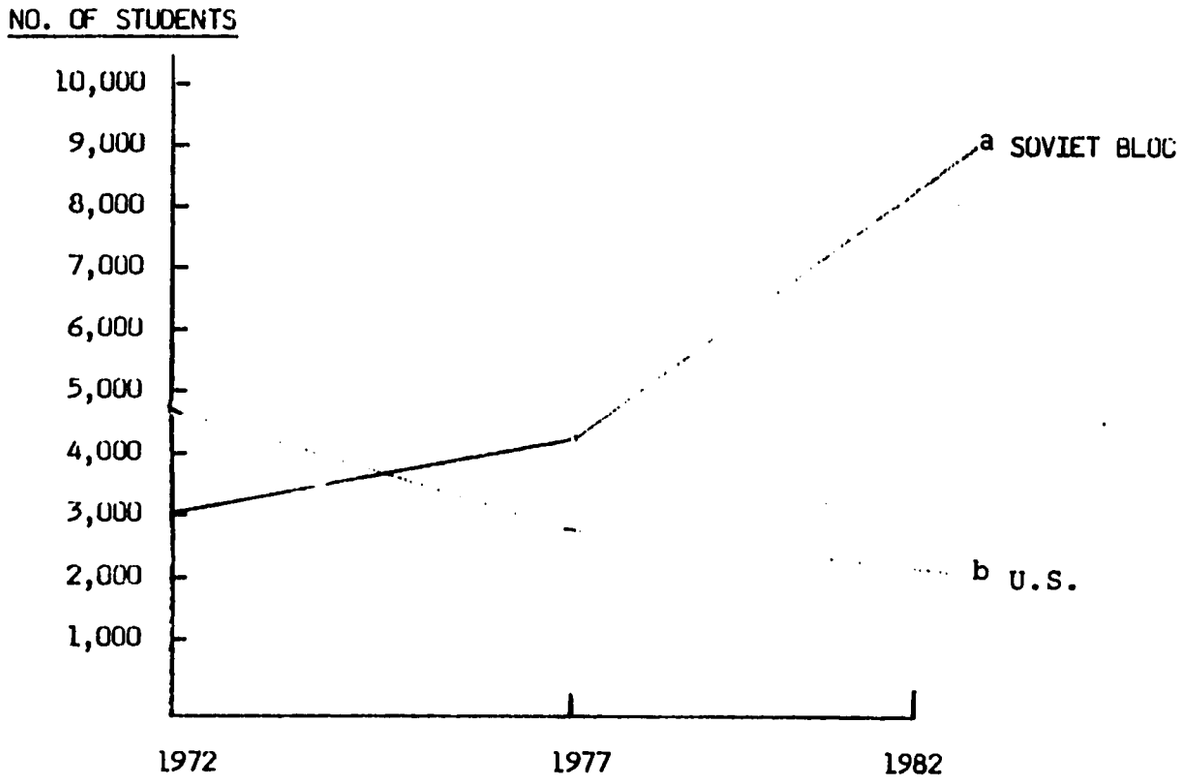
(c) AID's current policy actively promotes a substantial increase in participant training programming.

1. Foreign Policy Rationale

A dramatic increase in Soviet, Eastern European and Cuban training programs directed at Latin Americans was pointed out in a recent Comptroller General report to the Congress and in the report of the National BiPartisan Commission on Central America. The former report states that the Soviet bloc countries are currently sponsoring over 9,000 students as compared to 2,000 U.S.-sponsored scholarship recipients. The Communist countries, collectively, increased their scholarship offers by over 200% in the ten year period from 1972 to 1982 (and by over 700% in Central America from 1977 - 1982). The U.S. scholarship program declined by 52% over the same 1977 - 1982 period.

To combat this trend, the Congress has provided AID with substantial funding to increase scholarship programs in the LAC Region. Through regional projects such as the Caribbean Basin Initiative and the LAC Training Initiatives, the downward trend in AID scholarship funding has been reversed, as can be seen in the chart on page 17.

U.S.G.-SPONSORED VS. SOVIET BLOC SPONSORED
PARTICIPANT TRAINEES



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[a]Excludes Cuba

[b]This graph does not include the large number of non-government sponsored students studying in the U.S.

However, the gap between U.S.-sponsored scholarships and Soviet bloc scholarships is still large. The Follow-on LAC Training Initiative Project and the development of major new initiatives for Central America will substantially contribute to bringing about U.S. parity with the Communist training effort.

In addition to countering this Soviet and bloc training by increasing the number of LAC trainees coming to the U.S., CLASP also has four programmatic elements known as "foreign policy" or "democracy" objectives which contribute to the countering objective. First, CLASP trainees are selected based on membership in a specific group which is of special concern (rather than being selected to impact on a developmental goal or objective). Second, during training, the opportunity to experience U.S. culture and values, meet Americans from all walks of life, have quality contact with families and community groups, and understand how problems are dealt with at local levels are as important as the technical/academic training element. Third, sharing LAC culture and values with Americans is also important. Fourth, the U.S. training is seen as preliminary to the most important aspect of the program, the application of the training upon return home and the continued contact and strong friendship ties over time between LAC individuals and Americans.

Trainees will not be selected on the basis of developmental objectives under CAPS. However, after being selected (membership in a special concern group such as the disadvantaged, leadership potential, etc.), CAPS trainees will be trained in developmentally-related fields.

2. Development Rationale

One of the primary reasons that AID provides training for developing country individuals is that the transfer of knowledge and skills is seen as a necessary element in the process of development. The lack of adequately trained individuals at all levels remains a key development constraint in LAC countries and current U.S.-government sponsored training programs fall far short of meeting the demand for U.S. training. Requests for U.S. training programs outstrip available scholarship opportunities in some Central American, South American and Caribbean missions by a factor of twenty or more to one. This is attested to in the requests to missions for training and confirmed by field visits of LAC/DR/EST personnel to missions to assess training demand.

The proposed program, CLASP, will increase missions' abilities to respond to, but will not fully satisfy, existing demand. All participating LAC missions have requested continued regional funding of a general participant training program and have unanimously elected the decentralized LAC Training Initiatives model as the one they would like to see implemented for the region because it has provided them with a flexible and mission-controlled approach to providing U.S. training.

3. AID Training Priority Rationale

Finally, because of the above-mentioned developmental and foreign policy reasons, training is a priority concern of the Administration. In his "State of the Agency" presentation for 1984, the Administrator of AID, M. Peter McPherson, asked for a 50% increase in the number of trainees Agency-wide. To implement this, AID's Deputy Administrator has given regional bureaus specific training targets for FY 84 and FY 85. CLASP will facilitate the LAC Bureau's achievement of its training increase targets and will assist the Agency to meet the increased participant training target of the Administrator.

D. Description of CLASP

CLASP will provide funds for the training in the United States of host government and private sector personnel from Latin America and the Caribbean. Trainees will be selected on foreign policy criteria but will be trained in programs which respond directly to priority political, economic and social development concerns such as education, health, nutrition, family planning, agriculture, science and technology, energy and environment, institution building and the private sector. The geographic focus will be the Caribbean Basin and selected South American countries, including Advanced Developing and AID graduate countries. The program is designed to complement rather than supplant on-going and planned general and project-related training.

Priority will be given to the selection of individuals who are socially and economically disadvantaged (based on an economic needs criteria required for each participating USAID) and to those who exhibit a potential for long term leadership within the country. Overall, Missions will be expected to select individuals who possess the abilities to influence their own peers or subordinates. Such criteria for leadership potential as: academic performance, level of upward mobility, current position, past record, personal potential for growth, etc. will be considered. Other selection criteria include: membership in a special concern population, the importance of the training

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to development needs and the level of training required by the country. Care will be taken to avoid using this program as a reward system for service or loyalty.

Funds will be provided from two different sources for the two projects. Central America special account funding will support the Central American Peace Scholarships project, which implements the National BiPartisan Commission on Central America's scholarship recommendation. CAPS will operate in Panama, Costa Rica, Guatemala, El Salvador, Honduras, Belize, and ROCAP. Simultaneously and in the same countries, FY 84 supplemental funding will be obligated under this project to initiate an experimental International Student Exchange Program. This experimental effort will be implemented through a cooperative agreement with Georgetown University.

The LAC regional account will support the LAC Regional Training Initiatives II Project (LAC II) in selected Caribbean Basin and South American countries, including Advanced Developing and AID graduate countries. The Central American Peace Scholarships Project will, if fully funded, tax the capacity of most Central American countries and USAID missions to fulfill screening, selection, monitoring and follow-up functions. Therefore, the LAC II Project will not provide funding to those Central American countries participating in the Central American Peace Scholarships Project.

There will be several specific sub-components of the LAC II project. The Presidential Training Initiative for the Island Caribbean (PTIIC) and the Andean Peace Scholarship Project (APSP), described later in this document, will provide sub-region specific funding as a part of LAC II. LAC II has a stronger foreign policy focus (selecting disadvantaged and leadership quality individuals) than did LAC I, and undergraduate training is included as an eligible program component. This Project Paper stands as a basic description of the LAC Project and CAPS.

The Central American Peace Scholarships Project (CAPS) will be similar to the LAC Regional Training Initiatives Project. CLASP will be used in this Project Paper to generally describe CAPS and LAC II. If a particular section applies to only one of the two projects, CAPS or LAC II will be used instead of CLASP.

Central American Peace Scholarship activities will address the concerns expressed in the National BiPartisan Commission Report on Central America. Scholarship opportunities will be awarded for non-project activities and will be targeted on the socially and economically disadvantaged.

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Country Training Plans (CTP) from the Central American countries will reflect the concerns shown in the National BiPartisan Commission report. To assure compliance with the Commission report, special guidance for developing Country Training Plans will be provided to the Central American countries by LAC/DR/EST. All LAC II countries are also required to submit CTPs.

Congress has expressed strong interest in the Central American Initiative and expects AID to develop innovative programming for the socially and economically disadvantaged and to find ways to reduce training costs. The International Student Exchange set-aside was introduced into the program as an experimental activity against which AID's standard program can be compared in terms of cost, target audience, speed and success of implementation and developmental impact.

1. Goal and Purpose

The goal of CLASP is to contribute to the formation of more effective manpower resources, thereby ensuring the leadership and technical skills needed for the progressive, balanced and pluralistic development of selected Caribbean Basin and South American countries and to strengthen mutual understanding between the United States and its Latin and Caribbean neighbors. By addressing this dual goal though U.S. training, CLASP is directly countering increasing Soviet, Bloc and Cuban activity throughout the region. This countering will be conducted in countries where Soviet influence is strong and also where it is weak but may increase if U.S. programs decline and create increased opportunities for the Soviets.

One purpose of the Program is to counter the Soviet, Bloc and Cuban training activity by increasing the number of U.S. trained individuals (Peace Scholars) from the socially and economically disadvantaged class of Latin American and Caribbean countries. This objective will be achieved through special selection procedures, special programming and a concerted effort to reach this target group.

A second purpose of the Program is to increase the number of U.S. trained public and private sector individuals (Peace Scholars) at the planning, implementation, technical, managerial and administrative levels. (Technical training refers to blue collar as well as professional programs.) This purpose will be achieved by providing U.S. training to individuals who are working or will work in agriculture and rural development, health and nutrition, human resources, energy, population, environment, science and technology,

planning, institutional development and, on a limited basis where strongly justified based on the "countering" objectives, in non-traditional training areas for A.I.D. such as the fine arts and humanities.

Training for different levels of the private sector will be designed to improve business practices and thereby increase productivity. This developmental purpose should be achieved by directing substantial assistance to groups who normally would not benefit from standard AID development projects. There should be a heavy emphasis on training outside of the capitol city and central ministries because people in these areas normally have access to other resources for training assistance.

