PD-ABC-301

EVALUATION OF THE

REGIONAL TRAINING CENTER PROJECT

BUREAU OF THE CENSUS (BUCEN)

Indefinite Quantity Contract

PDC-0085-I-6097-00

Work Order #17

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EXECUTIVE SUMMARY

The **Regional Statistics Training Center Project** (Project No. 598-0636) has a total life of Participating Agency Service Agreement (PASA) incremental funding of $1 million for five years. A.I.D. recognized the pivotal role of data in the development process by funding the Regional Statistics Training Center Project, which is designed to provide practical Spanish-language instruction in statistics and computer technology. The Bureau of the Census (BUCEN) operates the Escuela de Estadistica Aplicada y Technicas de Computacion (ESAYTEC) at its training facility outside Washington, D.C. and overseas. ESAYTEC courses last from several weeks for a special workshop up to seven months for a modular course. A.I.D. funds curriculum preparation and training materials for five workshops and five 7-month modular courses.

The project purpose is to increase the availability of current statistics that are of high quality and relevance. LAC countries provide the geographic focus of the project. Other goals of the project include:

- The establishment of a training capacity based on the latest computer technologies and statistical methods.

- The strengthening of the capacity of LAC institutions to provide similar training locally.

- The promotion of an increase in the number of personnel in LAC organizations, both in the public and private sectors, that are able to collect and use statistical data.

The purpose of this evaluation was to assess the overall effectiveness and efficiency of the ESAYTEC training program and more specifically to address certain issues in the program, including the extent of effective demand for the training, the quality and utilization of training, its management, its costs and its congruence with A.I.D. priorities.

During the two phases of the evaluation the contractor reviewed A.I.D., BUCEN, and ESAYTEC records such as the training program evaluation forms the project has collected for its inter-

nal use; interviewed appropriate A.I.D. and ESAYTEC officials and staff; visited two LAC countries (Honduras and Costa Rica) to interview a sample of trainees, employers and appropriate A.I.D. officers; and observed actual ESAYTEC training sessions. In the course of the evaluation the contractor contacted and/or interviewed over 25 individuals. Through these and other appropriate information gathering activities, which included cables to Missions requesting future anticipated demand, the evaluation contractor addressed a number of critical questions and issues. The study examined, but was not limited to, eight subject areas.

Chapter III contains 21 detailed conclusions based on the findings of the evaluation and submits 21 recommendations for consideration by A.I.D. and ESAYTEC. A summary of conclusions and recommendations by subject area follows:

Overall the evaluation found that objectives of the project were being accomplished with some short-falls discussed in the narrative of this report. It is recommended that if A.I.D. provides continued incremental funding for the project, BUCEN, LAC/DR/EST, and USAIDs should institute the recommendations for the eight evaluative areas below.

1. Congruence with A.I.D. priorities

It was found that the project was generally congruent with A.I.D. priorities in the areas of statistical surveys, analyses, and dissemination of data to the public sector. Continued LAC/DR/EST monitoring of the project is recommended to assure future congruence.

ESAYTEC did not hold their annual donor conferences as planned in the project paper. It is suggested that such conferences be held, and that key host country officials be invited to ensure regional and country inputs.

Private sector participation has been low and is not a high priority for ESAYTEC. It is recommended that the project concentrate on training for public sector institutions during the remainder of the program.

2. Provision and utilization of skills

LAC host countries are not given an opportunity to be an integral part of the program. It is recommended that LAC/DR/EST require BUCEN to establish an advisory board of LAC host country representatives.

Host country technicians were not involved as instructors in courses as planned in the project paper. It is recommended that BUCEN utilize host country technicians for future instructional programs and in the improvement of the curriculum.

The curriculum lacks inputs from host countries which would make it relevant to their needs. It is recommended that future curriculum development utilize host country officials and/or technicians as paid consultants.

3. Political and social exposure

Individuals funded under the Central American Peace Scholarship Program (CAPS) did not receive an "experience America" program. It is recommended that LAC/DR/EST remind USAIDS that any future trainees funded under CAPS be programmed for political and social exposure.

4. Cost effectiveness

ESAYTEC training costs are significantly higher than other A.I.D. and CAPS costs and the A.I.D. TCBS costing format is not being used. It is recommended that ESAYTEC utilize the TCBS reporting format.

Attempts at cost reduction have not lowered the actual program costs. It is recommended that BUCEN develop a strategy to reduce program costs to a level comparable to other A.I.D. sponsored training programs.

5. Recruitment and selection

The evaluation found instances of poor recruitment, selection, and programming of participants by missions. LAC/DR/EST should instruct A.I.D. missions to assure that participants

recruited for ESAYTEC come from appropriate sponsoring agencies, have access to computers, and are not programmed for English language training.

USAIDs are not choosing candidates based on a planned multiplier effect. It is recommended that LAC/DR/EST provide guidance to LAC missions to encourage a planned multiplier effect. Furthermore, BUCEN and other donors should be part of a planned multiplier effect initiative.

6. Level of effective demand

The evaluation concluded that ESAYTEC will not reach the level of self-sufficiency for FY 1990 envisioned in the project paper. If the remainder of the project is funded, it is recommended that LAC/DR/EST and BUCEN institute appropriate changes in the project as indicated in the evaluation findings.

ESAYTEC is fulfilling training needs identified by USAID missions and other donors. It is recommended that BUCEN with guidance from host countries and other donors concentrate ESAYTEC resources during LOP in meeting identified training needs.

7. Multiplier effect

The evaluation found little evidence of a planned multiplier effect. It is recommended that LAC/DR/EST instruct USAIDs to encourage a planned multiplier effect as outlined in Chapter III.

During the first year there was no provision for training trainees to be trainers in the ESAYTEC curriculum. It is recommended that the BUCEN module on "How to Teach for Statistical Activities" be instituted now as a mandatory course requirement.

8. Management of training activities

Overall BUCEN has handled the management aspects of the project competently, but the project has changed significantly since the project paper was approved. Therefore, it is recommended that ESAYTEC revise the time-phased implementation plan.

Annual LAC/DR/EST monitoring meetings were not planned in the project paper for each year. It is recommended that LAC/DR/EST hold annual project monitoring meetings which are reflected in a written report.

Returned participants were not receiving communications or professional information from ESAYTEC on a regular basis. It is recommended that ESAYTEC publish a newsletter.

The evaluation found the list of local addresses of returned participants to be incomplete and unreliable. It is recommended that ESAYTEC ensure that complete and reliable addresses are on file for each participant.

The evaluation did not find much evidence of a regular in-service training program for ESAYTEC instructors. It is recommended that ESAYTEC institute a formal in-service training program.

CHAPTER I: INTRODUCTION AND BACKGROUND

A. Introduction

Pursuant to the Agency for International Development (A.I.D.) Indefinite Quantity Contract PDC 0085-I-0006097-00, (Work Order Number 14), as amended, with Checchi and Company Consulting, Inc. of 1730 Rhode Island Avenue, N.W., Washington D.C. 20036, as contractor, this is the Final Report of the Evaluation of the Regional Training Center Project-Bureau of the Census (BUCEN).

The purpose of this evaluation was to assess the overall effectiveness and efficiency of the Escuela de Estadistica Aplicada y Technicas de Computacion (ESAYTEC) training program and more specifically to address a number of issues in the ESAYTEC training program, including the extent of effective demand for the training, the quality and utilization of training, its management, its costs and its congruence with A.I.D. priorities.

The evaluation contractor reviewed A.I.D., BUCEN, and ESAYTEC records such as the training program evaluation forms the project has collected for its internal use; interviewed appropriate A.I.D. and ESAYTEC officials and staff; visited two LAC countries (Honduras and Costa Rica) to interview a sample of trainees, employers and appropriate A.I.D. officers; and observed actual ESAYTEC training sessions. In the course of the evaluation the contractor contacted and/or interviewed over 25 individuals. Through these and other appropriate information gathering activities, which included cables to Missions requesting future anticipated demand, the evaluation contractor addressed a number of critical questions and issues, which were refined as the evaluation developed. The study examined, but was not limited to, the following subject areas:

- General
- Congruence with A.I.D. Priorities
- Provision and Utilization of Skills
- Cost Effectiveness

- Political and Social Exposure
- Recruitment/Selection
- Level of Effective Demand
- Multiplier Effect
- Management of Training Activities

The evaluation was carried out in two stages:

Stage I

In the first stage the evaluation contractor visited the ESAYTEC headquarters in suburban Washington, D.C. to interview ESAYTEC and met with A.I.D. staff and reviewed program files and the internal evaluation forms ESAYTEC uses to determine participant perceptions of its courses. *(see Appendices A and B)*. The purpose of the first stage was to gather information regarding the evaluation questions above, including:

- financial information relevant to the cost questions in the statement of work, and

- quantitative data on the distribution of trainees, their perceptions of the relevance of training, level of effective demand and/or any other data available and relevant to the evaluation from ESAYTEC files

The contractor reviewed this information with the project manager and chief, LAC/DR/EST, and based on this consultation, proposed a strategy for completing the evaluation.

Stage II

The second stage consisted of visits to at least two LAC countries for in-depth interviews with host country personnel to gather information to answer the questions outlined in the Scope of Work. This included the trainees, employers of the trainees, A.I.D. and other host country officials.

Utilizing the questionnaires developed for this evaluation *(see Appendix D)*, the evaluator interviewed three key USAID/San Jose officials, three employers/supervisors, six participants from the Effective Coordination of Statistical Information Between Producers and Users workshop, and one participant (also a supervisor) who attended the seven month ESAYTEC training program. The former group of participants was interviewed in a group session which was organized by the Director of Statistics and Census Eladio Cordero Diaz. Unfortunately, not all of the workshop attendees (20) could participate in the evaluation interviews due to prior commitments and/or job responsibilities.

In Honduras Cesar A. Garcia Romero (himself an ESAYTEC participant), Director of Statistics and Census, selected the two participants from his office to be interviewed. Two other returned participants from the Ministry of Economy, Internal Commerce Department, were also interviewed. There were a total of nine Honduran ESAYTEC returned trainees, leaving four participants not contacted. Originally, three and one-half working days were programmed for Honduras; however, one of the work days scheduled turned out to be a Honduran national holiday (Armed Forces Day), making it impossible to finish the programmed interviews in the evaluation's scope of work. Nevertheless, using the information gathered in Honduras, BUCEN prior evaluation results, and Mission records, the findings and recommendations in this report are based on an adequate sample and a reliable data base.

USAID/San Jose and USAID/Tegucigalpa staff members were very helpful and cooperative. They provided the evaluator with insightful comments and guidance. Furthermore, the Costa Ricans and Hondurans interviewed were highly professional, candid, interested in ESAYTEC, and provided useful, constructive criticism.

The schedule for implementation of this plan follows:

STAGE I (ONE WEEK) SEPTEMBER 20-27

- initial LAC/DR/EST consultation
- visits to ESAYTEC headquarters

- information review
- LAC/DR/EST consultation

STAGE II (THIRTEEN WEEKS) SEPTEMBER 27-DECEMBER 15

- contractor visits LAC sites
- contractor analyzes and synthesizes information
- contractor submits draft report
- contractor reviews report with LAC/DR/EST and ESAYTEC
- contractor submits final report

The Final Report begins with an Executive Summary which is followed by Chapter I, Introduction. The Introduction provides the objective of the evaluation, a description of the evaluation methodology, and a brief history/background of ESAYTEC. Chapter II summarizes the issues addressed and provides investigative results. The report concludes with Chapter III which presents conclusions and recommendations, which is followed by the appendices. The contract was amended for a one month extension to allow for sufficient time to request and collect data from A.I.D. missions.

B. Background

The Regional Statistics Training Center Project (Project No. 598-0636) has a total life of Participating Agency Service Agreement (PASA) funding of $ 1 million for five years. PASA # BLA-0000-P-CA-5011-02 is being incrementally funded.

The importance of accurate, up-to-date statistics for national planning efforts as well as for A.I.D. and other donor programs is essential. A.I.D. recognized the pivotal role of data in the development process by funding the Regional Statistics Training Center Project. A training center designed to provide practical Spanish-language instruction in statistics and computer technology has developed from this project.

The training center is known as the Escuela de Estadistica Aplicada y Technicas de Computacion (ESAYTEC), the School for Applied Statistics and Data Processing Technology. The Bureau of the Census (BUCEN) operates ESAYTEC at its training facility in suburban Maryland just outside Washington, D.C.

The language of instruction is Spanish. Training activities are conducted at the ESAYTEC headquarters and (through special arrangements) at overseas locations. ESAYTEC courses last anywhere from several weeks for a special workshop up to seven months for a modular course. Presently, A.I.D. funds curriculum preparation and training materials for five workshops and five 7-month modular courses.

The project is intended to increase the availability of current statistics that are of high quality and relevance. LAC countries provide the geographic focus of the project. Other goals of the project include:

1) The establishment of a training capacity based on the latest computer technologies and statistical methods,

2) The strengthening of the capacity of LAC institutions to provide similar training locally.

3) The promotion of an increase in the number of personnel in LAC organizations, both in the public and private sectors, that are able to collect and use statistical data.

Determination of the level of effective demand for the project proved difficult to measure prior to the introduction of specific courses. In view of this, the Development Assistance Evaluation Committee (DAEC), after receipt of the project paper, established a condition precedent to the obligation of funds after September 30, 1987 which required that this training program project be subject to an evaluation that would determine if a positive effective demand was evidenced for the program sufficient to ensure that the project would be self-sustaining by the scheduled date of completion.

CHAPTER II: ISSUES ADDRESSED AND EVALUATION RESULTS

The following subject areas were examined and findings are summarized under each:

- General
- Congruence with A.I.D. priorities
- Provision and utilization of skills
- Cost effectiveness
- Political and social exposure
- Recruitment/selection
- Level of effective demand
- Multiplier effect
- Management of training activities

A. General

The purpose of the project is to establish a training center at the U.S. Bureau of the Census to provide training conducted in the Spanish language in statistics, data processing, and data analysis, aimed at public and private sector professionals from statistical offices in the Spanish-speaking LAC countries and Brazil.

Generally implementation of the activities outlined in the project paper is proceeding as planned. However, the schedules proposed in the project design have not been met. For example, two modular courses for agriculture and economics statistics which were to begin development in fiscal year 1987 have not started development as shown on page 51a of the project paper. The delay in one curriculum area was due to a cut in incremental funding. While these courses are pending additional funding, their implementation will be near the end of the project.

B. Congruence with A.I.D. priorities

A.I.D., host country, and other donor priorities play a crucial role in this project. Without the moral and financial support of all these sponsoring entities the project cannot hope to achieve its goal of financial self-sufficiency. In the design of the project the role of donor organizations was stated in the project paper as follows:

Beginning in the second year of the project, organizations providing fellowships will be invited to send representatives to an annual conference of donors. The Donor Conference will be organized by the Census Bureau with the following purpose:

- *Provide a mechanism for helping to ensure that ESAYTEC training is meeting the needs of the region;*

- *Stimulate donor interest and support for ESAYTEC and for development of statistics and data processing throughout the region and;*

- *Serve as a medium for communication, information exchange, and coordination among donors in the area of statistics and data processing.*

The conference will give donors the opportunity to review the progress of the program and to make recommendations concerning training priorities. Census Bureau staff will take donor priorities and recommendations into account when deciding on program content and objectives.

This approach to establish coordination among all sponsoring organizations is crucial to a project dependent on multiple funding sources. However, ESAYTEC has deemed the holding of a donor conference to be premature. This area is the subject of a recommendation in Chapter III.

The project was designed to train individuals from the public and private sectors. Most trainees have come from the public sector. Private sector involvement has been limited to two private sector trainees from Mexico, donations of some equipment, and the co-

sponsorship (with IBM) of an upcoming conference in Florida. When queried about this area, ESAYTEC reported that private sector trainee recruitment was difficult (also noted in the project paper), and a low ESAYTEC priority. Two employer/supervisors interviewed in Costa Rica and Honduras felt that it would not be easy to market the program to the private sector and/or get LAC private enterprises to sponsor and fund participants.

In general terms it was found that the mix of programs (except as noted above) corresponded to A.I.D. priorities, which were found to be the collection and dissemination of accurate and timely statistics by public sector entities.

C. Provision and utilization of skills

The quality of training provided was more than adequate. BUCEN has had a long history of successfully providing training to their technical counterparts in the LDCs. One of the strengths of the project has been the availability of this expertise. However, greater attention should be paid to specific requirements of the LAC countries. For example, it was found that:

- there was no functioning LAC advisory group from A.I.D. countries established to provide guidance in curriculum development, marketing, recruitment of participants, and planning

- there was no involvement of LAC host country officials/technicians as paid instructors in the courses as planned in the project paper

- there were no key LAC host country officials in curriculum development

BUCEN procedure was to develop course materials internally utilizing BUCEN staff and then circulate a "finished product" for comment. Given cultural and time constraints, this is not an effective mechanism to ensure relevant curricula for LAC countries, since substantive responses cannot be expected in this context. The concerns regarding the relevancy to host country needs were expressed by eight returned participants and four employers/supervisors.

