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EXECUTIVE  
SUMMARY

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# EXECUTIVE SUMMARY

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## INTRODUCTION

The Fifth Annual Report provides an overview of the implementation status of AID's Caribbean and Latin American Scholarships Program (CLASP) through September 30, 1990 (FY 90). CLASP is a direct response to recommendations made by the 1984 National Bipartisan Commission on Central America (the Kissinger Report). That report recommended that the U.S. Government provide scholarships to over 10,000 individuals from Central America. The CLASP program, with consistent financial resource backing from Congress, has already surpassed that original objective by over fifty percent.

This annual report on the process of monitoring and evaluating CLASP represents a milestone. Although CLASP training will continue until 1994, this is the last report that will be focussed on those Trainees who were selected and trained directly as a result of the Kissinger Commission recommendation. However, neither the CLASP training effort nor its evaluation process is ending prematurely. Rather, CLASP has proved to be such a successful program that, even before it has ended, it has entered a new phase as CLASP II, which will extend its operation to 1998. To distinguish the original CLASP training initiative from the new CLASP II program, the former will be referred to as CLASP I where appropriate.

CLASP II will continue the effort of CLASP I to focus more on the disadvantaged, women, and other previously bypassed sectors of developing countries than in any similar AID training program of its scale. It will continue to look for scholarship candidates who have demonstrated leadership traits, but who nevertheless are clearly not in circumstances that would allow them to obtain their educational or training objectives in the U.S. on their own without scholarship assistance. In fact, CLASP II will heighten the focus on leadership qualities as a criterion of selection. It will also look more closely at the special CLASP focus on "Experience America" activities, which are designed to assure that the returning Trainee has achieved a greater understanding of how the democratic and free enterprise system of U.S. society works, and at how best to enhance the contribution of the returned Trainees through Follow-on programs.

This report is organized in six sections. This summary draws on the highlights of the report. It also introduces the theme of the transition to CLASP II, which also is the focus of Appendix D. Chapter One explains the origin, orientation and implementation of the CLASP training initiative. To better understand the dynamics of the CLASP I training initiative, Chapter Two provides a profile of the CLASP Trainee who has been recruited into this program. Chapter Three examines what has happened to the Trainee since he or she joined the program and draws upon his or her evaluation of the training program, both upon departure from the U.S. and after at least several months back home applying the benefits of the training. Chapter Four examines the question of which Trainees benefit most from the training, their understanding of the U.S., and the effect of the program on their socio-economic status upon their return home. Finally, some relevant country-specific profiles and other reference materials are presented in the appendices.

## CLASP TARGETS

The CLASP I Project Paper and subsequent policy guidance have established and periodically revised the specific program targets. The targets as they stand at present are as follow (see Figure 1).

- Fifteen thousand individuals from the LAC region are to be sent to the United States for training over the life of the project. As noted above, this target has been increased from the original training goal of 10,000, and even the revised target has already been surpassed as of the end of FY 90.
- A minimum of 70 percent of CLASP Trainees should be recruited from backgrounds of economic or social disadvantage. At the end of FY 90, compliance with the disadvantaged criteria target stood at 87 percent.
- At least 40 percent of all CLASP Trainees should be women. The percentage of female CLASP I Trainees as of the end of FY 90 was 43 percent.
- A target level of 30 percent (increased from the original 20%) of the Trainees are to be placed in long-term training programs (nine months or more). The contract for placement of Trainees from the Andean Region was fixed at a lower level of long-term placements, and the performance of the Andean Missions continues to be measured against the earlier 20 percent target. Notwithstanding the lower minimum target for one regional project, the overall record of long-term CLASP I placement stood at 34 percent at the end of FY 90.

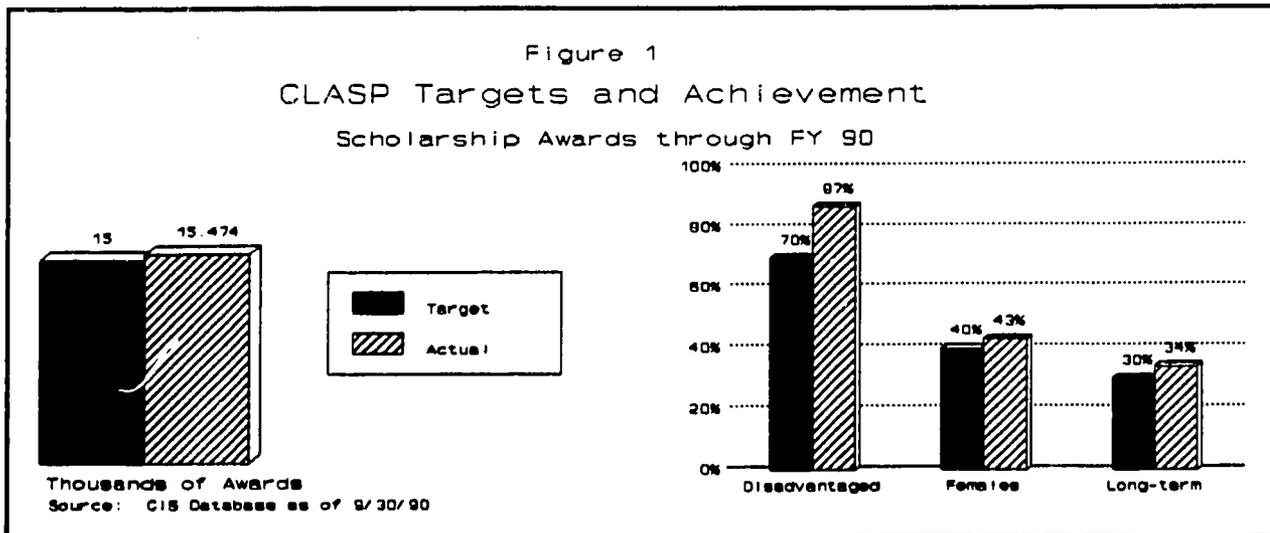


Figure 1 shows that CLASP awards have exceeded the 15,000 objective and the selection targets for disadvantaged and females as well as the placement target for long-term studies.

Other target groups—actual and potential leaders, rural dwellers and youth—have no specified percentage targets. Thus, Mission project managers decide what percentages to assign to targeted subgroups in accordance with demographic, social, and political conditions existing in a given country.

## NEW SCHOLARSHIP AWARDS

As noted above, the original CLASP I training initiative has not yet ended. There were 2,347 new training starts in FY 90. This was an increase of 18 percent above the cumulative number of awards at the end of the previous fiscal year. However, this statistic may be misleading. The separate projects which make up CLASP I began at different times, and the most recent to start up are still expanding, while the ones that started earlier are tapering off.

The first two CLASP I projects, the Central American Peace Scholarship (CAPS) program and the Central American Scholarship Program (CASP), a separate set-aside component, began in FY 85 and were drawing to a close in FY 90 (see Figures 2 and 3). CASP, administered by the Central American USAID Missions, averaged 2,210 new scholarship awards between FY 86 and FY 89, and dropped to 1,227 new awards last fiscal year. Similarly, the CAPS set-aside, administered by Georgetown University, which averaged 260 scholarship awards between FY 86 and FY 89, decreased in FY 90 to ten new awards.

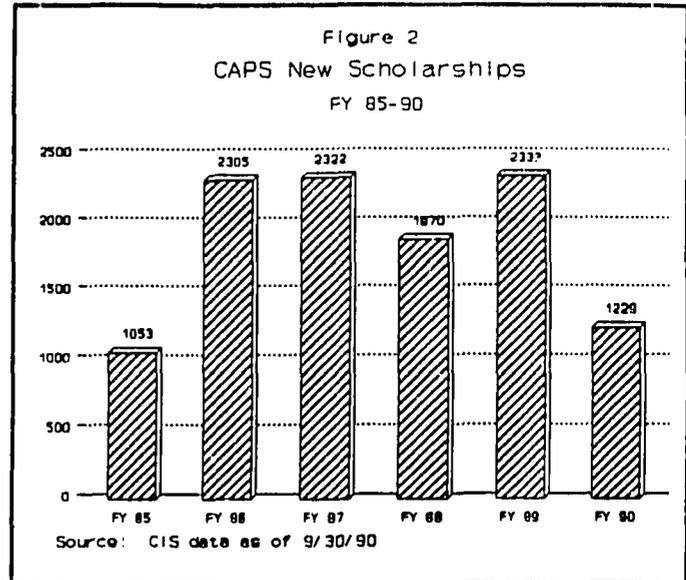


Figure 2 depicts a decline in FY 90 awards in CAPS.

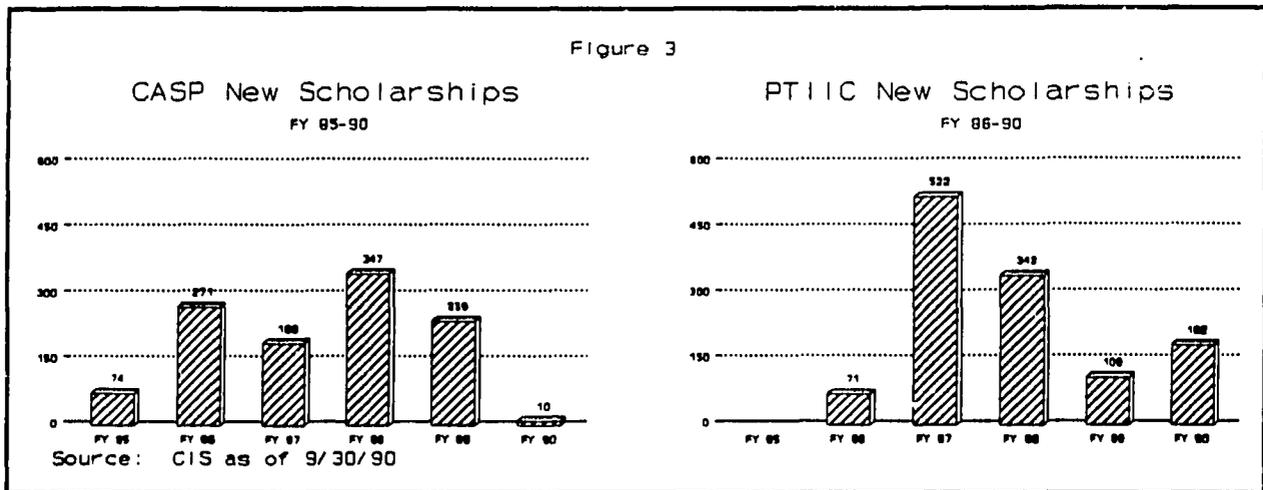


Figure 3 shows final CASP awards and a decline in PTIIC awards since FY 87-88.

The Presidential Training Initiative for the Island Caribbean (PTIIC), which joined CLASP as a new training project in FY 86, increased its awards in FY 90 by 15 percent over the end of FY 89. This was also a declining level of new awards, however, since the 182 new awards in FY 90 represented only 56 percent of the average of 324 per year over the preceding three-year period, i.e., FY 87 - FY 89 (see Figure 4).

Of the regional CLASP I training projects, only the Andean Peace Scholarship Program (APSP), which was started in FY 87, did not taper off its new scholarship awards in FY 90 (see Figure 4). The average number of new awards in FY 88 and FY 89 was 362. In FY 90, the number of new awards was 382.

The Cooperative Association of States for Scholars (CASS), the second CLASP I set-aside administered by Georgetown University, which began awarding scholarships in FY 89, increased its number of scholarship awards by 67 percent to 546 (see Figure 4).

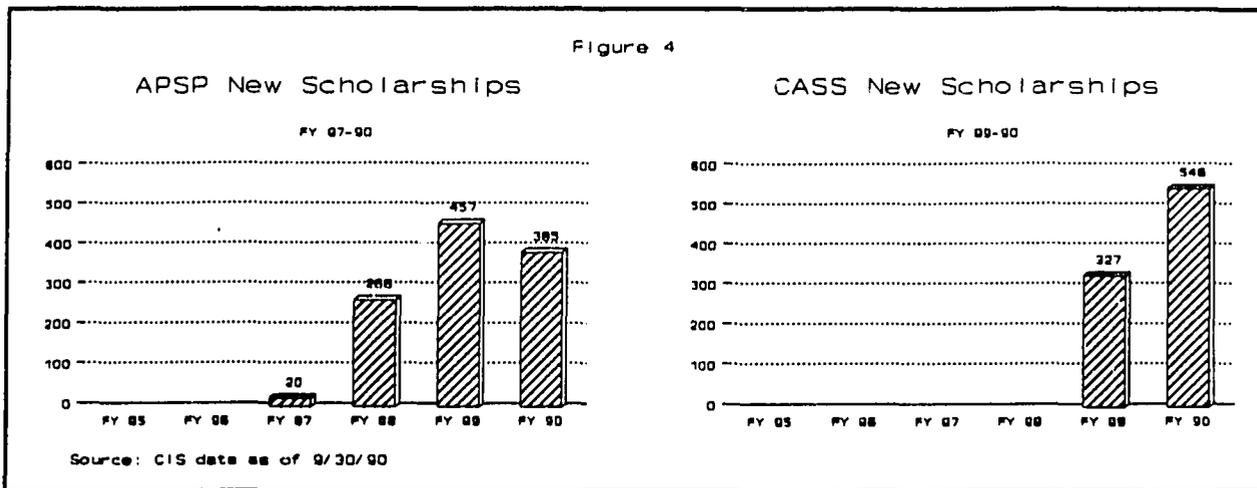


Figure 4 reflects the recent start of the APSP and CASS projects and ongoing awards in FY 90.

### The Latin American and Caribbean II (LAC-II) Project

The CLASP I Annual Reports have also included reference to scholarship awards in the LAC-II training project. LAC-II training was included in the evaluation process not because it was part of the CLASP I initiative, but rather because it represented residual funding that remained when LAC-II funds were used to set up the CLASP I projects in the Caribbean (PTIIC) and in the Andean Region (APSP). LAC-II differed from the CLASP I project in that it did not have the same selection targets or implementation design. Nevertheless, the CLASP Information System (CIS) and questionnaire data has been collected on the LAC-II Trainees as if they were in the same project.

New LAC-II scholarship awards have declined because new funding was unavailable after FY 89 (see Figure 7). There were no new LAC-II long-term scholarship awards in FY 90, and only one in FY 89. Only two percent of the total number of scholarships in that project have been awarded over the past two years (nine awards). For that reason, this will be the last report that will include information on LAC-II Trainees. A separate report will provide final statistics on the selection, training, and Trainee appraisal of the LAC-II training.

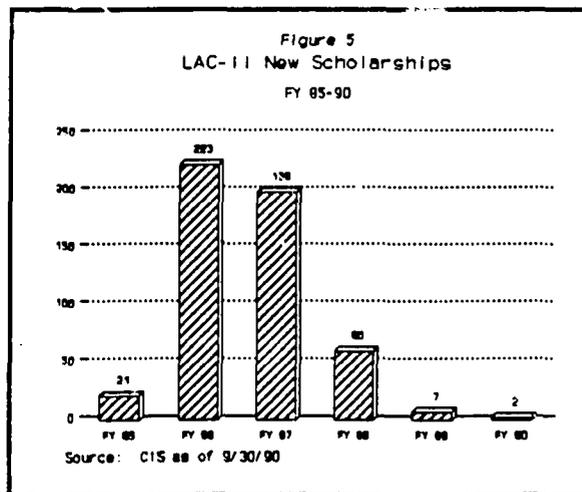


Figure 5 reflects final LAC-II awards in FY 90.

## THE EVALUATION PROCESS

The hallmark of the CLASP I monitoring and evaluation process, of which this Annual Report is one component, has been an examination of the entire process, i.e., from recruitment through pre-departure, orientation, the training experience and, lastly, the crucible of trying to apply the fruits of the training after returning home—principally through the eyes of the Trainee. To accomplish this evaluation, questionnaires were developed in English, Spanish and French to capture the Trainee's observations of that process at the critical junctures in the training program, the most important being at the end of the training program and after the Trainee has returned to his or her home country.

The process of administering the questionnaires to returned Trainees in their home country through a personal interview has afforded an opportunity to examine the U.S. training experience more fully than the responses on the exit questionnaire permitted. Still the principal emphasis of the evaluation process has been the Trainee appraisal of the training experience.

The questionnaire data collection effort is complemented by Site Visits by evaluation staff to U.S. training sites to interview Trainees. These visits are designed to gain a greater depth of information on training programs that may be especially innovative or especially problematic.

This focus on the CLASP I training process through the eyes of the Trainee has provided valuable insights into the strengths and weaknesses of the training process (see Figure 6). It has provided useful data for efforts to understand and characterize the impact of the training on the lives of the scholarship recipients. This questionnaire data collection effort will continue during the CLASP II evaluation process, although the instruments will undergo some revision to sharpen their focus on the core issues of the CLASP II evaluation.

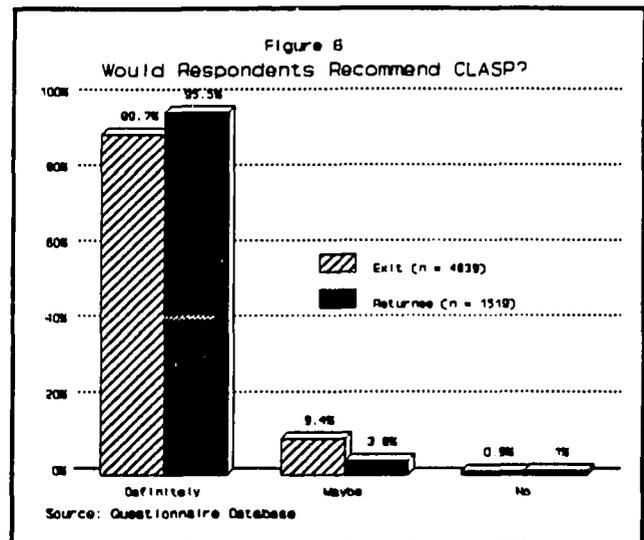


Figure 6 shows how questionnaires yield useful Trainee-supplied indicators of the value of the programs.

Drawing on this experience, there will be a new level of evaluation effort for CLASP II. The new focus will be to understand more thoroughly the results of the scholarship program, i.e., to focus on its impact. The tools which will be brought to bear on this effort are proven social science interactive research methodologies, such as case studies, focus groups and townhall meetings. A common denominator of this new effort will be the face-to-face interaction between the evaluator and the Trainee or other persons, such as employers, mentors or family members, who are important sources of information about the results of the training experience.

One of the major reasons for the inclusion of a greater level of interactive evaluation effort for CLASP II is that this offers the opportunity for a more tangible and insightful look at

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issues such as leadership qualities of the Trainees and the effect of Experience America activities. These integral characteristics of CLASP I and CLASP II programming are difficult to assess by drawing primarily on the questionnaire data.

CLASP II training is just beginning, and the new "qualitative evaluation" effort is also in its initial stages. A description, in summary form, of that effort is included in Appendix D. At this point of transition between the two programs, it is appropriate to focus on what the CLASP I training initiative has accomplished. It has been a complex and innovative effort in which the evaluation staff was learning as much as were the AID Mission project managers, placement contractors, and training providers as the training initiative unfolded. The fact that there is a CLASP II demonstrates that all parties to this effort, including the U.S. Congress and Administration policy-makers, have found it worthwhile. Although the program has experienced some growing pains, as would be expected of any new and untested initiative, the training process has had the advantage of periodic evaluation reports that have identified problems and have suggested corrective actions. There have been mid-course adjustments that have kept the program focussed on achieving its multiple objectives.

### **NEW INSIGHTS INTO CLASP I**

The databases on the Trainees and their views on the training offer an opportunity to look for statistically significant correlations that may be useful to CLASP project managers in shaping the training program design, recruitment efforts, and orientation or follow-up programs with the returned Trainees. This type of statistical analysis has been presented in past Annual Reports on issues such as how Trainees from different backgrounds view their preparation for training, which Trainees express the greatest frustration with problems of communication in English, to what extent Trainees from different sectors of society find that they are able to apply their new post-training skills, and how Trainees in different types of training rate various components of their overall program. Chapter Four of this report sets forth new data analysis related to how perceptions of Trainees about their training experience vary depending on the length of the program, and depending upon whether the program was academic or technical. The analysis indicates that Trainees' views on the value of the training appear to be influenced by the Trainee's gender and prior level of academic preparation.

### **CONCLUSIONS**

Missions collectively are exceeding the CLASP I selection targets. Furthermore, most Trainees view the training favorably, and find it beneficial once they have returned to their home country. Historical data from Trainees and from CLASP I managers, whether they are AID, placement contractors, training providers or the process evaluation staff, have indicated lessons in implementation which have been used to fine-tune the program and will continue to serve as a guide CLASP II project managers.

One area where fine-tuning has been shown to be important concerns pre-departure orientation. Missions that have adequately prepared Trainees in terms of English language training (where necessary), training objectives, cultural adaptation, and training course content have benefitted by having Trainees return with more positive attitudes toward their training experiences and more likely to consider their training experience applicable to their professional and personal lives. Another very important area of focus for the evaluation is

Follow-on activities. As the number of Trainees returning home increases, the Follow-on responsibility assumes ever-growing importance. It is vital in achieving the objectives of the CLASP program, i.e., the strengthening of bonds of friendship and understanding between the U.S. and other countries as a result of the returned Trainee's broadened knowledge about the U.S., its people, its institutions, and its culture, and the maximization of the returned Trainee's contribution to the economic and social development of his or her society.

Analysis of Trainee and contractor feedback and of project management experience has revealed the importance of well-organized programs based on clear policies and procedures from the design stage through the post-training follow-up activities. These factors impact on the effectiveness of the program and, therefore, on Trainee satisfaction and attitudes toward the U.S. Although the individual steps, (i.e., selection, preparation, Experience America) are on the whole well-run, increased attention to continuity and integration between successive phases in the program may further enhance the program's effectiveness.

These are only the most currently operational lessons which result from the evaluation process. Other sections of this Annual Report which outline lessons learned may be found in Chapters One and Three, and more extensively in reference form in Appendix C.

C H A P T E R    O N E

Overview of CLASP Origin  
and Implementation

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# CHAPTER ONE

## OVERVIEW OF CLASP ORIGIN AND IMPLEMENTATION

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### INTRODUCTION

The purpose of this chapter is to provide an overview of the origin, orientation and implementation of the Agency for International Development's (AID) Caribbean and Latin American Scholarships Program (CLASP) through fiscal year 1990 (FY 90). CLASP I (the program title that is used in this report to distinguish the original training effort from the already operational CLASP II extension) began is a direct response to recommendations made by the National Bipartisan Commission on Central America (the Kissinger Report) of January 1984. That report recommended that the U.S. Government provide scholarships to over 10,000 individuals from Central America.

#### COMPONENTS OF THE CLASP TRAINING INITIATIVE

- CLASP** – Caribbean and Latin American Scholarship Program
- CAPS** – Central American Peace Scholarship project – 1985
- CASP** – Central American Scholarship Project – 1985
- PTIIC** – Presidential Training Initiative for the Island Caribbean – 1986
- APSP** – Andean Peace Scholarship Project – 1987
- CASS** – Cooperative Association of States for Scholarships – 1988

The CLASP I program was authorized in February 1985. It began as a Central American initiative, operating as two projects; the Central American Peace Scholarships (CAPS) program and a Georgetown University-managed, parallel congressional funding set-aside, called the Central American Scholarship Program (CASP). In 1986, CLASP was extended to the Caribbean under the name of the Presidential Training Initiative for the Island Caribbean (PTIIC). Using funding that was already available in the Latin American and Caribbean II (LAC-II) project, like CAPS, the second regional project is also managed by the AID Missions in the region. The third expansion of the CLASP I training initiative was in 1987, when LAC II funds were used to launch the Andean Peace Scholarship Program (APSP). The most recent component of CLASP I began in 1989, when Georgetown University's set-aside training program was expanded to encompass the Caribbean region along with a new effort in Central America. This new effort was termed the Cooperative Association of States for Scholarships (CASS).

The original 10,000 scholarship goal for Central America recommended by the Kissinger Report was to be achieved during the period from 1985 to 1993. When the program was expanded to the Caribbean and the Andean Region of South America, the training target was increased to a minimum of 15,000. The following is a description, by region, indicating from where these Trainees have come.

### **Central America**

In the CAPS project, 11,121 scholarships have been awarded as of the end of FY 90 to students from Belize, Costa Rica, El Salvador, Guatemala, Honduras, and Panama. From the same countries, an additional 1,129 scholarships have been awarded in the CASP project, and a further 509 in the CASS project.

### **The Caribbean**

The PTIIC project provides training for individuals selected by the AID Missions in the Dominican Republic, Haiti, Jamaica, and AID's Regional Development Office for the Caribbean (RDO/C) whose Trainees represent most of the other nations of the Eastern Caribbean. The scholarship target was 1,785. At the end of FY 90, the PTIIC project had reached 1,226 scholarships, and in CASS an additional 364 Trainees had been selected, for a total of 1,590.

<b>Project</b>	<b>Central America</b>	<b>Caribbean</b>	<b>Andean</b>	<b>Total</b>
CAPS	11,121			11,121
CASP	1,129			1,129
PTIIC		1,226		1,226
APSP			1,125	1,125
CASS	509	364		873
<b>Total</b>	<b>12,759</b>	<b>1,590</b>	<b>1,125</b>	<b>15,474</b>

### **The Andean Region**

The countries that comprise the APSP regional project are Bolivia, Colombia, Ecuador, and Peru. The training target for this region was established at 1,740 scholars. Scholarship awards at the end of FY 90 amounted to 1,125.

## **SPECIAL CHARACTERISTICS OF CLASP**

CLASP shares many typical AID participant training characteristics, especially those related to human resource development. However, several characteristics are unique to CLASP. They are described in outline form below.

- Parallel to strengthening the human resource base of Latin America and the Caribbean through training in skills essential for social, economic, and political development, CLASP's other goal is strengthening the ties of friendship and understanding between the countries of the LAC region and the U.S., including an appreciation for democratic institutions, free enterprise, and the value of a free press.
- CLASP has a special target emphasis on training the socio-economically disadvantaged from both rural and urban areas, with a major participation of women, and the simultaneous challenge of identifying persons who have demonstrated leadership potential.
- Within the context of the Country Development Strategy Statement, the design of the program begins with the Trainee. First, project staff identify and select the Trainee using the above described target criteria. Then, the project managers and placement contractors build the training program around his or her training needs.

- To assure the broadest and most impartial base for recruiting and selecting Trainees, Missions have formed special CLASP selection committees, often including individuals from the private and public sectors in their countries.
- The AID Missions are also responsible for providing a special orientation to CLASP scholars for their U.S. study programs. Pre-departure orientation programs for Trainees are intended to prepare the Trainee in advance to take advantage of the training experience in terms of the training objective and the corollary aspect of Experience America activities including, where appropriate, through the provision of English language and remedial training before departure for the U.S. Additional preparation may occur in the U.S.
- The CLASP program is designed to include first-hand experience with U.S. social and democratic institutions, processes, and values. During training, program administrators provide scholars with opportunities to become involved in the daily lives of individual American families and in activities of community, professional, private sector and governmental organizations. The sum of these opportunities constitutes the Experience America component of the training.
- CLASP project managers have recognized that the training experience, to be most successful, requires structured and continuous contact with individuals after the scholar returns to his or her country. All participating CLASP Missions are expected to implement specially tailored Follow-on programs for Trainees after they have returned home. This will have an even higher priority in CLASP II.
- CLASP Missions are under AID/W guidance regarding implementing practices for containing costs (i.e., use of the Training Cost Analysis System [TCA] and open competitive contracting procedures) to ensure that contractors design and implement the training programs at reasonable costs. As part of this cost control process, contractors are required to use the TCA system to report their expenses.

## **CLASP I TARGETS**

The CLASP I Project Paper and subsequent policy guidance set out several specific project targets.

- Over the life of the project, 15,000 individuals from the LAC region are to be sent to the United States for training.
- At least seven of every ten CLASP Trainees (70%) should be economically or socially disadvantaged. The remaining three out of ten need not be classified as disadvantaged, but they may not be from among the elite, who could study in the U.S. on their own.
- A minimum of two-fifths (40%) of all CLASP Trainees should be women.
- A minimum target level of 30 percent of these individuals are to be placed in long-term training (nine months or more). The four Andean country AID Missions in

CLASP were permitted by AID/W to retain an earlier 20 percent minimum target, although they were encouraged to meet the 30 percent target.

**Life of Project Objective**

The total number of scholarship awards for the life of project was reached and passed in FY 90. The CLASP I training began exclusively in Central America in 1985, with over one thousand awards in that first year. The awards have been over two thousand per year in each subsequent year. Although the number of new awards was declining in FY 90, it is clear that CLASP I will achieve a significantly higher total than its objective of 15,000.

The CLASP I training initiative has been implemented through several different projects. The three regional AID Mission-managed efforts are CAPS, for Central America, PTIIC, for the Caribbean, and APSP, for the Andean region of South America. The two Congressional set-aside projects are CASP, in Central America, and CASS, in the Caribbean as well as Central America. These several projects began in different years, and, therefore, are in different stages of execution (see Figure 1.1).

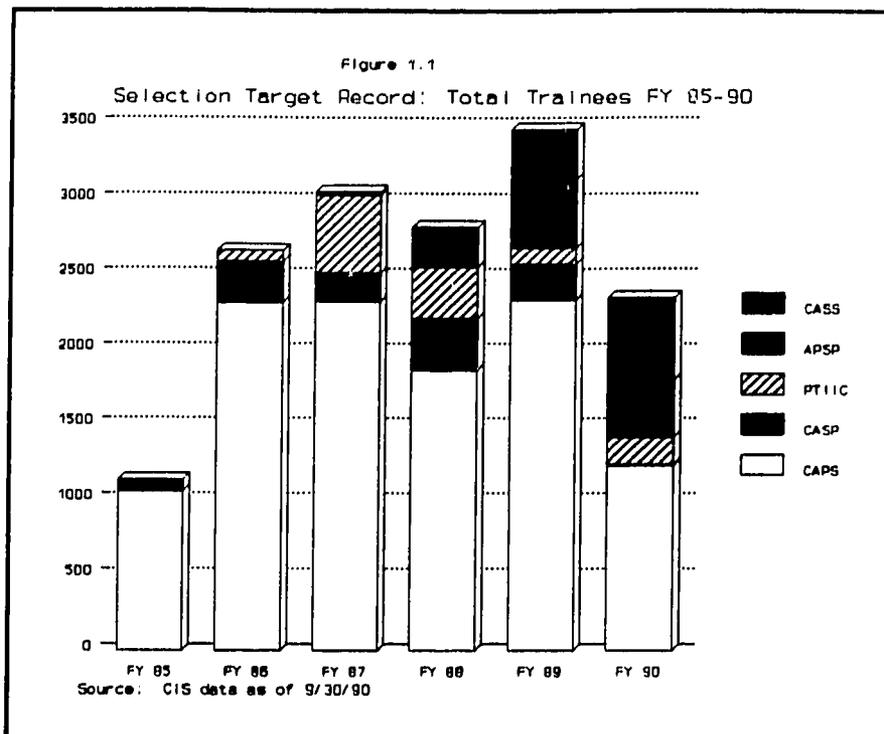


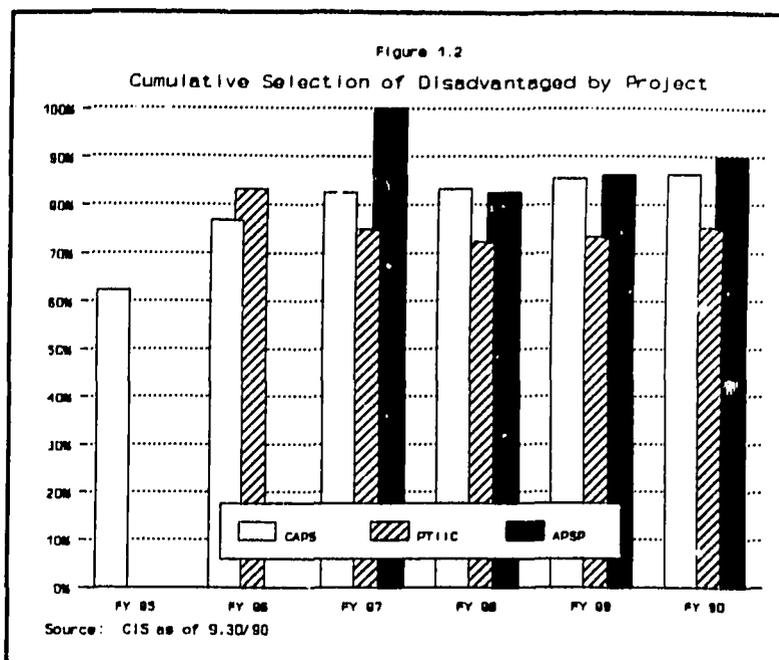
Figure 1.1 reflects the varied starts of the CLASP projects and their respective shares of the program.

The record of achievement in meeting the selection targets has been very good. Chapter Two details that record in terms of the selection criteria and placement by project and, in some cases, by Mission. Briefly, the results of the selection process is outlined below.

### Disadvantaged

The three Mission-administered regional projects are each above the 70 percent minimum target (see Figure 1.2). The first of these, CAPS, began recruiting and selecting the disadvantaged at below the target level. But, the data reflect how the CAPS Missions subsequently improved their records. The later-starting regional projects had the benefit of that early experience and have consistently reported results above the minimum target.

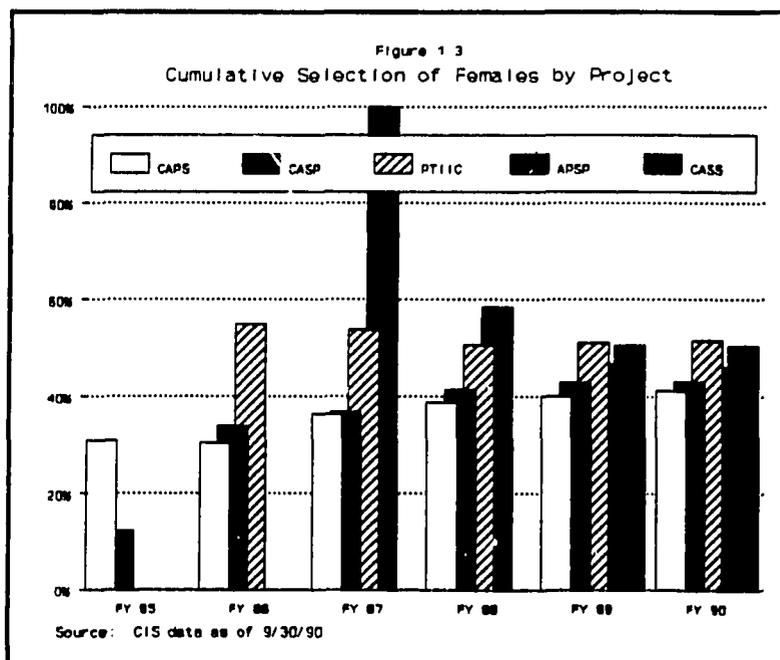
The managers of the Georgetown University set-aside projects (CASP and CASS) have reported that all of their Trainees meet the disadvantaged criteria. This 100 percent record for these projects may change based on an AID/W request to Georgetown to review the application of the disadvantaged criterion to the CASP/CASS Trainees. In any case, CASP and CASS selection of disadvantaged Trainees appears to be well above the 70 percent minimum target.



### Women

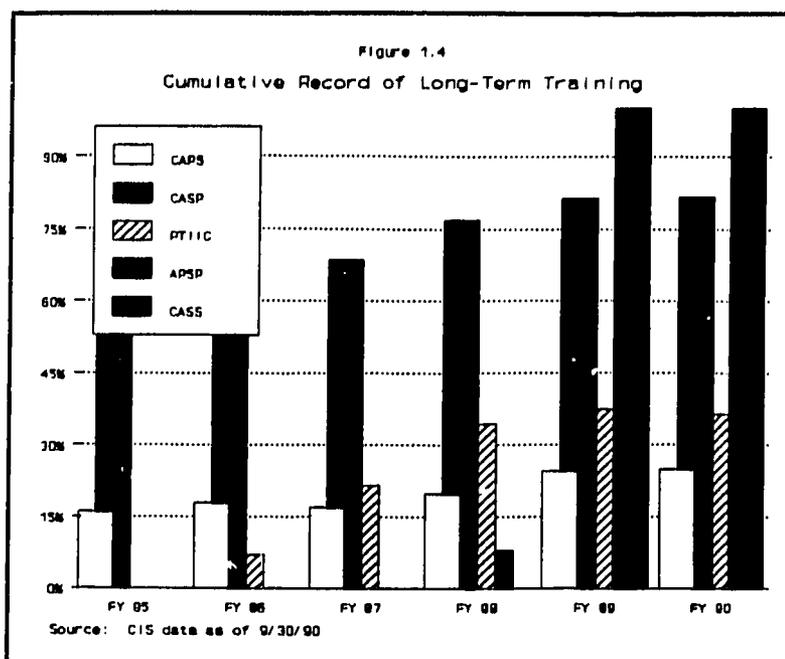
All projects are above the 40 percent minimum target at the end of FY 90. Once again, it can be seen graphically in Figure 1.3 that the early effort, when CLASP I was launched, met with greater difficulty meeting this selection target. CAPS and CASP gradually improved their efforts and have now exceeded the minimum target. The later starting projects had this early experience to draw on as they began their efforts.

Both the Caribbean regional project (PTIIC) and CASS, which recruits from the Caribbean as well as from Central America, have not just exceeded the 40 percent minimum target; women have received a majority of the scholarships awarded in those two projects.



### Long-term

The two Georgetown University-administered set-aside projects are responsible for CLASP I being above the 30 percent target for long-term training. This is because they have been targeted almost exclusively on long-term training (81.7% for CASP and 100% for CASS, see Figure 1.4). The Andean regional project (APSP) has a 20 percent minimum target because its original funding level was based on the assumption of a lower level of long-term training. APSP is averaging above that lower target (23.9% of awards for long-term training at the end of FY 90). CAPS project managers are below target, with a cumulative average of 25 percent of training scholarship awards for long-term study as of the end of FY 90. Of the Mission-managed regional projects, only PTIIC is above the 30 percent target (34% as of the end of FY 90).



### MANAGEMENT OF THE CLASP I PROGRAM

CLASP I is one of the largest and most complex participant training programs undertaken by AID. The program includes 14 AID Missions with full-scale CLASP I training efforts, three Congressional set-aside projects, the involvement of Trainees representing 25 countries, 12 U.S.-based placement contractors, and more than 250 institutions of higher education in 44 states, the District of Columbia, the Virgin Islands, and Puerto Rico. In order to manage and guide the large number of individuals and organizations that contribute to the achievement of CLASP I objectives, AID has established several management tools.

- The CLASP I Project Paper provides the initial conceptual framework, specifies the target of total scholarship awards, and specifies the sub-targets of a minimum of 20 percent (later raised to a minimum of 30%) for long-term training awards, 40 percent minimum for women, and 70 percent for the socially/economically disadvantaged.
- The Country Training Plan (CTP) describes how each participating Mission structures its training emphases within the overall guidelines.
- Semi-annual Reports (SARs) provide a summary description of completed project implementation and provide a projection for the next period, as well as identifying any bottlenecks.

- Policy guidance cables from AID/Washington (AID/W) to field Missions provide the fine-tuning mechanism which has allowed the Missions to draw on the lessons learned elsewhere in the program to guide Missions in their implementation of CLASP I.
- Periodic contractor meetings are held in the Washington area to review accomplishments and constraints of the CLASP I programs. These meetings bring together representatives of LAC/DR/EHR, the training placement contractors, and the process evaluation assistance contractor.
- The long-term process monitoring and evaluation contractor visits AID Missions and training sites on a regular basis to obtain data on Trainees, examine Mission management of the CLASP I training program, and report findings and suggestions to AID/Washington. LAC/DR/EHR reviews the evaluation reports and other contract deliverables with a view to drawing on the evaluation results for new policy guidance or other dialogue with the Missions.
- The Missions provide data quarterly to AID/Washington on new Trainees and updated information on students in training using the CLASP Information System (CIS). The CIS is a computerized database installed and maintained in each Mission which provides program and biographical data on the Trainees. These Mission-maintained databases used by the evaluation contractor to produce, *inter alia*, the CLASP Fact Sheet, which is a quarterly, program-wide progress report, and which serves as the core data for the preparation of this Annual Report. The Fact Sheet for the last quarter of FY 90 appears as Appendix E to this report.

## **THE RESULTS OF CLASP I**

The following, in summary fashion, highlights the accomplishments of CLASP I from its inception in February 1985 through September 30, 1990.

### ***Achievement of Program Targets***

- The total number of scholarship awards was 15,474 at the end of FY 90, an 18 percent increase over the total achieved at the end of FY 89.
- Of this number, 5,290, or approximately 34 percent, have been enrolled in long-term training programs lasting nine months or longer. This is an increase of two percentage points above the cumulative long-term Trainee share of the total awards at the end of FY 89.
- Trainees from economically and/or socially disadvantaged backgrounds have comprised 87 percent of the total awards. This, too, represents a two percentage point increase above the level recorded at the end of FY 89.
- The cumulative share of females in the program now constitutes 43 percent of CLASP I Trainees. This is a further improvement over last year's record of 42 percent for cumulative awards to females.

- Selection Committees identified 11,014 Trainees (79%) as coming from rural areas, and 13,605 Trainees (89%) as actual or potential leaders.
- Those identified as having been selected on the basis of the youth criteria, or in youth-related occupations, totalled 4,367 (29%).

### ***Trainee Views on the Effects of the Training Program***

- The program's quality was rated as "good" or "excellent" by 91 percent of all Trainees who responded to the Exit Questionnaire.
- Nine out of ten Trainees definitely would recommend their training programs to others in their home country.
- Nearly eight out of ten Trainees felt their original objectives were realized "to a great extent" or "a very great extent" upon completion of their program.
- About three-fourths of the responding returned Trainees found their training programs to be "useful" or "very useful".
- Nearly three-fifths of the returned Trainee respondents have indicated that the CLASP I training had helped them to a "great" or "very great extent" to advance in their career.

### ***Trainee Attitudes Regarding the U.S. and the Training Experience***

- Eight out of ten Trainees reported upon completion of their training that they had increased their understanding of the U.S. way of life "much" or "very much."
- When they departed the U.S., Trainees were asked to identify the aspects of their U.S. program that they had liked most. The responses that appeared most frequently were "sharing experiences" and "culture and society in general." These two themes characterized a total of 43 percent of the responses.

## **TRAINEE EVALUATION OF THE PROGRAM**

Whether the training program is meeting its objectives depends on whether the Trainees who have been selected are able to take advantage of the training opportunity by acquiring useful skills or achieving the expertise that will increase their productivity and their contribution to their society when they return home. In this special training program, there is also special consideration given to making sure that the returned Trainee understands the U.S. better after the training in the U.S. and is prepared to look for ways to relate the U.S. experience to conditions at home upon return.

The achievement of these objectives requires a coordinated approach on the part of those recruiting and preparing the Trainees for the training experience, those who arrange the training program, those who provide the training, and those who work in the post-training environment. The latter are to ensure that the new competence of the returned Trainee is

harnessed as effectively as possible by networking with others with similar experience and continuing exposure to professional stimuli from the U.S.

The role of Aguirre International, as the evaluation contractor, has been to monitor the Trainee from the time he or she enters the CLASP I training program to evaluate how all the other parties to this process are succeeding in their responsibilities. A constant feature of this evaluation process has been to periodically ask the Trainee to share his or her perception of the process.

The first Trainee evaluation of the training experience depends on whether the Trainee is in long-term academic training or short-term technical training. If it is the latter, the Trainee is first asked for a critique of the process at the end of the training experience. This information is collected by the Exit Questionnaire. The departing Trainee is asked about the training program, the administrative support structure, the preparation for the training before departure for the U.S., what the Trainee has learned about the U.S., and whether he or she expects this learning experience to be relevant upon return home.

The long-term CLASP academic student, who often will be in the U.S. for two or more years, is provided the opportunity to express views on the strengths and weaknesses of the training program and the support structure after a period of at least six months into the training. The range of questions in the Mid-term Questionnaire is similar to that of the Exit Questionnaire, but it explores even more closely the environment of the Trainee and how that may be affecting the learning experience. The purpose is to collect information on the training process early enough in the program so that corrections can be made if the Trainee is encountering serious problems in the design of the training program or the environment in which it is taking place. This long-term academic Trainee is also requested to complete the Exit Questionnaire at the end of the program. At that point the Exit Questionnaire responses become the more final appraisal of the training experience.

The crucible for testing the value of the training experience comes only when the Trainee has returned home and has become engaged in relating the experience to the home environment. The evaluation process, therefore, continues to seek the Trainee's appraisal of the experience after he or she has experience in that process of applying the U.S. training in the home environment. In order to assure a valid test of the post-training experience, professional interviewers target only those Trainees who have been back in their home country for at least half a year for an interview using the Returnee Questionnaire. This follow-up instrument again probes the Trainee's overall evaluation of the training experience, this time with the retrospective viewpoint of the elapsed period. Several new issues related to the experience of the Trainee in trying to apply the benefits of the training are introduced in this questionnaire. The Trainee is also asked to evaluate the Follow-on program and whether he or she has any suggestions that might contribute to enhancing the impact of the training through Follow-on activities.

Trainee responses to these three questionnaires, which have been aggregated in a database over the course of the CLASP I training effort, have yielded an extensive amount of useful information. The questionnaire database allows comparison of Trainee satisfaction with the nature of the training program and other non-program components of their stay in the U.S. It yields useful data on Trainee appraisals of the program's utility upon return to his or her

country. It also allows an examination of Trainee perceptions of the extent to which they have learned something about the people of the U.S. and the U.S. system of government during their program.

### ***Trainee Satisfaction with the Program***

In general, the data collected from the Trainees in the questionnaires indicate that satisfaction with the training experience is related to adequate pre-departure orientation, English language preparation, the level of U.S. classroom and non-classroom training, and U.S. support structures. Cultural adaptation, English language communication skills, and administration of medical insurance are areas of recurring difficulty that can undermine an otherwise successful program. Providing the organizers with complete and timely advance information on the Trainees' academic, professional or job-related background has been shown to be important in developing a program which delivers maximum value to the Trainee.

Conversely, in group training programs, especially long-term training, mixing students of differing academic or experiential levels of preparation creates frustration for trainers and Trainees alike. These issues are described in greater detail in Chapter Three. Some recurring lessons regarding Trainee satisfaction are listed below.

### ***Pre-departure Orientation and Training***

Although overall most Trainees express feeling very prepared (16%) or prepared (48%) for their training programs, a few Trainees in virtually every project (5% overall) express feelings of being unprepared when they leave for the U.S. These Trainees might be helped if they were identified early in the orientation process. Analysis of Questionnaire data shows that, in short-term programs, those who most often express feelings of unpreparedness for their training program are males, are older, and are enrolled in training programs whose content is different from their own backgrounds. In long-term programs, by contrast, those who most often express feelings of being unprepared for the training are women and are among the older Trainees.

This does not mean, for example, that all women and older Trainees in long-term training will necessarily feel unprepared. Rather, Trainees who reflect these characteristics are more prone to feel unprepared, perhaps because of societal, or psychological stereotypes. Whether real or not, these preconceptions pose a challenge to the AID Missions, contractors, and training providers to assist these individuals in developing a positive attitude toward their ability to cope with the training experience.

### ***English Language Training***

Trainees often have expressed the view that their lack of English language capability is a drawback to their training experience, both in and outside the training process. For short-term programs, Trainees are usually provided only short "survival" English training. Some Missions have developed helpful supplemental materials to assist the Trainee to deal in the U.S. with problems of communication. Missions have also gained experience in assuring that the training providers have available language-qualified trainers and support personnel.

For those who need it, intensive English language training is provided for long-term Trainees either in-country or in the U.S., or both. In-country training offers the AID Mission the chance to separate from the program, before travel to the U.S., those persons who are either unable to achieve a pre-determined level of proficiency or unwilling to make the effort to learn English. Although learning a language in the U.S. may be facilitated by the student having to use it outside the classroom, the economies of in-country English instruction are important to consider: first, the in-country cost is generally much less in the countries of the LAC region; and second, the financial and emotional cost of having Trainees fail in their training programs because of language-related problems may be lessened if they have not already travelled to the U.S.

### ***Training Programs***

Trainee responses indicate that satisfaction with the training may be increased by:

- paying particular attention to on-site activities (in the case of short-term Trainees),
- providing qualified lecturers (including Spanish or French speakers where appropriate for non-English speaking groups) and instructors who are accessible to the Trainee,
- making sure that the level of difficulty is appropriate for all Trainees, and
- ensuring that the training is appropriate for the background of the Trainee and for the conditions of his or her country.

### ***Homogeneity***

From Trainee responses to open-ended questions, information supplied by training providers, and from Site Visits, it is clear that mixing Trainees from divergent backgrounds in group training programs frequently presents a serious drawback to the successful achievement of the training objective. Frustration resulting from a heterogenous group training situation may be experienced by all the parties involved, i.e., by the more prepared Trainees, who feel held back by less prepared Trainees, by the less prepared Trainees, who are hard pressed to keep up with the training and may feel isolated from other Trainees, and by the training provider, who has to try to cope with these divergent needs of the Trainees.

The problem of heterogeneity does not appear most often to be an issue of gender, social background, nationality, or income level. Rather it appears to arise most frequently as a factor of the training-related background of the Trainees. When the training is academic, homogeneity refers to similar academic preparation of the training group. If the program is hands-on training, problems may arise when some members of a group are supervisory, and others are the implementers for whom the training is most practical.

The AID Mission may not always form its own training group, but rather may entrust that responsibility to a placement contractor. Trainees often have expressed pleasure when they have been able to train with nationals of neighboring countries. However, when that situation arises, the Mission will want to assure that the design of the training program is congruent with the background of the Trainee, and that the group organizer is alert to the importance of homogeneity.