To achieve these purposes, long and short term U.S. training will be available primarily for socially and economically disadvantaged individuals, leaders and potential leaders. Personnel in government, quasi-government, educational and private sector institutions are also eligible. All training requests will be assessed based on the following criteria:

(a) Financial need of the candidate;

(b) Academic potential and/or potential of the candidate to assume a leadership role in the country;

(c) Membership of the applicant in a socially or economically disadvantaged group, including women;

(d) importance of training to development needs;

(e) Level of training required by the country;

(f) Potential impact on the public and private sectors;

(g) Degree of certainty that the trainee (except for undergraduates) will be effectively employed upon returning to the country; and

(h) Willingness of the sponsors to share costs.

The training programs will satisfy one or more of the following criteria concerns:

(a) Training at the undergraduate level, especially in fields not available in country;

(b) Training for special concern populations such as the poor, women, Indians, urban and rural youth, etc;

(c) Training for educators, administrators and university staff, and for teachers of English;

(d) Training for trainers to provide for the broadest possible multiplier effects;

(e) Training to upgrade skills of private and public sector personnel, especially those from rural areas or those who have no access to other opportunities;

(f) Post-project training for personnel identified after the completion of a project as necessary for the successful continuation of the project activity; and

(g) Training for a non-project activity which may contribute to the achievement of a sector strategy objective or better understanding of an AID development concern.

CAPS and LAC II will not be used to augment project-related training.

2. End of Project Conditions (EOPS)

(a) Approximately 13,500 U.S. trained Peace Scholars employing newly acquired skills in host country and private sector programs;

(b) Closer business and friendship ties between LAC countries and the U.S. because of relationships formed during training, thus countering Soviet influence in the region.

(c) A system in place which provides training for the disadvantaged at the graduate, undergraduate or technical levels at costs equal to or lower than current AID costs; and

(d) Institutions or departments within governments or the private sector providing various development related services because of the contribution of better trained staff.

3. Outputs

(a) Approximately 5,265 Caribbean, Central and South American Peace Scholars trained at the undergraduate or graduate level in the U.S.; and

(b) Approximately 8,190 Caribbean, cEntral and South American Peace Scholars provided short term technical U.S. training.

4. Program Components

(a) U.S. Long Term Training

The first component of the CLASP will be undergraduate and post-bachelor degree level training in U.S. colleges, universities, junior and community colleges and technical schools. This type of training will be designed to meet:

(i) training requirements which are not available in the person's home country for secondary school graduates;

(ii) training for indigenous populations and other economically and socially disadvantaged populations (including women);

(iii) programs for education and university staff and key government personnel;

(iv) programs which provide training opportunities and exposure to the U.S. for high school-level students with exceptional leadership potential;

(v) programs for local-level private and public sector persons who work in activities which respond to the Agency's focus on health, education, agriculture, science and technology, energy and environment, institution building and the private sector.

LAC II training should show a preference for undergraduate training over graduate-level training unless the graduate training is for special concern or economically or socially disadvantaged individuals, or for individuals who have significant impact on those groups. CAPS should only program graduate-level training under exceptional circumstances. Mission projects, not CAPS, should be used for graduate-level training in Central America.

Existing AID and host country infrastructure will be utilized where appropriate to select, process and place the Peace Scholars. Undergraduate training may not necessarily have a degree as a major objective. A minimum of one year of undergraduate training is preferred. Junior year abroad,

AA-level and other certificate programs, and other programs of less than four years duration should be sought but four year programs may be priority in some countries. A combination academic and practical training experience should be sought where programmatically feasible.

Missions may wish to utilize contractors to select, process and place both long and short-term candidates in U.S. universities and training programs. Wherever this option is selected, regional or mission-based contracting officers will be used to do the contracting. If a sufficient number of missions are interested in contracting for a similar program or if there are other strong reasons for doing so, AID/W may act on behalf of missions and execute a central contract.

Information on available programs and interested contractors and institutions will be provided to missions on a regular basis by S&T/IT and the LAC Bureau. Country Training Plans will be analyzed to identify "economies of scale" activities that cut across missions. These activities may be contracted for centrally, based on mission requests. LAC/DR/EST will explore the possibility of pre-competing and selecting contractors for programs in content areas common to a number of missions. This could result in an "IQC-type" arrangement which missions could utilize to access contractors or university programs and services on a task order basis.

Missions may also elect to utilize the services of local institutions such as educational credit institutions (e.g. APICE affiliates), host country public or private training placement and programming agents, education, evaluation or consulting firms, etc., to assist in planning, selection and screening, language and remedial training, monitoring, evaluation, and other aspects of program implementation if an institutional development impact is desired.

One objective of the Program is to create opportunities for Peace Scholars and Americans to become acquainted, to learn about one another's institutions, values and cultures. In order to achieve this, trainees must be given time during their stay in the U.S. to pursue this non-academic objective. Home stays are an important part of this "experiential" component. Another important factor in assuring the achievement of this "foreign policy" or "democracy" objective is placement of trainees throughout the United States. This assures that the experience of trainees and their hosts are not limited to one or two geographic regions. The use of one geographic area for all orientation, training or exit programs should be avoided.

Because of A.I.D.'s special interest, specific programs will be developed which provide training to socially and economically disadvantaged populations (including women). These programs are described later in this document. In addition, missions will be encouraged to develop experimental and innovative programs which reduce costs, thereby, making more training available to larger numbers of participants.

The entire area of partial scholarships, where the individual or the sponsor shares a higher percentage of the financial burden, will be explored and implemented on a pilot basis for long-term trainees. Another possible way to reduce costs is through the design of programs which utilize U.S. university correspondence programs or in-country programs to partially meet course requirements followed by on-campus programs in the U.S. to complete the degree or the technical course. Articulation agreements, institutional linkages and other such arrangements are required for in-country/in-U.S. training arrangements.

Country Training Plans will be reviewed for these kind of innovative programs, and for use of Hispanic or Historically Black Colleges and Universities (HBCU) and other Gray Amendment firms and institutions. Yearly training allocations to missions may be increased based on the degree that missions are responsive to including undergraduate and other special concerns into their program, including HBCU and Gray Amendment activities.

Missions, individually or jointly, may wish to contract (competitively) with selected institutions to develop special programs which respond to identified need. These short- or long-term special programs, such as the Spanish language programs at the University of New Mexico, can result in substantial savings if they meet the needs of large numbers of participants. Seed funding to develop these kind of programs will be an eligible Program cost when analysis indicates that per student costs will be competitive with standard program costs in similar fields and/or when the course content is not available with the exact emphasis or quality required to meet an identified training need.

Missions will take special care in candidate selection to ensure that where possible, scholarships are awarded to individuals who are judged to have the potential to assume leadership roles and/or significantly contribute to their country's social, economic and political development. Financial need, defined by Congress as the inability to afford

training in the United States, is also a special selection criteria. Each mission will develop economic needs criteria and a screening process which will be fully described in their CTPs. All trainees will be determined to be economically needy or have special leadership qualities or potential. If these two areas are not met, a justification will be included in the PIO/P or other documentation indicating why the candidate was chosen.

U.S. Long-Term Training Summary

This component will fund approximately 5,265 1-4 year programs.

(b) U.S. Short-Term Technical Training

The second component of CLASP will provide opportunities in the U.S. for short-term technical training/observation. Training will include observational site visits, internships, short courses and field projects directed toward leadership and skills development for blue-collar technicians, professional individuals and for special concern groups.

This component will finance specially developed group training programs that respond to common areas of study required by one or more LAC countries. Many successful training programs have been carried out in this manner over the past few years. For example, Stanford, the University of New Mexico, New Mexico State and American University have offered group courses taught in Spanish for Educational Planning, Bilingual Education, Educational Administration and Applied Economics. Harbor General Hospital in Torrance, California has offered group nurse and midwife training for health workers and New Mexico and Michigan State have offered various courses in agriculture-related activities.

Group training has proven to be an efficient use of training resources when properly planned and programmed by the USAIDs. U.S. universities and private enterprise are able to respond to such training when the group is large enough to justify an institutional investment. Country Training Plans will assist in the planning of these "economies of scale" training efforts.

Short-term technical programs are the most common LAC training focus. Most missions have funded specialized short-term training activities in the U.S. which go beyond the standard courses offered by numerous government and private sector agencies. Because of the familiarity with short-term training opportunities, this Project Paper will not describes program

possibilities in detail. However, Section II.F.3 of the Paper does describe some innovative ideas which missions may wish to consider. Missions are encouraged to develop innovative short-term training programs as a high priority under CLASP.

Short-term training is one mechanism to train socially and economically disadvantaged individuals and/or groups who require training but who do not qualify for long-term undergraduate or post-bachelor-level training. Special programs will be developed for these groups that respond to their specific training needs and requirements.

Short-term training also responds to the needs of private sector entrepreneurs who otherwise fit CLASP criteria (disadvantaged, minority, leadership, etc.) but cannot leave their business for extended periods. Short-term training also is responsive to the countering objective. Many Soviet bloc programs are short-term in country activities for specific groups. Providing these groups with well-planned training in the U.S. can be effective in countering the Soviet bloc programs.

Short-term training under CAPS is budgeted base on an average duration of three months. Shorter programs can be funded but Missions should attempt to program training of three or more months, where feasible, in order to assure that adequate time. is provided for meeting experiential as well academic or technical content objectives. LAC II training assumes programs of 1-3 months.

U.S. Short-Term Technical Training Summary

Approximately 8,200 3-4 month programs.

E. Past Deficiencies and Proposed Adjustments

Deficiencies which surfaced during implementation of the LAC Training Initiatives Project are pointed out in this section of the paper. How these deficiencies will be corrected in CLASP is also indicated.

1. Training Plans

Weak training plans from some missions was identified as a problem by LAC/DR/EST. This deficiency was partially corrected in FY 84 by the provision of additional guidance. Field missions were required to summarize past performance in their plan and provide an overview linking the training plan to

mission development goals and objectives as set out in the CDSS and other similar documents.

CLASP will carry this planning one step further. The Bureau has been cooperating with S&T/IT in the development and testing of a Country Training Plan (CTP) format for missions. The CTP will be used to project all mission training needs over a five year period. The CTP format will be required for all missions participating in this Program. An outline of the CTP is annexed to the paper.

Country Training Plans are critical to CLASP implementation because they focus on how many individuals will be trained, from which sectors, how they will be recruited, where they will be trained, for how long, and under what conditions, arrangements required to carry them through training, and how trainees will be utilized and monitored upon return. The CTP is an overall guide that will facilitate implementation and monitoring by providing a plan and a series of benchmarks.

The CTP will provide the basis for CLASP evaluation beginning with the planning, screening and selection processes, through training, and into post-training performances and benefits upon return. The CTP will enable AID/W to understand, in an efficient way, the similarities and differences between training in participating countries and to proactively seek economies of scale training opportunities that will provide higher quality, more focused training at a lower cost. The Bureau will review CTPs to ensure that mission programs and candidate selections meet project selection criteria.

The CTP will also be used to outline Soviet, Bloc and Cuban training activities and to articulate a strategy for countering this activity. Well prepared CTPs that fully respond to special concerns and innovative program areas, including cost reduction strategies, will result in higher yearly allocation levels. The level of Soviet Bloc training and the mission's plan to counter this activity, as presented in the CTP, will be one factor in how funds are allocated under CAPS. The CTPs will be updated annually. One chapter of the CTP will present a detailed annual plan which will be used as a request from the missions to LAC/DR/EST for allocation levels.

2. Obligations

The LAC Regional Training Initiatives Project has fully obligated its funds each year, but obligations in some missions have come very late in the fiscal year. The CTP, discussed

above, will lay out the general training strategy for each mission and establish the parameters within which each yearly training plan will be developed.

This will bring about changes in scheduling which will accelerate obligations. Under the LAC Training Initiative Project, each mission submitted its training plan during the first quarter. All plans were received by the second quarter and Washington review took place during that quarter. Funds were allotted to missions during the second or third quarter, to be obligated in the third or fourth quarter.