The quantity and overall quality of the instructional materials reviewed were impressive reflecting BUCEN's extensive experience in this area. These materials from BUCEN's International Statistical Program Center were adapted, shortened in some cases, and translated for the ESAYTEC program. According to host country interviewees and A.I.D. personnel the course materials adequately serve the curricula for which they have been developed.

Generally most participants reported that they were satisfied with the content and quality of the program. They expected to use most of what they learned. The employers/supervisors were satisfied with the training their subordinates had received. At this point in the project the participants are the primary beneficiaries from the training. Some informal transference of skills learned takes place at the work place, but no formal plans for a multiplier effect were in evidence for long-term trainees. This is the subject of a recommendation in Chapter III and is discussed further in Section H of this chapter.

D. Political and Social Exposure

As stated in the contractor's scope of work the project paper and PASA did not provide for a "know America experience." It was found that most exposure to life in the United States for participants in this project was professional in nature as opposed to political and social. For example, students in modular courses traveled to New York and Los Angeles to become familiar with regional BUCEN offices and United Nations statistical offices. Trainees considered these experiences to have been professionally worthwhile and enjoyable.

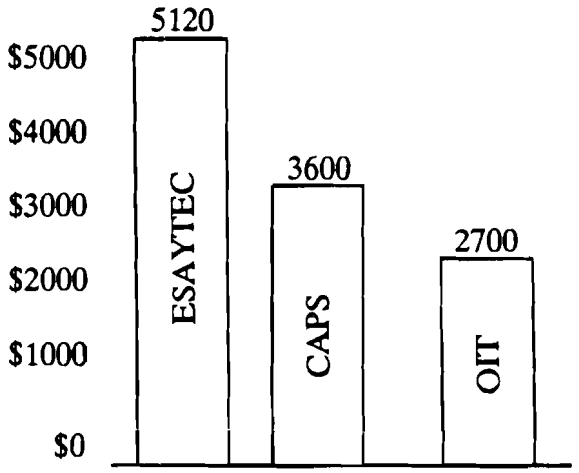
During fiscal year 1987 a significant number of A.I.D. participants (8 from Honduras) were funded under the Central American Peace Scholarship program. These persons did not receive a planned and organized "know America experience." The USAID funding documents (PIO/Ps) did not provide for support, or request such a program. Participant interviews and PIO/P files indicated this aspect of CAPS was neglected.

E. Cost-effectiveness

The Director of ESAYTEC provided the following data on training costs: average costs for U.S. based short-term training were $5,100 per person month excluding international travel, which included $750 per week tuition and $530 per week subsistence. The average costs for workshops conducted overseas were the equivalent of $2,500 per month (for a course attended by 20 individuals) which included $25,000 for Census Bureau staff and their international travel. BUCEN reported that the overall per month short-term training costs as $4,310, which was the simple average of U.S. and overseas workshop costs per person month.

Average costs for U.S. based long-term training, excluding international travel costs, was $2,530 per person month, which is higher than S&T/IT and CAPS averages. This average cost figure was based on $930 tuition per person month, $500 other training costs per month and $1,100 subsistence. BUCEN also noted that the above figures excluded curriculum design and preparation of training materials.

Even without the factoring of administrative, curriculum design and preparation of materials costs, ESAYTEC short-and long-term overall training costs exceed costs for similar programs in CAPS and AID/IT managed programs. For example, ESAYTEC short-term U.S. training, as noted above, is $5,120 per month/excluding international travel whereas the average A.I.D. Office of International Training rate is $3,600 and the most recent CAPS average for short-term training was $2,700. The table below illustrates the differences:



After this project was approved, A.I.D. adopted a Training Cost Breakdown Structure (TCBS) which breaks out fifteen cost categories. ESAYTEC is not utilizing the TCBS, which makes it difficult to compare their training costs with those of other A.I.D. programs. As noted by BUCEN (*see Appendix M*), it is difficult to compare the costs of training programs that differ in such features as classroom hours per week and length of courses. However, the evaluation compared total costs according to the classifications stipulated in A.I.D. Handbook 10.

The Director of ESAYTEC reported that attempts to cut costs have included using part-time instructors instead of a completely full-time teaching staff and recycling instructional materials originally developed for the English language program. However, the Director reported that savings have been utilized to decrease budgetary pressures on administrative costs instead of reducing tuition.

It was noted that the maintenance allowance for long-term trainees was $1,100 per month. When questioned about this high figure, the ESAYTEC Director reported that A.I.D. International Training had previously authorized $945 per month for A.I.D. participants residing in the ESAYTEC geographical area, which is the case for these A.I.D. participants attending ESAYTEC. The Director went on to explain that $1,100 per person month is the amount authorized by the United Nations for their trainees. He said that an A.I.D. $945 per month maintenance allowance had proven adequate with other participants and having different levels of maintenance for different students attending the same instructional program causes unnecessary morale and administrative problems. He stated they plan to request that all allowances for maintenance be adjusted to the A.I.D. level.

F. Recruitment and selection

ESAYTEC has focused its training program on mid-level career participants from the public sector. The small number of private sector participants is discussed in Section B above. BUCEN promotes the programs of ESAYTEC but does not recruit for them directly. Chiefs of agencies with whom BUCEN has working relationships select individuals who, in view of their current job responsibilities, seem to be likely to benefit from the training

ESAYTEC provides. BUCEN does not screen its students but sees its role as "working with" whomever is funded for training by USAIDs, host countries, or other donor agencies. There are no formal pre-qualifications for enrollment in ESAYTEC programs.

The evaluation found three cases of poor candidate selection in USAID/Honduras. Two candidates from the Ministry of Economy were selected for microcomputer training who at the time did not have computers and still do not have access to them.

Another participant was chosen who lacked statistical aptitude and is currently unemployed. The cost of her training as documented in the Mission's PIO/P was $23,000 which was far in excess of other trainees completing the training program in the Spanish language. For some inexplicable reason, this trainee was sent to Georgetown University for six months of English language training despite the fact she was programmed to attend a new course given in the Spanish language, funded at considerable cost by A.I.D.

The profile of ESAYTEC trainees is:

- Socioeconomic status: upwardly mobile lower middle-class usually earning less than $12,000 per year.

- Sex: for the current modular course of 29 students there are 19 men and 10 women.

- Geographic distribution: for long-term training this year it is evenly distributed over seventeen Spanish speaking Latin American countries.

- Public and private sector affiliation: public sector predominates.

The evaluation found little evidence of a planned multiplier effect being instituted by the project. In Section H of this Chapter it is discussed in detail with a resulting recommendation proposed in Chapter III. It is urged that missions only recruit and select individuals who will be in a position to train others. Furthermore, host country institutions should be asked to develop a plan which will detail a multiplier effect.

G. Level of effective demand

The contract scope of work refers to:

A condition precedent to A.I.D. support for the project beyond FY 87 is that there is sufficient effective demand for this training to justify further expenditure. For the purposes of the evaluation, effective demand will be measured in terms of the number of participants for whom funding or funding commitments have been received as of the evaluation period. The level of sufficient effective demand will be those enrollment levels that will be required to achieve a self-sustaining program on the basis of tuition fees at the end of the project.

In order to determine whether the condition precedent has been met, the evaluation examined Table 7 (project paper, page 36) to calculate projected FY 87 - FY 90 full time equivalent (FTE) enrollments needed for a self-sustaining program. For the purpose of calculating FTEs we relied upon an ESAYTEC average cost estimate of $2,530 per participant month for seven month U.S. modular courses. This resulted in an average of $17,710 (rounded to $18,000) per full time seven month trainee or its equivalent in short-term technical participant income. Actual enrollments for FYs 1987 and 1988 were compared to project paper projections. Then the evaluation presents the results of known USAID *(see Appendices H and K)* and other donor commitments *(see Appendix N)*.

The table on the following page shows the number of full time equivalent enrollees needed to make ESAYTEC self-sustaining by the end of fiscal year 1990.

FULL-TIME EQUIVALENTS (FTEs) NEEDED TO MAKE ESAYTEC SELF-SUSTAINING

	FY 87	FY 88	FY 89	FY 90
CAPS	7	13	8	--
USAID	7	16	22	27
UN	7	17	25	33
OAS PAHO IADB	4	10	14	19
COUNTRIES AND PRIVATE SECTOR	3	8	19	31
TOTALS	**28**	**64**	**88**	**110**

It should be emphasized that the original support assumptions are no longer valid. There can be no significant expectations of CAPS fellowship support because the CAPS target audience does not coincide with planned ESAYTEC beneficiaries. Even though the Organization of American States, Inter-American Development Bank, Pan American Health Organization, and the private sector expressed interest in the ESAYTEC programs, they have not funded a significant number of ESAYTEC participants. No evidence was found to demonstrate future funding commitments from these groups. This is a matter of concern for fiscal years 1989 and 1990 because the project paper assumes these funding

sources will play a significant role (approximately 45% of funding was projected from these sources).

In the first year ESAYTEC reported that the planned enrollment levels (28 FTEs) were not met. This resulted in delays in project implementation. For fiscal year 1988 the ESAYTEC Director reported in his Fourth Quarter Report of Fiscal Year 1987 as follows:

A total of 39 participants from 16 countries will be enrolled in courses. This is a very encouraging increase from last year when only eight participants attended the first modular course.

These enrollment levels exceed the targets set in the project implementation plan and are the result of the intensive efforts made during the last quarter to publicize the program and to obtain funding for fellowships. The sources of fellowship funding for the 39 participants [see Appendix J] *enrolled are as follows: United Nations Fund for Population Activities, 28; AID Missions, 9; and own government, 2.*

It should be noted, however, that in the project paper's Table 7 the total fellowship funding required for ESAYTEC to reach self-sufficiency was $1,159,000 by FY 1988 (FTE equivalent = 64). This should be compared to the evaluation's findings of only 44 FTEs for FY 1988 (detailed below), or a shortfall of 20 FTEs.

Appendix K presents the AID/W outgoing telegram to Missions and their responses. ESAYTEC also requested similar information from UNFPA, however, no written response had been received by the time this report was being prepared. The following table illustrates USAID responses of planned utilization of ESAYTEC training programs. It should be noted that most USAID and other donor commitments are usually couched in "pending availability of funds" language. The evaluation team fully realizes that the actual funding commitments are usually not given far enough in advance to give a training institution such as ESAYTEC adequate lead-time for planning and preparation.

In summary the anticipated effective annual demand for the 1988-89 ESAYTEC training year programs was found to be as follows:

USAIDs Responding	Number of FTEs
Colombia	4
Costa Rica	2
Dominican Republic	6
Honduras	5
Peru	4
Various Workshops ($60,000 ÷ $18,000)	3
USAID Total (*see* page 10 of *Appendix O*)	24
UNFPA (*see Appendices N and L*)	20
Anticipated Effective Demand	44

Despite the unlikelihood of ESAYTEC achieving fiscal self-sufficiency, the school is successfully fulfilling needs identified and financed by USAID missions and the UNFPA. Foremost among these needs is increasing the capacity to provide accurate and timely statistics for national planning efforts and the development of host country programs. For example, USAIDs and other donor agencies are keenly interested in having well-trained human resources for a variety of upcoming national census activities which can be used for planning and implementing population and health activities. Therefore, some positive effective demand has been demonstrated for the ESAYTEC programs already developed.

H. Multiplier effect

On page 15 of the project paper one of the four project outputs is "improved capability of LAC statistical organizations to provide in-house training in applied statistics and data processing technologies." This output cannot be realized without the incorporation of a well-planned multiplier effect. This should include coordination with USAIDs, BUCEN, other donors, and host countries. A.I.D., host countries and other donors do not have the resources or luxury of training everyone who needs training in the U.S. Successful development projects stress for self-sufficiency of the target organizations, and at some point in time, the project is no longer needed. In essence, a good development program works itself out of business.

The evaluation found two individuals who returned to teach skills acquired to vocational school and university students. Otherwise, there was some evidence of informal transference of skills from former participants to co-workers.

Host country agencies or offices did not consider the multiplier effect in recruitment and selection. It did not appear that participants were chosen on the basis of their opportunity to train others. USAIDs did not establish the multiplier effect as a criterion for selection. ESAYTEC did not have a train the trainers module instituted during the first year of operation. However, when discussed with ESAYTEC, the Director felt this was an important area and plans to include a 20 hour module on Training for Statistical Activities this year.

I. Management of training activities

ESAYTEC has fallen behind schedule, partly because A.I.D. incremental funding was cut. The original enrollment targets were not met, thus income from tuition was not earned as planned. This has obliged the use of project funds for administrative costs which were originally earmarked for curriculum development. The evaluation's recommendation for a revised time-phased implementation plan should take the above into account. Overall BUCEN has handled the management aspects of the project competently. Some areas need attention, however, and several important aspects of the program promised in the project paper

have not been carried out. The time-phased implementation plan has not been revised. Specifically, there should be annual donor meetings and yearly A.I.D. monitoring meetings.

Follow-up and communications with participants has been faulty or absent. Alumni are not kept informed of ESAYTEC activities (a newsletter could remedy this short-coming). Reliable lists of forwarding addresses for returned participants are not maintained.

Initially there were logistical problems with participants, especially with regard to housing and transportation to and from the school. Recently these have been brought under control, but at the cost of a housing relocation which constricts the opportunity for significant social interaction with non-participants other than BUCEN personnel.

The in-service training program for instructors had little documentation and could not be evaluated for effectiveness. This is an area which needs improvement, given that many of the instructors are BUCEN technical personnel rather than career educators. Furthermore, evaluation of instructor performance was limited mainly to student evaluations, *(see Appendices F and G)* and classroom visits followed by critiques by the ESAYTEC Director. Steps are being taken by ESAYTEC to institute a peer evaluation system.

More generally, the administration of ESAYTEC should take a more effective leadership role in promotion of the program to donor agencies and host country officials (see Chapter III, Sections A and B, for conclusions and recommendations in this area).

CHAPTER III: CONCLUSIONS AND RECOMMENDATIONS

This chapter provides a general conclusion and a recommendation if the project is further funded, followed by conclusions reached and recommendations for the eight evaluative areas examined during the study.

A. General

CONCLUSION:

The evaluation found that objectives of the project were being accomplished with some short-falls, discussed below in the eight evaluative areas.

RECOMMENDATION:

If A.I.D. provides continued incremental funding for the project, that BUCEN, LAC/DR/EST, and USAIDs institute the recommendations for the eight evaluative areas submitted below:

B. Congruence with A.I.D. priorities

CONCLUSION:

Based on interviews with host country, USAID, and AID/W officials, it was found that the project was generally congruent with A.I.D. priorities in the areas of statistical surveys, analyses, and dissemination of data to the public and private sectors. The availability of accurate and timely statistics is recognized by A.I.D. to be indispensible for the preparation of meaningful development projects.

RECOMMENDATION:

Continued LAC/DR/EST monitoring of the project to assure future congruence of the A.I.D. priorities noted above.

CONCLUSION:

ESAYTEC did not hold their annual donor conferences as planned in the project paper, thereby not providing a forum for

helping to ensure ESAYTEC training is meeting the needs of the region; for stimulating donor support; and serving as a medium for communication, information exchange, and coordination among donors in the areas of statistics and data processing.

RECOMMENDATION:

ESAYTEC organize annual donor conferences as outlined in the project paper. Furthermore, it is suggested that key host country officials be invited to these conferences to ensure regional and country specific inputs in the overall setting of priorities, curricula development, and evaluation.

CONCLUSION:

The number of private sector participants has been low (two from Mexico) and is not a high priority area for ESAYTEC.

RECOMMENDATION:

The project concentrate scarce resources on training key personnel from appropriate public sector institutions during the remainder of the program.

C. Provision and utilization of skills

CONCLUSION:

ESAYTEC does not have a mechanism established that provides LAC host countries with opportunities be an integral part of the program.

RECOMMENDATION:

LAC/DR/EST require BUCEN to establish an advisory board, made up of representatives from LAC A.I.D. host countries, to give guidance and advice on policy, priorities, curricula, budget, sources of funding, and recruitment of participants.

CONCLUSION:

An output of the project's logical framework was to have LAC host country technicians be involved as instructors in actual courses. We found no evidence of this.

RECOMMENDATION:

BUCEN recruit and utilize host country technicians for future instructional programs. Furthermore, these individuals could lend their expertise in the improvement and development of the curriculum.

CONCLUSION:

The curriculum does not have sufficient inputs from host countries to make it relevant to their needs and local conditions.

