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**CARIBBEAN AND LATIN  
AMERICAN SCHOLARSHIP PROGRAM  
HONDURAS REPORT**

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**Submitted by:**

Aguirre International  
1735 North Lynn St.  
Suite 1000  
Rosslyn, VA 22209-2019

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**EXECUTIVE  
SUMMARY**

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# EXECUTIVE SUMMARY

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## 1 PURPOSE OF THE EVALUATION

This evaluation was designed to assess the current status of HOPS-II (the Honduras Peace Scholarship Project II, Project 522-0364) to assist in "defining strategies aimed at obtaining maximum development impact." HOPS-II was in a very early stage of implementation at the time of the evaluation. Therefore, the previous and similar CAPS/HOPS-I (the Central American Peace Scholarships Project and the Honduras Peace Scholarship—Projects 597-0001 and 522-0329), implemented from FY 1987 through FY 1991, was also included in the assessment.

The evaluation focused on two issues: *process*—assessing the implementation of the current Project to identify options for possible improvements; and *outcomes* and *impact*—determining how Trainees have used CAPS/HOPS training and the degree to which post-training activities can be attributed to the training received.

The scope of work (see Appendix A) directed attention to four components of the HOPS-II Project:

- Recruitment and Selection Procedures
- Predeparture Orientation and Training
- U.S. Training
- Follow-on Activities

The evaluation also considered cost issues and the role of the Projects in meeting Mission Strategic Objectives.

## 2 METHODOLOGY FOR CONDUCTING THE EVALUATION

A combination of quantitative and qualitative methods was used to query more than 300 CAPS and HOPS-II Trainees. Over 250 Trainees were surveyed, using a wide-ranging questionnaire. Further, more than a dozen focus groups were held with Trainees in a range of fields. Open-ended interviews were conducted with Mission personnel, contractors, Trainees, employers, and other interested persons. Case studies were formulated in four areas of Project focus—small business, environmental education leaders, teachers, and in democratic strengthening.

## 3 RECRUITMENT AND SELECTION PROCEDURES

### A. Findings: Recruitment

In *recruitment*, the program has not yet reached the CLASP target of 40 percent participation by women. At the mid-point of the program, HOPS-II dropped below the 38 percent participation rate achieved by the CAPS program. However, no systematic pattern of discrimination against women is apparent in the selection process. The relative inequities in geographic distribution of CAPS/HOPS-I (which tended to favor Francisco Morazán and central and eastern departments) have been largely overcome under HOPS-II. The Project has successfully drawn on networks identified both by USAID technical officers and intermediary organizations.

### B. Recommendations: Recruitment

- *The use of intermediary organizations is a suitable means to target appropriate candidates. However, it is recommended that*

several issues be addressed in improving the effectiveness of the relationships. These are the need for adequate lead time to involve the organization, a clearer definition of the organization's commitment to support its candidates in selection, predeparture, and Follow-on, and the need for increased networking between HOPS-II personnel and the organizations.

- Given the continued difficulty of HOPS-II to reach the CLASP target of 40 percent recruitment for women, increased efforts should be given to active recruitment of women for the short-term technical training programs. USAID/Honduras may wish to consider adopting a 50 percent participation rate for women, as have other CLASP Missions.

#### C. Findings: Selection

In selection, the HOPS-II staff has introduced effective new forms of short-term Trainee selection. Week-long, substantive pre-selection seminars are organized for a large number of potential training candidates. While only a minority are selected for HOPS-II training, the rest benefit from the seminar and serve as a natural "multiplier" constituency for the selected Trainees. HOPS-II Trainees preparing for long-term training have played key roles in the design of these seminars.

#### D. Recommendations: Selection

- The week-long selection seminar should be maintained, especially when it involves HOPS-II long-term scholars in predeparture training. It is a model which should be communicated to other CLASP Missions.
- Project personnel should consider working with local organizations focused on women in development as intermediary groups. A logical place to begin tapping these

networks is with the USAID Office for Women In Development.

## 4 PREDEPARTURE ORIENTATION AND TRAINING

### A. Findings

The Mission has introduced an expanded predeparture orientation and training model which emphasizes the connection between the development needs of Honduras and the specific training for which Trainees have been selected. Based on achieving three Competency-based Objectives, the predeparture training is designed to help the Trainees develop their leadership skills and to place their training in the broader context of their work. It is intended to awaken in the Trainees a commitment to share their training with their co-workers and community. It also attempts to provide all Trainees, both long-term and short-term, with appropriate skills in English.

The multiple components of the predeparture training—which includes detailed general academic knowledge and broadly defined "topping off" as well as instruction in development issues—make it one of the most complete models in the regional CLASP program. However, it was noted that the same conceptual model underlies the predeparture training of both short-term and long-term programs, which have distinct objectives. For short-term Trainees, the training may have moved too far towards becoming a complete training program itself, not always well coordinated with the U.S. training. English language instruction has proven to be the most problematic element for both short-term and long-term Trainees.

### B. Recommendations

#### Overall Program Concerns

- The predeparture training should be oriented towards the objective of supporting

*the U.S. training, with greater communication between the HOPS-II program and those implementing the program in the U.S. This suggests the reformulation of the current Competency-based Objectives to shorten the amount of time spent in predeparture training.*

- *The week-long "motivational" seminar, which initiates predeparture training, has demonstrated its effectiveness and should be retained for short-term Trainees. It may require revision for many long-term Trainees, who feel that it does not mesh well with their professional training.*
- *The discussion of Honduran development issues should remain an integral part of predeparture training, regardless of other modifications that may be made.*

#### **Predeparture and English Language Training for Long-term Trainees**

- *The Competency-based Objectives, while suitable adjuncts to the preparation of long-term Trainees, appear to be less important to the Trainees' preparation than an increased focus on English proficiency. The English language training for Long-term Trainees should emphasize achieving the necessary proficiency to pass the TOEFL. Greater knowledge of the U.S. academic system needs to be included in their program. Competing program components should be correspondingly reduced.*
- *The English language training course should strive to create the English-only "rich environment" that is best able to advance Trainees toward English proficiency. An outside review of current language instruction methods, materials, and personnel by a specialist in English as a second language is recommended to make recommendations about the technical aspects of*

*the curriculum. An English-only dormitory for the long-term academic students could improve the opportunities for practicing English and contribute to creating group identity.*

- *The long-term Trainees' field experience with Peace Corps volunteers—in which they spend a week with PCVs in rural areas—should be retained but it should be scheduled earlier in the program.*
- *Long-term Trainees should have a greater role in designing their U.S. program, consistent with program objectives of Trainees working to formulate their future work in development in the country. Volunteer Academic Counselors could be recruited in the U.S. community in Honduras to help Trainees become familiar with U.S. academic life.*

#### **Short-term English Language Training**

- *The Competency-based Objective relating to English proficiency for short-term Trainees is unrealistic and leads to frustration and unmet expectations. It should be modified to providing survival English.*
- *The effort to provide a suitable Experience America component should be met through appropriate program design, not through English competency.*

## **5 U.S. TRAINING**

### **A. Findings: Long-term Training**

Graduates of the long-term academic program who have received Bachelors or Masters Degrees are very satisfied with the training received. Trainees in the two-year Associate of Arts degree program encountered difficulty in finding employment and in transferring their credits to Honduran universities.

HOPS-II long-term academics appear to be more committed than former CAPS academics to applying their training to the development problems of Honduras. The leadership activities in which they participated during the predeparture training program have successfully raised their awareness of the issues, and they are reported as being more focused in their work in the United States.

HOPS-II long-term academic Trainees are frustrated by the current process used to select and place them in the universities. The program, with its large number of technical areas, is also very diffuse and would benefit from a sharper focus. This would reduce the number of areas with which the U.S. contractor has to be familiar, allowing them to better select universities with excellent programs at a moderate cost.

Experience America activities for long-term academics depend more upon the individual's motivation to seek activities outside the classroom and the activities available through the university community.

### **B. Findings: Short-term Technical Training**

Trainees report very high satisfaction with the short-term training programs offered by most of the training institutions in the U.S. All Trainees consistently reported the Experience America activities as one of the highlights of the U.S. training program, especially the homestays with American families. Some training institutions reported that Trainees were not prepared adequately for the culture shock that can occur, however.

### **C. Recommendations**

■ *The predeparture orientation program should include a stronger experiential cross-cultural orientation for Trainees to prepare Trainees for the Experience America portion of the program. This should provide Trainees with a fuller understanding*

*of U.S. cultural values and behaviors as well as strategies for dealing with culture shock.*

■ *Long-term Academic Trainees should receive clearer guidelines about the types of non-academic activities available at U.S. universities. The U.S. contracting agency should work more closely with the students, during program monitoring, to encourage them to take full advantage of the opportunities present on all campuses, from volunteer work in the community to activities organized by campus offices.*

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## **IMPACT IN THE WORKPLACE AND COMMUNITY**

### **A. Findings**

Overall, CAPS/HOPS Trainees enjoy high levels of employment, with an unemployment rate of about four percent. Even though 30 percent of long-term Trainees were not employed when they began their training, most have found work in their field of study on return. Most Trainees are also very involved in community activities. Short-term Trainees are more likely to have expanded their community activities. Many Trainees attribute their present roles in the community, at least in part, to the "stimulus" or the "vision" that the U.S. training experience provided them.

### **B. Recommendations**

■ *The training design process should include a wide range of interested parties to ensure that the training plan developed for the training provider is directly related to the candidates' needs.*

■ *Group training plans should project expected results with respect to Trainee participation in volunteer activities, against which outcomes can be assessed.*

## 7 FOLLOW-ON ACTIVITIES

### A. Findings

The activities supported through the Follow-on program have reached substantial numbers of people. Through September of 1993, over 6,000 persons had directly participated in some aspect of the Follow-on Program, either returned Trainees themselves or others who had received training from returnees. The Follow-on program has planned and implemented activities in each of six areas outlined in the working paper for CLASP-II. Most notably, Follow-on has:

- monitored the utilization of training;
- maintained appropriate data on returned Trainees;
- reduced the difficulties of Trainee re-entry; and
- fostered the creation of various regional and occupational associations.

### B. Recommendations

- *Follow-on staff, in conjunction with the Office of Education and Training, should determine what continued support is required for the two organizations created through Follow-on support, the environmental educators' PACOH and the returned long-term Trainees' ANEDH.*
- *Support for the new departmental associations should include leadership seminars for the newly chosen association leadership.*
- *Linkages should be strengthened within the program so that the long-term Trainees can use their advanced training to assist short-term returnees in advancing their goals. Likewise, those back a longer period of time can help those just returning.*

- *The Follow-on staff should consider working with groups of Trainees in specific fields not currently receiving attention (such as small business), in addition to establishing a network of all Trainees through national and regional associations.*

## 8 COSTS

### Findings

The relative costs of the U.S. programming agency for HOPS-II project were compared to the training costs of other Central American CLASP Missions. Training Cost Analysis (TCA) information shows that the Honduras Project's relative costs for CAPS in the United States were in the *low* range among Central American Missions participating in CAPS. The relative costs for HOPS-II were *lower than the regional average* compared with Central American Missions participating in CLASP-II. The costs for HOPS-II were also *lower* than the overall costs for non-CLASP participant training programs and were *substantially lower* than the project-related short-term training programs.

## 9 HOPS-II AND MISSION STRATEGIC OBJECTIVES

### A. Findings

The HOPS-II project is successfully contributing to meeting the Mission's Strategic Objectives. Trainees are having an impact at the regional and national level in several areas. However, the program's success is not widely known in the Mission, and some misperceptions about the program persist. Some erroneously view HOPS-II as expensive. Others do not perceive the relationship between Mission Objectives and HOPS-II training. The evaluation team was surprised to learn that some policy personnel asked whether HOPS-II should not be supportive of Mission Strategic Objectives, when

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this issue had been long resolved by HOPS-II managers and staff.

## **B. Recommendations**

- *The CAPS/HOPS office should establish more regular internal communications with the Technical Offices and other divisions within the Mission. Such methods include newsletters, increased contacts between both departing and returning Trainees and Mission personnel, and, informal discussions, and more frequent (more than annually) contacts with Mission offices about their concerns and suggestions.*
- *Even with reductions in future funding, stand-alone training projects must position themselves at the hub of all Mission sectoral and project activities, rather than as a separate "training" sector. While the HOPS-II Project has definite prescribed objectives in target populations and training*

*format which must be met, Project managers should emphasize the degree to which HOPS-II can serve as a support mechanism to the technical fields. This, along with improved communications, will serve to build a strong interest group who understand how human resource development and training support development.*

- *The Office of Education and Training and the CAPS/HOPS staff may wish to develop more explicitly in memoranda or in presentations how HOPS-II supports Mission Strategic Objectives. That is, while most current training groups and topics can easily be placed under one of the SOs, more detailed development of the relationship is advisable as the "strategic management" approach becomes fully institutionalized. A close coordination with Technical Officers and project activities will facilitate this effort.*

**REPORT  
SUMMARY**

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# REPORT SUMMARY

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## 1 PURPOSE OF THE EVALUATION

The purpose of the evaluation is "to assist USAID/Honduras in evaluating the current status of the second phase of the Honduras Peace Scholarship Project (HOPS-II - Project No. 522-0364) and define strategies aimed at obtaining maximum development impact." HOPS-II is the USAID/Honduras Project of the regional Caribbean and Latin American Scholarship Program II (CLASP-II).

The scope of work for the evaluation (see Appendix A) required the assessment of four components of the HOPS-II Project to determine their effectiveness in promoting development impact. The four components are: selection procedures; pre-departure orientation and training, U.S. training; and Follow-on activities. The Evaluation examined "the degree to which HOPS-II strategies and activities are achieving increased development impact, improvements in leadership development and 'Experience America,' and the quality and relevance of training as compared to the lower cost predeparture and follow-on strategies used by the CAPS and HOPS-I Projects." The Mission was also concerned about differential effects of the Projects on Trainees by gender.

The evaluation focuses on the current status and on potential improvements in the HOPS-II Project. However, HOPS-II was in a very early stage of implementation at the time of the evaluation, having only begun to send Trainees to the U.S. in FY 1992. Therefore the evaluation examined two related dimensions of HOPS-II to place current activities in a broader context.

- First, the evaluation focused on two issues: *process*—assessing the implementation of the current Project to identify options for possible

improvements; and *outcomes and impact*—determining how Trainees have used the training and the degree to which subsequent activities can be attributed to the training received.

- Second, Aguirre International reviewed in some detail the previous Central American Peace Scholarships Project (CAPS, Project No. 597-0001), a regional project with central funding from the Latin America and Caribbean Bureau of USAID/Washington. CAPS was carried out in Honduras with additional Mission funding (under "HOPS-I," Project No. 522-0329) from FY 1987 through FY 1991.

## 2 HOPS-II IN HONDURAS

CAPS/HOPS-I began in June of 1985 and sent a total of 1,980 Trainees for training. About 78 percent participated in short-term programs; 26 percent participated in academic training, mostly in long-term programs. About 38 percent (751 Trainees) were women, slightly less than the 40 percent goal adopted for the project (see Table 1).

In 1990, drawing on the previous CAPS Project experience, the Mission designed HOPS-II. HOPS-II emphasizes well defined training components to obtain maximum development impact. HOPS-II is expected to be funded at lower levels than the originally projected \$15,000,000.

Selection targets of 40 percent women and 70 percent from economically disadvantaged backgrounds continue. HOPS-II also emphasizes selecting leaders. A total of 203 Trainees have received training. Thirty percent are women and

**Table 1**  
**CAPS Trainees through Fiscal Year 1993**

Fiscal Year	Total Trainees	Female		Academic		Long-term		Disadvantaged	
		No.	%	No.	%	No.	%	No.	%
1985	209	70	33	31	15	17	8	106	51
1986	290	88	30	62	21	65	22	160	55
1987	403	135	33	125	31	132	33	326	81
1988	409	130	32	117	29	113	28	345	84
1989	350	159	45	110	31	110	31	322	92
1990	150	71	47	0	0	0	0	144	96
1991	100	62	62	0	0	0	0	99	99
1992	9	5	56	0	0	0	0	9	100
1993	60	31	52	60	100	0	0	60	100
<b>TOTAL</b>	<b>1,980</b>	<b>751</b>	<b>38</b>	<b>505</b>	<b>26</b>	<b>437</b>	<b>22</b>	<b>1,571</b>	<b>79</b>

Source: CIS through September 30, 1993

**Table 2**  
**CAPS Trainees through Fiscal Year 1993**

Fiscal Year	Total Trainees	Female		Academic		Long-term		Disadvantaged	
		No.	%	No.	%	No.	%	No.	%
1990	0	0	0	0	0	0	0	0	0
1991	0	0	0	0	0	0	0	0	0
1992	52	13	25	23	4	38	73	51	98
1993	151	48	32	33	22	26	17	99	66
<b>TOTAL</b>	<b>203</b>	<b>61</b>	<b>30</b>	<b>56</b>	<b>28</b>	<b>64</b>	<b>32</b>	<b>150</b>	<b>74</b>

Source: CIS through September 30, 1993

74 percent are from disadvantaged populations. Twenty-eight percent are in long-term academic programs. Sixty-eight percent participated in short-term programs. Four percent have participated in long-term technical training (see Table 2).

communities to assess the usefulness of their U.S. training and their impact on local, regional and national development. They were also asked about their understanding of U.S. society and their participation in the Follow-on program.

**3 Methodology for Conducting the Evaluation**

A combination of quantitative and qualitative methods was used in contacts with more than 300 CAPS and HOPS-II Trainees. They were interviewed by the Aguirre International team to determine their views on the implementation of the project from predeparture orientation, U.S. training to Follow-on. Trainees were asked about their present activities at work and in their

- *Interviews with A.I.D. personnel and CAPS/HOPS project staff.* Mission Technical Officers were asked about their understanding of Mission priorities in training in relationship to the CAPS/HOPS Project and their expectations for the Project in a time of reduced resources. Project implementers were also interviewed.
- *Open-ended interviews with participants, individually and in focus groups.* Focus groups are group interviews in which six to twelve people discuss specific topics. Focus

groups were held with Trainees in the following groups: blind Trainees, watershed specialists, long-term academics interviewed in Washington, returned teachers, small business owners, and alumni association leaders. Selected Trainees, their families, and co-workers were also interviewed in-depth.

- *A survey of over 250 former Trainees, both CAPS/HOPS-I and HOPS-II Trainees.* A random sample was stratified by sex and long-term/short-term training (i.e., similar proportions of men and women, as well as of short-term and long-term Trainees as exist in the overall CAPS/HOPS population). The questionnaire was modified after the team's arrival to incorporate questions that USAID/HRD personnel and HOPS staff considered important. The questionnaire focused on a range of themes, including a number of questions about Trainees' current activities.

#### **4 HOPS-II and Mission Strategic Objectives**

USAID/Honduras has focused its portfolio on five Strategic Objectives in its strategic planning:

- Increased agricultural investment, production, and exports;
- Increased private investment, production, and trade;
- More efficient management and sustainable use of selected natural resources;
- Healthier, better-educated Hondurans; and
- More responsive democratic institutions and processes with greater citizen participation.

Both CAPS and HOPS-II were developed prior to the establishment of Strategic Objectives. Nevertheless, Table 3 demonstrates that the principal training topics over the years have

	<b>Total</b>
<b>1. Increase agricultural investment production, and exports</b>	<b>599</b>
• Agribusiness and Agricultural Production	161
• Agricultural Sciences	86
• Agricultural Economics	31
• Animal Production	73
• Horticulture	36
• Dairy	151
• Agronomy	35
• Fruit Production and Marketing	26
<b>2. Increase private investment, production, and trade</b>	<b>581</b>
• Business and Management	51
• Business and Office	13
• Marketing and Distribution	9
• Banking and Finance	20
• Business Administration and Management	57
• Small Business Management	431
<b>3. More efficient management and sustainable use of selected natural resources</b>	<b>160</b>
• Renewable Natural Resources	14
• Environmental Education	102
• Forestry Science	35
• City, Community and Regional Planning	9
<b>4. Healthier, better-educated Hondurans</b>	<b>453</b>
• Education	151
• Education Administration	50
• Secondary Education	45
• Teacher Training	30
• Technical Education	86
• Allied Health	16
• Health Sciences	47
• Population and Family Planning	28
<b>5. More responsive selected democratic institutions and processes with greater citizen participation*</b>	<b>84</b>
• Public Affairs	5
• Community Services	23
• Public Administration	11
• Municipal Development	45
<b>Miscellaneous fields of study</b>	<b>306</b>
<b>TOTAL SCHOLARS</b>	<b>2,183</b>
* Democratic practices are taught in all CLASP-II training programs.	

consistently supported the current Strategic Objectives. HOPS-II management has organized future training topics in support of existing SOs.

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## Recruitment and Selection Procedures

Procedures for recruiting and selecting CAPS/HOPS Trainees have evolved over the project life. CAPS Trainees often were recruited through open advertising, a practice no longer used. Under HOPS-II, a number of innovative practices have been introduced, including using existing networks from A.I.D. Technical Offices or intermediary organizations.

### A. Selection Process Innovations

- *The HOPS-II staff is commended on the introduction of new forms of short-term Trainee selection. The use of the week-long seminar for Trainee selection should be maintained, especially when it incorporates HOPS-II long-term scholars in preparation for their U.S. training. It is a model which can be emulated by other Missions.*

The HOPS-II project introduced new, innovative selection procedures. Increased cooperation with the Mission Technical Offices has also occurred. Also, pre-selection seminars are organized for a large number of potential candidates. The use of these seminars in the final selection of candidates provides several benefits. Trainees' capacities and commitment to the program can be better assessed than is possible in a single interview. Seminars provide an immediate multiplier effect as seminar participants not selected for HOPS training still benefit. Including subject experts in the seminar adds substance to the training.

### B. Involvement of Mission Personnel in Selection

- *The Office of Education and Training may wish to communicate its recruitment*

*procedures to a broader audience within the Mission to buttress the generally positive view held by Technical Officers with respect to particular training programs.*

CAPS/HOPS has successfully designed a series of training projects which receive strong support from USAID Technical Offices. OET's procedure of soliciting Technical Office requirements in establishing training priorities should ensure general support for Technical Office involvement in identifying candidate pools.

Individual Technical Offices expressed great satisfaction with CAPS/HOPS contributions to their programs and with the recruitment procedures that expanded the pool of candidates beyond those who would be nominated if left to the discretion of the Ministries alone. However, the evaluation team encountered a general lack of information among Mission personnel about the success of the program, whether about impact in a given area or requirements for the Trainee selection.

### C. The Use of Intermediary Organizations

- *The use of intermediary organizations is a suitable means to target appropriate Trainee candidates. However, it is recommended that issues of short lead time, weak institutional involvement, the need for increased networking between HOPS-II personnel and organizations, and increased involvement of the organizations in the HOPS-II Follow-on program be addressed to improve the process.*

The use of intermediary organizations for nominating Trainees is consistent with USAID's policy to work with non-governmental organizations (NGOs) and broadens CAPS/HOPS contacts in the selected areas. However, developing intermediary organization contacts requires considerably expanded attention.

- *Increased lead time should be factored into program planning so as to ensure broad coverage and involvement by the relevant institutions.*

Improved cooperation from proposed intermediary groups will require a greater investment of time. Increased contacts with the intermediary organizations through personal meetings with NGO officials will establish a basis of mutual understanding so that NGOs will recognize the unique requirements of CAPS/HOPS training and the benefits to them from participating. This investment will yield a larger pool of candidates and provide a base for Follow-on projects within an established institutional context.

- *Existing institutional networks could be drawn upon more fully to expand intermediary institution involvement.*

The pool of candidates for the selection seminar should also be expanded by using existing networks within the country. The most interested group may be former CAPS/HOPS Trainees, who can be reached through the various returnee associations such as the Association of Long-Term Scholars (ANEDH) and PACOH, the national association of returned Trainees working in environmental education and regional associations.

- *Follow-on staff are well placed to expand contacts with new and already participating intermediary institutions.*

Follow-on should be part of program planning and development from the beginning. Follow-on staff can take an active role in building a network of intermediary organizations. Their broad experience with local-level Honduran institutions can provide valuable insight into the actual commitment of the intermediary organizations.

#### D. Selection of Women

- *Given the continued difficulty of HOPS-II to reach the CLASP recruitment target of*

*40 percent women, increased efforts should be made to actively recruit women for the short-term technical training programs. Given the decision of other CLASP Missions to move to a 50 percent participation rate for women, the Mission may wish to consider adopting the same goal.*

At the mid-point of the program, HOPS-II dropped below the 38 percent participation rate achieved by the CAPS program. The greatest discrepancy is in the short-term programs. However, the problem is also easily resolved with short-term programs, since they can increase their focus on women's organizations and issues.

- *Project personnel should strengthen ties with the growing network of women's development organizations. The USAID Women in Development office should be consulted for access to these networks.*

No pattern of discrimination against women is apparent in the selection process. At the same time, there was little evidence that the selection process reached out to organizations whose stated objective is to work with women in development.