### **Support Structure**

Trainee attitudes toward their training experience appear to be directly influenced by the training support structure. Particular concerns expressed in the past relate to providing good housing, appropriate and timely stipends, and personnel who are able to establish rapport with the Trainees. Furthermore, contacts with U.S. families or individuals appears to correlate positively with the Trainee's perception of the success of the learning experience (see the discussion of related data in Chapter Four). These personal contacts are also associated with the Trainee's rating of the support structure.

### **Trainees' Perceptions of the Program After Returning Home**

Trainees tend to rate the value of the program more highly once they return to their country if they have jobs which provide for more individual initiative and more flexibility. In particular, private sector, self-employed Trainees report most often that they are successful at implementing newly acquired skills.

The corollary appears to be that Trainees who are recruited into the program directly from school or narrow professional or occupational fields will encounter more difficulty in applying their training experience. They, therefore, represent special targets for Mission efforts in Follow-on programs.

The responses of returned Trainees also indicate that long-term training appears to provide greater post-training career benefits than short-term training. It also results in more continued contact with the U.S., once the Trainees return to their country. However, there is also a higher level of academic achievement at the time of selection among long-term scholarship recipients, which may also explain this correlation. This issue is also explored in greater detail in Chapter Four.

### **Trainee Perceptions of the U.S. and Ties with the U.S.**

Several variables of program design appear to correlate positively with Trainee perceptions of the U.S. and continued post-training contact and ties with the U.S. These observations, which come from Trainee responses to questionnaires and interviews, may be of service in Trainee selection, preparation, and orientation. The more significant of these are listed below.

- **Pre-departure Orientation.** The Trainee's positive view of the U.S. is strongly associated with his or her satisfaction with the in-country pre-departure orientation. It may be that a "halo effect" from a successful training program rubs off on post-training perceptions of the pre-departure orientation, but it also appears probable that a successful orientation is an important stepping stone to a successful program.
- **Experience America Component.** Trainee responses to the questionnaires indicate that increased Trainee interaction with U.S. society and institutions improves the Trainee's attitudes towards the U.S. Visiting with families and attending athletic and civic activities are rated more positively by Trainees than observing cultural events or visiting tourist spots.

- ***Trainee Profession and Age.*** Self-employed returnees are more likely to maintain post-training U.S. contacts. Trainees who are older than the youthful majority of CLASP Trainee seem less inclined to initiate contacts with U.S. people and are less likely to develop a positive view of the U.S. This does not mean that Missions would necessarily better achieve their training objectives by focussing selection on young, self-employed persons. But, it does suggest that, in the absence of other extenuating factors, youth and professionals may be better able to make the most of the training opportunity.

## LESSONS LEARNED

Earlier Annual and Country Reports have elaborated a number of additional observations and operational recommendations that fall into the category of "lessons learned." A principal advantage of the central process evaluation contract is that it has facilitated indirect cross-fertilization of experiences among the participating Missions. This was a particular value early in the implementation of this major innovation in AID training program focus.

These observations and recommendations have now been generally internalized by the participating Missions and need not be repeated here. Any newcomer to CLASP training, who may wish to "read in" on past strategic and tactical observations may turn to Appendix C, where an updated version of the section on Lessons Learned from the Fourth Annual Report on CLASP I issued in April 1990 (Chapter One, pages 9-15) has been included for reference.

The ongoing review of new questionnaire responses indicates that there remain, nevertheless, a few areas in which it would still be timely to repeat some of these earlier observations, particularly in the area of pre-departure orientation. Lessons learned from analyzing the data supplied by the Trainees, and in many cases by the training providers, which deal with this aspect are outlined below.

- ***Ambassadors of CLASP.*** Trainees should be encouraged to take information about their country and their families, towns, etc., to share with Americans. One Mission sent a group of video professionals to the U.S. for CLASP I training. Now that they have returned, they recognize the importance of imparting information on their country for promoting understanding with U.S. host families. As a result, they are preparing a videotape on their country and culture that will be made available to future CLASP Trainees to take with them. Trainees should have a clear understanding of the limited knowledge of most Americans about Latin America and the Caribbean, and that they meet Americans who know "nothing" about the Trainee's country.
- ***Learning from Experience.*** Returned Trainees are major resource for the pre-departure orientation panel discussions, particularly dealing with issues of transition to U.S. social, academic, and political life.
- ***Providing "Shock" Absorbers.*** Long-term Trainees should be alerted to the typical stages of adjustment to a new cultural environment. They should understand what will be happening to them and how they can best respond to "culture shock."

- ***Laying the Groundwork for Follow-on.*** The concept of Follow-on should be initiated in the pre-departure orientation program with discussion of what activities the Trainees would view as appropriate and useful upon their return.

Other lessons learned from evaluation of the CLASP I training process, that related to pre-departure orientation and other aspects of the program appear in Chapter Three, and appear in a comprehensive outline in Appendix C. The reader of this report will find in the following three chapters the data and interpretations of that data that will suggest other approaches to drawing on the experience of CLASP I training during the balance of that program. More importantly, it offers the opportunity to apply that experience in the design and implementation of CLASP II.

CHAPTER TWO

CLASP Target Population

## CHAPTER TWO

### CLASP TARGET POPULATION

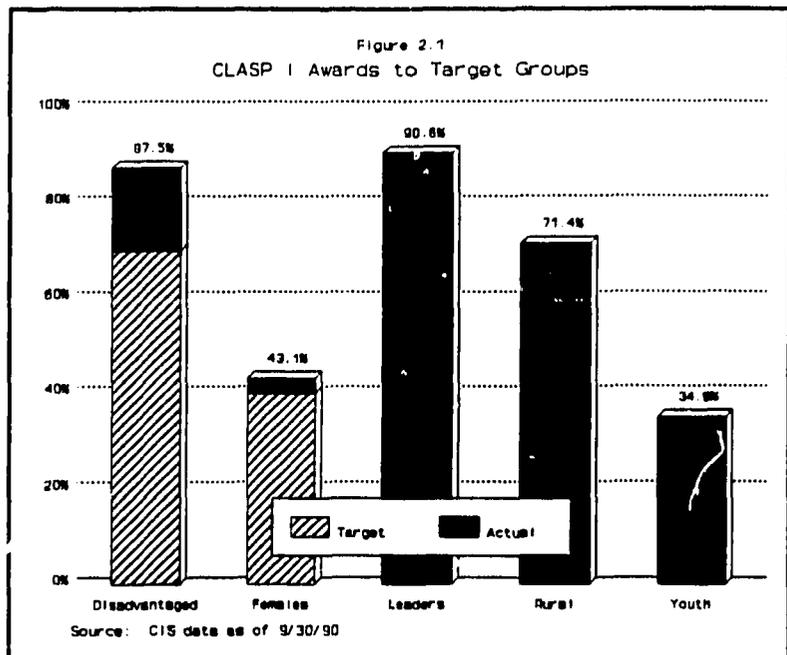
#### THE CLASP OBJECTIVES

This chapter describes the extent to which the CLASP I training initiative is reaching the intended target population described in the previous chapter.

The genesis of CLASP I in the Kissinger Commission Report and the selection criteria designed into the program clearly establish that recruitment for these scholarships is supposed to be targeted quite differently from traditional AID participant training. When the new training initiative was launched, USAID Missions were faced with a major early challenge to recruit the disadvantaged, the young, rural dwellers and female candidates, while also looking for persons with demonstrated leadership potential who otherwise would have been overlooked for AID scholarships. To assure the U.S. Congress that AID was complying with this mandate, all CLASP I training programs have been evaluated, among other things, on the extent to which they meet these recruitment criteria. The computerized CLASP Information System (CIS) was designed to collect and report this compliance record. The CIS figures reported in this chapter are based on data available as of September 30, 1990. The discussion is organized according to project data for the separate CAPS, CASP/CASS, PTIIC and APSP projects.

#### *Is CLASP I meeting project design targets?*

Yes. CLASP I managers are not just meeting the targets, they are exceeding them. Selection procedures have been designed to identify the applicants who meet the criteria described in the previous chapter and other established selection criteria, consistent with the Kissinger Report, the CLASP I Project Paper, and Country Training Plans, i.e., with an emphasis on the economically or socially disadvantaged, women, youth, and proven and potential leaders (see Figure 2.1.)



As of the end of FY 90, a total of 15,474 Trainees were recruited and selected for CLASP I training

and sent to the U.S. by the fifteen USAID Missions and Georgetown University. All of the selection criteria minimum targets have been exceeded. Nearly 500 more women have been selected to participate in the program than required by the 40 percent target. About 2,700 more persons identified as disadvantaged have been selected than was required by the 70

percent target. The target of 30 percent in long-term training programs had been exceeded by over 645 scholarship awards. The high proportion of Trainees selected on the criteria of leadership (91%) and disadvantage (87%) reflect the priority given these criteria by the selection committees.

Even when the CLASP I training initiative is broken down into its component projects, the record of compliance with the training targets is nearly perfect. In all projects, the selection targets, i.e., for female participation and for economically or socially disadvantaged criteria were surpassed by the end of FY 90. The target for long-term training has been met by PTIIC and by APSP (but, in the latter case, only because the Andean Missions have a waiver of the 30% target). CAPS is below the 30 percent target for long-term placements.

It should be kept in mind while looking at these data on the selection criteria that a Trainee may meet more than one target, e.g., a woman who is reported as disadvantaged may be recorded as both economically and socially disadvantaged as well as meeting the youth and leadership criteria. To avoid double counting, the totals for each category should not be added.

Within regional projects the record of compliance with the program targets varies among the participating Missions. The record of compliance with the targets by each Mission may be found in the separate Country Profiles (Appendix A) and in summary form in the CLASP I Fact Sheet (Appendix F).

**Is CLASP I recruitment meeting the target for the economically disadvantaged?**

Yes. All CLASP I projects are well above the minimum target for selection of at least 70 percent disadvantaged.

Mission definitions of economic and social disadvantage vary depending on local factors. In most cases, family income and household amenities are important factors in the definition. Other factors which may be taken into consideration in judging a candidate as disadvantaged include the sex or ethnic group of the Trainee and social position. Figure 2.2 shows a breakdown by project of the cumulative percentage of disadvantaged persons awarded scholarships as of the end of FY 90.

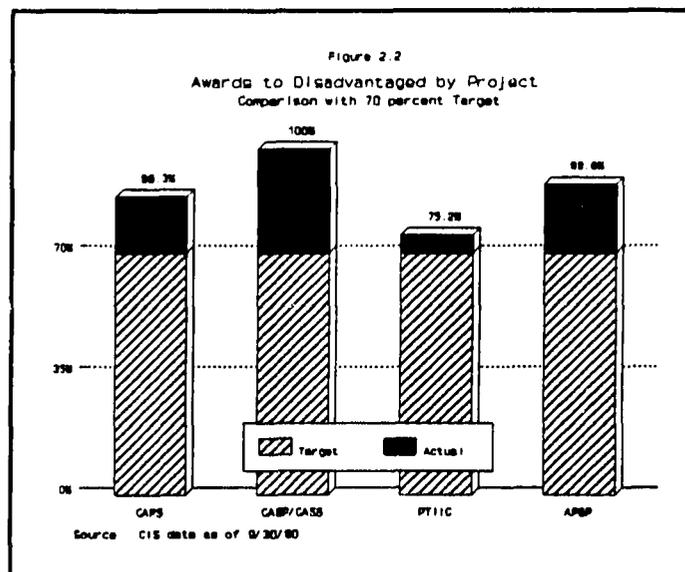


Figure 2.2 shows that each of the projects is above the target for disadvantaged.

In addition to the category of economic disadvantage (used by all participating Missions), which was applied to 86.7 percent of the Trainees, the other categories of disadvantage (which are not mutually exclusive) are ethnic disadvantage (reported by all but three Missions and applied to 17.3% of their Trainees) and social disadvantage (reported by seven Missions for 73.3% of their Trainees).

Table 2.1 depicts the extent to which awards were granted to the disadvantaged by each of the Missions and by Georgetown University, in the parallel set-aside project, as defined by the project managers. When total awards to the end of FY 90 are used to determine percentages, the CLASP I project shows 87 percent of the awards were granted to the disadvantaged. Thus, CLASP managers have significantly exceeded the goal of a minimum of 70 percent of all awards to the disadvantaged.

An indicator of disadvantaged status may be found in some of the demographic data collected for all Trainees. For example, it would seem likely that the parents of Trainees who are considered to be from disadvantaged circumstances will have little education. However, since the program is also looking for candidates who have demonstrated leadership potential, it might also be assumed that the scholarship recipient would have succeeded in pursuing academic studies beyond the levels attained by his or her parents. This is exactly what the data discloses.

The typical Trainee selected for the project has 11.43 years of education while his or her mother had an average of 5.34 years of schooling, and the Trainee's father had an average educational background of 5.8 years. The range in average years of schooling for the parents of Trainees is, on the low end, from Guatemala (about three and one-third years of schooling for mothers of Trainees, and about four years for fathers) to the much higher level found in the Eastern Caribbean, where both parents of the Trainees average over nine years of schooling in both the PTIIC and the CASS projects. The Trainees with the highest mean years of schooling, i.e., over fifteen years, have been selected in Ecuador and by the Central American regional office (ROCAP). Haiti was close behind with over fourteen years of schooling in both the CASS and PTIIC projects. In the selection of Trainees by ROCAP, the difference between the Trainees' educational background and that of their parents is about ten years, whereas the least difference is about four years in three of the Central American countries.

Mission	Total	# Dis.	% Dis.
Belize	271	204	75.3
Costa Rica	1,916	1,808	94.4
El Salvador	1,416	922	65.1
Guatemala	4,558	4,331	95.0
Honduras	1,812	1,438	79.2
Panama	483	430	89.0
ROCAP	665	468	70.4
<b>CAPS Total</b>	<b>11,121</b>	<b>9,599</b>	<b>86.3</b>
<b>CASP/CASS</b>	<b>2,002</b>	<b>2,002</b>	<b>100.0</b>
Dominican Rep.	169	142	84.0
Haiti	246	169	68.7
Jamaica	233	77	33.0
RDO/C	576	534	92.4
<b>PTIIC Total</b>	<b>1,226</b>	<b>922</b>	<b>75.2</b>
Bolivia	308	282	85.1
Ecuador	255	212	83.1
Peru	289	243	90.3
Colombia	293	293	100.0
<b>APSP Total</b>	<b>1,125</b>	<b>1,010</b>	<b>89.8</b>
<b>CLASP TOTAL</b>	<b>15,474</b>	<b>13,533</b>	<b>87.5</b>

Source: CIS data as of 8/30/90

Table 2.1 shows that most Missions have surpassed the 70% target for selection of disadvantaged.

Data is not available which would allow a comparison between the years of schooling of the population in general in the CLASP Trainees' country with that of the parents of CLASP Trainees and the Trainees themselves. However, the data from the CIS for CLASP I Trainees and their parents appears to clearly sustain the hypotheses. The levels of schooling for the parents of CLASP I Trainees are entirely consonant with the backgrounds of social and economic disadvantage from which the project managers are attempting to recruit. At the same time, the contrast between the educational backgrounds of the Trainees and their parents is sufficiently large to indicate that the Trainees have demonstrated the ability to rise beyond their background of disadvantage (see Table 2.2).

**Is CLASP I meeting the minimum target for selection of females?**

Yes. The cumulative selection of females for CLASP I training surpassed the minimum target of 40 percent female CLASP Trainees for the first time in FY 89. In that year, total awards to women reached the 42 percent mark. At the end of FY 90, the record was further improved. The cumulative figure for female recruitment rose to 43 percent.

Figure 2.3 reflects the record of the three regional CLASP I projects and the Georgetown University set-aside in the selection of females for scholarship awards.

When considering women as a target group, one should look at both the quantity (the number) and the quality (the length and type of training) of awards to determine whether the awards are distributed equitably project-wide. There are of course many factors that may limit the number of female candidates for long-term programs, e.g. societal stereotypes, lack of equal educational opportunity, family obligations, etc., but the selection policies applied by the project managers may be designed so as to overcome these barriers.

Table 2.2  
Mean Years of Schooling  
of CLASP Trainees and Parents

Mission	Trainee	Mother	Father
Belize	13.80	5.20	5.47
Costa Rica	12.80	6.22	6.13
El Salvador	8.86	4.27	4.62
Guatemala	9.39	3.34	3.97
Honduras	11.32	5.86	6.22
Panama	12.88	8.52	8.65
ROCAP	15.28	5.14	5.05
<b>CAPS Average</b>	<b>10.83</b>	<b>4.17</b>	<b>4.98</b>
Belize	12.69	8.61	9.41
Costa Rica	11.53	6.26	6.37
El Salvador	12.06	6.47	7.32
Guatemala	11.88	6.44	7.42
Honduras	11.86	6.47	6.76
Panama	12.32	7.44	7.34
<b>CASP Average</b>	<b>12.06</b>	<b>7.01</b>	<b>7.52</b>
Belize	12.76	7.34	6.83
Costa Rica	11.81	5.45	5.92
Dominican Rep.	11.98	6.74	6.57
El Salvador	12.24	6.31	7.47
Guatemala	12.01	5.72	6.21
Honduras	11.79	6.39	6.59
Haiti	14.88	5.74	7.61
Jamaica	12.80	8.32	8.48
Other Caribbean	14.20	9.18	9.50
<b>CASS Average</b>	<b>12.45</b>	<b>6.66</b>	<b>7.04</b>
Dominican Rep.	13.41	6.21	6.31
Haiti	14.16	5.59	7.71
Jamaica	13.66	7.51	7.94
RDO/C	13.63	9.24	9.44
<b>PTIIC Average</b>	<b>13.71</b>	<b>8.05</b>	<b>8.50</b>
Bolivia	13.25	6.01	7.76
Colombia	12.11	6.28	6.79
Ecuador	15.50	8.01	9.27
Peru	13.74	7.22	8.61
<b>APSP Average</b>	<b>13.58</b>	<b>6.84</b>	<b>8.13</b>

Source: CIS data as of 9/30/90

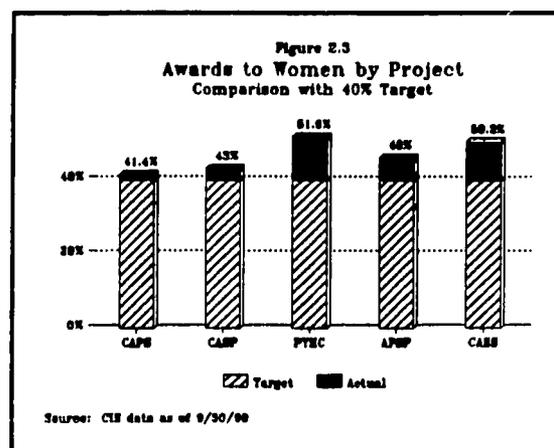


Figure 2.3 shows female selection above the target.

Table 2.3, which depicts the country-specific record, shows that the project managers are largely achieving or surpassing that objective.

The distribution of CLASP I long-term scholarship awards to women does not differ significantly from that of all awards (see Table 2.4). Ecuador and Panama have awarded somewhat fewer short and long-term scholarships to women than the program calls for, and ROCAP has awarded only three long-term scholarships according to that Mission's CIS data submission.

Considering academic awards to women (a sub-set of those who have been selected for long-term training - see Table 2.5), women comprise 43 percent of the academic awards, i.e., nearly the same as their participation in CLASP I training overall. This is important, because receiving a U.S. higher education degree may be very prestigious in Latin America. Missions have awarded these scholarships proportionately to women.

Mission	Total	# Women	% Women
Belize	271	118	43.5
Costa Rica	1,916	811	42.3
El Salvador	1,416	573	40.5
Guatemala	4,558	2,174	47.7
Honduras	1,812	652	36.0
Panama	483	145	30.0
ROCAP	665	128	19.9
<b>CAPS Total</b>	<b>9,877</b>	<b>3,993</b>	<b>40.0</b>
Belize	229	91	39.7
Costa Rica	187	75	40.1
El Salvador	193	98	50.8
Guatemala	186	76	40.9
Honduras	207	97	46.9
Panama	127	49	38.6
<b>CASP Total</b>	<b>1,129</b>	<b>486</b>	<b>43.0</b>
Belize	45	20	44.4
Costa Rica	90	47	52.2
El Salvador	104	58	55.8
Guatemala	153	72	47.1
Honduras	117	63	53.8
Dominican Rep.	128	69	53.9
Haiti	76	26	34.2
Jamaica	68	37	56.1
Other Caribbean	94	47	50.0
<b>CASS Total</b>	<b>873</b>	<b>439</b>	<b>50.3</b>
Dominican Rep.	169	70	41.4
Haiti	248	115	46.7
Jamaica	233	153	65.7
RDO/C	578	294	50.9
<b>PTIIC Total</b>	<b>1,228</b>	<b>632</b>	<b>51.5</b>
Bolivia	308	124	40.3
Ecuador	255	84	32.9
Peru	269	157	58.4
Colombia	293	153	52.2
<b>APSP Total</b>	<b>1,125</b>	<b>518</b>	<b>46.0</b>
<b>CLASP Total</b>	<b>15,474</b>	<b>6,674</b>	<b>43.1</b>

CIS data as of 9/30/90

Mission	Total	# Female	% Female
Belize	62	25	40.3
Costa Rica	608	279	46.0
El Salvador	531	216	40.6
Guatemala	658	204	31.0
Honduras	431	162	37.6
Panama	445	126	28.3
ROCAP	48	3	6.3
<b>CAPS Total</b>	<b>2,781</b>	<b>1,015</b>	<b>36.5</b>
<b>CASP Total</b>	<b>922</b>	<b>400</b>	<b>43.4</b>
<b>CASS Total</b>	<b>872</b>	<b>439</b>	<b>50.3</b>
Dominican Rep.	109	43	39.5
Haiti	50	20	40.0
Jamaica	64	30	46.9
RDO/C	223	98	44.0
<b>PTIIC Total</b>	<b>446</b>	<b>191</b>	<b>42.8</b>
Bolivia	67	14	20.9
Colombia	76	30	39.5
Ecuador	47	20	42.6
Peru	79	36	45.6
<b>APSP Total</b>	<b>269</b>	<b>122</b>	<b>45.4</b>
<b>CLASP Total</b>	<b>5,290</b>	<b>2,167</b>	<b>41.0</b>

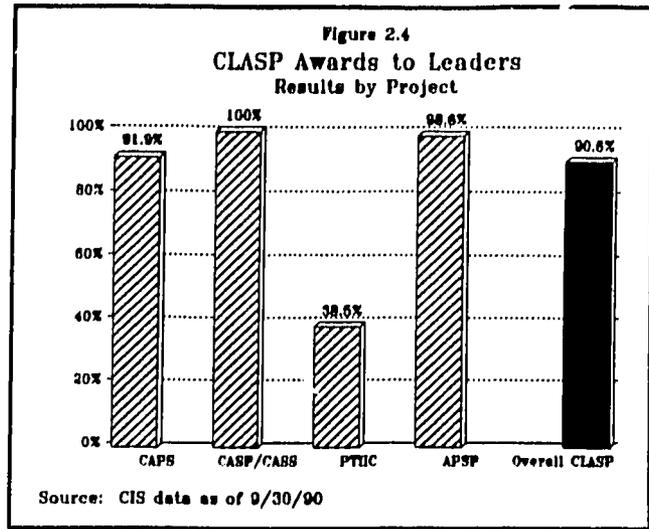
Source: CIS data as of 9/30/90

Program	Total	Women	Percent
CAPS	1,573	617	39.2
CASP	927	403	43.5
PTIIC	393	175	44.5
APSP	151	67	44.4
CASS	873	439	50.3
<b>CLASP Total</b>	<b>3,917</b>	<b>1,701</b>	<b>43.4</b>

Source: CIS data as of 9/30/90

**Have CLASP I recruiters responded to the leadership criterion in their selection?**

Yes. Policy guidance has stressed the importance of seeking current or future leaders for participation in the program. As a result, over nine of every ten CLASP I Trainees have been identified as individuals who have demonstrated leadership characteristics (see Figure 2.4).



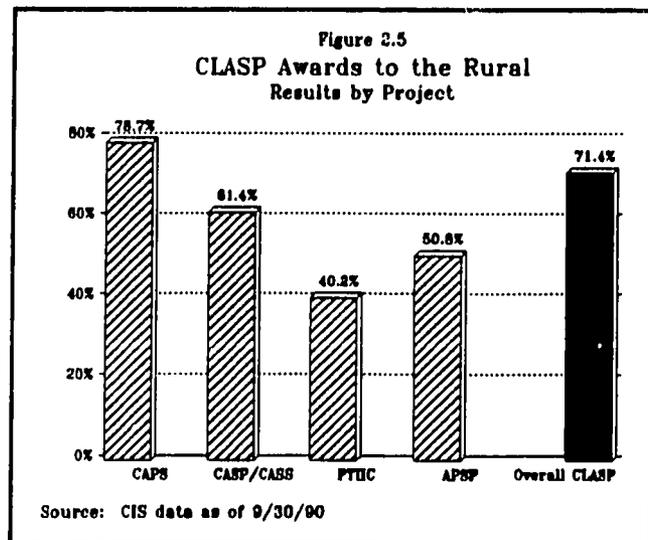
Leadership traits are not defined in the program design in terms of how they should be identified or a minimum programming level. It, therefore, is left to the CLASP selection committees to identify these characteristics. Leadership, a subjective quality, is more difficult to measure than

other CLASP criteria. Leaders may refer to politicians, opinion makers, or young people who have shown indications of becoming leaders in the future. Over the course of implementation of the project, it has become obvious that the quality of leadership is vital to reaching project objectives. Missions have given serious consideration to definitions of leadership or functional systems for using leadership as a selection criteria. This is evidenced in the school achievement levels reported in Table 2.2.

The test of whether Trainees have been reasonably identified in terms of leadership characteristics will only come with time as they demonstrate after their return home how well they are able to apply their training experience for their own advancement and for the benefit to their communities and associations. During CLASP II evaluations the case study methodology will be targeted on developing early indications regarding success in this area.

**Have individuals from rural areas received a significant share of CLASP I awards?**

Yes. Project managers have endeavored to include candidates from rural areas. As a result, the CAPS and APSP regional projects and the CASP/CASS set-aside have awarded over half of their scholarships to persons from rural areas.



There is no concrete policy mandating a set distribution between rural-urban populations, and the term "rural" is left to each Mission to define depending on local conditions. Some project managers have identified as "rural" candidates from economically deprived areas on the periphery of urban areas whose population

is made up principally of migrants from rural areas. Of the 15,418 awards made to Trainees in the CLASP I program for whom data was furnished as to whether they were from urban or rural areas, 11,014 awards (71%) were made to candidates on the basis of the rural criterion as established by the Missions.

Project	Total	# Rural	% Rural
CAPS	11,113	8,745	78.7
CASP	1,110	582	52.4
PTIIC	1,211	487	40.2
APSP	1,111	564	50.8
CASS	873	636	72.9
<b>CLASP Total</b>	<b>15,418</b>	<b>11,014</b>	<b>71.4</b>

Source: CIS data as of 9/30/90

PTIIC Missions send the fewest Trainees identified as rural. This is in part because these Missions represent island nations for which the distinction between rural and urban would be somewhat artificial. The record at the end of FY 90 is reflected in Table 2.6.

**Have youth received a significant portion of CLASP I training awards?**

Yes. The average age of all CLASP I Trainees since the program began is 27.4 years old. It is slightly higher for males (28.1 years) than for females (26.4 years). Missions have identified "youth" as a selection factor for about one third of all Trainees. The average age of these Trainee youths is under 23 years old.

Although, no specific targets or definitions of youth were established in the project paper, and, therefore, comparisons of the emphasis on youth is not possible between countries or between projects, it is clear that an important focus of the project paper is on youth or youth-related activities. Because Missions have not been provided an age criteria to apply in the selection process, some Missions have identified under age 25 as the cut off for the youth criteria, while others have higher or lower age cutoffs (see Figure 2.6 and Table 2.7). The guidance to the Missions also provides for including in the "youth" reporting category some non-youth whose jobs are youth-related, e.g., school teachers or Boy Scout leaders.

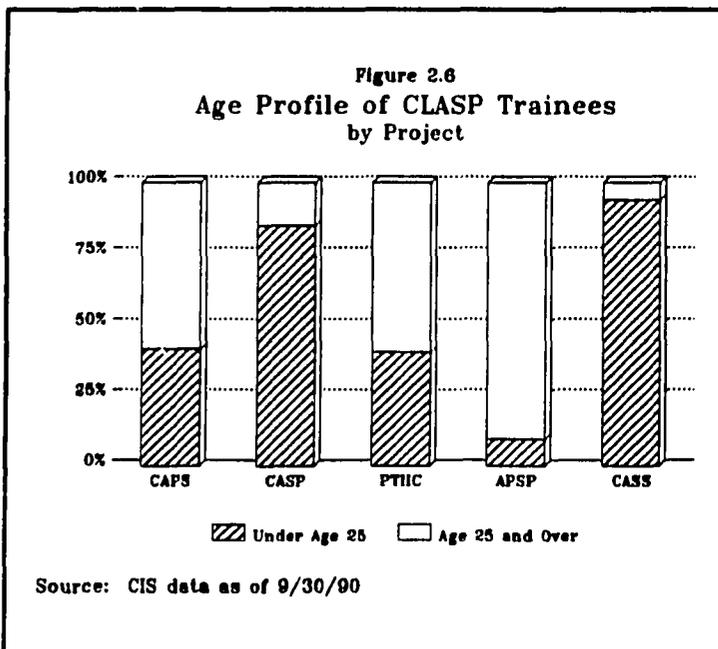


Figure 2.6 shows that CASS and CASP are the most youth-oriented projects.

Project	Average Age
CAPS	27.7
CASP	21.2
PTIIC	28.8
APSP	33.5
CASS	20.6

Source: CIS data as of 9/30/90

Using their country-specific definitions, Missions have designated about 35 percent of the Trainees as meeting a youth selection criteria. Far more than the 35 percent of all Trainees identified as youth are drawn from young populations. The majority of Trainees are under 30 years of age at time of selection.

The graphs related to age on this page (Figure 2.7) and on the previous page show only age profiles of Trainees and, therefore, are not tied to the "youth-related" criteria used by the Missions to report their selection of youth.

**ADDITIONAL CLASP I PROGRAM DATA**

Discussion in the above sections concerns the extent to which the CLASP I program is meeting the targets that are specified in the program design. However, a more complete understanding of the uniqueness of the CLASP training initiative and better

appreciation of the background of the Trainees may be gained by reviewing additional data, primarily biographical information. The following sections present this information. First is presented a listing of areas of preparation of Trainees and their occupations prior to selection. This information is useful in understanding areas from which CLASP I implementors have selected Trainees. Second, information is presented on sectors of Trainee employment at selection, keeping in mind that CLASP implementors should recruit and select Trainees from the private sector as well as the public sector.

**What is the area of preparation of CLASP I Trainees prior to training?**

The fields with the greatest number of Trainees (both with 19.2%) are agriculture and education (see Figure 2.8). Business and health comprise nine percent and 7.2 percent, respectively. The applied technology, exact science, and manufacturing fields together comprise 15.1 percent participation, and all other fields less than five percent each. Reflecting the diversity of the recruitment for CLASP I, the category with the greatest number of Trainees (20%) is "other"; i.e., other than one of the listed fields that comprise the usual areas of academic preparation.

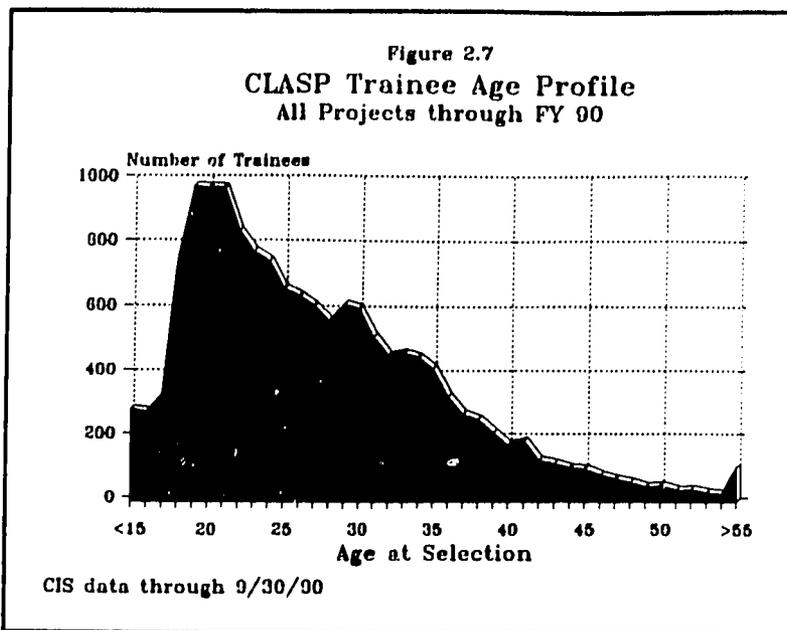
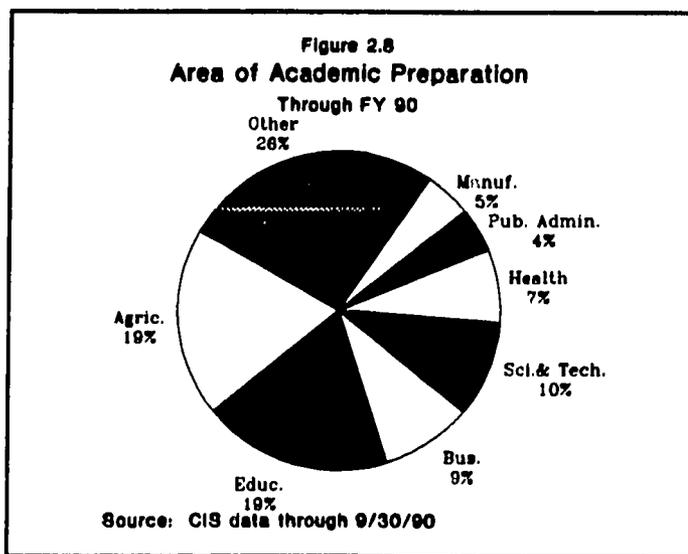


Figure 2.7 reflects cumulative data on the Trainees' age at time of selection. Youth clearly have been an important target for selection over the life of the CLASP training effort.



The largest sector, agriculture, also has the largest imbalance between the representation of men (29%) and women (6.1%), while in the educational area, the percentage of women (26.4%) nearly doubled that of men (13.8%). It is interesting that women also outnumber men substantially in the fields of business, and manufacturing. The above information is drawn from CIS data from 14,831 Trainees (96% of total).

**What occupations did CLASP I Trainees have prior to selection?**

CLASP I Trainees come from a wide variety of backgrounds. Because of the youth, rural and disadvantaged emphases of the program, many of the applicants come just out of school or from backgrounds in the trades, agricultural, and self-employed sectors. The unskilled worker and student categories contain approximately equal proportions of men and women, while men predominate in skilled worker and technician categories, and women exceed men in the professional category.

The accompanying table (Table 2.9) is based on CIS data drawn from 15,051 Trainees (97% of the total). Trainees most frequently classify their occupations at time of selection as student/recent graduate (24%), unskilled worker (22%), skilled or semi-skilled worker or technician (19.8%), professional (15.6%), and businessperson (9.7%). Each of the remaining categories contained five percent (other) or less of the Trainees. Data are also available in the CIS on the field of prior employment of the Trainee (see Table 2.10). The results are similar to the areas of academic preparation, i.e., agriculture and education are the major areas.

**Table 2.8**  
**Area of Academic Preparation by Gender of Trainee**

Field	% Female	% Male	% Overall
Public Admin.	3.4	4.9	4.3
Agriculture	6.1	29.0	19.2
Fine Arts	.7	.4	.5
Exact Sciences	3.9	5.2	4.6
Business	12.2	6.5	9.0
Economics	1.7	2.2	2.0
Manufacturing	6.3	4.1	5.1
Engineering	1.3	4.0	2.8
Education	26.4	13.8	19.2
Health	9.8	5.2	7.2
Sociology	.7	.5	.6
Applied Tech.	3.8	6.6	5.4
Other	23.7	17.6	20.2
	100.0	100.0	100.0

Source: CIS data as of 9/30/90

**Table 2.9**  
**Occupation by Gender of Trainee**

Field	% Female	% Male	% Overall
Student(recent)	24.9	23.4	24.0
Business	11.0	5.7	7.9
Unskilled Worker	22.5	21.6	22.0
Manager	.7	2.1	1.5
Skilled Worker	5.2	10.8	8.4
Semi-Skilled	1.8	2.7	2.3
Professional	17.7	14.0	15.6
Technician	4.2	12.6	9.1
Unemployed	.4	.4	.4
Artisan	.3	.1	.2
Volunteer	5.4	2.3	3.6
Other	6.0	4.4	5.1
	100.0	100.0	100.0

Source: CIS data as of 9/30/90

**Table 2.10**  
**Field of Employment at Time of Selection**

Field	Percent
Public Admin.	7.2
Agriculture	24.7
Fine Arts	1.1
Exact Sciences	2.5
Business	7.8
Economics	2.1
Manufacturing	7.9
Engineering	.9
Education	19.7
Health	6.7
Sociology	.3
Applied Tech.	2.2
Other	15.1
	100.0

Source: CIS data as of 9/30/90

### **Are Trainees being selected from the private sector?**

Yes, the majority are. Public sector Trainees are a minority.

The relevant data drawn from the CIS are for 10,667 CLASP I Trainees (69% of the total). Figure 2.9 shows that over half (55%) of the Trainees were employed in the private sector at the time of their selection. Of these, 80 percent came from private for-profit organizations and 20 percent from non-profit organizations. More than one-third (37%) of the Trainees were employed in the public sector. About eight percent of all Trainees belong to the mixed (public-private) and autonomous (e.g., universities) sector.

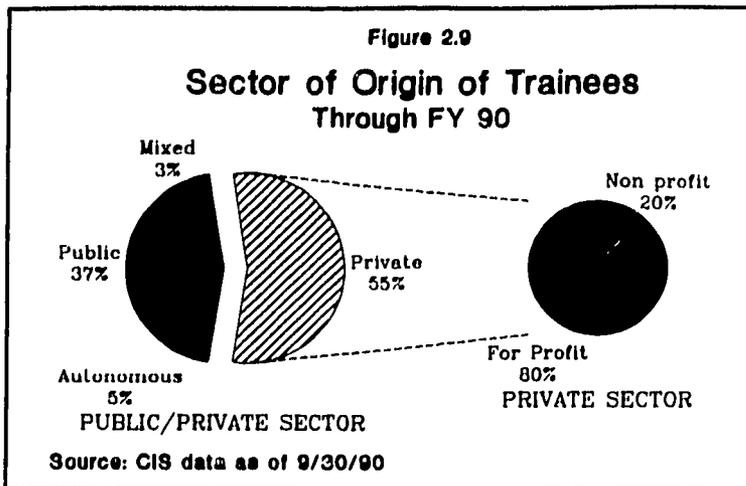


Figure 2.4 reflects the predominance of Trainees from the private sector, especially those in business.

### **CONCLUSION**

The data presented in this chapter indicate that the managers of CLASP have designed their recruitment and selection to meet the program's targets and selection emphases. Trainees are primarily from the disadvantaged sectors of their societies, as defined by Missions. In addition, they often come from rural areas; they are often young; and more than four out of 10 are women. Most Trainees are classified as leaders and potential leaders.

After successfully recruiting Trainees from the targeted populations, the next challenge for the project managers has been to provide these Trainees with training programs and experiences needed to fulfill project goals. Chapter Three discusses the training experience received by the Trainees when they arrive in the United States.

C H A P T E R      T H R E E

Implementation of CLASP I

# CHAPTER THREE

## IMPLEMENTATION OF CLASP I

### INTRODUCTION AND GENERAL DESCRIPTION OF TRAINING

This chapter describes the implementation of CLASP I training including the success with which the CLASP I training process has been carried out from the Trainee's point of view. The following data are derived from the CLASP Information System (CIS), which is compiled from data submitted by the participating CLASP Missions, and from the Trainee-supplied questionnaire responses.

The object of CLASP training includes two principal components. The first, skills and academic training, is designed to advance the Trainees' job-related skills, to assist their career progress and their country's development. The training differs from traditional AID training, however, in that it is not intended to be related to a specific development project in the Trainee's country. The second component, Experience America, is designed to provide opportunities for the Trainee to gain first-hand exposure to U.S. democratic institutions, free enterprise, free press, lifestyles, customs, and people in order to establish understanding and links between the Trainee and U.S. citizens.

#### ***In what type of training programs do CLASP Trainees participate?***

The CLASP training initiative is especially interesting because there is no stereotypical training program. As indicated earlier, three-tenths of scholarship awards are intended to be used for long-term training. The definition of long-term training for purposes of CLASP is that it exceeds nine months (270 days). This training may be of either an academic or skills training (technical) nature. Academic training, as defined in AID's *Handbook 10*, is degree-seeking or academic certificate-seeking. Training that does not have a degree or certificate as its objective is, therefore, technical training.

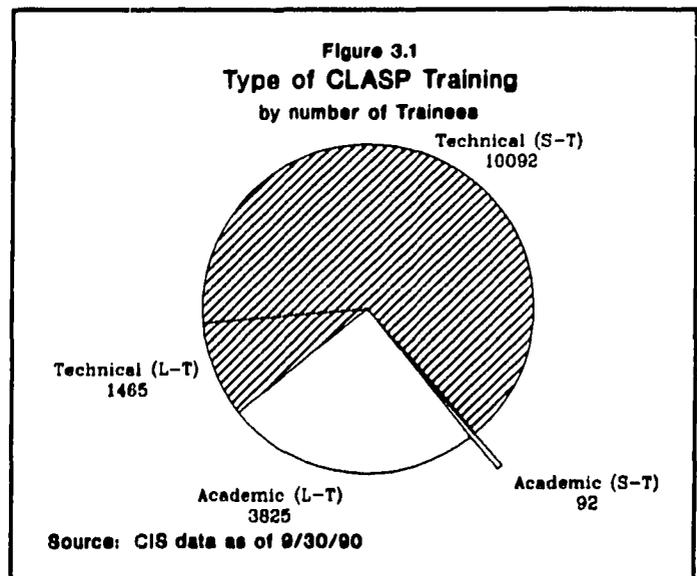


Figure 3.1 shows the distribution among academic and technical Trainees in short and long-term programs.

#### ***Technical/Skills Training***

Technical training may be either short-term or long-term. Short-term courses range between one month (a minimum amount for CLASP) up to nine months. Technical training above nine months is long-term training and applies to the 30 percent target of long-term placements.

Some programs have been designed to bring groups of outstanding university students to the U.S. for a year's study toward the degree they will earn later in their home universities.

Although this clearly is an academic type of program, it would be considered long-term technical training because the object would not be a degree from the institution where the Trainee is studying. There is no arbitrary limit to the length of technical training, but more than a one-year program would be unusual.

Long-term technical training is most often designed as group training. Because CLASP training is non-traditional, it usually requires that the placement contractor design a special program rather than look for off-the-shelf programs. This, and the CLASP emphasis on cost containment, is the reason that such training is usually feasible only for groups of 15-20 Trainees. Examples of long-term technical training programs include agricultural-related fields, small-business skills, or natural resource management.

Short-term training is almost exclusively technical training. Although some instances of short-term academic training have been designed, these are the exceptions that prove the rule. These exceptions, such as a program which allowed university students to "top off" their in-country degree programs in conjunction with a U.S. university, and thereby earn two degrees, prove the versatility of CLASP, but do not characterize it.

Short-term technical training is also usually group training for the same reason noted for long-term group training, i.e., cost constraint and the fact that CLASP training programs do not generally coincide with off-the-shelf program designs. This type of training program has been used for trade, business, banking or labor sector on-the-job training, seminars or observational tours as well as for extra-ordinary programs such as for artisans or the exposure of young political leaders to U.S. political campaigns.

Some students in academic programs, i.e., who originally were sent on two-year academic programs with the objective of obtaining a degree, have been re-categorized as technical trainees when it became clear that the amount of time required for them to learn English meant that they would not be able to earn a degree within the two-year training program period. Other students, in similar circumstances, have been extended an additional period to be able to obtain their degree. The decision rests with the program managers in the AID Missions or at Georgetown University, and depends on the circumstances of the case.

### Academic Programs

Academic training managed by the AID Missions (CAPS, PTIIC, and APSP) generally consists of college or university training placements of individual scholars with varying degree objectives (see Figure 3.2). Training placements by Georgetown University (CASP/CASS) generally are groups made up of Trainees from different countries in the same academic program at a community college. The variety of fields which CLASP students study is very great. The academic degree being sought may be a two-years' Master Degree program, a

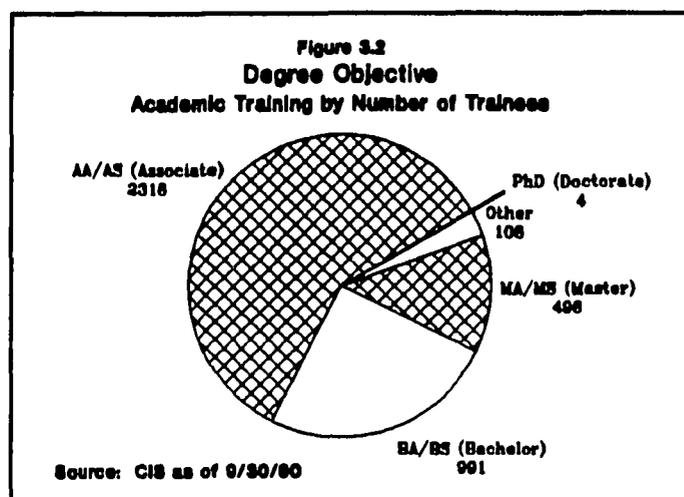
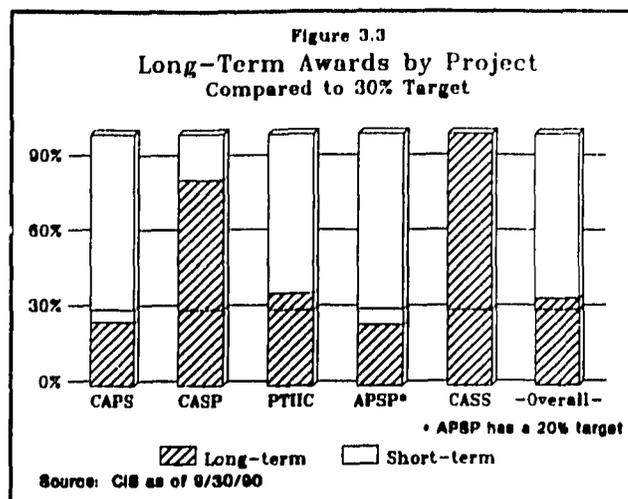


Figure 3.2 reflects the preponderance of Trainees in academic programs who are seeking an AA/AS degree.

four-year undergraduate degree, or in a very few cases a Doctorate. But, as noted above, most often the academic training has been for two-years of study in a U.S. community college, especially in the CASP and CASS projects. For AID scholarship programs, this type of training placement is virtually unique to CLASP. In these community college programs, fields of study include such job preparation areas as computer programming, business, hotel management, etc.

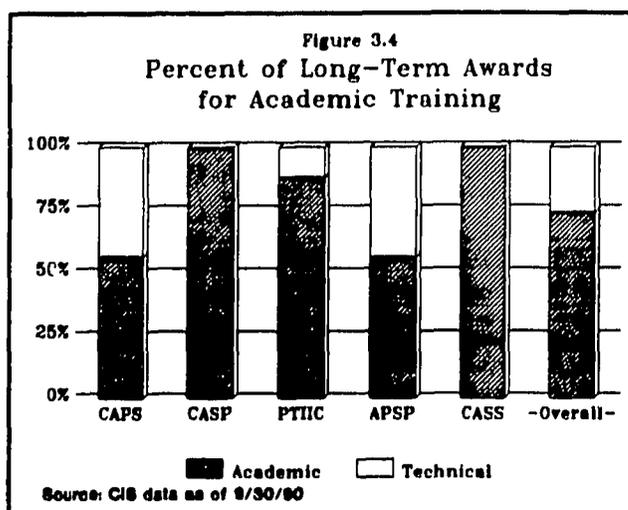
**Have Missions met the minimum target of scholarships for long-term studies?**

Yes. Of the 15,474 scholarship awards through the end of FY 90, over one-third (34%) have been for long-term programs. The percentage of long-term training varies by Mission and project. The major focus on long-term academic training by the Georgetown University CASP/CASS projects has raised the CLASP I overall percentage of long-term awards above 30 percent, even though the APSP regional project operated on a 20 percent minimum target, and CAPS, the largest regional project, is below the 30 percent target (see Figure 3.3).



**Have the long-term training awards included a significant portion of academic degree programs?**

Yes. About three-quarters of the long-term training awards have been degree-seeking studies, i.e., academic study. This means that of the total for both short and long-term awards in CLASP I, as of the end of FY 90, one out of four had an academic degree or certificate as its objective. The other one quarter of long-term training awards, i.e., those for technical training, represent about nine percent of the total CLASP I scholarship awards and about 12 percent of the total of technical training assistance awards (see Figure 3.4).



**ASSESSMENT OF TRAINING**

The previous section describes the wide range of CLASP I training programming. However, to gain an understanding of the impact of the program, a description of Trainee perceptions of the strengths and weaknesses of these programs is instructive.

The questionnaire data presented in this section of the report are focussed on the following issues:

- perceptions of training—beginning with pre-departure orientation, program objectives, program quality and satisfaction with the program;
- views on the Experience America component of the program;
- benefits of the training upon return to the Trainee's country, and
- meeting other CLASP objectives.

### **DESCRIPTION OF THE DATA**

CLASP I training program evaluation data have been collected by Aguirre International since 1986, when the firm was contracted by AID/Washington to provide technical implementation assistance for CLASP. The principal instruments for measuring the results of the training programs have been the questionnaires, which are designed to capture Trainees' impressions of the program, identify the programs strengths and weaknesses, highlight any special problems, and collect post-training appraisals of the value of the training.