RECOMMENDATION:

Any future curriculum development utilize host country officials and/or technicians as paid consultants under the project.

D. Political and social exposure

CONCLUSION:

Individuals funded under the Central American Peace Scholarship Programs (CAPS) did not receive an "experience America" program which is an integral part of that project.

RECOMMENDATION:

LAC/DR/EST remind USAIDs that if any future ESAYTEC trainees are funded under CAPS they must be programmed and funded for a CAPS type of political and social exposure.

E. Cost effectiveness

CONCLUSION:

Overall ESAYTEC training costs are significantly higher than other A.I.D. and CAPS costs. ESAYTEC is not using TCBS costing format which makes it difficult to compare sub-category costs between programs.

RECOMMENDATION:

ESAYTEC incorporate the TCBS reporting format in its program.

CONCLUSION:

Attempts at cost reduction have not lowered the actual program costs.

RECOMMENDATION:

BUCEN with guidance from LAC/DR/EST develop a strategy and plan to reduce program costs to a level comparable to other A.I.D. sponsored training programs, e.g. CAPS and A.I.D. International Training Office Training costs.

F. Recruitment and selection

CONCLUSION:

The evaluation found instances of poor recruitment, selection, and programming of participants for the project by a Mission.

RECOMMENDATION:

LAC/DR/EST should instruct A.I.D. missions to assure that future participants recruited for ESAYTEC (i) come from appropriate sponsoring agencies, (ii) have computers available for computer skills learned, and (iii) are not programmed for expensive and unnecessary English language training.

CONCLUSION:

USAIDs are not recruiting and selecting candidates based on a planned multiplier effect.

RECOMMENDATION:

LAC/DR/EST provide guidance to LAC missions to encourage a planned multiplier effect which would include selection of persons who will train designated persons in their own countries (see Section H below for further details).

G. Level of effective demand

CONCLUSION:

It appears unlikely that ESAYTEC will reach the level of self-sufficiency for FY 1990 envisioned in the project paper.

RECOMMENDATION:

If the remainder of the project is funded, it is recommended that LAC/DR/EST in consultation with BUCEN institute appropriate changes in the project as indicated in the evaluation findings to reflect the unlikelihood of ESAYTEC self-sufficiency by FY 1990.

CONCLUSION:

ESAYTEC is successfully fulfilling training needs identified and financed by USAID missions and UNFPA.

RECOMMENDATION:

BUCEN with guidance from host countries, USAIDs, LAC/DR/EST, and other donors concentrate ESAYTEC human and financial resources during LOP in meeting identified host country and regional training needs.

H. Multiplier effect

CONCLUSION:

Little evidence of a planned multiplier effect was found.

RECOMMENDATION:

LAC/DR/EST instruct USAIDs to encourage a planned multiplier effect for all ESAYTEC A.I.D. funded long-term participants, which includes:

- *a requirement that host country agencies submit a plan for skill transfer with each long-term training nominee presented for A.I.D. funding. This plan should include names or positions of persons who will receive subsequent training from the nominee.*

- *USAIDs approve only candidates who will train others*

- *USAIDs follow-up to ensure and encourage subsequent training by returned participants*

CONCLUSION:

During the first year there was no provision for training trainees to be trainers in the ESAYTEC curriculum.

RECOMMENDATION:

The BUCEN module on "How to Teach for Statistical Activities" be instituted now as a mandatory course requirement. A similar module should be incorporated in the other seven month courses. Furthermore, ESAYTEC should follow-up and evaluate these training courses and incorporate necessary changes.

I. Management of training activities

CONCLUSION:

Overall BUCEN has handled the management aspects of the project competently. However, the project has changed significantly since the project paper was approved.

RECOMMENDATION:

ESAYTEC revise the time-phased implementation plan to reflect *the realities of the project.*

CONCLUSION:

Annual LAC/DR/EST monitoring meetings were not scheduled yearly. The one meeting held was not documented.

RECOMMENDATION:

LAC/DR/EST should hold annual project monitoring meetings as outlined on page 52 of the project paper on a yearly basis. It is suggested the five areas mentioned be reviewed and a formal written record of the proceedings be kept.

CONCLUSION:

Returned participants were not receiving communications or professional information from ESAYTEC on a regular basis.

RECOMMENDATION:

ESAYTEC should publish a newsletter. This publication will serve to keep returned participants informed of ESAYTEC and BUCEN activities of professional interest to them, to provide current bibliography, and to give information about past and present trainees.

CONCLUSION:

The evaluation found the list of local addresses of returned participants to be incomplete and unreliable.

RECOMMENDATION:

ESAYTEC take the necessary steps to ensure that complete and reliable addresses are on file for each participant who finishes the program.

CONCLUSION:

Not much evidence of a regular or a formal in-service training program for ESAYTEC instructors was encountered.

RECOMMENDATION:

ESAYTEC institute a programmed and formal in-service training program for all ESAYTEC instructors.

Some of the conclusions and recommendations in this chapter were discussed informally in meetings and by telephone with the ESAYTEC Director. He responded to certain conclusions in a letter that is included in this report as *Appendix M.* After receipt of the initial draft report, the ESAYTEC Director prepared a detailed response that is included in this report as *Appendix O.* The evaluation found the ESAYTEC responses to be voluminous, but in many cases these failed to address the conclusions and recommendations of the report and introduced extraneous material. The responses nevertheless were carefully reviewed. Pertinent and appropriate changes have been incorporated into this final version of the report.

List of Materials Reviewed at Escuela De Estadistica Aplicada y Technicas de Computacion (ESAYTEC) - Bureau of the Census, International Statistical Center

1. Two Pre-departure Reports on Training Programs in Computer Data Systems. Participants' report and evaluation of program.

2. Program Evaluation Questionnaire covering course in the Application of Microcomputers in Statistical Organizations.

3. ESAYTEC list of participants, courses taken and country of origin.

4. ESAYTEC list of training activities planned for 1987-1988, courses offered, length of course and site.

5. File containing quarterly fiscal reports, project implementation plan, course evaluation statistics, and trip report by training advisors.

6. List of required course work for 6 training programs; graduate school courses at GWU for students registering in the Statistical Training Program.

7. Document, Program for 1990 Round of Censuses, containing lists of training and technical assistance useful to planning officials; detailing activities involved in a model-census timeframe.

8. Two catalogues listing programs and courses offered in 1986-87 & 1987-88, to Spanish speakers (in spanish).

9. Two catalogues listing programs and courses offered in 1986-87 and 1987-88, to Spanish speakers(in english).

10. Brochure describing areas of technical assistance provided by staff.

11. Article, "International Training at the U.S. Bureau of the Census: An Insider's View", discussing the International Training Program.

12. Materials for the course in Basic Electronic Data Processing (in Spanish).

Annotated List of Materials Reviewed at LAC/DR/EST
(Some of the items listed were also reviewed at BUCEN)

1. Project Document File

A. Project Paper - LAC Regional - Statistics Training Center Project Number 598-0636.

PP is 53 pages with 9 tables and 12 annexes. The project was authorized for $1 million on August 13, 1985.

> "The project will establish a training center at the U.S. Bureau of Census to provide Spanish language training in statistics, data processing, and data analysis, aimed at public and private sector professionals from statistical offices in the Spanish-speaking LAC countries and Brazil."

The authorization also contains a condition Precedent to Disbursement -

> "Prior to any disbursement or issuance of any commitment documents under the Agreement after September 30, 1987, the U.S. Census Bureau shall furnish to A.I.D. an evaluation of the Project Training Program which shows a positive effective demand for the program."

B. Opening Program Agenda, September 21, 1987.

C. Draft remarks by David Evans for B above.

D. Versions in English and Spanish of A.I.D./BUCEN 1987-1984 Spanish Language Training Programs - School for Applied Statistics and Data Processing (45 pages). The four-part publication provides: (i) general information, (ii) descriptions of training activities scheduled during the period May 1987 to April 1988, (iii) training activities tentatively scheduled during the period May 1988 to April 1989, (iv) other seminars and workshops available.

E. List of participants 8/1986 to 8/1987.

13 pages of participants by course, name, position, city, and country. Five courses are presented:

1. Application of Microcomputers in Statistical Institutions. (17 participants)

2. Modular Course in Electronic Data Processing, Washington D.C. Sept. 15, 1986 to May 1, 1987. (8 participants)

3. Electronic Treatment of a Statistical Project, Madrid, Spain, Nov. 10-21, 1986. (14 participants)

4. The Efficient Coordination of Statistical Information

Between Producers and Users. (22 participants)

5. The Efficient Coordination of Statistical Information Between Producers and Users. San Jose, Costa Rica, July 27-August 8, 1987. (20 Costa Rican participants)

F. Trip Report to Mexico City of Sandra Rowland and John Kavalivnas.

The purpose of the trip was to conduct an ESAYTEC regional workshop on Effective Coordination Between Producers and Users of Statistical Data. The workshop was done in collaboration with the Mexican National Institute of Statistics, Geography, and Information (INEGI). There were 19 participants from INEGI, one from the Statistical Institute of Honduras, one from the Ministry of Public Health of Honduras, and one from the General Directorate of Statistics and Census of Uruguay. The trip report discusses workshop preparation, schedules and content, participation, evaluation, field visit to INEGI regional office in Toluca, Mexico, and Mexican hospitality.

G. Memo from Paul White, LAC/DR/EST requesting a no cost extension of PIO/T 598-0000-2-5651309.

H. PASA Agreement with 2 amendments for incremental funding.

I. PIO/T 598-0000-3-7655060. Total funding through February 11, 1987 was $746, 000.

2. Project Identification Document File

This file has a copy of the PID, correspondences between A.I.D. and BUCEN, Internal A.I.D. project documentation memos. Four telegrams from missions' original PID which was reviewed by the LAC DAEC.

3. Project Paper Document File

A backup file from when the PP was being developed. The file contains action memos, draft project authorization, the original PIO/T approved 8/14/85 with a scope of work, and official file copies of project documents (yellow copies).

4. BUCEN Monthly and Quarterly Reports File

This file contains some correspondence, two trip reports, voucher approvals, a BUCEN draft evaluation plan, Quarterly Report from Oct. 1, 1985 through June 30, 1987, and five monthly reports.

Individuals Contacted in San Jose, Costa Rica

John Jones	Chief General Development Office, USAID/San Jose
Thomas McKee	Chief Education and Human Resources USAID/San Jose
Lucille de Lucema	Health and Population Office, USAID/San Jose
Eladio Cordera Diaz	Director, General Statistics and Census Direction
Lupita Chavez Cervantes	Chief of Statistics Department, Ministry of Plans
Jose Rodriquez Corrales	Economist #1, National Accounts Section, Central Bank of Costa Rica
Virginia Rodriguez	Sub Director, General Statistics and Census Direction
Maria Gonzalez Quesada	Chief Social Statistics Design and Analysis Section
Merceditas Lizano	Chief of Planning and Evaluation, Nutrition Department, Ministry of Health
Maricetta Charpentier	Chief of the Information Department, General Statistics and Census Direction
John De Goyen	Chief of Mapping Department, General Statistics and Census Direction
Hugo Valverde Morales	Chief of Statistical Information Center
Louis Andres Arguedes	Acting Chief of Computer Department, General Statistics and Census Direction (attended ESAYTEC 7 month course)

Note: The first eight Costa Ricans interviewed (listed above) attended a July 27 to August 8, 1987 Workshop about the Effective Coordination between Producers and Users of Statistical Information.

Individuals Contacted in Tegucigalpa, Honduras

Henry Reynolds	Chief EHRD, USAID/Tegucigalpa
Richard Martin	Education Officer, USAID/Tegucigalpa
Albertina Centino	Training Officer, USAID/Tegucigalpa
Robert Haliday	Health and Population Officer, USAID/Tegucigalpa
Carmen Miranda	Population Office, USAID/Tegucigalpa
Juan Butari	Economist, USAID/Tegucigalpa
Cesar A. Garcia Romero	Director, Department of Electronic Data Processing, Statistics and Census General Direction
Rosa Estela Raudales	Supervisor of Data I, Statistics and Census General Direction
Alma Luz Vega Pino	Statistician II, Ministry of Economy, interior Commerce Dept.
Ana Consensa Rivera	Auditor of "J" Prices, Interior Commerce Department, Ministry of Economy

Individuals Contacted In Washington D.C.

David Evans, LAC/DR/EST, A.I.D.

Marcia Birnbaum, A.I.D., LAC/DR/EST

Daniel Terrell, A.I.D., S & T/IT

Elizabeth Carter, A.I.D., S & T/IT

Preston Brown, ESAYTEC, BUCEN

Rafael Espinosa Jimenez, Participant, Costa Rica

DATA GATHERING INSTRUMENTS DEVELOPED FOR EVALUATION OF ESAYTEC TRAINING PROGRAM

Information Required for Scope of Work

EVALUATION OF ESAYTEC TRAINING PROGRAM

November 1987

Guides for Gathering Information From:

- U.S. Agency for International Development
- USAID Missions in Two Countries
- BUCEN Headquarters in Washington DC
- Institutions or Training Sites in Five States
- Training Participants in Two Countries
- Employers in Two Countries

EVALUATION OF THE ESAYTEC TRAINING PROGRAM

Information from AID/Washington

A. Congruence with AID priorities

1. What are AID initiatives in this project?

2. What does AID think are the needs in these countries? Individual? Community?

3. To what extent does the mix of ESAYTEC training programs for these countries correspond to AID priorities (e.g. ag, ed, health, business, safety, women)

B. Cost reduction

1. How do specific measures taken by BUCEN to reduce costs compare with measures adopted by other training programs?

2. For future contracts should BUCEN use the training costs analysis to strengthen cost-reduction efforts?

F. Recruitment/selection

1. To what extent do selection criteria match the criteria of other AID projects?

2. If there are discrepancies, what kind and for what reason?

J. Management of participant training activities

1. What is AID's impression about how the overall planning process has worked?

2. What observations can AID make concerning the process for BUCEN's management of their participant training program?

3. What does AID perceive to be the strengths and weaknesses of the management of these participant training programs?

4. What suggestions does AID have for ways in which BUCEN's management of their training program might be improved?

5. What information or other support does AID feel is needed from ESAYTEC to enable them to manage their role in the training program more effectively?

K. General

1. What does AID think are major strengths of the ESAYTEC training program?

2. Major weaknesses? How could ESAYTEC's training programs be improved?

Name_____

Institution_____

Address_____

Tel: Hm._____

Wk._____

EVALUATION OF THE ESAYTEC TRAINING PROGRAM

Information from AID/Washington

A. Congruence with AID priorities

1.

2.

3.

B. Cost reduction

1.

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F. Recruitment/selection

1.

2.

J. Management of participant training activities

1.

2.

3.

4.

5.

K. General

1.

2.

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EVALUATION OF THE ESAYTEC TRAINING PROGRAM

Information from BUCEN

A. Congruence with AID priorities

1. What is the process for designing training programs? Who (what roles) are involved at each level? (A.I.D., USAIDs, host countries)

2. How do training programs take into account AID's priorities for respective countries as well as other identified community and individual needs?

3. What has been the mix of programs overall?
-statistics -data processing -data analysis

4. To what extent does this mix correspond to that set out in other projects originally funded by USAID? If there are discrepancies, what and why?

B Provision of skills

1. What was the actual length of training? How was that determined? How did the actual differ from what was originally envisioned? Why?

2. Where did training actually take place?

3. What is BUCEN's impression of the appropriateness and quality of training provided? What changes in training duration, content, or format might make this training more effective?

C. Utilization of skills

1. What kind of feedback does BUCEN receive concerning actual use by participants of skills they acquired through their U.S. training?

D. Political and social exposure

1. What was the nature of the "experience America" program(goals, objectives, duration, cost, effectiveness)? Does BUCEN provide guidelines for this component?

2. What is BUCEN's impression of how this aspect of the training program is handled? Is the approach fairly standard, or what are uniquenesses?

3. What is BUCEN's perception of its "experience America" program as compared with that of USAID training contractors?

E. Cost reduction

1. What does training cost? Short-term vs. long-term? Individual vs. group? Training vs. administrative costs?

2. What specific measures are taken to reduce costs?

3. What is BUCEN's impression of how these measures compare with those of other USAID-funded training programs?

4. What are the actual and inkind costs of the portfolio for each country, by source and by level of effort?

5. What proportion of costs do participants themselves cover out of their own pockets?

6. Were training costs accurately budgeted for in the proposals? If not, were they over-budgeted? under-budgeted? What accounts for this?

7. How can the budgeting process be improved?

8. For future contracts should BUCEN use the training costs analysis to strengthen cost-reduction efforts?

F. Recruitment/selection

1. What is the profile of participants in terms of:

   - socioeconomic status
   - sex
   - geographic distribution
   - level of career attainment
   - public or private sector affiliation
   - likelihood of re-entering the labor force

2. To what extent do selection criteria match the criteria set out in the project documents as funded by AID? If discrepancies, what and why?