#### E. Geographic Distribution of Trainees

- *Present efforts to ensure broad geographic coverage for Trainees should be continued.*

Relative inequities of CAPS in geographic distribution, which tended to favor Francisco Morazán and departments in the central and eastern areas of the country, have been overcome under HOPS-II. Western departments with small percentages of Trainees under CAPS were successfully targeted for HOPS-II teacher training and mayors' groups.

## PREDEPARTURE ORIENTATION AND TRAINING

Predeparture orientation has evolved over the years of the program. Currently, virtually all Trainees received predeparture training and the majority report feeling prepared for their U.S. training.

### A. Competency-based Objectives

The Mission is commended for introducing an innovative Predeparture Orientation (PDO) model which emphasizes the connection between the development needs of the country and the training for which Trainees have been selected. This is the guiding principal behind the three competency-based objectives (CBO) on which the predeparture training program is based. The three CBOs are:

1. the Trainee must demonstrate leadership capacities by succinctly describing a problem and convincing a majority of a designated audience of the suitability of the Trainee's proposed solution;
2. the Trainee must reach a level in English in which she or he can describe his or her work activities, explain Honduran development objectives, and maintain a conversation such that a non-Spanish-speaking U.S. resident can recall the content of the conversation; and
3. the Trainee must be able to classify and define a range of political and economic systems to highlight contrasts between the U.S. democratic and free enterprise model and other socioeconomic formations.

Each component of the model is designed to help Trainees move effectively into the role of change agent by preparing them to maximize the U.S. training experience. The components of the PDO are:

- classes in general culture dedicated to Honduran Development issues, national development plans and problems, the U.S. contribution to Honduran development, and development issues by sector;
- classes in U.S. history, society, and culture;
- lectures and seminars on project management skills;
- topping off of basic skills: mathematics, Spanish language, writing and essay skills;
- leadership Training, enhanced by a field experience or social project;
- English language training;
- basic computer skills; and
- in some cases, specific interchange with training institutions through visits by representatives of U.S. training institutions.

CBO #1 is achieved as Trainees receive leadership training in the regular course work and practice the skills in the field experiences. The program successfully achieves CBO #2 as Trainees study Honduran development needs in the language program, as well as in the other program components. CBO #3 is achieved in predeparture classes on social and economic systems. Trainees' awareness of democracy and free enterprise has been increased in preparation for the U.S. portion. This is creatively integrated into the English language program for long-term academics.

At the same time, however, the innovations bring with them a number of challenges. Some have arisen as a result of successfully selecting Trainees who are from disadvantaged populations. Since Trainees are chosen on the basis of their proven leadership skills, high academic performance and prior knowledge of English are not used as selection criteria. To compensate for

this, project staff have introduced the "basic skills topping off" component. This and the course work needed to achieve the CBOs compete with the English language program, especially for the long-term Trainees. Teachers are working with students whose initial language skills are minimal. Competing classwork demands have made it difficult for students to pass the TOEFL. Short-term Trainees, on the other hand, do not receive enough language training to pass the CBO in English, nor is it clear it would be cost-effective to provide them that level of training.

The current program uses the same model of training for both groups. Unfortunately, this approach fails to address the different needs of the two groups. A clearer assessment of the needs of each group will allow for the redesign of the predeparture program for each group, thus eliminating unnecessary and frustrating elements of the curriculum. The refinements will enhance the effect of the program and reduce the costs.

### **B. Recommendations for General Program Components**

■ *The motivational seminar should clearly be retained as an effective program component for short-term Trainees. The HOPS-II Office may wish to review the format and goals of the seminar for future long-term Trainees to reflect their educational and professional experience.*

The motivational seminar creates a positive attitude towards the training and fosters an attitude of openness and willingness to accept new approaches to problems. It has been extremely well received by short-term Trainees. Many long-term Trainees, a group with generally higher levels of formal education and, conceivably, higher expectations, felt the seminar methodology was not well suited to their needs.

■ *The predeparture training should be oriented towards the objective of supporting*

*the U.S. training, with greater communication between the HOPS-II program and those implementing the program in the U.S. This suggests the reformulation of the current Competency-based Objectives to shorten the amount of time spent in predeparture training.*

The predeparture training has become very long. The primary objective of predeparture training is to prepare Trainees for their U.S. training experience and motivate them to act as agents of change. The relative weight of the course has moved in favor of remedial work; the CBOs and the PDO are more like in-country training than predeparture training. Some indications—such as fatigue on arrival in the U.S. and flagging morale, suggest Trainees may be "over-prepared."

CBO #2 is subject to conceptual challenge in its formulation. Leadership is defined in only one dimension, the ability to rapidly assimilate information and convince listeners on a particular point in short order. Other relevant leadership capacities are not acknowledged. Also, the test resulting differ based on the particular topic assigned a Trainee.

■ *The discussion of Honduran development issues should remain an integral part of predeparture training, regardless of other modifications that may be made.*

Trainees regard the focus on Honduran development issues very favorably. The concrete discussions and field experiences were generally perceived as more relevant than the theoretical presentations on alternative social and political forms. The HOPS-II staff should be permitted the flexibility to decide which aspects of these topics are most important to impart to each group. This component also strongly supports Mission efforts to use training as a development tool.

### C. English Language Training for Long-term Academics

- *The Competency-based Objectives, while suitable adjuncts to the preparation of Trainees, appear to be less important to long-term Trainees' preparation than an increased focus on English proficiency and knowledge of U.S. academic life.*

Long-term students and staff were discouraged by slow progress made in passing the TOEFL. This may be due to competing objectives. Passing the TOEFL demands one curriculum, while preparing for the Competency-based Objectives requires another. The outcomes suggest that the two curricula may not be mutually compatible.

The three Competency-based Objectives should be revised for long-term Trainees. CBO #2, stressing English communication skills, is overtaken by the goal of obtaining a score of 500-550 on the TOEFL. The demonstration of rhetorical skills and the knowledge of political and economic systems can continue to serve as subject matter for the reduced proportion of the predeparture training not related to English and university preparation (see below for short-term recommendations on the CBOs).

Finally, it may be a false economy to require that all English language training be completed in Honduras, especially since it is difficult to create an English-speaking environment. While teachers' salaries are considerably lower in Honduras (thus lowering the costs of the program) the further cost of a large number of students in ESL training during the first semester of their Master's program may outweigh any savings.

- *The English language training for long-term Trainees should emphasize achieving the necessary proficiency to pass the TOEFL. Greater knowledge of the U.S. academic system needs to be included in*

*their program. Competing program components should be correspondingly reduced.*

The primary goal of English language training for long-term academics is to enter U.S. academic institutions with a score of 500-550 on the TOEFL. This has not been consistently accomplished. If students do not attain this, their programs are delayed while they continue language training; or they are unable to undertake a U.S.-based program.

HOPS-II staff should review the predeparture curriculum for long-term academics to reduce elements which shift attention from English language study. Further, the predeparture training should emphasize academic skills, information on U.S. academic institutions, and additional field-specific competencies in English.

Supplementary courses in support of the CBOs' seem to be a diversion from learning English. The evaluators do not suggest that these elements be dropped from the course. However, it is clear that they should not occupy much more than 20 percent of the Trainees' time.

- *The in-country English language training course should strive to create the English-only "rich environment" that is best able to advance Trainees toward English proficiency.*

An outside review of current language instruction methods, materials, and personnel by a specialist in English as a Second Language is recommended. An English-only dormitory for the long-term academic students should be established to improve the opportunities for practicing English and contribute to creating group identity.

- *The field experience with Peace Corps volunteers should be retained but it should be scheduled earlier in the program.*

Most long-term Trainees were happy with the opportunity to spend a week with Peace Corps

volunteers. Trainees practiced English with a native speaker, and learned first-hand about Honduran development problems. However, Trainees and Peace Corps volunteers noted that the experience would have been more positive if the volunteers had greater advance notification of the Trainees' arrival and interests.

■ *Long-term Trainees should have a greater role in designing their U.S. program.*

Trainees are professionals before recruitment and very interested in being more involved in the selection of their program of study and university. Most want more information on U.S. academic life. To meet this objective, students need more access to materials about U.S. universities. This appears to be consistent with the program objectives of leading the Trainees to take the initiative in furthering their own career goals and in preparing themselves for future work in Honduras. Also, volunteer Academic Counselors should be recruited to help Trainees become familiar with programs and universities.

**D. Short-term English Language Training**

■ *The Competency-based Objective relating to English proficiency for short-term Trainees is unrealistic and leads to frustration and unmet expectations.*

One of the most vexing questions for project staff is the length of English language training for short-term participants. The majority of the U.S. institutions selected for Honduran Trainees provide classroom instruction and site visits in Spanish or include bi-lingual professionals or translators. Consequently, there is little need for English in the substantive portion of the programs.

Further, most short-term Trainees, reflecting their economically and socially disadvantaged status, do not have a strong academic background either in literacy skills or, especially, in foreign languages.

Therefore, it is recommended that the English language training offered short-term Trainees be re-oriented to basic survival English, in which Trainees are provided elementary communication skills. Trainees should also be made aware that the course is not designed to provide them fluency in English. It is not feasible to expect short-term Trainees to gain the level of competency in English required by the CBO in the limited time available, even in the longer pre-departure training offered those financed under HOPS-II.

■ *The effort to provide a suitable Experience America component should be met through appropriate program design, not through English competency.*

The evaluators recognize the validity of past short-term Trainee discontent with brief English language training and commend the Mission for seriously addressing their concern. However, experience to date does not demonstrate that any ESL program beyond six weeks significantly improves the Trainees ability to communicate fluently.

The project objective of providing a more profound exposure to the U.S. can be met through appropriate Experience America programming. This component should be as carefully tailored to individual training groups as the technical content. Previous evaluations have shown that programs which focus on relevant activities, involve Spanish speakers, and which emphasize human interchange can overcome many of the difficulties caused by Trainees' inability to speak English.

The central component of the CAPS/HOPS project is the training in the United States. The evaluation did not provide a professional assessment of the content of the training programs, but rather examined Trainees' satisfaction levels

with the training. Trainees' preparation to contribute to Honduran development goals and the Experience America activities of the U.S. training institutions were also reviewed.

### **A. Long-term Academic Training**

Graduates of the long-term academic program who have received Bachelors Degrees or advanced degrees are very satisfied with the training they have received. Trainees who participated in the two-year Associate of Arts degree program encountered difficulty in finding employment and/or transferring their credits to national universities. Further analysis is needed to determine the usefulness of continuing with this option in the long-term program.

HOPS-II Trainees are frustrated by the current process used to select and place them in the universities. The program, with its large number of technical areas, is also very diffuse and would benefit from a sharper focus. This would reduce the number of areas that the U.S. contractor, the Academy for Educational Development (AED), must deal with, allowing them to better select universities with excellent programs at a moderate cost.

### **B. Short-Term Training**

The majority of CAPS/HOPS Trainees participate in short-term training programs. Trainees report very high satisfaction with the programs offered by most of the training institutions in the U.S. The training offered by the Vermont Partners of the Americas in small business development, under CAPS/HOPS-I, and by CSLA and Interface for the primary school classroom teachers under CAPS-HOPS-II are examples of programs which Trainees rated as outstanding. The most successful short-term programs have incorporated several key elements into their training design.

The following features of the outstanding programs should form part of all short-term programs:

- an appropriate needs assessment for the Trainees being targeted for the program;
- a clear statement of measurable behavioral objectives linked to a specific statement of need derived from the needs assessment;
- an optimal level of 20-25 participants per group to achieve the maximum cost sharing. Larger groups should be avoided due to the logistical problems in providing a participatory experiential learning experience;
- in-country predeparture orientation and training, ranging between two and six weeks;
- appropriate methodology for reaching the training objectives, based upon the principles of adult learning;
- a continual application of the training to the Trainees' realities;
- skilled instructors who are familiar with the needs of the Trainees prior to beginning the course. For the CLASP program, this is best achieved through a visit by the U.S. training institution's lead trainer to Honduras sufficiently in advance of the beginning of the training to allow for course modifications based on the information gained from meeting the Trainees; and
- improved communications between USAID/Honduras and the U.S. contractor and training institutions, by timely preparation of contracts and other administrative documents to provide the institutions with adequate preparation time.

### **C. Commitment to Applying Training**

HOPS-II long-term academics appear more committed than CAPS Trainees to return to apply their training to the development problems of Honduras. The leadership activities in which they participated during the predeparture training program have successfully raised their

awareness of the issues. They are reported as being more focused in their work in the United States.

Short-term Trainees are also enthusiastic about applying their training upon return. During pre-departure training, they begin preparing concrete action plans based on problems they encounter on the job or in their community.

Nearly all U.S. training institutions assist Trainees with their action plans to apply their training. Trainees report that they would participate in Follow-on activities supporting the application of their training. Since U.S. courses are short, training is needed in Honduras to reinforce what they studied in the United States. Many Trainees suggested that U.S. trainers be invited to participate in training and other activities in Honduras.

#### **D. Experience America Activities**

Short-term Trainees receive a wide variety of Experience America activities through the U.S. training institutions to introduce them to U.S. culture. These include homestays, visits with local civic organizations and public officials, and recreational activities. While the diversity of activities represented underscores the uniqueness of community life, the lack of guidelines for training institutions can lead to situations in which some of the most critical elements of the Experience America program are not included.

Trainees consistently reported the Experience America activities as one of the highlights of the U.S. training program, especially the homestays with American families. Some training institutions reported that Trainees were not prepared adequately for the culture shock that can occur, however.

■ The predeparture orientation program must include a stronger experiential cross-cultural orientation for Trainees to prepare Trainees for the Experience America portion of the program. This should provide Trainees with a

fuller understanding of U.S. cultural values and behaviors as well as strategies for dealing with culture shock. The amount of time spent on the academic study of government and economic systems should be decreased to permit the expansion of this component.

Experience America activities for long-term academics depend more upon the individual's motivation to seek activities outside the classroom and the activities available through the university community.

■ *Long-term academic Trainees (LTAs) should receive clearer guidelines about the types of non-academic activities available at U.S. universities. The U.S. contracting agency should work more closely with the students during program monitoring to encourage them to take full advantage of the opportunities present on all campuses, from volunteer work in the community to activities organized by campus offices.*

**8**

#### **FOUR CASE STUDIES OF TRAINEE IMPACT AT THE REGIONAL AND NATIONAL LEVELS**

The CAPS/HOPS program is having a significant impact at regional and national levels in four major areas: environment, education, small business development, and democratic initiatives. The initial results from these case studies show outcomes in four of the six End-of-Project Status Indicators (EOPS).

##### **A. Environment**

The leadership skills (EOPS #2) of the returned scholars have been clearly demonstrated in the successful accomplishments of the approximately 100 environmental educators trained under CAPS. These are:

1. the formation of PACOH (Profesores Ambientalistas y Conservacionistas de Honduras), a national group of educators

concerned about environmental issues, with between 200 and 250 members;

2. the creation of a specialized Department of Environmental Education within the Ministry of Education; and
3. support for the development of a national manual for environmental education, which has been developed, tested, and is now being distributed throughout the Honduran elementary education system.

Many PACOH returnees assumed leadership responsibilities in national environmental organizations. They have also motivated non-CAPS teachers to join PACOH. These developments attest to their ability to act as "multipliers" of their training experience.

- *Project Personnel should continue to provide support for the PACOH organization until the membership base is solidified.*

## B. Education

Over 75 elementary school teachers were trained in the use of new teaching techniques. Teams of teachers and principals are now advocating system-wide changes by introducing the concept of shared responsibility among teachers, students, and parents for children's education. In addition, many have shared their new knowledge with colleagues through seminars held in conjunction with the U.S. trainers.

- *Project personnel should continue to support the multiplier seminars organized by returned teachers. Reinforcement training for the all returned teachers should also be provided to ensure that the changes initiated continue.*

## C. Small Business Development

The training provided for the small business owners has been successful in "achieving a more stable and productive...economic environment"

(EOPS #1) for many individuals, their families and communities. Many Trainees are creating income-generating opportunities for others in addition to expanding their own business. This training also contributed to "scholar's understanding and appreciation of a free market economy and pluralistic democracy" (EOPS # 6). Follow-on activities for these scholars, the majority of whom were trained under CAPS-I, have been minimal to date.

- *Follow-on personnel should provide a structured program of skills training and credit for the small business owners.*

## D. Democratic Initiatives

All programs theoretically contribute to the Trainees' "understanding of a free market economy and pluralistic democracy" by providing the opportunity to experience American democracy first-hand. Training provided for mayoral candidates and municipal employees supported the government's move to decentralize municipal governments to better meet the citizen's needs. By simultaneously training community development leaders, political leaders, and municipal employees, USAID has created a unique group of individuals who have a common base of knowledge share the common goal of improving their communities. With continued support for this type of training, USAID has the opportunity to develop a model for improved municipal governance in Honduras.

- *Project personnel should design a Follow-on program which would support the cooperative spirit that has evolved from the training provided to the three categories of Trainees involved in municipal development.*

## E. Successful Program Design Key to High Impact

In each of the four case studies, key process elements were identified as essential to the

success of the program. Program staff carefully identified and selected appropriate candidates identified by the needs assessment. The program design used a "critical mass" or clustering approach to heighten impact. The U.S. training component was well-executed, using appropriate methodologies for the subject. Following the training, two of the groups received formal in-country support to apply their training, and a third, the small business owners, received informal support from a variety of people. In the fourth group of municipal level leaders, the mayoral candidates and community development leaders have just recently returned. The municipal employees have not completed their training.

- *Project personnel should ensure that the elements which have contributed to the success of these four training programs be adopted throughout the entire program.*

9

## TRAINEES' IMPACT IN THE WORKPLACE AND THE COMMUNITY

Overall, CAPS/HOPS Trainees enjoy high levels of employment, with an unemployment rate of about four percent. Even though 30 percent of long-term Trainees were not employed when they began their training, most have found work in their field of study on return.

More than a third of all those surveyed work in the public sector. More short-term trainees work in the public sector than long-term Trainees. Less than 16 percent of returned long-term Trainees currently work in the public sector. Over a quarter of the entire sample, and a third of the short-term Trainees are self-employed, reflecting the Mission's emphasis on training for small business management.

The following recommendations result from a review of the utility of training in the workplace.

- *The training design process should include a wide range of interested parties to ensure that the training plan developed for the*

*training provider is directly related to the candidates' needs.*

Designing technical training to be applicable to the workplace is a critical key to enhancing Trainee impact. The design can be improved if the Trainees and supervisor or institutional needs underlie the training design.

- *The intermediary organization—employer or volunteer organization—should make a commitment to supporting short-term Trainees on their return, in the same way that Trainees are asked to commit themselves to sharing their knowledge.*

The intermediary organizations need to have a greater role in the CAPS/HOPS process than just that of nominating candidates. The public sector will always find such commitments more difficult to make, but local-level public sector supervisors can be involved in the process of supporting the Trainee in the workplace and in participating in or promoting Follow-on.

- *Long-term Trainees should continue to receive orientation in job placement on their return through ANEDH, the alumni association of long-term Trainees.*

Survey findings show that many long-term Trainees have resigned their positions before training or, on returning to Honduras, do not re-enter the organizations where they worked. Assistance previously provided by ANEDH has been useful in providing long-term Trainees with job placement advice. This support will be valuable for the two groups of long-term academics currently in the U.S.

### A. Participation in Community Activities

About 75 percent of all CAPS/HOPS Trainees surveyed were actively involved in volunteer activities before their training and 74 percent continue to be actively involved. However, short-term Trainees are more likely to have expanded their community activities. Many

Trainees attribute their present roles, at least in part, to the "stimulus" or the "vision" that the U.S. training experience provided them.

- *Group training plans should project expected results with respect to Trainee participation in volunteer activities, against which outcomes can be assessed.*

It appears that an emphasis on community activities and volunteerism has grown under the HOPS-II definition of leadership. Expectations about fostering Trainees' participation in community activities on return should be clarified in the training design if the Project wishes to encourage this systematically.

## 10 FOLLOW-ON ACTIVITIES

The activities supported through the Follow-on program have reached substantial numbers of people. Through September of 1993, over 6,000 persons had directly participated in some aspect of the Follow-on program, either returned Trainees themselves or others who had received training from the Returnees. The program has successfully undertaken the following:

*Monitoring Utilization of Training:* Follow-on staff have established contact with trainees from the early years of the program and remain in contact with current Trainees. Staff have successfully built a strong working network of returned CAPS/HOPS Trainees, permitting timely monitoring of Trainee activities. Staff trip reports have relevant information on the utilization of training.

*Maintaining appropriate data on returned Trainees:* A supplementary database, the Trainee Tracking System, has been designed to provide additional information on returnees. The TTS has encountered difficulties in implementation, however, due to the complexity of information included and problems in defining the validity of certain indicators.

*Reducing re-reentry culture shock:* The staff has tried alternate approaches to assisting the long-term academics with re-entry culture shock, including seminars in the U.S. prior to the Trainees' return, re-entry seminars, individual counseling, assistance to ANEDH, the alumni association of long-term Trainees.

### A. Current Activities Fall within CLASP-II Guidelines

The Follow-on staff have planned and implemented activities principally in three areas: maintaining contact with participants, establishing national and regional associations, and finding employment for long-term academics. The continuing education mandate of the Follow-on program has not received commensurate attention.

### B. Alumni Associations

Efforts to establish national level associations have proven difficult to manage. However, recent efforts to organize regional associations by department may be easier to achieve. Difficulties may arise from the wide mix of interests involved: small business, peasant producers, teachers, and public sector employees.

- *Follow-on staff, in conjunction with the Office of Education and Training, should determine what future support is feasible and required for the already existing national organizations PACOH and ANEDH.*

Program staff are commended for having provided the necessary training and support to PACOH and ANEDH leadership so that both groups are now autonomous NGOs. PACOH has accomplished a great deal in the national environmental arena. The ANEDH Executive Director is providing excellent service to members seeking employment and re-entry assistance.

However, Follow-on resources are limited. It is therefore necessary to make judgments as to when the Follow-on program must greatly reduce or end support for one of its initiatives. Staff must critically assess the relative value of continuing more support for one group compared with offering Follow-on support to a broader audience.

- *Planning for support of the new departmental associations should be done systematically and coherently through leadership seminars for the newly chosen leaders.*

A leadership seminar for the new departmental association leaders will enhance planning capacity and provide Follow-on staff with valuable information on how to use its own limited resources. Once departmental leaders have been selected, a four to five-day seminar should be provided. This will give the departmental alumni groups the opportunity to forge contacts with other departmental associations and to discuss goals, activities, and A.I.D.'s limited Follow-on support. One result of the seminars should be a clear "mission statement" to serve as an informal contract between the regional associations and the Follow-on program.

### C. Expand Follow-on Program

- *Linkages should be strengthened within the program so that the long-term Trainees can use their advanced training to assist short-term returnees. Likewise, those back a longer period of time can help those just returning.*

By focusing on the growth of the alumni associations and employment for long-term academic returnees, Follow-on staff have paid less attention to other groups. Delegating responsibility for these activities to the associations would free staff to focus on the needs of other Trainees. Obviously, any work plan addressed to 2,000 people will have to establish priorities and

a sequence. On the other hand, Follow-on's limited resources should reach the largest feasible number.

- *The Follow-on staff should consider working with large groups of Trainees in specific fields, in addition to establishing a network of all Trainees through national and regional associations.*

It was recommended above that the program strive to meet the target percentage for the recruitment of women, especially in short-term training.

### A. Training Themes

Project personnel are to be commended for recognizing and correcting the tendency to train primarily male doctors in the health community by offering courses for nurses and medical technicians. In fields where women traditionally predominate, such as education, it will be relatively easy to achieve the recommended level of 40 percent participation. Attention should be paid to balancing training themes, within the limits of program constraints, so that fields in which relatively few women are employed will not predominate.

### B. U.S. Training Programs

No problems were reported by Trainees or the U.S. training institutions to indicate discrimination based on gender. Women Trainees have occasionally encountered sexual harassment from U.S. students. The women were embarrassed to speak about the problem and did not know who on campus would help them. This problem should be addressed during the cross-cultural training of the predeparture orientation program, when both men and women can learn about U.S. female-male interactions.

Women Trainees have been harassed by men in the training program. Occasionally, women who travel independently are viewed with less respect by Honduran men. This issue must be discussed with men and women during the predeparture orientation program.

### **C. Women and the Impact of Training**

The CAPS/HOPS training appears to be an empowering experience for many women. The project has had a significant impact on women's lives, from concrete improvements in their income and employment to more far-reaching and permanent attitudinal changes. Many of the men, on the other hand, expressed a desire to return to the traditional Honduran values and behavior which continue to foster male superiority.

The training has enhanced women's employment opportunities. The employment rate for women returnees (86.3%) is lower than that for men (95.3%), but significantly higher than women overall in Honduras. In 1990, the labor force participation rate for women between the ages of 15 and 65 in Honduras was just over 30 percent.

Women appear to have higher job mobility than men and many of the women who studied on long-term academic programs expect to be active in the labor force throughout their lives. Former Trainees have reached positions of increased responsibility. Women are aspiring to positions of greater responsibility and searching for ways to break through the Honduran equivalent of the glass ceiling.