The largest database is for the Exit Questionnaire. The Returnee Questionnaire, that is administered in the Trainee's, country yields retrospective information on the training from the perspective of applying the new skills and knowledge in the home country. The Mid-term Questionnaire is used exclusively for long-term training as a diagnostic tool to identify situations in which mid-course corrections may be necessary. A brief description of these instruments follows. Further description, including specific questions that appear in the questionnaires may be found in Chapter 4.

#### ***Exit Questionnaire***

The largest database is from the Exit Questionnaire, which is designed for all Trainees, whether academic or technical, long or short-term. This instrument is sent to both academic and technical training scholarship recipients as they conclude their program and prepare to return home. The 4,955 responses to these questionnaires as of the end of FY 90 offer a primary source of data for analysis regarding the success of training implementation. An additional 1,532 Exit Questionnaires were collected and entered into the database over the course of the past year. As of September 30, 1990, the Exit Questionnaire database was made up of the responses from 3,000 CAPS Trainees, 573 PTIIC Trainees, 826 APSP Trainees and 556 CASP Trainees.

The cumulative total number of Exit Questionnaires, now about five thousand, is less than the total number of trainees for several reasons. Completion of the Questionnaire is voluntary, and some exiting Trainees will have other demands on their time that they may consider more important. Some early Trainees' exited the U.S. before the development of the instrument. Others were not surveyed because information regarding the presence of short-term training groups was slow to reach the evaluation contractor. Still others, who were placed in training programs by PIET, were administered a group-interview protocol

designed for illiterate or semi-literate Trainees. The protocol was developed by Creative Associates International/PIET to be administered, analyzed and reported under their direction (the number of these exiting Trainees is nearly as large as the nearly 5,000 on whom Exit Questionnaire responses are available in the database).

In addition to serving as a key instrument for evaluating CLASP training overall, by project, and by Mission, the Exit Questionnaires also provide the primary reference point for group training program evaluations. When questionnaires from a group of Trainees are received, they are reviewed for any significant program strengths or weaknesses. An Individual Program Evaluation (IPE) report is prepared and distributed to AID/W, the appropriate Mission and the placement contractor.

### ***Returnee Questionnaire/Interview***

The second-largest questionnaire database (2,003 files) is from the in-country interviews of returned Trainees. All CLASP Trainees who have completed their training programs and have been back in their country long enough to constitute a valid test of application of the training experience represent the target participants in this evaluation. However, in the Central American countries, where the number of returned Trainees is large, it has been judged more practical to collect these Trainees' views through a structured or random sample. The Returnee Questionnaire database includes Trainee responses from the CAPS region (1,538), the PTIIC region (262) and the CASP project (183). Project information (but not nationality and other data) is missing for 20 Trainees. There are no Returnee Questionnaire responses from the Andean Region, as APSP long-term scholarship recipients have not yet returned home in numbers that would justify an in-country evaluation.

This instrument is administered by professional researchers to Trainees who have returned home and who have had six months or more (as it is currently being applied) of experience in applying their training in their home country. The responses yield data which both characterize the Trainee's assessment of the training experience, rate the value of the Experience America component, and ask questions about concrete experiences related to the usefulness of the training. An additional 531 interviews of returned Trainees were conducted and entered into the database during FY 90.

Prior to this report, most of the Returnee Questionnaire data came from returned short-term Trainees. During the past year, this data has been supplemented with information collected from samples of returned long-term Trainees in Central America and to both long and short-term Trainees in the Caribbean.

### ***Mid-term Questionnaire***

Finally, the Mid-term Questionnaire is an interim evaluation instrument sent to long-term academic scholarship recipients in the midst of their program (which may last from one to four years, but most often is for two years). It is designed to identify whether there are any significant problems with regard to the program up to that time, i.e., while the opportunity still exists for remedial action.

As the Mid-term Questionnaire has been targeted only on long-term academic Trainees, only about one quarter of all Trainees have been among the target population. The views of the

Trainee are necessarily tentative at this point in his or her studies. As the comments of the Trainee on the training program will clearly be more definitive at the end of the program, those views, captured in the Exit Questionnaire, are more valuable for analyzing the Trainee's overall impression of the training program.

### ***Continuity of Responses vs. Flexibility***

In some instances the number of responses in the database will be significantly lower than the total number of questionnaires that have been collected. These are the result of a break in continuity of data collection in response to a specific question. An inevitable consequence of instrument refinement in order to provide a flexible response to changing evaluation emphases, is that the most recent data necessarily will not be representative of the entire Trainee population. The CLASP Questionnaires have undergone some revision over the period of the evaluation, but a major portion of the database has been continuously collected. Reference appears later in this Chapter and in Chapter Four to modifications that have been made in the questions and the results of new questionnaire data.

The following discussion of Trainee perceptions related to the scholarship program is organized by topical questions. Under each question is a description of the responses according to the data from the Exit Questionnaire. Then, the responses to the Returnee Interviews are summarized. (Data for individual Missions are aggregated here, but they are also available for review in detail in the separate Mission Country Report.)

## **TRAINEE PERCEPTION OF TRAINING**

This section on Trainee perceptions addresses three principal questions.

- Are the Missions providing adequate pre-departure orientation?
- Are the training objectives of the Trainees being met?
- What is the degree of Trainee satisfaction with the training?

## **PRE-DEPARTURE PREPARATION**

### ***Did respondents find the pre-departure orientation useful?***

Yes. A majority of the respondents to the Exit Questionnaire who received pre-departure preparation felt it was either "of considerable use" or "extremely useful" in the areas surveyed. Only five or six percent indicated that they found the orientation to be not very useful or of no use.

In response to this question about pre-departure orientation, 35 percent of the Trainees reported not receiving English language training prior to their departure for the U.S. Although this percentage appears high, the reason for this, at least in part, is that the program includes native English speakers from Belize, Jamaica and other Eastern Caribbean islands for whom English is, of course, not part of the preparation. Others have their first instruction in English immediately after arrival in the U.S.

A small percentage (between one percent and seven percent) of Trainees also reported they did not receive other aspects of pre-departure training. It is not possible to say from the data the extent to which this apparent lack of preparation represents a lapse of memory by the Trainee, an instance of last minute replacement, or other circumstances. Table 3.1 shows the responses to the question of the usefulness of the preparation related to four distinct aspects of the pre-departure orientation.

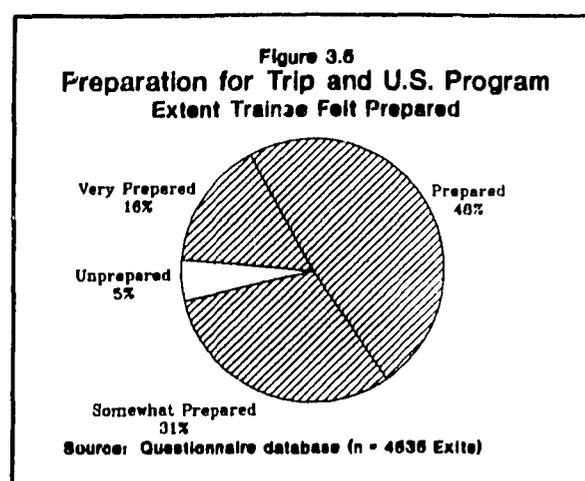
**Table 3.1**  
**Usefulness of Pre-Departure Training**  
**(Exit Responses in Percentages)**

Area Of Preparation	No Use	Not Very Useful	Some Use	Considerably Use	Extremely Useful
English Language	2.7	4.0	24.9	39.2	29.3
Info. on U.S.	1.7	3.6	26.5	46.7	21.5
Program Info.	1.8	4.9	18.6	45.9	28.7
Info. on AID Policy	1.7	4.5	19.5	47.3	27.2

Source: Exit Questionnaire data; n = 4217

***Did the CLASP Trainees feel prepared for the trip and the training program in the U.S.?***

Yes. Nearly half of the 4,535 respondents to the Exit Questionnaire, as of the end of FY 90, felt that they were "prepared" for the trip and training program. Another 16 percent considered themselves to be "very prepared". Thirty-one percent reported being "somewhat prepared." Only a small percentage (5%) felt "unprepared" for the training (see Figure 3.5).



**TRAINING OBJECTIVES OF TRAINEES**

***What main objective did respondents have upon entering the CLASP program?***

When asked on the Exit Questionnaire what their original principal objective was for applying for the CLASP program, over three-quarters (77%) of the 3,824 respondents identified the training "field of knowledge" as their chief objective. "Getting to know the U.S." was selected by one in ten of the Trainees, while the area of "English knowledge" was third, also with nearly one in ten (9%) selecting that response.

The other six objectives (making friends, sharing culture, career development, traveling, self-knowledge improvement, and other) were selected by a total of five percent of the respondents (see Table 3.2).

**Table 3.2**  
**Main Objectives of CLASP Trainees**

Objective	Percent
Knowledge in Field	76.8
Get to Know U.S.	9.6
Learn English	8.6
Other	5.0

Source: Exit Questionnaire database; n = 3824

### ***To what extent did respondents realize their training expectations?***

More important than the Trainee's objective is the question of to what extent that objective was fulfilled. Exit Questionnaire data provide an answer to that question. Over three-quarters (78%) of 4,916 respondents reported that their objectives were realized to "a very great extent" (26%) or to "a great extent" (52%). Sixteen percent indicated that they had realized "some" of their objectives, while six percent felt that their objectives had been realized only "a little" or "not at all" (see Table 3.3).

Degree of Expectation	Percentage
A Very Great Extent	25.9
A Great Extent	51.9
Some	18.0
A Little	5.5
Not At All	.7
	100.0

Source: Exit Questionnaire database: n = 4916

### ***Is the training received comparable to the Trainee's expectation?***

Yes. About nineteen of every twenty Trainees who responded to this question rated the training received "about the same as expected" (44%) or "better than expected" (50%). Only slightly over five percent responded that the training program was "worse than expected." This question indicates that not only are the Trainees generally satisfied with their U.S. training experience, but that the Missions are generally doing a good job in orienting the Trainees, so that they do not have unrealistic expectations.

## **TRAINEE SATISFACTION**

### ***Were respondents satisfied with the U.S. scholarship program?***

Yes. About seven out of every eight Trainees (87%) of the 4,787 respondents to this question in the Exit Questionnaire were definitely satisfied with the program. Specifically, their responses were that they were either "very satisfied" (39.2%) or "satisfied" (47.4%) with their program. Those who were "dissatisfied" or "very dissatisfied" represented six percent, with the remaining seven percent expressing that they were "neither satisfied nor dissatisfied."

Satisfaction Level	Exit	Returnee
Very Satisfied	39.2	45.5
Satisfied	47.4	44.8
Neither/Nor	7.4	5.8
Dissatisfied	3.0	1.9
Very Dissatisfied	3.0	2.1
	100.0	100.0

Source: Questionnaire database - n = 4787 (Exit); 1991 (Returnee)

Among Trainees who were asked this question after their return home and after a period of at least six months to evaluate the application of their training, the satisfaction rating with the program was higher. Over nine out of every ten returned Trainees (90.3%) of the about two thousand respondents rated themselves as either "very satisfied" (45.5%) or "satisfied" (44.8%). The remaining respondents either said that they were "neither satisfied nor dissatisfied" (5.8%), "dissatisfied" (1.9%), or "very dissatisfied" (2.1%).

### **Are Trainees in long-term academic programs also satisfied with their training?**

Yes. Long-term Trainees, most of whom study for academic degrees, express themselves to be nearly as positive about their scholarship program as Trainees are program-wide, as reflected above. Exit Questionnaires from 1,322 respondents who had studied in long-term academic training programs record that eight of ten Trainees (80.1%) were either "very satisfied" (24.1%) or "satisfied" (56%) with their program. About one in ten (11.1%) was "neither satisfied nor dissatisfied," while the remaining respondents indicated that they were "dissatisfied" (5.1%) or "very dissatisfied" (3.3%).

### **How do Trainees rate the overall quality of their U.S. scholarship program?**

A related measure of the success of the training experience is found in the question of how the Trainee rates the "overall quality" of the program. Responses to the Exit Questionnaire are shown in Table 3.5. Overall, about nine of every ten respondents were positive about the quality of their training programs. The largest percentage (47%) characterized their program "good", followed by 44 percent who considered their program "excellent". Two percent rated the program "poor" or "very poor".

Quality	Short-T	Long-T	Overall
Excellent	48.7	30.8	43.8
Good	44.6	55.2	47.4
Fair	4.9	10.5	6.5
Poor	1.1	2.7	1.6
Very Poor	.7	.8	.7
	100.0	100.0	100.0

Source: Questionnaire database -- n = 3452 (Short: 1312 (Long)

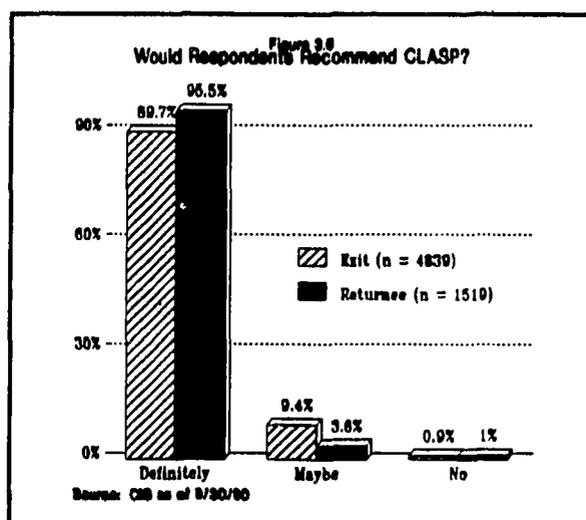
This positive assessment applied to both short-term and long-term programs. Among the short-term Trainees, a total of 93 percent of the respondents rated their programs as either "excellent" (48.7%) or "good" (44.6%), with the remaining seven percent of respondents rating the training "fair" (5%), "poor" or "very poor", (1% each).

For long-term students, the responses on the Exit Questionnaire reflect that 86 percent rated their programs as either "excellent" (31%) or "good" (55%). Eleven percent rated the programs "fair," with only four percent responding "poor" (3%) or "very poor" (1%).

### **Would respondents recommend the CLASP program to others?**

Yes. The database for this question on the Exit Questionnaire contains the responses of 4,839 Trainees, and 90 percent responded "definitely yes." Nine percent chose the conditional response of "maybe," and less than one percent replied "no." Figure 3.6 depicts these responses of the Trainees.

The questionnaire responses from 1,519 returned Trainees yield nearly the same percentages. With the hindsight of having returned home and having worked to apply



their training, Trainees remained similarly positive that they would recommend the CLASP training program to others. These responses from the Trainees who have completed their training program indicate that, even though some of them may have some reservations about how their particular training program was developed, they would still recommend the opportunity to someone else. Only one percent of the returned Trainees would not recommend the CLASP training experience to their fellow countrymen.

This response to the question is perhaps the single most clear-cut measure of Trainees' overall impressions of the CLASP program. The overwhelmingly positive responses show that, on the whole, the program has offered Trainees a very valuable learning experience in the United States, which they appreciate and would like their countrymen to be able to share.

### EXPERIENCE AMERICA

Experience America is the people-to-people component of the CLASP program and has its roots in the Kissinger Report. The goal of Experience America, as stated in the CLASP I Project Paper is to have Trainees actively witness democratic institutions and the value of free enterprise in development, as well as "to foster and strengthen relationships between the peoples of the United States and the Latin American countries." This is why virtually all CLASP training is in the U.S. Third-country training, that occurs with other AID participant training programs, including, for example the LAC-II training that has run in parallel to CLASP I, would conflict with the Experience America objective. The critical challenge of the program design is to provide opportunities for visiting CLASP Trainees to actively experience the U.S. and return home with a lasting commitment to regional cooperation and understanding.

For CLASP II, Experience America activities remain an important program element. The Project Paper establishes that the Missions are to include this aspect as a formal component of all contracts and training requests and that this activity be experiential and participatory, rather than observational.

In this section we report on the Experience America component from the Trainee's point of view. Data for these questions were collected on the Exit Questionnaire and in the Returnee Interviews.

#### ***What type of experiences did Trainees have in the United States under the Experience America component of the program?***

Responses of 4,940 CLASP I Trainees on the Exit Questionnaire indicate a wide variety of experiences. As displayed in Table 3.6, the great majority of respondents attended cultural events (92%), traveled around the U.S. (82%), visited or lived with U.S. families (80%), attended athletic events (65%), and attended civic activities (61%).

Experiences	Percent*
Attend Cultural Events	92.0
Travel Around U.S.	82.4
Visit/Live with Families	80.0
Attend Athletic Events	66.0
Attend Civic Activities	62.0

Source: Exit Questionnaire database - n = 4940

\* More than one aspect could be identified, so numbers do not add to 100%.

### **What did Trainees like most about their experience in the United States?**

Nearly four in ten (39%) of the 4,589 respondents to this question on the Exit Questionnaire referred to social interaction as one of the things (they listed a maximum of three) that they liked most about their U.S. experience. American culture was second (35%), followed by overall aspects of the program (26%) and acquiring general knowledge (23%).

Among the 1,972 returned CLASP I Trainees who answered this question about what they liked most about their program, about a third referred to social interaction, general programmatic aspects, and U.S. culture. As depicted in Table 3.7, these were followed next in preference by acquiring general knowledge (15%).

**Table 3.7**  
**What Trainees Liked MOST About Their Experience in the U.S.**  
(In Percentages\*)

Experience	Exit	Returnee
Social Interaction	39.0	31.8
U.S. Culture/Customs	34.9	32.0
Program Aspects	25.7	31.3
General Knowledge	23.0	15.3
Knowledge of English	9.9	3.5
General	9.9	8.8

Source: Questionnaire database -- n = 4587 (Exit); 1972 (Returnee)

\* More than one aspect could be identified, so numbers do not add to 100%.

### **What did Trainees like least about their experiences in the U.S.?**

On the Exit Questionnaire, no aspect of the program was named as least-liked by more than a small minority of the 3,509 respondents. Over one thousand respondents, who identified aspects of their program that they liked most, choose not to identify a single issue as least liked. Eleven percent of the respondents, who did elect to share negative impressions, mentioned the U.S. environment (weather, city conditions, etc.). A similar percentage mentioned food, social issues such as racial discrimination, and U.S. culture in general. Learning English also was an item of dislike. It

is likely that this is an expression of dissatisfaction with problems in communicating in English rather than programmatic problems. Other areas of dislike were scattered over a wide range of items, each reflecting five percent or fewer (see Table 3.8).

Data from 1,745 Returnee Interviews, in response to this question about least liked aspects of the program, reflect that the Trainees most frequently named issues relating to food (11%). Displeasure with program length was cited nearly as frequently. This concern is likely to represent frustration over shortness of the program length rather than too long a program. Other areas cited were the U.S. environment (8%), U.S. culture (7%), and social interaction (6%).

**Table 3.8**  
**What Trainees Liked LEAST About Their Experience in the U.S.**  
(In Percentages\*)

Experience	Exit	Returnee
Food	10.7	11.4
U.S. Environment	10.7	8.3
Social Issues/Racism	10.7	6.0
U.S. Culture	9.9	6.5
English Knowledge	7.8	3.9
Program Duration	4.7	10.8

Source: Questionnaire database -- n = 3509 (Exit); 1745 (Returnee)

\* More than one aspect could be identified, so numbers do not add to 100%.

**Did respondents find that their CLASP experiences increased their understanding of certain aspects of U.S. life?**

Yes. Table 3.9 shows the percentages of the 4,831 respondents to this question on the Exit Questionnaire who said that the program had increased their understanding of various aspects of U.S. life "much" or "very much." Eight of ten exiting Trainees reported an increased understanding of U.S. way of life, and three-quarters (74%) increased their understanding of U.S. citizens. Seventy-two percent increased their understanding of U.S. families. Increased understanding of U.S. government and politics was reported by 58 and 54 percent, respectively. In each of the five areas of the CLASP program shown in Table 3.9, a majority the Trainees felt upon completion of their training program that they had gained increased understanding of the United States.

Area of Increase	Percent
U.S. Way of Life	79.9
U.S. Citizens	74.9
U.S. Families	72.5
U.S. Government	58.2
U.S. Politics	53.5

Source: Exit Questionnaire database - n = 4831

**How do Trainees characterize the U.S. as a country?**

Trainees were asked to indicate on a 7-point scale how they would characterize the U.S. according to the following options: unfriendly/friendly; disorderly/orderly; unjust/fair; ungenerous/generous; and insensitive/sensitive. For purposes of this report, the top three positive responses are used in a combined percentage.

Characterization	Exit	Returnee
Orderly	83.9	93.3
Generous	81.6	86.4
Fair	80.7	84.0
Friendly	80.1	84.7
Sensitive	73.8	78.8

Source: Questionnaire database - n = 4818 (Exit); 1485 (Returnee)

Data collected on the Exit Questionnaire and reported in Table 3.10 show that, on the whole, departing Trainees think very well of the U.S. Large proportions of Trainees chose the positive adjectives of orderly (84%), generous (82%), fair (81%), friendly (80%), and sensitive (74%).

In the responses to the Returnee Interviews, the U.S. also was characterized by the Trainees as orderly (93%), generous (86%), and friendly (85%), fair (84%), and sensitive (79%).

In an effort to probe whether Trainees' characterization of the U.S. differs between the country, as represented by its people, and by its government, this question has been recently modified. Similarly, another recent modification of this question is designed to explore whether exiting Trainees consider their attitude toward aspects of the U.S. society and its government changed during the course of their training program. The early results from the revised question, reported in the next chapter, indicate an improved impression after the training program, more so for the U.S. people, but also a positive shift of views toward the U.S. government.

## BENEFITS OF TRAINING TO RETURNED TRAINEES

On the Returnee Interview only, a series of questions are asked in order to gain data on the effect of the CLASP training on the Trainee's life and career. These questions range from items comparing job status at the time of the interview to that existing before training, to others querying the applicability of the knowledge acquired in the program. Responses to these items provide information for assessing the perceived benefits of the program for the individuals' lives and careers.

### ***Do returned Trainees find employment?***

Yes, but a minority encounter problems finding suitable positions to employ their training. Of 1,861 returned Trainee respondents to this question, 85 percent were employed. Of returned Trainees who answer no to this question, the incidence of negative assessments of the value of the training program are higher than among those who are employed. This underscores the fact that the Missions in the countries to which the Trainees return will be able to enhance the impact of the training and the attitude of the Trainees toward that training if they focus attention on assisting the unemployed Trainees to find suitable employment.

### ***How does the Trainee's current job compare with the previous job?***

Extremely well. Of the 872 employed Trainees who responded to this question, nearly three-quarters (73%) indicated that their current job was "better" than the job they held prior to the program. Twenty-five percent said it was "about the same," while two percent said that their current employment was "worse" than their previous one.

### ***Do Trainees believe that the training increased their professional competence?***

Yes. Eight out of ten of the 1,660 returnees who responded to two similar questions about the relationship between their training and increased competence reported that the training improved their professional competence significantly (52% "much" and 27% "very much"). Another 13 percent of respondents reported that the training increased their professional competence somewhat. This means that over nine of every ten of the employed returned Trainees ascribed more than

a little job-related benefit to the program. Five percent reported "a little" increased professional competence, and three percent responded "not at all."

Response	Old Q	New Q	Combined
Very much	20.1	42.7	27.4
Much	55.9	43.1	51.8
Some	15.0	9.0	13.1
A little	5.8	3.4	4.9
Not at all	3.5	1.9	3.0
	100.0	100.0	100.0

Source: Returnee Questionnaire database n = 1128 (Old Question);  
532 (New Question)

### ***Do the Trainees believe that the training helped them to obtain increases in their salaries?***

For the most part, no. From the 1,179 responses in Returnee Interviews of employed Trainees, the data indicate that more than half (58%) said that the program "did not help at all" in obtaining an increase in salary. Ten percent said "a little," and a similar percentage

said "somewhat." A total of only 22 percent indicated that the program was helpful in this area (15% said "much," and 7% said "very much"). Similar information has been collected from a more recent question. Of 183 respondents who were employed and were receiving a higher salary than before their program, only 28 percent considered the increase to be due to the CLASP training program.

It must be noted that the objective of the training is not an increase in salary, but rather increased professional competence and positive understanding of the U.S. The question is not even relevant for Trainees who were not employed prior to joining the program or who were self employed. Many other Trainees are returning to the same position they left, often after only a short absence. The employers of the Trainees may often feel that the bonus to the absent employee is the leave of absence that permits the Trainee to participate in the program. It would not be realistic to expect a salary raise in such circumstances when the Trainee returns, especially for public service employees. The issue of an increase in salary would only come when the employee was able to demonstrate a greater level of competence and increased productivity, perhaps with the concomitant assumption of increased responsibility.

***Did returned Trainees find the training useful for the current job?***

Yes. About three-fourths (74%) of the 1,282 returned Trainee respondents found the program "very useful" (28%) or "useful" (46%), for the job they held at the time of the interview. Sixteen percent reported it was "somewhat useful." Six percent indicated that it was "slightly useful," while four percent said that it was "not at all useful."

A similar question regarding usefulness of the training, also with a five point scale of responses from "very useful" to "of no use," now has data from 350 returned trainees. The results are similar, but slightly more favorable to the CLASP training program. Eighty percent responded the training was "very useful" (40%) or "useful" (40%). If the more recent data is aggregated to the earlier responses, those judging the program "useful" or "very useful" to their current job becomes 76 percent. At the negative end of the scale for this question about the utility of the training, responses remain the same.

## MEETING OTHER CLASP OBJECTIVES

### *Was the training effective in helping Trainees establish professional ties in the U.S. or at home?*

Only somewhat. Overall, slightly fewer than half of the returned Trainees answering this question about professional ties reported that the program was "very useful" or "useful" in establishing relations with people in the U.S. who did the same kind of work. Another 30 percent were equally divided in rating the program "somewhat useful" or "slightly useful," while the remainder said it was "not at all useful" for establishing this type of relationship.

Table 3.12  
Effectiveness in Establishing Ties  
in the U.S. and at Home  
(Percentages)

Effectiveness	In U.S.		At Home	
	Old	New	Old	New
Very Useful	12	28	14	26
Useful	31	36	42	36
Somewhat Useful	15	17	14	10
Slightly Useful	15	13	13	15
Not At All Useful	27	6	17	13
	100	100	100	100

Source: Returnee Questionnaire database - n = 808 (Old Question);  
381 (New Question)

This question regarding establishing contacts recently has been slightly revised, but with the same scale for responses. The respondents to the new question now number 381, and the pattern of responses is similar to the old data (see Table 3.12). The combination of the new and old data reflects 63 percent rating the program more than slightly useful (17% "very useful", 33% "useful", and 15% "somewhat useful").

Although the program did not generate continuing U.S. professional linkages, over half of the respondents said (using the combined new and old data) that the program had been either "useful" (42%) or "very useful" (14%) in developing professional relationships with people at home. Another one-fourth were divided about equally in rating the program "somewhat useful" or "slightly useful," and the remainder said the U.S. program was "not at all useful" for developing home country ties. It should be kept in mind that establishing ties to U.S. or home country persons in the same line of work is not a specific objective of the training, but the existence of such ties would indicate that effective Experience America results had occurred.

### *In what ongoing activities are Trainees involved since their return?*

Nearly three out of four (74%) returned Trainees have kept in contact with other Trainees since returning home. Over one-third (37%) continue to read professional literature, and two out of five (20%) participate in professional associations. Only one in eight (16%) is not engaged in any ongoing U.S.-related activity since return to his or her home country (see Table 3.13).

Table 3.13  
On-Going U.S.-related Activities Since  
Return to Home Country

Activity	Percent*
Contact With Other Trainees	73.7
Professional Reading	36.7
Professional Associations	20.3
Other Involvement	7.5
No Involvement	16.0

Source: Returnee Questionnaire database - n = 1854

\* More than one aspect could be identified, so numbers do not add to 100%.

### ***Have Experience America activities led to an increased appreciation of U.S. democratic institutions?***

Apparently yes. In addition to the data reported earlier in this chapter (see Figure 3.9) regarding Trainees' increased understanding of the U.S., other efforts to probe changes in Trainee perception also indicate a significant shift in Trainee understanding of the U.S. and its governmental system as a result of the training experience (including the Experience America activities specifically designed to achieve that purpose). The new data, based on the Returnee Questionnaire, so far includes only 240 responses, so generalizations must be very tentative. Nevertheless, the new retrospective measures point to a clear upward shift in Trainees' perceptions of several characteristics of the U.S. government after the training compared with the same Trainees' views at the outset of the training. This data is presented in Chapter Four (see Figure 4.6).

### **FOLLOW-ON**

The previous section discussed the benefits of training to returned Trainees. One method for enhancing the effects of training is to provide a follow-on program for returned Trainees. Many Missions have begun to provide this type of activity under CLASP I. One of the challenges for Missions has been to design and implement a follow-on program which might incorporate additional training and enhance Trainee linkages with the United States. The fact that there has been no prescribed model for a Follow-on program, and only general guidance from AID's *Handbook 10*, has meant that there would be variety among Mission-sponsored Follow-on efforts. This, in turn, has suggested the value of looking at the Mission-designed programs for innovations that might be adopted elsewhere. What has been clear in innumerable evaluations of training CLASP II has an increased emphasis on Follow-on, and also may benefit from the lessons learned during implementation of CLASP I Follow-on efforts.

### ***Follow-On Activities Under CLASP I***

The following are illustrative examples of follow-on activities that have been carried out in several different Missions.

- workshops for returned Trainees who are job-hunting to assist them with networking, resume writing, and interview experience;
- alumni associations, which serve as a vehicle for the returned Trainees to design and propose development projects;
- newsletters written by the returned Trainees, including notices of upcoming training courses, and other activities, and distributed by the Mission;
- training designed by host country technical training institutes to reinforce the leadership and technical skills acquired in the U.S.;
- seminars for returned Trainees on economics, job markets, and licensing for professionals;

- workshops for teachers and staff required to do adaptive training;
- assistance in establishing cooperatives;
- Mission distribution of books and pamphlets in the area of training of the returned Trainee (in some cases through the Regional Technical Aid Center II - RTAC II); and
- periodic self-actualization/personal development/leadership training seminars to evaluate how the returned Trainee has been able to use technical training and leadership skills gained in the U.S.

### ***Follow-on Lessons Learned***

Review of the follow-on programs already in place suggests several valuable lessons that should be studied by all Missions. These have been gathered from AID/W, AID Missions, contractors, and observers:

- For those trainees who are entering the job market upon their return from training, support services are essential to assuring the effectiveness of the training;
- The potential for achieving the desired results from the scholarship program is increased when the program begins to deal early with re-entry and prepares the scholar to relate the U.S. experience to circumstances at home.
- Large country-wide alumni associations that bring together returned Trainees with very dissimilar backgrounds and training experiences do not appear to reinforce the training experience as much as do more discrete regional and/or occupational groupings.
- The involvement of local organizations (educational, civic, Church, chambers of commerce) can lend much in the way of support to the follow-on process by linking the scholar to the home community.
- Alumni groups can be an invaluable resource by providing speaker programs, mentor programs, conducting seminars and classes, publishing newsletters, recognizing achievement, and conducting employee training campaigns.

The importance of follow-on rivals the specific academic or technical training program the scholar might receive. It is vital in achieving the objectives of the CLASP program. These programs can solidify and maintain the bonds of friendship and understanding between the United States and other countries by continuing to offer the returned Trainee exposure to the U.S., its people, its institutions, and its culture.

### **SUMMARY AND CONCLUSIONS**

Assessment of Trainee responses to Exit and Returnee Questionnaires indicates that Trainees are overall very positive about their experiences in their U.S. training program. Trainees found pre-departure preparation useful or extremely useful. With respect to their

training programs, Trainees report that they realized their training expectations and they were satisfied with their programs. Perhaps the most revealing statistic is that nine out of ten Trainees definitely would recommend the program to others in their country.

With respect to their Experience America activities, Trainees report that they attended cultural and athletic events, traveled in the U.S., visited or lived with U.S. families, and other activities. Trainees report that their most liked experiences while in the U.S. are social interaction and American culture. Trainees report that they increased their understanding "much" or "very much" of U.S. citizens, politics, government, families, and way of life. Most exiting Trainees characterize the U.S. as generous, orderly, fair, friendly, and sensitive. The above indicators show that programmers are meeting the requirement that they provide useful Experience America activities.

After the Trainees have returned to their home countries, they report that the U.S. training program improved their professional competence and helped them to advance more rapidly in their careers. Employed Trainees find that their training programs have been very useful or useful in their current positions, although this positive result has not in most cases been translated into salary increases.

The only area of concern is that few Trainees report ongoing contacts with the U.S. after return to their homes. Overall, Trainees do not have continuing ties with the U.S. This look at Trainees' appraisals of the training experience and the impact of that training from the vantage point of experience in applying the benefits of training in their home country stands on its own as an indication of success of the training. In addition, the data lends itself, in some instances, to additional analysis, in greater depth. In Chapter Four, this further exploration of the data for significant correlations is presented, and some new data that has only recently begun to be collected is also presented.

# CHAPTER FOUR

## Satisfaction Among Selected Groups and The Effect of The Training Program

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## **CHAPTER FOUR**

### **SATISFACTION AMONG SELECTED GROUPS AND THE EFFECT OF THE TRAINING PROGRAM**

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#### **INTRODUCTION**

The purpose of this chapter is to examine how satisfaction among Trainees varies across gender, length of the training program, type of training, and years of education. It will also explain how the Trainees characterize the United States before and after their training, and the effect of the program on the Trainee's socio-economic status after returning to his or her home country. Although the CLASP training evaluation project does not include a pre/post-test research design, the Returnee Questionnaire includes some retrospective measures that, as some researchers have shown, can be helpful in measuring the effect of a given program. It is worth noting that these retrospective pre-tests have been included in the Returnee Questionnaire only recently and have been applied only to a small number of Trainees; consequently, the results should be taken as tentative and subject to a closer examination in future statistical analysis.

#### **DATA AND METHODS**

The data for this report was collected through both Exit and Returnee Questionnaires. The Exit Questionnaire is sent to recipients of both academic and technical scholarships as they terminate their program. It contains 45 questions, and exiting Trainees of different fields and length of programs are asked to report their satisfaction with the preparation for the training program that they received in their home country, and their training program in the United States. The Trainees are also asked to indicate how they characterize the U. S. upon completion of their program. In all 4,978 Exit Questionnaires have been collected.

The Returnee Questionnaire is administered to the Trainee any time after six months of returning to the home country. It includes 34 questions and is administered by researchers in the Trainees' home country. The database contains 2,023 of these cases. In this questionnaire, the Trainee is asked how the training program affected his or her life in terms of competence in the job, increased salary, and change in the Trainee's status in the community. The questionnaire also includes some retrospective measures in order to assess how the Trainee characterizes the United States before and after the completion of the training program. Aguirre International is not the first evaluator to use these types of measures; several researchers have used and found them quite useful (see Campbell and Stanley).

Coefficients of correlation and chi-square procedures were used for the analysis of the data. The objective of applying these statistical tests is to determine the magnitude and the direction of the relationship among selected variables, and the coefficient of correlation reveals just that. For example, when two variables are positively correlated, the values of one variable increase as the values of the second variable also increase; and two variables are negatively correlated when the variables are inversely related, i.e., as values of one variable increase, the values of the second variable may be expected to decrease. Additionally, chi-square is used to unveil the strength or degree of relationship among selected variables. The chi-square is a test procedure that enables us to portray the

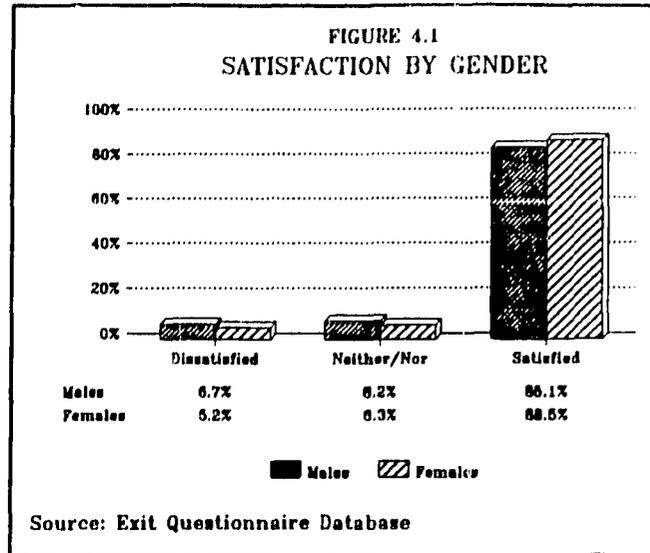
difference among samples with respect to variables that have nominal-scales. It should be noted that when the number of cases is large, as in the sample, it is fairly easy to obtain statistical significance; consequently, we will be concerned only with large chi-square values.

The discussion and findings set out below are supplemented by tables in Appendix B. Those tables contain the description of the variables, coefficients of correlation and chi-square values upon which the level of significance of the relationship among variables is determined. The figures below depict the data set out in the tables.

**FINDINGS AND DISCUSSION**

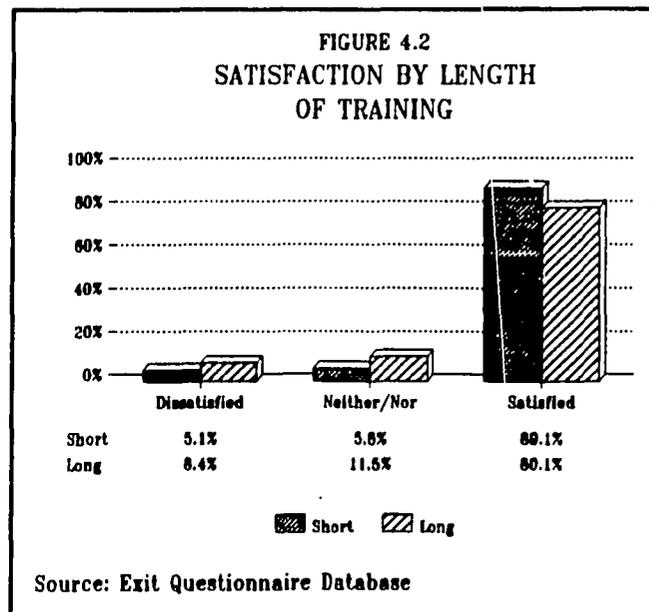
***Are males and females equally satisfied with their training program?***

Yes. Both males and females are likely to be satisfied with their training program; 88.5 percent of the females reported being "satisfied or very satisfied" with their program, and 85.1 percent of the males reported feeling the same way about their program (see Figure 4.1 and Appendix B, Table 1). The Trainees remained equally satisfied with their training program after their return to their country (as observed in the Returnee Questionnaire).



***Are trainees receiving short and long-term training equally satisfied?***

No. Trainees who received short-term training were more likely to be satisfied with their program than those who received long-term training; whereas 89.1 percent of the Trainees who received short-term training were "satisfied or very satisfied", only 80.1 percent of the Trainees who completed long-term training said that they felt the same about their program. The difference is statistically significant as Trainees exited the program and after they returned to their country. The relationship is validated with the coefficient of correlation (see Figure 4.2 and Appendix B, Table 2). That is, the level of satisfaction decreases as the duration of the program increases.

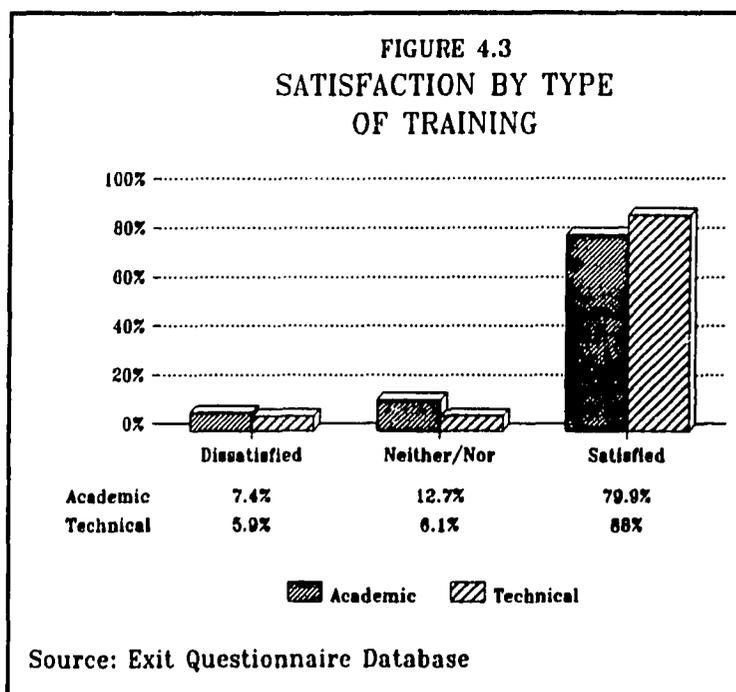


In general, both short-term and long-term Trainees are most often dissatisfied with the amount of stipends and housing arrangements. Specific areas of concern for long-term Trainees most often center on the program duration (a long-term program lasts an average of more than 28 months), the language used of instruction (the instruction of long-term programs, especially academic programs, will generally be in English, i.e., not the native of most of the Trainees), and the level of specialization (long-term study usually involves learning a new area or level of specialization). Short-term Trainees, by contrast, participate in programs that last an average of less than two months, the instruction usually is imparted in the Trainee's own language, or interpretation is provided, and the area of training is generally closely related to the Trainee's work experience.

Additionally, Trainees in long-term training more often than short-term Trainees express concern about the lack of attention and guidance from the personnel in charge of the program, the quality of training, and not having enough opportunity to interact with U.S. families. This suggests that the frustrations of long-term Trainees, which are inherent in their more stressful environment, could be ameliorated by a consistent practice of direct communication with training program monitors to discuss progress and any needed adjustments to the Trainee's program. It also suggests that a consistent effort by the Mission and the placement contractor to assure that Experience America activities such as visits and stays with U.S. families and the chance to travel within the United State, as is regularly done with short-term CLASP Trainees, would improve the long-term Trainee's overall satisfaction with the training program.

#### **Are trainees in academic and technical training equally satisfied?**

No. Trainees who received technical training are more likely to be satisfied with their program than those who received an academic type of training; 88 percent of the Trainees receiving technical training reported that they were "satisfied" or "very satisfied", and only 79.9 percent of Trainees in the academic field said that they felt similarly satisfied. The difference of satisfaction between the two samples is statistically significant (see Figure 4.3 and Appendix B, Table 3). The levels of satisfaction remain the same even after the Trainees return to their home country (as captured in Returnee Questionnaire responses).



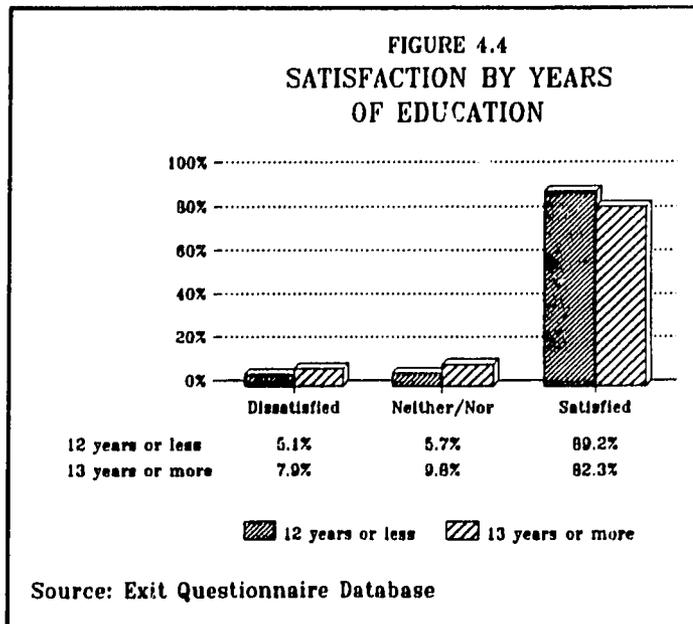
The difference in satisfaction between academic and technical Trainees may be expected to a large extent be similar to the differences between long-term and short-term Trainees already described. According to the CIS, 99 percent of the short-term programs are also

technical training. For both of these types of training, Trainee dissatisfaction is related to the factors previously described, especially problems with English. Trainees in both of these types of training are separated from family and friends for a long period of time. Academic Trainees are generally in the U.S. longer than long-term technical Trainees, but the latter will, by definition be in training programs lasting more than nine months.

A look at the response of these Trainees, whose period of study is more comparable, reveals, in fact, that satisfaction levels (79.4% academic and 80.8% technical) and dissatisfaction levels (7.5% and 9.2%, respectively) are extremely close. The only data that would point in a difference between these two types of academic and technical Trainees comes from a study of the reasons expressed by the Trainees for their dissatisfaction. The academic Trainees more often than long-term technical Trainees express concern over adjusting to the U.S. environment and culture (25.6% of those academic students who expressed dissatisfaction compared to 15.5% for the technical Trainees). This difference probably derives from the academics being often individually placed, and the long-term technical Trainees, often being part of a training group. This further data underscores the need for a strong support structure for long-term Trainees, suggested in the previous section, especially for long-term academic Trainees.

**Are trainees equally satisfied across levels of education?**

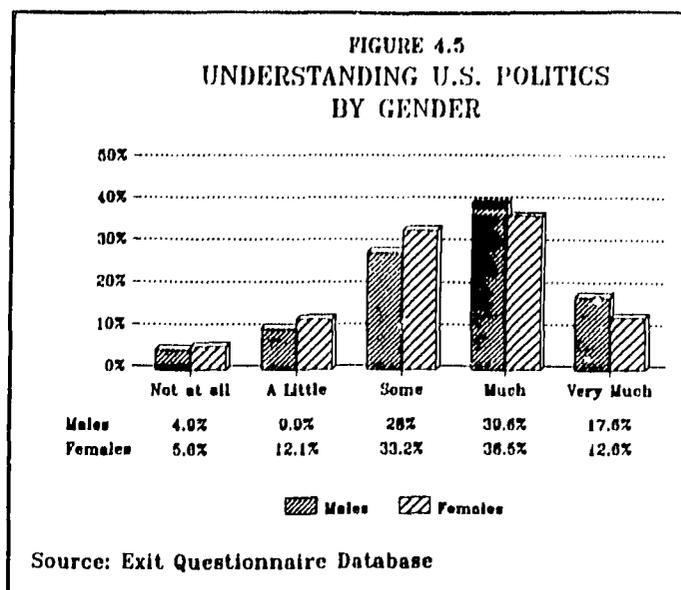
No. Trainees with fewer years of education are more likely to be satisfied with their training program than those with more education; 89.2 percent of the Trainees having 12 or less years of education reported being "satisfied or very satisfied", while only 82.3 percent of the Trainees with 13 or more years of education said that they were similarly "satisfied or very satisfied" (see Figure 4.4). The difference is statistically significant and the coefficient of correlation demonstrates this relationship (see Appendix B, Table 4).



This comparison does not reveal the cause of the relationship, but it implies that Trainees with more years of education are more discriminating and demanding of high quality programs, or that those with a higher level of education may find their program to be a repetition of previous training. It also means that Trainees with more years of education would perhaps benefit a great deal from more challenging programs.

**Do male and female trainees equally think that the program increases their understanding of U.S. politics?**

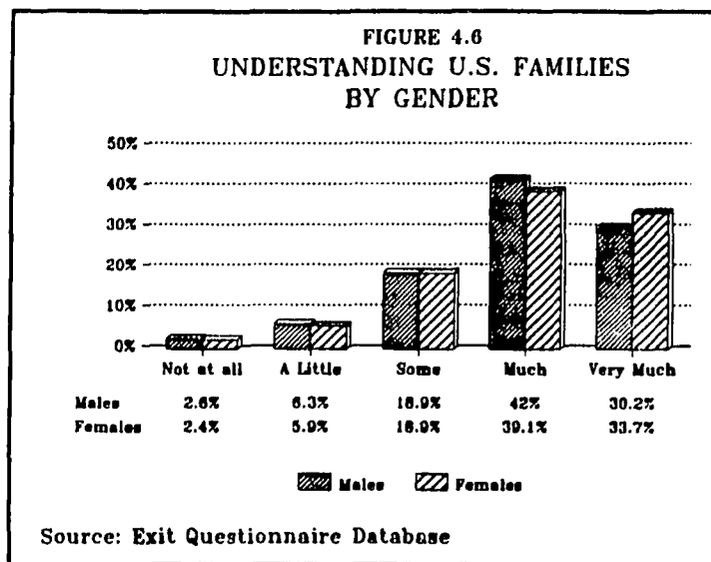
No. A higher percentage of males reported that the program increased their understanding of U.S. politics than did females; 57.2 percent of the male Trainees said that the program increased, "much or very much", their understanding of U.S. politics, and only 49.1 percent of the female Trainees said that they felt similarly. The difference is statistically significant (see Figure 4.5 and Appendix B, Table 5).



One possible explanation for this difference may be the fact that, in Latin American societies, from which the vast majority of the CLASP Trainees come, males are traditionally expected to be more interested in politics than are females. The reader should note that this difference is reported here overall, and that this relationship may vary among countries.