3. What is ESAYTEC's assessment of the process for selecting participants - strengths? weaknesses? How does this vary among programs?

4. What changes could be made to improve the selection process?

G. Orientation/language training

1. What is ESAYTEC's impression about how prepared participants have been for their trip and program in the U.S.? What proportion of participants pass through Washington DC or are seen on-site by ESAYTEC representatives?

2. How has orientation been handled - at country level and in

the U.S.? How successful has it been? How could orientation be improved?

G. Orientation/language training (continued)

3. How has language training been handled - at country level and in the U.S.? How successful has it been? How could language training be improved?

4. What has been the experience with use of interpretation? With increasing emphasis on short-term training, is use of interpreters more feasible than language training?

H. Multiplier effect

1. What evidence does BUCEN have that participants actually have gone back to their countries and trained others in their own departments, community, or organization with skills they learned in their U.S. training?

2. How could training programs be improved to better equip participants to transmit their learning to others upon their return home?

I. Follow-up

1. What kind of communication has been maintained with participants since their return to their country?

2. Is there any systematic procedure for maintaining participant contact "with U.S. culture, ideas, and influence"?

3. What steps could be taken to make follow-up more effective?

J. Management of participant training activities

1. What has been the process for managing the participant training program? How is BUCEN organized at the headquarters level? Who has responsibility for what?

2. How has the overall planning process about training actually worked at various levels?

3. What aspects of the original plans - and individual and group itineraries - had to be changed or dropped?

4. What does BUCEN consider the strengths - and weaknesses - of the management of participant training programs? At headquarters level? In countries?

5. How can BUCEN's management of participant training activities be improved?

6. What is BUCEN's assessment of its relationship with A.I.D./Washington, USAIDs, (LAC, S&T/OIT) and how could that be strengthened?

K. General

1. What does BUCEN consider the major strengths of the training program? Of the way it is being implemented?

2. How could the training program - or the way it is being implemented - be improved?

3. How is the ESAYTEC's training program related to other aspects of BUCEN's overall program? How does the training program benefit from this interrelationship? What is the specific benefit to participants?

4. What else do evaluators need to know to be able to accurately describe the ESAYTEC training program?

Name_____

Institution_____

Address_____

Tel: Hm._____

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EVALUATION OF THE ESAYTEC TRAINING PROGRAM

Information from BUCEN

A. Congruence with AID priorities

1.

2.

3.

4.

B Provision of skills

1.

2.

3.

C. Utilization of skills

1.

D. Political and social exposure

1.

2.

3.

E. Cost reduction

1.

2.

3.

4.

5.

6.

7.

8.

F. Recruitment/selection

1.

2.

3.

4.

G. Orientation/language training

1.

2.

G. Orientation/language training (continued)

3.

4.

H. Multiplier effect

1.

2.

I. Follow-up

1.

2.

3.

J. Management of participant training activities

1.

2.

3.

4.

5.

6.

K. <u>General</u>

1.

2.

3.

4.

EVALUATION OF ESAYTEC TRAINING PROGRAM

Information from USAID Missions

A. Congruence with AID priorities

1. What are AID initiatives in this country?

2. What does AID think are the needs in this country? Individual? Community?

3. What has been the mix of programs for this country?

   -ag -ed -health -women in development -small biz dev. -population & fam. plan -emergncy & safety -other

4. Tho what extent does the mix of BUCEN training programs for this country correspond to AID priorities?

C. Utilization of skills

1. What is the missions' observation about how relevant the U.S. training has been relative to participant roles in their country?

2. What does the mission feel is the greatest benefit of the participants' training experience?

3. What changes would the mission suggest in the training?

D. Political and social exposure

1. What perceptions of this aspect of training does the mission have?

2. What evidence does the mission have that these activities have increased participants' awareness or understanding of the U.S.?

F. Recruitment/selection

1. What is the mission's understanding of the process used to select participants for training? What has been the mission's role, if any?

2. To what extent do selection criteria match the criteria of the funding AID project? if there are discrepancies, what kind and for what reason?

3. What are the strengths and weaknesses of the process used for selection?

5. What changes could be made to improve the selection process?

6. What difference is there between participants in BUCEN training and participants in other training programs funded by AID?

G. Orientation/language training

1. What is the mission's perception of how orientation has been handled at the country level? How could orientation be improved?

2. What is the mission's perception of how language training has been handled? How could language training be improved?

H. Multiplier effect

1. What evidence is there that participants actually train others in their own departments, community, or organization with skills acquired through training in the U.S.? What is the mission's observation about the effectiveness of this multiplier effect?

2. How could the U.S. training program be improved to better equip participants to transmit their learning to others upon their return home?

I. Follow-up

1. What has been the mission's role in maintaining the participants' contact "with U.S. culture, ideas, and influence" after their return home?

2. What steps could be taken to make follow-up more effective?

J. Management of participant training activities

1. What is the mission's impression about how the overall planning process has worked?

2. What observations can the mission make concerning the process for management of the participant training program?

3. What does the mission perceive to be the strengths and weaknesses of the management of participant training programs?

4. What suggestions does the mission have for ways in which BUCEN's management of their training program might be improved?

5. What information or other support does the mission feel is needed from BUCEN to enable them to manage their role in the training program more effectively?

K. General

1. What does the mission think are major strengths of the ESAYTEC training program?

2. Major weaknesses? How could ESAYTEC's training program be improved?

3. What else do evaluators need to know to accurately describe this program?

Name_____

Institution_____

Address_____

Tel: Hm._____

Wk._____

EVALUATION OF ESAYTEC TRAINING PROGRAM

Information from USAID Missions

A. Congruence with AID priorities

1.

2.

3.

4.

C. Utilization of skills

1.

2.

3.

D. Political and social exposure

1.

2.

F. Recruitment/selection

1.

2.

3.

5.

6.

G. Orientation/language training

1.

2.

H. Multiplier effect

1.

2.

I. Follow-up

1.

2.

J. Management of participant training activities

1.

2.

3.

4.

5.

K. General

1.

2.

3.

EVALUATION OF ESAYTEC TRAINING PROGRAM

Information from Training Participants

B. Provision of skills

1. What were your expectations for the training you would receive?

2. What did you think of the appropriateness and quality of the training provided?

3. What was the specific mix of skills you acquired?

4. Were you adequately trained in the skills intended?

5. What was your level of satisfaction with the training?

6. What changes in training duration, content, or format might have made this training more effective?

C. Utilization of skills

1. What kind of background and experience did you have prior to your U.S. visit?

2. What position did you occupy prior to training?

3. What position do you occupy now?

4. If there was a change in job responsibilities, was this related in any way to the training received in the U.S.?

5. How relevant was the U.S. training received for your current position?

6. How are you actually using in your job what you learned?

7. Has your salary changed as a result of training?

8. Have you received any other benefits as a result of being selected for training?

9. What has the greatest benefit to you of your experience? To your employer?

10. What changes might you recommend to make training more useful?

D. Political and social exposure

1. How would you assess the "experience America" aspect of your training?

2. For participants trained in the U.S., what kind of experiences did you have while in the U.S.?

   - lived with families
   - visited with families
   - attended athletic or similar events
   - attended cultural events
   - traveled around a particular state
   - traveled around the U.S.
   - visited with friends around the U.S.
   - other (specify)

3. How much did these activities increase your awareness or understanding of the U.S.?

   - citizens
   - politics
   - how the government functions
   - life styles
   - families
   - other (specify)

4. How have you communicated your social and political learning to your fellow countrymen/countrywomen since your return?

E. Cost reduction

What proportion of costs associated with your experience in the U.S. did you yourself handle out of your own pocket?

F. Recruitment/selection

1. How did you hear about this training opportunity? What was the application process? What was the process you had to go through to get selected?

2. How would you characterize yourself according to:
   - socioeconomic status, geographic distribution, level of career attainment, public or private sector affiliation, current role in the labor force

3. What changes do you think could be made to improve the selection process of who goes for training?

G. Orientation/language training

1. How prepared do you feel you were for your trip and program?

2. How was orientation handled within your country and/or in

the U.s.? How could it have been improved?

3. What was your proficiency in English before you went to the U.S.? After your return?

4. How was language training handled in the U.S.? How could it have been improved?

5. Did you have instruction in English in preparation for your trip to the U.S.? Did you continue instruction after you returned home? How often do you speak English?

H. Multiplier effect

1. How have you actually trained others in your own department, community, or organization with skills you learned in your U.S. training?

2. What is the effectiveness of this training in terms of numbers, quality, and usage?

3. How could the training program have been improved to better equip you to transmit your learning to others when you returned home?

I. Follow-up

1. What kind of communication have you maintained with colleagues and friends in the U.S. since your return home?

2. How has your contact "with U.S. culture, ideas, and influence" been maintained?

3. What steps could be taken to make follow-up more effective?

J. Management of participant training activities

1. What was your own experience with ESAYTEC as far as their role in administering the training program?

2. What suggestions might you have for improving the management of participant training activities as you experienced them?

K. General

1. What did you like most about your experiences?

2. What did you like least about your experiences?

3. What do you consider the major strengths of the training program? Of the way it is being implemented?

4. What do you consider the major weaknesses of the training program? Of the way it is being implemented?

EVALUATION OF ESAYTEC TRAINING PROGRAM

Information from Training Participants

B. Provision of skills

1.

2.

3.

4.

5.

6.

C. Utilization of skills

1.

2.

3.

4.

5.

6.

7.

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9.

10.

D. Political and social exposure

1.

2.

3.

4.

E.

F. Recruitment/selection

1.

2.

3.

G. Orientation/language training

1.

2.

F. Recruitment/selection

1.

2.

H. Multiplier effect

1.

2.

3.

J. Management of participant training activities

1.

2.

3.

4.

K. General

1.

2.

3.

4.

5.

EVALUATION OF THE ESAYTEC TRAINING PROGRAM

Information from Employers

B. Provision of skills

1. What were your expectations for the training your employee would receive?

2. What is your impression of the appropriateness and quality of the training provided?

3. Was your employee adequately trained in the skills intended?

4. How satisfied was your employee with the training?

5. What changes in training duration, content, or format might have made this training more effective?

C. Utilization of skills

1. What kind of background and experience did your employee have prior to his/her U.S. visit?

2. What position did your employee occupy prior to training?

3. What position does this employee occupy now?

4. If there was a change in job responsibilities, was this related in any way to the training received?

5. How relevant was the training received to the employee's current position?

6. How is this employee actually using in his/her job what was learned?

7. Has the employee's salary changed as a result of training?

8. Has this employee received any other benefits as a result of being selected for training?

9. What has the greatest benefit of the employee's experience? To you (the employer)? To the employee?

10. What changes might you recommend to make training more useful?

F. Recruitment/selection

1. In what way were you (the employer) involved with identification of this employee for this training opportunity?

2. What is the employers's assessment of the process for selecting training program participants - strengths? Weaknesses?

H. Multiplier effect

1. What evidence does the employer have that the employee actually has trained others in their own department, community, or organization with skills they learned in their training?

2. What is the effectiveness of this training in terms of numbers, quality, and usage?

3. How could the training program be improved to better equip participants to transmit their learning to others upon their return home?

J. Management of participant training activities

1. What has been the process for managing the participant training program from the perspective of the employer?

2. How has the overall planning process about training actually worked? What are roles of employers?

3. What does the employer consider the strengths - and weaknesses- of ESAYTEC's management of participant training programs?

4. How can ESAYTEC's management of participant training activities be improved?

K. General

1. What have training participants liked most about their experiences?

2. What have training participants liked least about their experiences?

3. What does the employer consider the major strengths of the training program? Of the way it is being implemented?

4. How could the training program - or the way it is being implemented - be improved?

5. What else do evaluators need to know to be able to accurately describe the ESAYTEC's training program?

5. How could the training program- or the way it is being implemented - be improved?

6. What else do evaluators needs to know to be able to accurately describe the ESAYTEC training program?

Name_____

Institution_____

Address_____

Tel: Hm._____

Wk._____

EVALUATION OF THE ESAYTEC TRAINING PROGRAM

Information from Employers

B. Provision of skills

1.

2.

3.

4.

5.

C. Utilization of skills

1.

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F. Recruitment/selection

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2.

H. Multiplier effect

1.

2.

3.

J. Management of participant training activities

1.

2.

3.

4.

K. General

1.

2.

3.

4.

5.

FOLLOW-UP QUESTIONNAIRE

BUCEN

CUESTIONARIO DE SEGUIMIENTO DE EVALUACION

TALLER DE TRABAJO SOBRE APLICACIONES DE MICROCOMPUTADORAS PARA ORGANIZACIONES ESTADISTICAS

11 al 29 de agosto de 1986

ESAYTEC

Nombre: _____

Organización: _____

País: _____

- -

El propósito de este cuestionario es obtener información que pueda usarse para evaluar la calidad del adiestramiento ofrecido por ESAYTEC. Esta evaluación complementaria será útil especialmente para determinar cuánto del entrenamiento que usted recibió le ha servido en su trabajo.

- -

1. En general, ¿hasta qué punto le ha servido el taller para mejorar su desempeño en el trabajo?
   - [ ] Nada
   - [ ] Algo
   - [ ] Mucho

- -

2. a) ¿Cuánto ha usado el Wordperfect en su trabajo desde que tomó el taller de trabajo?
   - [ ] Nunca
   - [ ] Algunas veces
   - [ ] Frecuentemente (Pase a 2c)

   b) ¿Por qué no lo ha usado más?
   - [ ] Falta de acceso a la computadora
   - [ ] Falta del programa
   - [ ] El programa no es importante para mi trabajo
   - [ ] Otra razón _____
   _____

c) ¿Cuánto cree Ud. que usará Wordperfect el próximo año?

- [ ] Nunca
- [ ] Algunas veces
- [ ] Frecuentemente

- -

3. a) ¿Cuánto ha usado Lotus 1-2-3 en su trabajo desde que terminó el taller de trabajo?

- [ ] Nunca
- [ ] Algunas veces
- [ ] Frecuentemente (Pase a 3c)

b) ¿Por qué no lo ha usado más?

- [ ] Falta de acceso a la computadora
- [ ] Falta del programa
- [ ] El programa no es importante para mi trabajo
- [ ] Otra razón
  _____
  _____
  _____

c) ¿Cuánto cree Ud. que usará Lotus el próximo año?

- [ ] Nunca
- [ ] Algunas veces
- [ ] Frecuentemente

- -

4. a) ¿Cuánto ha usado dBase III en su trabajo desde que terminó el taller de trabajo?

- [ ] Nunca
- [ ] Algunas veces
- [ ] Frecuentemente (Pase a 4c)

b) ¿Por qué no lo ha usado más?

- [ ] Falta de acceso a la computadora
- [ ] Falta del programa
- [ ] El programa no es importante para mi trabajo
- [ ] Otra razón
  _____
  _____

c) ¿Cuánto cree Ud. que usará dBase III el próximo año?

- [] Nunca
- [] Algunas veces
- [] Frecuentemente

- -

5. a) ¿Cuánto ha usado Rode PC en su trabajo desde que terminó el taller de trabajo?

- [] Nunca
- [] Algunas veces
- [] Frecuentemente (Pase a 5c)

b) ¿Por qué no lo ha usado más?

- [] Falta de acceso a la computadora
- [] Falta del programa
- [] El programa no es importante para mi trabajo
- [] Otra razón
  _____
  _____
  _____

c) ¿Cuánto cree Ud. que usará Rode PC el próximo año?

- [] Nunca
- [] Algunas veces
- [] Frecuentemente

- -

6. Desde el punto de vista de su experiencia en el trabajo desde que asistió al taller de trabajo, ¿qué aspectos del taller no le gustaron?

7. ¿Qué aspectos le gustaron más?

- -

8. a) ¿Ha adiestrado a alguien en las técnicas o el software que usted aprendió en el taller de trabajo?

[] Sí - Continue

[] No - Fin

b) Indique por favor el número de personas que ha adiestrado Ud. y en qué técnicas o software.

GRACIAS POR LLENAR ESTE CUESTIONARIO. FAVOR DE DEVOLVERLO LO MAS PRONTO POSIBLE EN EL SOBRE ADJUNTO.

10/23/86

COURSE EVALUATION FORM

The purpose of this form is to give you the opportunity to evaluate each course that you have completed at ESAYTEC. Your evaluation will be used to help improve the effectiveness of the training provided by ESAYTEC. Therefore, it is important that you answer each question as thoughtfully and frankly as possible. Your evaluation is confidential. Do not write your name on this form.

Number and name of course being evaluated: _____

Date of evaluation: _____

Name of instructor: _____

INSTRUCTIONS: Please indicate your degree of agreement or disagreement with each statement below by circling the number which represents your opinion.