Women trained in business management have also benefited. In Honduras, over half of the women in the labor market are self-employed (54%) compared to 35 percent of men. By offering training opportunities to this group of women, the CAPS-HOPS program is making a substantial contribution to improving the opportunities for women's productive activity.

Women continue to face more difficulties finding professional employment in their fields than their male CAPS colleagues. Discrimination against women both for salary and for professional responsibility continues to be an obstacle women returnees face in Honduras.

## **12 PROJECT COSTS**

The relative costs of the U.S. programming agency for HOPS-II project were compared to the training costs incurred by Central American Missions participating in CLASP as well as to the Mission's costs for non-CLASP participant training programs. Also, the costs of the in-country training were analyzed.

Training Cost Analysis (TCA) information shows that the Honduras Project's relative costs for CAPS in the United States were in the low range among Central American Missions participating in CAPS. The relative costs for HOPS-II were in the low-to-mid-range compared with Central American Missions participating in CLASP.

The costs for HOPS-II were lower than the costs of non-CLASP participant training programs and were substantially lower than the project-related short-term training programs. In-country costs appear to be relatively low and practices which contributed to high costs, such as sending very small groups, have been curtailed.

## **13 HOPS-II AND COMMUNICATIONS WITHIN THE MISSION**

The HOPS-II project is successfully contributing to meeting the Mission's Strategic Objectives and Trainees are having an impact at the regional and national level in several areas. However, the program's success is not widely known in the Mission and some misperceptions about the program persist.

Some erroneously view HOPS-II as cost-effective, where project costs and objectives have not been held to the same stringent requirements as exist elsewhere in the Mission portfolio. Project officers are often aware of specific training initiatives which support specific projects. Senior Mission staff, however, do not appear to be aware of CLASP efforts to support Mission strategic objectives. For example, the evaluation team was surprised to learn that some policy personnel asked whether HOPS-II should not be supportive of Mission Strategic Objectives, when this issue had been long resolved by OET personnel.

Some decisionmakers tend to see CAPS/HOPS as only a scholarship program, with primarily a public relations purpose. They suggest that stand-alone training projects are not warranted, given the need to center all Mission activities on the priorities established in Mission Strategic Objectives.

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#### RECOMMENDATIONS TO IMPROVE COMMUNICATION ABOUT HOPS-II

The evaluators make the following three recommendations to OET and CAPS/HOPS staff:

- The CAPS/HOPS office should establish more regular internal communications with the Technical Offices and other divisions within the Mission. Many options exist for improved communications, such as an informal "Training Notes" newsletter, regular brown bag lunches on training topics, increased contacts between both departing and returning Trainees and Mission personnel, and, perhaps most importantly, frequent (more than annually) contacts with Mission offices about their concerns and suggestions.

- Even with reductions in future funding, stand-alone training projects must position themselves at the hub of all Mission sectoral and project activities, rather than as a separate "training" sector. While the HOPS-II Project has definite prescribed objectives for target populations and training format which must be met, the breadth of the project allows HOPS-II to be presented as a support mechanism to the technical fields. This, along with improved communications, will serve to build a strong interest group who understand how human resource development and training support development.
- OET and the CAPS/HOPS staff should describe more explicitly *how* HOPS-II supports Mission Strategic Objectives. That is, while most current training groups and topics can easily be placed under the four categories of the SOs, more detailed development of the relationship is advisable as the "strategic management" approach becomes fully institutionalized. It may be possible (such as in the case of the elementary school teachers or environmental educators, or in an expanded program of Follow-on with former small business Trainees) to develop relevant indicators at the outputs level which will support particular SOs. A close coordination with Technical Officers and project activities will facilitate this.

# **CHAPTER ONE**

## **INTRODUCTION**

**1 MID-POINT EVALUATION OF THE HOPS-II PROJECT**

The purpose of the evaluation is “to assist USAID/Honduras in evaluating the current status of the second phase of the Honduras Peace Scholarship Project (HOPS-II, Project No. 522-0364) and define strategies aimed at obtaining maximum development impact.” HOPS-II is the USAID/Honduras Project of the regional Caribbean and Latin American Scholarship Program II (CLASP-II).

The scope of work for the evaluation (see Appendix A) requires that the following four components of the HOPS-II Project be assessed for their effectiveness in promoting development impact: selection procedures; predeparture training strategies, objectives, and activities; U.S. training; and Follow-on. The HOPS-II Evaluation was charged with “determining the degree to which HOPS-II strategies and activities are achieving increased development impact, improvements in leadership development, ‘Experience America,’ and the quality and relevance of training as compared to the lower cost predeparture and follow-on strategies used by the CAPS and HOPS-I Projects.” The Mission was also concerned about differential effects of the Projects on Trainees by gender.

The evaluation focuses on the current status and potential improvements in the HOPS-II Project. However, HOPS-II was in a very early stage of implementation at the time of the evaluation, having only begun to send Trainees to the U.S. in FY 1992. The first group of long-term technical Trainees was returning to Honduras just at the time of the evaluation in August-September 1993 (three other long-term groups were still in training in the U.S.). While 146 short-term Trainees had received U.S. training since the first group left for the U.S. in late 1991, only 40 had been back in the country for more than six months, a minimum period to begin to address

issues of Trainee impact. Therefore, the evaluation examined two related dimensions of HOPS-II in order to place current activities into a broader context.

- First, the evaluation adopted a dual approach of focusing on *process*—how the Project is presently carried out and what options exist for any possible improvements—and *outcomes and impact*—how Trainees have used the training and the degree to which they attribute their subsequent activities to the training received. The evaluation also examined the immediate results of the HOPS-II implementation process as well as the projected outcomes based on past experience with similar programming.
- Second, to draw such comparisons with past experience, the evaluators looked in some detail at the previous Central American Peace Scholarships Project (CAPS, Project No. 597-0001), a regional project with central funding from the Latin America and Caribbean Bureau of USAID/Washington. CAPS was carried out in Honduras with additional Mission funding (under “HOPS-I,” Project No. 522-0329) from FY 1987 through FY 1991. Residual funding from the CAPS Project has been incorporated into HOPS-II, so that 106 of the 146 previously mentioned short-term returnees were funded under CAPS, not HOPS-II. CAPS Trainees provided much of the information to be found in the following pages with respect to the effectiveness of CLASP training and its impact in Honduran society.

In each of the chapters to follow, training outcomes from past years of the CAPS program, measured quantitatively as well as through qualitative data gathering, form part of the discussion of the current HOPS-II program implementation process.

## 2 CAPS IN CENTRAL AMERICA

The Central American Peace Scholarships Project (CAPS) was USAID's response to the recommendation by the National Bipartisan Commission on Central America (the "Kissinger Commission") to broaden training opportunities for the people of Central America. CAPS was designed to counter-balance the dramatic increase in Soviet and Soviet Bloc scholarships in the region and was therefore intended to reach beyond traditional A.I.D. participants to grass-roots groups who had little access to U.S. training. The Project was unique in its efforts to direct scholarship opportunities to "socially and economically disadvantaged individuals" who had traditionally been excluded from scholarship programs. Training was to be provided for "special concern populations, such as the poor, women, Indians and other minority groups, and urban and rural youth." Emphasis was placed on selecting leaders who would share their training with others as "multipliers" in the community or workplace, maximizing the effects of the CAPS Program.

CAPS, along with the other regional CLASP projects in the Caribbean and the Andes, adopted the following targets:

- a minimum of 40 percent of all scholarships recipients must be female; and
- at least 70 percent of the recipients must be from socially and/or economically disadvantaged sectors of the society.

The principal goal of the Project was to "contribute to the formation of more effective manpower resources, thereby ensuring the leadership and technical skills needed for the progressive, balanced and pluralistic development of selected Central American countries" (CAPS Project Paper 1985:[page]).

CAPS provided training in fields considered critical to the development needs of the countries

in the region. At the same time, it also gave increased attention to expanding Trainees' understanding of the democratic and pluralistic values of the United States by fostering cultural and personal exchanges among Trainees and U.S. citizens through "Experience America" programs.

## 3 CAPS/HOPS-I IN HONDURAS

The CAPS/HOPS-I program in Honduras (referred to here as "CAPS") began in June of 1985. For most of its life, activities were administered by two contracting institutions, the Academy for Educational Development (AED) and the National Partners of the Americas (NAPA). The Short-term Technical training component of the program, which provided programs from two weeks to several months in a variety of technical areas, was managed by NAPA in several of its organizational forms. AED took responsibility for training in both technical and academic fields for long-term programs (those lasting more than nine months). Both NAPA and AED were responsible for the necessary in-country preparation for their respective candidates and for placement of the Trainees in U.S. based institutions. Partners for International Education and Training (P.I.E.T.) sponsored four programs in 1988.

A total of 1,980 participants received training during the CAPS program. It was largely successful in targeting the categories of persons mandated in the CLASP Program. Some 751 women, about 38 percent of the Trainees, were trained. This is slightly less than the 40 percent goal adopted for the project. Seventy-nine percent of the Trainees were from disadvantaged populations. About 78 percent of the Trainees participated in short-term programs and some 26 percent were identified as "academic" in nature (see Table 1.1).

**Table 1.1**  
**CAPS Trainees through Fiscal Year 1993**

Fiscal Year	Total Trainees	Female		Academic		Long-term		Disadvantaged	
		No.	%	No.	%	No.	%	No.	%
1985	209	70	33	31	15	17	8	106	51
1986	290	88	30	62	21	65	22	160	55
1987	403	135	33	125	31	132	33	326	81
1988	409	130	32	117	29	113	28	345	84
1989	350	159	45	110	31	110	31	322	92
1990	150	71	47	0		0		144	96
1991	100	62	62	0		0		99	99
1992	9	5	56	0		0		9	100
1993	60	31	52	60	100	0		60	100
<b>TOTAL</b>	<b>1,980</b>	<b>751</b>	<b>38</b>	<b>505</b>	<b>26</b>	<b>437</b>	<b>22</b>	<b>1,571</b>	<b>79</b>

Source: CIS through September 30, 1993

**4 HOPS-II IN HONDURAS**

In 1990, the Mission drew on its previous experience with the CAPS Project to design HOPS-II, incorporating guidance that had been developed for CLASP-II. HOPS-II emphasizes well defined, high quality predeparture orientation, U.S. training, and Follow-on activities to obtain maximum development impact.

HOPS-II is expecting to be funded at levels considerably lower than originally projected. It was authorized at \$15,000,000, and obligations through FY 93 were originally scheduled to be \$11,500,000. Obligations at the time of the evaluation were only \$6,116,800. An additional \$500,000 is anticipated for FY 93. After this, there may be no additional funding available for the Project.

Program administration was reformulated under HOPS-II. HOPS-II is being implemented by a Honduran non-governmental organization, the Honduran Advisory Council for Human Resources Development (the Centro Asesor para el Desarrollo de los Recursos Humanos or CADERH). CADERH is responsible for predeparture orientation for all long-term academic

and technical Trainees, and short-term technical Trainees. AED, now a subcontractor to CADERH, is responsible for both short- and long-term placement in U.S. training institutions. The Follow-on program has been developed directly in the Mission's Human Resources Division/Office of Education and Training through two contractors. The AED/ CADERH HOPS-II Office and CADERH itself provide logistical and financial support for Follow-on.

HOPS-II continues with selection targets of 40 percent women and 70 percent from socially or economically disadvantaged backgrounds. HOPS-II, like other CLASP-II projects, has increased its emphasis on the selection of leaders as Trainees.

To date, a total of 203 Trainees have received training under HOPS-II (see Table 1.2). Thirty percent of the Trainees are women and 74 percent are from disadvantaged populations. Twenty-eight percent (56 Trainees) are studying in the United States in long-term academic programs; four percent of the Trainees (8) have participated in long-term technical training programs. Sixty-eight percent (139) have taken part in short-term technical training programs.

**Table 1.2  
CAPS Trainees through Fiscal Year 1993**

Fiscal Year	Total Trainees	Female		Academic		Long-term		Disadvantaged	
		No.	%	No.	%	No.	%	No.	%
1990	0	0	0	0	0	0	0	0	0
1991	0	0	0	0	0	0	0	0	0
1992	52	13	25	23	4	38	73	51	98
1993	151	48	32	33	22	26	17	99	66
<b>TOTAL</b>	<b>203</b>	<b>61</b>	<b>30</b>	<b>56</b>	<b>28</b>	<b>64</b>	<b>32</b>	<b>150</b>	<b>74</b>

Source: CIS through September 30, 1993

## **5 EXPECTED PROJECT OUTCOMES FOR HOPS-II**

In broadest terms, the impact of HOPS-II is expected in two areas which are critical for improving the economic and social conditions of Honduras:

1. establishing and promoting a more stable social, political and economic environment that is conducive to economic development; and
2. complementing other national efforts for developing a human resource base of educated and skilled Hondurans and capable leaders for managing and implementing new policies and programs in the work place, community and nation, (HOPS-II Project Paper 1992:24).

These broad ends are made more specific in the End of Project Status Indicators (EOPS) outlined in the HOPS-II Project Paper and listed below. As indicated, the expected results are formulated largely at the individual level. Initial outcomes with respect to the indicators are assessed in a preliminary form in this mid-term evaluation.

The EOPS for HOPS-II are:

1. Returned scholars will contribute towards establishing a more stable and productive social, political and economic environment

through specific actions within their respective spheres of influence.

2. Leadership skills and roles will be enhanced for returning scholars as demonstrated by their actions and position of leadership.
3. Training will result in increased salaries and responsibilities for returned scholars.
4. U.S. friendships and relationships will be established and maintained.
5. Training will result in increased productivity and a multiplier effect through the sharing of new skills and knowledge with others.
6. The scholar's understanding and appreciation of a free market economy and pluralistic democracy will be enhanced (HOPS-II Project Paper 1992:24).

## **6 HOPS-II AND MISSION STRATEGIC OBJECTIVES**

As a result of the recent move in A.I.D. planning to adopt Mission strategic planning, USAID/Honduras has focused its portfolio on five Strategic Objectives:

- Increased agricultural investment, production, and exports;
- Increased private investment, production, and trade;

- More efficient management and sustainable use of selected natural resources;
- Healthier, better-educated Hondurans; and
- More responsive selected democratic institutions and processes with greater citizen participation.

CAPS and HOPS II were developed prior to the establishment of Strategic Objectives. Nevertheless, the principal training topics over the years have consistently supported the current Strategic Objectives (see Table 1.3). HOPS-II management has organized future training topics to support existing SOs.

## **7** MEASURING THE IMPACT OF CAPS AND HOPS-II IN HONDURAS

Successfully measuring the impact of development projects depends on establishing a relationship between the activities of the project and the specific development-related outcomes that the program is designed to achieve. This requires that the training be designed in such a way that expected outcomes are specified, so that subsequent accomplishments can be measured against those outcomes. For the CAPS Project, the specific impacts to be expected from U.S. training were seldom specified. Expected outcomes were phrased in broad terms which complicate issues of measurement. This affects the way in which this evaluation has been conducted. Impact is defined as *a posteriori* using indicators which were not initially part of the project design.

In this evaluation, "impact" is defined in terms of concrete activities in which Trainees engage. The evaluation was designed to focus on outcomes related to CAPS/HOPS training in Trainee activities on the job, in educational endeavors, in community participation, and changes in attitudes and aspirations. An additional area of interest included returnee activities directly related to CAPS/HOPS Follow-on pro-

	<b>Total</b>
<b>1. Increase agricultural investment production, and exports</b>	<b>599</b>
• Agribusiness and Agricultural Production	161
• Agricultural Sciences	86
• Agricultural Economics	31
• Animal Production	73
• Horticulture	36
• Dairy	151
• Agronomy	35
• Fruit Production and Marketing	26
<b>2. Increase private investment, production, and trade</b>	<b>581</b>
• Business and Management	51
• Business and Office	13
• Marketing and Distribution	9
• Banking and Finance	20
• Business Administration and Management	57
• Small Business Management	431
<b>3. More efficient management and sustainable use of selected natural resources</b>	<b>160</b>
• Renewable Natural Resources	14
• Environmental Education	102
• Forestry Science	35
• City, Community and Regional Planning	9
<b>4. Healthier, better-educated Hondurans</b>	<b>453</b>
• Education	151
• Education Administration	50
• Secondary Education	45
• Teacher Training	30
• Technical Education	86
• Allied Health	16
• Health Sciences	47
• Population and Family Planning	28
<b>5. More responsive selected democratic institutions and processes with greater citizen participation*</b>	<b>84</b>
• Public Affairs	5
• Community Services	23
• Public Administration	11
• Municipal Development	45
<b>Miscellaneous fields of study</b>	<b>306</b>
<b>TOTAL SCHOLARS</b>	<b>2,183</b>
* Democratic practices are taught in all CLASP-II training programs.	

gramming. The evaluation gives special attention to the way that female Trainees have been able to apply their training and to serve as leaders and change agents. The evaluation also analyzes the CAPS/HOPS Projects with respect to their impact on wider development goals as stated in USAID/Honduras's Strategic Objectives.

## 8

### METHODOLOGY FOR CONDUCTING THE EVALUATION

A combination of quantitative and qualitative methods was used to gather the views of more than 300 CAPS and HOPS-II Trainees. They were interviewed by the Aguirre International team to determine how they are using their training, as well as to elicit their views on the pre-departure orientation, the U.S. training, and Follow-on activities. Trainees were asked to discuss their present activities at work and in their communities, their judgments on the utility and relevance of the U.S. training, their understanding of U.S. society, and their present and future participation in the unfolding Follow-on program. A detailed explanation of the methods employed follows.

- *Interviews with A.I.D. personnel and CAPS/HOPS project staff.* Mission Technical Officers were asked about the CAPS/HOPS Project, their understanding of Mission priorities in training, and their expectations for the Project in a time of reduced resources. Also interviewed were the Project implementers, both within the Mission in the E&T Office and with the Institutional Contractors' representatives located at the HOPS office.
- *Open-ended interviews with participants, and in some cases with friends, family, associates, and co-workers.* Trainees were interviewed individually and in focus groups, in which six to twelve persons participated in a group interview around limited topics. In the focus groups, the program was discussed with several groups about to undergo training (including a group of blind Trainees, water-

shed specialists, and a recently departed long-term group, who were interviewed in Washington after their arrival), as well as with returned teachers, small business owners, and alumni association leaders.

- *A survey of over 250 former Trainees, including CAPS/HOPS-I and HOPS-II Trainees.* A random sample stratified by sex and long-term/short-term training (i.e., similar proportions of men and women, as well as short-term and long-term Trainees as exist in the overall CAPS/HOPS population) was selected. Efforts were made to assure that the survey reflected, as much as possible, the geographic distribution of the Trainees throughout Honduras. The questionnaire was modified after the team's arrival to incorporate questions that USAID/HRD personnel, and HOPS and Follow-on staff, thought important. The questionnaire focused on a range of themes, including a considerable number of questions relating to the current activities of the Trainees so as to determine outcomes and impact related to CAPS/HOPS training.

The evaluation has been designed to answer a series of specific questions relating to both the effectiveness of past implementation and future options for programming. The questions underlying the study relate to each component of the CAPS/HOPS Projects.

## 9

### REPORT OUTLINE

Chapter Two examines the recruitment and selection process and the geographic distribution of Trainees throughout Honduras. Chapter Three analyzes predeparture orientation and training, with an emphasis on the expanded HOPS-II predeparture program instituted since 1992. The benefits of the program are highlighted. Recommendations focus on the need to create predeparture training programs to address the

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differing needs of each group. They currently follow parallel curriculums.

A special area of emphasis is the English language program. Recommendations are directed at possible ways to improve the process so that long-term Trainees attain their overriding goal of sufficient proficiency in the English language to pass the TOEFL examination.

Chapter Four reviews CAPS and HOPS-II U.S. training. Exit Questionnaires administered to Trainees provide the principal source of information for the analysis. The effectiveness of different CAPS/HOPS programs is assessed.

Chapter Five presents four case studies of particularly successful CAPS/HOPS training efforts: the environmental education Trainees who went on to form the PACOH organization; elementary school teachers and administrators who were trained in innovative classroom methods; small business Trainees from the CAPS program; and the impact of CAPS/HOPS training on the development of democratic institutions and practices in Honduras. The current activities of these groups are reviewed and they are compared with other Trainee groups who participated in the evaluation.

Chapter Six examines Trainee outcomes and impact, focusing on employment and community activities. The chapter analyzes Trainees'

present labor force participation and assesses how they have been able to use their U.S. training and experience on the job and in their volunteer activities. Chapter Five also examines the degree to which CAPS/HOPS Trainees have been effective multipliers of their training.

Chapter Seven analyzes gender issues in the CAPS/HOPS program. Analysis is directed at the degree to which CAPS/HOPS training has been effective in incorporating women (especially disadvantaged women) into the training process.

Chapter Eight describes the Follow-on Program, which offers activities to Trainees upon their return to Honduras. While Follow-on has been funded officially only in the past two years as part of the HOPS-II Project, the report discusses earlier efforts under CAPS. Recent efforts to foster the development of occupational and regional organizations are discussed. This chapter also examines the role of the alumni association established for long-term Trainees, the Asociación Nacional de Ex-becarios para el Desarrollo de Honduras (ANEDH).

Chapter Nine reviews cost issues. The U.S. training costs of HOPS-II are compared both with other costs from the Central American region as well as with U.S. training costs of project-related training.

**CHAPTER TWO**

**IN-COUNTRY  
PROGRAM—  
RECRUITMENT  
AND  
SELECTION**

**1 INTRODUCTION**

This chapter reviews the recruitment and selection of Trainees for the CAPS/HOPS program, with special emphasis given to the innovations introduced in the selection of Trainees by the HOPS-II program. The overall geographic distribution of the Trainees and the number of women Trainees sent under the entire program will also be discussed. Conclusions and recommendations will address the specific concerns of the Mission, including

- how the project can respond to the Mission's participant training priorities;
- how to assure higher levels of participation among departments and municipalities which have not had equitable participation in the CAPS, HOPS-I and -II programs;
- how the project can assure that at least 40 percent of the long- and short-term scholarships are awarded to women while meeting other project goals and requisites for awarding scholarships; and
- whether costs can be reduced, and how.

**2 RECRUITMENT AND SELECTION OF  
TRAINEES UNDER HOPS-II**

**A. Selection of Trainees for Mission's  
Training Priorities**

For a number of years, the Office of Education and Training has invited all Technical Offices to communicate training needs for the year's programming. In the past two years, this list has also been oriented to USAID/Honduras's four Strategic Objectives. Available project resources are measured against requests to establish training priorities.

Models used for recruitment and selection have evolved over the years of CAPS and HOPS-II. For instance, both long- and short-term Trainees for CAPS were often recruited through open advertising, a practice no longer used. Under HOPS-II, recruitment has largely been facilitated through existing networks involving A.I.D. Technical Offices or through intermediary organizations.

**B. Technical Office Participation in  
Candidate Recruitment**

Once training groups are determined for the year, several approaches have been used to select candidates for short-term training programs under HOPS-II. Perhaps the most successful courses have been those developed in cooperation with the Mission's Technical Offices. Recent examples include the watershed management course, the municipal development program for mayoral candidates, the on-going program of teacher training, and the epidemiology course for personnel of the Ministry of Health. In each case, Technical Office personnel drew on relationships developed through other USAID project activities to broaden the range of potential nominees who could then be evaluated in the selection process.

A case in point is the Ministry of Public Health. The Ministry has traditionally been managed primarily by male physicians. Nominations for foreign scholarships made at the Ministry level reportedly overwhelmingly favored physicians (as opposed to other health professionals) and men (as opposed to women). Training opportunities for other health professionals and for women were limited. However, through the CAPS/HOPS program, project staff have worked with USAID Technical Offices to provide other groups of health professionals the opportunity to receive training. Three years ago, a group of nurses' assistants was sent for train-

ing, providing a much needed career incentive as well as professional development for a non-physician group. This year a group of 30 nurses has been selected to receive the epidemiology course. In both cases, the selection was handled at the regional levels, which most observers believe has largely eliminated political influence from the central offices. Field-level supervisors, and not just Ministry-level officials, participated in the nominating process.

The selection process used for the most recent teacher training program has been equally successful. Supervisors from 18 Departments were asked to nominate outstanding teachers from their regions. The 60 teachers received two months of U.S. training, while the departmental supervisors also received a week of training in the United States. Returned teachers organized follow-on courses for assistant regional supervisors, a strategy designed to maximize the impact of the U.S. training by encouraging the educational hierarchy at the departmental level to support the training through a greater understanding of its content.

Interviews with Technical Officers in agriculture, natural resource management, sanitation, health, municipal development, and basic education who have worked with HOPS-II staff in planning recent short-term technical training programs universally reported being pleased with the selection process. They were generally satisfied with their role in facilitating HOPS-II access to a pool of potentially qualified applicants, and were complimentary of the procedures by which HOPS-II made the final selection. This included their appreciation of the HOPS-II project recruitment targets which made it possible to lessen the likelihood of favoritism.

#### **C. Pre-selection Seminar Using Contracted Personnel**

In some of the recent short-term programs, another innovative approach has been adopted for the selection process. Experts in the subject area of training have either volunteered or have

been contracted to recruit the candidates and organize a preliminary selection seminar (see below).