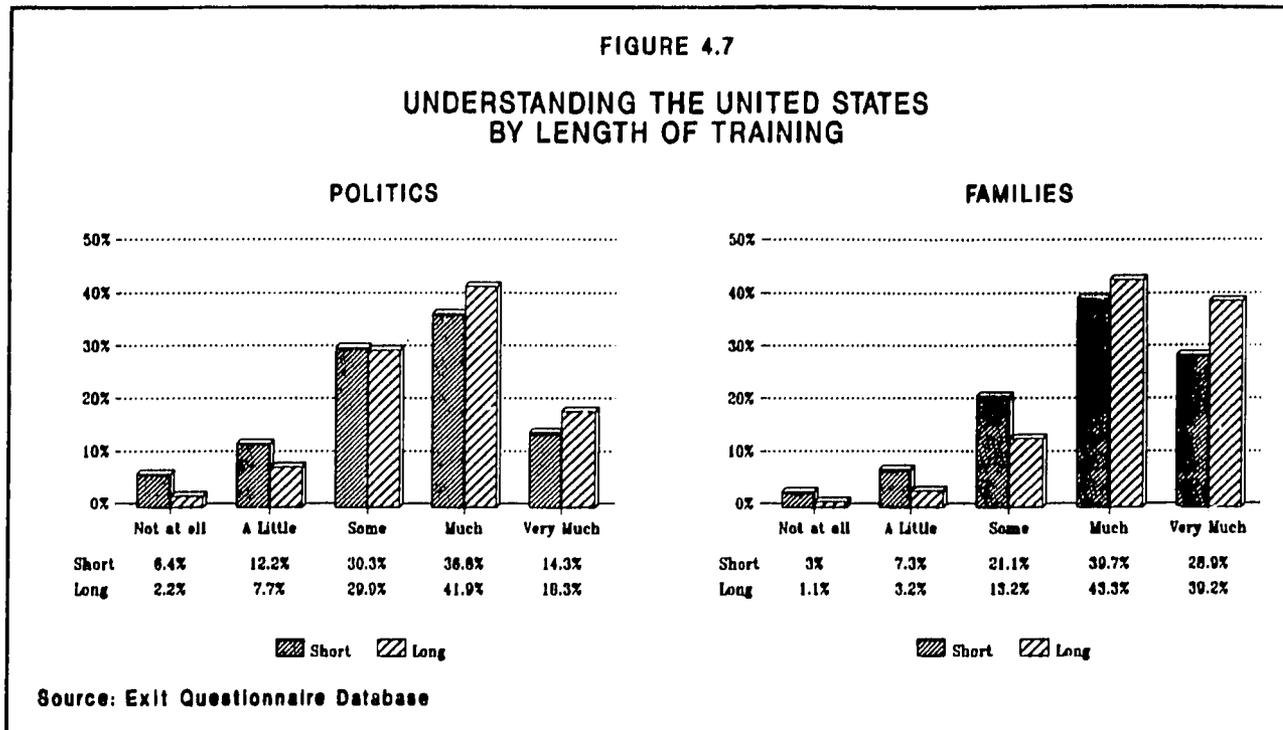
**Do male and female trainees equally think that the program increases their understanding of U.S. families?**

Yes. Both males and females said that the program increased their understanding of U.S. families; 72.2 percent of the males said that the program increased their understanding of U.S. families, and 72.8 percent of the females reported feeling the same way about their programs. The difference is not statistically significant, which suggests that both males and females equally value visiting or staying with U.S. families and are interested in interacting and learning about the people of the U.S. (see Figure 4.6 and Appendix B, Table 5).



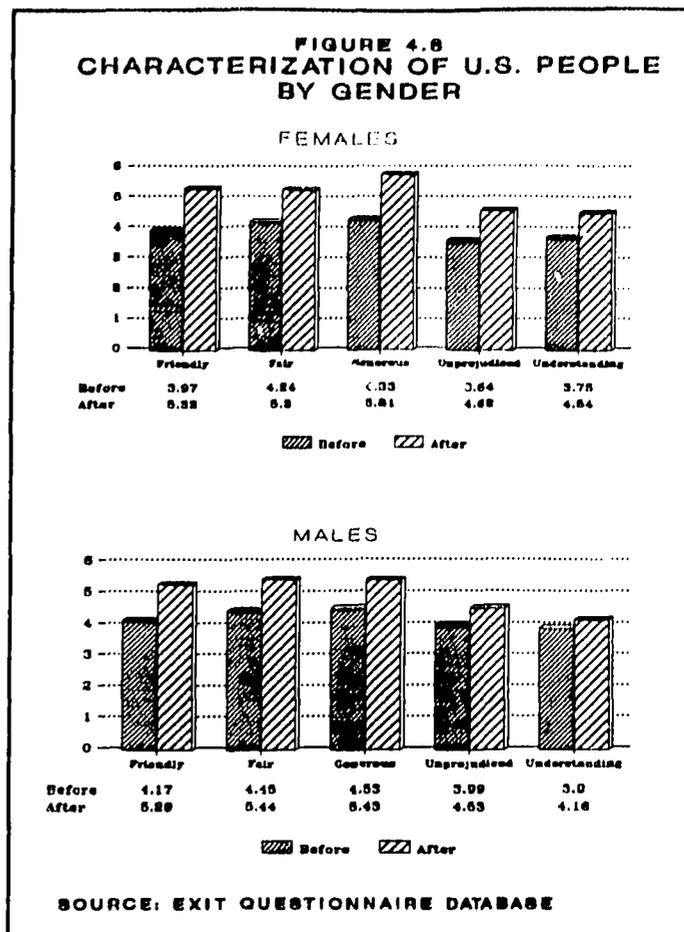
**Do trainees receiving short and long-term training equally think that the program increases their understanding of U.S. politics and families?**

No. More Trainees who received long-term training said that the training increased their understanding of U.S. politics and families than did Trainees who received short-term training. The difference is statistically significant (see Figure 4.7 and Appendix B, Table 6). A majority of both long- and short-term Trainees stated that the U.S. experience had increased their understanding of U.S. families "much or very much," (see Figure 4.7 and Appendix B, Table 6). Logically, Trainees staying in the United States for longer periods of time have more opportunities to interact with the U.S. people, and learn more about U.S. politics than Trainees staying for shorter period of time.



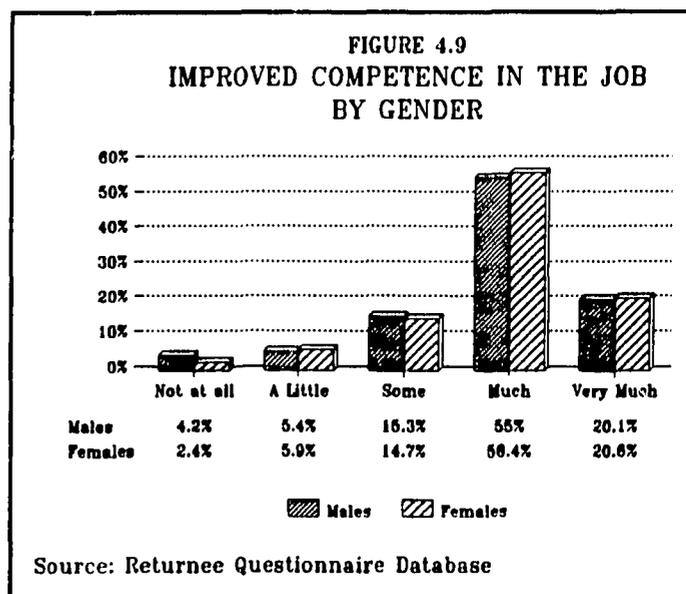
**Do male and female trainees equally think that the program improved their view of the people of the United States?**

No. There are differences in rating perceptions of the U.S. people when males and females are compared. Females indicated a greater shift in their perceptions of the U.S. people and government than did males. They also tended to ascribe lower values before their training experience began than did males. The differences were not as great when Trainees receiving short-term training were compared to those who received long-term training. The same pattern appears with regard to attitudes toward the U.S. Government. It should be noted that these are only preliminary results, and we should continue to take a close look at these variables in future analyses when more data is available (see Figure 4.8 and Appendix B, Table 7).



**Do males and females equally think that the program improved their competence in the job?**

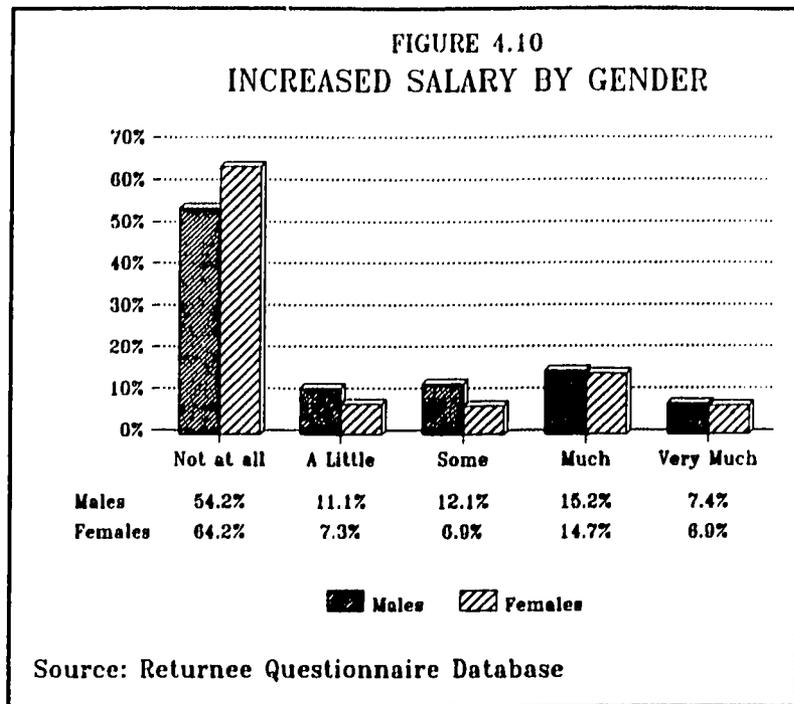
Yes. Males and females responding to the Returnee Questionnaire, both said that their training program improved their competence in the job; 75.1 percent of the males and 77 percent of the females said that their program improved their competence in the job, "much or very much." A very small percentage of both groups reported that the training did not help them at all when they returned to their home country. The difference, however, is not statistically significant (see Figure 4.9 and Appendix B, Table 8). Although a difference between Trainees who received short-term training (75.3%) and those who received long-term training (83%) stood out, according to our chi-square value, the difference is only borderline in terms of statistical significance (see Table 4.9).



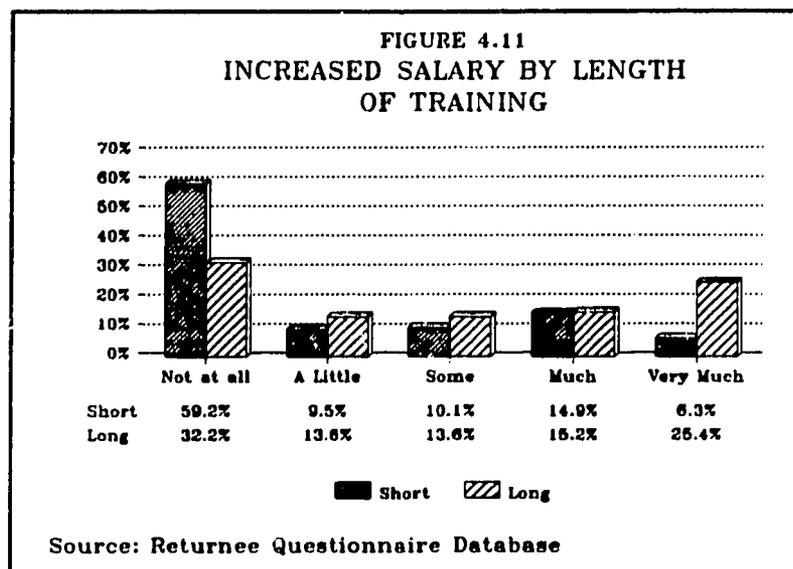
This means that when Trainees reported that the training program improved their competence in the job, the improvement was felt equally regardless of gender and the length of the training. This is a very important finding; it suggests that Trainees across the board are indeed learning new skills, and they return to their country with increased confidence. The experience of studying and training outside of their native country may inspire emotional as well as technical growth.

**Do trainees find that the program increased their salary?**

No. A large percentage of the Trainees reported that the training program did not increase their salary at all. Females tended to report more often than males that the program did not increase their salary, 64.2 percent and 54.2 percent respectively, (see Figure 4.10 and Appendix B, Table 9). On the other hand, an equal, if lesser, number of Trainees of both sexes claimed to have received a salary increase due to their training in the United States (22.6% and 21.6%, respectively); the difference, according to the chi-square value test is only borderline in terms of statistical significance.



The response difference is statistically significant, however, when Trainees who received short-term training are compared with those who received long-term training. More Trainees who received long-term training tended to report that their salary increased "much or very much" as a result of their experience in the United States than those who received short-term training (40.6% and 21.2% respectively; see Figure 4.11 and Appendix B, Table 9).



The difference may be explained by the fact that long-term programs often result in the Trainees earning an academic degree (a factor which is found to be a cause of salary differentiation), and, even if the training is non-academic, such a training may be more

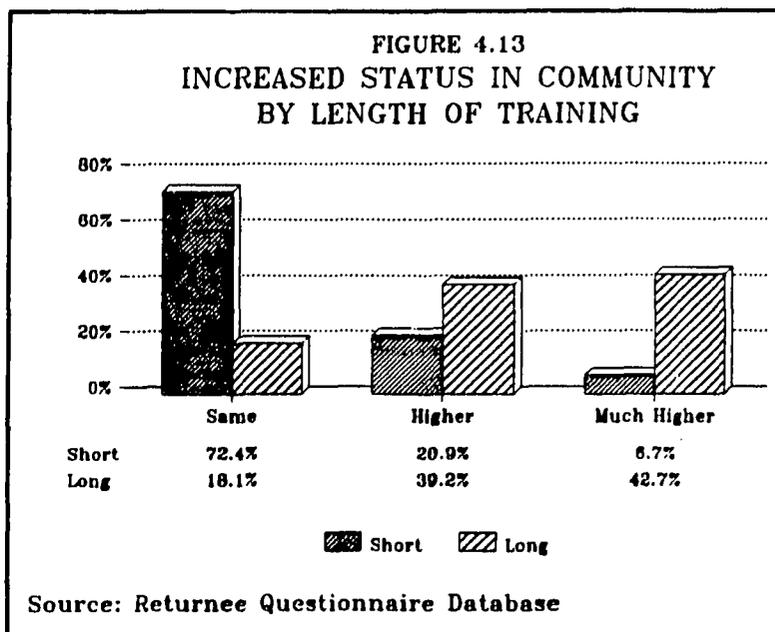
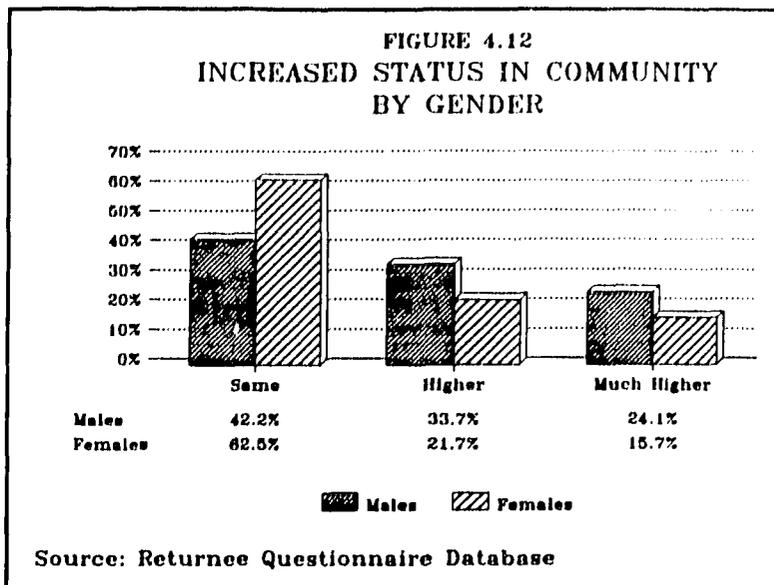
specialized. This should not imply though, that Missions ought to select Trainees only for long-term training; we have already shown that Trainees who received short-term training also consider that they have benefitted a great deal from the program.

**Do male and female trainees equally think that the program increased their status in their community?**

Yes. Males and females both reported that the training program increased their status in their community, although males (57.8%) more often than females (37.4%) reported this perception (see Figure 4.12 and Appendix B, Table 10). While the difference appears to be great, in terms of statistical significance it is only on the borderline as determined by the chi-square value.

But the difference is greater and statistically significant when Trainees who received short-term training are compared with those who received long-term training (see Figure 4.13 and Appendix B, Table 10). This means that Trainees who received long-term training perceived a greater improvement in their status in their community due to their training in the United States than those who received short-term training. This implies that the training program is not only valued by the Trainees, but it is considered by the Trainees' to be valued by their community as well.

Again, Missions should not use this measurement as a basis for limiting short-term training; as previously noted, Trainees who received short-term training have learned about the United States and have found, for the most part, their experience in the United States to be often satisfactory and quite rewarding.



## **CONCLUSIONS**

From the analysis of the data, the following conclusions may be sustained:

1. Both males and females are comparably satisfied with the training program. The level of satisfaction is still similar even after Trainees return to the home country.
2. A higher percentage of Trainees who received short-term training said that they were satisfied with their program than those who received long-term training. This difference is still significant even after the Trainees have returned to their country.
3. A higher percentage of Trainees who received technical training reported being satisfied with their program than those who received academic training. The difference is still significant among those Trainees who have returned to their home country.
4. Trainees with fewer years of education were more likely to be satisfied with their programs than those with more years of education.
5. Males reported more frequently than females that their experience in the United States increased their understanding of U.S. politics.
6. Males and females reported with similar frequency that their experience in the United States increased their understanding of U.S. families.
7. Trainees reported that their training in the United States helped them to improve their competence in the job; the improvement was perceived regardless of gender and length of the training.
8. A small percentage of the Trainees reported that their training in the United States helped them to increase their salary. A greater percentage of long-term Trainees reported having experienced an economic improvement due to their training.
9. Both males and females said that the training program increased their status in their community. The difference is statistically significant when Trainees who received long-term training were compared with those who received short-term training. A much larger portion of long-term Trainees perceived an increase in status.

## **POLICY IMPLICATIONS**

The data analysis presented in this chapter show that the majority of the Trainees have been satisfied with their training program, especially Trainees in short-term programs and those with fewer years of education. They were more likely to be satisfied with their programs than those who received long-term training and had more years of education. It appears that influences external to the program training objective (e.g., length of separation from

home, absence of family, etc.) also determine the levels of satisfaction, but the data suggests, nevertheless, that a careful study of the Trainees's backgrounds would help in the selection and placement of Trainees in programs with the appropriate level of difficulty, specialization, or even interest. Level of satisfaction is a valuable diagnostic tool for identifying an especially successful or problematic program, and, if necessary, for proposing and implementing corrective measures.

Both women and men receiving a CLASP scholarship have found the Experience America component of particular interest and utility for learning about and understanding the people and government of the United States. The activity of visiting or staying with U.S. families appears to be one of the most valued aspects of the program, although short-term Trainees are less likely to report that the experience increased their knowledge of the United States than long-term Trainees. An attempt should be made to continue, if not expand, this type of activity so that all Trainees, regardless of the length and field of study, receive the benefits of this component of the program.

Another significant measure of a successful program is the Trainee's perception of how the training experience advanced his or her career and status. The Trainees' views about their newly-acquired capabilities and their opportunities to become agents of social change in their respective society are also important indicators of success. The evaluation process under CLASP I has emphasized the measurement of levels of satisfaction of the Trainees with the content and structure of their training program, and the support services provided to them, e.g., housing arrangements, stipends, etc. The effect of the program on the Trainees' socio-economic status has also been studied, although generally as expressed by the returned Trainee in response to a questionnaire, without further probing.

The evaluation process under CLASP II will not only continue to focus on issues explored under CLASP I, but, with the application of new social science research techniques (e.g. focus groups and case studies), a more detailed and in-depth analysis of how the training program has helped the Trainee to become an agent of change will be explored. There will be an emphasis on evaluation of the expansion and the implementation of Follow-on programs and activities. By contrasting different Follow-on programs and activities for different returned Trainee populations across countries, alternative Follow-on programs can be analyzed and proposed to the Missions for consideration. Lastly, given the CLASP mandate for a major share of the scholarship awards to be allocated to women, it will be of interest to apply the CLASP II evaluation methods to look more intensively at the effect of the program on the woman Trainee's role in the family and in the work place, and the ability of the returned female Trainee to apply her training experience in the socio-economic development of her country.

A P P E N D I X    A

Country Profiles

# APPENDIX A

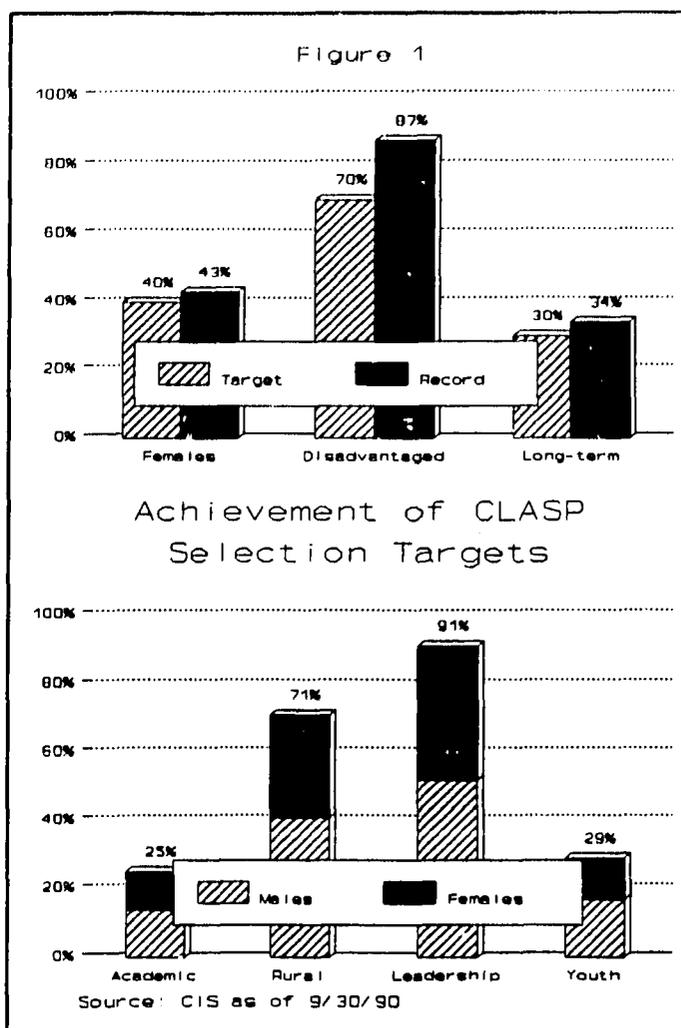
## COUNTRY PROFILES

This section is designed to narrow the focus of the evaluation of the CLASP training initiative and its regional project components to the country-specific level by the use of a few of the key evaluation indicators. The Country Profiles describe the USAID Mission-managed programs of CAPS (in Central America), PTIIC (for the Caribbean) and APSP (for the Andean Region of South America). Separate sections are included on the two Georgetown University-administered projects (CASP and CASS).

Two of the AID Missions are managing regional CLASP training efforts. Both of these, the USAID/ROCAP Mission in Central America, and the USAID/RDO/C Mission in the Caribbean, recruit CLASP Trainees from several countries. With the ROCAP Mission, like the Georgetown-administered Congressional set-aside projects, the recruitment of Trainees is from countries where country-specific AID Missions are also managing CLASP training programs. In reporting these regional training efforts in this section, the Trainees are treated as a group, rather than separated by nationality.

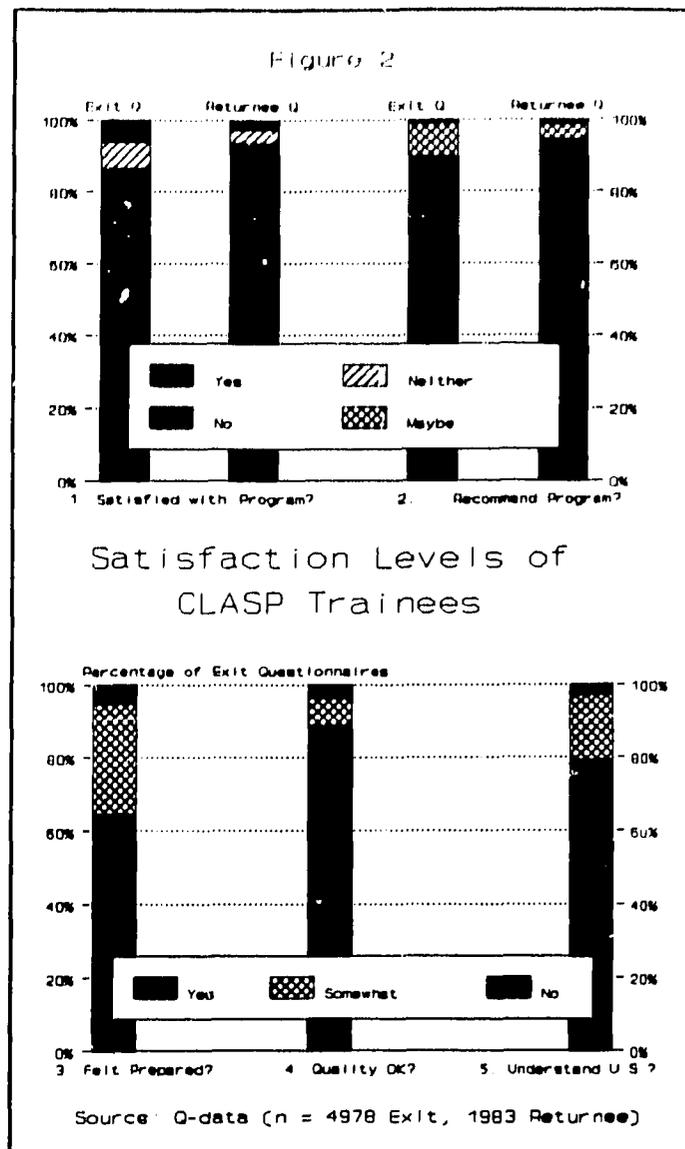
It should be noted that the recruitment and selection procedures, as well as the emphases of the training programs, may vary significantly among projects, especially with regard to differences in focus between the country-based programs and the region-based programs, and this variance may significantly influence Trainee appraisals.

The data on achievement of selection targets that is presented in this Appendix to depict Mission compliance with AID/W guidance (Figure 1), is taken from the CLASP Information System (CIS) as of the end of FY 90. It is supplied by the participating Missions and by Georgetown University. The data depicts the cumulative compliance with CLASP minimum targets for recruitment of females and the disadvantaged. It also reflects the amount of scholarship programming dedicated to long-term training (over nine months). The 30 percent target of CLASP does not apply to the four Andean participating



countries, where the minimum target is 20 percent. The data depicted in Figure 1 also indicates the characteristics of CLASP Trainees in terms of the other categories which are emphasized in the CLASP design. These are selection of individuals from rural areas, demonstrated or potential leadership characteristics, and youth. The percentage of Trainees in academic programs (degree seeking) is also shown. Because each of these last four program emphases does not have a specific minimum programmatic target, Missions are responsible for setting their own targets. The distribution of the Trainees by sex, as a share of each of these other areas of programmatic emphasis is also shown.

The Trainee appraisals that are used in this Appendix to depict the training programs (Figure 2) are based on both the Exit Questionnaire, i.e., information collected as the Trainee is completing his or her program and preparing to return home, and the Returnee Questionnaire, which is administered to returned Trainees after they have been back in country long enough to be able to judge the impact of the training on their life and career. Two questions that appear similarly on both questionnaires ask about the Trainee's satisfaction with the training experience (Question 1) and whether he or she would recommend it to others (Question 2). Overall, the satisfaction level recorded in the Exit Questionnaire is 87 percent. Negative responses were about six percent, and the remaining seven percent were neutral. The corresponding figures from the Returnee Questionnaire were: 90% satisfied; 4% dissatisfied; and 6% neutral. For the question about recommending the program, the data for the Exit Questionnaire was: 93% yes; 1% no; and 6% maybe. The corresponding Returnee Questionnaire data was the same.



Other questions about the training program which appear on the Exit Questionnaire are designed to probe for areas that could be improved, e.g., whether the Trainee felt prepared for his or her training program at the time of departure for the U.S. (Question 3), how the Trainee felt about the quality of the training program (Question 4), and whether the Trainee felt that he or she had learned to understand better the U.S. way of life (Question 5). The data on feeling prepared for the training was 64 percent, who felt prepared, five percent who felt unprepared, and the remaining 31 percent felt somewhat

prepared. The responses regarding the quality of the training program were 89 percent who endorsed the quality, four percent who were not satisfied with the training quality, and seven percent who were only somewhat satisfied. With regard to the question about understanding better the U.S. way of life, the data indicates that 77 percent agreed that they had learned more, five percent responded negatively, and the remaining 18 percent said they considered themselves only somewhat better informed.

It should be remembered that the pattern of responses to these questions offers a means to look for areas of strengths and weaknesses, but it should not be over-interpreted. In comparing the results to one of these questions in a given project to the overall CLASP average for the same questions, the difference in training program design may significantly influence the results. For example, an AID Mission that exceeded the CLASP minimum programming target for long-term training would likely have a somewhat lower overall satisfaction level than the CLASP average, because long-term Trainees are, in general, more critical of their training experience, as documented in the body of this Fifth Annual Report.

It must also be kept in mind that even though one Mission's training program may be rated less positively than the CLASP average, with regard to some aspect, does not mean that the program was unsuccessful. CLASP training overall receives very positive evaluations from the Trainees. A majority of each of the component training populations has expressed a clear affirmation of satisfaction with the training.

Returnee Questionnaire data is available only for the Central American countries included in the CAPS and CASP training projects and in the Caribbean for the PTIIC training effort administered by the AID Missions in Barbados (RDO/C) and the Dominican Republic. Similar Returnee data has only been recently collected for Haiti and Jamaica, and will be available in the Country Reports based on those evaluations as well as the next CLASP Annual Report. The four APSP countries of the Andean Region and Georgetown University's CASS regional training effort began their training programs more recently, and it is premature to be surveying their returned Trainees, especially long-term Trainees who are only this year beginning to return home. Data supplied by returned short-term Trainees may, however, be collected in the Andean Region and be available in the next CLASP Annual Report.

Although Returnee Questionnaire data is not available for some of the participating countries, the view of Trainees from these countries about the training program is captured in the Exit Questionnaires. A review of the data presented in this section will make clear that the responses of Trainees when they depart the U.S. and when they have been back home for half a year or more do not differ significantly in most cases.

**COUNTRY: BELIZE**

SUB-REGION: Central America  
PROJECT TITLE: Central American Peace Scholarships (CAPS)  
PROJECT PERIOD: FY 85 - 94  
PROJECT MANAGERS: USAID/Belize: Lourdos Smith  
AID/W: Anthony Vollbrecht  
MAJOR CONTRACTOR: Partners for International Education and Training

**PROJECT SUMMARY**

The projects of the Caribbean and Latin American Scholarship Program (CLASP) operating in Belize are the Central American Peace Scholarship (CAPS) project managed both by the USAID/Belize Mission and a regional program managed by the AID Mission for Central American Regional projects (ROCAP) in Guatemala, as well as two regional projects implemented under a cooperative agreement with Georgetown University (CASP and CASS). CAPS is the largest project. All of these projects have a common design feature, i.e., the awarding of scholarships to individuals from disadvantaged sectors of society who offer leadership potential, but who otherwise would not have the opportunity to receive training or advanced studies in the United States.

The training focus of the Mission-administered CAPS project in Belize has been on the education sector, with a special emphasis on rural areas. The focus on the education sector is intended to obtain the greatest multiplier effect by training the people who will have significant influence in their communities. The Belize program has included all high school principals and/or vice principals nation-wide and over one quarter of the country's primary school principals. The typical field of study has included education administration, community relations, methodology, etc. In addition to the education sector training, the scholarship program has also included representatives from the private sector who typically have been trained in management techniques. A further emphasis early in the program was to identify and select for training in the U.S. individuals who previously had received training in Soviet Bloc countries.

The Belize CAPS training target (at present 290 scholarships) has been scaled down from its original level to accommodate the project's emphasis on long-term training and to provide follow-on support to the returned Trainees. At the end of FY 90, 271 scholarships (93% of the LOP target) had been awarded. USAID/Belize reports that, as of the end of FY 90, all but one percent of all returned CAPS Trainees (100% of short-term Trainees) were employed in fields related to the training they received.

In its training program, USAID/Belize has not been constrained by having to include English language training, since that is the native language of Belize.

**ACCOMPLISHMENTS**

The original CLASP training initiative is largely complete with the exception of about 20 short-term scholarship awards, to be programmed in FY 91. Long-term scholars under CLASP I, who began their programs prior to FY 90, remain in training in the U.S. The programs of these Trainees will coincide with the beginning of the CLASP II phase of this program.

Figure 3 reflects the cumulative distribution of the scholarships awarded for USAID/Belize's CAPS project at the end of FY 90 in terms of the target for long-term training, for selection of females, and for selection of persons from backgrounds of disadvantage. Belize is above all minimum targets with the exception of the 30 percent target for long term training.

The Mission has achieved its program targets, with the exception of the level of long-term training. In FY 90 there was only one additional new start in the CAPS project, i.e., a short-term academic award. The CLASP training effort in Belize has been structured to also comply with other target emphases, which do not have a selection target amount, i.e., the rural population, youth and persons with leadership skills or potential. Long-term academic scholarship awards have been divided proportionately between males and females.

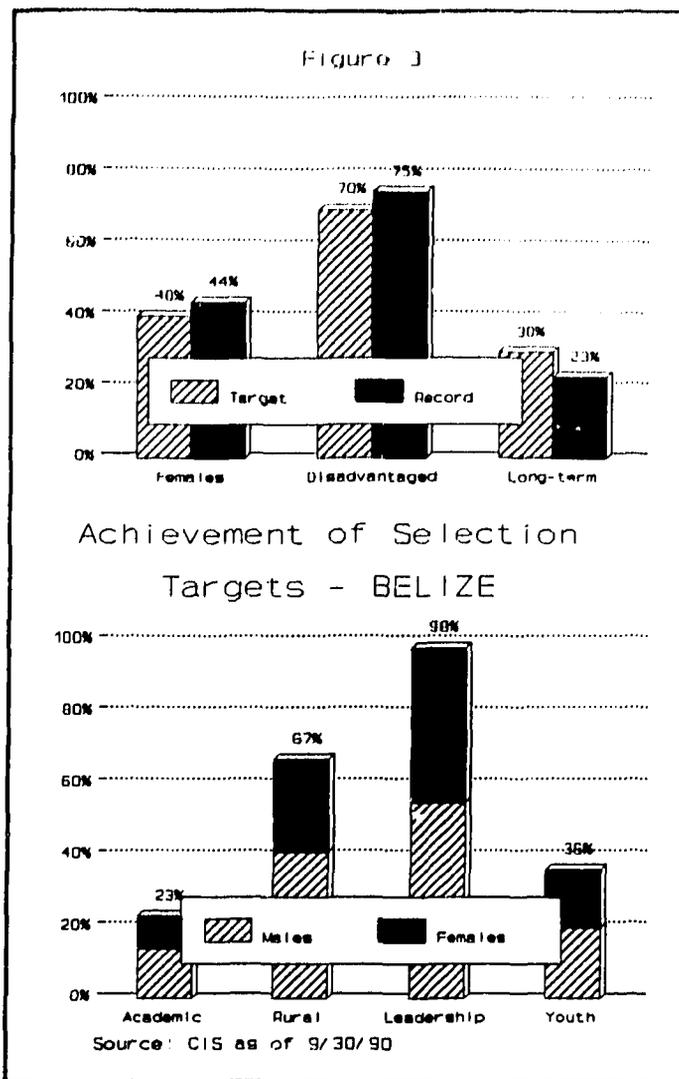
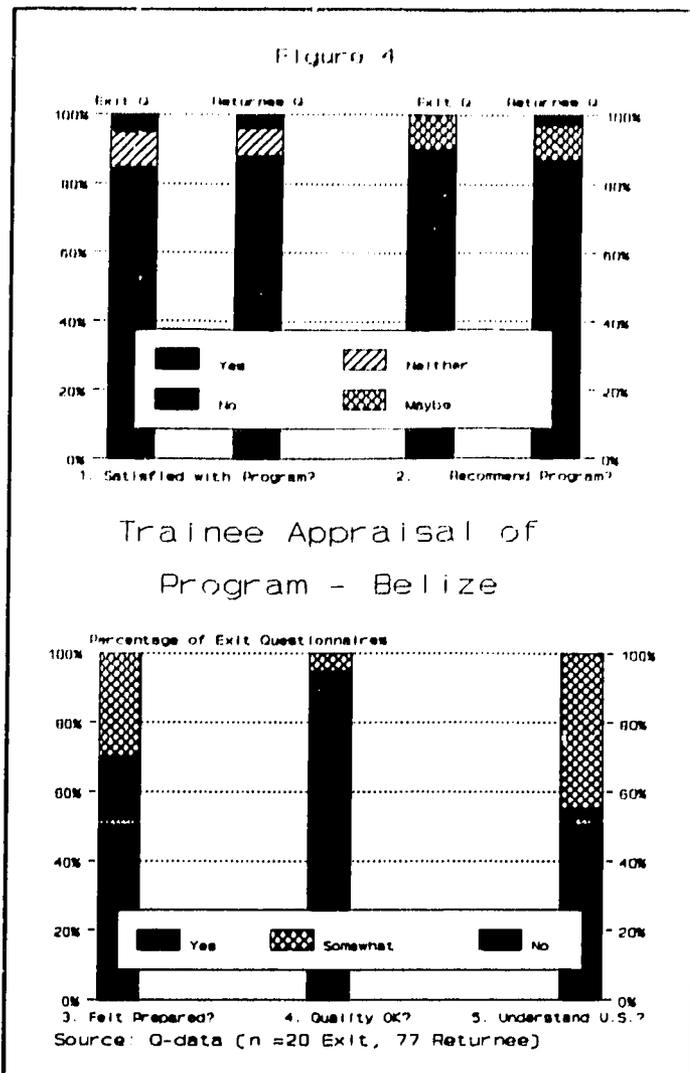


Figure 4 reflects the evaluation of the training program by the Trainees as expressed in response to survey instruments upon completion of the program (Exit Questionnaire) and after several months of applying their new skills (Returnee Questionnaire). The questions that are represented in Figure 4 ask about the Trainee's satisfaction with the training experience (Question 1) and whether he or she would recommend it to others (Question 2). Both of these questions appear on both questionnaires. In the case of Belize, there were none of the exiting Trainees in the survey who would not recommend the program, and the five percent of exiting Trainees who were dissatisfied with their training program was less than the six percent CLASP average.

Other questions about the training program which appear on the Exit Questionnaire are designed to probe for areas that could be improved, e.g., whether the Trainee felt prepared for his or her training program upon departure for the U.S. (Question 3), how the Trainee felt about the quality of the training program (Question 4), and whether the Trainee felt that he or she had learned to better understand the U.S. (Question 5). Among all of the CLASP projects, CAPS Trainees from Belize are the only surveyed population that expressed on the Exit Questionnaire no negative views in response to any of these three questions. The percentage of Trainees who felt fully prepared for the training (70%) and who were fully satisfied with the quality of their program (95%) was more than ten percent higher than the CLASP overall average. However, the percentage of Trainees who said without reservation that as a result to the training program they better understood the U.S. way of life (55%) was more than ten percent lower than the CLASP average.

In addition to the above programming results, USAID/Belize had placed thirty-one of the CAPS Trainees in Historically Black Colleges and Universities in the U.S. by the end of FY 88. There were no additional HBCU placements in FY 89, and, in FY 90, four long-term students were studying at HBCUs (three at Hampton University, and one at South Carolina State College). Overall, this represented about 13 percent of the CAPS Trainees awarded scholarships by USAID/Belize.



**COUNTRY: BOLIVIA**

SUB-REGION: South American Andean Region  
PROJECT TITLE: Andean Peace Scholarship Program (APSP)  
PROJECT PERIOD: FY 87 - 94  
PROJECT MANAGERS: USAID/La Paz: Beatriz O'Brien  
AID/W: Leslie Anderson  
MAJOR CONTRACTOR: Development Associates

**PROJECT SUMMARY**

The CLASP/APSP training project began in Bolivia in 1987 with twenty short-term training scholarship awards. With an additional three years of operations, the Peace Scholarship project has become fully operational and has achieved three-quarters of its placement goal. Beginning with its 1988 programming of a group of small-town mayors, USAID/La Paz has sought to form geographic and occupational nuclei of returned Trainees upon which it is anticipated that Peace Scholars can be encouraged to form networks, and thereby reinforce efforts of the returned Trainees to apply the lessons they learned from their training experiences.

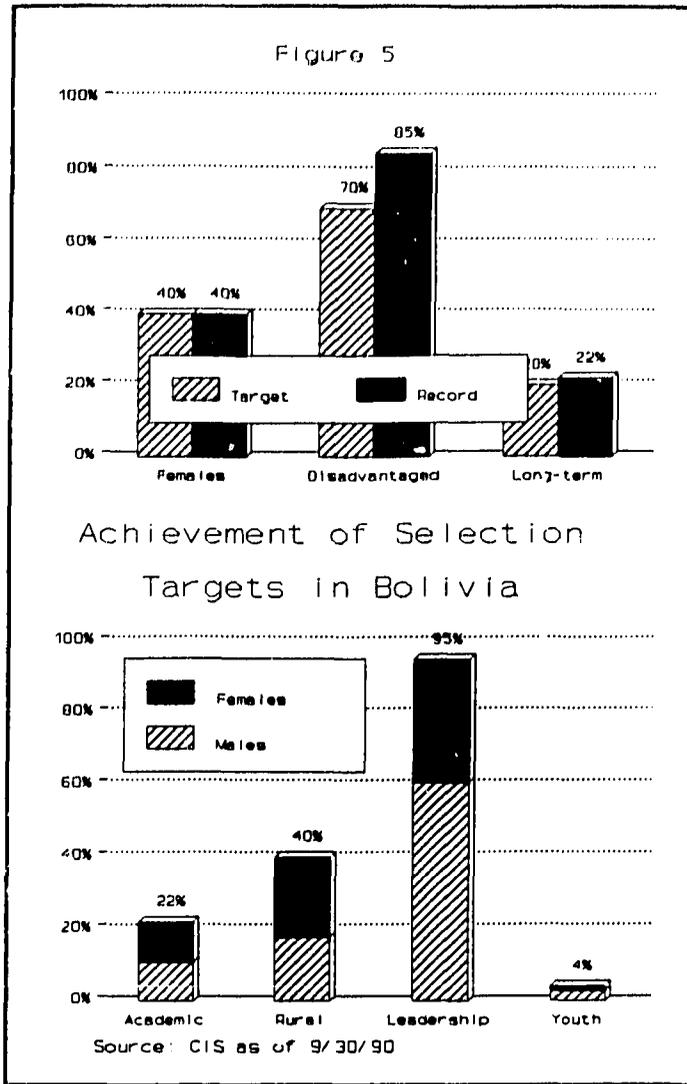
The new scholarship awards during FY 90 included short-term programs for women market leaders, agricultural leaders, forestry technicians, and labor leaders. Long-term training programs were begun for health practitioners and university professors. The health practitioners entered training in disease prevention. The forestry engineers and environmental specialists in forestry and soil conservation were sent to programs in a broad field of environmental disciplines. Training for trade union leaders included a focus on collective bargaining in a democracy and the trade-offs between ideological activism and promoting worker benefits. The small agriculture Trainees were selected on the basis of their adaptability and preparedness to be innovators and leaders, based on previous association with USAID's Special Development Activities Projects. The objective was to improve their technical and business practices and to enhance their role as leaders in their communities through the multiplier effect that successful and profitable innovations may have. The university professors also were targeted because of the multiplier effect which their experiences in the U.S. may have. As part of their Master's degree programs, emphasis is on development of teaching and evaluation techniques.

In its training program, USAID/La Paz has had to deal with the fact that its Trainees would not normally know any English. This meant that survival English had to be designed for short-term groups, and that long-term Trainees had to be taught English as part of their program.

**ACCOMPLISHMENTS**

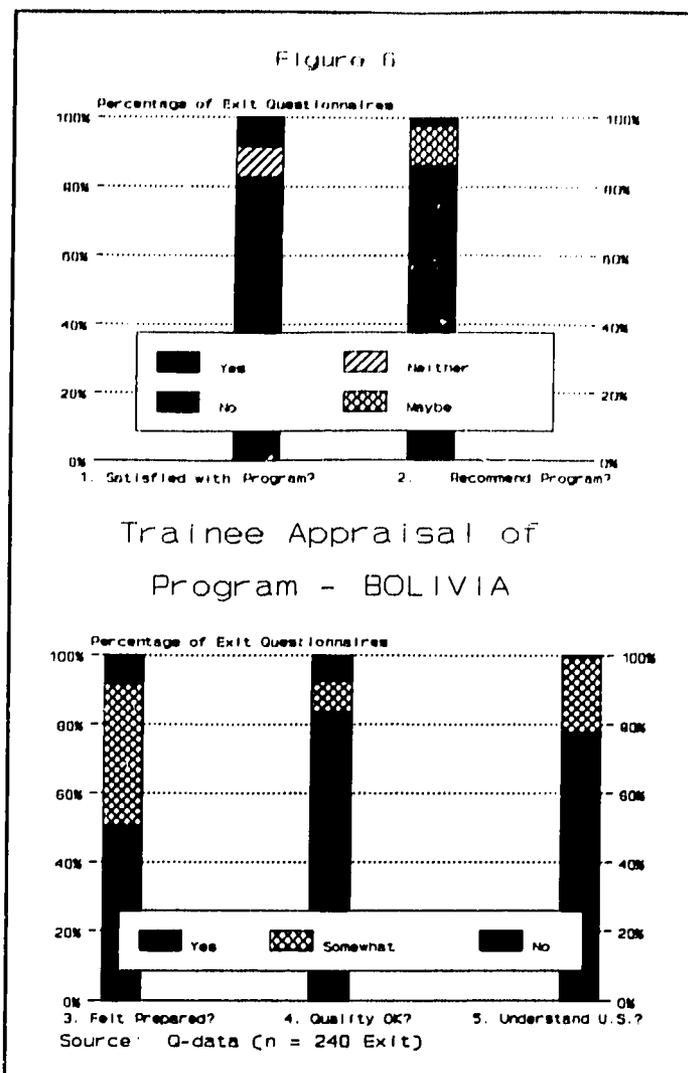
In FY 90 there were 113 additional new scholarship awards. As of the end of FY 90, USAID/La Paz had awarded about three-quarters of the projected 410 scholarships to be given to both short-term and long-term trainees in the APSP/Bolivia scholarship project.

Figure 5 reflects the distribution of the cumulative scholarships awarded for the CLASP/APSP project in Bolivia at the end of FY 90 in terms of compliance with the minimum targets for long-term training, for selection of females, and for selection of persons from backgrounds of disadvantage. The Mission project managers have met or exceeded each of these minimum program targets, although the long-term target for APSP, at 20%, is a lower requirement than the program-wide target of 30% for CLASP long-term training. The CLASP/APSP training effort in Bolivia has been structured to also comply with other target emphases, which do not have a selection target amount, i.e., the rural population, youth and persons with leadership skills or potential.



Shown in Figure 6 is the evaluation of the training program by the Trainees as expressed in response to the Exit Questionnaire which is completed at the end of the program. As the APSP training began in 1987, and the first long-term Trainees were not awarded scholarships until FY 89, it has been premature to begin an in-country evaluation which samples returned Trainees. For that reason there is not yet any Returnee Questionnaire database for Bolivia.

The questions that are represented in Figure 6 ask about the Trainee's satisfaction with the training experience (Question 1) and whether he or she would recommend it to others (Question 2). In the case of Bolivia, only two percent of the departing Trainees indicated that they would not recommend the program, although over eight percent expressed dissatisfaction with the training program. Other questions about the training program which appear on the Exit Questionnaire are designed to probe for areas that could be improved, e.g., whether the Trainee felt prepared for his or her training program upon departure for the U.S. (Question 3), how the Trainee felt about the quality of the training program (Question 4), and whether the Trainee felt that he or she had learned to understand the U.S. better (Question 5). The number of Bolivian Trainees who responded that they did not feel prepared for their program is higher than the CLASP average, and would appear to be an area that merits attention.



USAID/La Paz trained twenty Bolivians at an HBCU (Bowie State University) in FY 90. This represents slightly more than six percent of the Mission's APSP Trainees.

**COUNTRY: COLOMBIA**

SUB-REGION: South American Andean Region  
PROJECT TITLE: Andean Peace Scholarship Program (APSP)  
PROJECT PERIOD: FY 87 - 94  
PROJECT MANAGERS: USAID/Bogota: Laraine Mansfield  
AID/W: Leslie Anderson  
MAJOR CONTRACTOR: Development Associates

**PROJECT SUMMARY**

Because of its relative level of economic development, Colombia has been classified by AID for purposes of its assistance programs as an Advanced Developing Country (ADC). This status removes the country from normal AID country development programming, and it means that AID personnel in-country will be minimal, and that developmental programs will generally require less in-country hands-on attention. The inclusion of Colombia in the CLASP training initiative through APSP presented the AID managers with unique organizational challenges. Drawing on the experience of AID missions with well-established CLASP programs, a special evaluation of structural, staffing, and programming arrangements was conducted, with the result being the establishment of an APSP Office in Colombia that began scholarship programming by the end of FY 87. A pilot program was launched with seven female rural organization leaders, seven community developers, and five small businessmen, all of whom were provided intensive training in their respective areas. By the end of FY 88, thirty-nine scholarships had been awarded, and the Colombian program was ready to enter full scale into both short-term and long-term scholarship programming.

Colombia's unique problems, such as improving its institutional capability to deal with the narcotics trafficking problem, also have presented special programming challenges to USAID/Bogota. The Mission has sought to train individuals in how to confront the dangers of drug production, trafficking and consumption. Special training emphases have been focussed on human resource development needs and on the private sector, where an effort has been made to identify leaders emerging from backgrounds of economic disadvantage. Other programming targets have been the areas of national resources and environmental sciences. APSP programming has also been directed in part at training trainers, in order to take advantage of the multiplier-effect of such training.