	Strongly Disagree	Dis-agreee	Neutral	Agree	Strongly Agree
1. The instructor was prepared for class.	0	1	2	3	4
2. The instructor seemed to have a thorough knowledge of the subject matter.	0	1	2	3	4
3. The instructor spoke clearly and audibly.	0	1	2	3	4
4. The instructor answered questions carefully and clearly.	0	1	2	3	4
5. The instructor took into consideration participants' background, ability, and needs in conducting the course.	0	1	2	3	4

	Strongly Disagree	Dis-agreee	Neutral	Agree	Strongly Agree
6. Course objectives were clearly stated.	0	1	2	3	4
7. Course objectives were obtained.	0	1	2	3	4
8. Exams effectively tested course topics and materials.	0	1	2	3	4
9. Homework assignments increased my understanding of the subject matter.	0	1	2	3	4
10. The instructor made me interested in the subject matter.	0	1	2	3	4
11. The instructor presented material at an appropriate level.	0	1	2	3	4
12. My knowledge of the subject has increased by taking this course.	0	1	2	3	4
13. This course was well organized.	0	1	2	3	4
14. The text(s), lecture notes, and handouts contributed to my understanding of the subject matter.	0	1	2	3	4
15. What I learned in this course will help perform better in my job back home.	0	1	2	3	4

16. What aspects of this course did you like the most?

17. What aspects of this course did you like the least?

STATISTICAL SUMMARY OF STUDENT COURSE EVALUATION REPORTS

COURSE EVALUATION REPORT

NO.	INSTRCTR.	COURSE NUMBER	INSTRCT WELL PREPARE	INSTRCT KNOW-LEDGE	CLEAR SPEECH	GOOD ANSWER	SUBJECT EXPER-IENCE	CLASS OBJECT. PRESENT	COURSE OBJECT. MET	TEST EFFECTV	HOME-WORK EFFECTV	COURSE INCR. INTERST	SUBJECT PREPAR. LEVEL	INCR. KNOW-LEDGE	CLASS ORGANI-ZATION	TEXT-BOOK EVALTN.	COURSE APPLIC-ABILITY
	Besore	101															
	NUMBER RESPONDING :		6	6	6	6	6	5	6	6	6	6	6	6	6	5	6
	MEAN VALUE :		3.0	2.8	2.3	2.5	1.8	2.2	2.5	2.2	3.2	2.7	1.7	3.0	2.3	3.0	2.7
	SUM OF MEANS :		2.4														
	MODE VALUE :		2.04.0	2.0	2.0	2.03.0	1.0	1.0	2.0	3.0	3.0	3.0	1.0	3.0	2.0	3.0	3.0
	Velasquez	102-1															
	NUMBER RESPONDING :		6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
	MEAN VALUE :		3.2	3.0	3.3	3.2	3.0	3.0	2.8	2.0	3.2	2.8	2.3	3.7	3.3	3.3	3.3
	SUM OF MEANS :		2.8														
	MODE VALUE :		3.0	3.0	3.0	3.0	2.04.0	3.0	3.0	2.0	3.0	3.0	2.0	4.0	3.0	3.0	4.0
	Velasquez	102-2															
	NUMBER RESPONDING :		6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
	MEAN VALUE :		3.5	3.3	3.5	3.3	3.3	3.0	3.0	3.2	3.7	3.3	3.0	3.3	2.8	3.3	3.2
	SUM OF MEANS :		3.1														
	MODE VALUE :		3.04.0	4.0	4.0	4.0	4.0	3.0	3.0	4.0	4.0	4.0	3.0	4.0	3.04.0	3.0	4.0
	Velasquez	102-3															
	NUMBER RESPONDING :		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	MEAN VALUE :		3.5	3.5	3.5	3.5	3.5	4.0	4.0	3.5	3.5	3.5	3.0	4.0	3.5	3.5	4.0
	SUM OF MEANS :		3.4														
	MODE VALUE :		0.04.0	0.04.0	0.04.0	0.04.0	1.04.0	4.0	4.0	0.04.0	0.04.0	0.04.0	3.0	4.0	0.04.0	0.04.0	4.0
	Toro	103															
	NUMBER RESPONDING :		6	6	6	6	6	6	6	6	5	6	6	6	6	6	6
	MEAN VALUE :		3.8	3.8	3.8	3.8	3.7	3.5	3.2	3.2	3.4	3.8	3.8	3.7	3.5	3.8	3.3
	SUM OF MEANS :		3.4														
	MODE VALUE :		4.0	4.0	4.0	4.0	4.0	4.0	3.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0

COURSE EVALUATION REPORT

NO.	INSTRCTR.	COURSE NUMBER	INSTRCT WELL PREPARE	INSTRCT KNOW-LEDGE	CLEAR SPEECH	GOOD ANSWER	SUBJECT EXPER-IENCE	CLASS OBJECT. PRESENT	COURSE OBJECT. MET	TEST EFFECTV	HOME-WORK EFFECTV	COURSE INCR. INTERST	SUBJECT PREPAR. LEVEL	INCR. KNOW-LEDGE	CLASS ORGANI-ZATION	TEXT-BOOK EVALTN.	COURSE APPLIC-ABILITY
	Velasquez	104															
	NUMBER RESPONDING :		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	MEAN VALUE :		4.0	4.0	3.8	4.0	3.4	3.4	3.6	2.0	3.4	3.6	3.0	3.7	3.2	3.6	3.4
	SUM OF MEANS :		3.3														
	MODE VALUE :		4.0	4.0	4.0	4.0	3.0	3.0	4.0	2.0	3.0	4.0	3.0	3.04.0	3.0	4.0	4.0
	Gomez	105															
	NUMBER RESPONDING :		6	6	6	6	6	6	6	6	5	6	6	6	6	6	6
	MEAN VALUE :		3.8	4.0	3.7	3.7	3.3	3.5	3.0	2.5	3.2	3.3	2.8	3.5	2.8	1.8	3.2
	SUM OF MEANS :		3.0														
	MODE VALUE :		4.0	4.0	4.0	4.0	3.0	3.04.0	3.0	2.0	3.0	3.0	3.0	3.04.0	3.0	2.0	3.0
	Sawaya	106															
	NUMBER RESPONDING :		6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
	MEAN VALUE :		3.8	3.8	3.3	3.5	2.7	3.3	3.3	3.5	3.8	3.8	2.8	3.7	3.7	3.5	3.7
	SUM OF MEANS :		3.3														
	MODE VALUE :		4.0	4.0	3.0	3.04.0	2.0	3.0	3.0	3.04.0	4.0	4.0	2.0	4.0	4.0	4.0	4.0
	Velasquez	107															
	NUMBER RESPONDING :		6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
	MEAN VALUE :		2.5	2.5	2.7	3.0	2.5	1.8	1.7	2.2	2.0	2.2	2.3	2.3	1.5	2.3	2.7
	SUM OF MEANS :		2.1														
	MODE VALUE :		2.03.0	2.03.0	3.0	3.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	1.02.0	2.0	2.0
	Gomez	108															
	NUMBER RESPONDING :		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	MEAN VALUE :		3.0	3.5	3.5	3.5	3.0	3.0	2.5	1.5	4.0	4.0	3.0	4.0	3.0	4.0	4.0
	SUM OF MEANS :		3.1														
	MODE VALUE :		3.0	0.04.0	0.04.0	0.04.0	3.0	3.0	0.03.0	0.0	4.0	4.0	3.0	4.0	3.0	4.0	4.0

COURSE EVALUATION REPORT

NO.	INSTRCTR.	COURSE NUMBER	INSTRCT WELL PREPARE	INSTRCT KNOW-LEDGE	CLEAR SPEECH	GOOD ANSWER	SUBJECT EXPER-IENCE	CLASS OBJECT. PRESENT	COURSE OBJECT. MET	TEST EFFECTV	HOME-WORK EFFECTV	COURSE INCR. INTERST	SUBJECT PREPAR. LEVEL	INCR. KNOW-LEDGE	CLASS ORGANI-ZATION	TEXT-BOOK EVALTN.	COURSE APPLIC-ABILITY
	Ferri	110															
	NUMBER RESPONDING :		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	MEAN VALUE :		3.5	3.0	3.0	3.5	3.5	3.0	3.5	2.0	2.5	3.5	2.5	4.0	2.0	3.5	4.0
	SUM OF MEANS :		2.9														
	MODE VALUE :		0.04.0	0.04.0	3.0	0.04.0	1.04.0	3.0	0.04.0	2.0	0.03.0	0.04.0	0.03.0	4.0	2.0	0.04.0	4.0
	Levinson	201															
	NUMBER RESPONDING :		6	6	6	6	6	6	6	6	6	6	5	6	6	6	6
	MEAN VALUE :		4.0	4.0	3.8	3.8	3.5	3.5	3.7	3.5	3.5	3.7	3.6	3.2	3.5	3.7	2.7
	SUM OF MEANS :		3.3														
	MODE VALUE :		4.0	4.0	4.0	4.0	4.0	3.04.0	4.0	4.0	4.0	4.0	4.0	3.0	4.0	4.0	3.04.0
	Levinson	202															
	NUMBER RESPONDING :		6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
	MEAN VALUE :		4.0	4.0	3.8	3.7	3.2	3.8	3.5	2.8	3.3	3.5	2.8	3.3	3.5	3.5	3.2
	SUM OF MEANS :		3.2														
	MODE VALUE :		4.0	4.0	4.0	4.0	4.0	4.0	3.04.0	2.0	4.0	4.0	3.0	3.0	3.04.0	4.0	3.0
	Cuevas	203															
	NUMBER RESPONDING :		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	MEAN VALUE :		2.0	2.2	2.4	2.2	2.6	2.0	2.0	2.4	2.4	2.0	2.4	2.2	2.0	2.8	2.2
	SUM OF MEANS :		2.1														
	MODE VALUE :		2.0	2.0	3.0	2.0	2.0	2.0	2.0	0.03.0	0.03.0	2.0	3.0	2.0	2.0	2.03.0	0.02.0

CHECCHI AND COMPANY CONSULTING, INC.

MEMORANDUM

TO: David Evans

FROM: Hunter Fitzgerald H.Fitz

DATE: October 8, 1987

Dave: As we discussed yesterday, attached is a draft telegram requesting Mission's estimates by COB October 28, 1987, of demand for ESAYTEC training during this fiscal year.

TELEGRAM

FOR ALL LAC SPAN SPEAKING MISSIONS AND BRAZIL

SUBJECT: REQUEST FOR LAC MISSION ESTIMATES OF DEMAND FOR TRAINING UNDER LAC REGIONAL STATISTICS TRAINING PROJECT (PROJECT # 598-0636)

1. THE PURPOSE OF THIS COMMUNICATION IS TO REQUEST LAC MISSION ESTIMATES OF DEMAND FOR TRAINING UNDER THE LAC REGIONAL STATISTICS TRAINING PROJECT (598-0636).

2. BACKGROUND: THE PROJECT WAS AUTHORIZED FOR $1.0 MILLION ON AUGUST 13, 1985. THE PROJECT ESTABLISHED A TRAINING CENTER AT THE BUREAU OF CENSUS UNDER A PASA TO PROVIDE TRAINING IN STATISTICS, DATA PROCESSING, AND DATA ANALYSIS WITH SPANISH THE LANGUAGE OF INSTRUCTION, AIMED AT PUBLIC AND PRIVATE SECTOR PROFESSIONALS FROM STATISTICAL OFFICES IN THE SPANISH-SPEAKING LAC COUNTRIES AND BRAZIL. THE AUTHORIZATION ALSO CONTAINS A CONDITION PRECEDENT TO DISBURSEMENT WHICH SAYS, PRIOR TO ANY DISBURSEMENT OR ISSUANCE OF ANY COMMITMENTS UNDER THE AGREEMENT AFTER SEPTEMBER 30, 1987, THE U.S. BUREAU OF THE CENSUS SHALL FURNISH TO A.I.D. AN EVALUATION OF THE PROJECT WHICH SHOWS A POSITIVE EFFECTIVE DEMAND FOR THE PROGRAM.

3. EVALUATION: UNDER A.I.D.'S EVALUATION AND INFORMATION IQC, LAC/DR/EST HAS CONTRACTED FOR A MID-TERM EVALUATION. THE MAJOR EVALUATIVE AREAS UNDER THE WORK ORDER ARE CONGRUENCE WITH A.I.D. PRIORITIES, PROVISION AND UTILIZATION OF SKILLS, POLITICAL AND SPECIAL EXPOSURE, COST-EFFECTIVENESS, RECRUITMENT/SELECTION, LEVEL OF EFFECTIVE DEMAND, MULTIPLIER EFFECT, AND MANAGEMENT OF TRAINING ACTIVITIES. THE CONTRACTOR IS GATHERING INFORMATION IN WASHINGTON, D.C. AND WILL VISIT TWO LAC COUNTRIES, COSTA RICA AND HONDURAS. INTERVIEW INSTRUMENTS HAVE BEEN DEVELOPED FOR AID/W, USAIDS, PARTICIPANTS, EMPLOYERS, AND BUCEN. THE CONTRACTOR SHOULD BE ABLE TO ESTIMATE EFFECTIVE DEMAND FOR COSTA RICA AND HONDURAS BUT WILL NEED INPUTS FROM OTHER LAC SPANISH-SPEAKING COUNTRIES AND BRAZIL.

4. PROGRESS TO DATE: TOTAL APPROVED ADMINISTRATIVE RESERVATIONS FOR THE PASA THROUGH FEBRUARY 11, 1987 WERE $746,000, LEAVING A BALANCE OF $254,000. UTILIZING THESE FUNDS AN ESCUELA DE ESTADISTICA APLICADA Y TECNICAS DE COMPUTACION (ESAYTEC) WAS INAUGURATED IN WASHINGTON D.C. ON AUGUST 11, 1986. PROGRAM DESCRIPTIONS IN ENGLISH AND SPANISH HAVE BEEN DISTRIBUTED TO MISSIONS AND HOST GOVERNMENT AGENCIES.

5. TRAINING ACTIVITIES COMPLETED INCLUDE:

A. MODULAR COURSE IN ELECTRONIC DATA PROCESSING - WASHINGTON, D.C. 7 MONTHS. 8 PARTICIPANTS ATTENDED. 6 COMPLETED. PARTICIPANTS WERE FROM HONDURAS (3), DOMINICAN REPUBLIC (2), PARAGUAY (1), COSTA RICA (1), AND URUGUAY (1)

B. WORKSHOP - ELECTRONIC TREATMENT OF STATISTICAL PROJECT HELD IN MADRID, SPAIN. 14 PARTICIPANTS FROM ARGENTINA (1), BOLIVIA (2), CHILE (1), COLOMBIA (1), COSTA RICA (1), DOMINICAN REPUBLIC (1), GUATEMALA (1), HONDURAS (1), PARAGUAY (1), PERU (1), SPAIN (1), URUGUAY (1), VENEZUELA (1).

C. WORKSHOP ON APPLICATION OF MICROCOMPUTERS IN STATISTICAL INSTITUTIONS HELD IN WASHINGTON, D.C. 17 PARTICIPANTS FROM COLOMBIA (3), DOMINICAN REPUBLIC (1), ECUADOR (1), EL SALVADOR (1), HONDURAS (3), MEXICO (5), PARAGUAY (1), PERU (1), U.S.A (1).

D. WORKSHOP - THE EFFICIENT COORDINATION OF STATISTICAL INFORMATION BETWEEN PRODUCERS AND USERS. HELD IN MEXICO CITY. 22 PARTICIPANTS ATTENDED FROM HONDURAS (2), MEXICO (19), AND URUGUAY (1).

E. WORKSHOP - THE EFFICIENT COORDINATION OF STATISTICAL INFORMATION BETWEEN PRODUCERS AND USERS. HELD IN SAN JOSE, COSTA RICA. 15 PARTICIPANTS, ALL FROM COSTA RICA.

6. THE COSTS OF ATTENDING PROGRAMS AT ESAYTEC HAVE TO BE COVERED BY THE SPONSORING AGENCY AND/OR HOST GOVERNMENT. THE COSTS FOR ESAYTEC PROGRAMS FOLLOW:

A. MODULAR PROGRAM (SEE 5A ABOVE FOR CONTENT):
THE COSTS OF ATTENDING A MODULAR PROGRAM AT ESAYTEC INCLUDE INTERNATIONAL TRAVEL, SUBSISTENCE, AND COURSE FEES. COURSE FEES INCLUDE THE ISPC PROGRAM FEE, COMPUTER USAGE FEES, FEES FOR TRAINING PROVIDED BY AGENCIES OTHER THAN ISPC, TRANSPORTATION FOR PROGRAM-RELATED TRAVEL IN THE U.S., BOOKS, AND SHIPPING OF BOOKS UPON COMPLETION OF TRAINING. APPROXIMATE COURSE FEES FOR THE MODULAR PROGRAMS ARE LISTED BELOW.