In the case of the blind rehabilitation group trained in the U.S. in October 1993, the HOPS-II staff identified an expert in the area who recruited candidates from those identified by or nominated from four organizations, in spite of internal conflicts among the groups. In a second case, the recent Small Business Development training program, the seminar leader was contracted about one month prior to the beginning of the seminar. The primary vehicle that she used to identify candidates was a letter to intermediary organizations inviting them to nominate small business owners whom they believed met the qualifications for the HOPS-II program. Unfortunately, the response from these groups was disappointingly small. The expert ultimately relied on her personal network to recruit the target number of potential candidates for the seminar. The selection process continued with a seminar for approximately 80 candidates from whom were selected a group of 30 Trainees (see below). While the group was balanced between men and women, it did not reflect a wide geographic or institutional distribution since the initial pool of candidates was not as representative of the entire country as would have been possible with a longer lead time.

#### **D. Long-term Trainee Involvement in Selection**

The 1993 long-term academic trainees were brought into the process of trainee selection for short-term programs as a part of their predeparture training program. Long-term Trainees set up several seminars in their fields of expertise, including environmental education, watershed management, epidemiology, and the marketing of organic produce. The Trainees took responsibility for designing the curriculum, contacting additional trainers, establishing the format, and, with HOPS staff guidance, contacting intermediary institutions to nominate seminar participants. A group of 60 to 80 participants took part

in each week-long seminar. At the end of the week, the long-term Trainees, jointly with the HOPS staff, interviewed and selected 20 to 30 of the participants to form a HOPS short-term training group for U.S. training.

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*Selection seminars lead to cross-discipline interchange*

*Through the group seminars, the selection process becomes a practical learning process. For example, during the selection seminar for elementary school teachers, several of the primary school teachers were discussing one of the biggest problems they face: the poor nutrition of their students, which causes them to fall asleep, have short attention spans, and not perform up to their potential. One of the project staff asked why the school had not planted plantains or other crops to have some additional resources to feed the children. When a teacher answered that the soil is too barren to grow anything, another who had participated in the environmental education program replied, "Well, where is your compost pile, which you could then use to fertilize the soil?"*

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Many benefits derive from this innovation in the selection process. The selection process "is not just an interview, but a course, which gives the potential Trainees a chance to experience a bit of the program," as the project coordinator commented. The selection of the Trainees then is based on a more realistic assessment of the candidates than can be achieved from an interview. Second, the multiplier effect of the program begins immediately. As the Coordinator said, "No matter whether the candidates are selected or not, everyone receives a benefit from the process by virtue of the short course they attend during the selection process."

Further, many of those who are not selected are nevertheless eager to learn from their colleagues upon their return, thus providing an immediate

audience for the returnees. The long-term Trainees also learned a great deal about the institutional context of their subject area as a result of having set up the seminar. Finally, the seminar participants observed another unexpected result of the participation of the long-term Trainees. As one watershed management trainee explained, "I was impressed with the way the long-term Trainees were already giving back something to Honduras before they ever left for their U.S. training."

### **E. Short-term Trainee Involvement in Future Programming**

Teachers from the short-term training program also will be involved in training supervisors and potential new candidates for the planned teacher training program. A group of six returnees, themselves selected by Project staff, will be involved in selecting the next group of teacher Trainees. In each participating department they will teach a three-day intensive course, including a practicum, similar to the course they taught upon their return. Supervisors from seven departments will nominate some 45 candidates per department who will participate in the course. Approximately 15 participants from each department will be selected for the U.S. portion of the program.

3

### **GEOGRAPHIC DISTRIBUTION OF THE CAPS/HOPS TRAINEES**

Table 2.1 presents the geographic distribution of the CAPS Trainees between 1985 and 1990 and the distribution of the population of Honduras. Under CAPS/HOPS-I, sixty-two percent of the Trainees came from six departments: Francisco Morazán, Cortes, Atlántida, Choluteca, Olancho, and Gracias a Dios. These departments represented 52 percent of the country's population. Francisco Morazán, with 30 percent of the Trainees but only eighteen percent of the population, was significantly over-represented. Gracias a Dios, with 0.8 percent of the population but 4 percent of the Trainees, was also over-

represented. Recruitment during the first years was relatively low for Lempira, La Paz, Copán, Santa Bárbara, Colón, Yoro, Comayagua, and Valle.

During the two year period, 1988-1990, the geographic distribution improved over the first three years of the project. This was a period when the CAPS/HOPS program was administered by Partners of the Americas, which was able to draw upon its already established network of people in Honduras who are members of Partners International. These individuals, as well as Peace Corps Volunteers and returned Trainees, all helped identify and nominate candidates for the program.

Nevertheless, the desire to reach those areas of the country less well served by CAPS underlay HOPS-II. The HOPS-II Project Paper called for "a geographic focus on rural areas in Southern and Western Honduras with high levels of malnutrition and poverty." HOPS-II was to place more emphasis on those departments which had received proportionately less attention under the first project (Memo to Mission Technical Officers dated 8/27/90).

To date, this has been accomplished (see Table 2.2). While Francisco Morazán continues to receive slightly more than its share in the total population, the percentage has decreased substantially from 30 percent under CAPS-I to 20 percent under HOPS-II. The percentages of Trainees from such departments as Intibucá, Santa Bárbara, and Yoro now approach or surpass their proportion of the total population.

**Table 2.1**

**Percentage of CAPS-I Scholars by Department**

Department	Population		Trainees	
	No.	%	No.	%
Gracias a Dios	33,684	0.8	75	4.2
Francisco Morazán	781,601	18.4	538	30.2
Atlántida	228,727	5.4	134	7.5
Ocatepeque	71,432	1.7	37	2.1
Choluteca	283,727	6.7	123	6.9
Islas de la Bahía	21,209	0.5	9	0.5
Olancho	272,772	6.4	103	5.8
Intibucá	119,921	2.8	42	2.3
Cortes	630,799	14.8	208	11.7
El Paraíso	244,366	5.7	79	4.4
Comayagua	283,816	6.7	72	4.0
Valle	115,218	2.7	26	1.4
Yoro	320,067	7.5	67	3.7
Colón	143,748	3.4	25	1.4
Santa Bárbara	267,938	6.3	38	2.1
Copán	210,874	5.0	27	1.5
La Paz	101,827	2.4	13	0.7
Lempira	170,472	4.0	16	0.9

Source: CIS Biographical Database

**Table 2.2**

**Percentage of CAPS/HOPS Trainees by Department, FY 1992-93**

Department	% of Population	Trainees	
		No.	%
Gracias a Dios	0.8	1	0.4
Francisco Morazán	18.4	55	20.2
Atlántida	5.4	6	2.2
Ocatepeque	1.7	13	4.7
Choluteca	6.7	10	3.7
Islas de la Bahía	0.5	1	0.4
Olancho	6.4	20	7.4
Intibucá	2.8	13	4.8
Cortes	14.8	27	9.7
El Paraíso	5.7	9	3.3
Comayagua	6.7	17	6.3
Valle	2.7	4	1.5
Yoro	7.5	18	6.6
Colón	3.4	10	3.7
Santa Bárbara	6.3	23	8.5
Copán	5.0	24	8.8
La Paz	2.4	6	2.2
Lempira	4.0	15	5.5
<b>Total</b>	<b>272</b>	<b>100.0</b>	

Source: CIS Biographical Database through 9/30/93

## DISTRIBUTION OF TRAINEE POPULATION BY GENDER

Women represent 37 percent of all 2,183 CAPS-I/HOPS-II Trainees on which current data are available. During the CAPS-I project, women represented 38 percent of the 1,980 Trainees, ranging from a low of 30 percent in 1986, the second year of the program, to a high of 62 percent in 1991. Midway through the HOPS-II program, women's participation has dropped to 36 percent of the 272 Trainees. Less than 30 percent of the Trainees in 1992 were women; some 37 percent of the Trainees in 1993 were women (CLASP Information System data through 9/30/93).

The percentage of women selected for *academic training* programs is almost 40 percent. This proportion has held steady through both the CAPS-I project and HOPS-II projects.

Over the life of the program, women's participation in *short-term technical* training has averaged 37 percent. Women's participation reached a high of 47 percent in 1990 and 62 percent in 1992, when only short-term Trainees were being sent. At mid-point in the HOPS-II program, the participation rate for women in short-term technical programs has dropped significantly to 25 percent in 1992 and 36 percent in 1993. The percentage in 1993 was affected by the group of 45 mayors and mayoral candidates who received a two-week training course in May, 1993 in which 39 men and only six women participated. In this case, the low participation rate of women may be due to constraints of the political system in which far fewer women are proposed as candidates for formal office and not the selection process for CAPS. However, the percentage of women was also quite low in other recent programs, such as the blind rehabilitation and the watershed management training groups.

## CONCLUSIONS AND RECOMMENDATIONS ON RECRUITMENT AND SELECTION PROCEDURES

### A. Selection Process Innovations

- *The HOPS-II staff is commended on the introduction of new forms of short-term Trainee selection. The use of the week-long seminar for Trainee selection should be maintained, especially when it incorporates HOPS-II long-term scholars in preparation for their U.S. training. It is a model which can be emulated by other Missions.*

The HOPS-II project has introduced new and innovative selection procedures. These procedures have resulted in a lessening of the pressures to "politicize" the selection process often apparent in USAID participant training and have increased cooperation with the Mission Technical Offices. The use of seminars for the final selection of the candidates provides several benefits. Among these are a better assessment of the Trainees' capacities and more commitment to the program than is possible in a single interview. Seminars provide an immediate multiplier effect through seminar participants who are not selected for HOPS training but who still benefit from the seminar. The inclusion of subject experts in the selection seminar adds substance to the training for both those who do participate in the HOPS training and for those who do not.

### B. Involvement of Mission Personnel in Selection

- *The Office of Education and Training may wish to communicate its recruitment procedures to a broader audience within the Mission to buttress the generally positive view held by Technical Officers with respect to particular training programs.*

CAPS/HOPS has successfully designed a series of training projects which, individually, find considerable support among USAID Technical Offices. OET's procedure of soliciting Technical Office requirements in establishing training priorities should ensure general support for Technical Office involvement in identifying candidate pools.

Individual Technical Offices expressed great satisfaction with the contribution of the CAPS/HOPS program to their programs and high satisfaction with the expanded recruitment and selection procedures that had expanded the pool of candidates beyond that which would be nominated if left to the discretion of the Ministries alone. However, the evaluation team encountered a general lack of information among Mission personnel about the success of the program, whether it be about impact in a given area or the requirements for the selection of candidates.

### C. The Use of Intermediary Organizations

■ *The use of intermediary organizations is a suitable means to target appropriate Trainee candidates. However, it is recommended that issues of short lead time, weak institutional involvement, need for increased networking between HOPS-II personnel and organizations, and increased involvement of the organizations in the HOPS-II Follow-on program be addressed to improve the process.*

The use of intermediary organizations for screening and nominating is consistent with USAID's policy of working with non-governmental organizations (NGOs) and serves to broaden CAPS/HOPS contacts in the areas selected for training. However, the development of intermediary organization contacts requires considerably expanded attention. This approach was not as successful with the small business group. It can be concluded that a one-month lead time is not sufficient, especially when the only communication with the organizations is a

written letter requesting nominations, with no prior or ensuing explanation of the program. Depending upon one person to recruit candidates from across the entire country limits the pool of candidates significantly. When coupled with a short lead time, the recruitment of adequate numbers of women and candidates from geographical regions which are not easily accessible from the capital is less likely.

■ *Increased lead time should be factored into program planning so as to ensure broad coverage and involvement by the relevant institutions.*

Improved cooperation from proposed intermediary groups will require a greater investment of time by either project staff or contracted experts. Increased contacts with the intermediary organizations—such as personal meetings with NGO officials, attendance at NGO board meetings, and follow-up contacts—will establish a basis of mutual understanding so that such organizations will recognize the nature and unique requirements of CAPS/HOPS training, as well as the way in which they can benefit from having participated in nominating candidates. This investment will pay off not only in a larger pool of candidates, but will provide a base for Follow-on projects within an established institutional context.

■ *Existing institutional networks could be drawn upon more fully to expand intermediary institution involvement.*

The pool of candidates for the selection seminar should also be expanded by using existing networks within the country. The most interested group may be former CAPS/HOPS Trainees, who can be reached through the various returnee associations such as the Association of Long-Term Scholars (ANEDH) and PACOH, the national association of returned Trainees working in environmental education, as well as newly established regional associations.

- *Follow-on staff are well placed to expand contacts with new and already participating intermediary institutions.*

It is also recommended that Follow-on staff take an active role in efforts to build a network with intermediary organizations working in the field in which CAPS/HOPS Trainees will be trained. Follow-on can be part of program planning and development from the beginning. Follow-on personnel, with their broad experience and exposure to local-level Honduran institutions, will provide valuable insight into the actual level of commitment of the intermediary organizations while they assist in broadening the pool of available candidates.

#### **D. Conclusions and Recommendations on Selection of Women**

- *Given the continued difficulty of HOPS-II to reach the CLASP target of 40 percent recruitment for women, increased efforts should be made to actively recruit women for the short-term technical training programs. Given the decision of other CLASP Missions to move voluntarily to a 50 percent participation rate for women, the Mission may wish to consider adopting the same goal for recruitment of women in the program.*

The program has not yet reached the CLASP target of 40 percent participation by women. Also, at the mid-point of the program, HOPS-II has dropped below the 38 percent participation rate achieved by the CAPS program. The greatest discrepancy appears to be in the short-term programs. However, program administrators also have the greatest opportunity to correct the problem in short-term programs, since this programming can be the most flexible in focusing on women's organizations and issues (see Chapter Eight for further discussion of women's participation in the program).

- *Project personnel should strengthen ties with the increasingly developed network of organizations working to increase women's participation in development. A logical place to begin tapping these networks is with the USAID Office for Women In Development.*

No pattern of discrimination against women is apparent in the selection process. Indeed, during one group meeting with craftswomen from the Small Business Management program, Trainees were clear in their opinions that they had not received any favorable treatment because they were women. Rather, "they were treated equally with the men, and selected because they met all the requirements." At the same time, there was no indication that the selection process had reached out to organizations whose stated objective is to work with women in order to increase their participation in the development process.

#### **E. Conclusions and Recommendations on Geographic Distribution**

- *Present efforts to ensure broad geographic coverage for Trainees should be continued.*

The relative inequities of CAPS in geographic distribution, which tended to favor Francisco Morazán and departments in the central and eastern areas of the country have been largely overcome under HOPS-II. Western departments with small percentages of Trainees were successfully targeted for teacher training and mayors' groups. Expanding the pool of candidates will correct the underrepresentation of some geographic areas in the most recent short-term programs.

**CHAPTER THREE**

**PREDEPARTURE**

**ORIENTATION**

**AND**

**TRAINING**

1

**INTRODUCTION**

The focus of this chapter is the HOPS-II predeparture training program. The objectives and the curriculum of the program are described and the Trainees' English language achievement levels in English language study are examined. The chapter also reports on Trainee satisfaction with the program, based on survey interviews and focus groups with returned scholars, and with long-term academics currently studying in the United States.

It is important to note that this chapter evaluates the *process* of implementing the expanded predeparture orientation and training program mandated in the HOPS-II Project Paper. Therefore, the assessment and conclusions reported in this chapter rely heavily on data collected in focus groups with recently returned long-term technical Trainees, with students preparing for U.S. short-term training, and with long-term academic Trainees currently studying in the U.S. Data were also collected from project documents, open-ended interviews with key project personnel, and participant observation of ongoing training in Honduras.

The conclusions and recommendations address the specific concerns of the Mission, which are:

- Are the current competency based training objectives reasonable?
- Are the predeparture training strategies and activities appropriate for mastering competency objectives, preparing the scholar for follow-on, and application of training?
- Is the training being provided by the institutional contractor in a timely manner and is it of high quality?
- Could costs be reduced for the predeparture preparation of scholarship recipients by

changing strategies or activities, or are other changes warranted?

2

**CLASP PREDEPARTURE ORIENTATION AND TRAINING: BACKGROUND**

Improvements in the CLASP program have been achieved by applying lessons learned from evaluations of earlier programs. Predeparture orientation and training is just such a case. Only a few years ago, shortcomings in the predeparture orientation were frequently cited in CLASP-I evaluations, and significant numbers of Trainees noted that they did not feel prepared for their U.S. training. As the first CLASP Annual Report, published in 1987, noted,

Predeparture orientation training is universally limited in time and scope... Typically, predeparture orientation is done in one or two days (1987:35).

Several Missions have taken an aggressive approach to improving and expanding predeparture orientation and training. USAID/Honduras provides an excellent example of this approach.

Over time, program objectives have changed to provide a clearer relationship between the CAPS/HOPS program and the development goals of the Mission. The predeparture training program has been redesigned to help Trainees explore their role in the national development process. Their contributions to development may occur in their professional arenas or through their community and volunteer work. Predeparture training has become an integral element of CLASP training.

**A. CAPS-I Predeparture Orientation**

Historically, information from the CIS shows that the length of predeparture orientation and

training has increased in Honduras. Early in the program, predeparture training was not routinely provided to all participants, and Trainees in short-term programs often received no English language instruction. For instance, 67 percent of a short-term group studying demography in North Carolina in 1987 reported that they did not receive predeparture training. That same year, only 52 percent of a group traveling to Vermont to study small business administration reported having received predeparture training. Less than half (42%) of the group felt prepared for their U.S. experience.

As the program matured, the type and quality of predeparture information provided to participants improved. Predeparture orientation typically provided information about the United States, the training program and institution, and administrative details about the program. By 1989, far smaller numbers of participants (5%-15% of groups) reported feeling unprepared for their program, although higher percentages were reported for those who had not received English language training. Under the two year contract administered by the National Association of Partners of the Americas (NAPA) for the Vermont/Honduras program, all participants were prepared in country and reported very high satisfaction with their in-country orientation. Based on a summary of CLASP Exit Questionnaires and Individual Program Exit Reports, nearly all later groups felt prepared for their U.S. training program.

## **B. HOPS-II Predeparture Orientation**

### **■ Competency-based Objectives**

Under the HOPS-II project, predeparture orientation and training has been expanded and new approaches have been introduced which may provide relevant lessons for A.I.D. participant training elsewhere. The mandate for expanding predeparture training in Honduras was formulated in the HOPS-II Project Paper and was based on three Competency-based Objectives (CBOs). These are listed below.

1. The Trainee must demonstrate leadership capacities by succinctly describing a problem and convincing a majority of a designated audience of the suitability of a proposed solution.
2. The Trainee must reach a level in English in which she or he can describe his or her work activities, explain Honduran development objectives, and maintain a conversation such that a non-Spanish-speaking U.S. resident can recall the content of the conversation.
3. The Trainee must be able to classify and define a range of political and economic systems to highlight contrasts between the U.S. democratic and free enterprise model and other socioeconomic formations.

These CBOs have been adopted as the *primary set of objectives* for HOPS-II and each is based on its own rationale. CBO #1 reflects the CLASP project goal of identifying and training leaders. CBO #2 and #3 are intended to provide Trainees with a grounding both in the English language and in a conceptual understanding of contrasting political systems so that Trainees will gain more from the U.S. experience. They also promote a greater understanding of Honduran development needs.

As the program developed, however, a *second set of objectives* emerged. These objectives are not explicitly mandated in the Project Paper, but are related to the competency-based objectives. These objectives call for strengthening basic Spanish language and math skills and providing training in a range of development-related topics. Finally, in addition to the CBOs, long-term Trainees must attain a high level of proficiency in English suitable for academic study in a U.S. university—a much greater depth of knowledge than that sketched in CBO #2.

### ■ Length of Predeparture Orientation Training

Long-term grantees, both technical and academic, receive between nine and 12 months of predeparture training. Short-term predeparture training has varied under the HOPS-II model described in the Project Paper. With few exceptions, short-term groups have received between four and sixteen weeks of predeparture training.

Predeparture training provided to short-term Trainees in 1993 varied greatly since training groups were funded by two overlapping CLASP projects. Unexpended funds from the CAPS/HOPS-I project financed five short-term groups in 1993. The requirements for predeparture training specified in the HOPS-II Project Paper are not mandatory for training programs financed by the earlier project. This allowed flexibility to apply various approaches to predeparture training. Some groups received shorter, more "traditional" programs while others participated in the longer HOPS-II programs.

The HOPS staff sees its role as creating an environment in which Trainees are stimulated to work hard, to excel, and to raise their personal expectations, potential, and productivity.

The following section discusses the following three parts of the predeparture program.

- the components of the predeparture training shared by short-and long-term Trainees;
- the English language program for long-term Trainees; and
- the English language training program for short-term Trainees.

Conclusions and recommendations about the Predeparture Orientation and Training Program are presented at the end of the chapter.

### 3

### GENERAL PROGRAM COMPONENTS OF PREDEPARTURE TRAINING

Predeparture training for short- and long-term Trainees currently follows the same model. The primary difference being the number of hours dedicated to each segment of the program.

The major components of the expanded predeparture program are:

- a motivational seminar;
- classes in general culture dedicated to Honduran Development issues, national development plans and problems, the U.S. contribution to Honduran development, and development issues by sector;
- classes in U.S. history, society, and culture;
- lectures and seminars on project management skills;
- topping off of basic skills: mathematics, Spanish language, writing and essay skills;
- leadership Training, enhanced by a field experience or social project;
- English language training;
- basic computer skills; and
- in some cases, specific interchange with training institutions through visits by representatives of U.S. training institutions.

#### ■ Motivational Seminars

Predeparture training, usually includes a *motivational seminar*. The program has experimented with different formats, but program planners have found a week-long seminar to be the most effective. In the seminar, participants in newly formed training groups have the opportunity to examine their own values, motivations, and sense of self-worth. They begin the process of

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working together as a team and reflect on why they wish to take part in training. The methodology is highly experiential, participatory, and reflective. The Trainees devise a joint contract out of the varying qualities and aptitudes each brings to the group. They then establish their agenda and goals for their training.

### ■ Findings

Nearly all short-term and most long-term Trainees reacted positively to the seminar. They report that this intense social experience was important in shaping their sense of direction and goals. Indeed, many participants state that the seminar has been an important, life-changing experience.

One of the project staff described Trainees from a recent program for mayoral candidates. He observed that even with a reduced version of the seminar, the Trainees began changing the way in which they referred to their political opponents. Their statements contrasted notably with the more common confrontational rhetoric that political candidates use in Honduran elections. For example, some candidates said that if their opponent won, they would openly support them after the election.

However, some long-term Trainees were less enthusiastic about the seminar. In one Honduran focus group, several reported that they felt that the methodology was dated or somewhat artificial. In a subsequent questionnaire sent to long-term academic Trainees in the U.S., about 25 percent mentioned that the predeparture motivational seminar should be modified.

### ■ Other Program Components

The *general culture* component encompasses diverse topics. Course work is offered in Honduran culture and history, and a social and economic analysis of modern Honduras is provided. An introduction to U.S. culture and history, discussions of models of political and economic systems, and information on the role

of the U.S. in Honduran development are also included. Up to 80 hours are provided to long-term Trainees, and between 30 to 50 hours to short-term Trainees. The methodology used in this segment appears to be primarily didactic, not interactive.

### ■ Basic Skills Topping Off

*Basic Skills Topping Off* provides basic academic courses in Spanish composition and mathematics. Course work is also provided in *Technical Skills Topping Off*. For long-term academics, training is provided in academic areas, computer skills, and the specific areas of interest to the student. Short-term technical Trainees receive baseline training in the specific field of study. Conflicting numbers were provided on the amount of time typically dedicated to these activities; however, it appears that long-term Trainees receive up to 210 classroom hours and short-term Trainees between 70 and 120 hours.

### ■ Leadership Training

Leadership training activities are designed to provide the Trainees with a variety of opportunities to practice leadership skills. Course work includes segments on social research methods, project design and planning, training in entrepreneurial values, and the development of projects. Short- and long-term Trainees carry out the projects outside the classroom. Some 180 hours of leadership training are included for long-term academics, while those short-term Trainees receiving the most complete training would spend between 55 and 80 hours in this area. This is in addition to the week-long motivational seminar.

### ■ Field Experiences

The projects, sometimes referred to as field experiences or internships, are considered an essential part of the leadership training. Some typical examples follow:

- Long-term technical Trainees from 1992, recently returned to Honduras, worked in factories and businesses related to their areas of expertise.
- Blind short-term Trainees, being prepared for blind rehabilitation training in the U.S., dispersed to spend a month in a wide range of work situations. A woman with a background in journalism produced television news reports. Blind Trainees taught music, directed a church choir, assisted in an X-ray laboratory, and worked in government offices. In a second field experience, the group worked jointly to create an educational campaign about the situation of the blind that was disseminated in schools, universities, and over the media.
- Community leaders conducted needs assessments in rural communities in the department of Choluteca. Besides taking a census and meeting with local leaders, some Trainees assisted communities in defining small scale projects and developing the means to execute them.
- Long-term Trainees planned several pre-selection seminars for short-term Trainees (see Chapter Two: Recruitment and Selection).