CLASP, with the prior preparation provided by the CTP, will require submission of a yearly training plan in the last quarter of the prior fiscal year. This submission could be a statement indicating that there is no change in the information already provided in the CTP or it could be a revision of that information. In all cases, it will contain a one year detailed request. Washington review and approval of CTPs will be heavy during the first year but subsequent year reviews will be greatly simplified. Allocation cables will be sent out early in the first quarter (as soon as funds become available) and obligation will take place within the first quarter or early in the second quarter.

Limited scope grant agreements or contracts are considered the optimal way to obligate. Mission using the PIO/P on a one-by-one basis should either provide AID/W with a schedule indicating that all obligations will be made no later than the middle of the third quarter or should obligate by some other mechanism and use the PIO/P as a sub-obligating document.

3. Information and Reporting

Poor information and reporting has been a constant problem. The evaluation contractor has not been able to obtain accurate information nor has S&T/IT or the LAC Bureau. Only missions have complete information.

The Bureau has been cooperating with S&T/IT in the development and field testing of a microcomputer Participant Training and Management System (PTMS) to improve mission management of training. A companion system, designated CIS, has been developed to facilitate tracking, reporting and evaluation. Use of PTMS is required as soon as the software is fully developed, field-tested and approved for world-wide use. CIS is required now for evaluation and reporting purposes. PTMS and CIS form one system which facilitates reporting to

AID/Washington and enable missions to better track and manage their training programs. Missions will be required to send a CIS disc to LAC/DR/EST periodically. This will take the place of other CAPS or LAC II reporting to LAC/DR/EST. If the computerized reporting system isn't ready for immediate implementation, manual reporting may be required from missions to the Bureau.

Missions will use PTMS and CIS within the LAC Bureau established system. To maintain the integrity of the Bureau system, all communication on PTMS will be channeled through the Bureau. The Bureau will coordinate actions with IRM or S&T/IT, as necessary. Changes in PTMS and CIS will not be made without AID/W concurrence in writing.

Contractors must be required by missions to report all trainees through the CIS system and to S&T/IT via PDFs. This requirement should be included in all LAC training contracts.

4. Evaluation

Evaluation and follow-up activities of the LAC Regional Training Initiatives Project has been cited as weak and Missions have not devoted adequate time and effort to participant follow-up activities and reporting. Improvement will be made by requiring the use of a series of core evaluation questionnaires and instruments currently being developed by S&T/IT and the LAC/DR evaluation contractor. Draft questionnaires are annexed to this paper.

Evaluation activities will track the participant process from initial planning, screening, selection and placement, through the training period, and into the participant's return to the work environment. The CTP, CIS, PTMS, WBS and evaluation instruments will facilitate the evaluation process.

Missions will interview all returned Peace Scholars using the questionnaires and other standard formats developed by AID/W and the evaluation contractor. Consideration will be given for contracting out the interviewing and other follow-up activities if mission staffing constrains timely implementation.

Standard language which we suggest be incorporated into all contracts for CAPS and LAC II is attached as an annex to this Project Paper.

5. Equity

The participation of women and other socially and economically disadvantaged populations in LAC programs has been relatively low. CLASP will make a dedicated effort to reach these groups with activities designed to meet their identified training needs.

To assure that this occurs, the Bureau is currently seeking three S&T/RUR small research grants -- for Central America, the English-speaking Caribbean and the non-English speaking Caribbean -- to identity women and other social/economic minorities and to research those training needs which can be addressed through U.S. training programs. The results of these studies will be used to design a special package of training programs for these minorities. When in place, missions will be encouraged to provide funding to send participants to the programs. Women's participation in CLASP should approximate 40%. The current women's participation rate for the Agency is less than 20%.

6. Gray Amendment

The Bureau's response to the Gray Amendment has been good but in the training area we still are not placing 10% of all participants into minority institutions. The above-mentioned small research grant program will be used to help develop specialized expertise in Hispanic institutions and HBCUs. In addition to special training programs in minority institutions, the CLASP formative evaluation contract will be awarded to a Gray Amendment firm through an 8(a) set-aside. Missions are encouraged to utilize minority and women-owned firms as prime and as sub-contractors in CLASP activities.

7. Participant Screening and Selection Process

Some missions lacked rigor in implementing screening and selection processes. Even though some form of selection committee was established and used in most missions, a careful documentation of decisions made during the meetings was not kept nor were records maintained of applicants who were selected out or rejected. Lack of this kind of documentation has made it difficult to review the role of screening and selection committees and to evaluate the process. These deficiencies must be corrected in CLASP.

Missions will not be told how to structure screening and selection committees, however, some form of committee will be required by CLASP. The form and nature of the committee will be

fully described in each mission's CTP submission and the procedures the committee will follow, including documentation requirements, will also be described. In general, screening should be separated from selection, with screening conducted by broad-based committees with strong non-governmental representation. Selection should be an internal A.I.D. function.

The screening and/or selection committees should be representative of the mission (e.g., major technical sectors should have representation). Inclusion of specific non-Mission elements -- Embassy, USIA, Peace Corps, PVOs, public and private sector host country representation -- should be determined on a mission-by-mission basis. Final approval authority will reside with A.I.D. Care should be taken not to place pre-screening authority in the hands of any one individual. Early involvement of mission technical sectors in the allocation of funding and pre-selection of candidates is required unless there is a strong justification for not doing so. Open advertising of training opportunities should be used where programmatically feasible.

LAC/DR/EST and the formative evaluation contractor are responsible for monitoring the screening and selection committees to assure that they are meeting on a regular basis, following established procedures and documenting their actions.

8. International Airfare and Counterpart

Counterpart payment of international airfare costs has been a continuing problem. Shortage of counterpart funds has limited the activities in some countries and at least one country threatened cancellation of the Project unless a way could be found to pay for international travel. Requiring the trainee to meet this expense has the effect of barring participation of the neediest sectors.

ESF-funded activities do not require counterpart. For DA-funded activities, missions should negotiate with host countries to program ESF or PL-480 generated local currency to cover the cost of international travel and other counterpart expenses for Peace Scholars. The CTP, which projects mission training needs over time, will be a valuable document in the negotiation of local currency usage. Where the local currency option does not exist and other ways of financing international travel through the use of non-USG funds are not possible, mission directors are authorized to waive the counterpart requirement for funding international travel so that project

funds can be used. Full discussion of this should be included in the Country Training Plans.

The 25% counterpart requirement only applies to bilateral agreements. Missions obligating funds via mechanisms other than bilateral agreements should seek to maximize non-AID contributions but are not bound by the 25% counterpart requirement.

9. Language Concerns

English language training must be programmed on a country-specific basis. Some LAC countries, such as Belize or Jamaica, are English-speaking and require no special English-language courses. Most countries of the region are not English-speaking. Limiting scholarship opportunities to those students who already have English tends to eliminate the disadvantaged who are a favored target of this Program. Therefore, English language training will play a critical role and English language instruction is an eligible Program cost.

Some countries have USIA Binational Centers, Peace Corps English programs, or private sector schools. Where adequate training facilities exist in-country, Missions are encouraged to utilize them. Strengthening such institutions to provide better service to potential CAPS scholars and improving the teaching of English in public and private sector institutions through CAPS training are also encouraged.

Candidates who only need refresher courses may complete the requirement faster and less costly in the United States. Missions may wish to negotiate special group English rates with U.S. institutions and require the institutions to carry out part of their program in-country and part in the U.S. Seeking innovative ways to meet the English language challenge is encouraged. Each mission will discuss how it intends to handle language training in its Country Training Plan.

Short-term technical training programs, in some cases, can be conducted in the U.S. in Spanish. (U.S. courses in French or Portuguese are more limited.) Many U.S. courses are available or can be arranged in Spanish in Texas, Arizona, New Mexico, Florida, California and other states with large Hispanic populations. Where necessary, the cost of translators is an eligible Program cost. Each mission has the authority to include English language and/or translator costs in training programs, where required.

The LAC Bureau has utilized Puerto Rico as a source for training in the Spanish language for over twenty years. A wide variety of developmental courses (academic and technical) are offered by Puerto Rican universities and private and public sector institutions. These opportunities are fully outlined in a Training Opportunities Guide which has been made available to all LAC Training Officers. Missions are encouraged to maximize the use of Puerto Rico as a training site for English and non-English speakers alike. Its bilingualism can also be exploited to develop transition Spanish/English programs. For the purposes of CLASP, Puerto Rico and the U.S. Virgin Islands are considered to be U.S. training sites and missions are encouraged to use both locations for training, when appropriate.

In-country or regional remedial and orientation courses may also be funded under CLASP for Peace Scholars preparing for U.S. training programs. Development and use of regional centers for these purposes should be explored by interested missions. For all purposes of CLASP, in-country or regional English language, remedial education and related training activities required for screening or preparing Peace Scholars for U.S. training are considered to be U.S. training.

F. Special Emphasis of Program

The goal and objectives of CLASP do not differ substantially from those of the LAC Training Initiatives Project. As with the current Project, CLASP will fund short-term technical and long-term academic training in the U.S. The underlying strategy of the activity is also the same, e.g., under CAPS funding will be allocated to field missions and training activities will be programmed by those missions. A high degree of mission control over the planning and implementation of this activity is seen as a critical factor for success. There are, however, some special emphasis which are summarized below:

1. Geographic Focus and Funding

The geographic focus of CLASP is essentially the same as the current Project: Central America, the Caribbean and South America, including the Advanced Developing Countries. However, because FY 84 supplemental and future funding is available via the Central America special account to implement the Central America-focused National BiPartisan Commission recommendations, including the scholarship program, LAC Regional funding is not programmed for the Central American countries.

2. Economic Need Selection Criterion

Selection criteria have been expanded to explicitly include the participation of socially and economically disadvantaged individuals (including women) in order to reach the target group of Soviet-bloc training. The key benchmark of economic disadvantage as defined by the Congress is the inability to pay for U.S. training using individual or family funding. Each mission must use an economic needs criteria that will apply to all candidates. Missions should use family or individual income to establish economic need. Statements on income should be cross-checked by information such as profession of candidate and parents, area of residence, schooling level attained by parents, number of trips abroad, etc. Mission may want to use country poverty line information, median income indices or similar data as a base for a needs criteria.

Not all candidates must fall into the economically disadvantaged category. Other justifications such as socially disadvantaged, leadership, etc. can also be used, but at least 70% of all trainees must be selected based on the disadvantaged (social or economic) criteria. LAC/DR/EST will review and approve each country's economic needs criteria and the formative evaluation contractor will monitor how it is applied during implementation.

3. Innovation

The new activity will emphasize innovative programs. Missions are encouraged to utilize the Program to go beyond traditional training models and seek innovative ways to reach new beneficiary groups, increase cost efficiency, extend developmental and foreign policy benefits of training and maximize spread or multiplier effects. A few examples of innovative programming are outlined below as examples to stimulate thinking in this area.

a. Cost-sharing

Cost-sharing was tried under the current Project but the "rules of the game" were not clear and some problems have arisen because of it. The intent is to have the participant, his/her host institution, government, or other non-USG source contribute a larger share of the cost of training. Missions are encouraged to shift the direct costs of training to the participant, employer or other non-USG source to the maximum extent possible. This includes making logistical arrangements and placement of non-AID [illegible] participants through matching or reimbursable training programs, and making partial awards to

individuals with some capacity to pay. (Individuals judged to be severely socially or economically disadvantaged will not be required to contribute to meet training costs.)

Where partial awards are made, the non-USG funding should be used to pay for international travel, maintenance and other costs. AID funding should be used to pay for tuition insurance and other training expenses. Partially-funded participants should be required to sign a statement asserting that they will not need to work while in training. The non-AID funding should be obtained "up front" by AID or by the pertinent university whenever possible.

All innovative cost sharing arrangements must be fully outlined in the CTP.

b. Programs for Youth and Other Disadvantaged Groups

It is often pointed out that Soviet bloc training programs are directed to the socially and economically disadvantaged and emphasize undergraduate programs while U.S. programs are directed to the academically well-prepared and emphasize graduate-level training. This ignores the fact that the largest element of AID's program is short-term technical training, primarily for the working class. However, AID will make a more concerted effort to reach the socially and economically disadvantaged under CLASP. Several programs that have done this and that have had a significant foreign policy and multiplier impact are discussed below.