MODULES 1, 2, AND, 3 (FULL 7-MONTH PROGRAM)	$9,800
MODULES 1 AND 2 (5 MONTHS)	$6,700
MODULES 2 AND 3 (4 MONTHS)	$5,200
MODULE 1 ONLY (3 MONTHS)	$3,300
MODULE 2 ONLY (2 MONTHS)	$2,100

B. SEMINARS AND WORKSHOPS:
THE TYPES OF COSTS AND FINANCIAL ARRANGEMENTS FOR SEMINARS AND WORKSHOPS CONDUCTED IN WASHINGTON ARE SIMILAR TO THOSE DESCRIBED ABOVE FOR THE MODULAR COURSES. THE TOTAL COSTS WILL VARY DEPENDING UPON THE DURATION OF THE SEMINAR OR WORKSHOP. APPROXIMATE COURSE FEES FOR THE WORKSHOPS THAT WERE CONDUCTED IN WASHINGTON IN AUGUST AND SEPTEMBER OF 1987 APPEAR BELOW.

INTRODUCTION TO MICROCOMPUTER APPLICATIONS FOR STATISTICAL ORGANIZATIONS (3 WEEKS)

COURSE FEES	$2,450
SOFTWARE PURCHASE (OPTIONAL)	$1,800
TOTAL COST WITH SOFTWARE PURCHASE	$4,250

ADVANCED MICROCOMPUTER APPLICATIONS FOR STATISTICAL ORGANIZATIONS (2 WEEKS)

COURSE FEES	$1,700
SOFTWARE PURCHASE (OPTIONAL)	$ 900
TOTAL COST WITH SOFTWARE PURCHASE	$2,600

INTRODUCTION TO MICROCOMPUTER APPLICATIONS AND ADVANCED MICROCOMPUTER APPLICATIONS (5 WEEKS)

COURSE FEES	$3,600
SOFTWARE PURCHASE (OPTIONAL)	$1,800
TOTAL COST WITH SOFTWARE PURCHASE	$5,400

THE COSTS FOR PARTICIPATION IN OVERSEAS WORKSHOPS AND SEMINARS WILL DEPEND UPON THE SPONSORSHIP ARRANGEMENTS AND THE TOPIC AND DURATION OF THE TRAINING. INFORMATION ON COSTS WILL BE INCLUDED IN SPECIFIC WORKSHOP ANNOUNCEMENTS.

7. ACTION REQUIRED: ADDRESSEE MISSIONS ARE REQUESTED TO ESTIMATE USAID AND/OR HOST COUNTRY DEMAND FOR ANY ESAYTEC TRAINING DESCRIBED ABOVE DURING THIS FISCAL YEAR. YOU ARE REQUESTED TO RESPOND BY COB OCTOBER 28, 1987, ATTN. DAVE EVANS, LAC/DR/EST . ANY OTHER COMMENTS OR OBSERVATIONS FROM MISSIONS ARE WELCOME.

CHECCHI AND COMPANY CONSULTING, INC.
1730 RHODE ISLAND AVENUE, N.W.
WASHINGTON, D.C. 20036-3193

TELEPHONE
202-452-9700

CABLE ADDRESS
"CHECCHI"
TELEX 440157

October 26th 1987

Mr. Preston Brown
Chief, Latin American Training Branch
International Statistical Programs Center
Bureau of the Census
U.S. Department of Commerce
Washington, D.C. 20233

Dear Tim:

This letter is to thank you for your kindness to John Thomas and myself at ESAYTEC last week. The briefing and materials you provided were informative.

In reviewing your Quarterly Report file I could not find reports for the periods of:

4/86 to 6/86
7/87 to 9/87

I would like to review these reports if they are available.

Sincerely yours,

Hunter Fitzgerald

cc David Evans

LIST OF PARTICIPANTS AT ESAYTEC (8/86 - 8/87)
BY COURSE AND COUNTRY OF ORIGIN

E S A Y T E C

LISTADO DE PARTICIPANTES EN LOS CURSOS DE ENTRENAMIENTO

AGOSTO, 1986 - AGOSTO, 1987

ORDENAMIENTO POR CURSO, Y PAIS DE ORIGEN DENTRO DE CADA CURSO

TALLER DE APLICACION DE LAS MICROCOMPUTADORAS EN INSTITUCIONES DE ESTADISTICA - WASHINGTON, D.C. - AGOSTO 11-29, 1986.

Lista de participantes:

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COLOMBIA

Sra. Lilia Olarte
Profesora Asociada
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Washington DC 20006
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CURSO MODULAR DE SISTEMAS DE PROCESAMIENTO ELECTRONICO DE DATOS
WASHINGTON,D.C. - SEPTIEMBRE 15, 1986 A MAYO 1, 1987.

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TALLER SOBRE TRATAMIENTO ELECTRONICO DE UN PROYECTO ESTADISTICO
MADRID, ESPAÑA - NOVIEMBRE 10-21, 1986.

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TALLER SOBRE LA COORDINACION EFICAZ ENTRE PRODUCTORES Y USUARIOS DE INFORMACION ESTADISTICA - CIUDAD DE MEXICO, MEXICO
OCTUBRE 6-17, 1986.

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TALLER SOBRE LA COORDINACION EFICAZ ENTRE PRODUCTORES Y USUARIOS DE INFORMACION ESTADISTICA - SAN JOSE, COSTA RICA.
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Srta. Soledad Villa Palato
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Electrònico de Datos - Washington, D.C.

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en Instituciones de Estadistica - Washington, D.C.

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de un Proyecto Estadistico - Madrid, España.

Sr. Walter Alfonso Cavero Dhaga
Instituto Nacional de Estadistica
Lima
PERU
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de un Proyecto Estadistico - Madrid, España.

Sr. Emilio Ulloa Velàsquez
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Caràcas
VENEZUELA
Taller sobre Tratamiento Electrónico de un Proyecto Estadístico - Madrid, España.

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01  PAGE 01          STATE 334208                          5324 055358  AID9746
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19  AMEMBASSY BELIZE
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22  UNCLAS STATE 334208
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24  AIDAC
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26  E.O. 12356:  N/A
27  TAGS:
28  SUBJECT:  REQUEST FOR LAC MISSION ESTIMATES OF EFFECTIVE
29  DEMAND FOR TRAINING UNDER LAC REGIONAL STATISTIC
30  TRAINING PROJECT (598-0636)
31
32  1.  SUMMARY:  THE PURPOSE OF THEIR COMMUNICATION IS TO
33  REQUEST THAT LAC MISSIONS ESTIMATE DEMAND FOR TRAINING
34  UNDER LAC REGIONAL STATISTICS TRAINING PROJECT (598-0636)
35
36  2.  BACKGROUND:  THE PROJECT WAS AUTHORIZED FOR DOLS.
37  1.0 MILLION ON AUGUST 13, 1985.  THE PROJECT ESTABLISHED
38  A TRAINING CENTER AT THE BUREAU OF CENSUS (BUCEN) TO
39  PROVIDE TRAINING IN STATISTICS, DATA PROCESSING, AND
40  DATA ANALYSIS WITH SPANISH THE LANGUAGE OF INSTRUCTION.
41  THE PROJECT IS AIMED AT PUBLIC AND PRIVATE SECTOR
42  PROFESSIONALS FROM STATISTICAL OFFICES IN THE
43  SPANISH-SPEAKING LAC COUNTRIES AND BRAZIL.  THE
44  AUTHORIZATION ALSO CONTAINS A CONDITION PRECEDENT TO
45  DISBURSEMENT WHICH MAINTAINS THAT, PRIOR TO ANY
46  DISBURSEMENT OR ISSUANCE OF ANY COMMITMENTS UNDER THE
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AGREEMENT AFTER SEPTEMBER 30, 1987, THE U.S. BUREAU OF THE CENSUS SHALL FURNISH TO AID AN EVALUATION OF THE PROJECT WHICH SHOWS A POSITIVE EFFECTIVE DEMAND FOR THE PROGRAM.

3. EVALUATION: UNDER AID'S EVALUATION AND INFORMATION IQC, LAC/DR/EST HAS CONTRACTED WITH CHECCHI AND COMPANY FOR A MID-TERM EVALUATION. THE MAJOR EVALUATIVE AREAS UNDER THE WORK ORDER ARE CONGRUENCE WITH AID PRIORITIES, PROVISION AND UTILIZATION OF SKILLS, POLITICAL AND SPECIAL EXPOSURE, COST-EFFECTIVENESS, RECRUITMENT/SELECTION, LEVEL OF EFFECTIVE DEMAND.

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MULTIPLIER EFFECT, AND MANAGEMENT OF TRAINING ACTIVITIES. THE CONTRACTOR IS GATHERING INFORMATION IN WASHINGTON, D. C. AND WILL VISIT TWO LAC COUNTRIES, COSTA RICA AND HONDURAS. INTERVIEW INSTRUMENTS HAVE BEEN DEVELOPED FOR AID/W, USAIDS, PARTICIPANTS, EMPLOYERS, AND BUCEN. THE CONTRACTOR SHOULD BE ABLE TO ESTIMATE EFFECTIVE DEMAND FOR COST RICA AND HONDURAS BUT WILL NEED INPUTS FROM OTHER LAC SPANISH-SPEAKING COUNTRIES AND BRAZIL.

4. PROGRESS TO DATE: TOTAL APPROVED ADMINISTRATIVE RESERVATIONS FOR THE PROJECT THROUGH FY 1987 WERE DOLS. 746,000, LEAVING A BALANCE OF DOLS. 254,000. UTILIZING THESE FUNDS AN ESCUELA DE ESTADISTICA APLICADA Y TECNICAS DE COMPUTACION (ESAYTEC) WAS INAUGURATED IN WASHINGTON, D. C., ON AUGUST 11, 1986 AND THE FOLLOWING TRAINING ACTIVITIES HAVE BEEN OFFERED:

- A. MODULAR COURSE IN ELECTRONIC DATA PROCESSING - WASHINGTON, D. C., 7 MONTHS; 8 PARTICIPANTS ATTENDED; 6 COMPLETED. PARTICIPANTS WERE FROM HONDURAS (3), DOMINICAN REPUBLIC (2), PARAGUAY (1), COSTA RICA (1), AND URUGUAY (1).

- B. WORKSHOP - ELECTRONIC TREATMENT OF STATISTICAL PROJECT HELD IN MADRID, SPAIN. 14 PARTICIPANTS FROM ARGENTINA (1), BOLIVIA (2), CHILE (1), COLOMBIA (1), COSTA RICA (1), DOMINICAN REPUBLIC (1), GUATEMALA (1), HONDURAS (1), PARAGUAY (1), PERU (1), SPAIN (1), URUGUAY (1), VENEZUELA (1).

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- C. WORKSHOP ON APPLICATION OF MICROCOMPUTERS IN STATISTICAL INSTITUTIONS HELD IN WASHINGTON, D. C. 17 PARTICIPANTS FROM COLOMBIA (3), DOMINICAN REPUBLIC (1), ECUADOR (1), EL SALVADOR (1), HONDURAS (3), MEXICO (5), PARAGUAY (1), PERU (1), U.S.A. (1).

- D. WORKSHOP - THE EFFICIENT COORDINATION OF STATISTICAL INFORMATION BETWEEN PRODUCERS AND USERS.

HELD IN MEXICO CITY. 22 PARTICIPANTS ATTENDED FROM HONDURAS (2), MEXICO (19), AND URUGUAY (1).

- E. WORKSHOP - THE EFFICIENT COORDINATION OF STATISTICAL INFORMATION BETWEEN PRODUCERS AND USERS. HELD IN SAN JOSE, COSTA RICA. 15 PARTICIPANTS, ALL FROM COSTA RICA.

PROGRAM DESCRIPTION IN ENGLISH AND SPANISH FOR ESAYTEC

TRAINING PROGRAM FOR FY 88 HAVE BEEN DISTRIBUTED TO MISSIONS AND HOST GOVERNMENT AGENCIES.

5. THE COSTS OF ATTENDING PROGRAMS AT ESAYTEC MUST BE COVERED BY THE SPONSORING AGENCY AND/OR HOST GOVERNMENT. THE COSTS FOR ESAYTEC PROGRAMS ARE:

- A. MODULAR PROGRAM (SEE 5A ABOVE FOR CONTENT): THE COSTS OF ATTENDING A MODULAR PROGRAM AT ESAYTEC INCLUDE INTERNATIONAL TRAVEL, SUBSISTENCE, AND COURSE FEES. COURSE FEES INCLUDE THE PROGRAM FEE, COMPUTER USAGE FEES, FEES FOR TRAINING PROVIDED BY AGENCIES OTHER THAN BUCEN, TRANSPORTATION FOR PROGRAM-RELATED TRAVEL IN THE U.S., BOOKS, AND SHIPPING OF BOOKS UPON COMPLETION OF

TRAINING PROGRAM FOR FY 88 HAVE BEEN DISTRIBUTED TO MISSIONS AND HOST GOVERNMENT AGENCIES.

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- A. MODULAR PROGRAM (SEE 5A ABOVE FOR CONTENT): THE COSTS OF ATTENDING A MODULAR PROGRAM AT ESAYTEC INCLUDE INTERNATIONAL TRAVEL, SUBSISTENCE, AND COURSE FEES. COURSE FEES INCLUDE THE PROGRAM FEE, COMPUTER USAGE FEES, FEES FOR TRAINING PROVIDED BY AGENCIES OTHER THAN BUCEN, TRANSPORTATION FOR PROGRAM-RELATED TRAVEL IN THE U.S., BOOKS, AND SHIPPING OF BOOKS UPON COMPLETION OF

TRAINING. APPROXIMATE COURSE FEES FOR THE MODULAR PROGRAMS ARE LISTED BELOW.

- MODULES 1, 2, AND 3 (FULL 7-MONTH PROGRAM)	DOLS. 9,920
- MODULES 1 AND 2 (5 MONTHS)	DOLS. 7,777
- MODULES 2 AND 3 (4 MONTHS)	DOLS. 5,337
MODULE 1 ONLY (3 MONTHS)	DOLS. 3,347
- MODULE 2 ONLY (2 MONTHS)	DOLS. 2,107

- B. SEMINARS AND WORKSHOPS: THE TYPES OF COSTS AND FINANCIAL ARRANGEMENTS FOR SEMINARS AND WORKSHOPS CONDUCTED I WASHINGTON ARE SIMILAR TO THOSE DESCRIBED ABOVE FOR THE MODULAR COURSES. THE TOTAL COSTS WILL VARY DEPENDING UPON TH DURATION OF THE SEMINAR OR WORKSHOP. APPROXIMATE COURSE FEES FOR THE WORKSHOPS THAT WERE CONDUCTED IN WASHINGTON IN AUGUST AND SEPTEMBER OF 1987 APPEAR BELOW.

- I) INTRODUCTION TO MICROCOMPUTER APPLICATIONS FOR STATISTICAL ORGANIZATIONS (3 WEEKS)

- COURSE FEES DOLS. 2,450

SOFTWARE PURCHASE (OPTIONAL) DOLS. 1,800

- TOTAL COST WITH SOFTWARE
- PURCHASE DOLS. 4,250

- II) ADVANCED MICROCOMPUTER APPLICATIONS FOR STATISTICAL ORGANIZATIONS (2 WEEKS)

- COURSE FEES DOLS. 1,700

- SOFTWARE PURCHASE (OPTIONAL) DOLS. 900

- TOTAL COST WITH SOFTWARE
PURCHASE DOLS. 2,600

- III) INTRODUCTION TO MICROCOMPUTER APPLICATIONS AND ADVANCED MICROCOMPUTER APPLICATIONS (5 WEEKS)

COURSE FEES DOLS. 3,600

- SOFTWARE PURCHASE (OPTIONAL) DOLS. 1,800

- TOTAL COST WITH SOFTWARE
PURCHASE DOLS. 5,400

THE COSTS FOR PARTICIPATION IN OVERSEAS WORKSHOPS AND SEMINAR WILL DEPEND UPON THE SPONSORSHIP ARRANGEMENTS AND THE TOPIC AND DURATION OF THE TRAINING. INFORMATION ON COSTS WILL BE INCLUDED IN SPECIFIC WORKSHOP ANNOUNCEMENTS.