#### ■ Trainee Views

A majority of the Trainees believed they had a much better understanding of the problems facing their country as a result of the field experiences. Short-term Trainees who had recently completed the field experience were very positive about its benefits. Long-term technical Trainees were more negative in their assessments, since they felt that the factories where they had worked made insufficient effort to introduce them to the full range of manufacturing activities and treated them as a month's free labor. Long-term Academics stated that they understood the problems facing the

country and would be more focused in their academic programs as a result.

#### 4 SURVEY FINDINGS ON PREDEPARTURE TRAINING

Both short-and long-term Trainees report receiving more predeparture training in the recent years of the program. Short-term Trainees report an average of 15 days predeparture training. Most<sup>1</sup> received between eight and 23 days, with some exceptional programs of considerably longer durations.<sup>2</sup> For example, members of a business banking group who studied in the U.S. for about 2.5 months listed between four and six months of predeparture training. Short-term Trainees also stated that they received, on average, about 140 hours of English training during that time, although about 65 percent reported having received less than 100 hours. Twenty percent of the short-term Trainees stated that they did not receive predeparture orientation, but almost all of these were Trainees from the first years of the program (FY 1985 through FY 1987).

Long-term Trainees received considerably more predeparture training, averaging 194 days; 72 percent reported more than 200 days. Nearly 18 percent of long-term Trainees stated that they did not receive predeparture training, but they also had participated in the earlier programs.

The importance of providing predeparture training to all Trainees is demonstrated in the number of Trainees who in later years, as predeparture training became an integral component in the program, report feeling prepared for the training.

Overall, 47 percent of the short-term Trainees reported feeling prepared for training (see Table 3.1). However, only 31 percent of the Trainees in 1985-87 reported feeling prepared for training. In 1988-90 the number increased to 42 percent and reached a high in 1991-93, when 72 percent of Trainees reported feeling prepared for

training (see Table 3.2). Nearly 68 percent of all the long-term Trainees stated they felt prepared or very prepared for their U.S. training (see Table 3.1).

	Short-term	Long-term	Total
Unprepared	2.5	4.6	3.2
Somewhat prepared	50.3	27.7	43.7
Prepared	38.9	52.3	42.8
Very Prepared	8.3	15.4	10.4

Source: 1993 Returnee Survey n=222, α=.017

	1985-1987	1988-1990	1991-1993
Unprepared	4.1	3.1	0.0
Somewhat prepared	65.3	54.7	28.1
Prepared	26.5	34.4	59.6
Very prepared	4.1	7.8	12.4

Source: 1993 Returnee Survey n=202, α=.00015

**5**

## **ENGLISH LANGUAGE TRAINING FOR HOPS-II LONG-TERM TRAINEES**

### **A. Description of the English Language Program**

#### **English Language Training under CAPS-I**

The English Language Program has evolved over the life of the program. Under CAPS-I, Long-term Trainees received training from a sub-contractor to AED, the U.S. contracting agency responsible for academic placements. Students received approximately 900 hours of language training from bi-lingual Honduran nationals and the primary measure of success was students' ability to pass the TOEFL at the appropriate level.

#### **English Language Training under HOPS-II**

The English Language Training Program was redesigned under HOPS-II according to the guidelines of the Project Paper, which stated that proficiency be measured through competency-based objectives. Trainees were expected to achieve between 500-550 on the TOEFL. Following the Project Paper mandate, HOPS-II Trainees were selected on their leadership qualities and potential for having an impact on Honduran development. English language skills were not a basis for selection. The following discussion describes the program offered to HOPS-II Trainees, reports Trainee's satisfaction with the program based on data from the survey and focus groups, and reviews staff perceptions of the program.

The English course was designed as an *open-entry/open-exit program*, which would allow students to enter at various points in the program. They could conclude their training at the point when they achieved 500-550 on the TOEFL (the Test of English as a Foreign Language), the minimum level required for graduate level training in the United States.

#### **Long-Term Academic Group One**

The first group of 23 *academics* began training in September, 1991. As a result of different entry-levels of proficiency in English and different rates of progress during the ten-month program, only five had finished by the end of May, having received 705 hours of training. The remaining 18 completed training in July, 1992 and received 965 hours of English training, exceeding by 65 the 900 hours required by the contract.

Classes were taught in 12-week cycles. On average, students received five hours of classroom instruction a day in English, and 25 hours of training per week for a total of 300 hours per cycle. Students also worked in the Language Resource Center for one additional hour daily,

where they had the opportunity to read, work one-on-one with a teacher, or participate in peer tutoring.

### ■ Curriculum

The curriculum emphasized academic skills such as reading, composition, and note-taking. As students' English skills improved, they were introduced to specific skills required for the TOEFL. All students were required to take the TOEFL in May as a pre-condition for entrance to American universities. Two students scheduled for study in a Master's Degrees program in civil engineering received an additional 10 hours of tutoring in math in preparation for the Graduate Records Examination (GRE).

A weekly cultural program provided additional opportunities to learn about American culture and practice listening to native English speakers. A student council, elected by the group, organized a variety of social gatherings around the major U.S. holidays and traditions which occurred during the training period. During the last cycle, class time was spent discussing the Honduran Development Plan and preparing a research paper, combined with an oral presentation in English, on the relationship between some aspect of the National Development Plan and USAID assistance.

### ■ Long-term Academic Group Two

The second group of 27 academic students began language training in mid-August, 1992. They completed 1,085 hours of language training by early July, 1993, exceeding by 185 the hours required by the contract. In addition, the students received over 60 hours of supplemental instruction in preparation for the TOEFL. A student who joined the program late received six months of language training before she left for her program in Puerto Rico. The course plan for the second group was similar to that designed for the first group.

This group had more opportunities to practice English outside the classroom than the first group. Cable television was installed, and a weekly program of current movies on video was available on an optional basis. Leadership activities requiring English were incorporated into the program. For example, several advanced students served as interpreters for U.S. medical volunteers in a program organized by Amicus International. During the last month of their program, all students spent a week with Peace Corps Volunteers in rural communities. The purpose of this activity was to practice English and become familiar with another part of their own country.

### ■ Long-Term Technical Trainees

Between January and August, 1992, the first group of fourteen long-term technical Trainees received a total of 533 hours of course work. The second group of seven long-term technical Trainees (all municipal employees) completed a total of 580 hours of study between mid-August, 1992 and early March, 1993. The curriculum for the first group emphasized skills necessary for an internship program in the manual arts: comprehension of technical manuals, understanding oral instructions, and survival English skills, including discussions of daily activities and family life. The curriculum for the second group mirrored that of the long-term academics, since they would be enrolled in a regular academic program. An hour a day was devoted to the study of the Honduran National Development Plan and American culture. During the last three months of the program, one half of the 160 hours of instruction was spent on preparing the Trainees for the oral exam in Competency-based Objectives.

Student progress was monitored through weekly staff evaluations and the use of standardized tests, including the Secondary Level English Proficiency (SLEP) test, and TOEFL exams.

## B. Findings on the Outcomes of the English Language Training for Long-term Trainees

### ■ Results measured by standardized tests

The number of students scoring over 500 on the final official TOEFL was low for both long-term academic groups. Only two members (9%) of the first group scored over 500; nine Trainees (30%) of the second group scored over 500. The second group of long-term academic students had overall higher scores than the first group. However, the students and program staff were frustrated by the difficulties confronted by both groups in their efforts to achieve a suitably advanced level of English proficiency.

An analysis of the progress of the initial group of academic students (September 1991-July 1992) shows that group members entering with very little prior knowledge of English progressed satisfactorily during the first cycle of the program. From January to May, however, the group's progress appears to have slowed and, in some cases, to have shown real decline (e.g., advanced student scored 40 points lower on the TOEFL exam taken in May than the TOEFL exam in December).

CADERH staff quarterly reports mentioned a number of student-related factors that might have been responsible for the low scores and lack of progress of the first group. Commonly cited factors included the considerable length of time since some Trainees had completed their formal academic training and the somewhat lackluster academic records of several of the candidates. It was suggested by some that the second group would make better progress because a higher grade point average (GPA) was an important selection criterion in the second group.

However, although more members of the second group did attain the minimum TOEFL score for beginning U.S. academic training, the failure rate was higher than had been anticipated. Most

distressing was the distinct decline in TOEFL scores evidenced by several Trainees between January and May testing.

While the perception persists that the second group of long-term academic Trainees was academically superior to the first, analysis shows that the GPA scores for the two groups were very similar (see Table 3.3). The second group did not have an appreciably higher GPA than the first. Moreover, a comparison of the GPA of each student with the outcome on the official TOEFL examinations shows no direct pattern of correlation between GPA and success on the TOEFL exam in either group.

For example, in the first group of long-term academic students, three of the students with the lowest TOEFL scores had GPAs above 80 (on a scale of 100). Conversely, many students with low GPAs scored the same or above those with higher GPA scores. Moreover, according to one staff report, "many in (the second group) started with some knowledge of English," which allowed several in the group to begin English training at a higher level. In fact, three students who scored over 500 on the TOEFL were

Group 1:	
TOEFL	GPA
367-399	69.0, 69.3, 69.8, 70.2, 75.3, 83.3, 83.6, 83.9
400-449	67.0, 68.0, 77.5, 77.8, 78.5, 78.6, 79.0, 83.6, 80.1, 86.3
450-499	78.6, 79.0
500-510	78.9, 88.0
TOEFL Average: 420	
GPA Average: 77.4	
Group 2:	
TOEFL	GPA
367-399	71.0, 77.5, 82.6
400-449	69.0, 72.2, 73.0, 73.0, 73.0, 74.0, 81.0, 82.0, 84.0, 85.0
450-499	68.0, 73.0, 73.0, 76.0, 76.8, 82.0, 85.0
500-587	76.0, 80.0, 80.0, 82.0, 83.9, 84.6, 85.0
TOEFL Average: 464	
GPA Average: 77.9	

reported as routinely not attending English classes.

■ **Contextual Factors in Slowness of Trainee Progress**

Other explanations of the lack of progress and actual decline in language acquisition require an exploration of the environment within which the teaching and learning took place. During the first three months of the English program, the 23 students in the long-term academic group were the only English students at CADERH. The group made progress. During the second three months, the student body more than doubled, increasing to 48 students. This necessitated hiring additional staff who did not receive the initial teacher training offered the staff in September. In March, the student body nearly tripled (increasing to 68 students). The program became more complex to administer, as the number and variety of short-term programs increased. It was during this period that the long-term academics' progress slowed or actually declined.

In January 1992, the staff of CADERH participated in a week-long training program to improve their skills in teaching to competency-based objectives. During this period, Trainees spent class hours researching and discussing the Honduran National Development Plan in order to prepare for the exit exam on the CBOs. In the third and fourth cycles, an hour per day of class time was devoted to preparation for this objective. For example, during the last three months of the program for long-term municipal development officials, over 80 hours of classroom instruction was spent on learning the various governmental systems and other specific material directly linked to the CBOs. However, this did not necessarily prepare them for the rigors of academic life or acquiring the English necessary to pass the entrance examination.

All English Language training was done in Honduras by non-native English speakers. The training environment was Spanish speaking.

Long-term students did not live together in a residence or dormitory as is the practice in other CLASP Language programs, where an English speaking environment could be encouraged. Also, the Long-term Academics' English classes were contiguous to the classrooms for the short-term programs, again introducing Spanish into the learning environment.

C. **Long-term Trainees' Satisfaction with the Length and Quality of Training**

■ **CAPS-I Trainees' Perception of English Language Training**

Long-term Trainees in the survey studied in the early years of the CAPS program. They received over 900 hours of English language training on the average, although those who entered the program after 1988 received more. In this group, 82 percent thought that the *length* of their English Language Training was "about right," and four percent thought it was "too long." This would indicate that they achieved the necessary skills to perform their academic work.

These Long-term Trainees also were happy with the *quality* of their English language training. As shown in Table 3.4, 56 percent of long-term Trainees rated the program "excellent."

■ **HOPS-II Perception of English Language Training**

Insufficient data are available from the survey to evaluate the recent changes in English language training from HOPS-II Trainees' perspective, since only a few long-term Trainees have returned from the new program. A focus group was held in Washington, DC with the second group of long-term academic Trainees. They had

	Short-term	Long-term	Total
Inadequate	3.8	2.0	3.1
Adequate	46.8	42.0	45.0
Excellent	49.4	56.0	51.9

just finished their predeparture training and were about to begin their university programs. The majority felt that their English proficiency was not sufficient to begin academic work. In fact, 12 of the group spent the first semester in English language training.

They acknowledged the dedication of their English teachers, but strongly recommended that the program increase its emphasis on English language training appropriate for academic work. They observed that, unlike CAPS long-term Trainees in the past, the present arrangements for predeparture training make it impossible for them to be in a fully English-speaking environment. In the morning, the students studied English. In the afternoon, they turned their attention to the other components of the predeparture program. Most of this course work was in Spanish. Also, they felt that so many demands were placed on their time from the other program components, that they frequently found themselves slighting their English studies to complete the other assigned tasks. In fact, the group was so concerned about not being prepared for academic work, that they requested a revised curriculum which was implemented in May. This increased the emphasis on "academic writing and reading, grammar, and TOEFL preparation." In sum, most academic Trainees recommended reducing the supplementary course work to have more time for English training.

#### **D. CAPS/HOPS Policy on the Attainment of English Proficiency**

The goal of the in-country English language program is to prepare all Trainees to qualify with the TOEFL score required by U.S. institutions for admission into regular academic programs. This has not been the case, however, and the percentage of those who have succeeded in being directly admitted to a Masters' program in English has been distressingly low (see below). The Mission has therefore developed several alternatives for those who do pass the TOEFL.

1. The student may go to a Spanish-language Masters' degree program. Since few M.A. programs in Spanish exist in the 50 states (the University of New Mexico in limited fields is one exception), this option largely means that the student will go to Puerto Rico.
2. Those students with TOEFL scores above 450 may request one semester of ESL training in the U.S. to try to gain the required score. They will be permitted 18 months for the M.A. program.
3. In some cases, the U.S. contractor has arranged certificate or non-degree programs for students. Indeed, the contractor has instituted a policy that Trainees must achieve a 500-550 score on the TOEFL by the end of the first semester under Option 2 or be automatically dropped to a non-degree status.
4. A less desirable version of option 3 is to provide the student with an internship for a semester to improve their English. As preparation for academic training, however, this is not ideal. Internships do not normally provide the participant with training in note-taking, listening, and literacy skills necessary for academic work.
5. Finally, students may elect to remain in English training in Honduras in the HOPS-II program. However, this option has not been a popular one with students who have already spent nine months or more in English training.

#### **■ Trainee Views**

Trainees are not happy with any of these other options, compared to enrollment in a Masters' degree program offered in English. The perception persists that assignment to a school in Puerto Rico represents failure and many Trainees are very disappointed with this outcome. The one-semester limit on follow-up ESL training in the U.S. also places great pressure on those who undertake it, since experience shows

that one semester may only result in an increase of 25 points in the TOEFL score, which is usually not enough to raise the score to the needed 500-550 level. Further, this reduces the time the students can dedicate to substantive course work for the M.A.

### ■ Use of GPA as Predictor of Language Ability

A high GPA is a reliable indicator of success in a formal learning environment, in which academic skills can be transferred to learning English. However, a student's GPA is less likely to predict a student's ability to successfully perform on the TOEFL than other indicators. These include such factors as prior knowledge of English; exposure to spoken English through videos, radio, television; the opportunity to interact with native speakers; and prior formal study of another foreign language similar in structure to English.

The increase in the TOEFL scores between September and March may reflect better test performance due to familiarity with the testing format. Students knew what to expect. The third test, conducted in May, may be the stronger indicator of real increase in English skills.

## E. English Language Training For Short-term Trainees

### ■ Description of the English Language Program

The English language program provided for short-term Trainees concentrated on "survival English," that is teaching Trainees English vocabulary and phrases for daily living situations. They learned such things as common greetings, currency, basic foods, how to order in restaurants and use public telephones.

The length of the program varied from group to group. The longest program was four months and was provided for teachers who would take part in an internship in the public schools. The

shortest was a few days for the mayoral candidates who, because of the proximity of the elections, could not devote a great deal of time to predeparture training. The majority of short-term Trainees received between four and six weeks of English.

### ■ Trainee Satisfaction with the English Language Program

The short-term Trainees in the survey report that they would have preferred more English language training than they received. Sixty-four percent stated that they felt that the English training was "too short." Interestingly, no statistically significant differences appear when the Trainees are grouped by fiscal year.

Short-term Trainees are very positive about the quality of English Language Training offered in Honduras (see Table 3.3). This confirms the perception that few short-term Trainees question the quality of the instruction provided, but rather felt that they needed more time to make progress.

Some felt the timing of the English program needed to be changed. The participants in the recent Community Development Leaders, for example, received six weeks of English language training, followed by six weeks of leadership training, including three weeks *in situ* in rural villages. By the time they arrived in New Mexico, Trainees reported that they felt they had lost all the English they had learned nearly two months prior.

The 1992 teachers' group, which received four months of training, appear to have been the most frustrated of the current HOPS-II groups. Their course was too long to be called survival English but too short to provide proficiency.

The special needs of the blind created unusual challenges for the English language teachers. During a focus group held prior to their departure from the U.S., Trainees stated that they felt their English program was designed for

sighted people. They believed that the methods used did not work well for blind students. For example, the method uses many visual cues for sighted students, where instructors hold up items or act out situations. Such cues do not exist for blind Trainees, who had to rely on holding and touching objects. This method was time consuming, since each Trainee had to touch the item. Trainees felt that they had to put up with a lot of awkwardness which could have been prevented by using a bilingual approach, where Spanish would be used to identify the meaning of English words. Also, they commented on the lack of materials in Braille for the English training. Only one or two Braille handouts were provided, and these were literally translated, as for example, "What do you *see* in the square?"

Participants in a 1993 group of teachers reported that they received evening classes in English from instructors at the U.S. training institution. The trainers described their method of instruction as "communicative-based" as opposed to grammar-based instruction. This paralleled the cooperative education methodology the Trainees were learning during the daytime. The evening classes not only provided English language instruction, but also were an example of practical application of the cooperative learning theory. Both the U.S. instructors and the Trainees themselves commented on how effective the methodology was in increasing their ability to understand spoken English and recommended it be adopted in the English Language program in Honduras.

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## CONCLUSIONS AND RECOMMENDATIONS CONCERNING PREDEPARTURE TRAINING

The Mission is commended for introducing an innovative model which emphasizes the connection between the development needs of the country and the training for which Trainees have been selected. This is the guiding principal behind the three competency-based objectives which have broadened the scope of the

predeparture training program. Each component of the model is designed to help Trainees move effectively into their role as skilled change agents by preparing them to maximize the U.S. training experience.

The PDO provides Trainees with leadership training that is incorporated into the regular course work. Trainees practice leadership skills in the field experiences and as they learn to describe a problem and convince others of their proposed solution (CBO # 1).

The program successfully integrates the CLASP-II goal of preparing Trainees to have an impact on national development into the predeparture training program (CBO # 2). Students study Honduran development needs in the language program, as well as in the other program components, and have come to a greater understanding of the issues facing them in their specific fields. Each component reinforces this approach.

Finally, the component on social and economic systems (CBO #3) increases the Trainees' awareness of democracy and free enterprise. This is creatively integrated into the English language program for long-term academics.

At the same time, the innovations introduced a number of challenges to the program. Some of the challenges have arisen as a result of successfully selecting Trainees who are leaders and who are from disadvantaged populations. Since Trainees are selected on the basis of their proven leadership skills, high academic performance and prior knowledge of English are not used as screening criteria. To compensate for this, project staff have introduced the "basic skills topping-off" component for both short-and long-term Trainees. These basic skills courses and the course work needed to achieve the CBOs compete with the English language program, especially for the long-term Trainees. The teachers are working with students whose initial language skills are low to begin with, and competing

demands have made it difficult for students to pass the TOEFL. Short-term Trainees, on the other hand, do not receive enough language training to pass the CBOs in English.

Unfortunately, the current program uses the same training model for both groups. This approach fails to address the different needs of the two groups. A clearer assessment of the needs of each group will allow for the redesign of the predeparture program, thus eliminating unnecessary and frustrating elements of the curriculum. The refinements will enhance the effect of the program and reduce the costs.

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## RECOMMENDATIONS ON GENERAL PROGRAM COMPONENTS

- *The motivational seminar should clearly be retained as an effective program component for short-term Trainees. The HOPS-II Office may wish to review the format and goals of the seminar for future long-term Trainees to reflect their educational and professional experience.*

The motivational seminar effectively creates a positive attitude towards training and an openness and willingness to accept new approaches to problems. Offered in a retreat-like setting, Trainees are offered the means to reflect upon their own role as agents of change. It has been extremely well received by short-term Trainees. Long-term Trainees, a group with generally higher levels of formal education and, conceivably, higher expectations, reported less positive results. Also, the motivational seminar effectively builds group cohesion among short-term Trainees. This is important as they will spend the duration of the program together. Group cohesion is not so important to long-term Trainees as they will study independently while in the U.S.

- *The predeparture training should be oriented towards the objective of supporting the U.S. training, with greater communi-*

*cation between the HOPS-II program and those implementing the program in the U.S. This suggests the reformulation of the current Competency-based Objectives to shorten the amount of time spent in pre-departure training.*

The present diverse predeparture training, which includes a wide range of remedial and substantive topics, has become very long. The objective of the predeparture training is to prepare Trainees for their U.S. training experience as well as motivate them to act as change agents in future Honduran development. However, training is also provided in a wide range of remedial services designed to overcome shortcomings in Trainees' previous educational experience. The relative weight of the course has, over time, moved in favor of remedial work and the CBOs. These efforts are laudable but are more like in-country training than predeparture training. In specific cases in late 1993, extensive predeparture training did not appear to be well coordinated with subsequent U.S. training.

Also, members of several recent groups have arrived in the U.S. seemingly very tired from the high level of activities related to their predeparture program. Some have suffered from what appear to be stress-related psychological disorders. This again reflects the need to create a reasonable balance between preparing Trainees and over-preparing them.

CBO #2 is subject to conceptual challenge in its formulation. First, it defines leadership in only one dimension, which is rhetorical skill, or the ability to rapidly assimilate information and convince listeners on a particular point. Other relevant leadership capacities, such as the ability to synthesize group views, to coordinate and direct creatively group activities, or to resolve disputes or conflicts, are unacknowledged. Second, the test results are subject to challenge based on the particular topic assigned a Trainee. All topics are not equal in their propensity to elicit changed opinions. That is, Trainees are less likely to change their fellows' views in topics

with great emotional weight attached than in more technical areas.

- *The discussion of Honduran development issues should remain an integral part of predeparture training, regardless of other modifications that may be made.*

Trainees regard the focus on Honduran development issues very favorably. The concrete discussions and field experiences undertaken in this context were generally perceived as more relevant than the theoretical presentations on alternative social and political forms. A review of CBO #3 implies that, while specific knowledge about Honduran development and U.S. culture should form part of the predeparture training, the HOPS-II staff should be permitted the flexibility to decide which aspects of these topics are most important to impart to each group. A formal, academic presentation of political systems, for example, may not be the most appropriate means to introduce Trainees in technical fields to the way that U.S. community-based organizations compare to NGOs in Honduras. The HOPS-II staff should have the latitude to adopt the best approaches available to adult educators to enhance their U.S. training.

8

#### RECOMMENDATIONS ON ENGLISH LANGUAGE TRAINING FOR LONG-TERM ACADEMICS

- *The Competency-based Objectives are suitable adjuncts to the preparation of Trainees. However, they appear to be less important to the long-term Trainees' preparation than is an increased focus on English proficiency and knowledge of U.S. academic life.*

Increased emphasis on English, resulting in improved TOEFL scores implies that the three Competency-based Objectives for long-term Trainees be revised. CBO #2, stressing English communication skills, is overtaken by the greater goal of a TOEFL score of 500-550. The demon-

stration of rhetorical skills and knowledge of political and economic systems can continue to serve as subject matter for the reduced proportion of the predeparture training not related to English and university preparation (see below for short-term recommendations on the CBOs).

Students and staff were discouraged by the slow progress made towards the goal of passing the TOEFL. Students were also frustrated because they had not mastered the other skills necessary to succeed in a U.S. academic environment. Although several students in both groups had low GPAs, the low GPA of some of the applicants appears not to be the critical factor explaining slow progress.

Slow progress may be due to in part to competing objectives made on students, requiring different content and methodologies. Attaining a passing score on the TOEFL required one curriculum, preferably developed in an English-only environment. The TOEFL is a grammar based examination which requires the student to have substantial experience in formal language learning. The listening comprehension portion tests the student's ability to follow extended academic discourse in the form of lectures and academic discussions. The writing sample is a measure of the students' ability to express and summarize their ideas in essays.

Preparing for the Competency-based Objectives required a different curriculum. Field work, practicums, participation in selection seminars, and remedial academic classes were conducted in Spanish for three hours in the afternoon, in addition to six hours of English language classes and other complex homework assignments.