Paraguay used the LAC Training Initiatives Project to offer observation training to student leaders from its national university. The students were brought to the U.S. to meet with student leaders from selected U.S. universities. This training not only exposed the student leaders to the U.S. university system, but also served to give the students a broader understanding of our government, political system and life style.

A similar activity was carried out in Panama under a different project. Study opportunities in the U.S. were offered to rural youth who demonstrated outstanding achievement in various competitive programs of a rural youth movement similar to the Future Farmers of Americas or the 4-H Clubs. The high school students lived with U.S. families, participated in FFA or 4-H meetings and community activities, visited points of interest in their training state and received various kinds of short-term training.

Programs like these can be developed to directly reach the youth living in poor urban barrios or isolated rural areas. A variety of institutions that access these areas, such as the Girl and Boy Scouts, local PVOs, religious institutions and organizations, the public education system and others may be used to identify beneficiaries. Training and observation programs for teachers, agriculture and health workers who serve the poor, or for credit or development workers in charge of small business development, agricultural cooperatives and other similar institutions could also benefit from special exposure training in the U.S.

Similar programs can also be developed for small farmers, community leaders, rural and urban women, indigenous groups, small businessmen and women and other socially and economically disadvantaged segments of recipient country societies. Short-term exposure programs, when properly managed, can have tremendous foreign policy and development impact.

c. Undergraduate Training

Special programming is also needed to address undergraduate level training. As was mentioned earlier, the Soviet bloc countries are particularly active in this area and the Congress is concerned that AID direct more of its scholarship assistance to undergraduate training which, even though it may not directly address development concerns of the beneficiary country over the short term, does have a foreign policy impact on one of the target group from which the Communist countries are recruiting.

The Congress has set-aside $2 million to fund an experimental undergraduate training program with Georgetown University. This program is discussed later in this section of the Project Paper. In addition to the above-mentioned set-aside, undergraduate training is eligible for funding in junior and community colleges, technical institutes and other such institutions, as well as in four year institutions. Technical programs are to be emphasized although general undergraduate training is also acceptable. In-country and regional orientation, English and remedial education programs may be used to prepare students for U.S. academic life. Counseling and guidance programs may also be supported. Close coordination with USIA is essential in this area.

CAPS countries should seek to program undergraduate training as the preferred academic training mode. A minimum of one year's training should be provided but four year programs may be a priority in some countries. LAC II countries have more

flexibility concerning graduate vs. undergraduate training but should move toward undergraduate- rather than graduate-level training.

d. Mission Buy Ins

Some missions may wish to increase the funding available under CLASP. Funding from mission budgets may be added to CAPS or LAC II by providing AID/W with a description of the training, normally via the CTP. A cabled submission is also acceptable. If AID/W approves the request, the mission can cable funding citations to AID/W. The funds will be added to the CAPS or the LAC II project and returned to the mission for obligation and/or programming. Mission-provided funding can be used to finance U.S. training or in-country or third-country training that is complementary to training done under CAPS or LAC II. To be deemed complementary, training must fit the training fields and categories outlined in the project paper and must target assistance primarily on leadership quality individuals or the socially and economically disadvantaged. This program counters the large number of Soviet-supported in-country and in-region training activities. To achieve the Soviet, Bloc and Cuban countering objective of CLASP, the U.S. role in funding the U.S., in-country or third-country training must be made explicit to the trainees.

PIO/P and/or PDF documentation must be prepared on all U.S. trainees. The U.S. trainees funded under buy-in arrangements will be counted as Central American, South American or Caribbean Peace Scholars and the funding associated with their programs will be reported along with the regular CAPS or LAC II reporting. In-country or third country trainees will be reported in separate categories. The funding associated with their training will also be reported as a separate funding category.

AID/W will periodically take appropriate actions to increase LOP funding for CAPS and LAC II, based on mission buy-in activities.

4. Private Sector Training

Private sector training programs that emphasize skills and/or management training for selected individuals are also considered to be innovative mechanisms which missions should continue to fund. A pilot private sector training program was tested under the current Project. This program trained some 70

private sector participants from Jamaica and Costa Rica, providing the trainees with management training and in-firm practical experiences.

A number of other private sector programs were funded by missions. In most cases, the programs were individually tailored for the participant or for groups of participants. For instance, the Honduran mission utilized its training allocation to develop a number of directed observation tours and other training packages benefiting individuals from all levels of the Honduras private sector. S&T/IT has also developed private sector programs at the request of LAC missions.

Except for an initial tranche of $250,000, private sector training is not continued as a centrally-funded pilot program under CLASP. The pilot private sector training program has been fully tested along with a number of USAID-initiated variations. Missions are now encouraged to continue to support private sector training and should contract for these activities directly or use AID's PIO/P mechanism, as circumstances dictate. If several missions express interest in dedicating all or a part of their allocations for contracting private sector training programs, AID/W will do a competitive procurement under a central contract for the missions.

The non-governmental sector will be the major beneficiary under CLASP. To the maximum extent possible, the for-profit private sector should share in the cost of training and in the utilization of trainees upon their return. Innovative programming opportunities with the private sector to encourage entry level placement for the disadvantaged, upward mobility programs, job placement activities for returnees, etc. should be sought.

5. Gray Amendment Concerns

CLASP must contribute to meeting the 10% Gray Amendment requirement. Placement of participants in Historically Black Colleges and Universities (HBCU) and into Hispanic programs in Puerto Rico or the U.S. mainland should be made when such placement is programmatically sound. Missions should also direct training program contracting and sub-contracting opportunities to minority firms, minority PVOs, women-owned firms and HBCUs whenever this can be done without sacrificing program objectives.

Three special studies are being planned by the LAC Bureau and S&T/RUR which will facilitate meeting Gray Amendment concerns. These studies will utilize research funding for HBCUs to identify training needs of socially and economically disadvantaged populations (including women) of Central America, the English and non-English speaking Caribbean. The training needs to be researched will be limited to those which can be served by external rather than by in-country training programs.

Training courses will be identified or developed in HBCUs, minority or women-owned private sector firms and other interested institutions to meet identified training needs of the target audience. Initially, the studies will focus on private sector training needs, but it is hoped that follow-on studies will also look at the needs in sectors such as agriculture, health, nutrition, education and others. It is expected that missions will set-aside a percentage (approximately 10%) of their funds to train individuals in minority institutions or to contract with Gray Amendment firms.

6. Orientation, Enrichment and Re-entry Programs

Mission personnel will retain control over final selection of all A.I.D.-funded trainees, even when contractors are used, and will meet with trainees in an orientation session prior to departure and upon return. During these sessions, mission personnel will inform trainees of the U.S. involvement in funding their scholarships. These in-country orientation and re-entry programs will be developed and given to all trainees by each USAID.

Missions are encouraged to program Peace Scholars into existing or other orientation, enrichment, and re-entry programs. Orientation programs are designed to acquaint trainees with American culture, institutions and values, introduce them to academic routine and provide remedial programs (English, computer literacy, library skills, etc.) as required. Enrichment programs, including travel and study during academic breaks, can expose a trainee to valuable experiences outside of his/her academic field. Re-entry programs for groups terminating programs at the same time can be used to debrief, evaluate and build on the U.S. experience. Programs such as management training, communications skills, leadership training and similar areas will provide the Peace Scholar with skills needed to better carry out development-related activities upon return to their countries.

A number of firms and institutions offer orientation, enrichment and re-entry programs. While no special funding is provided for these programs; they can be funded within each training program. Missions should describe the kind of programs it desires in the PIO/P and arrangements will be made with WIC, NCIV, and other appropriate institutions. Special orientation, enrichment, and exit program contracts for individuals, groups of or all trainees from a given country can also be arranged by request. Missions desiring these kinds of programs should so indicate in their Training Plan.

To the maximum extent possible all orientation should be carried out in country with a high-level of USAID participation. For orientation provided in the United States, care should be taken to use sites across the country rather than concentrating on a limited geographic area. AID participation should be sought wherever feasible. Where this is not possible, contractors should insure that AID and the U.S. Government receives credit as the funding agency.

Contractors should include AID and CAPS (or PTIIC, APSP, etc.) in any documentation related to the program. Letterhead and other materials should display AID as prominently as the contractor's name and logo. All communications with CAPS or LAC II trainees should refer to them as AID-funded Peace Scholars, not as contractor participants. The clear distinction between AID as funding agency and the contractor as administrator of the AID program must be maintained at all times.

7. International Student Exchange

A cooperative agreement with Georgetown University will address the issue of undergraduate education for socially and economically disadvantaged Central Americans. The program will develop remedial and transitional education programs for this target group, Participants will initiate their studies in U.S. junior and community colleges in an environment tailored to respond to their special situations and needs. After two years of study, the students will return to their home countries to enter into the labor force or to enroll as juniors in their own universities.

This program was included in the FY 84 Central America supplemental legislation as a Congressional set-aside and therefore is not subject to the normal competitive procurement rules of AID. However, to insure that the program is responsive to our field missions and the requirements of the host countries, Georgetown University will be required to

secure written approval from pertinent USAIDs for each country program and for each year's training plan. The total cost of the program was set at $2 million by Congress.

8. Advanced Developing Countries Program

The ADC countries (Mexico, Colombia, Brazil, and Paraguay) and other AID graduate countries in the Caribbean and South America are eligible to participate in the LAC Training Initiatives II Project. The narratives of section II-D-4(a) and (b) of this paper generally apply to ADC countries. However, rather than having a focus on the socially and economically disadvantaged, the ADC programs will direct a significant number of short-term and post-doctoral scholarship opportunities to up-grade public and private sector science and technology institutes, research centers, university faculties, and other similar ADC institutions. Training programs will also be used to strengthen ADC institutional ties with U.S. "sister" institutions.

In many cases, ADC individuals who are now in key development positions in their countries are ex-AID participants. Upgrading the skills of these successful AID alumni where additional training, exposure to state-of-the-art advances in their chosen fields, observation visits, conference or seminar attendance will permit them to contribute even more to their professions, institutions, and to the social and economic development of their countries. Up-grading of ADC institutions which were former AID recipients will also be a key component of the ADC program.

Each ADC country is at a different level and has a different set of priorities. The ADC and other AID graduate countries will develop specific Country Training Plans which will set out their particular training requirements projected over five years, and a specific one year plan which serves as a request for the annual allotment of funds. The plan will also specify the screening and selection mechanism for each country and will outline the scope and nature of follow-up activities.

Contingency funding is provided for expanding the ADC program to Argentina, Chile, Venezuela and other AID graduate countries of the region. Additional countries will be added based on a request from the appropriate LAC Desk officer to the Project Committee. ARA and other pertinent clearances will be obtained by the appropriate LAC Desk Officer.

9. Special Sub-Regional Components of LAC II

In addition to the ADC program, special sub-regional projects will be developed and implemented under LAC II. The Presidential Training Initiative for the Island Caribbean (PTIIC) will provide funding to bring some 1,785 individuals from the Eastern Caribbean, Haiti, Jamaica and the Dominican Republic to the United States for short- and long-term training. This $20 million effort responds to the announcement made by President Reagan during his visit to Grenada in February of 1986. The PTIIC is one element which will contribute to the achievement of a tripling of the amount of training in the Caribbean, from 500 individuals in training in FY 85 to 1,500 in training by FY 88.

A similar initiative will be developed for the Andean sub-region. This sub-project, entitled the Andean Peace Scholarship Project (APSP) will provide $20 million to train some 2,400 individuals from the public and private sectors of Colombia, Peru, Ecuador and Bolivia. Although not funded by this sub-project, the training initiative will be linked to two complementary activities, namely a textbook activity for universities and a linkage activity to strengthen ties between U.S. and Andean region post-secondary institutions. The combination of the scholarship, book and linkage activities will provide effective countering for similar Soviet and bloc activities.