In its training program, USAID/Bogota has had to deal with the fact that its Trainees do not normally know English. This has meant that survival English had to be designed for short-term groups, and that long-term Trainees had to be taught English as part of their program.

**ACCOMPLISHMENTS**

Although USAID/Bogota began its APSP programming slowly, for the reasons unique to its status as an ADC country, it had achieved a level of scholarship awards similar to that of its Andean neighbors by FY 90. Similar to the neighboring APSP training programs, FY 89 marked the beginning of scholarship awards for long-term training.

Figure 7 reflects the cumulative scholarships awarded for the CLASP/APSP project in Colombia at the end of FY 90 in terms of compliance with the minimum targets for long-term training, for selection of females, and for selection of persons from backgrounds of disadvantage. USAID/Bogota has exceeded the targets in selecting females and persons from economically disadvantaged backgrounds. Although long-term training is slightly below the overall CLASP target of 30%, it is well over the APSP-specific minimum target of 20%. The CLASP training effort in Bolivia has been structured in order to also comply with other target emphases, which do not have a selection target amount, i.e., the rural population, youth and persons with leadership skills or potential. These also are depicted in Figure 7.

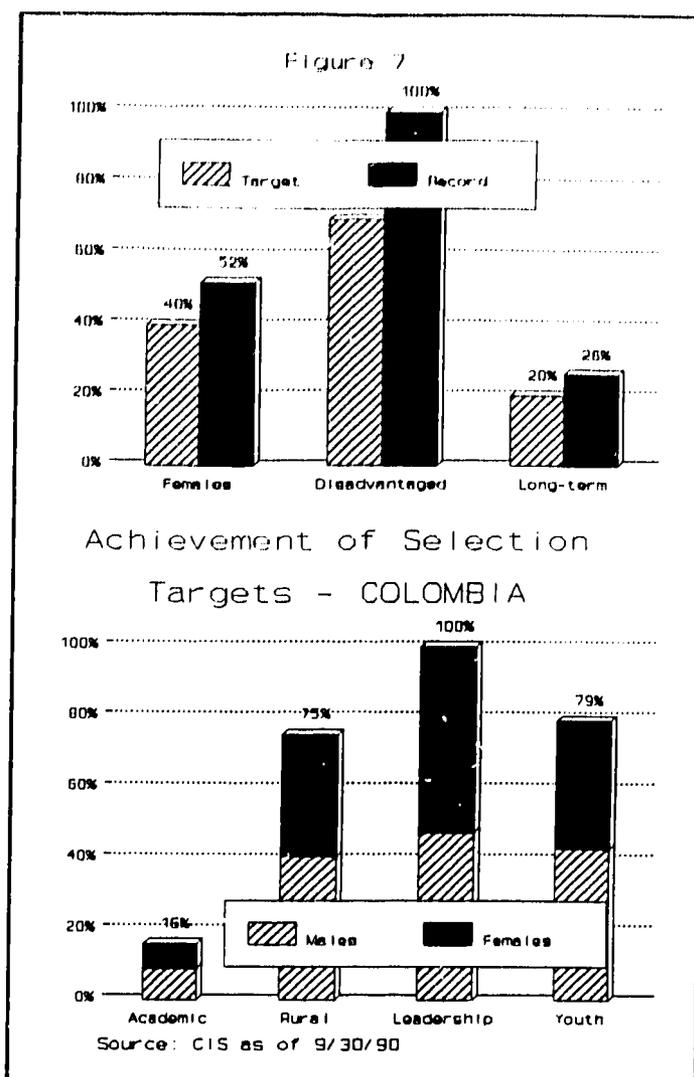
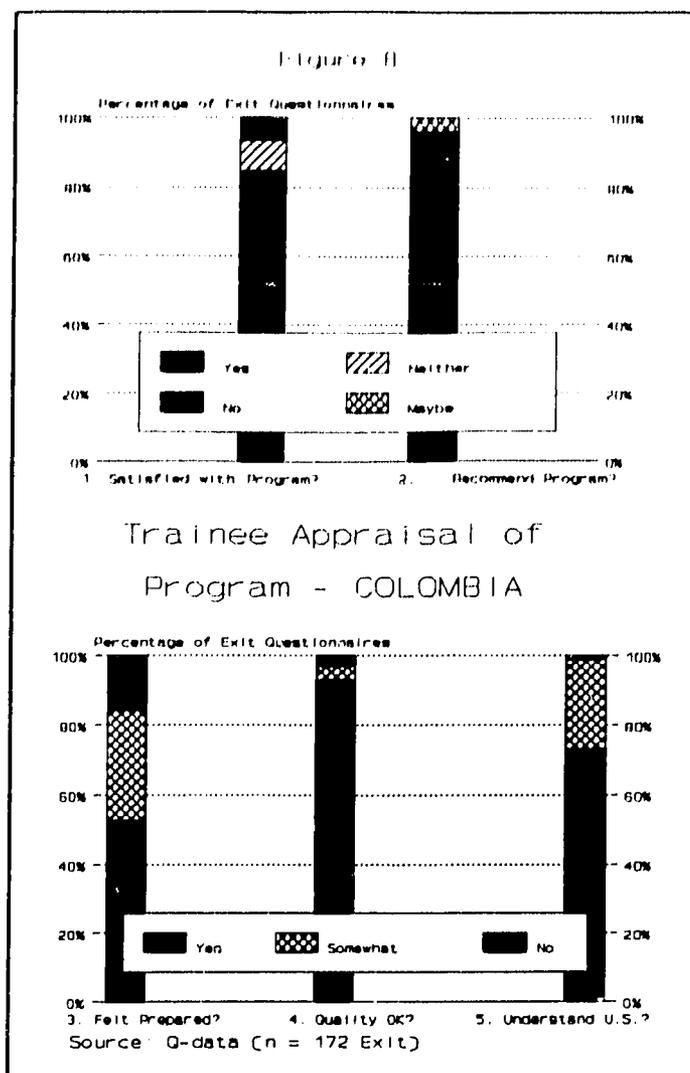


Figure 8 reflects the evaluation of the training program by the Trainees as expressed in response to the Exit Questionnaire, which is completed at the end of the Trainee's program. As the APSP training began in 1987, and the first long-term Trainees were not awarded scholarships until FY 89, it has been premature to begin an in-country evaluation which samples returned Trainees. For that reason there is not yet any Returnee Questionnaire database for Colombia.

The questions that are represented in Figure 8 ask about the Trainee's satisfaction with the training experience (Question 1) and whether he or she would recommend it to others (Question 2). In the case of Colombia, 96 percent of the departing Trainees indicated that they would recommend the program. This compares very favorably with the overall CLASP average of 90 percent. Other questions about the training program which appear on the Exit Questionnaire are designed to probe for areas that could be improved, e.g., whether the Trainee

felt prepared for his or her training program upon departure for the U.S. (Question 3), how the Trainee felt about the quality of the training program (Question 4), and whether the Trainee felt that he or she had learned to understand the U.S. better (Question 5). Slightly less Colombian APSP Trainees than usual for CLASP training felt prepared for their training experience. The responses with regard to clear approval of the overall quality of the program (93%) is five percent higher than the CLASP average, but the response to the question about a better understanding of the U.S. way of life (73%) is eight percent lower than the CLASP average.

During FY 90, USAID/Bogota programmed 24 Colombians to have experience at an HBCU (Historically Black Colleges and Universities) as part of their program, i.e., at Tuskegee University. These Trainees represent about eight percent of the Colombian APSP total.



**COUNTRY: COSTA RICA**

SUB-REGION: Central America  
PROJECT TITLE: Central American Peace Scholarships (CAPS)  
PROJECT PERIOD: FY 85 - 94  
PROJECT MANAGERS: USAID/San Jose: David Losk  
AID/W: Anthony Vollbrecht  
MAJOR CONTRACTORS: Partners for International Education and Training  
National 4-H Foundation

**PROJECT SUMMARY**

Two CLASP projects are being implemented in Costa Rica. The largest project is the CAPS short-term and long-term training project managed both by USAID/San Jose and by the regional USAID/ROCAP office in Guatemala. The smaller CASP/CASS project, administered by Georgetown University, is also regional. All three have the same objective of reaching persons from disadvantaged backgrounds, rural areas, females, and others who might have been overlooked in the traditional sectoral development approach to training.

USAID/San Jose has allocated the largest number of scholarships to short-term training. Groups have been formed of about twenty representatives from such fields as rural municipal leaders, Red Cross workers, public health workers, teachers, school administrators, counselors, rural firemen, and women leaders of cooperatives. A second emphasis of the CAPS program in Costa Rica has been secondary school students, primarily from rural areas. After English Language Training (ELT) they then travel to the U.S., where they stay in U.S. homes for nine to ten months (earlier these stays were for six months.) The third focus of the Costa Rican program has been long-term scholarships. These generally are for the last two years of an undergraduate degree or for an MA/MS degree.

The CAPS project, which began in FY 85, will award the balance of its CLASP long-term scholarships in FY 91. Subsequent funding will be for long-term training already in progress. The Mission projects holding some funds in reserve to allow for long-term training extensions, if needed. If funding still remains available in FY 93, it will be expended on short-term groups.

In its training program, USAID/San Jose has had to deal with the fact that its Trainees would not normally know any English. This meant that "survival" English had to be designed for short-term groups, and that long-term Trainees had to be taught English as part of their program. USAID/San Jose developed a two-week ELT program for its short-term training programs.

**ACCOMPLISHMENTS**

The CLASP scholarships in Costa Rica began with 44 CAPS training awards in FY 85. From that small-scale beginning, the Costa Rican CAPS project has taken major strides, averaging over 370 scholarships per year between FY 86-90. There were 380 CAPS scholarship awards for FY 90, of which slightly more than half (53%) were for long-term training. About two-fifths of those long-term Trainees were sent for academic studies.

Figure 9 reflects the cumulative distribution of the scholarships awarded for the CLASP/CAPS project in Costa Rica at the end of FY 90 in terms of compliance with the targets for long-term training, for selection of females, and for selection of persons from backgrounds of disadvantage. USAID/San Jose has exceeded the targets in selecting females and persons from economically disadvantaged backgrounds for participation in the Peace Scholarship program. It has also exceeded the minimum target for long-term scholarship awards. The CLASP training effort in Costa Rica has been structured to also comply with the other CLASP target emphases, which do not have a selection target amount, i.e., the rural population, youth and persons with leadership skills or potential.

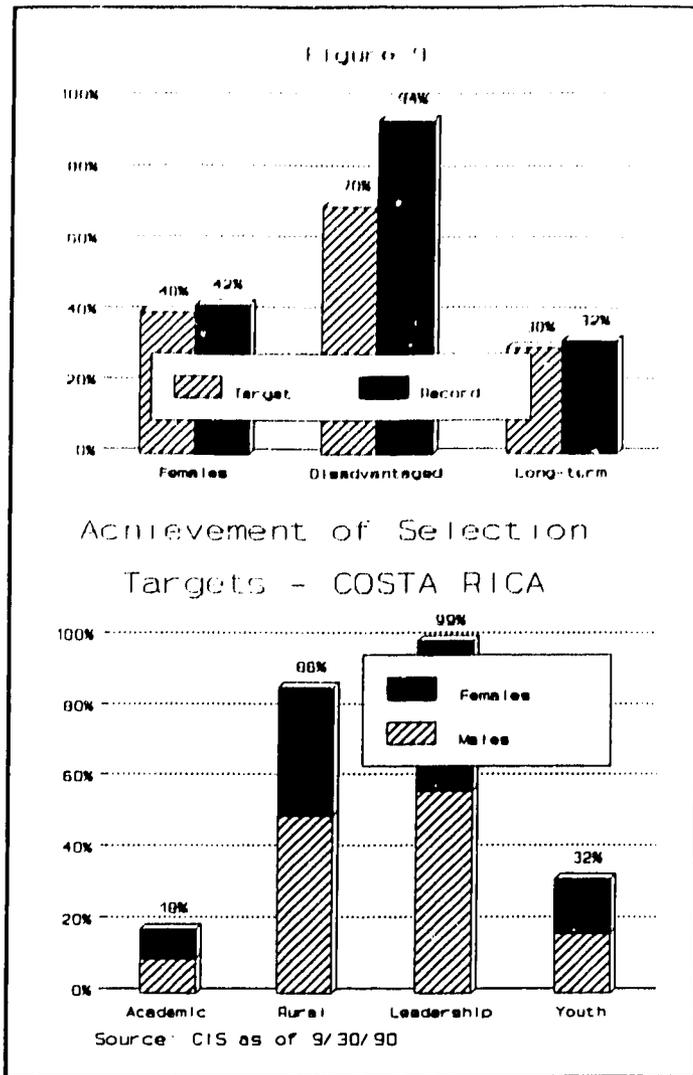
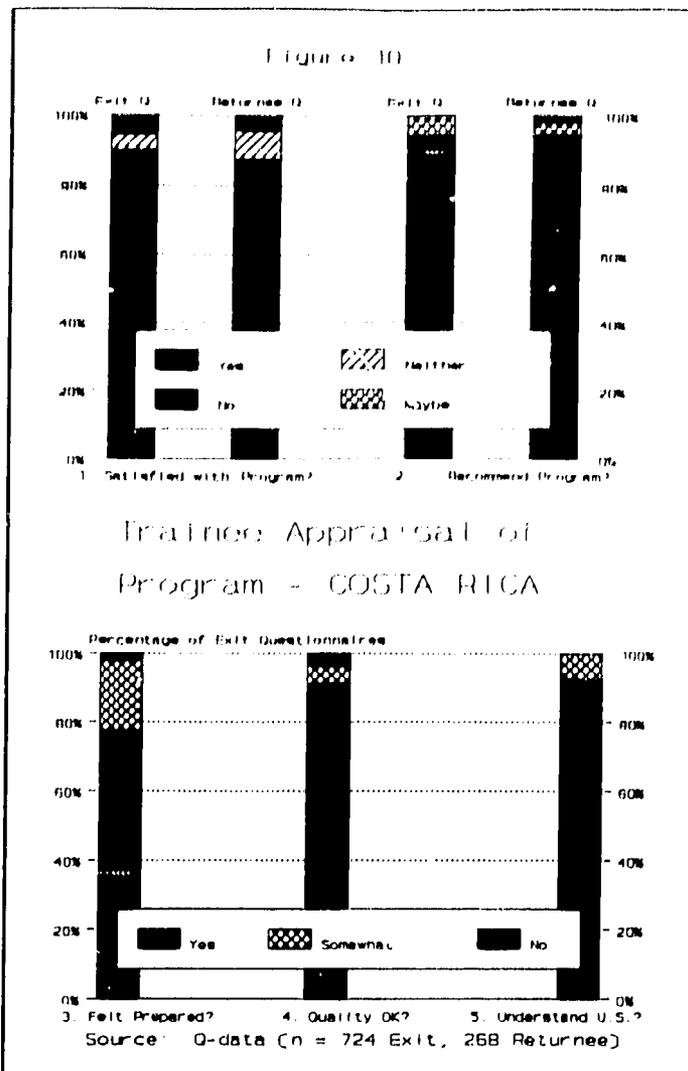


Figure 10 reflects the evaluation of the training program by the Trainees as expressed in response to the Exit Questionnaire which is completed at the end of the program, and the Returnee Questionnaire, which is administered after the Trainee has been back home long enough to be able to evaluate how useful the training has been from a professional and personal level. The questions that are represented in Figure 10 ask about the Trainee's satisfaction with the training experience (Question 1) and whether he or she would recommend it to others (Question 2). These two questions are asked on both questionnaires. In the case of Costa Rica, 94 percent of exiting Trainees would definitely recommend the program to others. This is about five percent higher than the CLASP average.

Other questions about the training program which appear on the Exit Questionnaire are designed to probe for areas that could be improved, e.g., whether the Trainee felt prepared for his or her training program when he or she left for the U.S. (Question 3), how the Trainee felt about the quality of the training program (Question 4), and whether the Trainee felt that he or she had learned to understand the U.S. better (Question 5). The percentages of exiting Costa Rican CLASP Trainees who felt definite about being prepared for the training experience (77.5%) and that they better understood the U.S. way of life as a result of the program (92.3%) were the highest levels among any of the CLASP training projects.

USAID/San Jose has also worked with its contractor to schedule training at Historically Black Colleges and Universities (HBCUs) in the U.S. The results of such placements for the CAPS project are reported by the Mission to be well above 10 percent minimum target. In FY 90, 129 Trainees in short-term programs attended six different HBCUs.



**COUNTRY: DOMINICAN REPUBLIC**

**SUB-REGION:** Caribbean  
**PROJECT TITLE:** Pres. Training Init. for the Island Caribbean (PTIIC)  
**PROJECT PERIOD:** FY 86 - 94  
**PROJECT MANAGERS:** USAID/Santo Domingo: Lisa Dolg  
AID/W: Marilyn Arnold  
**MAJOR CONTRACTORS:** Partners for International Education and Training  
United Schools of America/Creative Associates  
Academy for Educational Development

**PROJECT SUMMARY**

Under the Caribbean and Latin American Scholarship Program (CLASP) a scholarship initiative was launched in the Dominican Republic in FY 86 as part of the Presidential Training Initiative for the Islands of the Caribbean (PTIIC). The PTIIC program emphasis is targeted on long- and short-term educational and training opportunities for economically and socially disadvantaged persons and contains a greater emphasis on youth training than previous scholarship programs.

The PTIIC emphasis in the Dominican Republic has been on groups of youth, university faculty, governmental ministry personnel and small entrepreneurs. Long-term Trainees have been sent to U.S. junior and community colleges in such fields as computer programming, tourism, agriculture, industrial electricity, marketing, health, furniture production, electronics, education, communications media, and economics. There have also been two-year Master's degree programs in the social science areas. In the Dominican Republic there is also a Georgetown University-administered CLASP/CASS project. Common to both projects is the selection emphases on leaders and potential leaders from disadvantaged backgrounds.

The PTIIC training initiative encountered special programming difficulties because of a change in training placement contractor in the middle of the project period. This directly affected Trainees in the U.S. and may have negatively impacted on some of them and on some aspects of their training programs.

Because the Dominican Republic is a Spanish-speaking country, USAID/Santo Domingo had to provide survival English training, for short-term groups, and a conversational level for long-term academic Trainees. For the latter, further English training was necessary in the U.S. before they could begin full-time academic studies. Because some of the Trainees proved to have difficulty with learning English, and some of the schools apparently had little experience in providing ELT for foreign students, the training programs of several students suffered setbacks. As a result, some students were not able to complete their degree or certificate program within the planned two years, and the Mission converted their status from academic training to long-term technical training.

**ACCOMPLISHMENTS**

In FY 90, there were forty-one short-term new PTIIC scholarships awarded for training that began in May 1990. PTIIC will now be focussed on Dominicans who are already in long-term training.

Figure 11 reflects the cumulative scholarships awarded for the CLASP/PTIIC project in the Dominican Republic at the end of FY 90 in terms of the target for long-term training, for selection of females, and for selection of persons from backgrounds of disadvantage. USAID/Santo Domingo has substantially achieved the program targets which are an integral part of the CLASP program concept. In terms of the emphasis on long-term training, the project was significantly above the minimum target. Because of the greater expenditures associated with long-term training, it proved necessary to adjust downward the number of trainees that had been projected in early Country Training Plans. USAID/Santo Domingo has exceeded the targets in selecting females and persons from disadvantaged backgrounds for participation in the Peace Scholarship program. The CLASP training effort in the Dominican Republic has been structured to also comply with the other CLASP target emphases, which do not have a selection target amount, i.e., the rural population, youth and persons with leadership skills or potential.

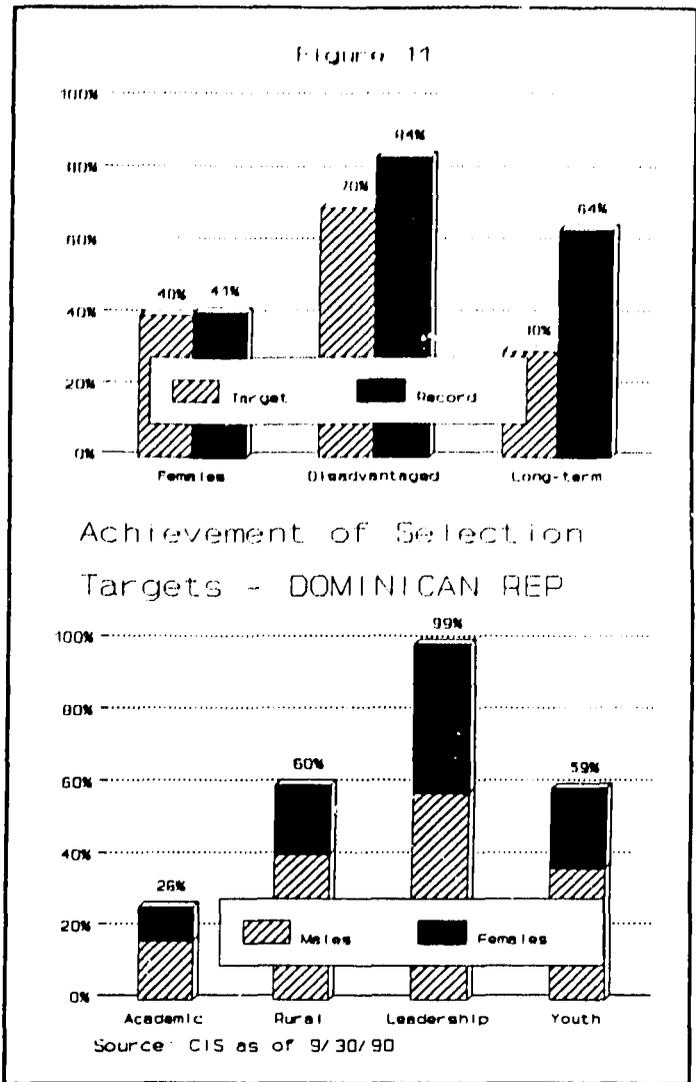
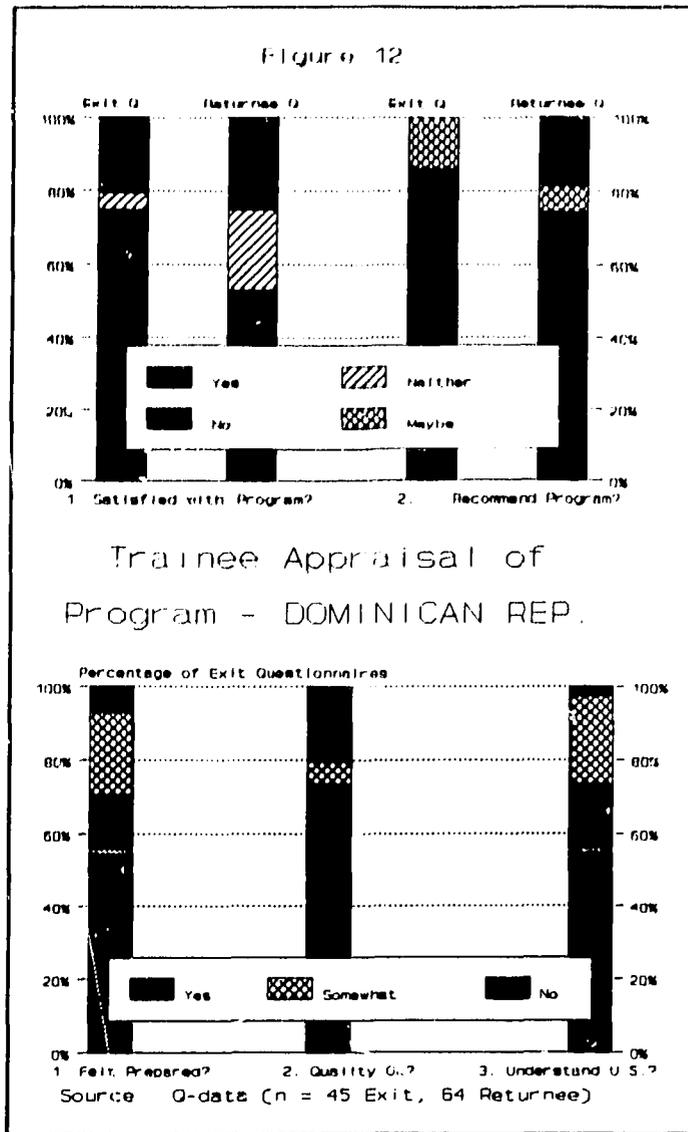


Figure 12 reflects the evaluation of the training program by the Trainees as expressed in response to the Exit Questionnaire, which is completed at the end of the program, and the Returnee Questionnaire, which is administered after the Trainee has been back home long enough to be able to evaluate how useful the training has been from a professional and personal level. The questions that are represented in Figure 10 ask about the Trainee's satisfaction with the training experience (Question 1) and whether he or she would recommend it to others (Question 2). In the case of the Dominican Republic, an unusually high percentage of the Trainees were not satisfied with the CLASP training as expressed in the Exit Questionnaire (20.5%) and the Returnee Questionnaire (25%). Similarly, the percentage of returned Trainees who would definitely recommend the program to others (74.3%) was lower than the percentage of exiting Trainees (86.0%) responding positively to the same question, and over twenty percent lower than the CLASP average (94.6%) for that question.



Other questions about the training program which appear on the Exit Questionnaire are designed to probe for areas that could be improved, e.g., whether the Trainee felt prepared for his or her training program upon departure for the U.S. (Question 3), how the Trainee felt about the quality of the training program (Question 4), and whether the Trainee felt that he or she had learned to understand the U.S. better (Question 5). The responses of the Dominican Trainees to these questions also indicate problem areas. One out of five exiting Trainees (20%) did not approve of the quality of their training program. This is notably higher than the CLASP average (3.5%) who expressed a negative view to this question.

USAID/Santo Domingo reports that 18 of its training placements under PTIIC through FY 88 (there were no new starts in FY 89) were made in Historically Black Colleges and Universities (HBCU). During FY 90, two long-term students were at Howard University and one was at Oakwood College. Twenty-eight short term Trainees were trained at Bowie State University. This represents over one quarter of USAID/Santo Domingo's PTIIC programming.

**COUNTRY: ECUADOR**

SUB-REGION: South American Andean Region  
PROJECT TITLE: Andean Peace Scholarship Program (APSP)  
PROJECT PERIOD: FY 87-94  
PROJECT MANAGERS: USAID/Quito: Ellen Leddy  
AID/W: Leslie Anderson  
MAJOR CONTRACTORS: Development Associates  
Experiment in International Living

**PROJECT SUMMARY**

Ecuador initiated participation in the Caribbean and Latin American Scholarship Program (CLASP) in FY 88, with the launching of the Andean Peace Scholarship Program. APSP aims to promote democratic values and strengthen ties between the U.S. and the countries of the Andean region through training of leaders and potential leaders from both the public and private sectors who can make a contribution to the development of the country and have demonstrated the potential to influence opinions and policies.

Short-term training of Ecuadoreans has been directed at health professionals (public health technicians, administrators and policy-makers), agricultural trainees (inter alia: aquaculturists, extensionists and natural resource managers), community development leaders, mayors and municipal officials, drug prevention specialists, journalists, artisans and youth groups (including young political leaders). Long-term training, consisting of one-to-two year scholarships (both for non-degree graduate work and some Masters programs) has been targeted on groups such as public health technicians and administrators, agricultural economists and other professionals, special education professionals, university professors and administrators, university students and other young professionals with demonstrated leadership potential.

In its training program, USAID/Quito has had to deal with the fact that its Trainees would not normally know any English. This has meant that survival English had to be designed for short-term groups, and that long-term Trainees had to be taught English as part of their program.

## ACCOMPLISHMENTS

The APSP program in Ecuador has been in operation for three years and has reached a total of 255 scholarship awards as of the end of FY 90. During the past fiscal year, an additional 80 Trainees traveled to the U.S. Of these, 16 were sent for long-term training, and 31 percent of the new Trainees were female.

USAID/Quito programming of APSP scholarship awards began with a major emphasis on short-term training, because of problems associated with 620Q restrictions, which delayed contracting arrangements for in-country administration, including candidate recruitment. This initial lag in long-term scholarship awards is being addressed by subsequent programming of long-term training. The Mission is also below target in the portion of its scholarship awards received by females. Moreover, women have not received a proportionate share of long-term academic awards. Further programming adjustments will be required to bring the selection of trainees up to target levels for both long-term Trainees and for females.

Figure 13 reflects the cumulative scholarships awarded for the CLASP/APSP project in Ecuador at the end of FY 90 in terms of the target for long-term training, for selection of females, and for selection of persons from backgrounds of disadvantage. USAID/Quito has exceeded the targets in selecting persons from economically disadvantaged backgrounds for participation in the Peace Scholarship program. The cumulative percentage of long-term Trainees remains slightly below the APSP target of twenty percent. The CLASP training effort in the Ecuador has been structured to also comply with the other CLASP target emphases, which do not have a selection target amount, i.e., the rural population, youth and persons with leadership skills or potential.

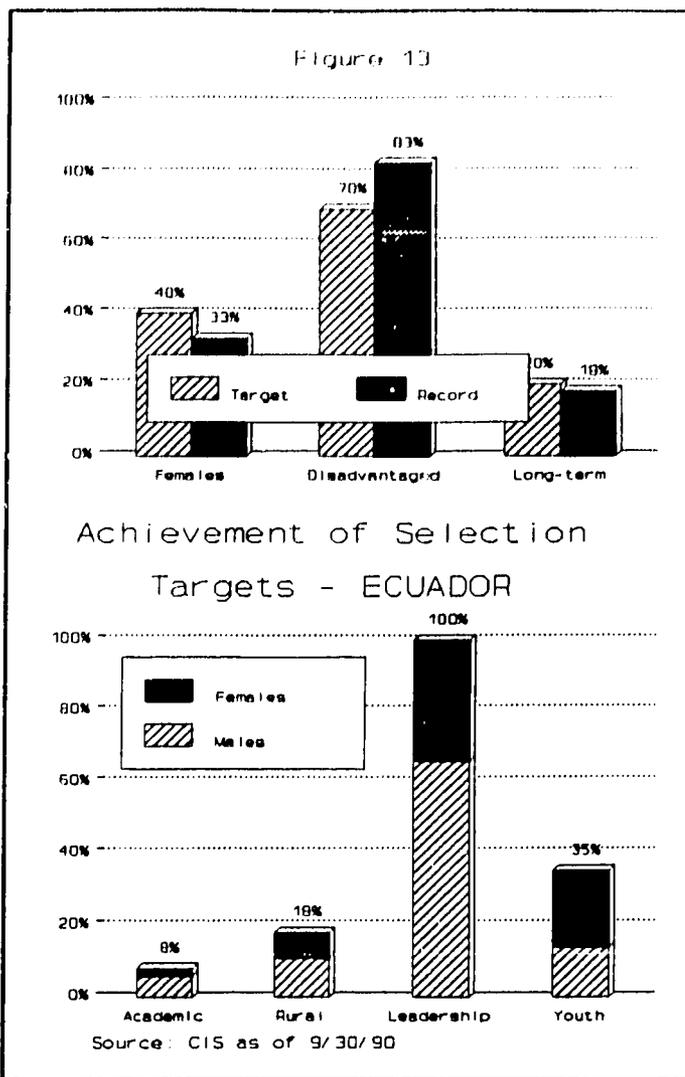
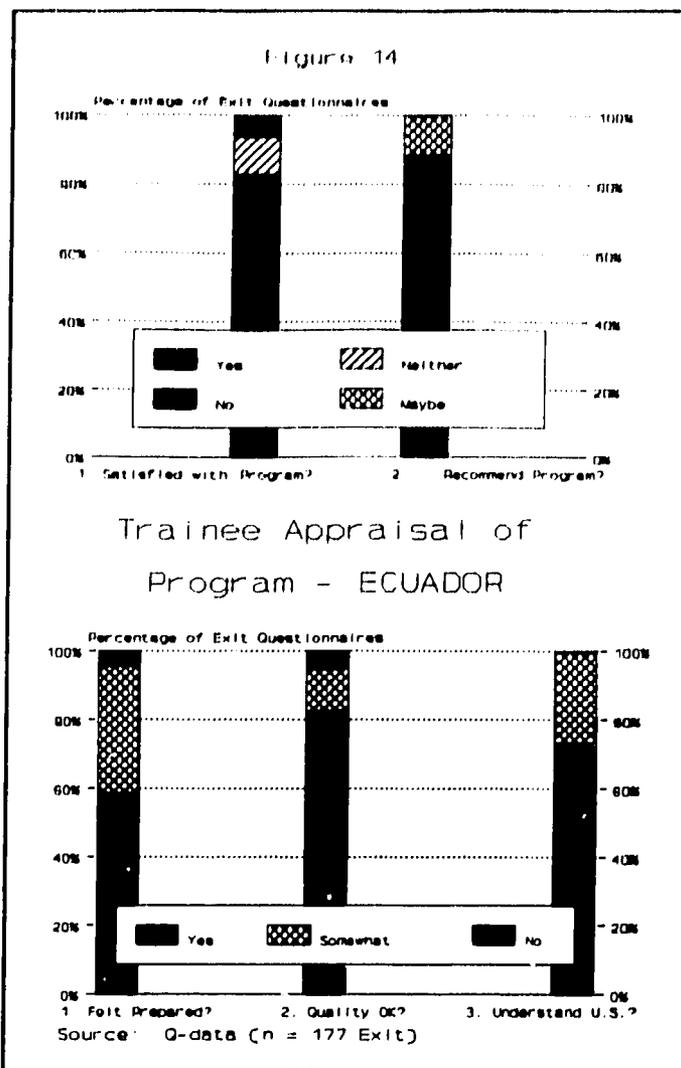


Figure 14 reflects the evaluation of the training program by the Trainees as expressed in response to the Exit Questionnaire, which is completed at the end of the training program. As the APSP training began in 1987, and the first long-term Trainees were not awarded scholarships until FY 88, it has been premature to begin an in-country evaluation which samples returned Trainees. For that reason there is not yet any Returnee Questionnaire database for Ecuador.

The questions that are represented in Figure 14 ask about the Trainee's satisfaction with the training experience (Question 1) and whether he or she would recommend it to others (Question 2). In the case of the Ecuador, the percentage of Trainees departing the U.S. who said they would not recommend the training program to others was less than one percent. Other questions about the training program which appear on the Exit Questionnaire are designed to probe for areas that could be improved, e.g., whether the Trainee felt prepared for his or her training program when the Trainee left for the U.S. (Question 3), how the Trainee felt about the quality of the training program (Question 4), and whether the Trainee felt that he or she had learned to understand the U.S. better (Question 5). For each of these indicators the clear-cut positive responses were significantly lower than the CLASP average (prepared 58.8%, quality 82.9%, understanding 73.4%).

USAID/Quito has made its first HBCU placement for a group of 18 short-term Trainees in FY 90, at Bowie State University, and has one long-term student studying at Tuskegee University. This represents a little more than seven percent of the total Ecuadorean APSP Trainees.



**COUNTRY: EL SALVADOR**

**SUB-REGION:** Central America  
**PROJECT TITLE:** Central American Peace Scholarships (CAPS)  
**PROJECT PERIOD:** FY 85 - 94  
**PROJECT MANAGERS:** USAID/San Salvador: Jaleh Torres  
AID/W: Anthony Vollbrecht  
**MAJOR CONTRACTORS:** Partners for International Education and Training  
Consortium for Service to Latin America  
Partners of the Americas  
University of New Mexico

**PROJECT SUMMARY**

The largest CLASP scholarship project operating in El Salvador is the Mission-administered CAPS project. Some CAPS Trainees have also been recruited and trained under the supervision of the regional AID office in Guatemala (ROCAP). A parallel CLASP project is administered on a regional basis by Georgetown University (CASP/CASS). These CLASP projects have in common the effort to target economically disadvantaged sectors for scholarships to the U.S. and to allocate a major share of the scholarship awards to females, youth, rural dwellers, and persons who have demonstrated leadership or leadership potential.

The USAID/San Salvador-managed CAPS program has allocated a majority of its long-term scholarships to three-year programs for disadvantaged individuals who otherwise would have no opportunity to visit and study in the United States. The first year is used for English language study and orientation. The following two years lead to an Associate of Applied Science degree, typically in a field such as business administration, accounting, construction management, agricultural mechanics, electronics repair or medical equipment repair.

Short-term training has been generally focussed on economically disadvantaged community leaders who are considered most likely to influence young people, such as teachers and youth leaders. A special youth-related program in El Salvador has been the selection of school valedictorians for a five-week program which exposed them to the U.S. lifestyle, instructed them in leadership skills, taught the role of government and the private sector in a democracy, and emphasized communication skills and voluntary service for community development.

In its training program, USAID/San Salvador has had to deal with the fact that its Trainees would not normally know any English. This has meant that survival English had to be designed for short-term groups, and that long-term Trainees had to be taught English as part of their program.

**ACCOMPLISHMENTS**

The CLASP program in El Salvador has now been operational for six years. The total number of scholarships awarded as of the end of FY 90 was 1,416, of which 38 percent were for long term training. The new awards during FY 90 were 194 scholarships divided about evenly between short-term and long-term training. These additional awards were heavily weighted toward females (76%) in order to raise the cumulative average to the 40 percent minimum target overall.

Figure 15 reflects the cumulative scholarships awarded for the CLASP/CAPS project in El Salvador at the end of FY 90 in terms of the target for long-term training, for selection of females, and for selection of persons from backgrounds of disadvantage. Despite a heavy emphasis during the past two years by USAID/San Salvador on including the disadvantaged, its cumulative record is still below the 70 percent target for participation in the Peace Scholarship program. It has, however, exceeded the minimum target for long-term scholarship awards, less than half of which have been allocated to academic degree objectives. The CLASP training effort in El Salvador has been structured in order to also comply with the other CLASP target emphases, which do not have a selection target amount, i.e., the rural population, youth and persons with leadership skills or potential.

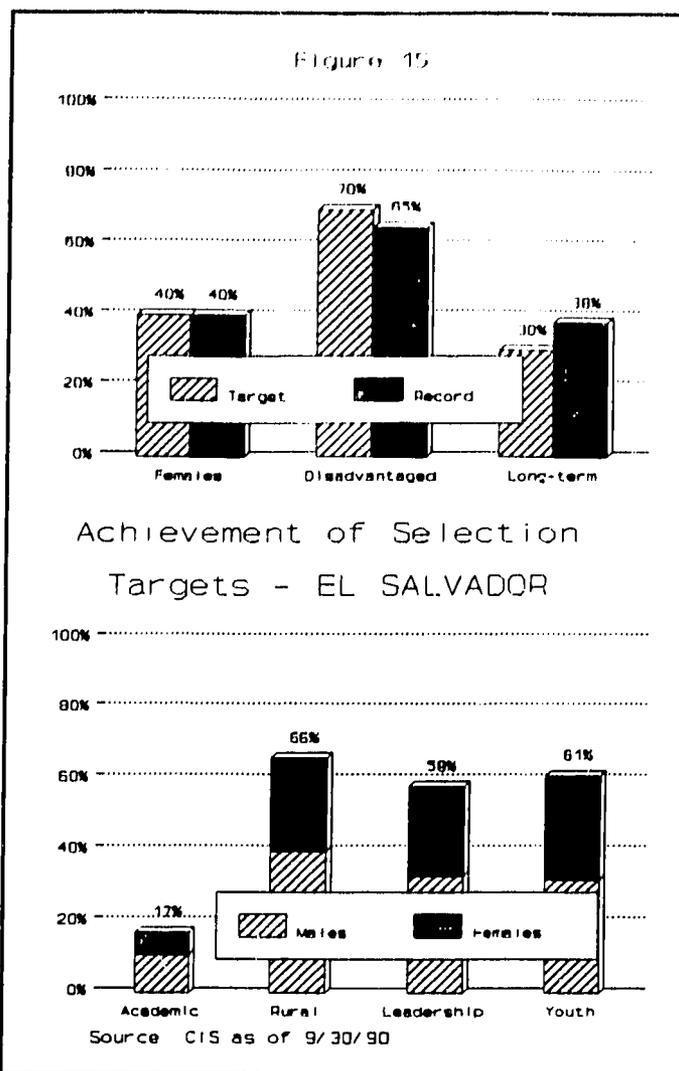
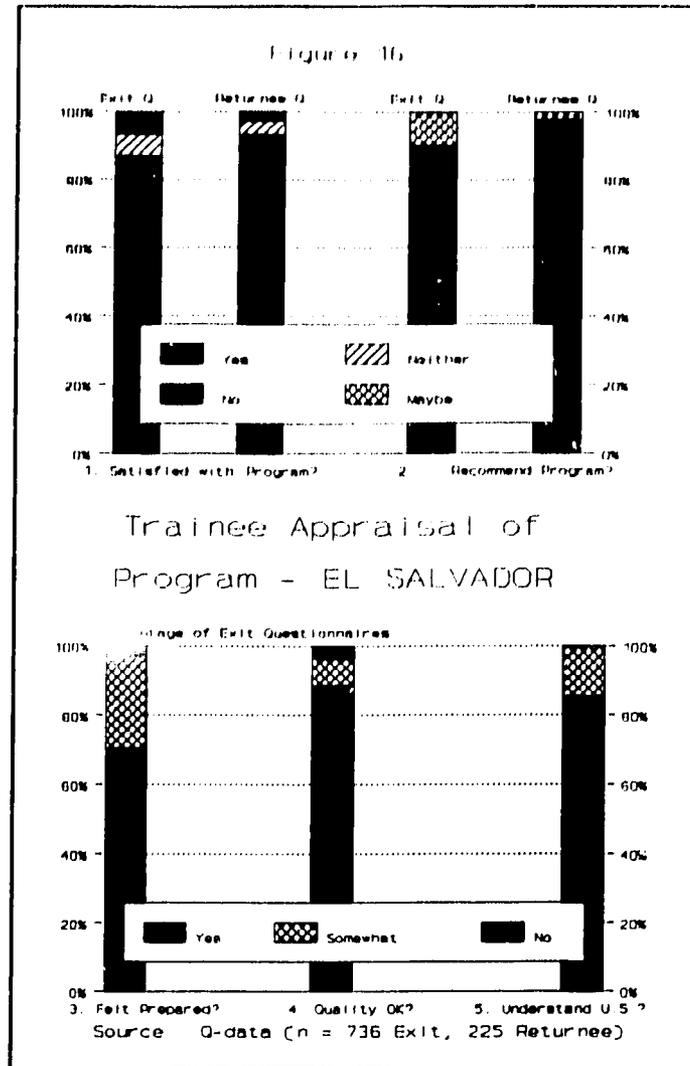


Figure 16 reflects the evaluation of the training program by the Trainees as expressed in response to the Exit Questionnaire, which is completed at the end of the training program, and the Returnee Questionnaire, which is administered after the Trainee has been back home long enough to be able to evaluate how useful the training has been from a professional and personal level. The questions that are represented in Figure 16 ask about the Trainee's satisfaction with the training experience (Question 1) and whether he or she would recommend it to others (Question 2). Both of these questions are asked on both of the questionnaires. In the case of El Salvador, there were less than one percent of the exiting Trainees, and none of the returned Trainees, who would not recommend the program to others. With regard to those returned Trainees who definitely would recommend the program, the Salvadoran CAPS project has the highest percentage (98%) of any of the CLASP projects.



Other questions about the training program which appear on the Exit Questionnaire are designed to probe for areas that could be improved, e.g., whether the Trainee felt prepared for his or her training program when he or she left for the U.S. (Question 3), how the Trainee felt about the quality of the training program (Question 4), and whether the Trainee felt that he or she had learned to understand the U.S. better (Question 5). For both the third and fifth questions, the positive responses (71% and 86% respectively) were significantly higher than the CLASP average.

USAID/San Salvador programmed 31 Trainees under the CAPS project at Historically Black Colleges and Universities (HBCUs) through FY 89 and that an additional 143 scholarships were similarly targeted for FY 90 and FY 91. During FY 90, there were 25 short-term Trainees who attended a program at Jackson State University, and another 71 students enrolled in long-term training at another three HBCUs. The Mission is, therefore, close to being on target for reaching the ten percentage target for programming at HBCUs.

**COUNTRY: GUATEMALA**

SUB-REGION: Central America  
PROJECT TITLE: Central American Peace Scholarships (CAPS)  
PROJECT PERIOD: FY 85 - 94  
PROJECT MANAGERS: USAID/Guatemala: Bambi Arollano  
AID/W: Anthony Vollbrocht  
MAJOR CONTRACTORS: Partners for International Education and Training  
META Inc.  
Experiment in International Living

**PROJECT SUMMARY**

The Peace Scholarship program in Guatemala is administered through the CAPS project by the USAID Mission; second, some Trainees are selected on a regional bases by the ROCAP Mission, also located in Guatemala; and third, Guatemalans are recruited into the CASP/CASS project by Georgetown University. CAPS in Guatemala is the largest project among all of the countries which participate in the CLASP training initiative. All the projects share the CLASP objective of seeking economically and socially disadvantaged persons for short-term and long-term training in the U.S. In Guatemala, special emphases have been targeted on youth and the indigenous population.

The CLASP/CAPS awards began in Guatemala in FY 85. In that first year, the USAID Mission was able to select and begin training of 325 persons. The CAPS programming averaged nearly one thousand awards in each of the subsequent four years. For the first three years of the project, CAPS was almost entirely focussed on short-term training. In order to increase the share of the project allocated to long-term training awards, USAID/Guatemala began in FY 88 to include a greater portion of long-term Trainees in its programming. Because of the higher cost associated with longer periods of training, the total number of new training starts declined.

The CAPS project in Guatemala has focussed on short-term training for target populations from small and medium private sector enterprises, and from the public sector among persons employed in primary health care, community development, training, primary education, etc. This training, in groups of roughly 40 persons, has continued through the past year. The long-term training has been targeted on several groups. The Junior Year Abroad (JYA) program has been in place for about 100 university students per year. This effort complements other AID funding, and it is designed to help deserving youth complete a secondary education. Long-term training has typically included fields such as business administration, education, engineering, public health, agriculture and computer science.

In its training program, USAID/Guatemala has had to deal with the fact that its Trainees would not normally know any English. This has meant that survival English had to be designed for short-term groups, and that long-term Trainees had to be taught English as part of their program or be taught in Spanish.

**ACCOMPLISHMENTS**

As noted above, for the first three years of the Peace Scholarship program, USAID/Guatemala focussed almost exclusively on short-term training. That focus in CAPS programming changed somewhat in FY 88 - 89, and the percentage of long-term scholarship awards increased overall from one percent to 16 percent. However, with the absence of further long-term training awards in FY-90, the share of the Guatemala CAPS program for long-term training fell to 14 percent.

Figure 17 reflects the cumulative scholarships awarded for the CLASP/CAPS project in Guatemala at the end of FY 90 in terms of the target for long-term training, for selection of females, and for selection of persons from backgrounds of disadvantage. With the exception of the target for long-term scholarship awards, the Mission has exceeded the CLASP minimum targets. The CLASP/CAPS training effort in Guatemala has been structured to also comply with the other CLASP target emphases, which do not have a selection target amount, i.e., the rural population, youth and persons with leadership skills or potential.

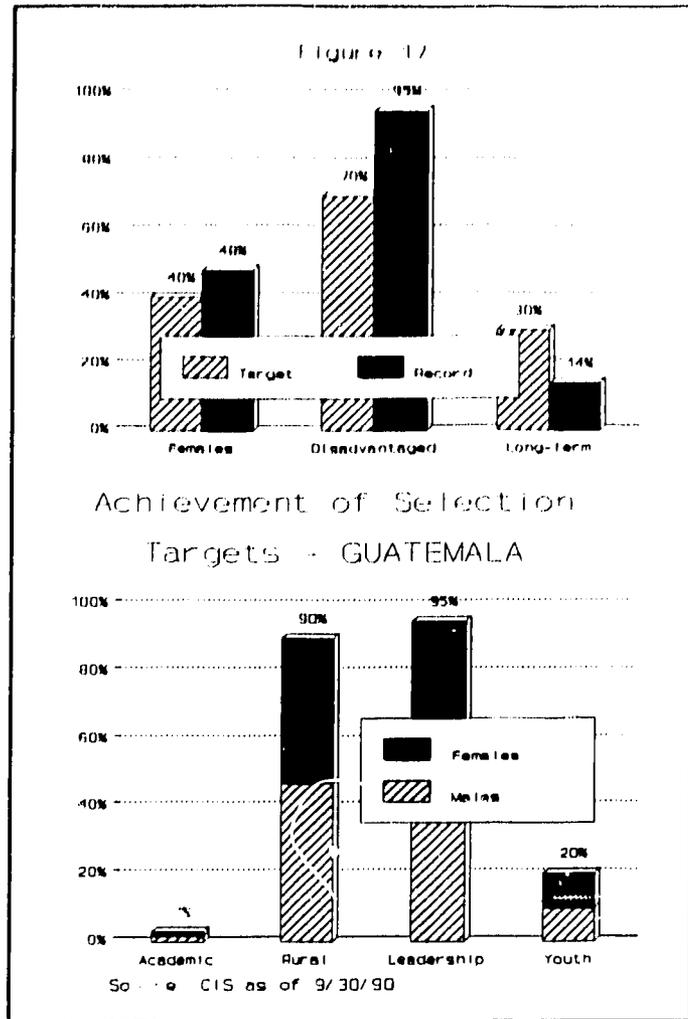
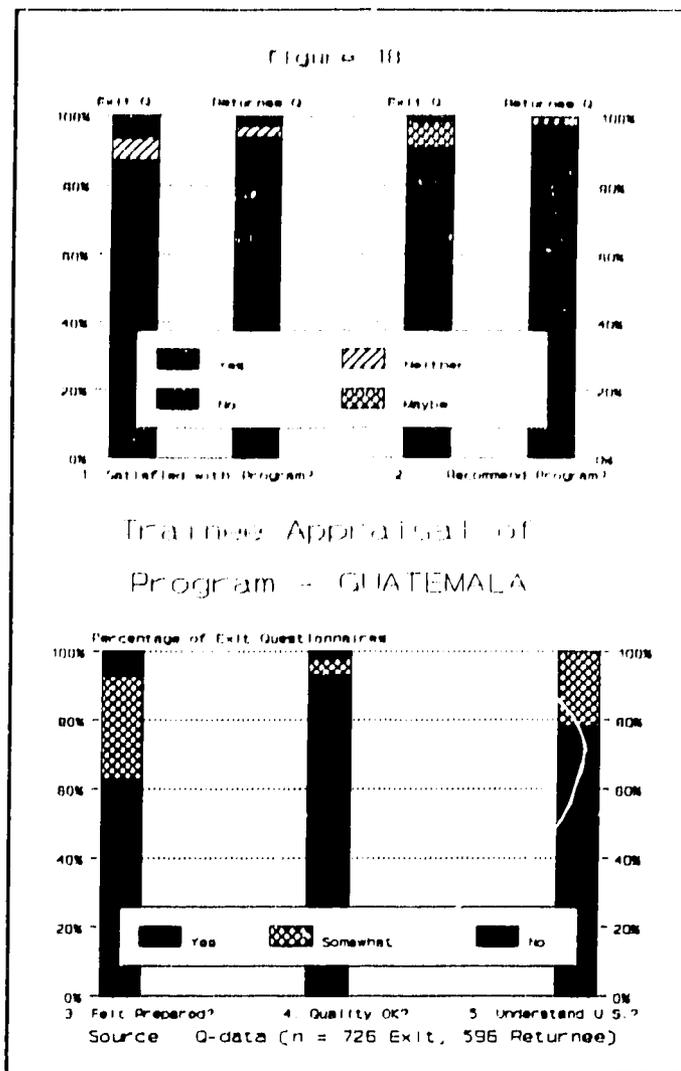


Figure 18 reflects the evaluation of the training program by the Trainees as expressed in response to the Exit Questionnaire, completed at the end of the training program, and the Returnee Questionnaire, which is administered after the Trainee has been back home long enough to be able to evaluate how useful the training has been from a professional and personal level. The questions that are represented in Figure 18 ask about the Trainee's satisfaction with the training experience (Question 1) and whether he or she would recommend it to others (Question 2). Both of these questions appear on the two questionnaires. In the case of Guatemala, only about one percent of the exiting Trainees would not recommend the program to others, and less than one percent of the returned Trainee respondents provided the same response.