The outcomes suggest that the two curricula may not be mutually compatible. Some of the leadership activities, also designed to help students meet the Competency-based Objectives, were considered by the long-term students as not relevant to their academic career. The course component on project development,

designed to help the Trainees apply their training upon their return to Honduras, was seen as irrelevant for Trainees preparing for a two-year academic program. Although the methodology and material were appropriate for the subject, this component conflicted with the academic objective. Students interviewed in the U.S. reported being very tired as a result of the additional pressures of the leadership activities. Unquestionably, fatigue affected some student's progress.

Finally, it may be a false economy to require that all English language training be completed in Honduras, especially when it appears to be difficult to create an English speaking environment. While teachers salaries are considerably lower in Honduras, thus lowering the costs of the program, the cost of having a large number of students spend the first semester of their Master's program in ESL training may outweigh any savings. Many of the students surveyed in the U.S. stated they believe they would have benefited greatly from a summer practicing English in the U.S.

■ *The in-country English language training for Long-term Trainees should emphasize achieving the necessary proficiency to pass the TOEFL. Greater knowledge of the U.S. academic system needs to be included in their program. Competing program components should be correspondingly reduced.*

The primary goal of English language training for long-term academics is to ensure they attain a level of language competency which permits them to enter U.S. academic institutions for graduate training. It is through their U.S. graduate training that Trainees will gain specialized knowledge and skills which they will then apply at home as they take on their roles in Honduran development. For most U.S. universities, this requires TOEFL scores between 500 and 550. As one Trainee put it, maximum effort should be placed on preparation for the TOEFL exam, since the TOEFL is the admission ticket to U.S. academic programs. If students do not

attain this, their M.A. programs are either delayed while they continue in language training or they are unable to undertake a U.S.-based program.

To date, this basic objective has not been consistently accomplished. HOPS-II staff should review the predeparture curriculum for long-term academics to reduce elements which shift attention from English language study. Further, the predeparture training should emphasize academic skills, information on U.S. academic institutions, and additional field-specific competencies in English. Based on the views of long-term academics currently in U.S. training, the Honduran program should also provide increased opportunities to focus on specialized vocabulary related to the student's particular field of study, more emphasis on writing and composition, and a greater exposure to regional U.S. accents.

Research in the field of linguistics suggests that motivation is a prime factor in learning another language. Interest in passing a test is rarely sufficient to motivate a student to learn the language. Interesting topics and themes relevant to the student's area of study are more likely to motivate the individual to learn. Constant focusing on an exam can create so much anxiety with students that they don't progress. Elements of this existed in both programs.

The research also suggests that the most effective way to increase TOEFL scores is to improve overall language proficiency by providing a "rich acquisition environment." This type of environment provides an opportunity to use the language in a variety of situations—reading extensively in areas of interest, analyzing and summarizing readings, debating issues, and listening to different types of lectures. Providing a rich environment requires a strategy-based lesson plan, staff time to develop the material to enrich the environment and resources to implement the plan. A less effective way to increase a student's TOEFL scores, except in

the area of grammar, is to "hammer away" at the TOEFL through practice exercises. In fact, this has been shown to be counterproductive.

The HOPS-II predeparture program has two subsidiary goals for long-term Trainees: (1) creation of a strong sense of group identity and solidarity with the HOPS-II program; and (2) furnishing concrete knowledge about project management and development.

These are laudable but intermediate goals. The goal of creating group solidarity is important for fostering good working relationships among the group. However, it should be noted that the group will not remain together in the U.S. The creation of group solidarity is therefore an objective for long-term Trainees to facilitate group interaction during the months of predeparture training.

At present, supplementary courses in support of the CBOs occupy too much time and attention. While Trainees recognize the concrete course work in leadership, project management, Honduran development problems, and other topics of interest, most felt it became a diversion from English. The evaluators do not suggest that these elements be dropped from the course. However, it is clear that they should not, in all their ramifications, occupy much more than 20 percent of the Trainees' study time.

- *The English language training course should strive to create the English-only "rich environment" that is best able to advance Trainees toward English proficiency.*

Since the evaluators are not specialists in language learning, it is recommended that an outside review of current language instruction methods, materials, and personnel be done by a specialist in English as a second language. An outside expert has provided technical assistance in the past to the English Language program. The Mission should consider requesting this

person, or another recommended by the Office of International Training, to make recommendations about the technical aspects of the curriculum.

The program should consider arranging an English-only dormitory for long-term academic students who do not normally live at home. If suitable dorm rules were established, an *internado* for long-term Trainees could improve opportunities for practicing English and contribute to creating group identity.

- *The field experience with Peace Corps volunteers should be retained but it should be scheduled earlier in the program.*

Most long-term Trainees were happy with the opportunity to spend a week with Peace Corps volunteers during their predeparture training. The field experience accomplished two objectives: practicing English with a native speaker, and learning first-hand about Honduran development problems. However, several Trainees and host Peace Corp volunteers noted that the experience would have been more positive for all concerned if the volunteers had greater advance notification of the Trainees' arrival and interests. Some Trainees also believed that the proximity of their U.S. departure diverted their attention from the experience, since many wanted to be with their families in the weeks prior to their departure. Earlier scheduling and more advance planning would enhance the experience.

- *Long-term Trainees should have a greater role in designing their U.S. program.*

A frequent complaint of long-term Trainees was their perception that they were treated "like children." Trainees should be encouraged to undertake initiatives and make decisions which would lessen that perception. For example, Trainees should be given the option to take those predeparture courses which they feel are most appropriate to their own program. More importantly, since these long-term Trainees are already

professionals, they are very interested in having greater involvement in the selection of their program of study and their university. Most have called for more information on U.S. academic life. This can be set as a predeparture objective if the Trainees are provided with greater information on university placement, and become involved in selecting from suitable U.S. programs.

To meet this objective, students could spend substantial time with U.S. college catalogues and other information on the U.S. academic system. While a small collection of college catalogues is currently available in the HOPS-II Resource Center, the catalogue collection should be expanded and updated, perhaps with the University Microfilms collection on microfiche or with a CD-ROM collection. The USIS Binational Library may provide an alternative source of information. Other relevant materials on U.S. university life should be included in the Resources Center.

If Trainees review these materials early enough, it will be possible for these professionals to play a greater role in identifying the particular programs most appropriate to their interests. Without doubt, the U.S. contractor would have to establish budgetary and programmatic guidelines. Nevertheless, many current and past Trainees recommend this as a desirable modification. This also appears to be consistent with the program objectives of Trainees to taking the initiative in furthering their own career goals and in preparing themselves for future work in Honduras.

Similarly, it would also be helpful to identify a person or persons who can serve as volunteer Academic Counselor in assisting the Trainees in becoming familiar with programs and universities. This role could be filled by one or more persons in the American Community in Tegucigalpa, such as an Embassy or A.I.D. employee or spouse who is knowledgeable about U.S. university life. This person could be available to

Trainees at the HOPS Office for several hours weekly to assist in guiding them through the maze of the U.S. university system. It would also serve to create another link between the U.S. community in Honduras and the long-term academic candidates, providing an avenue which might help to augment the low level of contacts reported.

9

## RECOMMENDATIONS ON SHORT-TERM ENGLISH LANGUAGE TRAINING

- *The Competency-based Objective relating to English proficiency for short-term Trainees is unrealistic and leads to frustration and unmet expectations.*

One of the most vexing questions that short-term planners of predeparture training face is the length of English language training for short-term participants. The CBO relating to English competency was in response to their widespread unhappiness with their inability to communicate well in English while in the U.S. However, it is not feasible to expect short-term Trainees to gain the level of competency in English required by the CBO in the limited time available, even in the prolonged predeparture training offered those financed under HOPS-II.

Several factors work against a rapid advance in English. First, most short-term Trainees do not have a strong academic background either in literacy skills or, especially, in foreign languages. Many are adults, years away from formal schooling, so study skills may have waned. Also, most short-term Trainees are actively employed in a particular field, and it is the prospect of additional training in that field which primarily motivates them to participate, not the opportunity to learn English. Given these conditions, their level of motivation for learning more than survival English may be low. Language learning, which can often be dispiriting even for the highly motivated, may therefore

cause considerable harm to these Trainees' self-esteem.

Support for these conclusions comes from the 1992 HOPS-II group of teachers and supervisors, who spent the longest period in English language training. Several members of this group affirmed that they grew to resent the 12 weeks of language training and they were extremely discouraged with their inability to progress rapidly in the language.

Most observers assert that CBO testing created high levels of stress among Trainees during predeparture periods. While no Trainee has been excluded from U.S. training due to an inability to progress in English, the threat causes considerable anxiety. The same observers also suggest that the CBO, which requires Trainees to communicate meaningfully with a non-Spanish speaker, invites highly suspect test results in which minimal statements such as "Education, health, big problems in Honduras" substitute for real competency.

The majority of the U.S. institutions selected for Honduran Trainees provide classroom instruction and accompanying written materials in Spanish. Site visits and other professional visits often include bi-lingual professionals or translators for the group. Consequently, there is little need for English in the substantive portion of the programs.

It is recommended that the objectives of the English language training offered short-term Trainees be re-oriented to basic survival English, in which Trainees are provided elementary communication skills in such areas as conveying health problems, asking for directions or help when lost, and basic orientation to stores, restaurants, and other public facilities. Trainees should also be made aware that the course is not designed to provide them fluency in English, and that they should expect to encounter some difficulties in communication during their U.S. stay.

■ *The effort to provide a suitable Experience America component should be met through appropriate program design, not through English competency.*

Evaluators recognize the validity of past short-term Trainee discontent with brief English language training and commend the Mission for seriously addressing their concern. However, experience to date does not demonstrate that any lengthened program beyond six weeks significantly improves the Trainees ability to communicate fluently. However, the project objective of providing a more profound exposure to the U.S. can also be achieved through appropriate programming. Experience America should be as carefully tailored to individual training groups as the technical content. Previous evaluations have shown that programs which focus on relevant activities, involve Spanish speakers, and emphasize human interchange can overcome many of the difficulties arising from poor English speaking skills.

In conclusion, a common model of predeparture English training for both long-and short-term Trainees is inappropriate. Short-term Trainees should be provided predeparture training focusing more directly on their technical area and de-emphasizing competency in English.

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## ENDNOTES

1. "Most" refers here to the interquartile range, that is, from the 25th to the 75th percentile, or the 50 percent around the mean.
2. This number is calculated by excluding a handful of extreme cases, who claimed more than 100 days of predeparture training. In most of these cases, the Trainees were apparently confused by the question.

**CHAPTER FOUR**

**TRAINING  
PROGRAMS  
IN THE  
UNITED  
STATES**

## 1 INTRODUCTION

The central component of the CAPS/HOPS project is the training in the United States. This chapter discusses the U.S. training in three areas: long-term academic programs, long-term technical programs, and short-term technical programs. Each program is described and Trainees' satisfaction with the U.S. training is reported. Special attention is paid to HOPS-II Trainee satisfaction with short-term training programs. As with other evaluations of CLASP training programs, this evaluation does not attempt to provide expert professional assessment of the content of the training programs. Rather, the purpose of the evaluation is to determine Trainees' satisfaction levels with various aspects of the training. Finally, Trainees' commitment to Honduran development goals and the Experience America activities of the U.S. training institutions are discussed.

Honduran CAPS' Trainees' responses on Exit Questionnaires, completed by all CLASP Trainees after their U.S. programs, were reviewed. Exit Questionnaires focus heavily on the details of project implementation, permitting Trainees the opportunity to comment in detail on both logistical and substantive aspects of the U.S. training program. Few questions were asked about the U.S. program in the Returnee Questionnaire because it appears that Trainees' satisfaction generally rises with the passage of time, as any difficulties they encountered in training fade and the excitement of travel to the United States remains.

Focus groups with recently returned scholars in Honduras as well as students currently studying in the United States provided information about HOPS-II Trainees who were not included in the returnee survey. Interviews were held with representatives of U.S. training institutions and The Academy for Educational Development.

Conclusions and Recommendations will address the following concerns of the Mission:

- Are participants satisfied with the U.S. Training programs?
- What are the probabilities that Trainees will master training objectives?
- What are the Peace Scholars' commitments to return to Honduras to contribute to Honduran development?
- Are scholars prepared for Follow-on and the application of training in Honduras?
- To what extent are leadership and "Experience America" goals being realized by U.S. training institutions?

## 2 PROGRAM DESCRIPTIONS

### A. Long-term Academic Programs

During the CAPS/HOPS program, 496 students representing 23 percent of the Trainee population, have received long-term academic training. Some 445 long-term academics studied in the United States in the CAPS/HOPS-I program. Under HOPS-II, 51 academic scholars, 25 percent of the total HOPS-II Trainees, went to the U.S.

#### ■ Types of Academic Programs

Under the first HOPS-II long-term academic program, 24 students were sent to 16 universities. Eleven Trainees are pursuing Associate of Arts degrees; five are studying for Bachelors degrees and five are working towards Master's degrees. At the contractor's request, three students from this group were placed in a certificate program designed by the University of

Idaho, as their English proficiency was not sufficient to complete a Master's degree.

The 27 Trainees in the HOPS-II second long-term academic group were placed in 13 universities. Four students in this group were placed in Puerto Rico, as their English skills were insufficient to enter U.S. university programs. All the students in this group are studying for advanced degrees.

Returned Trainees expressed the opinion that the Associate of Arts degree should be eliminated from the program. They reported that most employers did not recognize the A.A. degree as advanced training. Many who wished to continue studying for a B.A. in Honduras did not receive credit for the degree and were forced to begin again as first year university students.

#### ■ Selection Process for Trainee Placement in U.S. Universities and Colleges

Responsibility for placing the students in U.S. universities lies with the Academy for Educational Development (AED), a subcontractor to the Honduran based contractor organization, CADERH. AED has established a series of selection criteria for this task.

The process begins when students enter the predeparture training program and continues throughout the entire year. Initially, each student is assisted by contractor personnel in preparing a Training Implementation Plan (TIP). This document reflects the students' objectives for their two-year program, including the type of degree and field of study. Students' academic records including Grade Point Averages (GPAs) are included in the TIP.

Students are asked to provide a "wish-list" of preferred universities which they identify by consulting college catalogues, talking with returned Trainees, and participating in discussions about U.S. university life. These are held during the predeparture orientation program.

With the student's information in hand, the contractor begins to research institutions which offer the course of study that would most match the student's stated program (see AED's Form: "HOPS II Academic Placement Research, Appendix B).

AED has also established criteria for university selection, including:

- cost of the program relative to other institutions with appropriate programs;
- level of services;
- type and quality of special services offered, such as Foreign Student Advisor, enrichment activities for Experience America activities;
- flexible admissions' policy;
- English as a Second Language (ESL) programs; and
- availability of adequate housing.

#### ■ Cluster Versus Individual University Placements

USAID/Honduras has requested individual placements for the HOPS-II scholars. This avoids self-segregation and isolation from U.S. culture that sometimes occur when several students from the same country study at the same university. It also encourages individual growth and development. This is in contrast to the CAPS/HOPS-I policy of "cluster placements," in which groups of students were placed at the same institution.

Contractor staff preferred cluster placements because they can achieve greater savings. The U.S. contractor negotiates with the U.S. universities to reduce the fees per individual based on the number in the group. The cost of monitoring students' progress is also reduced, as several students can be monitored in one trip.

## ■ Communication with Trainees About University Placements

In February, halfway through the predeparture training program, AED staff members visited Honduras to counsel the students on the placement process and other issues about academic life in the United States. Historically Black College and University (HBCU) Programs were also discussed. In most cases, AED included at least one of the universities from the candidate's "wish-list" among those identified as appropriate for each student. The final decision represented a delicate balancing of several factors: the students' preferences, the type of program they wish to pursue, university fees, and the university's decision to accept the student based on his/her record. The critical factors in the latter were the student's official TOEFL score and academic qualifications.

The criteria AED has established for placing Trainees' in U.S. universities attempts to reconcile the concerns of the Trainees, Mission personnel, and the academic institutions. However, it would appear that the process has not been clearly communicated to the students who are affected by the final decision.

A majority of the students interviewed in Honduras and in the United States expressed frustration with the application process. They demonstrated through their discussions and complaints that they did not fully understand the manner in which they are placed in U.S. universities. Students preferred universities with high name recognition, such as Stanford or Yale, since they were not familiar with the wide range of excellent post-secondary institutions available in the United States, such as state universities and small private colleges.

CADERH staff were not completely familiar with the U.S. university admissions process and the visits from AED staff were not sufficient to adequately orient the Trainees. College catalogs were available in the library, but the collection was small and many were out of date.

It was also clear that the Trainees had not understood the importance of the TOEFL in "opening the doors," as one student expressed it, to the university system. Slow progress in attaining the required TOEFL score meant that several students could not be admitted to their university of choice.

## B. Long-term Technical Program

Long-term technical training lasts for more than nine months, but is not a certificate or degree-granting program. Two groups of HOPS-II long-term technical trainees have been sent to the United States. The first group completed training in several industrial arts programs at technical schools. The second group of six municipal employees is currently completing a nine-month program at the University of New Mexico in municipal development.

The first group returned to Honduras less than a month before the evaluation began. They were participating in a four-month Follow-on Program sponsored by CAPS/HOPS prior to resuming their former positions. During the Follow-on Program, they will work with instructors in vocational training institutions sharing new techniques they learned in the U.S.

The returned long-term technical Trainees were very satisfied with their training program. They had learned English very well and completed their studies satisfactorily. The four-month internship with the HOPS-II Follow-on Program provided additional training in teaching techniques and they were enthusiastic about the opportunity to act as multiplier agents immediately.

## C. Short-term Training Programs

The majority of the Trainees in the CAPS/HOPS program participated in short-term technical training programs. Some 1,534 Trainees participated in short-term training programs, representing 78 percent of the total number of participants in the CAPS-I program. Under

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HOPS-II, 139 Trainees, representing 68 percent of the total number of HOPS-II Trainees, went to the United States for short term training programs.

Under HOPS-II, twelve groups received short-term training in five major areas: education, environment, health, municipal development, and small business development. All training programs support one of the Mission's five Strategic Objectives. On the average, the courses lasted between four and six weeks. In a few cases, programs were scheduled for up to four months.

#### ■ Technical Office Participation in Choosing Training Themes

The themes for the short-term training programs are initially determined by the HRD office in cooperation with Mission technical officers. At the beginning of the fiscal year, technical officers are asked to identify project training needs which can be met by the CAPS project. As project training budgets have shrunk, the technical offices see the CLASP program as a way to increase their project related training. It appears that, in some cases, training programs are being dictated by project needs instead of CLASP goals. The list of training fields is quite long, providing a challenge for the Contractor to design and execute programs that are in keeping with the CLASP philosophy. It appears that the themes selected for 1994-95 are also extremely diverse (see attached list in Appendix C). Some of these might be more appropriate for third-country training which is not permitted under CLASP.

#### ■ Preparing the Training Objectives

Once the themes have been determined, the HOPS II project officer prepares the Training Implementation Plan (TIP). This document defines the training objectives and the expected outcomes of the training program. It can also be the basis for evaluating the successful performance of the training institution. This is

sent to AED, the U.S. placement contractor, to prepare a Request For Proposals (RFP).

Training institutions interested in providing short-term training programs respond with written proposals which AED reviews. Once the training institution is chosen, U.S. trainers begin preparing for the training program.

The HOPS-II Training Implementation Plans (TIPs) for short-term programs provided very general descriptions of the training needs and training objectives. Both AED and the U.S. training institutions suggest that the TIPs should include a stronger statement of the problem which the training is intended to solve. They also reported that program objectives need to be more specific and complete in order for the training institutions to design appropriate training programs.

For example, in one business management program for owners of TV and radio repair shops, a cornerstone of the U.S. program was visits to repair shops. However, as the trainer pointed out, there "was not enough detail provided in advance on the variety and brands of the appliances repaired in the businesses of the participants, nor the extent of tools and machinery available to them. Therefore, we could not plan the visits to make the best fit until the participants were already in the United States." He suggested asking the participants a series of detailed questions about their work during the selection process. This information would help the training institutions design training that is applicable to Honduras.

U.S. trainers reported that some TIPs included multiple and competing objectives. The Watershed Management group trainer reported that the RFP had too many activities and topics to be covered in six weeks, because the educational level of the selected group was lower than specified in the RFP. It was impossible to effectively transfer the level and quantity of information outlined in the RFP within the given time.

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## ■ Unrealistic Trainee Expectations for the Training

Unrealistic expectations for the program is another problem noted by U.S. training institutions. Currently the participants are given an opportunity to prepare their own objectives for the course and incorporate these into an action plan. However, the next step, prioritizing the objectives for the group, has not been successfully completed. This has led to some Trainees having unrealistic expectations for the training.

A trainer for the community development leaders said that unrealistic expectations were a problem for this group. For instance, some of the Trainees were selected because of their volunteer work in the community. However, they are full-time school teachers and had expected to be able to visit schools and exchange teaching techniques with their U.S. counterparts. The trainers arranged a visit for them to observe classes in a local school, but they were not satisfied because they expected an in-depth exchange with their counterparts.

## ■ Communication with the U.S. Training Institutions

Program policy encourages representatives from all U.S. training institutions to meet the Trainees in Honduras during the predeparture training program. Evaluators observed the representative from Jackson State University as he participated in the pre-selection seminar and selection interviews for the micro-entrepreneurs. During the first days of the predeparture program, he answered questions about what would await them in Mississippi, from daily living to the nature of the training program. The first-hand knowledge he gained allowed him to make adjustments to the training program.

Interviews with U.S. training institutions revealed that the policy of having U.S. trainers visit Honduras still is not universally implemented, however. As a result, the goals of

the U.S. program, as well as the details of the Trainees' orientation program, are often not fully communicated to the trainers until several days into the U.S. training program. Thus invaluable time in a short program is lost.

On the other hand, trainers are encouraged to become active participants during their visit in-country in order to achieve a common understanding of the expectations for the program. In one program in which unrealistic expectations were cited as a problem, the trainer had visited the group ten weeks before the U.S. course began. At this time, the trainer could have conducted an "expectations clarification" exercise with the group. This would have allowed the training institution to modify the training design and/or explain why some of the expectations could not be realized.

## ■ Contractor-Training Institution Coordination

Some training institutions noted problems about timely completion of the paperwork required by the training institution and the contractor. On two occasions, the contract was signed just a few days before or even after the training program began. While there may be understandable delays, the contractors reported unnecessary anxiety about committing resources to a program without a firm contract. This delay contributes to problems in proper preparation on the part of the training institution.

## ■ Training Group Size Affects Cost

Initial HOPS-II short-term training groups were very small. All had fewer than 12 participants and one, the forestry group, had three participants. The U.S. contracting agency and U.S. training institutions report that small groups can be very expensive. Since the majority of the short-term programs are tailored to the needs of the group, the cost per participant in a small group is very high. Significant savings occur as the number of participants increases.

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Table 4.1

## Short-term Training Programs: HOPS-II (1991-1992)

Type of Training	PIO/P Number	No. of Trainees	PREDEPARTURE ORIENTATION PROGRAM (PDO)			U.S. TRAINING PROGRAM			
			Length of PDO (Weeks)	Satisfaction With PDO (Percentage)	Trainees Who Felt Prepared (Percentage)	Length of U.S. Training (Weeks)	Training Objectives Met (Percentage)	Trainees Who Met Expectations (Percentage)	Satisfaction w/U.S. Training (Percentage)
<b>None or Short PDO</b>									
Rural teachers	93009	8	0	95.8	100.0	8	100.0	100.0	97.3
<b>Some PDO</b>									
Forestry	00148	3	0	100.0	66.6	6	66.7	100.0	83.3
<b>Long PDO</b>									
Bankers	10319	11	14	95.5	81.8	8	81.8	100.0	96.9
Mixed <sup>1</sup>		12	14						
Teachers <sup>2</sup>	92125	9	11			6			

## Short-term Training Programs: CAPS-I (1993)

Type of Training	PIO/P Number	No. of Trainees	PREDEPARTURE ORIENTATION PROGRAM (PDO)			U.S. TRAINING PROGRAM			
			Length of PDO (Weeks)	Satisfaction With PDO (Percentage)	Trainees Who Felt Prepared (Percentage)	Length of U.S. Training (Weeks)	Training Objectives Met (Percentage)	Trainees Who Met Expectations (Percentage)	Satisfaction w/U.S. Training (Percentage)
<b>None or Short PDO</b>									
Teachers	93049	30	3	95.7	93.4	8	90.0	100.0	98.6
Teachers	93050	30	3	99.2	69.0	8	96.4	93.1	98.6
Mayors	00415	45	2	93.7	51.2	2	54.8	90.5	83.9
<b>Some PDO</b>									
Watershed Management	00429	30	6	79.7	70.4	8	85.7	100.0	91.8
Small Business Development	00436	30	6		56.0	6	91.7	100.0	91.6
<b>Long PDO</b>									
Blind <sup>3</sup>	00428	13	12			7			
Community Development Leaders	00432	23	11	80.4	55.0	6	80.0	100.0	84.0

1 No Exit Questionnaires were received from this group of Trainees.

2 Only five Exit Questionnaires were received.

3 Exit Questionnaires were not administered to this group—a Focus Group discussion was used to elicit exit data.

Source: Exit Questionnaire Database

In the second year of the program, most groups increased to between 20 and 30 participants (see Table 4.1). However, the group of mayoral candidates with 45 candidates was unusually large. This created logistical problems for the training institution. Site visits, group discussions, and experiential activities had to be split into two or three groups, increasing staff and transportation costs.