As with the other CLASP components, mission Country Training Plans will detail the approaches, programs and related activities to be implemented under PTIIC and APSP. AID/W will review and approve these plans on an annual basis and allot funds accordingly. Funding information on LAC II, PTIIC and ASPS will be accounted for separately so that each sub-component can be tracked individually. Training statistics will also be reported by sub-component. Special CTP tables have been developed which permit clear delineation between the core LAC II program and its sub-components.

The WBS will be used to describe all training programs under PTIIC and ASPS as well as under CAPS and other LAC II components. All PIO/T's, RFP's and resulting obligating and implementation documents covered under this Project Paper will follow the WBS format. Contractors will report following the WBS system. Both missions and contractors will utilize the CIS and all standard questionnaires and systems developed for use by AID/W or by the formative evaluation contractor.

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10. Training in Israel

After a recent trip to Israel by a select group of Regional Bureau representatives, and by the Administrator, a decisions was taken that the Agency should consider placements of LAC trainees in Israel. The LAC Bureau has examined placement possibilities in Israel and determined that in some fields training is not only of high quality but is also cost-effective.

Because of the high quality of training in certain fields and the willingness of the Government of Israel to cost-share with AID, Israel is approved as an eligible source for training under the LAC II project. This training should be done on a limited basis and requires approval from the AA/LAC.

Requests for training in Israel should be made in the Country Training Plan or by cable. AID/W may also set-aside funding which can only be used for training in Israel. In general

however, AID/W will send materials on course offerings and training costs to missions on a periodic basis and missions will decide to what extent this training source will be used under LAC II. (Training in Israel is not to be programmed under CAPS.)

III. BUDGET TABLES

The following two chapters present a financial summary of CLASP, broken down by the two project components -the Central American Peace Scholarships Project and the LAC Regional Training II Project. The budgets for these two projects, summarized by mission and by fiscal years, are illustrative. Actual allotments after the first year will be determined based on the following equally weighted factors: (1) the responsiveness of the CTP submission to special concern programming (targeting on the disadvantaged and leadership quality individuals, non-traditional focus, participation of women, indigenous groups, Gray Amendment response, and other criteria listed on pages 22 and 23 of this document); (2) level of Soviet, Bloc and Cuban activity and USAID countering strategy; and (3) efficiency and effectiveness of implementation of prior year program. The estimated budgets include training costs, contractor overhead and fees, evaluation costs, and a built-in inflation/contingency factor.

ORIGINAL CAPS TABLES

A. Preliminary Mission Funding Levels by Fiscal Year ($000)*

COUNTRY	TOTAL	FY 84	FY 85	FY 86	FY 87	FY 88	FY 89
Belize	1,600	-	400	350	400	100	350
ROCAP	6,000	-	1,200	1,200	1,200	1,200	1,200
Costa Rica	27,550	1,000	4,680	5,190	6,080	5,240	5,360
El Salvador	27,550	1,000	4,680	5,190	6,080	5,240	5,360
Guatemala	27,550	1,000	4,680	5,190	6,080	5,240	5,360
Honduras	27,550	1,000	4,680	5,190	6,080	5,240	5,360
Panama	27,550	1,000	4,680	5,190	6,080	5,240	5,360
TOTALS	145,350	5,000	25,000	27,500	32,000	27,500	28,350

This chart is illustrative. Actual allocations will vary based on criteria outlined on page 46 on this Project Paper.

* Original Project Paper estimate. See Section IV for revised estimate.

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B. Preliminary Country Allocations (Illustrative)

	COUNTRY	FISCAL YEAR	TRAINEES # LONG TERM	TRAINEES # SHORT TERM	COST
1.	Belize	84	-	-	-
		85	5	15	400
		86	5	10	350
		87	5	15	400
		88	5	10	350
		89	-	10	100
	TOTAL		20	60	1,600
2.	Costa Rica	84	12	40	1,000
		85	58	178	4,680
		86	68	179	5,190
		87	78	218	6,080
		88	77	139	5,240
		89	64	216	5,360
	TOTAL		357	970	27,550
3.	El Salvador	84	12	40	1,000
		85	58	178	4,680
		86	68	179	5,190
		87	78	218	6,080
		88	77	139	5,240
		89	64	219	5,360
	TOTAL		357	970	27,550
4.	Guatemala	84	12	40	1,000
		85	58	178	4,680
		86	68	179	5,190
		87	78	218	6,080
		88	77	139	5,240
		89	64	970	5,360
	TOTAL		357	970	27,550
5.	Honduras	84	10	50	1,000
		85	51	213	4,680
		86	61	214	5,190
		87	71	253	6,080
		88	70	174	5,240
		89	57	251	5,360
	TOTAL		320	1,155	27,550
6.	Panama	84	12	40	1,000
		85	58	178	4,680
		86	68	179	5,190
		87	78	218	6,080
		88	77	139	5,240
		89	64	216	5,360
	TOTAL		357	970	27,550
7.	ROCAP	84	-	-	-
		85	20	20	1,200
		86	20	20	1,200
		87	20	20	1,200
		88	20	20	1,200
		89	20	20	1,200
	TOTAL		100	1000	6,000

*This chart is illustrative and is original Project Paper estimate. Actual number of trainees will vary based on criteria outlined on page 46 of this Project Paper.

C. ILLUSTRATIVE CHART OF CAPS PROJECT*

CHART AID SCHOLARSHIP PROGRAM
($000)

GOAL					FY 84			FY 85			FY 86			FY 87			FY 88			FY 89			
#LT	LT COST	#ST	ST COST	TOT.COST	#LT	#ST	COST	#LT	#ST	COST	#LT	#ST	COST	#LT	#ST	COST	#LT	#ST	COST	#LT	#ST	COST	
20	1,000	60	600	1,600	-	-	-	5	15	400	5	10	350	5	15	400	-	10	100	5	10	350	Belize
100	5,000	100	1,000	6,000	-	-	-	20	20	1,200	~20	20	1,200	20	20	1,200	20	20	1,200	20	20	1,200	ROCAP
357	17,850	760	9,700	27,550	12	40	1,000	58	178	4,680	68	179	5,190	78	218	6,080	77	139	5,240	64	216	5,360	C.Rica
357	17,850	970	9,700	27,55	12	40	1,000	58	176	4,680	68	179	5,180	78	218	6,080	77	139	5,240	64	216	5,360	Guat
357	17,850	970	9,700	27,550	12	40	1,000	58	178	4,680	68	179	5,190	78	218	6,080	77	139	5,240	64	216	5,360	El Sal
320	16,000	1,155	11,550	27,550	10	50	1,000	51	213	4,680	61	214	5,190	71	253	6,080	70	174	5,240	59	251	5,360	Hond
357	17,850	970	9,700	27,550	12	40	1,000	58	178	4,680	68	179	5,190	78	218	6,080	77	139	5,240	64	216	5,360	Panama
868	93,400	5,195	51,950	145,350	58	210	5,000	308	960	25,000	359	960	27,500	408	1,160	32,000	498	760	27,500	338	1,145	28,350	

*This chart is illustrative and is original Project Paper estimate.

Actual number of trainees and cost will vary based on criteria outlined on page 46 of this Project Paper.

Key: LT - Long Term Trainees
ST - Short Term Trainees

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D. CENTRAL AMERICAN PEACE SCHOLARSHIPS PROJECT SUMMARY (597-0001)*

	FY 84/85	FY 86	FY 87	FY 88	FY 89	FY 90	FY 91	FY 92	FY 93
Total Peace Scholars (7063)	1,435	1,319	1,568	1,258	1,483				
Short Term (5195)	1,170	960	1,160	760	1,145				
Long Term (1868)	265	359	408	498	338				
($ Millions) Total Training Cost ($145.350)	25	27.5	32	32.5	28.4				
Short Term ($52)	11.7	9.6	11.6	7.6	11.5				
Long Term ($93.4)	13.3	18	20.4	24.9	16.9				
($ Millions) Obligations ($145.350)	25	27.5	32	32.5	28.4				
Short Term ($52)	11.7	9.6	11.6	7.6	11.3				
Long Term ($93.4)	13.3	18	20.4	24.9	16.9				
($ Millions) Expenditures ($145.350)	13.4	21.7	27.2	29.3	31.2	14.3	5.2	3.1	
Short Term ($52)	9.4	10	11.2	8.4	10.7	2.3	-	-	
Long Term ($93.4)	4	11.7	16	20.9	20.5	12	5.2	3.1	

*This chart is illustrative and is original Project Paper estimate.

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ORIGINAL LAC II TABLES

A. Financial Summary LAC II ($000)

PROGRAM	COST	# OF PARTICIPANTS
AID Mission Countries		
2 yr Undergraduate level	3,000	120
2 yr Graduate level	6,050	121
3 mo. Technical level	4,000	400
Sub-Total	13,050	641
ADC Countries		
1 yr Graduates	725	29
3 mo Technical level	1,000	100
Sub-Totals	1,725	129
Grand Total	14,775	770

B. Estimated Budget by Country LAC II ($000)

COUNTRY	FY 85	FY 86	FY 87	Total
Dominican Republic	450	450	450	1,350
Haiti	300	300	300	900
Jamaica	450	450	450	1,350
RDO/D	300	300	300	900
Grenada	200	200	200	600
Peru	450	450	450	1,350
Ecuador	450	450	450	1,350
Bolivia	250	250	250	750
Paraguay	300	300	300	900
Brazil	450	450	450	1,350
Colombia	450	450	450	1,350
Mexico	450	450	450	1,350
Uruguay	100	100	100	300
Evaluation**	75	75	75	225
Contingency	325	325	325	975
TOTALS	5,000	5,000	5,000	15,000

** $225,000 in this component will be spread over LOP.

IV. BUDGET TABLES (Amended Project Paper)

A. Financial Summary Amended CAPS Project ($000)

Component	A.I.D.
U.S. Long-Term Training (3,510 programs)	117,000
U.S. Short-Term Training (5,000 programs)	50,000
Evaluation	3,000
TOTALS	170,000

B. Estimated LOP Funding of CLASP ($000)

COMPONENT	A.I.D COST
Central America Peace Schol.	167,000
Advanced Dev. Countries	1,725
Training Initiatives II	13,050
Evaluation	3,225
PTIIC	20,000
APSP	20,000
TOTALS	225,000

C. Estimated Peace Scholars by Component

COMPONENT	COST ($000)	ESTIMATED NUMBER OF PEACE SCHOLARS
Training Initiatives II	$13,050	641
Central America	167,000	8,[illegible]90
Advanced Devel. Countries	1,725	129
PTIIC	20,000	1,785
APSP	20,000	2,400
Evaluation	3,225	-
TOTAL	225,000	13,455

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D. Estimated CAPS Budget by Country ($000)*
(Amended Version)

Country	Total Cost
Belize	4,000
ROCAP	6,000
Costa Rica	32,000
El Salvador	30,000
Guatemala	30,000
Honduras	30,000
Panama	38,000
TOTAL	170,000

*Costs of evaluation, Georgetown and Arkansas programs included in country estimates.