Other questions about the training program which appear on the Exit Questionnaire are designed to probe for areas that could be improved, e.g., whether the Trainee felt prepared for

his or her training program upon departure for the U.S. (Question 3), how the Trainee felt about the quality of the training program (Question 4), and whether the Trainee felt that he or she had learned to understand the U.S. better (Question 5). The number of Guatemalan Trainees who rated highly the quality of their training program was about five percent higher than the average for CLASP overall (93.3% and 88.5% respectively).

USAID/Guatemala reports that its efforts to program scholarship recipients in Historically Black Colleges and Universities (HBCUs) in the U.S. have been quite successful. Information as of the end of FY 90 indicates that HBCU placements were about 18% (a total of 800 placements) in the CAPS project. During FY 90, the Mission included training at Texas State University, an HBCU, for 40 short-term Trainees.



**COUNTRY: HAITI**

SUB-REGION: Caribbean  
PROJECT TITLE: Pres. Training Init. for the Island Caribbean (PTIIC)  
PROJECT PERIOD: FY 86 - 92  
PROJECT MANAGERS: USAID/Port-au-Prince: Nicolo Joan-Mary  
AID/W: Marilyn Arnold  
MAJOR CONTRACTORS: Partners for International Education and Training  
United Schools of America

**PROJECT SUMMARY**

In Haiti, as elsewhere in the Caribbean, the Caribbean and Latin American Scholarship Program (CLASP) is being implemented through both the PTIIC project, administered by AID, and the CASS earmark project, administered by Georgetown University. Both of these projects are aimed at providing both short-term and long-term training opportunities in the U.S. for the socially and economically disadvantaged (including a major participation of women), to enhance their active role in the development of their country. In Haiti, the PTIIC project began in early FY 87. So far, the selection of scholarship recipients has included communication specialists, political party officials, legislators and labor activists. The project has also included public sector representatives from the Ministry of Information and from the Ministry of Justice. These courses were intended to advance the democratic development of Haiti.

The PTIIC training initiative encountered special programming difficulties because of a change in training placement contractor in the middle of the project period. This directly affected Trainees in the U.S. and may have negatively impacted on some of them and on some aspects of their training programs.

The training program in Haiti is confronted with the nearly general lack of English language capability among the target population for CLASP long-term academic training. After an initial experience with very expensive and extensive ELT in the U.S., the Mission began an English language program in-country (four months) and limited the instruction in the U.S. to "topping-off". Nevertheless, the costs associated with long-term training have proved to be significantly more than anticipated and have precipitated a major scaling back of the scholarship program in FY 89.

**ACCOMPLISHMENTS**

The CLASP/PTIIC program in Haiti began awarding scholarships in FY 87. Initial programming was mostly short-term training, but also included a small group of long-term academic students. In the second year of the project, a major increase of long-term scholarships was awarded. By the third year of the program, the USAID Mission in Haiti confronted the need to scale back its long-term programming to assure sufficient funding availability for the students already in long-term training. This was also influenced by the change in placement contractor.

Of the target areas for CLASP training awards, Haiti is well above the minimum target for females, and, after a major programming effort in FY 90, has now nearly reached the target for economically and socially disadvantaged individuals. Long-term training of PTIIC scholarship recipients, which stood at 25 percent at the end of FY 88, has declined to 20 percent, below the 30 percent minimum for the PTIIC project, with only three long-term awards in FY 89 and two in FY 90.

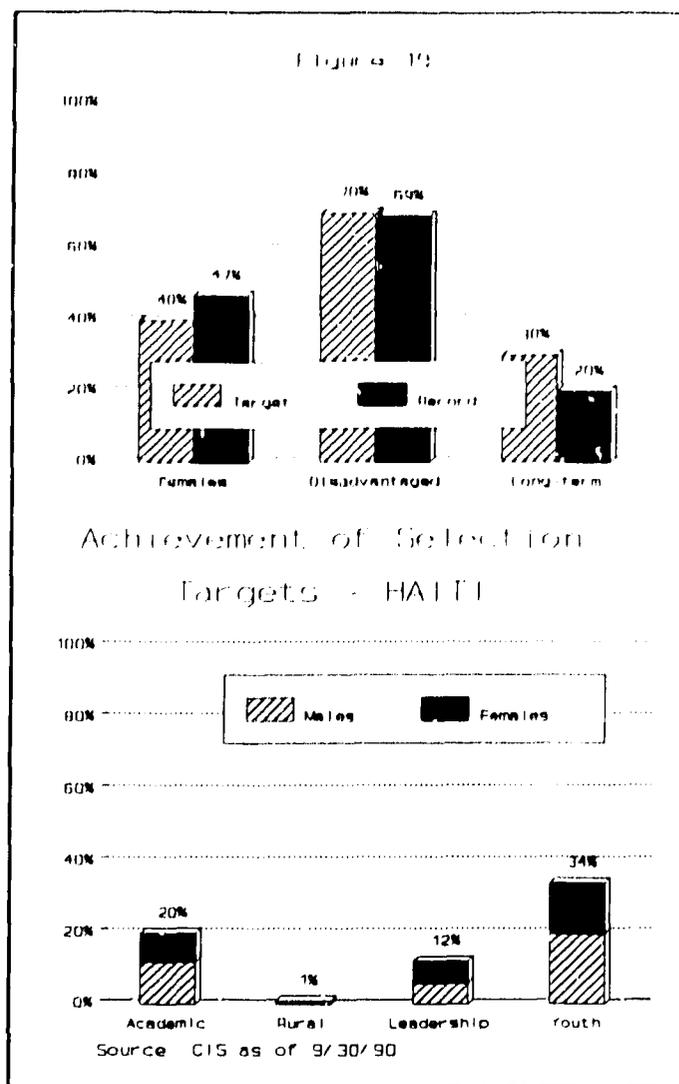
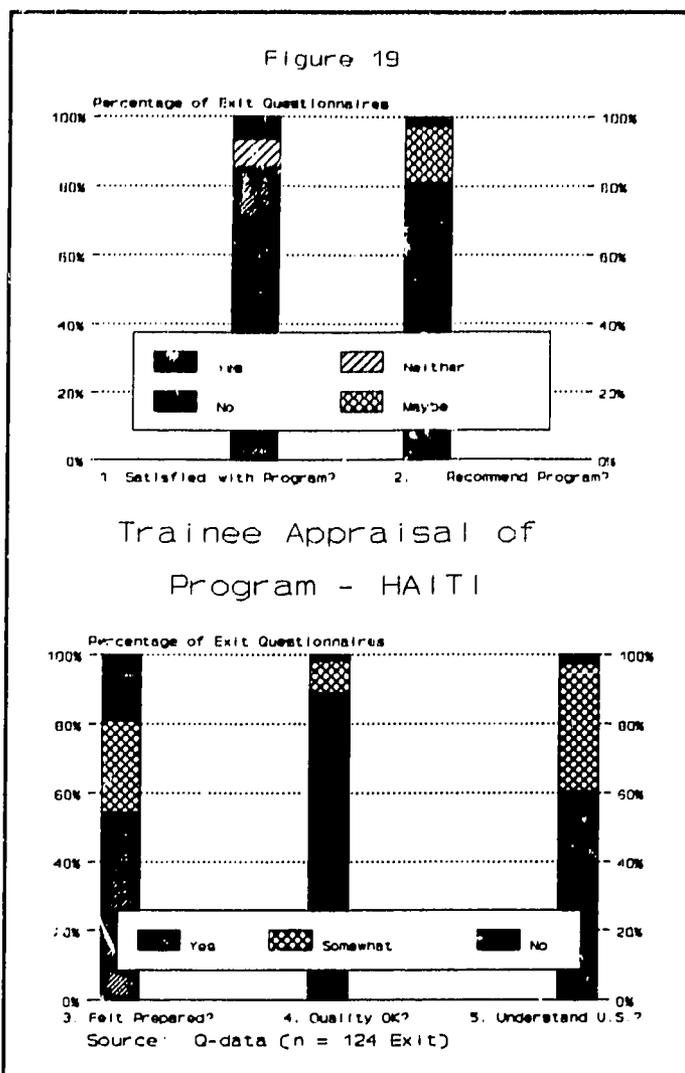


Figure 19 reflects the cumulative scholarships awarded for the CLASP/PTIIC project in Haiti at the end of FY 90 in terms of the minimum targets for long-term training, for selection of females, and for selection of persons from backgrounds of disadvantage. The CLASP/PTIIC training effort in Haiti has been structured to also comply with the other CLASP target emphases, which do not have a selection target amount, i.e., the rural population, youth and persons with leadership skills or potential.

Figure 20 reflects the evaluation of the training program by the Trainees as expressed in response to the Exit Questionnaire, which is completed as the Trainee is departing the U.S. training program. The in-country survey, which provides similar appraisals by the Trainees after they are back in country and have had time to test their new capabilities has only been recently completed, and the survey results are not available for this report. The questions that are represented in Figure 20 ask about the Trainee's satisfaction with the training experience (Question 1) and whether he or she would recommend it to others (Question 2). In the case of Haiti, nearly fifteen percent of the exiting Trainees were less than fully satisfied with the training program, and nearly twenty percent were less than sure that they would recommend the program to others.



Other questions about the training program which appear on the Exit Questionnaire are designed to probe for areas that could be improved, e.g., whether the Trainee felt prepared for the training program when he or she left for the U.S. (Question 3), how the Trainee felt about the quality of the training program (Question 4), and whether the Trainee felt that he or she had learned to understand the U.S. better (Question 5). An unusually low number of Haitian Trainees, by CLASP overall ratings, felt fully prepared for the training experience when they left for the U.S. (54.5% compared with 64.8% overall). The 40 percent who responded that they were less than sure that they understood the U.S. better after their program is about double the CLASP average (20.5%).

USAID/Port-au-Prince reports that it began its first HBCU placements under the PTIIC project, as required by the Gray Amendment, in FY 88. In FY 90, the Mission sent two groups of short-term Trainees to HBCUs (10 to Clark Atlanta Univ. and 12 to Jackson State Univ.). Ten long-term Trainees were also studying at HBCUs during the year (six at Lincoln Univ. and four at Oakwood College).

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## **COUNTRY: HONDURAS**

**SUB-REGION:** Central America  
**PROJECT TITLE:** Central American Peace Scholarships (CAPS)  
**PROJECT PERIOD:** FY 85 - 94  
**PROJECT MANAGERS:** USAID/Tegucigalpa: Ned Van Steenwyck  
AID/W: Anthony Vollbrecht  
**MAJOR CONTRACTORS:** Academy for Educational Development  
Partners of the Americas  
Partners for International Education and Training

### **PROJECT SUMMARY**

In Honduras the CLASP education and training program is administered under two projects. The largest, and primary scholarship program, is the CAPS project. CAPS Trainees are selected by the USAID/Tegucigalpa Mission, but a few Hondurans have been also recruited and selected by the regional AID Mission in Guatemala (ROCAP). The other project, CASP/CASS, is managed by Georgetown University on the basis of a legislative set-aside in the CLASP authorization. Both of the projects have the same mandate of awarding scholarships to emerging leaders who come primarily from disadvantaged backgrounds. These scholarships are reserved for persons who would not otherwise have the opportunity for exposure to U.S. society and to U.S. education and training designed to help them realize their leadership potential. The CAPS training program in Honduras provides a mix of both short-term and long-term educational opportunities.

A key element of the CLASP/CAPS training program for both short-term and long-term Trainees is active exposure to and participation in the culture and democratic aspects of life in the United States. Fields of study are related to priority areas for Honduras' development such as agriculture, education, health/population, small and export business, and infra-structure development. Targeted for long-term training, primarily at the undergraduate level, are youth from rural areas who have leadership potential.

In its training program, USAID/Tegucigalpa has had to deal with the fact that its Trainees would not normally know any English. This has meant that survival English had to be designed for short-term groups, and that long-term Trainees had to be taught English as part of their program, or they had to be taught in Spanish.

## ACCOMPLISHMENTS

The CAPS program in Honduras got off to a quick start in FY 85, with over two hundred scholarships awarded, and more than fifteen percent of those were received by long-term Trainees, whose placement and support constitute demanding requirements. Since then, the project has expanded in both number of scholarships awarded and in the portion of them allocated to long-term training (over the 30 percent minimum in FY 87 and FY 89). Total awards to the end of FY 90 have reached 1,812, and the Long-term portion of these was 24 percent.

USAID/Tegucigalpa has made efforts to find qualified scholarship recipients who come from economically or socially disadvantaged backgrounds, as well as assuring that a major portion of those awards go to women. Mission programming for FY 89 (47% female) and for FY 90 (44% female) brought the over-all record of the CAPS project in Honduras nearer its 40 percent target. For long-term training the Mission's record dropped slightly, as there were no new long-term

scholarship awards in FY 90. With 98% of its short-term awards for FY 90 going to disadvantaged persons, the Mission has surpassed the CLASP minimum target for including persons from economically and socially disadvantaged backgrounds.

Figure 21 reflects the cumulative scholarships awarded for the CLASP/PTIIC project in Honduras at the end of FY 90 in terms of the minimum targets for long-term training, for selection of females, and for selection of persons from backgrounds of disadvantage. Figure 21 also reflects how the CLASP/PTIIC training effort in Honduras has been structured to also comply with the other CLASP target emphases, which do not have a selection target amount, i.e., the rural population, youth and persons with leadership skills or potential.

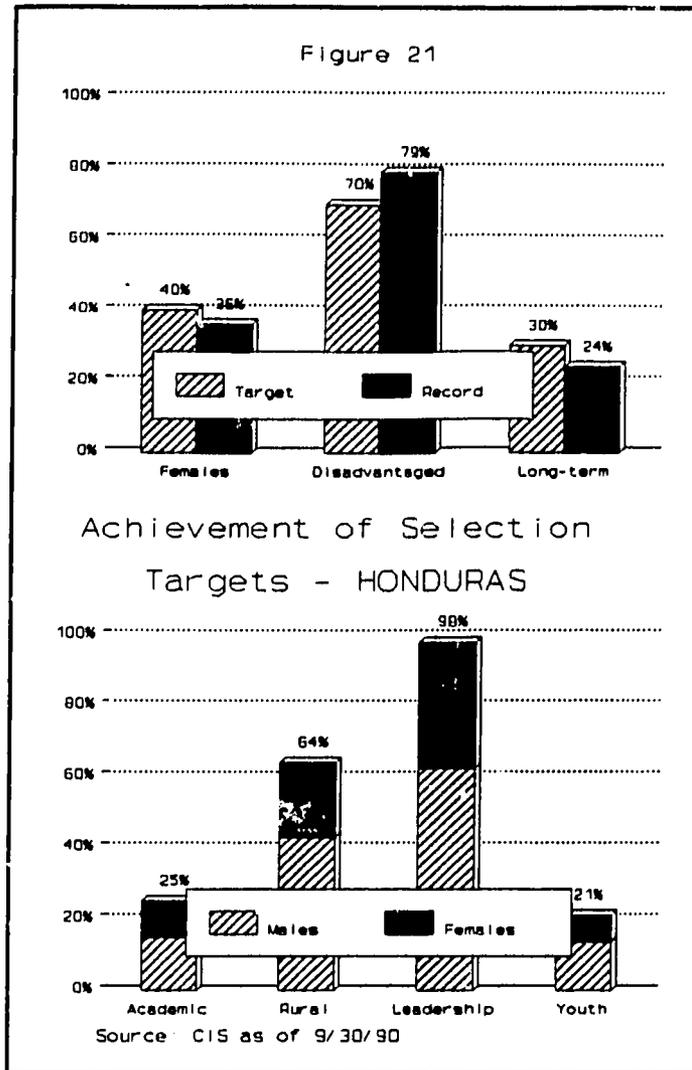
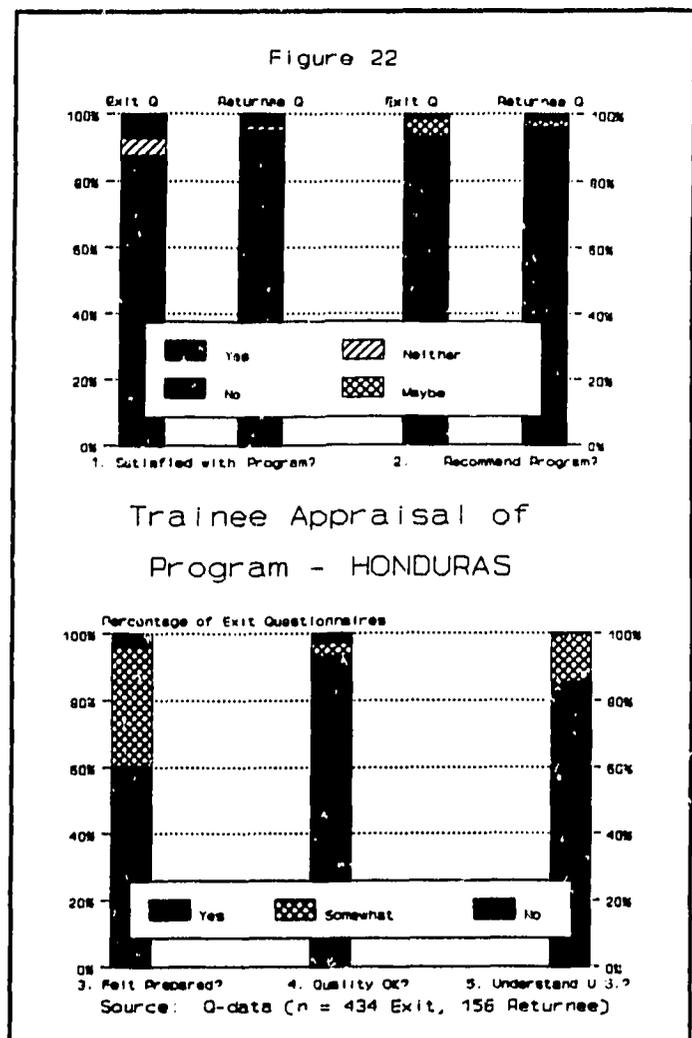


Figure 22 reflects the evaluation of the training program by the Trainees, as expressed in response to the Exit Questionnaire, which is completed at the end of the training program, and the in-country survey, which provides similar appraisals by the Trainees after they are back in country and have had time to test their new capabilities has only been recently completed. The first two questions reflect the results from both questionnaires in response to the same questions about the Trainee's satisfaction with the training experience (Question 1) and whether he or she would recommend it to others (Question 2). In the case of Honduras, there were only about one percent of the departing Trainee respondents, and one percent of the returned respondent Trainees, who would not recommend the program to others. The percentage of returned Honduran Trainees who were fully satisfied with the training program (95.5%) is the highest level among all of the CLASP projects.



Other questions about the training program which appear on the Exit Questionnaire are designed to probe for areas that could be improved, e.g., whether the Trainee felt prepared for the training program when he or she left for the U.S. (Question 3), how the Trainee felt about the quality of the training program (Question 4), and whether the Trainee felt that he or she had learned to understand the U.S. better (Question 5). The about two-fifths who indicated that they felt less than fully prepared for training when they left for the U.S., was higher than the CLASP average. However, the ratings for the quality of the training (93.4%) and better understanding of the U.S. (85.6%) were both significantly above the overall CLASP average on these questions.

USAID/Tegucigalpa reports that, as of the end of FY 90, it had placed 188 CAPS scholarship recipients in Historically Black Colleges and Universities (HBCUs). In FY 90, 199 Trainees attended HBCUs (150 in short-term training programs, and 49 Trainees were studying at nine different HBCUs). This level of HBCU programming is in excess of 20 percent.

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## **COUNTRY: JAMAICA**

**SUB-REGION:** Caribbean  
**PROJECT TITLE:** Pres. Training Init. for the Island Caribbean (PTIIC)  
**PROJECT PERIOD:** FY 86 - 94  
**PROJECT MANAGERS:** USAID/Kingston: Yvonne Johnson  
AID/W: Marilyn Arnold  
**MAJOR CONTRACTORS:** Partners for International Education and Training  
United Schools of America

### **PROJECT SUMMARY**

The CLASP training initiative in Jamaica is carried out through PTIIC, administered by USAID/Kingston, and CASS, administered by Georgetown University. Both projects have the same goal of including sectors of the society that otherwise would not normally be included in sectoral-oriented development training. The USAID-managed project, which is the largest, includes a mix of short-term and long-term training, whereas the Georgetown-administered project, based on a legislative earmark, is currently focussed exclusively on long-term training.

The PTIIC scholarship award project in Jamaica was begun in FY 86, but did not become fully operational until the following year. In addition to rural youth, USAID/Kingston has sought to also target individuals whose U.S. experience will have a multiplier effect, such as teachers and private sector leaders. One training program which had a very positive evaluation was for women in the construction industry.

Recruitment of community and youth leaders has been handled through 4-H clubs and the Jaycees movement in Jamaica, while recruitment of teachers and educators has been handled through a teacher training institution, the College of Arts, Science and Technology. The Mission has also advertised scholarships in the leading daily newspapers.

The PTIIC training initiative encountered special programming difficulties because of a change in training placement contractor in the middle of the project period. This directly affected Trainees in the U.S. and may have negatively impacted on some of them and on some aspects of their training programs.

In its training program, USAID/Kingston has not been constrained by having to include English language training, since that is the native language of Jamaica.

## ACCOMPLISHMENTS

Under the PTIC project, USAID/Kingston has selected and sent 233 Jamaicans to the U.S. for training.

USAID/Kingston has encountered significant problems in structuring its scholarship project to meet all of the target emphases because of the large Jamaican immigrant community in the U.S. In order to give a training experience in the U.S. to persons who would not otherwise be likely to have that opportunity, and who would then return to their home communities to share that experience with others, those persons with immediate family members already in the U.S. are not considered the most appropriate candidates. The criteria becomes more problematic when trying to reach the economically disadvantaged. The result has been that USAID/Kingston has had difficulty finding as many qualified scholarship recipients who meet the disadvantaged criterion as it has sought. Nevertheless, USAID/Kingston was able to program

in FY 90 increased levels of scholarship awards for Trainees from disadvantaged backgrounds (73%). This training ratio increases slightly the overall percentage of compliance with that target. USAID/Kingston has the highest portion of awards to females of any component of CLASP training.

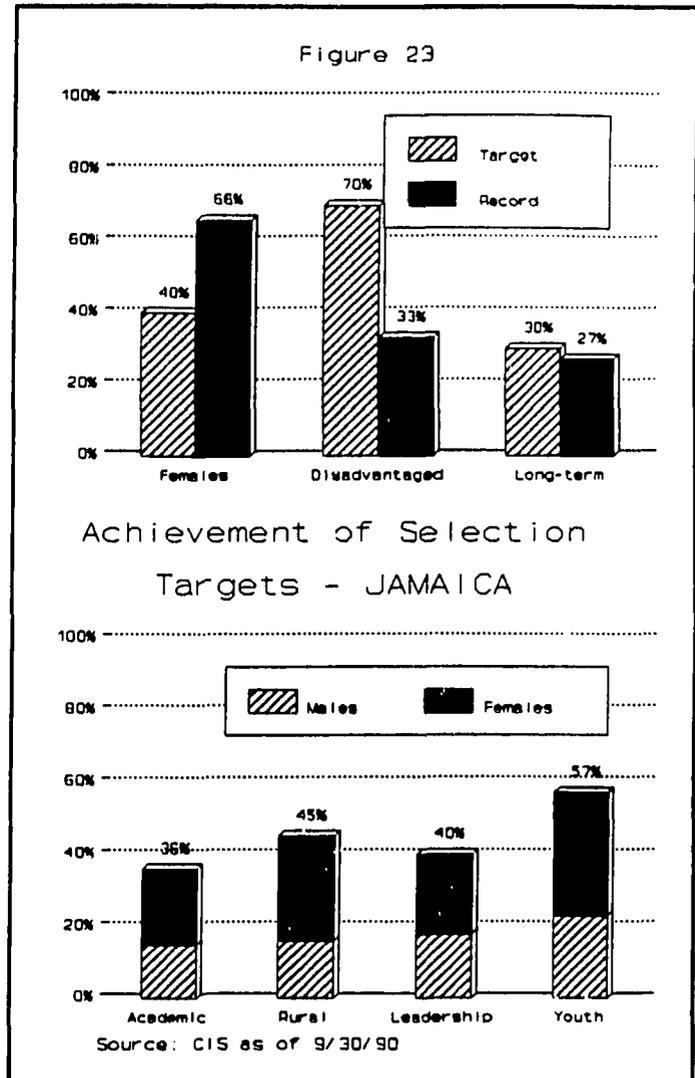
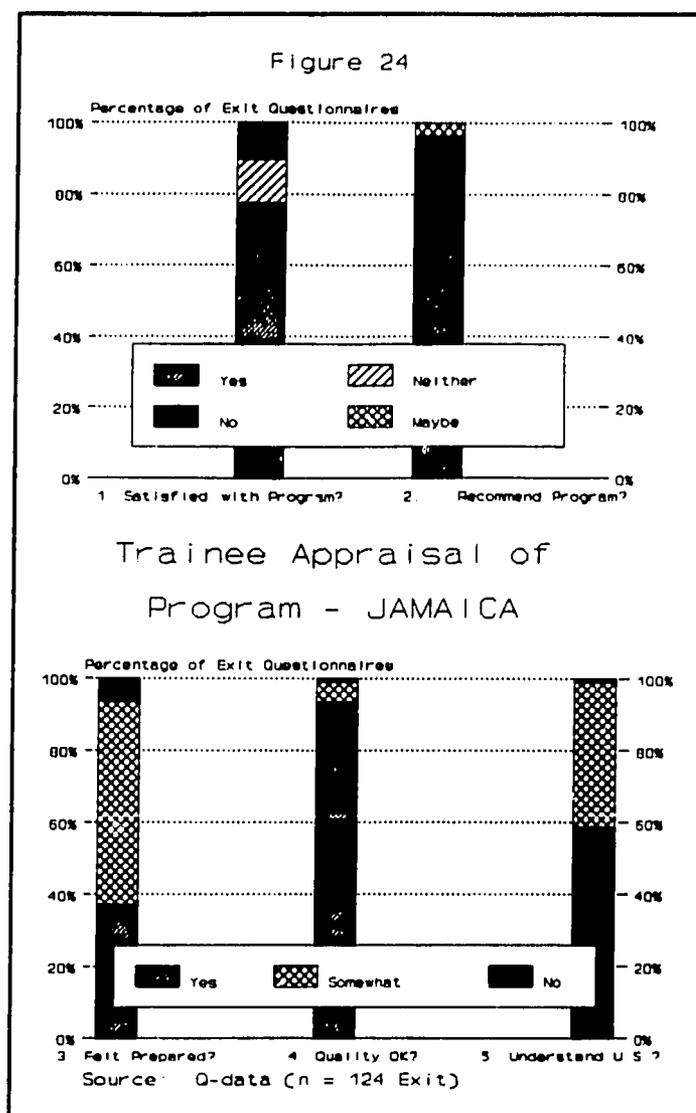


Figure 23 reflects the cumulative scholarships awarded for the CLASP/PTIC project in Jamaica at the end of FY 90 in terms of the minimum targets for long-term training, for selection of females, and for selection of persons from backgrounds of disadvantage. The CLASP/PTIC training effort in Jamaica has been structured to also comply with the other CLASP target emphases, which do not have a selection target amount, i.e., the rural population, youth and persons with leadership skills or potential.

Figure 24 reflects the evaluation of the training program by the Trainees as expressed in response to the Exit Questionnaire, which is completed just before the Trainee departs the U.S. training program. The in-country survey, which provides similar appraisals by the Trainees after they are back in country and have had time to test their new capabilities, has only been recently completed, and the survey results are not available for this report. The questions that are represented in Figure 24 ask about the Trainee's satisfaction with the training experience (Question 1) and whether he or she would recommend it to others (Question 2). Both of these questions appear on both of the questionnaires. In the case of Jamaica, all of the 110 respondents would either "definitely" (96%) or "maybe" (4%) recommend the training programs to others. However, asked about overall satisfaction with the training experience, ten percent of the Trainees expressed dissatisfaction.



Other questions about the training program which appear on the Exit Questionnaire are designed to probe for areas that could be improved, e.g., whether the Trainee felt prepared for the training program when he or she left for the U.S. (Question 3), how the Trainee felt about the quality of the training program (Question 4), and whether the Trainee felt that he or she had learned to understand the U.S. better (Question 5). An unusually low percentage of Jamaican Trainees, by CLASP overall ratings, felt fully prepared for the training experience when they left for the U.S. (37.4% compared with 64.8% overall). The percentage of exiting Trainees who responded that they clearly understood the U.S. way of life better after their training program was also much lower than the CLASP average (58.8% compared with nearly 79.5%).

USAID/Kingston reports that it has had major success in using U.S. Historically Black Colleges and Universities (HBCUs) for training its Jamaican scholarship recipients. HBCU placements were reported in the FY 91 Country Training Plan as 26 percent, compared with the ten percent target. In FY 90, the Mission had 13 PTIC long-term students attending five different HBCUs.

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## **COUNTRY: PANAMA**

**SUB-REGION:** Central America  
**PROJECT TITLE:** Central American Peace Scholarships (CAPS)  
**PROJECT PERIOD:** FY 85 - 94  
**PROJECT MANAGERS:** USAID/Panama: Vilma Jaen  
AID/W: Anthony Vollbrecht  
**MAJOR CONTRACTORS:** Partners for International Education and Training  
Georgetown University

### **PROJECT SUMMARY**

The CLASP initiative for training Panamanians was suspended in 1988 for policy reasons related to political conditions in Panama. With the establishment of civilian government in December 1989, both the USAID/Panama Mission-managed CAPS and Georgetown University-managed CASP projects resumed training during FY 90. Some Panamanians have also been trained in the CAPS project through the regional effort managed by the ROCAP Mission in Guatemala. Both the CAPS and the CASP projects share the same objectives and programming targets, although both projects have limited the breadth of their impact by concentrating on long-term training, almost to the exclusion of short-term training. This has meant that the recruitment population has been constituted by sectors of Panamanian society that were either not employed or able to be away from their jobs for an extended period. At the time the CAPS training effort was suspended in 1988, the Mission had awarded 427 scholarships. Since scholarship awards were resumed in FY 90, all new training starts have been long-term placements.

The first groups selected under CAPS for long-term training were potential Panama Canal pilots and electrical engineers, while training in agriculture was provided to rural youth. Subsequent long-term groups were composed of economists, transportation managers, English professors, teachers and administrators, computer programmers, and undergraduates in general fields such as business administration, the sciences, and economics. Short-term training was provided to rural youth, journalists, former trainees in the Soviet Bloc, politicians, and persons in various maritime occupations.

Provincial committees have been established under the CAPS project in the ten provinces for the purpose of organizing and setting up follow-on programs for returned Trainees. These committees, composed of business and community leaders, have been given the challenge of meeting with returned Trainees, advising them on career paths and how best to pursue their professional goals, and assisting them in finding jobs.

In its training program, USAID/Panama has had to deal with the fact that most of its Trainees would not normally know any English. This has meant that survival English

had to be designed for short-term groups, and that long-term Trainees had to be taught English as part of their program, or be trained in Spanish. USAID/Panama has used schooling facilities in the Canal Zone to teach English to long-term Trainees.

## ACCOMPLISHMENTS

Under the CAPS project, over half of all scholarships were awarded in FY 86, the second year of the program. Since the CLASP/CAPS training was restarted in FY 90, an additional 56 Trainees have begun programs in the U.S. Thirty percent of these current academic Trainees are women.

The CLASP minimum targets, designed to insure the participation of sectors of society that otherwise would have been unlikely to experience training in the U.S. have been met under CAPS scholarship awards with the exception of the percentage of female Panamanian Trainees. The level of long-term training in AID/Panama's training program design is greater (92%) than any other training component of CLASP except for the CASS project.

Figure 25 reflects the scholarships awarded for the CAPS project in Panama at the end of FY 90 in terms of the minimum targets for long-term training, for selection of females, and for selection of persons from backgrounds of disadvantage. Figure 25 also reflects how the CLASP/CAPS training effort in Panama has been structured to also comply with the other CLASP target emphases, which do not have a selection target amount, i.e., the rural population, youth and persons with leadership skills or potential.

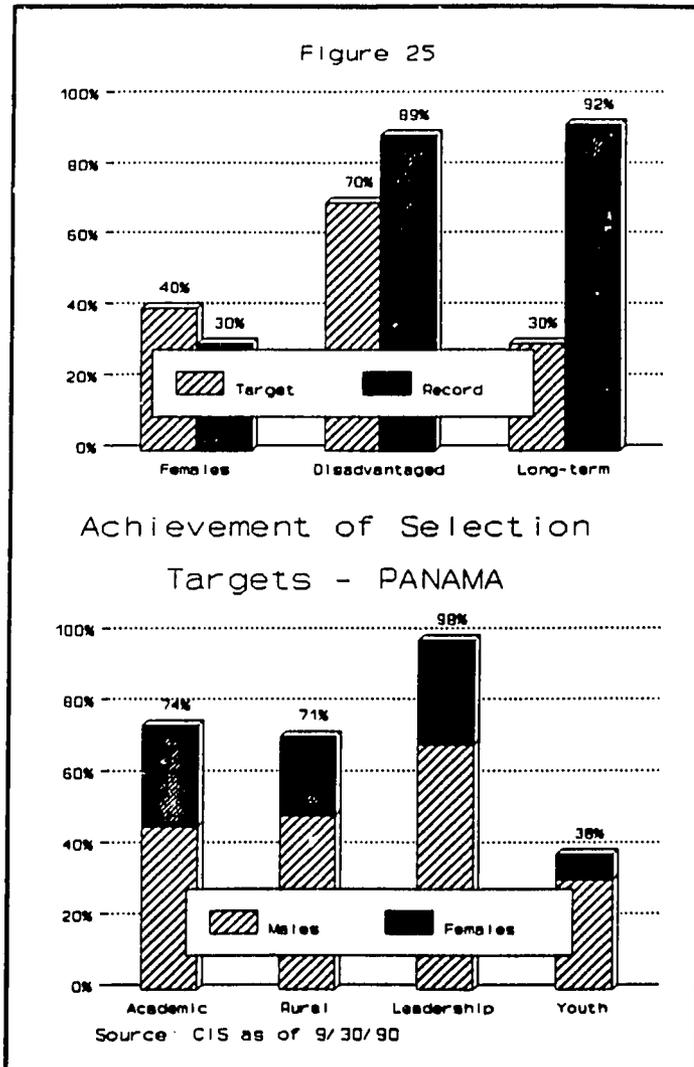
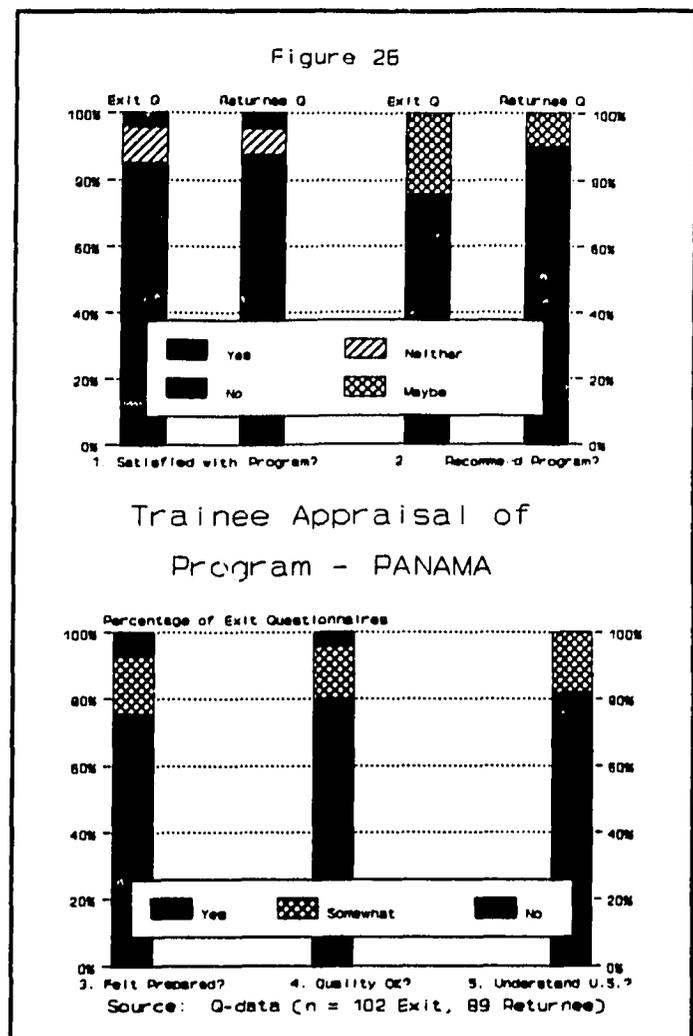


Figure 26 reflects the evaluation of the training program by the Trainees, as expressed in response to the Exit Questionnaire, which is completed at the end of the training program, and to the Returnee Questionnaire, which provides similar appraisals by the Trainees after they are back in country and have had time to test their new capability. The first two questions reflect the responses to the same question in both questionnaires about the Trainee's satisfaction with the training experience (Question 1) and whether he or she would recommend the program to others (Question 2). In the case of Panama, all of the Trainees leaving the U.S. and all of the returned respondent Trainees would definitely or maybe recommend the program to others. However, the percentage of Trainees responding to the Exit Questionnaire that they would definitely recommend the training (75.8%) is well below the CLASP average (89.8%).



Other questions about the training program which appear on the Exit Questionnaire are designed to probe for areas that could be improved, e.g., whether the Trainee felt prepared for the training program when he or she left for the U.S. (Question 3), how the Trainee felt about the quality of the training program (Question 4), and whether the Trainee felt that he or she had learned to better understand the U.S. way of life (Question 5). The level of Panamanian Trainees who felt fully prepared for their training experience is above the CLASP average (75.5% compared to 64.8%). However the quality rating assigned by the exiting Trainees for their program (80%) is lower than the CLASP average (88.5%).

USAID/Panama's placement contractor had not placed any Panamanian scholarship recipients in U.S. Historically Black Colleges and Universities (HBCUs) as of FY 88, when awards were suspended. Now that the scholarships are again being awarded, seven Panamanian students were studying at four different HBCUs during FY 90.

**COUNTRY: PERU**

**SUB-REGION:** South American Andean Region  
**PROJECT TITLE:** Andean Peace Scholarships Program (APSP)  
**PROJECT PERIOD:** FY 87 - 94  
**PROJECT MANAGERS:** USAID/Lima: Veronica Ferrero  
AID/W: Leslie Anderson  
**MAJOR CONTRACTORS:** Development Associates  
Partners of the Americas (NAPA/Texas)

**PROJECT SUMMARY**

The Andean Peace Scholarship Program (APSP) in Peru began CLASP training in FY 87. This project, managed by USAID/Lima is directed primarily to disadvantaged populations. It has two main objectives, cultural and developmental. The cultural objective seeks to strengthen the ties between the U.S. and Peru by exposing Trainees to the U.S., its citizens, values, cultures, and institutions, and to enable them to acquire a realistic and positive understanding of the U.S. The developmental objective is to provide Trainees with appropriate and relevant training to increase their skills and broaden their knowledge base in a particular discipline or sector related to priority development concerns in Peru.

The diverse groups from which participants are selected include: community leaders and organizers, agricultural leaders, teachers at high school and university levels, principals, journalists, farmers and cooperative leaders, drug abuse prevention and legal system professionals, development and finance specialists, and industrial workers. All training takes place in the U.S., and all participants are leaders or potential leaders. The technical training ranges from formal academic studies at junior colleges and universities to observation trips, meetings with officials and technicians, visits to active local community organizations, factories and farms, seminars, lectures, workshops, and hands-on technical training. Training in the U.S. is offered in Spanish, in English with Spanish interpreters, or in English without interpreters. To the extent practical and feasible the participants interact and live with U.S. families. They participate in community events and activities through such organizations as the Scouts, the 4-H, civic action groups, sports clubs, cultural societies, and church groups.

In its training program, USAID/Lima has had to deal with the fact that its Trainees would not normally know any English. This has meant that survival English had to be designed for short-term groups, and that special arrangement were necessary to teach long-term Trainees in Spanish, or to provide training in English as part of the program.

**ACCOMPLISHMENTS**

USAID/Lima began full-scale programming of the APSP project in FY 88. It has maintained a level of scholarship awards averaging about 90 per year. In FY 90 there were 89 new awards. The number of scholarship awards for FY 91 is forecast to decrease, however, because of a decision to program a larger portion of remaining scholarships for long-term training. USAID/Lima programming of long-term training already is above the 20 percent minimum target for the APSP countries and is the highest level among the four countries in that project.

Figure 27 reflects the scholarships awarded for the APSP project in Peru at the end of FY 90 in terms of the minimum targets for long-term training, for selection of females, and for selection of persons from backgrounds of disadvantage. Figure 27 also reflects how the CLASP/APSP training effort in Peru has been structured to also comply with the other CLASP target emphases, which do not have a selection target amount, i.e., the rural population, youth and persons with leadership skills or potential. USAID/Lima programming of women in the APSP training project has significantly exceeded the minimum target (58% compared to 40%). The Mission has also exceeded the programming minimum targets for disadvantaged and the APSP regional 20 percent target for long-term awards.

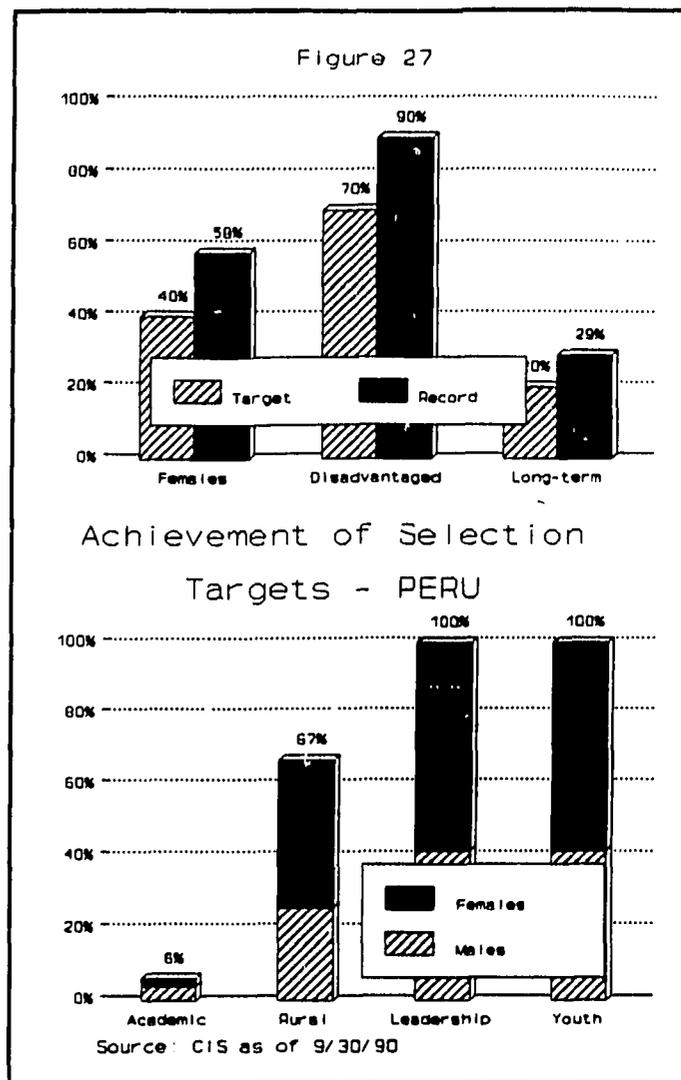
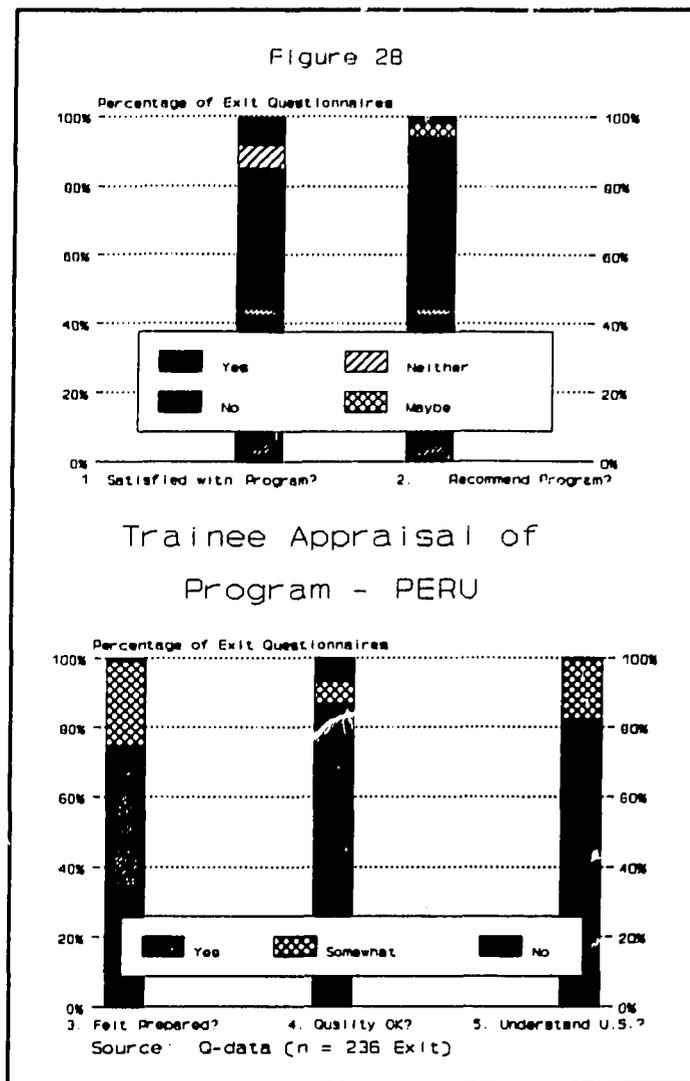


Figure 28 reflects the evaluation of the training program by the Trainees, as expressed in response to the Exit Questionnaire, which is completed at the end of the training program, and the Returnee Questionnaire, which provides similar appraisals by the Trainees after they are back in country and have had time to test their new capability. The first two questions reflect the responses to the same question in both questionnaires about the Trainee's satisfaction with the training experience (Question 1) and whether he or she would recommend the program to others (Question 2). In the case of Peru, only one-and one half percent of the respondents to the Exit Questionnaire indicated that they would not recommend the training program, and 94 percent responded that they definitely would recommend it.

Other questions about the training program which appear on the Exit Questionnaire are designed to probe for areas that could be improved, e.g., whether the Trainee felt prepared for the training program when he or she left for the U.S. (Question 3), how the Trainee felt about the quality of the training program (Question 4), and whether the Trainee felt that he or she had learned to better understand the U.S. way of life (Question 5). Less than one percent of Peruvian Trainees said they felt unprepared for their training program, and those who felt fully prepared (74.6%) is significantly higher than the CLASP average overall (64.8%).

USAID/Lima indicated in its most recent Country Training Report (FY 89-90) that it has been placing ten percent of its Trainees in U.S. Historically Black Colleges and Universities (HBCUs). It projected the same rate of HBCU placements in FY 90. In practice, 16 Peruvians spent part of their short-term training program at Lincoln University during the year.



## REGIONAL OFFICE: RDO/C

SUB-REGION: Caribbean  
 PROJECT TITLE: Pres. Training Init. for the Island Caribbean (PTIC)  
 PROJECT PERIOD: FY 86 - 94  
 PROJECT MANAGERS: USAID/RDO/C (Barbados): Sylvia Samuels  
 AID/W: Marilyn Arnold  
 MAJOR CONTRACTORS: Academy for Educational Development  
 United Schools of America/Creative Associates

### PROJECT SUMMARY

Since FY 86, the USAID Regional Development Office for the Caribbean (RDO/C) in Bridgetown, Barbados has been implementing the PTIC scholarship project. PTIC was designed to increase both long-term and short-term educational and training opportunities in the U.S. for citizens of the island states of Antigua-Barbuda, Barbados, British Virgin Islands, Dominica, Grenada, Montserrat, St. Christopher-Nevis, St. Lucia, and St. Vincent-Grenadines (Table 1 shows the distribution of awards). The Georgetown University-managed CASS project has been awarding scholarships among the same population since FY 89.