### 3 Trainee Satisfaction with U.S. Training Programs

#### ■ Survey Results Show Overall Trainee Satisfaction with the Program

Results from the survey show that 89 percent of CAPS/HOPS Trainees report they were satisfied (32%) or very satisfied (nearly 58%) with their training. Only four percent were dissatisfied. There is no statistically significant difference between males and females; however, short-term Trainees were significantly more likely to

state they were "very satisfied" with the training than long-term Trainees.

This finding is consistent with findings from previous CLASP evaluations in which long-term Trainees are generally less likely to assess their training at the highest satisfaction level. The evaluators hypothesize that generally long-term Trainees have had more opportunity to know the U.S. in depth and are more willing to recognize problems and shortcomings both within their experience and in the society at large.

Returned scholars were asked to rate their training program as it compared with what they expected. Over six Trainees in ten rated their training program as better than expected, whereas less than six percent found it "worse than expected." Interestingly, short-term Trainees were substantially more likely to state that the training was "better than expected" (statistically significant at an  $\alpha$  of .0004) (see Table 4.2). Over 98 percent of the short-term Trainees and 95 percent of long-term Trainees

also stated they would recommend the program to others.

Trainees reported two important reasons for rating training as "better than expected." First, the technical and academic knowledge gained through the scholarship surpassed their expectations and second, the quality of the educational programs was rated highly. Smaller numbers of students mentioned the value of the exposure to U.S. society and the quality of the trainers (see Table 4.3).

Rating	Short-term	Long-term	Female	Male	Total
Worse than expected	3.1	12.5	8.2	3.9	5.8
Same as expected	28.8	45.3	27.8	38.0	33.5
Better than expected	68.1	42.2	63.9	58.1	60.7

n=224 for ST/LT, 266 for F/M  
Source: 1993 Returnee Survey

	Short-term	Long-term	Female	Male	Total
Increased tech. knowl.	54.7	81.5	60.2	47.9	53.0
Quality of program	33.0	22.2	30.8	34.2	30.6
Learned about U.S.	6.6	14.8	8.3	12.3	8.2
Competent trainers	5.7	11.1	6.8	6.8	8.2

Note: Each Trainee could offer up to three reasons for his/her opinion. Reasons cited by less than five percent of the Trainees are not reported.  
n=133  
Source: 1993 Returnee Survey

Trainees are asked on the Exit Questionnaires to report their satisfaction with various components of the U.S. training institutions. The results for all the CAPS/HOPS Trainees are reported below and compared with the scores reported for all CLASP participants (see Table 4.4).

CAPS/HOPS participants are generally very satisfied with the training programs offered by the U.S. training institutions. The level of satisfaction with the U.S. programs reported by the Trainees is higher than reported by the CLASP population. Nearly all of the participants (93%) were satisfied that the institutions were prepared for them. Participants reported high satisfaction with course content (96.5%), instructors (94%), and the pace of instruction (92%).

Some elements of the training methodology were not rated as highly. Seminars/lectures were rated as satisfactory by 85 percent of the Trainees, while site visits were considered satisfactory by 88 percent of them. English language training was considered satisfactory by only 78 percent.

#### A. HOPS-II Trainee Satisfaction by Training Group

Responses from Trainees in nine HOPS-II short term training programs to questions about their satisfaction with the U.S. training were analyzed. The groups were compared on the following four questions from the Exit Questionnaires (see Table 4.1):

- degree of satisfaction with the training course;
- degree to which expectations were met; and
- degree to which training objectives were achieved.

	CAPS	HOPS	CLASP
Institution prepared	N/A	97.3	88.7
Instructors	83.0	93.9	90.1
Materials	N/A	94.8	89.2
Course content*	73.5	96.5	88.3
Pace of instruction	N/A	92.1	84.0
English language training			
Readings	N/A	91.8	82.4
Group discussion*	72.1	90.4	85.5
Consultations w/instructors*	87.0	94.8	91.2
Seminars/Lectures*	67.0	85.2	80.4
Equipment*	N/A	88.5	82.7
Training site	N/A	91.3	85.1
Site Visits*	65.4	88.3	84.0
English training in U.S.	N/A	77.9	63.4

\*The 1985-91 Questionnaire phrased this question in terms of "relevance" and "usefulness." "N/A" means the data are not strictly comparable between the two Exit Questionnaires.

Source: Exit Questionnaires Database

#### ■ HOPS-II Trainees Report High Satisfaction

Over ninety percent of the Trainees in seven of the nine groups said they were satisfied or very satisfied with the training course. (The percentage is the average of the scores reported on 14 characteristics of U.S. institutions shown in Table 4.4). Over 80 percent of the participants in the municipal development program (82%), the community development program (84%), and the forestry program (83%) reported the program as satisfactory. The mayoral candidates were dissatisfied with their housing arrangements. (Only 41 percent were satisfied with the housing provided for them.) The community development leaders reported dissatisfaction with the training methodology, which included many lectures. This highly active group expected a more participatory style of learning, similar to what they employ in their own communities. Also, they described the training facilities as noisy and cramped.

The training programs met the expectations of the Trainees. One hundred percent of the Trainees in seven of the nine groups rated the courses as equal to or better than they expected.

### ■ Trainees Master Training Objectives

Trainees in nearly all the groups reported achieving the training objectives. Trainees in the three teachers' programs reported their objectives had been met (100%, 96% and 90%). Nearly 92 percent of the small business development Trainees reported achieving their goals.

Only 54 percent of the mayoral candidates reported achieving the training objectives. This program, originally scheduled for six weeks, was reduced to two weeks at the last minute. The original objectives remained, however. Thus, the candidates expected to learn far more than was possible to teach in the reduced amount of time. Also, only 57 percent of the forestry Trainees report achieving their objectives. Evaluators were not able to identify the reasons for this.

Further evidence that the majority of the Trainees master the training objectives is found in the large number of Trainees who report using new skills at the place of work or in their community activities. These activities are discussed in Chapter Seven: Employment and Community Activities.

### B. Impact of Predeparture Training on HOPS-II Trainees' Assessment of Training

HOPS-II training groups were categorized by the length of time spent in predeparture orientation and by type of funding (see Table 4.1). The groups categorized as receiving "none or short" predeparture orientation programs (PDO) received between two and three weeks of training. Groups categorized as receiving some PDO received between four and six weeks of training. Long PDO programs ranged between 7 and 14 weeks. HOPS-II groups received the

predeparture training based on the Competency Based Objectives stated in the Project Paper. The CAPS-I financed programs received a more traditional predeparture program. In this section, Trainees' satisfaction with the U.S. program is compared by length of the predeparture orientation.

### ■ Satisfaction with Training Program Does Not Vary by Length of Predeparture Training

Trainees' satisfaction with the U.S. training program and perception of having met their expectations does not vary greatly between the HOPS-II and CAPS-I financed groups, nor by the length of the predeparture training in Honduras.

### ■ Trainees In Long Predeparture Training Report Feeling Unprepared for Training

A decreased sense of feeling prepared for the U.S. training is noted, among those who participated in longer predeparture training programs. Several reasons have been suggested to explain this. U.S. trainers noted that some groups who had spent several weeks preparing were very tired when they arrived. The Watershed Management group did not feel prepared for U.S. culture. The community development leaders observed that they received four weeks of English language training followed by several weeks of leadership training and field work in Spanish. Thus, by the time they arrived in the United States, they had forgotten their English.

4

## CONCLUSIONS AND RECOMMENDATIONS

### A. Long-term Academic Training

Graduates of the long-term academic program who have received Bachelors Degrees or advanced degrees are very satisfied with the training they have received in the United States.

Trainees who have participated in the two-year Associate of Arts degree program report encountering difficulty in finding employment and/or transferring their credits to national universities. Further analysis is needed to determine the usefulness of continuing with this option in the long-term program.

Trainees are frustrated by the process used to select and place them in the universities. The program, with its large number of technical areas, is also very diffuse and would benefit from a sharper focus. This would reduce the number of areas that AED has to be familiar with, allowing them to better select universities with excellent programs at a moderate cost.

## B. Short-term Training

Trainees report very high satisfaction with the short-term training programs offered by most of the training institutions in the U.S. The training offered by Vermont Partners of the Americas in small business development, under the CAPS/HOPS-I project, and the training provided by CSLA and Interface for the primary school classroom teachers under CAPS-HOPS-II are examples of programs which Trainees rated as outstanding. The most successful short-term programs have incorporated several key elements, listed below, into their training design. The evaluators observed that many programs include some of these elements. Few include all of them.

■ *The unevenness in program design merits attention by both project staff and contractor staff. The following steps should be followed in the planning and implementation of all short-term training programs.*

- complete an appropriate needs assessment for the Trainees being considered for the program;
- provide a clear statement of measurable behavioral objectives linked to a specific

statement of need derived from the needs assessment.

■ *Project staff should prepare an adequate needs assessment for each short-term training program. A clear statement of the training problems and the objectives for the training program enables the U.S. contractor agency to prepare a more specific RFP which will attract the most appropriate training institutions to the program and greatly improve the quality of the training.*

- maintain an optimal level for groups is 20-25 participants to achieve the maximum cost sharing. Larger groups should be avoided due to the logistical problems in providing a participatory experiential learning experience.
- provide in-country predeparture orientation and training, ranging between two and six weeks.

The purpose of the Predeparture Orientation and Training Program is to prepare Trainees for the U.S. training program, not duplicate the training. Overly long predeparture programs produces over-preparation and Trainee fatigue. Further recommendations about the curriculum of the predeparture orientation program are found in Chapter Three: Predeparture Orientation and Training.

- select appropriate methodology for reaching the training objectives, based upon the principles of adult learning;
- ensure continual application of the training to the Trainees' realities;
- contract skilled instructors who are familiar with the needs of the Trainees prior to beginning the course. For the CLASP program, this is best achieved through a visit to Honduras by the U.S. training institution's lead trainer sufficiently in advance of the beginning of the training to allow for course

modifications based on the information gained from meeting the Trainees.

Features of the outstanding short-term programs, such as increased understanding of the Honduran context afforded by visits from the U.S. training institutions and the use of experiential methodology and hands-on programs, should form part of all programs.

- improve communications between USAID/Honduras and the U.S. contractor and U.S. training institutions by timely preparation of contracts and submission of other administrative documents in order to provide the institutions with adequate preparation time.

## **5** COMMITMENT TO HONDURAN DEVELOPMENT: PREPARATION FOR FOLLOW-ON AND APPLICATION OF TRAINING IN HONDURAS

Information about the commitment of current Trainees to participate in a Follow-on Program and to apply their training upon returning home was gathered through focus groups with Trainees in the United States and interviews with key personnel in U.S. training institutions.

### **A. HOPS-II Long-term Academics**

Contractor agency staff have noted a greater commitment on the part of the HOPS-II long-term academics (LTAs) to return and participate in development activities. In focus groups, the Trainees themselves described the predeparture programs as stressing "very heavily and positively the need to have a social conscience and to give back."

The primary credit for broadening the perspective of the academic scholars clearly belongs to the predeparture training program. The field activities in which the LTAs participated during the predeparture training appear to have successfully raised their awareness of the country's problems. As these students pursue their studies,

they appear to be doing so with a clearer understanding of the need to find solutions to these issues within their chosen fields.

However, as discussed in detail in Chapter Three: Predeparture Orientation and Training, the LTA Trainees will not implement development projects until they return from the two-year programs. Therefore, it appears premature to include training in project design and evaluation in their predeparture training program.

■ *The predeparture orientation curriculum for long-term academics should continue to raise the LTA's awareness of Honduran development problems. The leadership activities, such as field visits with Peace Corps Volunteers (PCVs) and seminars planned by long-term academics for short-term Trainees, are excellent tools for accomplishing this goal.*

■ *The curriculum on program planning and evaluation should be eliminated from the predeparture orientation program.*

It is premature to include training in project planning and evaluation in the predeparture orientation for LTAs. This is material that the Trainees will use when they return from their university training. Consequently, this component would make an excellent workshop for the Follow-on Program for long-term academics.

### **Short-term Technical Trainees**

U.S. trainers reported that short-term Trainees were very enthusiastic about applying the training upon their return. When Trainees enter the predeparture training program, they are encouraged to begin preparing concrete action plans based on real problems they face on the job or in their community work. As a result, HOPS-II Trainees participate in a very focused and intense manner in the U.S. training and are highly motivated to learn as much as possible. In fact, the high expectations the HOPS-II Trainees

bring to the U.S. training programs are challenging the institutions to improve their training. The community development leaders expected more opportunities to practice their newly acquired skills when they returned. The mayoral candidates anticipated more direct applications of the methods of governance they had learned in the U.S. upon their return to Honduras. This may account for a slight decrease in satisfaction with training programs on the part of the community development leaders and the mayoral candidates.

Nearly all the U.S. training institutions report that they assist Trainees with their action plans to ensure that the training is applied. For example, members of the innovative program for blind Trainees described their action plan during the end-of-training focus group, substituted for the written Exit Questionnaires. They described themselves as "conduits" of education between the United States and Honduras. During their U.S. program, the community development leaders worked with the long-term technical (LTT) Trainees in municipal development to develop mechanisms to work together when the LTTs return to their home communities.

Trainees report that they would participate in Follow-on activities if they were available. Most reported that since the U.S. courses are short, additional training is needed in Honduras to reinforce what they studied in the United States. Many Trainees suggested that U.S. trainers be invited to participate in training and other activities in Honduras. U.S. trainers have contributed to the successful Follow-on seminars for the returned teachers, as described in detail in Chapter Six: Four Case Studies in CAPS/HOPS Programming.

■ *The predeparture orientation program for Short-term Trainees should continue to emphasize the development problems facing Honduras using the highly effective field visits as an excellent tool to introduce Trainees to the problems.*

Other recommendations about predeparture orientation and training are described in detail in Chapter Three.

## **6 EXPERIENCE AMERICA ACTIVITIES**

A major objective of the CAPS program is to introduce Trainees to U.S. culture and provide opportunities for them to develop long-standing friendships with U.S. citizens. The primary vehicle to achieve this objective is the Experience America component. These activities help the Trainees to become familiar with community, family, government, and recreational activities that together define U.S. culture. Generally, these include homestays with American families, visits to governance bodies and civic events, and recreational activities, from hometown soft-ball games to organized tourism.

### **A. Experience America Activities for Long-term Academic Trainees**

Unlike the short-term training programs, the U.S. academic institutions are not provided with guidelines for the Experience America activities for the CAPS scholars. Rather, academic students' participation in Experience America activities depends upon the individual's motivation to seek activities outside the classroom, the ability of the Foreign Student Office to organize opportunities, and the receptiveness of the university community to include foreign students in activities.

AED personnel report that LTA students' participation in Experience America activities has been minimal. Both project and AED staff are concerned that the LTAs are not experiencing a full range of activities which would enhance their training program. Responsibility for increasing the activities lies with both the predeparture orientation program and with the U.S. contracting agency.

## **B. Experience America Activities for Short-term Training Programs**

Guidelines for Experience America activities are provided to the U.S. institutions in the RFP for each short-term program. The activities varied widely from institution to institution and from region to region, allowing each to show regional diversity and institutional creativity. Common elements were found in the short-term programs, however. These included homestays with families; visits to local tourist attractions; exhibits of Honduran folk-art, music and dances; interaction with community voluntary organizations; sports events; holiday celebrations, such as Thanksgiving dinner and Fourth of July picnics; and Welcome and Farewell receptions.

One very successful Experience America program included site visits which simultaneously illustrated a classroom discussion while expanding the Trainees' understanding of the community. Another successful component in these programs was the opportunity for groups to interact with their professional counterparts—students with students, farmers with farmers, bankers with bankers. Mayoral candidates, for example, attended city council meetings where they exchanged views with community residents. During the two-week internships in local schools, teachers combined classroom experience with interpersonal exchanges with their colleagues.

The rural youth program provided extended homestays with farm families where they learned how a financially viable family farm is run. The youth participated actively with their host families in community and church meetings, Future Farmers of America (FFA) activities and contests, town council meetings and local volunteer activities.

One of the most successful Experience America programs was developed by the Partners of the America's Vermont Chapter during their small business management training program. This is

discussed in depth in Chapter Six: Four Case Studies in CAPS/HOPS Programming.

## **C. Trainee's Satisfaction with Experience America Activities**

The Experience America activities are consistently reported as one of the highlights of the U.S. training program. Trainees especially enjoy the opportunity to live with an American family for a period of time. All training institutions provided at least occasional family visits for all Trainees. Occasional visits are usually described as an invitation for dinner. Not all Trainees, however, had the opportunity to participate in overnight homestays with families, and those who did not expressed disappointment. Others said that they wished the homestay had been longer.

Participation in civic events is another important area in which U.S. institutions are requested to plan activities. The program designed for the community development leaders was the most successful in providing HOPS-II Trainees frequent opportunities to interact with local government officials, to meet with private sector leaders, to observe or participate in volunteer organizations and to observe civic activities. Trainees in five HOPS-II groups reported much less frequent meetings with local government. Contact with the business sector was not provided for the majority of the groups, and several groups reported infrequent opportunities to observe volunteer activities.

The majority of U.S. training institutions take the Experience America component of the training program very seriously. The end-of-program evaluations completed by the trainers lists a wide variety of programs designed to showcase the region in which the Trainees are studying. Some constraints were noted by the Trainers, however. First, it is difficult to find host families on short notice. Therefore, when institutions have a short lead time to prepare for the Trainees due to delays in contract negotiations or changes in the schedule, it is difficult to comply with the

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homestay requirement. Second, many short-term programs have so many training objectives for the classroom and for Experience America that the Trainees complain about having little free time to assimilate what they are learning.

#### **D. Predeparture Orientation Preparation for Experience America Activities**

In preparation for their U.S. training component, Trainees study a wide variety of topics in the predeparture orientation program (see Chapter Three: Predeparture Orientation Program). Many training institutions reported that they have not been provided information about the orientation program, however. Furthermore, few guidelines were provided to the training institutions about the types of Experience America activities that the Mission expects as a result of the training in Honduras.

Some trainers also reported that Trainees are not being prepared for the "culture shock" that can occur. For instance, several participants in the community development group suffered from physical ailments which were attributed by the trainers to an inability to adjust. Several Trainees from the Watershed Management group recommended that more information about U. S. culture be provided to the Trainees.

#### **E. Conclusions and Recommendations for Experience America Activities**

The broad definition of this portion of the program and a lack of guidelines from the Mission for this aspect of the program specifying which of the components is most important has led to an unevenness in its implementation. While the diversity underscores the individual community life which is uniquely America, the lack of guidelines for training institutions can lead to situations in which some of the most critical elements of the Experience America program are not included.

- *The predeparture orientation program must include a stronger experiential cross-cultural orientation for Trainees to prepare Trainees for the Experience America portion of the program. This should provide Trainees with a fuller understanding of U.S. cultural values and behaviors as well as strategies for dealing with culture shock. The amount of time spent on the academic study of government and economic systems should be decreased.*
- *Long-term Trainees should receive clearer guidelines about the types of non-academic activities available at U.S. universities. The U.S. contracting agency should work more closely with the students, during program monitoring, to encourage them to take full advantage of the opportunities present on all campuses, from volunteer work in the community to activities organized by campus offices.*

**CHAPTER FIVE**

**FOUR CASE STUDIES  
OF TRAINEES' IMPACT  
AT THE REGIONAL  
AND  
NATIONAL LEVEL**

## 1 INTRODUCTION

The CAPS/HOPS Program in Honduras has provided training in a limited number of specific fields in the nine years of its existence. This has resulted in a critical mass of individuals in these fields who are contributing to national development. The evaluation revealed four areas of training that had regional and national impact. These included Trainees' activities in the fields of environmental education, elementary school education, small business, and democratic initiatives.

## 2 PACOH: ENVIRONMENTAL EDUCATORS

A highly successful project in environmental education was undertaken under the CAPS-I Program. The project trained 100 educators over four successive years. Most of them were rural elementary teachers, although some teachers, supervisors, administrators, secondary school teachers and urban elementary teachers were also included. The program, begun in 1987, was formulated prior to the present Strategic Objectives of USAID/Honduras. However, CAPS-I provided training in environmental studies which relates to the Mission's current Strategic Objective No. 3, *More Efficient Management and Sustainable Use of Selected Natural Resources*.

Today, the returnees are actively involved in environmental issues at the regional and local levels. They have developed their own training manuals, created and reinforced local environmental organizations, mobilized and supported significant citizen responses to environmental issues, organized student environmental groups, and undertaken such community projects as demonstration parks, recycling programs, portable water supply construction, and watershed conservation.

While many of these efforts were underway before the training, three new actions of major national importance could be directly attributable to CAPS training. These include:

1. the formation of PACOH, a national group of educators concerned about environmental issues;
2. the creation of a specialized Department of Environmental Education within the Ministry of Education; and
3. the development of the National Manual for Environmental Education, which has been developed, tested, and is now being distributed throughout the Honduran elementary education system.

### The PACOH Trainees in the Survey

#### ■ Training Outcomes and Impact

PACOH Trainees as a group were highlighted during the evaluation. In addition to observing the proceedings and conducting focus group discussions at the Vallegrande Follow-on Congress organized for the PACOH members, the evaluators invited former CAPS Trainees who were attending the conference to complete the Returnee Questionnaire about their current work and volunteer activities. Also, some of the environmental educators were included in the random sample. The 24 respondents represented all four environmental education training groups. Since those surveyed at the conference showed initiative in attending that meeting, this group is likely to be somewhat more active than the non-attending Trainees. The responses of the surveyed environmental education Trainees provide a view of both of their observations concerning the scholarship as well as their current activities.

## ■ Significant Multiplier Effect

In general, the Trainees surveyed were very positive about their CAPS training scholarship; nearly 80 percent said the training was better than they expected it to be, and all respondents were either "satisfied" or "very satisfied" with the training they received. All of them said they would recommend the program to others.

The PACOH Trainees surveyed generally did not differ from other CAPS/HOPS Trainees in their assessment of U.S. training. However, they differ significantly in the degree to which they have spoken to others about their training and the contacts they have made, both with other Trainees and with their teaching colleagues and community members. For example, 96 percent stated that the training was either "useful" or "very useful" in establishing contacts with other Hondurans interested in environmental issues. Furthermore, PACOH returnees have been very active in maintaining contact with each other (100% versus 74% for other CAPS/HOPS Trainees), working on community projects (60% versus 18% for other Trainees), and working with Peace Corps volunteers (74% versus 20% for other Trainees).

PACOH Trainees also reported having shared their U.S. training experience with a significantly greater number of persons than CAPS/HOPS Trainees. As Table 5.1 shows, Trainees have had a broad range of contacts, including their fellow students, teachers, parents of the students, and community members at large.

One measure of the positive effect of CAPS training on PACOH Trainees' activities is the increase in time Trainees dedicated to environmental education concerns after training. These activities represent an addition to their regular teaching responsibilities. A 1992 survey of 24 PACOH Trainees indicated that members of this group have increased the time they spend on their volunteer and teaching activities related to the environment. Forty-four percent reported that before the U.S. training they spent between

one and four hours per week on environmental issues, 39 percent spent between five and nine hours, and the rest (17%) 10 or more hours. After the U.S. training, 57 percent of the PACOH Trainees report spending 10 or more hours on environmental issues each week, 38 percent spend between five and nine hours weekly, while only one reports spending less than four hours a week.

No of Contacts	PACOH	Others
1-9	9.1	29.7
10-24	9.1	29.1
25-49	31.8	12.8
50-99	22.7	12.8
100-199	27.3	10.8
200 and above	0.0	4.8

$\alpha = .01, n = 170$

  

No of Contacts	Long-term	Short-term
1-9	5.6	16.7
10-24	27.8	30.3
25-49	22.2	19.7
50-99	27.8	14.4
100-199	0.0	8.3
200 and above	16.7	10.6

$\alpha = .008, n = 188$

Source: 1993 Returnee Survey

## ■ Positive Employment-related Impact

PACOH Trainees—overwhelmingly school-teachers and administrators—do not report significant changes in the conditions of employment after CAPS training. They generally retain the same positions they held previously. However, 100 percent of the PACOH Trainees state that they have increased responsibilities as a result of training, compared to 81 percent of other Trainees. Only 29 percent have received increases in their income, versus 74 percent of all other Trainees.

## ■ Increased Leadership Responsibilities

CAPS selection was designed to recruit leaders. The program was successful in this area. Returnees were already actively engaged in environmental programs before their departure—all but one Trainee in the PACOH survey (96%) stated that they had participated in voluntary activities in the community before their U.S. training.

Trainees have been even more active in voluntary activities since their return. All PACOH Trainees continue to participate in community activities. Over 92 percent of the returnees said they were now *more* active in community affairs compared with 49 percent of the other Trainees in the survey. Trainees were asked to indicate their participation in six typical civic activities: attending meetings, planning events, directing group events, training others, acting as group spokesperson, and assuming formal leadership roles. Over 65 percent of PACOH members surveyed had taken on all 6 activities, compared with 26 percent of the non-PACOH Trainees. Some 87 percent participated in at least 4 of the activities. Some 87 percent said they had taken on formal leadership roles and 83 percent had served as spokespersons for their organizations or communities.