E. Estimated CAPS Budget by FY and Country
($000)

Country	1985	1986	1987	1988	1989	TOTAL
Belize	300	500	1,000	1,000	1,000	4,000
ROCAP	1,500	1,500	1,000	1,000	1,000	6,000
Costa Rica	6,000	6,000	7,000	7,000	6,000	32,000
El Salvador	5,500	5,500	6,700	6,700	5,600	30,000
Guatemala	5,500	5,500	6,700	6,600	5,700	30,000
Honduras	5,500	5,500	6,600	6,700	5,700	30,000
Panama	7,500	7,500	8,000	8,000	7,000	38,000
Totals	32,000	32,000	37,000	37,000	32,000	170,000

F. PTIIC Funding by Fiscal Year

Country	1986	1987	1988	TOTAL
Haiti	855	1,000	2,345	4,200
Jamaica	1,000	1,000	2,200	4,200
Dominican Republic	1,000	1,000	2,200	4,200
RDO/C	3,400	2,000	2,000	7,400
TOTALS	6,255	5,000	8,745	20,000

G. PTIIC Trainees by Program and Country

Country	1 month	2 months	1 year	2 years	TOTAL
Haiti	155	74	63	83	375
Jamaica	155	74	63	83	375
Dom.Republic	155	74	63	83	375
RDO/C	275	128	111	146	660
TOTALS	740	350	300	395	1,785

H. APSP Funding by Fiscal Year ($000)

Country	FY 1	FY 2	FY 3	TOTAL
Bolivia	2,000	1,000	1,000	4,000
Ecuador	1,000	2,000	1,000	4,000
Peru	1,000	2,000	1,000	4,000
Colombia	2,000	3,000	3,000	8,000
TOTALS	6,000	8,000	6,000	20,000

I. APSP Trainees by Program and Country

Country	1 month	2 months	1 year	2 years	TOTAL
Bolivia	160	160	100	60	480
Ecuador	160	150	100	60	480
Peru	160	160	100	60	480
Colombia	320	320	200	120	960
TOTALS	800	800	500	300	2,400

J. Total CLASP Trainees

	Technical	Academic	Total
CAPS	5,000	3,500	8,500
LAC II	500	270	770
PTIIC	1,090	695	1,785
PSP	1,600	800	2,400
TOTALS	8,190	5,265	13,455

V. PROJECT ANALYSES

A. Social Soundness Analysis

The primary objective of this Program is foreign policy and developmental: to select individuals on a foreign policy basis and train them for work in development-related fields in Central America, South America and the Caribbean, thereby ensuring the availability of a skilled human resource base. This training will develop individuals equipped to bring about the balanced and pluralistic development of the region and disposed to maintain the strong links which have existed between the countries of the region and the United States. The specific criteria guiding the selection of the participants to be trained under this Program state that they will be in areas of priority concern to A.I.D., will have a demonstrated potential for leadership, will have economic need for assistance or substantially share in the costs of training, and will have the potential to transfer their new skills to a wider audience upon their return home. The social soundness analysis will focus on the Program's impact on: (1) the political situation in the region, (2) social and economic development, (3) equity, and (4) how the Program will benefit individuals and institutions.

1. Foreign Policy Impact

The Kissinger Commission and other recent studies of training in LAC countries, state that the United States is not offering scholarships to poor and middle class Central Americans on a scale even marginally comparable to programs of Soviet and Bloc nations, and that our programs have shown a sharply declining trend over the last decade while the Soviet and Bloc programs have declining trend over the last decade while the Soviet and Bloc programs have increased exponentially. The Kissinger Report and the Congress argue that the establishment of a large scholarship program for LAC individuals to study in the U.S. is of critical importance to the security interests of the United States.

America's destiny is being shaped more today by external forces than it has ever been before. Events beyond our borders touch every American's life in many ways every day. One out of every three American farm acres produces for export; one in six Americans has a job thanks to international trade. The United States must take advantage of every opportunity and mechanism for improving its image abroad and for developing more effective foreign policy and economic ties. Scholarship programs are an effective means of doing this. They encourage a clearer

view of America and its ideals, serving our foreign policy interests while assisting in the economic and social development of recipient nations.

It is difficult to pinpoint the extent and the nature of Soviet-sponsored training for Central Americans. Their training programs take place at all levels from primary education through post-graduate studies. The programs are conducted in country, in third countries such as Cuba and Eastern European bloc nations, and in the Soviet Union itself. Therefore, any attempt to develop a USG sponsored training program in the same vein or solely as a response to the Soviet effort is not possible, nor is it wise. The A.I.D. program presented in this paper can be justified on developmental grounds and this justification is clearly most appropriate for a developmental Agency such as A.I.D. The foreign policy benefits are also real, tangible and are considered to be as important as the developmental benefits.

Other USG agency mandates are more political in nature than A.I.D.'s and those agencies are better prepared to carry out specific political programs to counteract Soviet efforts. However, a large A.I.D. program, directed at providing scholarship opportunities to disadvantaged individuals whose primary opportunities in the past were Soviet and Bloc scholarships, can be expected to have a negative impact on the Soviet programs. Studies have shown that given a choice, Latin American students will choose to study in the U.S. over Soviet and Bloc countries. Thousands of non-USG sponsored Latin American Students are in the U.S.; on the other hand, almost all foreign students in Soviet and Bloc countries are government-sponsored. Increased opportunities to study in the U.S. for the Soviet and Bloc target group will erode the Soviet Union's ability to recruit.

2. Social and Economic Impact

An overwhelming obstacle to the social and economic development of the LAC region has been the lack of adequately trained personnel in the public and private sectors. Teachers, health workers and agricultural technicians who directly deliver services to their clients, or professionals who serve indirectly such as researchers, managers and administrators, all require skills that cannot be provided by practical experience alone or training in-country.

Over the last decades, higher education has expanded rapidly in Central and South America and in the Caribbean, accounting for

a large share of education budget increases. Even so, these institutions have not been able to meet even a small part of the demand for post-secondary and graduate-level education, creating a severe bottleneck to orderly development. In the short run, the countries of the region have no alternative except to seek outside sources for meeting their specialized training needs.

There are many obstacles which limit their use of outside training, such as: lack of foreign exchange to finance training, poor academic and/or foreign language preparation, and inability of the private or the public sector to release prepared individuals for long-term training because of lack of replacement personnel. The Program proposes to overcome these obstacles by: (a) providing the needed funding to enable socially and economically disadvantaged individuals to participate fully in training programs; (b) including English language instruction and, in selected cases, college preparatory activities, as an integral part of scholarship programs; and (c) seeking articulation with other development activities, when appropriate, to provide replacement technicians or professors so that key host country individuals can be released for training.

Another issue revolves around the question of who gets trained. There are three items that have a significant influence on this question and on the design of the Program. First, economies of the region are different from those of the advanced countries and manpower needs are not only distinct from those of developed nations but also vary considerably from country to country within the region. Second, in spite of the strong emphasis on private sector development throughout the region, the public sector and public sector employment are large and important in every country in the region. Finally, even though post-secondary education has been growing at a tremendous rate; quality is low, and access is limited.

CLASP addresses these concerns as follows: first, the Program, even though regional in nature, clearly must program on a country by country basis to reflect the variation among countries accurately. Therefore, except for the Congressionally-mandated International Student Exchange Program, the design is being made "field controlled" by giving missions direct programming responsibilities and maximum flexibility for the selection of trainees and programs. Each USAID mission will develop a Country Training Plan for the overall program, including a plan for involvement of the host country public and private sector, for developing coordination

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mechanism with other elements of the U.S. mission, and for indicating how the selection process will work.

The second and third issues impact on who will benefit. The public sector will be a large beneficiary of CLASP notwithstanding the heavy emphasis in some countries and USAIDs on private sector development. A third major beneficiary, along with the public and private sectors, will be the university community. The strengthening of key development-related faculties in universities and of administrators and researchers will be important elements of the Program. This will insure the strengthening of indigenous institutions so that future training will be possible within the region. (A fourth target group, which is discussed in other parts of the paper, is the special concern populations such as rural and urban disadvantaged youths and women, Blacks, Indians and other minority groups).

Institutional development in benefiting countries is important. Some missions may wish to work through contractors, others may use AID's internal PIO/P process, still others may wish to develop a larger institutional development focus by selecting and/or programming participants through local educational credit institutions or other indigenous organizations. Institutional development linkages are encouraged but each mission must decide the extent to which they are addressed and how. These decisions will be reflected in the Country Training Plan.

Thus, the Program will address itself to priority development concerns in those specific areas that USAIDs have chosen to work as reflected in their CDSS's or in other planning documents. It will overcome major obstacles to the use of foreign training and will concentrate efforts on a broad target group which includes the public and private sectors, the university community and special concern groups that have previously had minimal participation in USG-sponsored programs. Selection criteria outlined in other parts of this paper will insure that CLASP realizes maximum impact on economic and social development by requiring that each candidate be evaluated on leadership potential, ability to complete successfully and to utilize the training fully, including spreading its effects to others upon returning home.

3. Equity Impact

The Program will seek to distribute scholarship benefits as widely as possible. This will be achieved, in part, by the use

of two criteria that were introduced into the project design for that reason. The first emphasizes the training of trainers for private and public sector employees to provide the broadest possible multiplier effect from the training. The second encourages the training of university and education staff at all levels to fill specific positions so that an institutional expertise can be built up in each country. These mechanisms will enable the Central and South American countries and the Caribbean nations to develop their own training capabilities and eventually to overcome human resources shortages through their own institutions, programs and people. From one perspective, host country institutions can be identified as direct beneficiaries of this Program.

Equity concerns of specific groups will also be met, enabling the Program to realize broader social objectives. The primary target group for CLASP will be the economically and socially disadvantaged. This group has been an A.I.D. target audience in the past, especially when the Congressional Mandate to work with the rural poor was the highest Agency priority. However, A.I.D. academic participant training programs have often benefited middle income groups more than the disadvantaged because of the relatively sophisticated preparation (academic and linguistic) required for participation in many of the programs and because of counterpart funding requirements. (Short-term technical programs of A.I.D. have always benefited the lower-level working classes).

The first two issues, academic and linguistic preparation, have been covered earlier in "obstacles" under item "1" of this section. The counterpart funding issues will be addressed by building economic need criteria into the selection criteria in a way that it will exclude those with a full capacity to pay and will require individuals with some capacity to pay to contribute to the financing of their education. Severely disadvantaged students will not have to contribute to the cost of their education, but if employed, private and public sector employers will be expected to meet A.I.D. counterpart requirements, unless these requirements are waived for specific reasons outlined elsewhere in this paper.

This Program will target the disadvantaged and will also seek out special concern populations in each country. These populations will vary from country to country, but will include such groups as rural or urban youth, women, Blacks, indigenous groups, and others. Each Mission will identify special concern populations and develop programs for them to insure their full participation in the Program in fields

relevant for their social, economic, and political development, as defined by the groups themselves.

Direct beneficiaries of CLASP, given the explicit selection criteria, will contribute to the development needs of the country. Some attention is given to activities which have received past A.I.D. assistance and continue to need a strengthening of local human resources for their successful continuation. In addition, non-A.I.D. funded activities which may contribute to the achievement of a sector strategy objective or better understanding of an A.I.D. development concern are also designated for Program support. Orienting CLASP to these priority areas is an indirect way of assuring that the broader social objectives of participating countries will be met.

As noted earlier, specific attention has also been given to the recruitment of indigenous people and other groups who are too often overlooked in other projects. For the most part, these groups have had little access to training outside their countries. Therefore, the technical and managerial leadership that these groups rely on may be less well trained than that available to the mainstream population. This Program will make special efforts to recruit qualified indigenous candidates to receive training in critical social and economic development areas.

A major social impact of CLASP will be its indirect benefits to those in each country who are served by returned trainees. Better managed public institutions can provide a wider range of services to more people. Better trained technicians can provide higher quality, more relevant services to those groups, including the private sector. These are the standard benefits of participant training projects. This Program, however, adds an important dimension: the direct incorporation of the private sector and its impact on employment. Employment has been surfacing in recent years as the number one area of social concern in the LAC Region. Rapidly growing numbers of new labor force entrants are finding it increasingly difficult to locate needed jobs. Efforts such as the Caribbean Basin Initiative and investment promotion schemes have been adopted to assist in the creation of new employment opportunities. There are few provisions, however, for meeting the technical and managerial skills immediately required to facilitate the absorption of new investment opportunities.

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There are highly educated people in the region and there are some excellent training institutions. For the most part, however, there is a lack of conditions and capability to meet new human resource training needs in the immediate future. This Program specifically offers the flexibility to use educational facilities in the U.S. and the U.S. private sector directly to provide this infusion of required skills. The result will be new training opportunities for those directly benefiting from CLASP and also for much greater numbers of middle and low income people who will benfit from spread affects of the training.