Table 1  
Distribution of RDO/C Trainees

Nationality	Number
Antigua/Barbuda	63
Barbados	22
Brit. Vir. Isl.	24
Dominica	63
Grenada	169
Montserrat	37
St. Kitts/Nevis	48
St. Lucia	61
St. Vincent/Gren.	68
Other	3
<b>Total RDO/C</b>	<b>578</b>

Source: CIB data as of 8/30/90

The target population for both scholarship projects is the economically disadvantaged strata which would not otherwise be able to develop its leadership potential, nor have the chance to experience U.S. society. While the priority groups for inclusion in the program are tailored to the needs of the respective countries, the major focus has been on primary and secondary teachers, youth leaders, labor leaders, private sector individuals, public sector representatives seeking training in areas vital to economic development, and those who have returned from Soviet Bloc training.

The PTIC training initiative encountered special programming difficulties because of a change in training placement contractor in the middle of the project period. This directly affected Trainees in the U.S. and may have negatively impacted on some of them and on some aspects of their training programs. RDO/C plans the award of 622 scholarships through FY 91, although the transition of contractors and higher training costs than anticipated, could cause the target to be scaled back. As of the end of FY 90, the project has awarded 578 scholarships, or 93 percent of the projected total.

USAID/RDO/C has not been constrained by having to include English language training either in-country or in the U.S., since that is the native language of among the Caribbean islanders who are recruited for its training program.

**ACCOMPLISHMENTS**

The Caribbean regional scholarship program began in the summer of 1986, when a group of primary and secondary school teachers participated in a specially tailored course to upgrade and enhance their teaching skills.

Figure 29 reflects the scholarships awarded for the PTIC project by USAID/RDO/C in Bridgetown as of the end of FY 90 in terms of the minimum targets for long-term training, for selection of females, and for selection of persons from backgrounds of disadvantage. All minimum target areas have been exceeded. Figure 29 also reflects how the CLASP/PTIC training effort in the Eastern Caribbean has been structured to also comply with the other CLASP target emphases, which do not have a selection target amount, i.e., the rural population, youth and persons with leadership skills or potential. It should be noted that on the small island states of the recruitment area, the concept of a rural region often does not have the same meaning as on the mainland. The Mission did not begin recording data on the leadership criteria at the beginning of the project, and has not updated the earlier data, which in part explains the appearance that selection of leaders and potential leaders has represented a problem for the project managers.

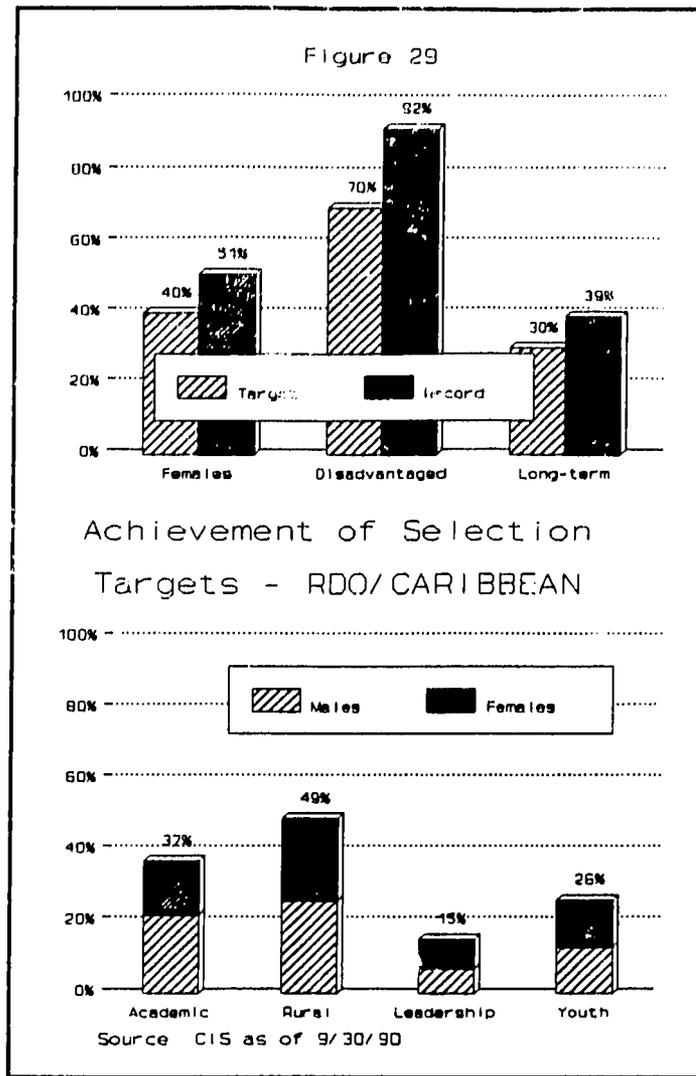
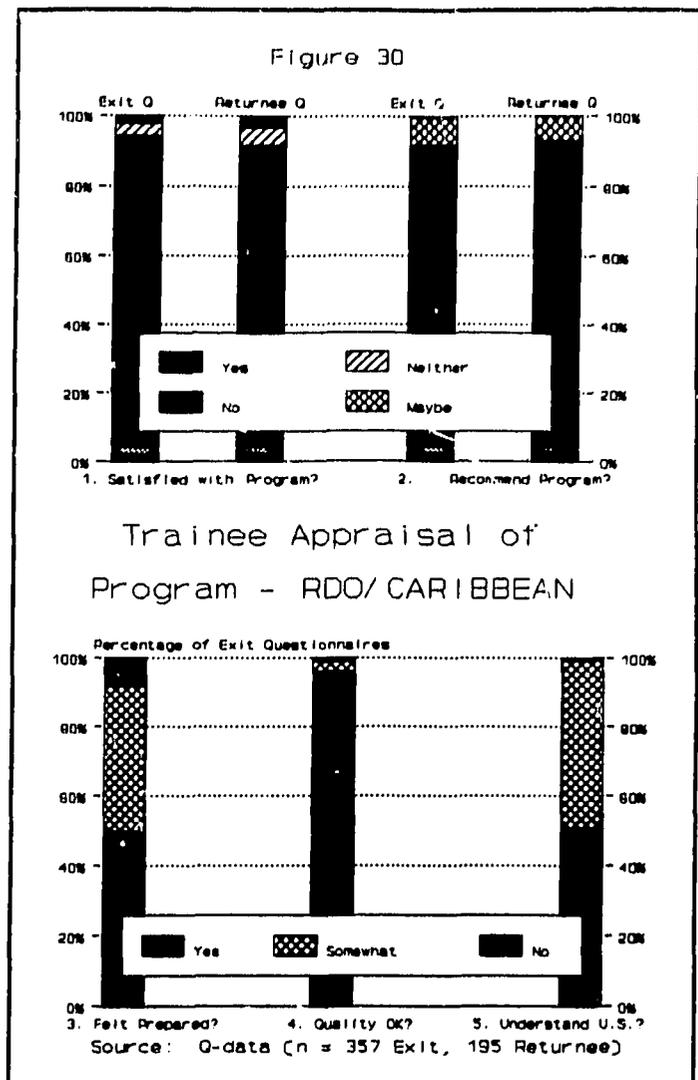


Figure 30 reflects the evaluation of the training program by the Trainees, as expressed in response to the Exit Questionnaire, which is completed at the end of the training program, and the Returnee Questionnaire, which provides similar appraisals by the Trainees after they are back in country and have had time to test their new capability. The first two questions reflect the responses to the same question in both questionnaires about the Trainee's satisfaction with the training experience (Question 1) and whether he or she would recommend the program to others (Question 2). In the case of the RDO/C Trainees, none of the returned Trainees responded that they would not recommend the program, and over 92 percent of respondents to this question on both questionnaires gave a positive evaluation to the program.

Other questions about the training program which appear on the Exit Questionnaire are designed to probe for areas that could be improved, e.g., whether the Trainee felt prepared for the training program when he or she left for the U.S. (Question 3), how the Trainee felt about the quality of the training program (Question 4), and whether the Trainee felt that he or she had learned to better understand the U.S. way of life (Question 5). The RDO/C Trainees recorded much lower levels of preparedness for their training programs (50%) and feeling that they understood the U.S. way of life better (51%) than is the case for CLASP training in general. A higher than average level (96.3% compared with 88.5%) noted, however, that they were satisfied with the overall quality of their program.

USAID/RDO/C also reported that its efforts to place scholarship recipients in Historically Black Colleges and Universities (HBCUs) was substantially above the target amount of ten percent. At the end of FY 89, the regional office's records reflected an HBCU placement in excess of forty-five percent. During FY 90 one student in a short-term program attended an HBCU, and 54 long-term Trainees spent time at a total of eleven different HBCUs, with the largest concentrations being at Alabama A&M (10 students) and Florida A&M (14 students).



## REGIONAL OFFICE: ROCAP

**SUB-REGION:** Central America  
**PROJECT TITLE:** Central American Peace Scholarships (CAPS)  
**PROJECT PERIOD:** FY 85 - 94  
**PROJECT MANAGERS:** USAID/ROCAP (Guatemala): Joseph Kelly  
 AID/W: Anthony Vollbrecht  
**MAJOR CONTRACTORS:** Partners for International Education and Training  
 PanAmerica Agricultural School (EAP)  
 CenAmerican Institute for Business Admin. (INCAE)

### PROJECT SUMMARY

The goal of the USAID Regional Office for Central American Programs (ROCAP), located in Guatemala, is to complement the efforts of the separate USAID Missions in the countries of Central America in their administration of the Caribbean and Latin American Scholarship Program (CLASP). Table 2 provides the distribution of ROCAP Trainees by country.

Nationality	Number
Belize	1
Costa Rica	158
El Salvador	143
Guatemala	133
Honduras	150
Panama	68
Other	3
<b>Total ROCAP</b>	<b>665</b>

Source: CIB data as of 9/30/90

Central America has several regional academic and training institutes established with the support of the U.S., which, like CLASP, are designed to help develop the human resources of the region. USAID/ROCAP, because of its region-wide focus, maintains contact and cooperative programs with these regional schools. The two schools with which ROCAP works to select CAPS scholarship recipients for training in the U.S. are EAP, located at Zamarano, Honduras (and usually referred to by its location), and INCAE, located in San Jose, Costa Rica.

ROCAP's management of a CAPS training project began in FY 85, when it began to award scholarships to about one hundred to two hundred Trainees per year up to FY 90, when programming declined to 32 new awards. Mirroring the focus of the two regional schools through which it is working, the focus of its training effort has been on areas such as cooperatives, small business associations, and non-profit organizations, especially those that serve low income target groups. Its objective has been to improve the human resource base of the region in two vital areas: agricultural education and public fiscal management.

The ROCAP program has offered a mix of short-term and long-term training programs. The short-term training is usually conducted in conjunction with one of the Central American regional institutions. Typically, the initial training effort consists of approximately a month at the regional institution followed by two or three months in the U.S. Groups targeted for short-term training have included agricultural educators and key personnel of the different Controller Generals' offices of Central America. Long-term non-academic training has been offered to selected Zamarano faculty.

Long-term academic training has been provided to Zamarano graduates to enable them to obtain their B.S. degree from a U.S. agricultural university.

**ACCOMPLISHMENTS**

ROCAP structured its regional CAPS project to avoid duplicating the efforts of the USAID country missions. To do so it has limited the pool from which to seek Peace Scholarship Trainees to the regional institutions through which it was working. Because the selection processes of the institutions produces a student population which is not representative of the general population, ROCAP encountered constraints on its recruitment efforts. The student bodies of the institutes generally are less often from disadvantaged backgrounds, and less often females than the general population. Because it was working with individuals who already are, or have been, in training institutions, the ROCAP recruitment pool was less needful, in general, of scholarships for long-term training in the U.S. than the general population.

USAID/ROCAP has acknowledged the need to refocus its recruitment efforts in order to seek a higher percentage of women and long-term scholarship Trainees. The recruitment share for disadvantaged during FY 90 was 78%. However, the recruitment level in FY 90 for females was three percent, so the cumulative percentage fell.

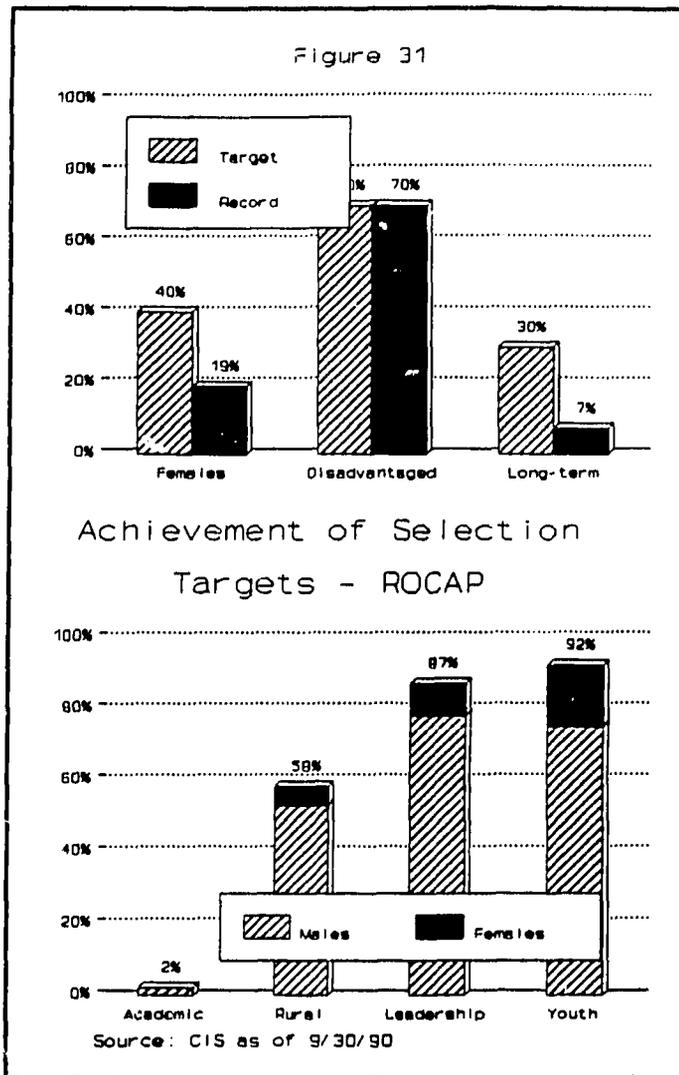
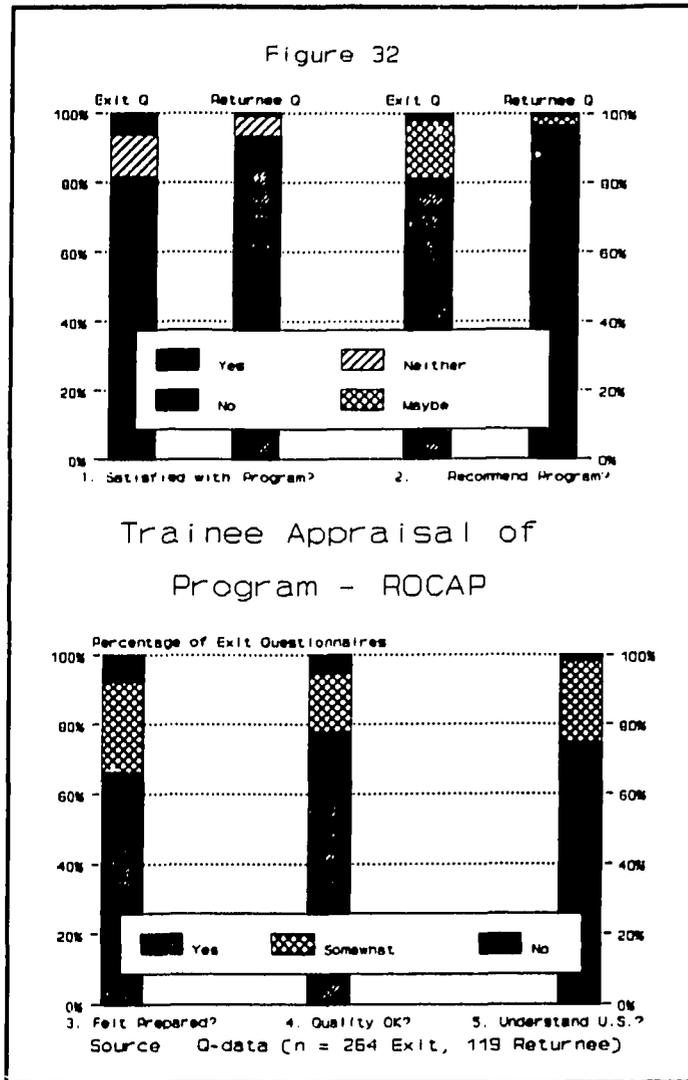


Figure 31 reflects the scholarships awarded by USAID/ROCAP at the end of FY 90 in terms of the minimum targets for long-term training, for selection of females, and for selection of persons from backgrounds of disadvantage. Figure 31 also reflects how the ROCAP training effort in Central America has been structured to also comply with the other CLASP target emphases, which do not have a selection target amount, i.e., the rural population, youth and persons with leadership skills or potential. Not only is ROCAP below target for including at least 40 percent females, the Mission's long-term training is less than one quarter of the 30 percent minimum target level, and there have been no academic awards to females.

Figure 32 reflects the evaluation of the training program by the Trainees, as expressed in response to the Exit Questionnaire, which is completed at the end of the training program, and the Returnee Questionnaire, which provides similar appraisals by the Trainees after they are back in country and have had time to test their new capability. The first two questions reflect the responses to the same question in both questionnaires about the Trainee's satisfaction with the training experience (Question 1) and whether he or she would recommend the program to others (Question 2). The percentage of exiting ROCAP-placed Trainees who would definitely recommend the training (81.3%) is over nine percent lower than the CLASP average.

Other questions about the training program which appear on the Exit Questionnaire are designed to probe for areas that could be improved, e.g., whether the Trainee felt prepared for the training program when he or she left for the U.S. (Question 3), how the Trainee felt about the quality of the training program (Question 4), and whether the Trainee felt that he or she had learned to better understand the U.S. way of life (Question 5). The percentage of exiting ROCAP Trainees who highly rated the quality of their training (77.6%) is 12 percent lower than the CLASP average. Similarly, the percentage of exiting Trainees who responded that they unequivocally better understood the U.S. way of life as a result of their program was six percent below the CLASP average.

USAID/ROCAP reports that in FY 90 it made no new HBCU placements. Previously it had reported that it was programming approximately forty percent of its scholarship recipients at U.S. Historically Black Colleges and Universities.



## REGIONAL PROJECT: CASP

SUB-REGION: Central America  
 PROJECT TITLE: Central American Scholarship Program (CASP)  
 PROJECT PERIOD: FY 85 - 92  
 PROJECT MANAGERS: Georgetown University: Tom Oates/Smithy Robinson  
 AID/W: Anthony Vollbrecht

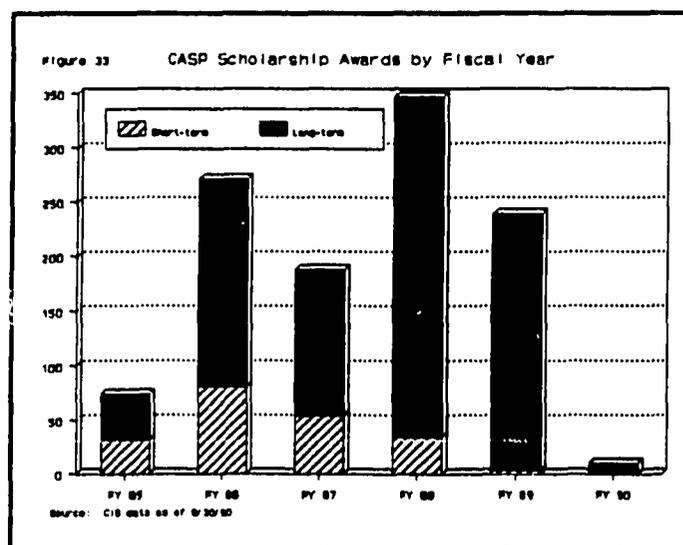
### PROJECT SUMMARY

Georgetown University obtained a legislative set-aside of funding for the CLASP training initiative to launch a project parallel to that managed by the AID Missions in Central America. CASP began operating in Central America in FY 85 concurrently with the AID-managed CAPS project. The focus of the Georgetown effort was to develop training programs using educational and training institutions in the U.S. that had not traditionally been involved in training foreign students, specifically the use of community colleges as training sites. The intended benefit of this project design was the provision of appropriate training, a new, inexpensive alternative to traditional AID training, and cultural exchange in regions where there had not been much past contact with foreigners. Table 3 depicts the composition of the Trainee population, in terms of nationality, that has received the CASP scholarship awards over the life of the project.

Nationality	Number
Belize	229
Costa Rica	187
El Salvador	193
Guatemala	186
Honduras	207
Panama	127
<b>Total CASP</b>	<b>1,129</b>

Source: CIB data as of 9/30/90

The CASP training initiative began with a mix of both short-term and long-term Trainees. As the Georgetown project managers gained experience, however, CASP programming became increasingly devoted to two-year academic training in community colleges. As CASP awarded its final ten scholarships in FY 90, this type of award was the sole focus of the project, and constituted the model for the continuation of the Georgetown set-aside training effort in the CASS project, described separately (see Figure 33).



An important aspect of the CASP training initiative is the relationship between the population being recruited into the program, and the training being provided. The U.S. community college system, in addition to serving as a stepping stone to a higher

educational degree at a four-year institution, is designed for marketable professional skills training for persons whose job search is targeted on occupations requiring skills above those acquired in secondary school, but less than those obtained at the BA/BS level. In the CASP design, Central American youth, recruited from backgrounds of disadvantage, who had demonstrated through academic achievement at the secondary school level initiative and dedication to improving their economic future, would be taught these same marketable skills, introduced to the U.S. way of life, and, where necessary, taught English.

**ACCOMPLISHMENTS**

To manage CASP recruitment, selection, pre-departure orientation, and follow-on programs in tandem with the Central American AID Missions, Georgetown established a series of country offices in the region. Although the CASP training effort is partially competing with the Missions in recruitment, the CASP effort is in general much more narrowly focussed than that managed by the AID Missions. It also is under instruction to work in collaboration with the AID Mission and take into consideration the focus of the Mission's Country Development Strategy Statement.

CASP managers have developed successful procedures for preparing U.S. trainers for receiving CASP Trainees, which includes arranging for school representatives to visit the region and participate in orientation programs. They also developed successful orientation programs for the newly recruited Trainees. Georgetown University, assisted by its active alumni associations in the Central American Region, have initiated new structures and activities designed to make sure that the returned Trainee is able to productively harness his or her new skills to productive employment and civic activities.

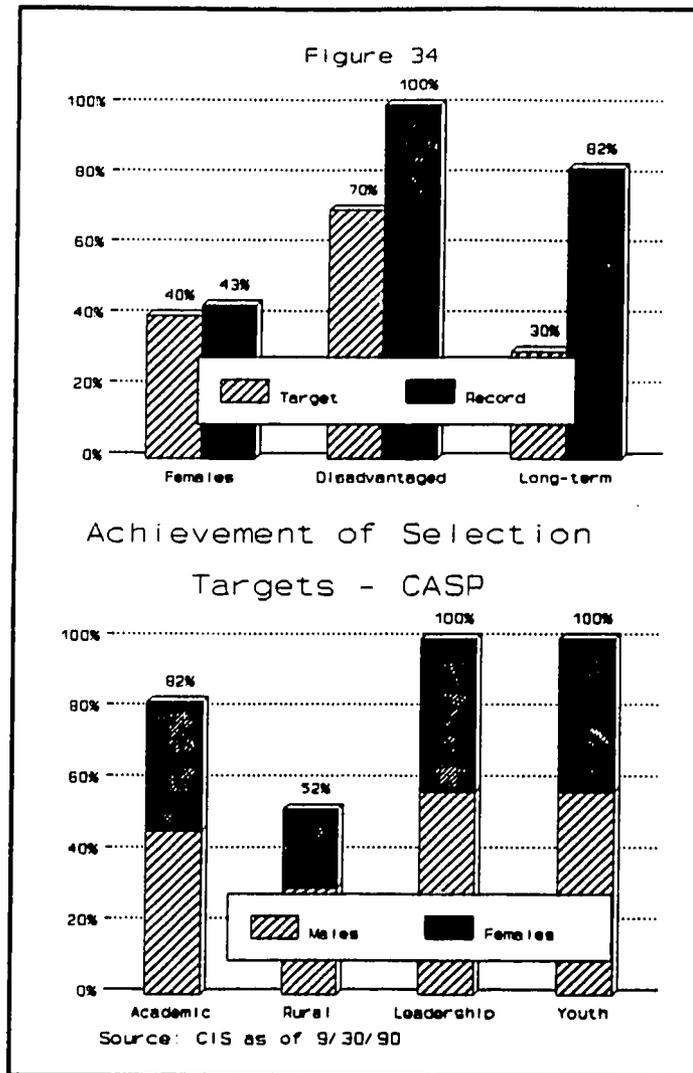
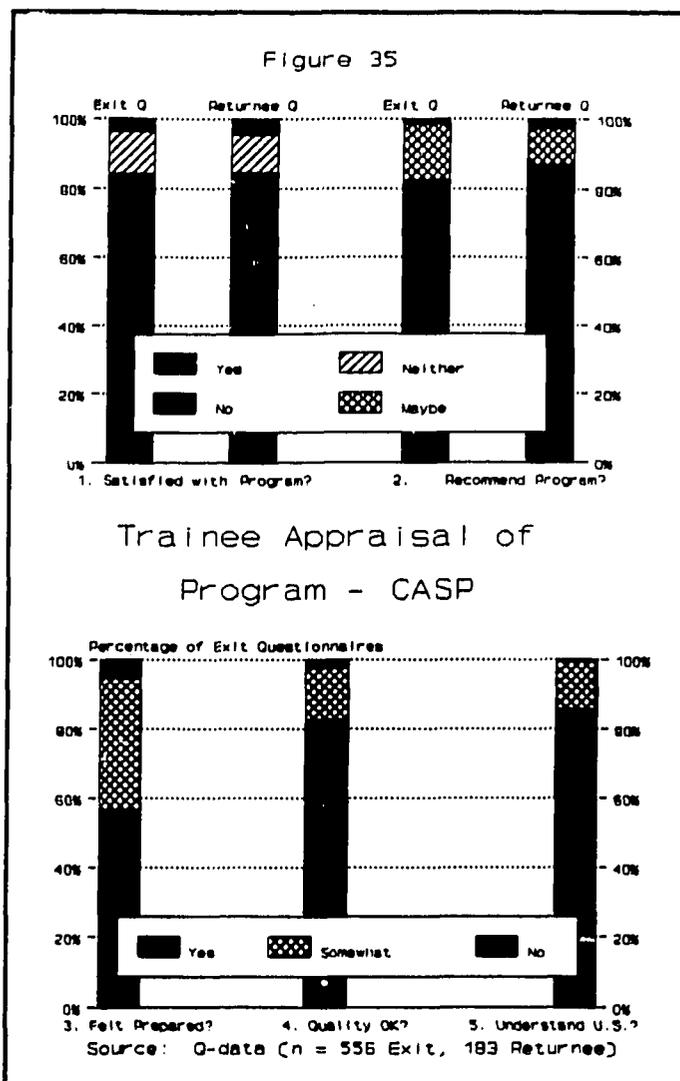


Figure 34 reflects the scholarships awarded by CASP at the end of FY 90 in terms of the minimum targets for long-term training, for selection of females, and for selection of persons from backgrounds of disadvantage. CASP exceeds minimum targets in all of these categories. Figure 34 also reflects how the CASP training effort in Central

America has been structured to also comply with the other CLASP target emphases, which do not have a selection target amount, i.e., the rural population, youth and persons with leadership skills or potential.

Figure 35 reflects the evaluation of the training program by the Trainees, as expressed in response to the Exit Questionnaire, which is completed at the end of the training program, and the Returnee Questionnaire, which provides similar appraisals by the Trainees after they are back in country and have had time to test their new capability. The first two questions reflect the responses to the same question in both questionnaires about the Trainee's satisfaction with the training experience (Question 1) and whether he or she would recommend the program to others (Question 2). In response to each of these two questions (on the Exit as well as Returnee Questionnaire) the percentage of CASP Trainees who were favorable was less than the overall CLASP average. For satisfaction, the levels were lower than the CLASP average (by 2.7% percent on the Exit, and 9.5% on the Returnee). For the question on recommending the program, the responses were lower than the average by eight percent (Exit) and two percent (Returnee). Only with regard to understanding the U.S. better did CASP Trainees score their program higher than the CLASP average, i.e. by eight percent.



Other questions about the training program which appear on the Exit Questionnaire are designed to probe for areas that could be improved, e.g., whether the Trainee felt prepared for the training program when he or she left for the U.S. (Question 3), how the Trainee felt about the quality of the training program (Question 4), and whether the Trainee felt that he or she had learned to better understand the U.S. way of life (Question 5).

## REGIONAL PROJECT: CASS

SUB-REGION: Central America and Caribbean  
 PROJECT TITLE: Coop. Assn. of Schools for Scholarships (CASS)  
 PROJECT PERIOD: FY 89 - 92  
 PROJECT MANAGERS: Georgetown University: Tom Oates/Smithy Robinson  
 AID/W: Anthony Vollbrecht

### PROJECT SUMMARY

In FY 1989, Georgetown University obtained a further legislative set-aside of funding for CLASP training to begin a new effort beyond its earlier CASP initiative in Central America and expanding its recruitment and programming into the Caribbean. Similar to its role in Central America, the CASS project is working now in the Caribbean in parallel with the USAID Missions in that region. The focus of the Georgetown effort is to develop training programs using educational institutions in the U.S. that had not traditionally been involved in training foreign students, specifically the use of community colleges as training sites. The intended objective of this project design is the provision of appropriate training, a new, inexpensive alternative to traditional AID training, and cultural exchange in regions of the U.S. where there had not been much past contact with foreigners. Table 3 depicts the composition of the Trainee population, in terms of nationality, that has received the CASS scholarship awards over the life of the project. CASS will also continue in CLASP II, and began placements during that new project in FY 90.

Nationality	Number
Belize	45
Costa Rica	90
El Salvador	104
Guatemala	153
Honduras	117
Dominican Rep.	128
Haiti	76
Jamaica	66
Other Caribbean	94
<b>Total CASS</b>	<b>873</b>

Source: CIS data as of 9/30/90

The CASS training initiative has been exclusively targeted on long-term academic training. Most of its scholarship award recipients have continued to be placed in the same type of two-year community college occupational skills training that was begun by Georgetown under the CASP project. However, a new aspect of CASS is that it also has awarded scholarships to some returned CASP Trainees, who had distinguished themselves during their first training program, in order to return to the U.S. for an additional two years to build on their A.A./A.S. degree and work toward a B.A./B.S.

As described in regard to the earlier CASP training initiative, an important aspect of the CASS training is the relationship between the population being recruited into the program, and the training being provided. CASS uses the U.S. community college and technical school system, both in terms of demonstrating how it can be used as a stepping stone to a higher educational degree at a four-year institution, and as a means for obtaining marketable professional skills training for persons whose employment focus is targeted on occupations requiring skills above those acquired in

secondary school, but less than those obtained at the BA/BS level. In the CASS design, Central American and Caribbean youth, recruited from backgrounds of disadvantage, who have demonstrated initiative and dedication to improving their economic future through academic achievement at the secondary school level, are being taught marketable skills, introduced to the U.S. way of life, and, where necessary, taught English.

## ACCOMPLISHMENTS

The CASS project in Central America is essentially a continuation of CASP. It has used the same personnel and program approach, although, as noted, the recruitment pool includes some returned CASP Trainees. In the Caribbean, however, a new series of offices were established to manage the recruitment, selection, orientation and follow-on in that region.

Although the CASS training effort competes somewhat with AID Missions in recruitment, the CASS effort, like CASP, is in general much more narrowly focussed than that managed by the AID Missions. CASS managers are also under instruction to work in collaboration with the AID Mission and to take into consideration the focus of the Mission's Country Development Strategy Statement, Country Training Plan, and Social Institutional Framework planning documents.

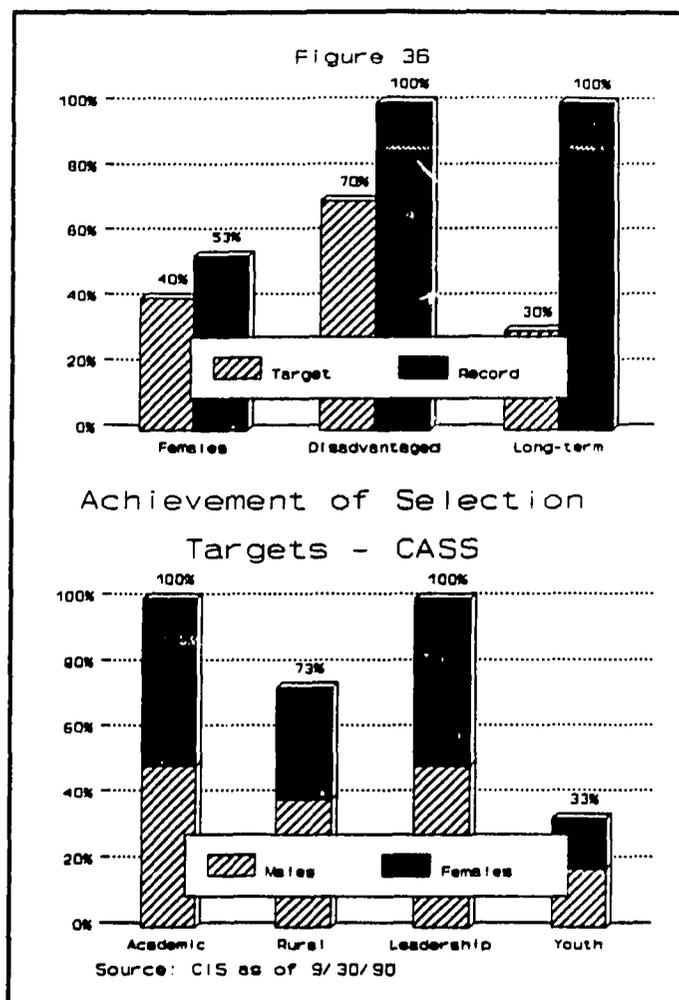


Figure 36 reflects the scholarships awarded by CASS at the end of FY 90 in terms of the minimum targets for long-term training, for selection of females, and for selection of persons from backgrounds of disadvantage. CASS exceeds minimum targets in all of these categories. Figure 36 also reflects how the CASS training effort in Central America has been structured to also comply with the other CLASP target emphases, which do not have a selection target amount, i.e., the rural population, youth and persons with leadership skills or potential.

Because of the recent start of the CASS project, and the fact that its Trainees are in two-year programs, no database is yet available on Trainee appraisals of the training

program collected at the end of the training in the Exit Questionnaires, or in the Returnee Questionnaire, after the Trainee is back in country for a half year or more.

CASS has placed five Trainees at Florida A&M University, an HBCU. This constitutes about one percent of CASS placements.

**DATA TABLE — PERCENTAGES OF QUESTIONNAIRE RESPONSES BY QUESTION**

The data below are the percentages associated with the questionnaire results on the five questions which are used to characterize Trainee views of the training program in each of the CLASP countries. Under each question the first number for each country represents the percentage responding affirmatively. The number below that is the percentage responding equivocally, i.e., "somewhat" or "maybe". The third percentage represents those who responded negatively to the question. The five questions are identified in the introduction to this section. Also presented are the corresponding data for the overall percentage responses to the five questions for all respondents program-wide.

Mission	Q-1 Exit	Q-1 Return	Q-2 Exit	Q-2 Return	Q-3 Exit	Q-4 Exit	Q-5 Exit
<b>CLASP Overall:</b>							
	86.6	93.5	89.8	94.6	64.8	88.5	79.5
	7.4	3.9	9.3	4.0	30.3	8.0	18.0
	6.0	2.6	.9	1.4	4.9	3.5	2.5
<b>Belize:</b>							
	85.0	88.3	90.0	87.0	70.0	95.0	55.0
	10.0	7.8	10.0	10.4	30.0	5.0	45.0
	5.0	3.9	0	2.6	0	0	0
<b>Bolivia:</b>							
	82.9		86.3		50.4	83.7	77.6
	8.8		11.6		41.7	9.2	22.0
	8.3		2.1		7.9	7.1	.4
<b>Colombia:</b>							
	84.8		95.9		61.4	93.0	72.9
	8.8		4.1		36.8	4.1	25.9
	6.4		0		1.8	2.9	1.2
<b>Costa Rica:</b>							
	90.3	87.7	94.0	94.6	77.5	91.4	92.3
	4.1	7.8	5.4	3.6	20.3	5.1	7.7
	5.6	4.5	.6	1.8	2.2	3.5	0
<b>Dominican Republic:</b>							
	75.0	53.1	86.0	74.3	70.5	73.3	73.4
	4.5	21.9	14.0	7.6	22.7	6.7	24.4
	20.5	25.0	0	18.1	6.8	20.0	2.2
<b>Ecuador:</b>							
	83.0		88.3		58.8	82.9	73.4
	10.8		11.1		37.1	12.0	26.0
	6.2		.6		4.1	5.1	.6
<b>El Salvador:</b>							
	87.2	93.3	90.3	98.0	70.6	88.7	85.7
	6.4	4.0	9.0	2.0	26.1	7.9	14.0
	6.4	2.7	.7	0	3.3	3.4	.3

APPENDIX A

Mission	Q-1 Exit	Q-1 Return	Q-2 Exit	Q-2 Return	Q-3 Exit	Q-4 Exit	Q-5 Exit
<b>CLASP Overall:</b>							
	86.6	93.5	89.8	94.6	64.8	88.5	79.5
	7.4	3.9	9.3	4.0	30.3	8.0	18.0
	6.0	2.6	.9	1.4	4.9	3.5	2.5
<b>Guatemala:</b>							
	87.3	94.1	90.8	97.6	62.7	93.3	78.2
	6.2	3.2	8.1	1.7	30.3	4.9	21.6
	6.5	2.7	1.1	.7	7.0	1.8	.1
<b>Haiti:</b>							
	85.5		81.0		54.5	89.2	60.5
	8.1		16.4		26.8	9.2	37.0
	6.4		2.6		18.7	1.6	2.5
<b>Honduras:</b>							
	87.7	95.5	93.7	96.5	60.6	93.4	85.6
	5.3	1.3	5.3	2.1	35.7	4.0	14.2
	6.9	3.2	1.0	1.4	3.7	2.6	.2
<b>Jamaica:</b>							
	77.6		96.3		37.4	93.6	58.8
	12.2		3.7		56.3	5.5	40.3
	10.2		0		6.3	.9	.9
<b>Panama:</b>							
	85.2	87.7	75.8	90.4	75.5	80.0	82.2
	10.8	7.9	24.2	9.6	17.6	16.0	17.8
	4.0	4.4	0	0	6.9	4.0	0
<b>Peru:</b>							
	85.5		94.3		74.6	86.7	82.4
	6.8		4.4		24.6	6.9	17.2
	7.7		1.3		.8	6.4	.4
<b>RDO/C:</b>							
	94.4	91.8	92.0	92.8	50.0	96.3	50.6
	3.5	5.1	7.6	7.2	42.0	2.8	48.7
	2.1	3.1	.4	0	8.0	.9	.7
<b>ROCAP:</b>							
	81.6	93.3	81.3	96.7	66.4	77.6	74.4
	12.3	5.9	17.1	2.5	26.1	17.3	24.0
	6.1	.8	1.6	.8	7.5	5.1	1.6
<b>CASP:</b>							
	84.3	84.6	82.6	86.9	56.4	82.8	85.9
	12.3	11.0	16.3	10.5	38.2	14.8	13.6
	3.4	4.4	1.1	2.6	5.4	2.4	.5

**A P P E N D I X     B**

**Description of Variables**

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## APPENDIX B

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### DESCRIPTION OF VARIABLES

The data used for the analysis come from three sources: The CLASP Information System (CIS), and the Exit and Returnee Questionnaire Databases. The variables can be described as follows:

***Satisfaction with the Training Program:*** Trainees' satisfaction with their program is measured by a question asked in the Exit and Returnee Questionnaires: "How satisfied are you with all the training you received? The response to this question is a five-point scale ranging from "very dissatisfied" (value 1) to "very satisfied" (value 5). Overall, 4,787 out of 4,978 Trainees (96.1%) who completed the Exit Questionnaire, and 1,955 out of 2,023 Trainees (96.6%) in the Returnee Questionnaire entered valid responses to this question.

***Understanding U.S. Politics and Families:*** In the Exit Questionnaire the Trainees are asked to indicate how their scholarship program experiences increased their understanding of U.S. politics and families. The response to this question is also a five-point scale that ranges from "not at all" (value 1) to "very much" (value 5). A similar question appears on the Returnee Questionnaire; however, this a retrospective measure that asks the Trainee to assess his or her feeling, before and after the training, regarding a series of characteristics of people and government of the United States. The list of characteristics includes: friendly, fair, generous, unprejudiced, and understanding. The responses range from "very unfriendly, unfair," etc. (value 1) to "very friendly, fair," etc. (value 7). Out of 2,023 Trainees, 240 have answered to this question. As was explained previously, this question has been included in the Returnee Questionnaire only recently, and it, therefore, has been applied to a very small number of Trainees.

***Improved Socio-Economic Status:*** In the Returnee Questionnaire the Trainees are asked to assess the extent to which Trainees think that the training program helped them to change their socio-economic status. A question that measures the change of salary is: To what extent did the program help you to increase your salary? The answers to this question ranges along a five-point scale from "not at all" (value 1) to "very much" (value 5). Similarly, Trainees are asked to rate, on a five-point scale (1=of no use to 5=very useful), the usefulness of their training for improving their job competence and learning new skills. Trainees were also asked in the Returnee Questionnaire to assess how the experience in the U.S. affected their status in the community. The response to this question also falls into a five-point scale which ranges from "much lower" (value 1) to "much higher" (value 5).

***Length of Training and Level of Education:*** The data come from the CLASP Information System (CIS). These are continuous variables, and were transformed into: short-term training (value of less than 9 months) and long-term training (value of more than nine months); 12 or less years of education and 13 or more years of education.

***Gender and Field of Study:*** This information is also collected by the Missions and entered in the CIS. Each item has two values, e.g., male=1 and female=2; and academic=A and technical=T.

**DATA AND METHOD**

The following Tables show the cross-tabulation of the dependent and independent variables. They also contain the size of the chi-square calculation and the significance of the difference. A chi-square value is large when two sub-populations are substantially different; and the difference is statistically significant when the observed significance level is small.

**TABLE 1 SATISFACTION BY GENDER**

	MALES		FEMALES		TOTAL	
	%	#	%	#	%	#
Very Dissatisfied	2.9	76	3.1	66	3.0	142
Dissatisfied	3.8	99	2.1	44	3.0	143
Neither Dis./Satisfied	8.2	217	6.3	134	7.4	351
Satisfied	48.7	1283	46.0	979	47.4	2262
Very Satisfied	36.4	960	42.5	907	39.2	1867
<b>TOTAL</b>	<b>55.3</b>	<b>2635</b>	<b>44.7</b>	<b>2130</b>	<b>100.0</b>	<b>4765</b>

Chi-square = 29.8

DF = 4

Significance = .001

Source: Exit Questionnaire Database

**TABLE 2 SATISFACTION BY LENGTH OF PROGRAM**

	SHORT		LONG		TOTAL	
	%	#	%	#	%	#
Very Dissatisfied	2.9	101	3.3	43	3.0	144
Dissatisfied	2.2	77	5.1	66	3.0	143
Neither Dis./Satisfied	5.8	202	11.5	151	7.4	353
Satisfied	44.2	1539	56.1	731	47.4	2270
Very Satisfied	44.9	1564	24.0	313	39.2	1877
<b>TOTAL</b>	<b>72.8</b>	<b>3483</b>	<b>27.2</b>	<b>1304</b>	<b>100.0</b>	<b>4787</b>

Chi-square = 205.9

DF = 4

Significance = .001

Coefficient of Correlation = -.0801

Source: Exit Questionnaire Database

**TABLE 3 SATISFACTION BY TYPE OF TRAINING**

	ACADEMIC		TECHNICAL		TOTAL	
	%	#	%	#	%	#
Very Dissatisfied	3.1	23	3.1	110	3.1	133
Dissatisfied	4.3	32	2.8	100	3.1	132
Neither Dis./Satisfied	12.7	95	6.1	216	7.2	311
Satisfied	55.6	416	45.3	1606	47.1	2022
Very Satisfied	24.3	182	42.7	1516	39.5	1698
<b>TOTAL</b>	<b>17.4</b>	<b>748</b>	<b>82.6</b>	<b>3548</b>	<b>100.0</b>	<b>4296</b>

Chi-square = 110.1

DF = 4

Significance = .001

Source: Exit Questionnaire Database

**TABLE 4 SATISFACTION BY YEARS OF EDUCATION**

	12 YEARS OR LESS		13 YEARS OR MORE		TOTAL	
	%	#	%	#	%	#
Very Dissatisfied	3.3	87	2.8	45	3.1	132
Dissatisfied	1.8	47	5.1	81	3.1	128
Neither Dis./Satisfied	5.7	148	9.8	155	7.2	303
Satisfied	43.3	1128	53.2	845	47.1	1973
Very Satisfied	45.9	1196	29.1	463	39.5	1659
<b>TOTAL</b>	<b>62.1</b>	<b>2606</b>	<b>37.9</b>	<b>1589</b>	<b>100.0</b>	<b>4195</b>

Chi-square = 105.3

DF = 4

Significance = .001

Coefficient of Correlation = -.0911

Source: Exit Questionnaire Database

**TABLE 5 UNDERSTANDING U.S. POLITICS AND FAMILIES BY GENDER**

	POLITICS (N = 4694)				FAMILIES (N = 4756)			
	Males		Females		Males		Females	
	%	#	%	#	%	#	%	#
Not at all	4.9	129	5.6	116	2.6	69	2.4	50
A Little	9.9	260	12.1	251	6.3	168	5.9	125
Some	28.0	737	33.2	685	18.9	502	18.9	401
Much	39.6	1041	36.5	754	42.0	1115	39.1	831
Very Much	17.6	461	12.6	260	30.2	801	33.7	717
<b>TOTAL</b>	<b>56.0</b>	<b>2628</b>	<b>44.0</b>	<b>2066</b>	<b>55.5</b>	<b>2641</b>	<b>44.5</b>	<b>2115</b>

Chi-square (politics) = 37.1

DF = 4

Significance = .001

Chi-square (families) = 8.6

DF = 4

Significance = .124

Source: Exit Questionnaire Database

**TABLE 6 UNDERSTANDING U.S. POLITICS AND FAMILIES  
BY LENGTH OF TRAINING**

	POLITICS (N = 4715)				FAMILIES (N = 4775)			
	Short		Long		Short		Long	
	%	#	%	#	%	#	%	#
Not at all	6.4	220	2.2	28	3.0	105	1.0	13
A little	12.2	416	7.8	101	7.3	254	3.1	40
Some	30.3	1036	30.1	391	21.1	734	12.8	167
Much	36.8	1258	41.8	543	39.7	1379	43.5	565
Very Much	14.3	487	18.1	235	28.9	1003	39.6	515
<b>TOTAL</b>	<b>72.5</b>	<b>3417</b>	<b>27.5</b>	<b>1298</b>	<b>72.8</b>	<b>3475</b>	<b>27.2</b>	<b>1300</b>

Chi-square (politics) = 68.2

DF = 4

Significance = .001

Chi-square (families) = 110.3

DF = 4

Significance = .001

Source: Exit Questionnaire Database

**TABLE 7 MEANS RESPONSES ON  
U.S. CHARACTERIZATION BY GENDER**

	MALES (N=108)			FEMALES (N=132)		
	<u>Before</u>	<u>After</u>	<u>Diff.</u>	<u>Before</u>	<u>After</u>	<u>Diff.</u>
<b>People:</b>						
Friendly	4.17	5.29	1.12	3.97	5.32	1.35
Fair	4.45	5.44	.99	4.24	5.30	1.06
Generous	4.53	5.43	.90	4.33	5.81	1.48
Unprejudiced	3.99	4.53	.54	3.64	4.62	.98
Understanding	3.90	4.16	.26	3.75	4.54	.79
<b>Government:</b>						
Friendly	4.36	5.09	.73	3.27	4.27	1.00
Fair	4.40	4.88	.48	4.11	5.00	.89
Generous	4.70	5.43	.73	4.34	5.81	1.47

These are averages of a seven point scale, e.g., ranging from unfriendly (value = 1) to very friendly (value = 7).