6. ACTION REQUESTED: LAC MISSIONS ARE REQUESTED TO ESTIMATE USAID AND/OR HOST COUNTRY DEMAND FOR ANY ESAYTEC TRAINING PROGRAM DESCRIBED ABOVE DURING FISCAL YEAR 1988. PLEASE RESPOND BY COB NOVEMBER 6, 1987, ATT: DAVID EVANS, LAC/DR/EST. AID/W WELCOMES ANY OTHER COMMENTS/OBSERVATIONS

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- TOTAL COST WITH SOFTWARE PURCHASE DOLS. 5,470

THE COSTS FOR PARTICIPATION IN OVERSEAS WORKSHOPS AND SEMINAR WILL DEPEND UPON THE SPONSORSHIP ARRANGEMENTS AND THE TOPIC AND DURATION OF THE TRAINING. INFORMATION ON COSTS WILL BE INCLUDED IN SPECIFIC WORKSHOP ANNOUNCEMENTS.

6. ACTION REQUESTED: LAC MISSIONS ARE REQUESTED TO ESTIMATE USAID AND/OR HOST COUNTRY DEMAND FOR ANY EXAMINE TRAINING PROGRAM DESCRIBED ABOVE DURING FISCAL YEAR 1988. PLEASE RESPOND BY COB NOVEMBER 6, 1987, ATT: DAVID EVANS, LAC/DR/EST. AID/W WELCOMES ANY OTHER COMMENTS/OBSERVATIONS FROM MISSIONS CONCERNING EVALUATION AREAS OUTLINED ABOVE. SHULTZ

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INCOMING TELEGRAM

PAGE 01 LIMA 13477 062229Z 5665 062248 AID
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R 062225Z NOV 87
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TO SECSTATE WASHDC IMMEDIATE 3990

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AIDAC

E.O. 12356: N/A
SUBJECT: REQUEST FOR LAC MISSION ESTIMATES OF EFFECTIVE DEMAND FOR TRAINING UNDER LAC REGIONAL STATISTIC TRAINING PROJECT (598-0636)

REF: STATE 334208

1. MISSION TENTATIVELY PLANS TO SPONSOR 4 CANDIDATES FOR THE MODULAR PROGRAM (2 FOR MODULES 1 AND 2, AND 2 FOR MODULES 2 AND 3) FOR A TOTAL OF 4 CANDIDATES IN FY 1988. PLEASE KEEP MISSION INFORMED ABOUT FUTURE PROGRAMMING OPPORTUNITIES. WATSON

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INCOMING TELEGRAM

PAGE 01 LA PAZ 10863 051905Z 3081 060746 AID7519
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ADVANCE ACTION COPY

UNCLAS LA PAZ 10863

AIDAC

FOR DAVID EVANS, LAC/DR/EST

E.O. 12356: N/A
SUBJECT: LAC MISSION ESTIMATES OF EFFECTIVE DEMAND
- FOR TRAINING UNDER LAC REGIONAL STATISTIC
- TRAINING PROJECT (598-0636)

REF: STATE 334208

1. RE REFTEL PARA 6: USAID HAS SELECTED TWO PARTICIPANTS TO ATTEND THE FOLLOWING ESAYTEC COURSES:
- (A) POPULATION SAMPLING/CENSUS-MODULE 2
- (B) ELECTRONIC DATA PROCESSING-SYSTEMS MODULE 2

BOTH GRANTEES WILL INITIATE THEIR TRAINING PROGRAMS ON JANUARY 4, 1988.

2. USAID/B DOES NOT ANTICIPATE SENDING ADDITIONAL CANDIDATES IN FY 88. ROWELL

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INCOMING TELEGRAM

PAGE 01 BOGOTA 15553 061938Z 1588 061617 AID3733
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FM AMEMBASSY BOGOTA
TO SECSTATE WASHDC 1201

UNCLAS BOGOTA 15553

AIDAC FOR LAC/DR/EST DAVID EVANS

E.O. 12356: N/A
SUBJECT: ESTIMATES OF EFFECTIVE DEMAND FOR
- TRAINING UNDER LAC REGIONAL STATISTICAL
- TRAINING PROJECT (598-0636)

REF: STATE 334208

1. AS RESPONSE TO REQUEST IN REFTEL, EMBASSY/AID ESTIMATE THAT AT LEAST TEN (AND POSSIBLY MORE) PARTICIPANTS WILL CONSTITUTE EFFECTIVE 1988 DEMAND FOR REGIONAL STATISTICAL TRAINING PROGRAM, ESPECIALLY GIVEN POSSIBILITY OF SENDING THEM TO ESAYTEC COURSES OFFERED IN SPANISH. HOST COUNTRY INSTITUTIONS WHICH HAVE REQUESTED SUCH TRAINING FOR MEMBER OF THEIR STAFF INCLUDE (NATIONAL UNIVERSITY, ESAP SCHOOL FOR SUPERIOR PUBLIC ADMINISTRATION), DANE, PROFAMILIA, NATIONAL SCHOOL OF PUBLIC HEALTH (ANTIOQUIA UNIVERSITY), VALLE UNIVERSITY.

2. FYI, REACTION OF COLOMBIAN PARTICIPANTS IN PREVIOUS COURSE (SEE PARAS. 4-E. AND C. REFTEL) WAS FAVORABLE. WE BELIEVE, HOWEVER, THAT HOLDING COURSES IN WASHINGTON IS MORE BENEFICIAL THAN IN OTHER SITES, ESPECIALLY GIVEN ACCESS TO BUREAU OF CENSUS.
GILLESPIE

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INCOMING TELEGRAM

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TO SECSTATE WASHDC 8339

UNCLAS SANTO DOMINGO 11928

AIDAC

FOR: LAC/DR/EST DAVID EVANS

E.O. 12356: N/A
SUBJECT: REQUEST FOR LAC MISSION ESTIMATES OF
- EFFECTIVE DEMAND FOR TRAINING UNDER LAC
- REGIONAL STATISTICS.
- TRAINING PROJECT 598-0636

1. IN VIEW OF THE NEED TO UP-GRADE THE STATISTICAL DATA PROCESSING CAPABILITY OF DOMINICAN ORGANIZATIONS, USAID/DR HAS SUPPORTED THE ESAYTEC PROJECT SINCE ITS INITIAL STAGES. TECHNICIANS FROM THE NATIONAL STATISTICS OFFICE (O.N.E.), CENTRAL BANK, AND SECRETARIAT OF STATE FOR AGRICULTURE (S.E.A.) HAVE ATTENDED SPANISH LANGUAGE STATISTICAL COURSES AT ESAYTEC. MOST RECENTLY FOUR DOMINICAN PARTICIPANTS RETURNED FROM ESAYTEC TRAINING PROGRAMS. HOWEVER, IT IS TO EARLY TO EVALUATE THE RESULTS OF THE TRAINING IN TERMS OF THE APPLICATION OF THE KNOWLEDGE IN THEIR RESPECTIVE ORGANIZATIONS.

2. AS PER PARAGRAPH 6 REQUEST, USAID/DR HAS RECEIVED FROM THE NATIONAL STATISTIC OFFICE, EIGHT (8) REQUESTS FOR ESAYTEC PROGRAMS, PENDING THE AVAILABILITY OF ADDITIONAL FUNDS, ALL WILL BE PROGRAMMED. HOWEVER, AT THIS TIME ONLY TWO CANDIDATES WILL PARTICIPATE IN THE 3-WEEK COURSE: INTRODUCTION TO MICROCOMPUTER APPLICATIONS FOR STATISTICAL ORGANIZATIONS, SCHEDULED DURING AUGUST/SEPTEMBER 1988. KILDAY

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INCOMING TELEGRAM

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/020 A4 307

INFO LOG-00 CIAE-00 EB-00 DODE-00 ARA-00 /000 W
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R 062232Z NOV 87
FM AMEMBASSY MEXICO
TO SECSTATE WASHDC PRIORITY 0000

UNCLAS MEXICO PRIORITY 22737

AIDAC

DAVID EVANS, LAC/DR/EST

E.O. 12356: N/A
TAGS: EAID
SUBJECT: DEMAND FOR TRAINING UNDER LAC REGIONAL STATISTIC TRAINING PROJECT

1. AID/MEXICO ESTIMATES THAT DEMAND FOR ESAYTEC TRAINING PROGRAM DURING FY 88 WILL REMAIN THE SAME AS LAST FISCAL YEAR. (DRAFTED: NSWEENEY). PILLIOD

LIST OF PARTICIPANTS CURRENTLY IN LONG-TERM TRAINING

NAME	COUNTRY	COURSE	SPONSOR
Arce, Gabriel S.	Paraguay	DP	UNFPA
Arguello V., Ramón	Costa Rica	Población	A.I.D
Arias, José	El Salvador	DP	A.I.D.
Bordón, S., Idelina de	Paraguay	DP	UNFPA
Bruera, Elsa	Argentina	DP	UNFPA
Castro López, Juana	Peru	Población	UNFPA
Cedeño, Danis	Panama	Población	UNFPA
Córdova, Pedro Miguel	Peru	Población	A.I.D.
Di Brienza, María	Venezuela	Población	UNFPA
Durand G., Dilcia J.	Peru	Población	UNFPA
Eguizábal, Ana del C.	El Salvador	Población	UNFPA
Espinosa J., Rafael	Costa Rica	DP	A.I.D.
Eusebio P., Alejandro	Dominican Republic	DP	UNFPA
Guerra, Alvaro	Ecuador	DP	HCS*
Hernández, Neftalí	Guatemala	Población	UNFPA
Lanza, Gina A.	Honduras	DP	UNFPA
Lopez, Zoraida	Venezuela	DP	UNFPA
Lugo, Juan C.	Dominican Republic	Población	UNFPA
Martínez, David	Mexico	Población	UNFPA
Murillo, René	Honduras	Población	UNFPA
Ortega R., Victoria	Mexico	Población	UNFPA
Ortega R., Gabriela	Mexico	DP	UNFPA
Reyes, Josefina	Mexico	DP	UNFPA
Rivera, Miriam	El Salvador	DP	UNFPA
Rodríguez, Franklin	Ecuador	Población	HCS*
Sánchez, Marco T.	Guatemala	Población	UNFPA
Sousa, Lolita	Peru	DP	A.I.D.
Valencia O., Fernando	Colombia	DP	A.I.D.
Vasquez, Saul	Guatemala	DP	A.I.D.

DP - Data Processing
Población - Population Census and Surveys
UNFPA - United Nations Fund For Population Activities
* Host Country Sponsor

UNITED STATES DEPARTMENT OF COMMERCE
Bureau of the Census
Washington, D.C. 20233

December 1, 1987

Mr. Hunter Fitzgerald
Checchi and Co.
1730 Rhode Island Avenue
Washington, DC 20036

Dear Mr. Fitzgerald:

You and John Thomas have telephoned me on several occasions during the past 2 weeks to discuss questions about the implementation of the ESAYTEC project for the evaluation you are conducting. I have provided you with information and clarifications in a number of areas. At your invitation, I am sending with this letter (see enclosure) a detailed explanation of several of these points.

I hope you will find this information useful. Please let me know if you have any further questions. My telephone number is 763-4830.

Sincerely,

Tim Brown

PRESTON (TIM) BROWN
Chief, Latin American Training Branch
International Statistical Programs Center
Bureau of the Census

Enclosure

CLARIFICATION OF QUESTIONS RAISED BY CHECCI AND CO. CONCERNING IMPLEMENTATION OF ESAYTEC PROJECT

Effective Demand

A key issue in this evaluation is whether the ESAYTEC program is likely to achieve its goal of becoming self-sufficient on the basis of tuition income by fiscal year 1990. I would like to reiterate several factors and cautions that should be kept in mind as this issue is addressed in the evaluation.

1. It must be recognized from the outset that there is no clear-cut answer to this question; despite one's best efforts, it will remain a judgment call as to whether enough fellowships will be provided over the next several years to achieve self-sufficiency. I believe that the most useful formulation of this issue is as follows: based on enrollments to date and what we know about future demand, is there a reasonable likelihood that ESAYTEC will be able to meet the target?

2. Enrollment in the first 7-month course was much less than anticipated in the Project Paper; however, the large increase in enrollments in the second offering of the course (now in progress) has brought us back in line with original projections. This should be fairly evaluated for what it is: a very encouraging increase in support for the program. The increase was due in large part to a block of fellowships provided by the United Nations Fund for Population Activities (UNFPA). As the forthcoming letter from UNFPA will explain, this is the level of support they plan to provide at least over the next few years.

3. Can the large increase in enrollment from the first to second year be extrapolated to project future enrollment? I do not think so; however, it is a useful illustration of the difficulty of predicting enrollments for a program that is so new. A new program such as this has a certain gestation period: time to publicize the offerings; time for target groups to evaluate their training needs and to apply for funding; and time for funding organizations to respond and to identify fellowship monies.

4. Based on what you have told me, the data that have been collected to project enrollments over the next 2 years are very incomplete. You have received cable responses from five USAID's and interviewed USAID staff in two more countries. This is a total of only seven countries out of a total of 16 that comprise the target audience for ESAYTEC training. The only other information we have on demand is the letter that the UNFPA will be sending shortly. Thus, the information is incomplete for another reason: it is only based on responses from two donor agencies--USAID and UNFPA.

5. The introduction of two new 7-month courses planned for the fall of 1988--Economic Development Statistics and Agriculture Statistics--will greatly expand the potential audience and the number and type of potential funding sources. This further complicates any projection of future effective demand for this training. The addition of the economic statistics course, for example, will add three major sources of funding: the Inter-American Development Bank, the World Bank, and the International Monetary Fund. Unfortunately, we do not yet have any information concerning specific levels of support these agencies might provide.

Training Costs Per Participant-Month

In a recent telephone conversation, you indicated that ESAYTEC training costs per participant-month were considerably more than the average that AID uses as a yardstick. I do not recall the specific figures; however, I remember that the cost of long-term training at ESAYTEC is roughly double the average for all AID-funded training.

I do not believe that this comparison is a valid measure of the cost-effectiveness of ESAYTEC training. This is intensive technical training, whereas most of the data that goes into calculating the AID average is based on university degree programs and nonacademic training such as study tours and English instruction. Consider the following average class hours of contact time per week: undergraduate degree program, 12; graduate degree program, 9; and ESAYTEC, 22.

A meaningful evaluation of ESAYTEC costs can be made by comparing them with similar types of training programs, such as the Bureau of Economic Analysis and the management development program at the University of Connecticut. This was done during Project Paper preparation as part of the analysis of training fees (see page 44). It should also be noted that actual ESAYTEC training costs conform to those planned in the Project Paper.

Projected Versus Actual Expenditures

You also raised the question of why the number of courses developed to date is less than expected in the Project Paper, while the level of expenditures has been greater than planned. According to the Project Paper, a total of $753,000 in project funds was to have been expended through FY 1987. The actual total obligated under the PASA to date is $774,000. Two adjustments must be made to this amount in order to compare accurately the expenditures and outputs in the Project Paper with actual results.

First, $28,000 of the $774,000 was a buy-in by USAID/San Jose for conducting the workshop there last August. Subtracting this amount from the total leaves $746,000. In addition, this includes $54,000 in program development funds that were advanced to the Census Bureau for preparation of the Project Identification Document, conducting the field trips for the study of effective demand, and for preparation of the Project Paper. This was not originally considered part of the life-of-project grant of $1,000,000. Since execution of the PASA document, AID decided to consider the $54,000 as an expenditure against the life-of-project grant.

If one wants to compare planned versus actual expenditures, as stated in the Project Paper, the adjusted total expenditure to date is therefore $692,000. The Project Paper estimated total expenditures of $753,000 through FY 1987.

With respect to outputs, the Project Paper calls for developing three workshops and three 7-month courses by the end of fiscal year 1987. To date, we have developed three workshops and two 7-month courses. If the Spain workshop is excluded, the number of workshops developed with project funds is only two.

One fewer 7-month course has been developed because the amount of project funds made available in fiscal year 1987 was reduced by $45,000 from the amount in the implementation plan. The $254,000 in remaining project funds will enable us to develop two 7-month courses and two workshops in the current fiscal year. This will bring us back on schedule with respect to the level of course development planned in the Project Paper.

The rate of expenditure of project funds has been somewhat faster than anticipated in the Project Paper. This is due to the fact that initial enrollments in the 7-month course--and tuition income--were much lower than planned. The result has been that some funds that would have been used for course development were instead used to subsidize the operating costs of the program.

In the long run, this means that project funds will cover only four of the five 7-month courses and four of the five workshops originally planned. Another reason that project funds will fall short is the addition of the preproject development funding to the total amount obligated to date. This has the effect of reducing life-of-project funding by $54,000 to $946,000. Nevertheless, we are hoping to be able to fund some additional course development from tuition income in FY 1989 and FY 1990.

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REFERENCE:

7 December 1987

Dear Mr. Bartram,

I thank you very much for your letter of 17 November on the subject of the ESAYTEC training programme.

I recognize the importance that knowing the demand for the programme in future years has upon the decisions for its continuation.