B. Technical Analysis

The Country Development Strategy Statements (CDSS) of the region's countries indicate that absorptive capacity of governments constitutes a constraint to assistance. Some countries have established general training projects to address this constraint.

The mechanical aspects of trainee identification, selection, evaluation and funding are in place and have worked well through the years. These sound mechanisms will be expanded and used to implement CLASP. Evaluation of A.I.D. training efforts indicate that the trainees are being utilized for the purpose for which they have been trained. Each A.I.D. Mission has a training officer totally familiar with the operational requirements of participant training programs. No problems with the operational aspects of the training are anticipated since CLASP's design provides the where-with-all to implement the Program.

As this Program was developed, field and Washington staffs noted that our participant training guidelines are restrictive in their requirement of counterpart payment for international air fare. Many missions have suggested that cost estimates for PIO/Ps be revised. The Bureau has requested that S&T/IT intensify its current review and revision of A.I.D. Handbook 10 and that it accelerate its LAC testing of country training plans, project tracking and management systems and evaluation instruments.

Missions will establish technical and administrative mechanisms in each country to assure that CLASP is carried out as designed - a locally managed and administered enterprise. These mechanisms must be fully spelled out in the Country Training Plans.

A major constraint for long-term training for individuals from Spanish speaking countries will be English language proficiency. We plan to develop a three-part program whereby the candidate is (1) screened for aptitude, (2) given intensive English language training in-country and (3) provided intensive English language up-grading or refinement in the United States prior to and possibly during the first part of training programs. The Peace Corps Teacher Corps, described in the Kissinger Commission Report, may provide English-language instructors for in-country training in Central American countries. This will enhance the possibilities of reaching the disadvantaged target group. USIA Binational Centers and private sector English language institutes and schools may also be funded and used for in-country language training. S&T/IT is considering the development of an English language program which may be of interest to missions. Information on that program will provided by S&T/IT when available.

C. Financial Analysis and Plan

1. Financial Analysis

The financial viability of any project involving Latin American countries must take into account their precarious financial situations. Most LAC countries have suffered from severe and recurrent budgetary problems. Many capital expenditures have been financed through foreign grants or loans. Some countries have been unable to meet operating expenses and/or debt payments.

The underlying design of this Program reflects these financial realities and the need to avoid the unnecessary expense of establishing in-country training capabilities for very small select target groups. CLASP also attempts to lower overall training costs by utilizing private sector resources and designing innovative and cost effective training programs.

CLASP has been designed not only to minimize long-term financial requirements for host governments, but also to delay any future budgetary impacts on participating governments until well after the Program is completed. A.I.D. funds will be used to pay tuition costs, maintenance allowances, laboratory and other fees, and U.S. travel. Host governments or other sources such as the private sector, other organizations, U.S. universities, etc. will be responsible for international travel, continuation of participant salaries, family maintenance, and related expenses.

Larger private sector firms will be expected to provide the same inputs as listed above for the host governments. Small business is expected to be responsible for the same items. However, since it is unlikely that smaller firms will be able to absorb all of these training costs, missions will be given flexibility to allow for special financial assistance to this group. Some missions may wish to develop a fund to cover counterpart expenses for the most disadvantaged by programming local currency generated from PL-480 or ESF programs. This should be indicated in the Country Training Plan.

The counterpart is not excessive. It is anticipated that many candidates will already be working and their salaries, while in training and during the obligatory service time (twice the period of U.S. training) will be counted as counterpart. Because many participants will already be employed and salaried, new additional recurring costs are held to a minimum. However, there will be some elevation in salary costs for returned participants, since their higher qualifications will dictate commensurate salary increases and benefits. It is difficult to calculate an exact payoff quantitatively until the actual participants are selected. Past experience, however, has demonstrated that returned trainees, at the levels proposed, will have a very high socio-economic impact on their respective countries.

Even though we have noted above that counterpart requirements are not excessive, there may be problems in meeting the A.I.D. requirement of twenty five percent minimum counterpart contribution in some countries. The requirement that the sponsoring entity purchase international transportation tickets is particularly troublesome. This is most critical in the area of reaching the lower echelons of target populations or in cases where the national economy of a country is on the brink of bankruptcy. All missions identified these as crucial issues. Therefore, this paper gives Mission Directors authority to waive the counterpart requirements for international airfare with documented justification.

2. Financial Plan

There are three major output categories which require inputs from A.I.D. and other sources: long-term training, short-term training, and evaluation studies.

(a) U.S. Long-Term Training

CLASP will, within the funding provided, support 5,265 long-term undergraduate and graduate training programs in the U.S. at a cost to A.I.D. of $200 million. The corresponding counterpart input for this activity will be $50 million, which covers international travel, salary continuations and family maintenance allowances.

(b) U.S. Short-Term Training

Approximately 8,190 individuals will be provided with technical short-term training in the U.S. This training will include observational site visits, internships, short courses and field projects directed toward leadership and skills development. The estimated cost of this type of training to A.I.D. totals $65 million for A.I.D.'s life-of-project contribution. Counterpart contributions are estimated to total $17 million for the project in the same categories of expenditures as shown for long-term training.

(c) Evaluation

Funding is provided for a number of evaluation activities. A total of $3,225,000 is provided over the life of CLASP for evaluation activities. These activities are described in the next section of this paper.

Following is a comprehensive general assessment of methods of implementation and financing which will be used under the CLASP program. This assessment represents our best estimate based on the general pattern of training implementation over the past several years for the LAC Bureau.

All training will be done through one of several modes: PIO/P's, contracts, grants or cooperative agreements. It is not expected that AID will directly reimburse training institutions outside of the above-mentioned mechanisms.

Contracts for training have historically been cost reimbursement-type contracts. We are exploring the use of fixed price contracting in the LAC Bureau but, to date, have no significant experience with this mode. The AA/LAC has assigned high priority to use of the fixed price contracting for procurement of training services.

Host country contracts may be used on a limited basis related to in-country services, but most contracting will be done

outside of the host country mode. The host country, in most cases, does not have the capacity to do the kind of placement and monitoring of trainees while they are in the United States that is required of the CLASP project.

Following is a chart which details the methods of implementation and financing of the CLASP project.

METHOD OF IMPLEMENTATION AND FINANCING

Method of Implementation	Approximate Amount
PIO/P's	80 million
Training Contracts, Grants & Coop. Agreements	140 million
Evaluation Contracts	5 million
TOTAL	225 million

D. Economic Analysis

The standard cost benefit and cost effectiveness criteria are difficult to apply to a broad-based general participant training project such as CLASP. Nonetheless, the analysis that follows will demonstrate that there is a strong possibility that training to be carried out under CLASP will produce an acceptable increase in host country output to justify investment.

The usual empirical methodology for evaluating the benefits of training are based on the fact that in competitive markets in equilibrium, a firm's profits are at a maximum when it adjusts production so that wages for each category of labor (and of other productive factors) are equal to the value of that factor's marginal product, that is, the value of a unit of output from a unit increase in the input of the productive factor. Thus, for small changes in inputs, factor compensation is equal to the total increase in the value of output (that is, there are no additional or external benefits other than those received by the factors of production). Starting from this premise, differences in wage rates are directly proportional to differences in physical productivity. Consequently, differences in wage rates among workers with and without a certain kind of training who are identical in every other

relevant respect, will measure the contribution to the value of output of that training.

Controversy about the relevance of this kind of "return to investment in human capital" measurement has tended to focus on this last point; the difficulty of separating out the effects of other relevant characteristics on wage rates, especially the nebulous quality of "ability". It is important to keep in mind the more fundamental assumptions; competitive labor market equilibrium, absence of externalities, and profit maximizing behavior on which the equivalence of wage changes and national income changes in response to training are based.

The preceeding points have been elaborated because it appears superficially unlikely that the kinds of training provided by this Program can be demonstrated to be economically viable. Estimated tuition and additional living costs for post-secondary training are $20-25,000 per year. In addition, trainees will generally have incomes estimated to be less than $700 per month. If this income is an accurate reflection of the value of output lost while trainees are in training, and if tuition charges are an accurate reflection of the economic costs of providing training, total economic costs of one year of the training would be approximately $30,000, or $60,000 for a two year masters degree.

If the trainee entered the program in his or her early 30s with a remaining expected working life of 30 years, the increased production necessary to provide a minimum 10% rate of return on the investment would be approximately $6,600 per year; 78% of the estimated salary without training. With the less equitable salary distribution in LDCs, it is possible that many of those moving up from middle to higher management levels will in fact increase their incomes by such an amount or more. Certainly, as private sector participation increases, there is greater potential for salary levels to increase enormously because of promotions occurring subsequent to training.

Certainly not all candidates selected for training will meet the above economic benefit/cost test on an individual basis, especially given the focus on reaching the economically and socially disadvantaged. However, there are clearly foreign policy and equity reasons for justifying their training. Economic justifications are equally difficult for undergraduate level training. The economic justification for these kinds of training programs cannot be established or rejected in general, it must be based on the circumstances of each individual case.

Where training is justified on the basis of improved salaries, the question is whether this cost should not be borne by the trainee. First, local capital market obstacles may prevent potential trainees from borrowing for that purpose. Second, employers might be willing to pay for such training, however, generally this will not be the case. Most kinds of formal training not only increase an employee's productivity in the firm, but also increase the employee's potential productivity to competing firms. If this is the case, salaries will rise to reflect the employee's marginal productivity in alternative employment. Thus, the employer could pay twice, once for the training itself and again in higher salary to retain the trained employee.

Most instances of economically justified U.S.-based participant training are likely to reflect one form or another of "market-failure". Probably the most common instance of this failure involves employment in the public sector. Since public sector activities are not, in general, characterized by profit maximizing behavior, the equating of salary differentials with marginal productivity differentials breaks down and technical training may well be under supplied. More specifically, one can think of instances when improved management training in large inefficiently run public sector organizations may lead to a very substantial efficiency gain from more effective management. To justify such training, however, it would be necessary to show not only a sufficiently large program but also substantial scope for efficiency gains which the proposed training would address directly.

In the private sector, significant undersupply of technical training due to market failure may occur because of labor market imperfections. When there is substantial open unemployment, market wages significantly overstate the opportunity cost of labor. Consequently, technical training which enables a firm to expand its operations should also be credited with part of the social gain represented by the differences between the market wage and the opportunity cost of labor multiplied by the net increases in employment. Note, however, that this applies only in a case where there is an increase in employment. The benefits of training which merely allows a firm to utilize its existing labor force more effectively is fully reflected in the trainees' salary levels.

While other examples could be elaborated, it should be clear from the foregoing that little can be said, in general, about the net economic benefit of the proposed training. Each case

will have to be evaluated individually. The Program proposes to seek the maximum contribution from the participant and from his/her firm that is possible to reduce the "to AID" cost of training (with the exception of the economically and socially disadvantaged who are not able to contribute at all). It also proposes that the evaluation contractor select a sample of long- and short-term trainees each year and conduct a thorough economic evaluation of their pre- and post training status to get a better understanding of the economic benefit of training. Early year selection may involve participants trained in programs other than CLASP.

VI. EVALUATION PLAN

Because of the exceptional magnitude and complexity of this regional training program and limited A.I.D. in-house staff, $3,225,000 has been earmarked to contract with 8(a) consulting firms to provide for a strong and continuing formative evaluation program. The evaluation will provide a data base and progress indicators which will be used for management decisions regarding this and other training activities. The elements of the evaluation plan are as follows:

A. Formative Evaluation Contractor

A.I.D. will negotiate a basic agreement with an 8(a) contractor to review and evaluate Program activities on a continuing basis. The contractor should have broad experience working with LAC educational problems and institutions; close familiarity with A.I.D. training policies and programs in the LAC region; contacts with U.S. universities and education organizations which train LAC students; and working relationships with other donors who provide training programs for the LAC region. Under terms of a basic agreement, the contractor will directly and by sub-contracting for specialized expertise, carry out three kinds of evaluation activities, monitoring, opinion studies, and an end of project in-depth summary study.