Source: Returnee Questionnaire Database

**TABLE 8** IMPROVED COMPETENCE IN THE JOB  
BY GENDER AND LENGTH OF TRAINING

	GENDER (N = 1102)				LENGTH (N = 1101)			
	Males		Females		Short		Long	
	%	#	%	#	%	#	%	#
Not at all	4.2	27	2.4	11	3.4	34	4.5	4
A Little	5.4	35	5.9	27	5.9	60	2.3	2
Some	15.3	99	14.7	67	15.4	156	10.2	9
Much	55.0	355	56.4	257	56.0	567	51.2	45
Very Much	20.1	130	20.6	94	19.3	196	31.8	28
<b>TOTAL</b>	<b>58.6</b>	<b>646</b>	<b>41.4</b>	<b>456</b>	<b>92.0</b>	<b>1013</b>	<b>8.0</b>	<b>88</b>

Chi-square (gender) = 2.7

DF = 4

Significance = .602

Chi-square (length of training) = 10.2

DF = 4

Significance = .036

Source: Returnee Questionnaire Database

**TABLE 9** INCREASED SALARY  
BY GENDER AND LENGTH OF TRAINING

	GENDER (N = 1152)				LENGTH (N = 1151)			
	Males		Females		Short		Long	
	%	#	%	#	%	#	%	#
Not at all	54.2	396	64.2	271	59.2	646	32.2	19
A Little	11.1	81	7.3	31	9.5	104	13.6	8
Some	12.1	88	6.9	29	10.1	110	13.6	8
Much	15.2	111	14.7	62	14.9	163	15.2	9
Very Much	7.4	54	6.9	29	6.3	69	25.4	15
<b>TOTAL</b>	<b>63.4</b>	<b>730</b>	<b>36.6</b>	<b>422</b>	<b>94.9</b>	<b>1092</b>	<b>5.1</b>	<b>59</b>

Chi-square (gender) = 15.7

DF = 4

Significance = .003

Chi-square (length of training) = 36.6

DF = 4

Significance = .001

Source: Returnee Questionnaire Database

**TABLE 10**                      **INCREASED STATUS IN COMMUNITY  
BY GENDER AND LENGTH OF TRAINING**

	GENDER (N = 383)				LENGTH (N = 382)			
	Males		Females		Short		Long	
	%	#	%	#	%	#	%	#
Same	42.2	84	62.5	115	72.4	173	18.1	26
Higher	33.7	67	21.7	40	20.9	50	39.2	56
Much Higher	24.1	48	15.7	29	6.7	16	42.7	61
<b>TOTAL</b>	<b>54.9</b>	<b>199</b>	<b>48.1</b>	<b>184</b>	<b>62.6</b>	<b>239</b>	<b>37.4</b>	<b>143</b>

Chi-square (gender) = 11.9

DF = 4

Significance = .018

Chi-square (length of training) = 122.8

DF = 4

Significance = .001

Source: Returnee Questionnaire Database

A P P E N D I X      C

Lessons Learned

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## **APPENDIX C**

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### **LESSONS LEARNED**

This appendix is intended to serve as a reference resource. It supplements the discussion of lessons learned that appears in Chapters One and Three of this Annual Report, which have been limited to a discussion of only the most operational issues at the present time. Much of the material in this section also appeared in the CLASP Fourth Annual Report of April, 1990.

The process of identifying and enumerating lessons learned has been on-going since the beginning of the evaluation process in 1986. The process has interactively drawn upon the talents and insights of all parties to the training process. It, therefore, represents a distillation of cumulative experience derived from observing CLASP training. For that reason, the information in this appendix will be familiar to anyone who is experienced with the CLASP process.

This section is intended here to serve the needs of the new CLASP manager, whether a new member of the AID/W project management team, or one of the AID Mission managers. With the caveat that CLASP training has a unique design, this section may also serve as a source of ideas and guidance for someone outside of the CLASP effort who is simply interested in learning about this complex and innovative training initiative.

The following observations are not intended to describe specific problems or concerns, but rather are generalizations based on observation of CLASP implementation strategies over the past years. CLASP, it should be remembered, had its origin in the Kissinger Commission recommendations and represented a new emphasis in AID training that carried with it the need to develop and apply new procedures for recruitment, pre-departure preparation, record-keeping, and matching training programs to Trainee needs.

Missions very quickly rose to the challenge in 1985 to implement CLASP. Country Training Plans were developed, and Trainees were selected and prepared for training and travel to the U.S. over a very short period of time. In many cases, the need to expedite the project precluded systematically addressing such fundamental aspects as standard procedures and organizational configuration. Since the early days of the project, Missions have gradually reorganized and refined their policies, procedures, and staffing to reflect project needs. The observations that follow refer to the fundamental process of CLASP implementation, rather than the details.

The following sections on organizing, recruitment, selection, and pre-departure orientation present more specific comments on program implementation. That discussion is followed by discussion of lessons learned from the implementation of training and the development of Follow-on programs.

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## **ORGANIZING TO IMPLEMENT CLASP-TYPE TRAINING PROGRAMS**

1. Missions which instituted and administered clear, well-defined policies and procedures for recruitment, selection, programming, placement, and monitoring Trainees (and, it could be added, follow-on programs with returned Trainees) have been able to conduct very effective programs. Several fundamental activities have guided program success.

The first fundamental activity was to decide upon an effective organizational scheme. This included decisions about contracting, upgrading training office or CLASP office staffs, procuring needed equipment, and space. Key questions included:

- Was an in-country contractor necessary?
- Who would provide the U.S. management of Trainees?
- Would the Mission use AID/Office of International Training's contractors or procure its own contractor?
- What type of staff would be needed?

The second fundamental activity was to develop clear policies and procedures for the recruitment, selection, programming, placement, and monitoring of the Trainees. Key questions which were posed included:

- Would intermediary institutions be used in the recruitment of CLASP candidates?
- What type of documentation would be needed for processing and audits?
- Who would do the selecting?
- How would the selection criteria be applied?

2. The appropriate implementation structure will depend on the complexity of Mission implementation activities and Mission staffing. In practice, CLASP Missions have employed a variety of modes for implementing the project. Some Missions have managed the entire in-country portion of the contract through their own training offices. Other Missions have used in-country contractors (both U.S. and host-country organizations) to handle all or part of the administration of in-country activities. Although no single organizational model stands out as the best approach, clearly the simplest structure has been demonstrated in Panama, where the Mission contracted with a single organization to handle all non-Mission in-country and U.S. administrative, placement, monitoring, management, and follow-on for its program.

3. A major problem early in CLASP was the failure by some Missions to staff the project adequately. An understaffed contract or training office can cause serious project delays and confusion. Missions suffered critical shortages of available positions for direct hire (either local or U.S.) staff. This meant that many CLASP administrative activities had to be handled through contractors. Similarly, it appears that staffing shortages in the Mission were compounded at times by inadequate staffing by the contractor.
4. For CLASP-type projects, Missions have been well served when they have hired at least one person familiar with dBase III or similar computer programs. The CLASP Information System (CIS), the Participant Training Management System (PTMS), the PIO/P Generator, and other dBase III programs will be continued through future AID training programs. Missions which have had the benefit of computer literate staffs have been able to devise many uses for these systems and others.
5. It has proven useful to have a person on the CLASP staff who understands such issues as cross-cultural adjustment, specification of training objectives in behavioral terms, and returnee debriefing. Some Missions have designed and applied questionnaires to returned Trainees. However, to be of greatest use, questionnaires need to be read, coded, data processed, and analyzed using statistical procedures. It may be more relevant for Missions to develop oral debriefing exercises in lieu of, or in addition to, the written questionnaire. Experience shows that written questionnaires that are not subjected to coding and data processing are seldom analyzed; they usually are reviewed superficially and stored.

## RECRUITMENT

1. Missions discovered the need to clearly differentiate between recruitment and selection in establishing procedures and criteria. Recruitment involves identifying a qualified pool of candidates; selection occurs from among these already qualified candidates.
2. Use of widespread publicity (newspaper and magazine advertisements, posters, etc.) has proved to be more appropriate for long-term scholarships than for short-term programs. Short-term programs often can be managed through local intermediary institutions which promote the program through in-house mechanisms.
3. Missions that encountered early difficulty reaching the 40 percent target for participation of women found a solution by instituting a targeted recruitment effort. Rather than adding women to programs which had been designed primarily for men, training groups were designed for women.
4. U.S. and local Mission staff have often proved to be sources of valuable contacts for the Training Office when they have understood the purposes of the program. In addition to other contacts and approaches, some staff will have their own

projects and professional interests which need to be maintained separate from CLASP.

5. Because CLASP has its own specific selection and programming criteria, it will normally not have a natural constituency in the Mission. Project managers have discovered, therefore, that the benefit of attracting other staff in recruitment, planning, or targeting exercises often has carried with it the need to resist CLASP-type training being co-opted by other Mission offices or projects.
6. Appropriate local organizations, e.g., private voluntary organizations (PVOs) and other groups, are often very effective in recruiting qualified candidates. Such organizations, when used as intermediaries, also need recruitment guidelines to ensure an equitable screening process.
7. Peace Corps personnel may helpfully be engaged both in identifying qualified candidates and in interviewing candidates in areas where the Mission personnel may have difficulty travelling. A danger in using local groups is that they may nominate individuals who are not properly selected or screened. Their procedures must be carefully monitored, and the CLASP Project Officer must be convinced that the local organizations fully understand the goals and objectives of CLASP screening and selection.
8. When local organizations, which frequently may be local government entities, are used to supply a pool of candidates from which the Mission selects the Trainees, the efforts of the organizations to control the selection process can be avoided by using more than one organization, or by requesting a large enough pool of candidates, so that a real choice is available to the Mission.
9. In some cases, Missions have found the need to withdraw training programs when faced with local government insistence on controlling the selection process.

## **SELECTION**

1. Clear and specific definition of key selection criteria terms (leader, potential leader, economic and social disadvantage, youth, rural etc.) is necessary prior to initiating selection procedures. The definitions must be functional, so that each candidate can be classified according to the Mission's selection criteria. If definitions are difficult, as in the case of leadership, different methodologies have been used to assess the extent to which a person demonstrates leadership (for example, references from teachers, colleagues, etc.).
2. Standard application forms, which include all the information required by LAC/DR for the information system database, as well as for Mission selection procedures, have proven very useful to the program monitoring and evaluation process.
3. The availability of records of all non-selected applicants is also invaluable to evaluation of the project implementation.

4. The evaluation process examines how the project managers have developed and used tangible measures, i.e., a systematic weighted scale, to categorize and rank applicants at all stages of the evaluation process.
5. With the CLASP emphasis on leadership, personal interviews with all final candidates, with uniform interview questions, are very important.
6. The selection process appears to have worked best when at least one U.S. (or other Mission project representative) and one foreign national have served on each selection committee and have participated in each interview. In addition, it has proved to be helpful to have a technical expert and a representative of the contractor present.
7. Missions have demonstrated that different selection criteria and procedures may be applicable for different training programs, e.g., short-term and long-term academic training. If this is done, however, both sets of procedures need to be available in written form as part of the project documentation.
8. When selecting individuals for a training group, it is important to ensure that, in addition to meeting CLASP selection criteria, they also meet one additional criterion, i.e., that they constitute a coherent training unit. In the past, some Missions have sent groups which have met CLASP criteria for disadvantaged, rural, etc., but, the educational level of the Trainees varied widely, sometimes with a portion being illiterate. This factor made the group virtually untrainable as a unit. Information supplied by training contractors indicates that they have been surprised by the divergent backgrounds of such groups, and have had to revise the program completely during the first days the group was in the U.S., leading to added costs, strain, and discontent for all concerned. The final result was two parallel programs, one for literate Trainees and another for the illiterate Trainees.
9. Other relevant considerations worth keeping in mind while forming training groups, besides educational background, include experience of Trainees, area of preparation, area of interest, and proposed use of the training.

#### **PRE-DEPARTURE ORIENTATION**

1. Program design tends to be more successful, in the view of the Trainees, when U.S. contractors or trainers have been involved with in-country activities such as the pre-departure orientation.
2. The learning experience of short-term Trainees in the U.S. may be enhanced by bringing them together as a group for pre-departure orientation and by stimulating exchange of information among the members of the group.
3. Pre-departure orientation requirements are different for short-term and long-term Trainees. Long-term Trainees may have several weeks of pre-departure training in English (ESL) or remedial preparation, which can afford them additional time to learn about their prospective U.S. experience. Short-term Trainees will have

little additional orientation, even in the U.S. They are usually equally anxious about the logistics of their travel as about the objectives of the training.

4. Successful orientation programs have generally included discussion of information about the Trainees' home country which Trainees may want to take with them, especially for use with host families or other Experience America aspects. Unless they are alerted during their pre-departure orientation, Trainees generally do not have a clear understanding of the typical American's comprehension of the Trainees' country. Exit Questionnaire data show that a large majority of Trainees report that Americans they met know "nothing" about a Trainee's country. This negative view may be moderated if the Trainee is not surprised on this score.
5. Returned Trainees have been very effectively incorporated into the pre-departure orientation panel discussions, particularly for dealing with issues of transition to U.S. social, academic, and political life.
6. During the U.S. training program, in order to avoid unpleasant surprises which are likely to detract from the learning experience, it is very important to provide in the pre-departure orientation accurate information on both the training program and U.S. culture. The latter orientation can help to prepare the Trainee to get the most from his or her Experience America program.
7. The concept of Follow-on activities can be initiated in the pre-departure orientation with discussion of what post-training activities the Trainees would view as appropriate and useful.
8. It is helpful, especially for long-term Trainees, to be aware of the typical stages of adapting to a new culture. They need to be alerted to what will be happening to them and how they can best respond to "culture shock."

### **IMPLEMENTING THE TRAINING**

Responsibility for the Trainee shifts from the Mission to the placement contractor upon the departure of the CLASP Trainee for training in the U.S. The success of the training program, despite the careful selection and pre-departure orientation, will then depend on the appropriateness of the placement, the skills of the training provider, and the backup support of the placement contractor.

The diversity of CLASP training often requires specially tailored programs to meet specific needs; these specially designed programs, because of their uniqueness and creativity, may be more problematic than would be the case with proven off-the-shelf programs. However, this aspect of CLASP training also has represented a challenge, i.e., to document both the failures and the breakthroughs so that all the participating Missions would be able to draw on the experiences of others in their unique efforts to implement the CLASP training design.

There have been some recurring problems that have plagued CLASP training, which will be familiar to anyone who has worked with USAID training programs. They are

identified below even though AID's efforts to correct these problems suggests that they are not very easily remedied.

1. HAC medical coverage continues to surface in CLASP evaluations as a problem in terms of timely compensation for medical expenses. Project managers may wish to alert Trainees to some potential problem in this area and be sensitive to Trainees' expressions of unhappiness when problems occur.
2. Stipend amount is another area of recurring Trainee concern. The circumstances behind Trainee unhappiness over the amount of stipends are not always clear. Such views sometimes are expressed by only a part, often a minority, of a group of Trainees, all of whom have all been receiving the same amount of living allowance. When only part of a group of Trainees are unhappy with the stipend amount, the presumption may be that those individuals had less ability to manage their funds or had unrealistic expectations of the entitlement of the training program. Both of these possibilities may be addressed in pre-departure orientation. The timeliness of stipends, which earlier was an often expressed area of concern, appears to have diminished as an issue.
3. If Trainees learn in advance from the Mission that expenses, and, therefore, stipends vary because of differences between training programs (long-term and short-term, academic, and technical) as well as because of local conditions, they will not be as likely to react as if they were discriminated against if someone in a different type of program or location gets a higher stipend.
4. It would be helpful to the Trainees to be furnished before departure for the U.S. an explanation of the stipend, preferably in writing, which outlines how it is intended to cover normal living expenses. A discussion of budgeting the stipend would be useful. Trainees should understand that they can seek assistance from the training provider or the placement contractor for budgeting assistance.
5. If Trainees are to receive stipends at a level established below Handbook 10 guidelines, the Trainees are likely to learn of this fact. Dissatisfaction might be less likely in this circumstance if the Trainees had prior knowledge of the rationale for that decision. Problems related to this type of situation could be ameliorated if the Trainee understood that, if he or she feels that the stipend is inadequate, a request could be made to review it, based on the Trainee's record of expenses.
6. For long-term students, in-country ELT has been use to advantage by some Missions to screen out those students who do not have either the motivation or the capacity to learn English. If the standard for English qualification for the training program is explicit from the outset, the prospective Trainee will be prepared for the consequence, if his or her program is terminated.
7. If ELT is provided in the U.S. for academic Trainees, and they must establish a certain level of English competence before beginning academic studies, the Trainees ought to be aware of this requirement at the outset and understand how their progress impacts on their U.S. program.

8. In addition to survival ELT before their departure, short-term and long-term students, whose U.S. training is conducted in Spanish, have been found to appreciate the opportunity to continue to build on their ability to communicate in English. The availability of a continuing ELT component for these Trainees allows them to grow in their ability to communicate with Americans, and it can enhance the Experience America component of the training experience.
9. Homestays with families who did not speak the Trainee's language have resulted in Trainees who felt isolated. Similarly, in some instances, Trainees have been left alone for extended periods in situations where no one was available to translate for them. This has impacted negatively on the Trainees' appreciation of the training program.
10. Experience has shown that the success of efforts of training providers, especially if they are new to the CLASP training initiative, will be influenced to a great deal by the adequacy of advance communications about the training group and the training objective. The training provider needs adequate advance information regarding the backgrounds of the Trainees, especially in the case of group training, in order to meet the training objectives of the Trainees as well as the Mission. This is especially important when the training program is new, or the training provider does not have experience with similar training groups.
11. Friction is likely to develop between the Trainee and the training provider unless all parties to the training program, i.e., the Mission, the training placement contractor, the training provider, and the Trainee, have a common perception of the training objective.
12. The educational and experiential background of the Trainees is important to keep in mind while reviewing candidates, especially for group training. Social, economic, or even educational differences are not reasons to prevent the inclusion of deserving, less prepared Trainees in a group. Paramount is the relationship between the training objectives and the background of the Trainees. Over-qualified members of a training group may be as disruptive and divisive in terms of group dynamics as under-qualified members.

### **FOLLOW-ON LESSONS LEARNED**

Review of the Follow-on programs currently in place reveals some valuable lessons. These have been gathered from AID, Missions, contractors, and observers:

1. Support services are essential as returned scholars re-enter their culture as job-seeking adults.
2. Many returnees do not have the job-search skills to sell themselves to prospective employers.
3. Returning Trainees have benefitted from goal-setting and confidence-building experiences.

4. The potential for achieving results desired in the scholarship program is increased when the program deals thoroughly with re-entry and prepares the scholar to talk about the U.S. experience after his or her return.
5. The results may also be enhanced when Follow-on activities are planned for and implemented in the scholar's work or community setting. However, the credibility of the returned Trainee with regard to his or her experience in the U.S. may be influenced by people being convinced that the Trainee is expressing genuine personal feelings, not AID-manufactured views.
6. Experience with large country-wide alumni associations has been that these tend to be too diverse, ceremonial, and short-lived.
7. Scholars have consistently expressed interest in being aware of the kinds of activities that constitute Follow-on programs. Missions should consider making information routinely available to all returned scholars.
8. The involvement of local organizations (educational, civic, Church, chambers of commerce) can lend much in the way of support to the Follow-on process by linking the scholar to the home community.
9. Alumni groups can be an invaluable resource by providing speaker programs, mentor programs, conducting seminars and classes, publishing newsletters, recognizing achievement, and conducting employee training campaigns.

The importance of a Follow-on program rivals the specific academic or technical training program the scholar might receive. It is vital in achieving the objectives of AID-participant training and the CLASP program: the strengthening of bonds of friendship and understanding between the United States and other countries by broadening the returned participant's knowledge about the U.S., its people, its institutions, and its culture.

The above comments and observations are not offered as specific recommendations. Rather they represent a synthesis of lessons learned to date, which may provide insight into future programs and the continuation of CLASP.

A P P E N D I X D

CLASP II Policy Guidance

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## **APPENDIX D**

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### **CLASP II POLICY GUIDANCE<sup>1</sup>**

The second phase of the Caribbean and Latin American Scholarship Program (CLASP II) adopts many of the same objectives and criteria as the now concluding CLASP training initiative. CLASP II confirms as its overall goal the strengthening of broad-based social and economic development in a context of pluralistic democracy and the free enterprise system. In the transition to CLASP II, the primary changes involve clarification of objectives and implementation guidelines and increased Mission responsibility for country needs analysis and program implementation and evaluation.

CLASP II, like its predecessor, continues to draw on the following four selection criteria to target specific groups for training:

1. leaders and potential leaders;
2. at least 40 percent of the scholars must be female;
3. a minimum of 70 percent will come from socially or economically disadvantaged groups. While 30 percent may not be disadvantaged, Trainees will not be selected from families who could reasonably be expected to obtain educational or career training in the U.S. using private resources. In no case will training be provided to individuals from economically or politically "elite" families;
4. twenty to 30 percent of CLASP Trainees are to be long term, from 9 to 36 months.

The specific definitions of such social categories as "elite," "economically disadvantaged," and "leader" are developed by each participating Mission in its Social-Institutional Framework (SIF) analysis, a country-specific study which precedes the writing of the CLASP II Project Paper.

Several considerations distinguish CLASP II from its predecessor. A primary refinement in CLASP II program strategy is that the leadership criterion has been elevated from one of several factors to the primary consideration for participant recruitment and selection. This change is designed to maximize the impact of high-cost U.S. training by concentrating on individuals with the greatest potential for influencing the direction of their communities and societies. The project will provide leaders and potential leaders with training to significantly enhance their technical skills, leadership capabilities, career potential, and appreciation for the value of democratic institutions and free enterprise economies. The CLASP II overall project goals are to be accomplished through the academic or technical training of current

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<sup>1</sup> The text of this policy guidance was sent by AID/Washington to LAC field Missions on April 3, 1991 as State 106163. It is reproduced here to serve as a reference point for those who are reviewing this CLASP Fifth Annual Report for information which may assist the process of transition to CLASP II.

and potential leaders from fields judged by the participating Missions to be critical to the successful social and economic development of each country.

CLASP was a centrally directed and regionally funded program, while CLASP II will be funded by the Missions. As a result, CLASP II allows the Missions to place heavier emphasis on country development objectives in the host countries. In the process of preparing for CLASP II, each Mission has identified in its SIF the priority groups targeted for training. Under CLASP II, Missions are encouraged, within the CLASP selection criteria and objectives, to devise training programs which reinforce general Mission objectives and program strategy. While CLASP set numerical goals for the number of Trainees, CLASP II places a greater emphasis on participant selection and on program quality and relevance than on the number of participants.

CLASP II will continue the practice in which each Mission establishes its own administrative mechanism for recruitment and selection of Peace Scholars. Through Mission approval of the project paper, each Mission determines its priority training areas. The Missions may draw on host country support for this, such that a common element in CLASP II implementation should be the active participation of local communities, institutions, and supervisors in the recruitment and selection of Trainees, in the establishment of training objectives, and in the planning for training programs. One principle to be observed in implementing CLASP II relates to the composition of training groups: CLASP experience has shown that training groups must be adequately homogeneous in terms of background, level of expertise, and professional interests to enable the training institution to offer training which is relevant to each person in the group. While cost containment will continue to be an active management concern through the monitoring of the Training Cost Analysis system and open and competitively bid contracts, it will be considered in the context of appropriate, high quality programs rather than in terms of relative cost only.

Adequate advance planning by the Missions for particular training programs is essential for the success of the program. Such planning takes the form of complete PIO/Ps and Training Implementation Plans. Short-term technical training programs require at least three months advance written notification through a completed PIO/P or training request, while the planning requirements for long-term technical and academic training impose a minimum of six months prior notification. For advanced acceptance at accredited institutions, the institutions must receive full documentation of certified transcripts, letters of recommendation, medical clearances, and other required credentials three to four months before the beginning of the program.

All Peace Scholars will receive appropriate and adequate pre-departure orientation and pre-program training necessary to benefit fully from the program. Such pre-program activities should include English language training if needed, remedial or preparatory academic training, cultural orientation to the U.S., and familiarization with the institutions in which the Peace Scholar will be working. It is important that the Peace Scholars be prepared for what they will experience, emotionally as well as intellectually, and appropriate training should take into account that disadvantaged rural Peace Scholars may not be familiar even with urban life in their home country.

All CLASP II Peace Scholars will attend technical or academic training programs in the U.S. lasting no less than 28 days. At least 20-30 percent of the Peace Scholars from each Mission will attend long-term training programs of nine months or more. The training to be provided should be appropriate to the needs of the Peace Scholar and make a substantive contribution to the Peace Scholar's career and leadership ability.

Each Mission will establish placement procedures to comply with existing legislation with respect to the full utilization of Historically Black Colleges and Universities (HBCUs). At least 10 percent of all Peace Scholar training, both academic and technical, will be at HBCUs. A recent Agency-wide decision requires that calculations made for compliance with this provision be made in terms of participant-months.

Experience America remains an important focus in CLASP II implementation. All training programs will include exposure to United States life and values, particularly as they relate to democratic institutions, free enterprise, and the development of personal and institutional relationships between Trainees and U.S. citizens. Each participating Mission is responsible for the inclusion of appropriate Experience America activities for each Trainee or group of Trainees which complement and supplement the technical and leadership skills components. Experience America is an experiential and participatory, rather than observational, approach to understanding the United States. These activities should make the exposure to values, principles of democratic government, American lifestyles, and U.S. institutions a personal and relevant experience. For programming purposes, the Experience America component will be a formal component of all contracts and training requests and will be fully integrated into the overall training plan.

One of the most common findings of evaluations of participant training programs over the years has been the importance of providing follow-on support to help participants make maximum use of their training after returning home. In CLASP II, this is reflected in an increase in the emphasis on and resources dedicated to Follow-on. While each Mission is free to devise its own Follow-on program, Follow-on is to be an integral part of individual training-program design from its inception. The goals of Follow-on are currently being achieved through a variety of means. Missions have, for example:

- established good tracking systems to stay in touch with scholars;
- formed associations of returned scholars;
- sponsored meetings and reunions;
- supported continuing education in workshops and seminars;
- assisted in job placement;
- invited returned Trainees to assist in planning or other activities;
- set up linkages between returnees and other U.S. entities such as the Peace Corps; and
- underwritten the publication of newsletters, working papers, and bulletins.

Other creative approaches to Follow-on are encouraged.

Training Cost Analysis (TCA) standardizes the monitoring of all project spending and cost containment efforts in CLASP II and, by requiring contractors to use uniform definitions for cost proposals, facilitates the competitive contracting process. Each contractor now prepares

quarterly reports detailing its planned versus actual expenditures. Unique to CLASP is the CLASP Annual TCA Summary Report, which permits comparisons between Mission data (in the CLASP Information System) and contractor data. The Annual Report provides a level of detail allowing for more in-depth analysis than the quarterly reports and forms the base of aggregate cost data which will permit Missions and the Agency to project more accurately the real cost of participant training.

Under CLASP II, AID/Washington will continue to rely upon a central evaluation contractor to carry out a process evaluation, similar to that carried out under the current CLASP, to assist both LAC/DR and the Missions in identifying and resolving implementation problems. The CLASP Information System (CIS) will continue to be the program information system used by the Mission to track the overall progress of the program and to report to AID/Washington on implementation. The central contractor's evaluation capacity has been expanded through the development of a qualitative evaluation focus which will be available to Missions through a buy-in arrangement for the design and implementation of Mission-specific impact evaluations tailored to Mission priorities and needs. These evaluation efforts may be targeted by the Missions on any aspect of the training program, such as the recruitment and selection process, training implementation (e.g., through site visits), or the Follow-on program. However, each Mission will be responsible for an in-country evaluation which examines the entire project implementation at some point after a significant number of CLASP II Trainees have completed their training and returned home for a period of at least six months, and at least six months before the end of the project.

As in past CLASP implementation, LAC/DR will continue to monitor program implementation in CLASP II and will make available to the Missions its observations and policy guidance in an opportune manner.

A P P E N D I X    E

CLASP Fact Sheet for FY 90

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## **APPENDIX E**

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### **CLASP FACT SHEET FOR FY 90**

This appendix presents the final Fact Sheet for CLASP training through FY 90. These Fact Sheets are prepared on a quarterly basis from the CLASP Information System (CIS) for the AID/LAC/DR/EHR CLASP Project Managers as a tool to help in their management responsibilities. The data for the Fact Sheets is obtained, also on a quarterly basis, from the field managers of the CLASP participating Missions and from Georgetown University. When the data updates are received by Aguirre International they are compared with the previous database for analysis as to whether any inadvertent deletions or double entries or otherwise unexplained changes may have occurred since the previous quarter.

When the Database Manager is satisfied that the new data is valid, the CIS database is updated; and the merged data is then used to produce the quarterly Fact Sheet reports.

This final FY 90 Fact Sheet, upon which all of the analysis of compliance with CLASP minimum programming targets in this Annual Report is based, contains also the first information on CLASP II programming. During the remaining period of overlap between the CLASP I and CLASP II training programs, i.e., until the last of CLASP I trainees has finished his or her training, these Fact Sheets will continue to provide data on both programs.

## CAPS TRAINEES THROUGH FISCAL YEAR 1990

COUNTRY	TOTAL	FEMALE		ACADEMIC		LONG-TERM		DISADVANTAGE	
	TRAINEES	NO.	%	NO.	%	NO.	%	NO.	%
<b>BELIZE</b>									
FY 85	19	3	16%	4	21%	4	21%	7	37%
FY 86	82	48	59%	18	22%	18	22%	58	71%
FY 87	76	28	37%	15	20%	15	20%	55	72%
FY 88	50	18	36%	14	28%	14	28%	47	94%
FY 89	43	21	49%	11	26%	11	26%	37	86%
FY 90	1	0	0%	1	100%	0	0%	0	0%
<b>TOTAL</b>	<b>271</b>	<b>118</b>	<b>44%</b>	<b>63</b>	<b>23%</b>	<b>62</b>	<b>23%</b>	<b>204</b>	<b>75%</b>
<b>COSTA RICA</b>									
FY 85	44	9	20%	12	27%	12	27%	44	100%
FY 86	394	185	47%	39	10%	40	10%	381	97%
FY 87	366	144	39%	53	14%	53	14%	343	94%
FY 88	249	133	53%	61	24%	61	24%	234	94%
FY 89	483	207	43%	95	20%	237	49%	444	92%
FY 90	380	133	35%	81	21%	203	53%	362	95%
<b>TOTAL</b>	<b>1,916</b>	<b>811</b>	<b>42%</b>	<b>341</b>	<b>18%</b>	<b>606</b>	<b>32%</b>	<b>1,808</b>	<b>94%</b>
<b>EL SALVADOR</b>									
FY 85	342	98	29%	53	15%	51	15%	147	43%
FY 86	247	89	36%	51	21%	52	21%	135	55%
FY 87	285	100	35%	131	46%	138	48%	209	73%
FY 88	68	26	38%	0	0%	15	22%	37	54%
FY 89	280	113	40%	0	0%	180	64%	247	88%
FY 90	194	147	76%	0	0%	95	49%	147	76%
<b>TOTAL</b>	<b>1,416</b>	<b>573</b>	<b>40%</b>	<b>235</b>	<b>17%</b>	<b>531</b>	<b>38%</b>	<b>922</b>	<b>65%</b>
<b>GUATEMALA</b>									
FY 85	326	132	40%	14	4%	14	4%	289	89%
FY 86	809	187	23%	12	1%	12	1%	800	99%
FY 87	1,037	589	57%	0	0%	0	0%	1,034	99%
FY 88	932	504	54%	72	8%	269	29%	797	86%
FY 89	1,048	531	51%	22	2%	363	35%	1,005	96%
FY 90	406	231	57%	0	0%	0	0%	406	100%
<b>TOTAL</b>	<b>4,558</b>	<b>2,174</b>	<b>48%</b>	<b>120</b>	<b>3%</b>	<b>658</b>	<b>14%</b>	<b>4,331</b>	<b>95%</b>
<b>HONDURAS</b>									
FY 85	209	70	33%	30	14%	15	7%	113	54%
FY 86	296	92	31%	67	23%	69	23%	165	56%
FY 87	404	135	33%	126	31%	131	32%	330	82%
FY 88	403	125	31%	113	28%	106	26%	351	87%
FY 89	342	160	47%	111	32%	110	32%	322	94%
FY 90	158	70	44%	0	0%	0	0%	155	98%
<b>TOTAL</b>	<b>1,812</b>	<b>652</b>	<b>36%</b>	<b>447</b>	<b>25%</b>	<b>431</b>	<b>24%</b>	<b>1,436</b>	<b>79%</b>

## CAPS TRAINEES THROUGH FISCAL YEAR 1990 Continued

COUNTRY	TOTAL TRAINEES	FEMALE		ACADEMIC		LONG-TERM		DISADVANTAGE	
		NO.	%	NO.	%	NO.	%	NO.	%
<b>PANAMA</b>									
FY 85	73	9	12%	21	29%	72	99%	55	75%
FY 86	246	70	28%	170	69%	235	96%	211	86%
FY 87	49	20	41%	49	100%	24	49%	49	100%
FY 88	59	27	46%	59	100%	58	98%	59	100%
FY 89	0	0	NA	0	NA	0	NA	0	NA
FY 90	56	19	34%	56	100%	56	100%	56	100%
TOTAL	483	145	30%	355	73%	445	92%	430	89%
<b>ROCAP</b>									
FY 85	42	5	12%	1	2%	1	2%	1	2%
FY 86	242	34	14%	3	1%	9	4%	178	74%
FY 87	106	27	25%	3	3%	4	4%	100	94%
FY 88	104	31	30%	0	0%	6	6%	66	63%
FY 89	139	28	20%	2	1%	25	18%	98	71%
FY 90	32	1	3%	3	9%	3	9%	25	78%
TOTAL	665	126	19%	12	2%	48	7%	468	70%
<b>GRAND TOTAL</b>									
FY 85	1,055	326	31%	135	13%	169	16%	656	62%
FY 86	2,316	705	30%	360	16%	435	19%	1,928	83%
FY 87	2,323	1,043	45%	377	16%	365	16%	2,120	91%
FY 88	1,865	864	46%	319	17%	529	28%	1,591	85%
FY 89	2,335	1,060	45%	241	10%	926	40%	2,153	92%
FY 90	1,227	601	49%	141	11%	357	29%	1,151	94%
TOTAL	11,121	4,599	41%	1,573	14%	2,781	25%	9,599	86%

## LAC II TRAINEES THROUGH FISCAL YEAR 1990

COUNTRY	TOTAL TRAINEES	FEMALE		ACADEMIC		LONG-TERM		DISADVANTAGE	
		NO.	%	NO.	%	NO.	%	NO.	%
<b>DOMINICAN REPUBLIC</b>									
FY 85	2	1	50%	1	50%	2	100%	0	0%
FY 86	21	6	29%	8	38%	9	43%	0	0%
FY 87	38	11	29%	6	16%	6	16%	0	0%
FY 88	25	10	40%	7	28%	7	28%	0	0%
FY 89	3	1	33%	1	33%	1	33%	1	33%
FY 90	0	0	NA	0	NA	0	NA	0	NA
TOTAL	89	29	33%	23	26%	25	28%	1	1%
<b>HAITI</b>									
FY 85	6	1	17%	2	33%	2	33%	0	0%
FY 86	30	5	17%	3	10%	3	10%	0	0%
FY 87	91	22	24%	4	4%	4	4%	10	11%
FY 88	11	1	9%	2	18%	2	18%	0	0%
FY 89	0	0	NA	0	NA	0	NA	0	NA
FY 90	0	0	NA	0	NA	0	NA	0	NA
TOTAL	138	29	21%	11	8%	11	8%	10	7%
<b>JAMAICA</b>									
FY 85	8	6	75%	7	88%	7	88%	1	13%
FY 86	107	40	37%	12	11%	12	11%	4	4%
FY 87	38	12	32%	12	32%	13	34%	0	0%
FY 88	17	8	47%	4	24%	4	24%	0	0%
FY 89	2	1	50%	0	0%	0	0%	0	0%
FY 90	0	0	NA	0	NA	0	NA	0	NA
TOTAL	172	67	39%	35	20%	36	21%	5	3%
<b>RDOC</b>									
FY 85	5	1	20%	3	60%	3	60%	4	80%
FY 86	65	18	28%	23	35%	30	46%	44	68%
FY 87	32	13	41%	6	19%	6	19%	24	75%
FY 88	7	5	71%	0	0%	0	0%	0	0%
FY 89	2	0	0%	0	0%	0	0%	0	0%
FY 90	2	1	50%	0	0%	0	0%	1	50%
TOTAL	113	38	34%	32	28%	39	35%	73	65%
<b>GRAND TOTAL</b>									
FY 85	21	9	43%	13	62%	14	67%	5	24%
FY 86	223	69	31%	46	21%	54	24%	48	22%
FY 87	199	58	29%	28	14%	29	15%	34	17%
FY 88	60	24	40%	13	22%	13	22%	0	0%
FY 89	7	2	29%	1	14%	1	14%	1	14%
FY 90	2	1	50%	0	0%	0	0%	0	0%
TOTAL	512	163	32%	101	20%	111	22%	88	17%

## PTIIC TRAINEES THROUGH FISCAL YEAR 1990

COUNTRY	TOTAL TRAINEES		FEMALE		ACADEMIC		LONG-TERM		DISADVANTAGE	
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
<b>DOMINICAN REPUBLIC</b>										
FY 85	0		0	NA	0	NA	0	NA	0	NA
FY 86	0		0	NA	0	NA	0	NA	0	NA
FY 87	48		19	40%	27	56%	40	83%	36	75%
FY 88	79		33	42%	17	22%	68	86%	65	82%
FY 89	1		1	100%	0	0%	1	100%	1	100%
FY 90	41		17	41%	0	0%	0	0%	40	98%
TOTAL	169		70	41%	44	26%	109	64%	142	84%
<b>HAITI</b>										
FY 85	0		0	NA	0	NA	0	NA	0	NA
FY 86	0		0	NA	0	NA	0	NA	0	NA
FY 87	78		31	40%	5	6%	5	6%	57	73%
FY 88	104		37	36%	40	38%	40	38%	63	61%
FY 89	20		17	85%	3	15%	3	15%	14	70%
FY 90	44		30	68%	2	5%	2	5%	35	80%
TOTAL	246		115	47%	50	20%	50	20%	169	69%
<b>JAMAICA</b>										
FY 85	0		0	NA	0	NA	0	NA	0	NA
FY 86	1		0	0%	0	0%	0	0%	0	0%
FY 87	108		73	68%	18	17%	18	17%	14	13%
FY 88	69		43	62%	20	29%	22	32%	27	39%
FY 89	15		9	60%	14	93%	14	93%	7	47%
FY 90	40		28	70%	31	78%	10	25%	29	73%
TOTAL	233		153	66%	83	36%	64	27%	77	33%
<b>RDOC</b>										
FY 85	0		0	NA	0	NA	0	NA	0	NA
FY 86	70		39	56%	5	7%	5	7%	59	84%
FY 87	288		157	55%	60	21%	60	21%	279	97%
FY 88	90		41	46%	55	61%	64	71%	75	83%
FY 89	73		32	44%	49	67%	49	67%	68	93%
FY 90	57		25	44%	47	82%	45	79%	53	93%
TOTAL	578		294	51%	216	37%	223	39%	534	92%
<b>GRAND TOTAL</b>										
FY 85	0		0	NA	0	NA	0	NA	0	NA
FY 86	71		39	55%	5	7%	5	7%	59	83%
FY 87	522		280	54%	110	21%	123	24%	386	74%
FY 88	342		154	45%	132	39%	194	57%	230	67%
FY 89	109		59	54%	66	61%	67	61%	90	83%
FY 90.3	182		100	55%	80	44%	57	31%	157	86%
TOTAL	1,226		632	52%	393	32%	446	36%	922	75%

## APSP TRAINEES THROUGH FISCAL YEAR 1990

COUNTRY	TOTAL TRAINEES	FEMALE		ACADEMIC		LONG-TERM		DISADVANTAGE	
		NO.	%	NO.	%	NO.	%	NO.	%
<b>BOLIVIA</b>									
FY 87	20	20	100%	0	0%	0	0%	20	100%
FY 88	76	36	47%	0	0%	0	0%	50	66%
FY 89	99	30	30%	27	27%	27	27%	80	81%
FY 90	113	38	34%	40	35%	40	35%	112	99%
TOTAL	308	124	40%	67	22%	67	22%	262	85%
<b>ECUADOR</b>									
FY 87	0	0	NA	0	NA	0	NA	0	NA
FY 88	67	30	45%	4	6%	13	19%	51	76%
FY 89	108	29	27%	5	5%	18	17%	84	78%
FY 90	80	25	31%	11	14%	16	20%	77	96%
TOTAL	255	84	33%	20	8%	47	18%	212	83%
<b>PERU</b>									
FY 87	0	0	NA	0	NA	0	NA	0	NA
FY 88	84	51	61%	8	10%	8	10%	76	90%
FY 89	96	50	52%	3	3%	18	19%	86	90%
FY 90	89	56	63%	6	7%	53	60%	81	91%
TOTAL	269	157	58%	17	6%	79	29%	243	90%
<b>COLOMBIA</b>									
FY 87	0	0	NA	0	NA	0	NA	0	NA
FY 88	39	30	77%	0	0%	0	0%	39	100%
FY 89	154	71	46%	24	16%	44	29%	154	100%
FY 90	100	52	52%	23	23%	32	32%	100	100%
TOTAL	293	153	52%	47	16%	76	26%	293	100%
<b>GRAND TOTAL</b>									
FY 87	20	20	100%	0	0%	0	0%	20	100%
FY 88	266	147	55%	12	5%	21	8%	216	81%
FY 89	457	180	39%	59	13%	107	23%	404	88%
FY 90	382	171	45%	80	21%	141	37%	370	97%
TOTAL	1,125	518	46%	151	13%	269	24%	1,010	90%

## CASP TRAINEES THROUGH FISCAL YEAR 1990

COUNTRY	TOTAL TRAINEES	FEMALE		ACADEMIC		LONG-TERM		DISADVANTAGE	
		NO.	%	NO.	%	NO.	%	NO.	%
<b>BELIZE</b>									
FY 85	9	1	11%	5	56%	5	56%	9	100%
FY 86	56	15	27%	40	71%	40	71%	56	100%
FY 87	55	23	42%	31	56%	31	56%	55	100%
FY 88	52	29	56%	48	92%	48	92%	52	100%
FY 89	47	17	36%	47	100%	47	100%	47	100%
FY 90	10	6	60%	10	100%	10	100%	10	100%
TOTAL	229	91	40%	181	79%	181	79%	229	100%
<b>COSTA RICA</b>									
FY 85	15	0	0%	8	53%	8	53%	15	100%
FY 86	45	19	42%	30	67%	30	67%	45	100%
FY 87	24	12	50%	14	58%	14	58%	24	100%
FY 88	52	20	38%	52	100%	51	98%	52	100%
FY 89	51	24	47%	51	100%	51	100%	51	100%
FY 90	0	0	NA	0	NA	0	NA	0	NA
TOTAL	187	75	40%	155	83%	154	82%	187	100%
<b>EL SALVADOR</b>									
FY 85	14	0	0%	7	50%	7	50%	14	100%
FY 86	49	19	39%	30	61%	30	61%	49	100%
FY 87	38	18	47%	30	79%	30	79%	38	100%
FY 88	50	34	68%	35	70%	35	70%	50	100%
FY 89	42	27	64%	42	100%	42	100%	42	100%
FY 90	0	0	NA	0	NA	0	NA	0	NA
TOTAL	193	98	51%	144	75%	144	75%	193	100%
<b>GUATEMALA</b>									
FY 85	15	3	20%	9	60%	9	60%	15	100%
FY 86	41	21	51%	29	71%	29	71%	41	100%
FY 87	28	14	50%	22	79%	22	79%	28	100%
FY 88	48	12	25%	48	100%	48	100%	48	100%
FY 89	54	26	48%	54	100%	52	96%	54	100%
FY 90	0	0	NA	0	NA	0	NA	0	NA
TOTAL	186	76	41%	162	87%	160	86%	186	100%
<b>HONDURAS</b>									
FY 85	14	5	36%	9	64%	9	64%	14	100%
FY 86	43	18	42%	28	65%	28	65%	43	100%
FY 87	25	7	28%	18	72%	18	72%	25	100%
FY 88	80	45	56%	65	81%	65	81%	80	100%
FY 89	45	22	49%	45	100%	43	96%	45	100%
FY 90	0	0	NA	0	NA	0	NA	0	NA
TOTAL	207	97	47%	165	80%	163	79%	207	100%

## CASP TRAINEES THROUGH FISCAL YEAR 1990 Continued

COUNTRY	TOTAL TRAINEES	FEMALE		ACADEMIC		LONG-TERM		DISADVANTAGE	
		NO.	%	NO.	%	NO.	%	NO.	%
<b>PANAMA</b>									
FY 85	7	0	0%	4	57%	4	57%	7	100%
FY 86	37	16	43%	33	89%	33	89%	37	100%
FY 87	18	5	28%	18	100%	18	100%	18	100%
FY 88	65	28	43%	65	100%	65	100%	65	100%
FY 89	0	0	NA	0	NA	0	NA	0	NA
FY 90	0	0	NA	0	NA	0	NA	0	NA
TOTAL	127	49	39%	120	94%	120	94%	127	100%
<b>GRAND TOTAL</b>									
FY 85	74	9	12%	42	57%	42	57%	74	100%
FY 86	271	108	40%	190	70%	190	70%	271	100%
FY 87	188	79	42%	133	71%	133	71%	188	100%
FY 88	347	168	48%	313	90%	312	90%	347	100%
FY 89	239	116	49%	239	100%	235	98%	239	100%
FY 90	10	6	60%	10	100%	10	100%	10	100%
TOTAL	1,129	486	43%	927	82%	922	82%	1,129	100%

**CASS TRAINEES THROUGH FISCAL YEAR 1990**  
**LATIN AMERICAN COUNTRIES**

COUNTRY	TOTAL TRAINEES	FEMALE		ACADEMIC		LONG-TERM		DISADVANTAGE	
		NO.	%	NO.	%	NO.	%	NO.	%
<b>BELIZE</b>									
FY 89	25	14	56%	25	100%	25	100%	25	100%
FY 90	20	6	30%	20	100%	20	100%	20	100%
TOTAL	45	20	44%	45	100%	45	100%	45	100%
<b>COSTA RICA</b>									
FY 89	35	19	54%	35	100%	35	100%	35	100%
FY 90	55	28	51%	55	100%	55	100%	55	100%
TOTAL	90	47	52%	90	100%	90	100%	90	100%
<b>EL SALVADOR</b>									
FY 89	44	26	59%	44	100%	44	100%	44	100%
FY 90	60	32	53%	60	100%	60	100%	60	100%
TOTAL	104	58	56%	104	100%	104	100%	104	100%
<b>GUATEMALA</b>									
FY 89	58	24	41%	58	100%	58	100%	58	100%
FY 90	95	48	51%	95	100%	95	100%	95	100%
TOTAL	153	72	47%	153	100%	153	100%	153	100%
<b>HONDURAS</b>									
FY 89	45	27	60%	45	100%	45	100%	45	100%
FY 90	72	36	50%	72	100%	72	100%	72	100%
TOTAL	117	63	54%	117	100%	117	100%	117	100%
<b>SUB TOTAL</b>									
FY 89	207	110	53%	207	100%	207	100%	207	100%
FY 90	302	150	50%	302	100%	302	100%	302	100%
TOTAL	509	260	51%	509	100%	509	100%	509	100%

**CASS TRAINEES THROUGH FISCAL YEAR 1990  
CARIBBEAN COUNTRIES**

COUNTRY	TOTAL TRAINEES		FEMALE		ACADEMIC		LONG-TERM		DISADVANTAGE	
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
<b>DOMINICAN REPUBLIC</b>										
FY 89	45		21	47%	45	100%	45	100%	45	100%
FY 90	83		48	58%	83	100%	83	100%	83	100%
TOTAL	128		69	54%	128	100%	128	100%	128	100%
<b>HAITI</b>										
FY 89	25		6	24%	25	100%	25	100%	25	100%
FY 90	51		20	39%	51	100%	51	100%	51	100%
TOTAL	76		26	34%	76	100%	76	100%	76	100%
<b>JAMAICA</b>										
FY 89	17		9	53%	17	100%	17	100%	17	100%
FY 90	49		28	57%	49	100%	48	98%	49	100%
TOTAL	66		37	56%	66	100%	65	98%	66	100%
<b>RDOC</b>										
FY 89	33		19	58%	33	100%	33	100%	33	100%
FY 90	61		28	46%	61	100%	61	100%	61	100%
TOTAL	94		47	50%	94	100%	94	100%	94	100%
<b>SUB TOTAL</b>										
FY 89	120		55	46%	120	100%	120	100%	120	100%
FY 90.3	244		124	51%	244	100%	243	100%	244	100%
TOTAL	364		179	49%	364	100%	363	100%	364	100%
<b>GRAND TOTAL</b>										
FY 89	327		165	50%	327	100%	327	100%	327	100%
FY 90	546		274	50%	546	100%	545	100%	546	100%
TOTAL	873		439	50%	873	100%	872	100%	873	100%

## SUMMARY OF PROJECTS THROUGH FISCAL YEAR 1990

PROJECT	TOTAL TRAINEES	FEMALE		ACADEMIC		LONG-TERM		DISADVANTAGE	
		NO.	%	NO.	%	NO.	%	NO.	%
APSP TOTAL	1,125	518	46%	151	13%	269	24%	1,010	90%
CAPS TOTAL	11,121	4,599	41%	1,573	14%	2,781	25%	9,599	86%
PTIIC TOTAL	1,226	632	52%	393	32%	446	36%	922	75%
CASP TOTAL	1,129	486	43%	927	82%	922	82%	1,129	100%
CASS TOTAL	873	439	50%	873	100%	872	100%	873	100%
<b>GRAND TOTAL</b>	<b>15,474</b>	<b>6,674</b>	<b>43%</b>	<b>3,917</b>	<b>25%</b>	<b>5,290</b>	<b>34%</b>	<b>13,533</b>	<b>87%</b>

\*Does not include LAC II.

## CAPS II TRAINEES THROUGH FISCAL YEAR 1990

COUNTRY	TOTAL TRAINEES	FEMALE		ACADEMIC		LONG-TERM		DISADVANTAGE	
		NO.	%	NO.	%	NO.	%	NO.	%
GUATEMALA									
FY 90	50	22	44%	0	0%	50	100%	35	70%
TOTAL	50	22	44%	0	0%	50	100%	35	70%