I believe that timely information about the programme is a key factor in mobilizing the demand which I believe is quite considerable. Applied statistics and computer techniques are two related fields for which a great demand exists. The knowledge and application of computer techniques in census data processing is an issue of interest to most census offices in Latin America and the Caribbean, as it was demostrated in the recommendations emanating from regional and sub-regional meetings dealing with the topic of preparation for the 1990 round of censuses.

As far as the possibilities of UNFPA funding fellowships for the ESAYTEC programme in 1988 and 1989, we shall make every effort to keep the number of fellows supported by us at a level similar to that of 1987.

Yours sincerely,

Hugo Corvalán

Hugo Corvalán
Chief
Latin America and Caribbean Division

Mr. Robert O. Bartram
Assistant Director for
International Programmes
Bureau of Census

BEST AVAILABLE COPY

UNITED STATES DEPARTMENT OF COMMERCE
Bureau of the Census
Washington, D.C. 20233

December 22, 1987

Mr. David Evans
LAC/DR/EST
Room 2239, New State
Agency for International Development
Washington, D.C. 20523

Dear Dave:

We have reviewed the draft evaluation report submitted by Checchi and Company. At your invitation, we have prepared the enclosed response to the points raised in the evaluation. It is my understanding that this document will be included as an appendix to the final report. I believe it makes sense to include this in place of my letter of December 1, which now appears in Appendix M. The enclosed document updates and duplicates much of the material in the letter.

We appreciate very much the opportunity to respond to the evaluation findings in this manner. Please contact me if you have any questions or need additional information concerning the ESAYTEC project.

Sincerely,

PRESTON (TIM) BROWN
Chief, Latin American Training Branch
International Statistical Programs Center
Bureau of the Census

Enclosures

CENSUS BUREAU COMMENTS ON EVALUATION REPORT SUBMITTED BY CHECCHI AND COMPANY, DECEMBER 1987

The evaluation focussed on eight areas. Census Bureau comments on the conclusions and recommendations for each of these areas, as presented in the Executive Summary, are given below. For each area, the full text of the report appears indented and is followed by our commments.

1. Congruence with AID Priorities

   It was found that the project was generally congruent with A.I.D. priorities in the areas of statistical surveys, analyses, and dissemination of data to the public sector. Continued LAC/DR/EST monitoring of the project is recommended to assure future congruence.

   ESAYTEC did not hold their annual donor conferences as planned in the project paper. It is suggested that such conferences be held, and that key host country officials be invited to ensure regional and country inputs.

   Private sector participation has been low and is not a high priority for ESAYTEC. It is recommended that the project concentrate on training for public sector institutions during the remainder of the program.

COMMENTS

We agree that the project has supported AID priorities. We have made efforts to encourage private sector participation and will continue to do so. Apart from policy considerations, a project that must enroll enough participants to cover costs cannot afford to ignore such a large potential audience.

In communications and visits to USAID's we have made clear our desire to train private sector people. However, to date Missions have funded only two private sector participants. We look to USAID's to take the intiative in increasing private sector enrollment in ESAYTEC.

The annual donor conference planned in the project paper has not been held because we felt that with only two donors involved in the project--USAID's and the United Nations Fund for Population Activities (UNFPA)--it has not been warranted. Moreover, to date USAID's have provided a relatively small number of fellowships.

It will probably be worthwhile to hold the first donor conference next year. We expect the range and number of active donors to increase with the introduction of additional modular courses.

2. Provision and Utilization of Skills

LAC host countries are not given an opportunity to be an integral part of the program. It is recommended that LAC/DR/EST require BUCEN to establish an advisory board of LAC host country representatives.

Host country technicians were not involved as instructors in courses as planned in the project paper. It is recommended that BUCEN utilize host country technicians for future instructional programs and in the improvement of the curriculum.

The curriculum lacks inputs from host countries which would make it relevant to their needs. It is recommended that future curriculum development utilize host country officials and/or technicians as paid consultants.

COMMENTS

The notion that LAC countries have no input into the program and that the program is not relevant to their needs is incorrect. The first proposal for what has become the ESAYTEC program was prepared by the Census Bureau in response to a request by the countries at the annual meeting of directors of statistics in 1977 in Santo Domingo. Each year since then the project has been updated based on the input received from the directors of statistics at their annual meetings. The objectives, format, duration, and content of the program have been developed in close cooperation with the countries. The role of country input in shaping the project is well documented in the Project Identification Document and the Project Paper. With AID funding, the Census Bureau conducted a detailed study of training needs that included field visits to six countries.

Census Bureau staff are active in two regional organizations that provide a mechanism for ongoing country input. The first was mentioned above--the Inter-American Statistical Conference, a quasi-governmental organization of directors of statistics funded by the Organization of American States. The second is the Inter-American Statistical Institute, the professional association of statisticians in the hemisphere. Between these two organizations, Census Bureau staff attend one or two meetings each year to discuss the status of ESAYTEC and to consult with the countries on program content.

Many of the instructors of ESAYTEC courses are drawn from the large technical assistance staff housed in the same building as ESAYTEC. These are highly skilled technicians with frequent and intensive experience working in Latin America and other developing countries. This staff, for example, currently is providing extensive technical assistance to Honduras in planning and carrying out its census of population. The same staff recently completed a 4-year project in Peru to plan and implement a national farm household survey. By bringing this type of experience into the classroom, we ensure that the training being provided is relevant and up-to-date. The technical materials generated in these overseas projects are widely used as the basis for exercises and case studies in the ESAYTEC program.

ESAYTEC staff have made promotional visits to 10 to 13 countries each year for the past two years. In addition to disseminating information about the courses, these visits also provide a valuable opportunity to discuss program content with high-level counterparts and to get feedback from former participants.

Dr. Graciela Fernandez, who has been Director of Statistics of Peru for the past 7 years, joined the Census Bureau team in these promotional efforts. Dr. Fernandez has been active in statistics and population issues for many years and has numerous high-level contacts throughout the region. She visited 8 countries and received valuable input on the program. This was documented in her trip report.

During her visit here last November, Dr. Fernandez briefed us at length on the visits she made. The responses and comments she reported, together with her own views, provided important input into decisions concerning the ESAYTEC curriculum and program development over the next year. Dr. Fernandez continues to be active as an advocate and adviser to the ESAYTEC program and will participate extensively in promotional trips planned next spring.

The report recommends the use of host country technicians as instructors. We have not yet done this because we do not feel it is advisable to have outside staff involved until a course has been given once or twice by our own staff. This is particularly true for the 7-month modular courses. We are currently negotiating with the Mexican statistical office a program of joint activities for 1988 under the U.S.-Mexico statistical cooperation agreement. This includes a proposal for a Mexican expert to teach full-time for 2 or 3 months in the modular courses next fall.

We have already invited one of Latin America's leading experts on data processing, a Brazilian national on the staff of the United Nations Demographic Center for Latin America (CELADE), to be a major presenter in the seminar in Boca Raton next February. As

the result of a visit by a CELADE official last month, we are also planning to have a CELADE instructor co-teach a microcomputer workshop that will be conducted here next summer.

We are exploring other ways to take advantage of host country expertise in running the ESAYTEC program. In addition to teaching, we are considering the possibility of arranging for closer cooperation in the curriculum design process.

3. Political and Social Exposure

Individuals funded under the Central American Peace Scholarship Program (CAPS) did not receive an "experience America" program. It is recommended that LAC/DR/EST direct USAIDS that any future trainees funded under CAPS be programmed for political and social exposure.

COMMENT

Only one of the 23 participants trained to date in the U.S. was funded under CAPS. This individual attended the Mid-Winter Community Seminar program funded by AID and managed by the National Center for International Visitors.

Although the evaluation raised this issue only with regard to the requirements of the CAPS program, we would like to point out that social and cultural activities are one of the strengths of our training program. The ESAYTEC staff includes a full-time program assistant who is responsible for seeing that participants have a good experience outside of the classroom as well as inside. Participants attending the Washington-based modular courses enjoy frequent field trips and social activities with Spanish-speaking Census Bureau staff. A third of our current participants will attend Mid-Winter Community seminars. In March, the entire group will make a field trip to New York City and will attend a 1-week seminar in Los Angeles.

4. Cost Effectiveness

ESAYTEC training costs are significantly higher than other A.I.D. amd CAPS costs and the A.I.D. TCBS costing format is not being used. It is recommended that ESAYTEC utilize the TCBS reporting format.

Attempts at cost reduction have not lowered the actual program costs. It is recommended that BUCEN develop a strategy to reduce program costs to a level comparable to other A.I.D. sponsored training programs.

COMMENT

We have taken steps to keep costs down and will continue these efforts. One example is maximizing the use of part-time instructors and keeping the full-time staff to a minimum. Another way costs have been kept down is to make extensive use of courses and training materials from the English-language program.

We were not aware of the AID TCBS costing format; however, we will be happy to adopt it so that cost comparisons will be easier to make. It is unfortunate that this type of information is not available, since we feel that simply comparing average total costs per participant month, as was done in this evaluation, is not a valid measure of the program's cost-effectiveness.

This is intensive technical training, whereas most of the data that goes into calculating the AID average is based on university degree programs and nonacademic training such as study tours and English instruction. Consider the following average class hours of contact time per week: undergraduate degree program, 12; graduate degree program, 9; and ESAYTEC, 22.

A meaningful evaluation of ESAYTEC costs can be made by comparing them with similar types of training programs, such as the Bureau of Economic Analysis and the management development program at the University of Connecticut. This was done during Project Paper preparation as part of the analysis of training fees (see page 44). It should also be noted that actual ESAYTEC training costs conform to those planned in the Project Paper.

5. Recruitment and Selection

The evaluation found instances of poor recruitment, selection, and programming of participants by missions. LAC/DR/ESR should instruct A.I.D. missions to assure that participants recruited for ESAYTEC come from appropriate sponsoring agencies, have access to computers, and are not programmed for English language training.

USAIDs are not choosing candidates based on a planned miltiplier effect. It is recommended that LAC/DR/EST provide guidance to LAC missions to institute a pllaned multiplier effect.

No comment.

6. Level of Effective Demand

The evaluation concluded that ESAYTEC will not reach the level of self-sufficiency for FY 1990 envisioned in the project paper. It is recommended that LAC/DR/ESR and BUCEN institute appropriate changes in the project.

ESAYTEC is fulfilling training needs identified by USAID mission and other donors. It is recommended that BUCEN with guidance from host countries and other donors concentrate ESAYTEC resources during LOP in meeting identified training needs.

COMMENTS

The conclusion reached in the evaluation that ESAYTEC will not achieve self-sufficiency by FY 1990 was based on the enrollment levels projected in the Project Paper, without considering actual program costs. Program costs and the level of enrollment needed to become self-sufficient have changed considerably since the original projections were made 3 years ago during Project Paper preparation.

Based on the actual level of program implementation, considering costs as well as tuition receipts, we are confident that ESAYTEC will achieve self-sufficiency by FY 1990. A review of the enrollment trends to date, together with the number of fellowships projected by the evaluation for the next training year, shows a program that is successfully increasing enrollments. Consider the figures for the 7-month modular courses given below.

1986-87 Training Year	8 participants
1987-88 Training Year	37 participants
1988-89 Training Year (From tables 1 and 2 attached)	49 participants

We anticipate being able to cover all operating and instructional costs from tuition income in the 1988-89 training year, which roughly corresponds to FY 1989. In order to do this, we will need 60 participants enrolled in the modular courses. The enrollment of 49 estimated on the basis of information collected during the evaluation falls somewhat short of this target. We expect that the funding for the additional participants needed will come from several sources: USAID's that did not respond to the cable request (El Salvador, Guatemala, Panama, Ecuador, and

Uruguay/Paraguay); and donors that have not yet been identified who will send particpants to the new course in Economic Development Statistics beginning next fall. We expect this course to attract funding from a whole new audience of donors, including the Inter-American Development Bank, the World Bank, and the United Nations Development Program.

Workshops are excluded from the above discussion because they account for a relatively small part of the overall budget--about 15 percent. Moreover, it is very difficult to predict demand for workshops. Due to their relatively low cost, funding organizations often decide on very short notice to send participants.

Our projections for FY 1989 assume that we will conduct four workshops: two in Washington and two overseas. Only 10 participants would be needed to cover costs for each of the Washington workhops. Based on the demand information collected in the evaluation, it appears that the seven responding USAID's could alone support this level of enrollment.

The UNFPA and the Pan American Health Organization have expressed interest in workshops in Washington and overseas. Requests from the statistical offices in Venezuela and Guatemala for in-country workshops in FY 1988 are under consideration by the UNFPA.

7. Multiplier Effect

The evaluation found little evidence of a planned multiplier effect. It is recommended that LAC/DR/EST instruct USAIDs to institute a planned multiplier effect as outlined in Chapter III.

During the first year there was no provision for training trainees to be trainers in the ESAYTEC curriculum. It is recommended that the BUCEN module on "How to Teach for Statistical Activities" be instituted now as a mandatory course requirement.

COMMENT

We agree with the evaluation finding. The ESAYTEC curriculum recently was revised to include a compulsory training of trainers course for participants attending the modular program. The course will be taught in March and April for the 37 participants currently enrolled.

8. Management of Training Activities

Overall BUCEN has handled the management aspects of the project competently, but the project has changed significantly since the project paper was approved. Therefore, it is recommended that ESAYTEC revise the time-phased implementation plan.

Annual LAC/DR/EST monitoring meetings were not scheduled and completed as planned. It is recommended that LAC/DR/EST hold the required annual project monitoring meetings.

Returned participants were not receiving communications or professional information from ESAYTEC on a regular basis. It is recommended that ESAYTEC publish a newsletter.

The evaluation found the list of local addresses of returned participants to be incomplete and unreliable. It is recommended that ESAYTEC ensure that complete and reliable addresses are on file for each participant.

The evaluation did not find much evidence of a regular in-service training program for ESAYTEC instructors. It is recommended that ESAYTEC institute a formal in-service training program.

COMMENT

All full-time ESAYTEC instructors attended a 3-day workshop on training delivery techniques last August. In an effort to keep costs down, we use a number of part-time instructors. Most part-time instructors are drawn from the overseas technical assistance staff. They are regularly providing technical assistance and on-the-job training to host country counterparts and, therefore, are already well qualified as instructors.

A few part-time instructors are recruited from the domestic programs area of the Census Bureau. It is not feasible to conduct a regular training program for these individuals since they are so few and usually teach only one course a year. It should be noted that the one class that the evaluation contractor observed was taught by one of these part-time staff.

Part-time instructors, as well as full-time instructors, are given guidance on teaching methods by the program Director. They receive feedback from the Director's in-class observation and from participant evaluation questionnaires. We have found this approach to be successful in maintaining the reputation for high quality training that the Census Bureau has earned over the past 41 years.

The evaluation suggested that we maintain communication with returned participants through a newsletter. We have plans to produce a newsletter when there are a sufficient number of graduates from the 7-month course to justify the cost. We will begin a newsletter next summer, when we will reach 45 graduates, compared to only 8 currently.

We agree with the recommendation that the time-phased implementation plan be updated since some changes have been made to original plans. In the future we will take steps to improve the accuracy of addresses of participants so that they can be easily contacted.

Table 1: ANALYSIS OF EFFECTIVE DEMAND REPORTED BY USAID'S DURING EVALUATION

	Number of Participants			
		Excluding Workshops		
	Total Reported	Total	1987-88 Trng Yr. (9/87-5/88)	1988-89 Trng. Yr. (9/88-5/89)
Peru	4	4	--	4
Bolivia	2	2	2	--
Colombia	10	5 1/	1	4
Dominican Rep.	8	6	--	6
Mexico	3 2/	--	--	--
Costa Rica	8	4 1/	2	2
Honduras	10	5 1/	--	5
TOTAL	45	26	5	21

1/ These USAID's did not report workshops and modular courses separately. This analysis assumes that half of the participants reported will be funded for modular courses.

2/ All participants funded to date by USAID/Mexico have been for workshops. The cable did not specify what type of course; therefore, it is assumed that all of this funding is for workshops.

Table 2: ENROLLMENT IN MODULAR COURSES FOR 1986-87, 1987-88, AND 1988-89 TRAINING YEARS

	1986-87 Training Year	Current (1987-88 Training Year)	Projected (1988-89 Training Year)
Responses to AID/W cable (from Table 1)	--	5	21
Others with USAID funding	7	4	--
U.N. Fund for Population Activities	1	26	26 1/
Own government funding	--	2	2
TOTAL	8	37	49

1/ Assumes that "similar level of funding" indicated in UNFPA letter (attached) means that the same number of participants will be funded next year.

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As far as the possibilities of UNFPA funding fellowships for the ESAYTEC programme in 1988 and 1989, we shall make every effort to keep the number of fellows supported by us at a level similar to that of 1987.

Yours sincerely,

Hugo Corvalán

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