B. Monitoring

The contractor will gather information regarding the progress of the Program, to be reported on an annual basis to LAC/DR/EST and to missions. This information will describe to what extent outputs are being met in terms of the number of long-term and short-term participants trained per year. More specifically, trainees will be described by: country; type, length and place of training; programs and courses of study; whether they receive language, orientation, or enrichment programs; the administrative and contracting arrangements which support them; and special concerns (e.g., women, disadvantaged, Gray Amendment, etc.). The information will be presented simply and clearly in tables by country, contractor, and by other useful indicators so that comparisons can easily be made as to how Program outputs are being met.

Trainees will also be asked to report on their U.S. training experiences. To collect this information, a questionnaire will be administered to Peace Scholars at the end of their training program. This questionnaire will focus on satisfaction with

the quality of the training and the timeliness of support measures and the depth of the "experiential" aspects of the training. Were they trained according to the objectives and were information, services and support measures provided on time? Did the Peace Scholars make friends with Americans? How many? What kind of relationships are likely to continue over time? This information about the training experience from the point of view of the trainee will substantiate and enhance the information reported in the first section of the evaluation.

A third focus will be on administrative and financial matters, including how the mission selection committees have functioned as well as to the nature and scope of training contracts under CLASP. Financial matters to be reported will consist of costs per trainee on a unit basis so that comparisons of contractor and AID-direct administrative and program costs can be made.

A fourth focus will look at the economic and social impacts of training programs. A sample of LAC trainees (previous project trainees may also be included in this study to allow for immediate start-up) will be interviewed to determine training benefits. A peer control group be selected and interviewed. Economic impacts (salary increases) will be one factor studied, but non-productive impacts such as status, spread effects, and other social impacts will also be examined.

Finally, a special report may be prepared to compare the A.I.D. and the Georgetown University International Student Exchange Program in terms of cost, kinds of individuals benefited, potential of trainees to impact on economic development, return rates, etc. The contractor will prepare a scope of work for this comparison. The work scope will be jointly agreed upon by Georgetown University and LAC/DR/EST.

C. Opinion Studies

A major, but often overlooked part of the training experience is the affective or emotional part of the trainees' development (as opposed to the cognitive or intellectual part). Evaluations usually stress assessing knowledge or acquired skills through tests, questionnaires, or interviews. However, beyond academics are a whole range of activities experienced by the trainee daily; routine marketing, visits with American families, attending public ceremonies, etc. Some of these experiences are memorable while others are fleeting, some are pleasant while others are unpleasant. However, each influences how the trainees eventually feel about their training experience in the U.S. and are, therefore, important in achieving the foreign policy objective of countering Soiet influence.

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Opinion studies will survey a sample of Peace Scholars to assess their understanding of/attitudes towards American people, institutions, and values. Long-term trainees will be surveyed before they begin training in the U.S., once again at the mid-point of their training, and once again just before termination. The focus of these studies will differ in content and expected outcomes regarding the long-term and short-term trainees. However, their perceptions and preferences for wide range of foreign policy, economic and social phenomena will be assessed.

D. Final Evaluation

A two part in-depth evaluation will be conducted at the end of the Program. The first part will assess the degree to which CLASP met outputs regarding the completion of training and return to country of participants. This will draw upon the annual reports, the computerized CIS, continuing contacts with LAC institutions, contractors, and U.S. training institutions, and other appropriate institutions. This section will review the regional problems and trends which CLASP addressed, and will assess its success in addressing these issues. Included in this will be information on the distribution of training opportunities, comparative training costs, proportion of women and other socially and economically disadvantaged Peace Scholars, return rates, and follow-up activities. Finally, this section will outline a future recommended course of action for the LAC Bureau regarding human resource development through scholarship and training programs.

The second part of the study will survey Peace Scholars who have returned home and assess their utilization of training. An attempt will be made to assess the Program's impact on institutional development in their home countries. The following topics will be addressed:

- Employment History - is the Peace Scholar employed; if so, with the same employer or different employers than before training; what is the current position as compared to the former one?

- Application of Training - how is training contributing to more effective performance; if not, how should training be modified? Was the appropriate job available, was there a lack of institutional support?

- Professional Advancement - has the trainee attained a more responsible position since return? If so, how? Do colleagues, who are comparable but have not received U.S. training also advance at the same rate? Has U.S. training in any way hindered advancement?

- Professional Involvement - Has U.S. training led to continuing professional interactions with U.S. faculty, businessmen, or other trainees? Is the Peace Scholar a member of a professional association or informal network? Does he/she attend professional meetings or receive literature?

- Economic Involvement - Is the trainee in a position to decide about economic policy or import/exports, or about purchasing U.S. products? Negotiating loans from U.S. financial institutions? Hiring U.S. technical experts?

- Continuing Education - Is the Peace Scholar aware of opportunities to upgrade his/her knowledge and skills? Does the trainee seek them out? What could be done to assist to meet these opportunities?

- Ties of Friendship - Has the Peace Scholar maintained contact with Americans? How many? For what kinds of purposes? Are contacts primarily home stay relationships, or other?

E. Evaluation Report Schedule

Annual Report I	12/86
Annual Report II	12/87
Returned Participant Study	9/88
Annual Report III	12/88
Mid-Term Evaluation	12/89
Annual Report IV	12/90
Returned Participant Study II	9/91
Annual Report V	12/91
Annual Report VI	12/92
Final Evaluation	12/93

The contractor will conduct re-entry interviews with a sample of returning Peace Scholar and develop means of maintaining contact with the returnees over time to help assure that they are assigned and usefully employed and to assess the economic impacts of training. These records on post-training assignments of returned trainees will be an essential component of the evaluation as a spot check of mission follow-up activities and record keeping.

LAC/DR/EST will monitor correspondence, reports and data concerning CLASP, require corrective action as needed, and will prepare periodic Evaluation Summaries.

In addition to the formative evaluation contractor, AID may contract with an independent firm to conduct a mid-point and final summative evaluation which would include the performance of the formative evaluator as well as other aspects of the CLASP program. Some or all of the final evaluation ("D" above) may be carried out by a firm other than the formative evaluation contractor.

VII. ADMINISTRATIVE ARRANGEMENTS

A. General

LAC/DR/EST is the overall project manager. The administration and implementation of this Program will be the direct responsibility of each respective USAID. LAC/DR/EST will chair a project committee in Washington. This committee will review and approve Country Training Plans, determine country funding levels, make allocations and perform other implementation tasks. The committee's yearly allocation recommendations will be made to the Director of LAC/DR, who will have final approval authority on funding levels.

Each USAID will establish the necessary mechanisms in-country to oversee CLASP. At a minimum, this will require a country training committee and sufficient USAID staff to implement and monitor the Program. Each mission, in its Country Training Plan, will decide the extent to which it will use S&T/IT, mission-selected contractors, central contractors, or local institutions to administer, implement and carry-out follow-up activity. Coordination of this activity with other mission activities, with USIA and other USG training programs, and the participation of USIA, other USG agencies and host country public and private sector institution in the screening and selection process will be discussed in each mission's Country Training Plan.

A.I.D. and USIA have worked together in Washington to coordinate training activities under the Kissinger Initiative so that there will be minimal overlap and duplication and so that the two Agencies will not compete for the same potential candidates. At the country level, a similar coordination has taken place during the development of the Kissinger response and there is unanimous agreement among USAIDs and USIA country officers that there should be one USG scholarship program rather than two competing ones. To this end, A.I.D. and USIA issued a joint communique to the Central American missions that outlines the scope and nature of AID and USIA programs. This should facilitate implementation of a joint initiative.

Monitoring of the A.I.D. effort will include the use of a computerized participant tracking system to be maintained by each Mission and the use of Country Training Plans as management and information tools. Specific guidance for developing Country Training Plans will be sent to all missions and technical help for developing the plans is available from

LAC/DR/EST and S&T/IT, if requested. The LAC/DR/EST project manager or his/her designee will periodically (at least once per quarter) travel to U.S. training sites to meet with students and their trainers.

B. Eligibility Criteria

1. Country

Following are the criteria for country or regional institutional participation in this Program:

(a) The country or organization must be either currently or previously a bilateral AID or regional AID recipient.

(b) Participating countries must have AID or Embassy representatives willing and able to program and account for AID funds and provide for program follow-up.

(c) Graduate country participation is subject to approval of ARA/LAC.

(d) Regional organizations located in eligible countries as defined above may participate in the Program but must have approval from the local USAID Mission or Embassy for consideration by the AID/W committee.

C. Criteria for Program/Trainee Selection

In general, criteria and procedures outlined in Handbook 10, Mission Manual Orders and US/Host Country Agreements will apply.

(a) Training to be funded under this activity will focus on health, nutrition, family planning, education, agriculture and rural development, science and technology, energy and environment, institution building, and the private sector. Training in non-traditional A.I.D. areas can be programmed for reaching undergraduates, leaders, special concern populations and Soviet target groups.

(b) All training should address needs for which funding is not now available nor programmed in a mission-funded project. Political objectives, e.g., leadership quality (including academic potential) and economic need, should be the primary selection criteria.

(c) The educational focus of training programs should be on developing or upgrading the skills of trainees at all levels in aforementioned sectors.

(d) All training, short- and long-term, must have a training objective. Tours and visitor programs cannot be funded under CAPS.

(e) Host countries will contribute a minimum of 25 percent of training program costs for AID-administered bilateral long-term and short-term training efforts, unless specifically waived or not required.

(f) Training candidates should be in a position or have the potential to influence a development or foreign policy goal or activity.

(g) CAPS Scholars will be citizens of the country in which they are selected and must be in that country (not in the U.S.) at the time of application, screening and selection. Students already studying in the U.S. will not be selected unless such awards can be strongly justified.

(h) Technical assistance, in-country training and third country training will be approved under only exceptional circumstances and when deemed critical to U.S. objectives. The AA/LAC may approve third or in-country training activities. (Remedial and English language programs to prepare and screen candidates for U.S. or combination in-country or in-region/U.S. programs are considered to be U.S. training).

(i) For this Program, Puerto Rico and the U.S. Virgin Islands are considered to be U.S. training sites. Training in Israel is also eligible as a LAC II training source with approval from the AA/LAC.

D. Implementation Schedule

1984	January	Collaborative Agreement signed with Georgetown University
	January	Country Training Plans submitted
1985	February	Country Training Plans approved and allocations made to field missions

	April	Obligation deadline (March for FY 84 funds)
	June	Unobligated mission funds reallocated
1985-1993	August	Country Training Plan yearly updates submitted
	September	Country Training Plan updates reviewed and paperwork done for field allocations
	October	Field allocations made
	March	Obligation deadline
	May	Unobligated mission funds reallocated

A. Preliminary Mission Funding Levels by Fiscal Year ($000)*

COUNTRY	TOTAL	FY 84	FY 85	FY 86	FY 87	FY 88	FY 89
Belize	1,600	-	400	350	400	10	350
ROCAP	6,000	-	1,200	1,200	1,200	1,20	1,200
Costa Rica	27,550	1,000	4,680	5,190	6,080	5,24	5,360
El Salvador	27,550	1,000	4,680	5,190	6,080	5,24	5,360
Guatemala	27,550	1,000	4,680	5,190	6,080	5,24	5,360
Honduras	27,550	1,000	4,680	5,190	6,080	5,24	5,360
Panama	27,550	1,000	4,680	5,190	6,080	5,24	5,360
TOTALS	145,350	5,000	25,000	27,500	32,000	27,50	28,350

Graduate-level programs at approximately $25,000 per year; undergraduate programs at approximately $12,250 per year. International Student Exchange Program Budget included in the $5,000 total for FY 84.

This chart is illustrative. Actual allocations will vary based on criteria outlined on page 43 on this Project Paper.

** Original Project Paper estimate. See charts F and G for revised estimates.