Trainees assert that their U.S. training plays a role in their continued leadership activities. All but one of those responding stated that their leadership roles had increased. When asked in 1992 how their leadership roles had changed since their training, PACOH Trainees cited such things as:

“I have always been named to important assignments, but now [since the training] I’ve become a protagonist and one who plans projects with respect to the environment, to try to inform everyone about what I learned.”

“My radius of action is wider; I’ve joined several committees, involving myself with

people from a range of different institutions...”

“My boss has counted on me more for my leadership and has offered me more opportunities to form relationships with other persons and institutions.”

## ■ Diverse Impact in the Classroom and the Community

PACOH Trainees’ efforts at the local level encompass a wide array of activities. Many undertakings are found in their classroom teaching where teachers are using innovative teaching techniques. Teachers had their students planting trees, founding nurseries, taking part in marches, cleaning the schoolyard and the community, and going on excursions. Most Trainees organized environmental clubs for students and community members and taught others about their environment-related experiences. Several Trainees mentioned working with their students to create local natural sciences museums which emphasize environmental issues. In one case, returnees supported a national program of promoting school children to write to the President of Honduras about a serious environmental issue.

Other activities described by Trainees are centered in the community and its environs, including demonstration parks, recycling programs, cleaning up forests and streams, protecting forest reserves and watersheds, and teaching parents and community members about environmental hazards and how citizens can work together to make improvements. Eighteen returnees reside in Choluteca where group activities include a weekly radio program on the environment, teacher training seminars, tree planting programs, and other activities. In a third area, PACOH Trainees have created a number of local organizations, some before their departure and others upon their return.

## ■ Formation and Evolution of the PACOH Organization

The evaluators attended a meeting founding PACOH as a national organization in May, 1992 and then observed the growth of PACOH by attending a second national congress in August, 1993. The 1992 meeting provided valuable reinforcement training for the returnees. In an all-day conference, the returnees listened to an array of expert speakers who laid the basic groundwork for the creation of a national-level organization.

The 1993 meeting demonstrated both the successes and the difficulties in organizing a national organization. Two significant achievements were the winning of *personeria juridica*, or official legal status as a nationally recognized organization, and the expansion of membership outside the core of the CAPS/HOPS Trainee groups. Legal status will permit the association to function as an NGO, leaving open the possibility of submitting project and grant proposals to donor agencies. The incorporation of members who were not CAPS Trainees (leaders now suggest that membership has reached 200-250 persons) points towards the institutionalization of PACOH. Teachers who did not travel to the U.S. but who are interested in environmental issues can use PACOH as the medium for local action.

## ■ Accomplishments of PACOH Members

PACOH members are playing a significant role in national-level environmental organizations in Honduras. The best example is FEDEAMBIENTE, a federation of environmental groups, in which PACOH maintains representation on the board and in which a number of PACOH members actively participate as individual members. This suggests that the PACOH organization has been a training ground for the national environmental movement.

PACOH also has acted as a citizen-based lobby/pressure group and has influenced a number of

issues of interest to the national environmental movement. For example, sources in the Ministry of Education attribute the creation of the new office to oversee the development and implementation of curriculum on environmental conservation to the lobbying efforts of PACOH members. PACOH played a major role in pushing forward to completion the national level curriculum manual and PACOH membership supported the testing of the curriculum in the school-system.

The success of the project has also been fostered by the increased attention at the national, regional, and international levels given to environmental issues following the completion of the training. Returnees have benefited from this level of national concern and used it to promote their environmental interests.

## ■ Constraints to Growth

In 1993, PACOH leadership faced the frustrations of a lack of resources and some communications problems, both within the membership and with the HOPS Follow-on program. For example, Trainees reported that the regional level of PACOH, which combines several local level groupings by department, did not function well. With respect to the HOPS program, several of the leaders expressed concern that Follow-on support for PACOH would be ended before the organization was sufficiently strong to exist on its own. Leaders recognize that they have been generously supported by Follow-on. Yet, they feel constrained by the obstacles to communication and the lack of a place to centralize their work. Some also felt that their efforts and commitment, which are fully voluntary over and above regular work responsibilities, were not recognized by A.I.D. staff.

On the other hand, two factors pointed to a move towards sustainability in PACOH. First, the leadership of the organization was passed on from the leaders elected at last year's conference to a new group, with only one person carried over on the new leadership council. This is a

positive indication that PACOH may be able to go beyond the founding group. Second, the organization tackled the issue of internal finances by establishing a monthly dues incumbent on all members, to be paid by direct salary reduction. While the sum was not great (less than a dollar per month), the establishment of dues will greatly lessen the complete dependence of the association on USAID's largesse.

#### ■ Summarizing the Effectiveness of the Environmental Educators Training Program

Several elements can be identified as contributing to the success of the project including the following:

#### ■ A Selection Process Which Identified the Most Appropriate Candidates

- Trainees were selected, among other reasons, for their leadership abilities. In this case, leadership traits converged with a dedication to the environmental cause.
- Environmental Education Trainees have demonstrated these leadership abilities on returning to Honduras. When opportunities presented themselves, Trainees had the leadership qualities to make things happen, transforming their technical information into community and regional programs that have made a difference.

#### ■ Program design used a "critical mass" approach to heighten impact

- The project included enough individuals—100 educators to form a critical mass. Ten or 15 educators could not have created the momentum for meaningful change.
- Returnees were sufficiently concentrated by geographic area that they could help one another in bringing about meaningful change. They had others to encourage and support their activities.

#### ■ In-country Support Through Predeparture Orientation and Follow-on Activities

- Predeparture and re-entry seminars imbued the Trainees with a sense of responsibility to engage in environmental efforts. These seminars helped Trainees to meet or locate others from earlier groups who were already working in environmental activities.
- Two Follow-on meetings for the first two groups, held before 1991, allowed members to develop the concept of a national organization and create ongoing cross-regional ties. A third national meeting of all CLASP returnees provided them an additional opportunity to "network."
- The HOPS Follow-on program has provided support for regional visits, national congresses, and the reproduction of materials (booklets, pamphlets, workbooks, etc.).

As always, the human element has played an important role in the project's success. The personal dedication of program-related officials served to maintain contact between returnees and provide them with encouragement. Most significant has been the dedicated and persistent leadership of the PACOH elected officers (most having served three years). Their efforts have strengthened PACOH and brought about many changes in the Ministry of Education to foster environmental education. The group has expanded to include individuals who were not CAPS scholars but who support PACOH's goals and objectives and see it as a strong organization which can support their interest in environmental issues.

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### ELEMENTARY SCHOOL TEACHERS AND ADMINISTRATORS

#### A. Description of the Teacher Training Program

A second project of the CAPS/HOPS-II program appears about to make a significant contri-

bution to achieving the second Mission Strategic Objective, "achieving healthier, better-educated Hondurans," by improving the primary education system in Honduras. At the time of the evaluation, some 77 teachers and supervisory personnel had traveled to the U.S. for short-term training in four training groups. Three of the groups were financed with remaining CAPS-I funds, while the first was financed under the HOPS-II project.

In 1992, a group of nine educators from seven departments—Comayagua, Cortes, Francisco Morazán, Olancho, La Paz, Valle, and Yoro—studied for ten weeks at the Institute for Training and Development in Amherst, Massachusetts. Considered a pilot program, its goal was to train teachers and administrators in the use of new classroom and managerial techniques which could transform the rote-learning methods now in widespread use. Candidates were chosen from various levels of the educational hierarchy at the departmental level, including classroom teachers, principals, and regional supervisors.

In late 1992, a second group of eight teachers from rural areas of the coastal department of Colón participated in an eight-week training program in Oregon. The main objective of this program was to improve Trainees' teaching methods, develop their leadership and multiplier skills, and to teach strategies necessary to encourage parental and community involvement in the educational process.

In the spring of 1993, two groups of 30 teachers each received eight weeks of training at two different locations, Interface Network in Oregon and the Consortium in Service to Latin America (CSLA), in Tampa, Florida. The training design paralleled that of the Colón group. Trainees in these two groups were selected from rural communities in five western departments: Copán, Intibucá, Lempira, Ocotepeque, and Santa Bárbara.

## ■ Successful Program Design

A number of the program components which contributed to the successful implementation of the environmental educators program and resulted in notable regional and national impacts when the Trainees returned, were repeated in the training program for the elementary school educators.

Except for the first group, the teachers were selected from concentrated geographic areas. As in the case of the environmental educators, a *critical mass of individuals* is working together from a common base of training. This provides a network of interested people with the same knowledge base working together to multiply the activities of core groups of Trainees in dispersed areas.<sup>1</sup>

The heterogeneity of the groups, which combined administrators and classroom teachers, created challenges for the training institutions. Trainers had to deal with the competing desires of administrators, who requested a thorough study of educational management, and classroom teachers, who wanted in-depth practice in class-room methods. However, the joint training of administrators and teachers has proven beneficial. The changes being implemented at all levels are supported by teams within institutions, whether in individual schools, where teachers and principals mutually reinforce each other, or at the departmental level, where supervisors support changes within several schools in the region.

### B. Program Outcomes: The Teachers and The Survey

Teachers in the CAPS/HOPS teacher training program were also highlighted in the Returnee Survey, with 39 teachers interviewed. This group has been compared with the rest of the survey to examine the preliminary outcomes of this program.

## ■ Predeparture Training and the Follow-on Program

Support for Trainee Follow-on activities has been provided from the beginning. Trainees actively discussed their expectations for the training and what they hoped to accomplish within their own schools while still in the pre-departure seminar. During the U.S. training itself, they worked on preparing action plans to incorporate their newly acquired skills and knowledge into their work at home.

Survey results confirm the importance of Follow-on planning in this group's programming. Some 97 percent of the teachers reported that they were informed about HOPS Follow-on during their predeparture orientation, compared with only 51 percent of all other Trainees. Similarly, 97 percent also stated that, during their U.S. training, they developed a plan of action to be implemented upon return to Honduras; only 45 percent of all Trainees made the same statement. Nearly three-quarters of the teachers planned Follow-on participation during their U.S. training, compared with 43 percent of the sample.

Among the most successful Follow-on activities have been the reinforcement seminars provided by the returned teachers to their teaching colleagues. Each Trainee from Colón, for example, provided two intensive three-day seminars for 45 fellow teachers from throughout the department. Two Trainers, one each from Interface and CSLA, attended as observers/guides. Two representatives from each of the five western departments also attended. The U.S.-trained scholars thus received additional training while they simultaneously began an outreach to other teachers. Returned Trainees from each of the western departments have also provided in-service seminars to several hundred teachers and supervisors from their areas.

## ■ Trainee Involvement in Current Recruitment

The CAPS/HOPS program intends to draw on the skills of the teachers to mobilize the next training groups of teachers. Returned Trainees from Colón and the six western departments will carry out two seminars for up to 120 *supervisores auxiliares*. These individuals will then select some 300 potential candidates from most of the rest of the country to attend a series of seminars on new teaching methods. The 100 teachers to be sent for the next round of U.S. training will be selected from the teachers in attendance.

In spite of the relatively short time since their return from the U.S., the teachers have been more active in Follow-on activities than their fellow Trainees. Some 87 percent of the teachers report attending formal meetings as a part of the Follow-on program, compared with 37 percent of the sample. Nearly half of the group reported that they have participated in CAPS/HOPS alumni groups, compared with 29 percent of the rest of the sample. (It should be noted that the "rest of the sample" includes the PACOH teachers for this analysis. If these Trainees were removed, the percentage of other Trainees surveyed who participate in alumni activities would drop considerably.)

### C. Multiplier Effect of Teacher Training

In addition to participating in the CAPS/HOPS Follow-on activities, teacher Trainees are actively implementing their training within their own schools and communities. For example, more than 41 percent reported that they are involved in projects with other returnees, compared with 19 percent of the Trainees in the sample.

## ■ Trainee Activities

*Teaching Democracy Through Student Councils.* Many teachers observed student councils in action during the two-week internship in Massa-

chusetts and have adopted this as a way of increasing student involvement in the school. The officers of the newly formed council in a rural school in Honduras are now responsible for greeting all the visitors to the school and serve as the visitor's guide to the school.

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*In one school, the students are becoming catalysts for change. A few weeks after a CAPS-trained teacher began using the new teaching methods in her classroom, a student in an adjacent room asked his teacher why their class didn't do the interesting activities he saw in the classroom of the CAPS teacher. The Teacher approached the CAPS teacher and asked to learn what she was doing.*

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Many teachers talk enthusiastically about their outreach into the community. Most notable has been the work with their pupils' parents. Typically, parents are not included in school activities in Honduras, but HOPS-II teachers are effectively reaching out to parents and involving them in their childrens' education. The teachers also talk about the success they are having in mobilizing the community to support the school.

Returnees from the teacher training course have had relatively little time to implement activities in Honduras. However, the initial successes of this group, including the high levels of participation in "multiplier" seminars and the enthusiasm with which the Trainees have communicated their newly acquired knowledge to colleagues and supervisors, suggests that the CAPS/HOPS program has developed an especially effective training sequence. When this training is offered to teachers and supervisors throughout the country, it can be expected to have a significant impact on the relationship between rural teachers, their pupils, the pupils' parents, and the supporting community.

### A. Background

Throughout the last decade, the informal or micro-enterprise sector of Latin American economies has received increased attention. Research has revealed the substantial contribution of this sector to income generation and economic growth of national economies. It is concluded that "A positive official posture toward these activities, plus training, credit, and marketing support programs, emerge in every instance as a condition, sine qua non for their (informal enterprises/small-scale entrepreneurial activities) development." (Portes, Castells, and Benton. 1993).<sup>2</sup>

Since the inception of the CAPS/HOPS program in Honduras, small business management training has been a major training theme. From 1985-1993, 753 Trainees, representing 38 percent of all CAPS/HOPS Trainees, received training in small business management and development. Training in related fields has also been provided. Two short-term programs for rural bankers specializing in credit provided training for 20 people. In addition, 35 people have received long-term training in the field of business administration and management.

This focus on small business development training supports Strategic Objective #3, "to increase private sector investment, production and trade," as well as the objective stated in the HOPS-II project paper, to "promote broad-based economic and social development in Honduras" and "to encourage and strengthen a free enterprise economy and democratic pluralism in Honduras" (1989, p. 23).

At the beginning of the program, short-term groups in small business were sent to a variety of institutions. In 1987, the Vermont Chapter of the National Association of Partners of the Americas (NAPA) developed a program which received 18 groups for training over the two-

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year life of the contract. The program focus on training for small business management continued through 1991 when the National Office of NAPA took charge of training placement.

After the NAPA program concluded in 1991, small business management training continued under HOPS-II. Twenty Trainees completed a six-week program at the end of November 1993 at Jackson State University in Mississippi, and a group is scheduled for training in early 1994.

### **B. The Vermont-Honduras Partnership for Small Business Development Training**

The program developed by the Vermont Chapter of NAPA was the continuation of a program started in 1983 by the Peace Corps and financed by USAID/ Honduras under a program to provide support to small businesses. In 1987, the courses were incorporated into the CAPS program. An Experience America component was developed for the program which had focused up to that point only on the technical aspects of small business management. Some 263 people, 38% of whom were women, were trained in the CAPS portion of the program. Another 149 people were trained in the previous program from 1983-1986.

In addition to small business management *per se*, specialized courses were also offered in the substantive area of businesses, such as small dairy farms and vegetable and fruit production. Each training focus had as its principal goal the improvement of participants' ability to run a small business. An essential requirement for participating in the program was that of owning or managing a small business or farm. Owners of a wide variety of small businesses came to the United States, including electricians, restaurant owners, mechanics, bakers, food processors, small grocery or convenience store owners, carpenters and seamstresses. As previously discussed, environmental education was a fourth NAPA training topic.

### **C. Broad-based Recruitment Procedures**

Participants were nominated through a variety of mechanisms. Intermediary organizations, both private development organizations and public agencies working with microenterprises or in agriculture, helped locate candidates. Peace Corps volunteers also played a role in nominating candidates.

### **D. U.S. Training: Learning by Doing**

Most participants attended a one-week pre-departure orientation program in Honduras and then traveled to two sites in the United States, Mississippi and Vermont, for six weeks of classroom and "hands-on instruction." As the Director of the International Visitors Center at Jackson State University said, "The course ran the gamut of skills for learning how to run a small business, including marketing, accounting, human resources...all aspects that would help a person run a better business."

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*One group of seamstresses was taught how to take a basic pattern and make it into anything they want, as opposed to making a new pattern for everything they sew as they formerly did. "Learning such time savers," said the instructor, "will help the seamstresses run more profitable businesses back home."*

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The participants learned to optimize resources in order to analyze problems and actively seek solutions. On visits to American businesses, they gathered ideas that could be adapted for better management of their own businesses. By the end of the training program the participants were expected to apply their new management skills by developing individual business plans. They also prepared materials, such as accounting books, inventory and cost controls, financial statements, and cash flow projections, to be used in the management of their business.

Throughout the program, Trainees studied the costs of running a business to improve the profitability of their enterprises. Since many of the Hondurans planned to expand their operations by adding new employees, the link between employee costs, the price of services, and profits was emphasized.

In addition to receiving training in the general area of business administration, the participants had the opportunity to study their particular trade. Each group visited businesses and received workshops on their specific area, such as knitting, sewing, and TV and radio repair. One of the participants noted, "I filled my book with tips to take back with me. This will make my work much better."

The training course design adopted an experiential methodology, which emphasized learning by doing. Trainees were taught to analyze the usefulness of new approaches to their work. The program coordinator, a trainer skilled in group dynamics, guided the Trainees through discussions in which the participants were asked to consider how they would apply the ideas gathered during their visits to Honduras. The focus on the concrete applications of new skills meant, as one observer reported, that it was rare to hear any participant from the Vermont/Mississippi program say, "I can't apply my training because I lack..." The NAPA program coordinator commented that "the program empowered and inspired the Trainees. It was individually focused and taught them concrete skills which were immediately applicable."

#### ■ Volunteer-Based Experience America Activities

The Experience America component of the program was organized by an advisory committee of volunteers from the Vermont Chapter of NAPA. The advisory committee organized home stays on dairy farms, visits to other businesses, and numerous community activities, based on the Partners philosophy of "making personal connections."

#### ■ Follow-on Spontaneously Evolved

Follow-on activities were not a formal activity within the CAPS program implemented by NAPA. However, they apparently occurred spontaneously in a variety of ways. First, U.S. citizens, as a result of their involvement with Hondurans during their U.S. CAPS training, have remained in touch with the Trainees. U.S. dairy farmers have given seminars in Honduras. Others have sent seed stock to Trainees; restaurant owners have shared recipes.

Follow-on activities have also come about through the Partners network that exists independently of the CAPS program. Each state partnership receives about five travel grants

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*From learning farming practices, writing a business plan, or practicing bookkeeping skills, participants learned by working alongside the farmers who opened their homes to them or tradespeople who invited them into their shops.*

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annually. In Vermont, some of these were designated for CAPS Follow-on. A visiting potter taught his former students how to construct waste-oil burners to fire their kilns, a technique they had observed in Vermont. Other trips for technical assistance organized by a NAPA rural development project also benefited CAPS participants. For example, a specialist in rural businesses provided assistance both to former CAPS scholars as well as beneficiaries of the rural development project.

Some intermediary organizations who nominated candidates continued to help them in Follow-on activities. "Flower women" (crafts women who make paper flowers) in Sabanagrande were originally trained by AMANO, an A.I.D. project to provide marketing and design assistance for women. This project, which nominated CAPS Trainees, built Follow-on activities into their program. AMANO funded a U.S. artisan's trip to teach design and marketing courses. NAPA

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furnished the transportation and provided technical assistance to the women to form a co-op.

Finally, when the Vermont staff visited Honduras, they traveled to visit returnees, providing informal technical assistance in the process.

#### **D. Findings on the Small Business Sector: 1993 Evaluation and the NAPA Survey**

The skills and knowledge which scholars gained about small business management during their programs in the United States are being applied in their work. Existing small businesses have grown and flourished; new businesses have formed.

##### **■ Individual Success Stories**

Stories of individual successes are plentiful. An individual in San Marcos returned from his study of dairy production, applied for a loan from a government agency, and bought 25 cows. The herd has grown to 95. He paid the loan back three years early and has created employment for his sister and one other person.

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*A farmer growing cabbage, green peppers, and beets sells his produce through a 250-member cooperative. As secretary of the co-op, he was searching for ways to learn more about farm management to increase the organization's profits. As a result of CAPS small business training, he not only improved the accounting procedures for his co-op but was also able to teach specific farming techniques to members so they could increase crop yields. For example, he showed his co-op how to install drip irrigation systems using old water hoses (an adaptation of a method he observed in Mississippi).*

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A woman Trainee in La Ceiba operated a small bakery before her training. She opened a cafeteria in the heart of the commercial zone as soon as she returned from the United States. As she

described her business, she discussed many of the principles of business administration which she is applying in her new business, including how to manage 10 employees, maintain her books, and serve her clients.

##### **■ NAPA Survey Results Show Training Is Being Used**

A more systematic view of the impact of the business training comes from a NAPA evaluation of the small business management program in 1989. Evaluators convened a series of meetings in six locations throughout Honduras to which all former Trainees were invited. They also visited 39 businesses and conducted a survey of a sample of 118 participants.

Study results showed that 86 percent of those surveyed said their training courses helped them improve their businesses. Business increases from new markets were reported by 83 percent of the returned Trainees. Seventy-nine percent reported that they now keep accounting records, and 76 percent have instituted an inventory control system. Eighty-two percent stated that they now have a clear idea of how much they earn. Some 52 percent also reported that they are using knowledge and skills obtained from the training to calculate production costs.

As a result of increased business, 66 percent of the former scholars related that they were creating employment opportunities, both in existing businesses and in new ones. A former NAPA staff member has observed that individuals have started as employees with former Trainees, then developed their own businesses.

Trainees also reported an improved ability to organize and plan their businesses. Some 48 percent responded that they have written business plans for their enterprises, although far fewer (25%) stated that they prepared a budget for their business.

Finally, the training created a network of people who were willing to help each other, providing

needed support for people who typically operated in isolation. For example, women from La Ceiba and Juticalpa who studied together in Vermont continued to visit each other to exchange techniques on bread-making and business development.

#### ■ Areas for Additional Follow-on Support

The NAPA survey noted areas in which smaller percentages of Trainees were applying their training, such as in complex financial record keeping or in the use of marketing tools. The authors of the NAPA evaluation suggested that a more systematic and continuous Follow-on program for these Trainees was needed. It could give them access to technical experts who would provide reinforcement training for the skills introduced in Vermont and new information to support their activities.

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*One young woman, who returned only recently, established her own school, the only bilingual school in her Department. She said, "The training helped me decide to open my own business. My expectations for the future have changed, because now I have become independent, economically speaking. I am the most satisfied in describing my experiences in the US when I talk with my friends about the creation of my own school. Having my own school, my own business, allows me to help other Hondurans, since now I employ more than 10 Hondurans."*

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The survey identified Trainees' limited access to credit for business expansion as a second major need. Some expertise in this area exists within the CAPS alumni. A CAPS long-term academic Trainee with a degree in Public Administration has returned to work for a not-for-profit organization which specializes in establishing "community banks" and providing credit for low-income women, community groups and cooperatives.

#### E. Employment Generation Activities

An unexpected finding of the 1993 Aguirre International evaluation is the number of returned long-term scholars who are opening their own businesses. For example, an agronomist has begun exporting tomatoes and chilis to the United States. His business now employs 20 people full time and 60 part-time during the harvest season. Another former scholar, who earned a B.A. in communications, opened his own communications company a year after he returned. He provides marketing, training and consulting services.

Survey results indicate that approximately 40 percent of long-term Trainees are employers or self-employed. These examples, and others gathered from focus groups and in-depth interviews, suggest that many of these long-term Trainees, as well as the 27 percent who report having more than one job, are in business for themselves and are creating jobs for others. Interviews with Trainees credit the CAPS/HOPS training for providing them with the necessary foundation to risk starting a business.

#### F. Conclusion

The training conducted by NAPA's Vermont/Honduras chapter in conjunction with Jackson State is an excellent example of the CAPS-HOPS program model using all the components of a well executed training program:

- recruitment and selection from a broad base of candidates using appropriate intermediary organizations;
- a predeparture orientation program;
- a needs-based approach to the design of U.S. training; and
- Follow-on activities (even if the activities are informal in nature).

The training was based on the experiential learning cycle in which the observation/activity portion of the program is followed with appropriate processing of the experience to ensure that what is being learned is immediately applicable to the trainee's own reality. Finally, by awarding a long-term contract to a single institution, the CAPS program was able to build up an institutional memory.

However, very little has been done in a formal way to increase the impact of the training through a Follow-on program. The HOPS-II program is undertaking related training, such as the training of bankers, small business people, and long-term financial specialists. Under the CAPS/HOPS umbrella, these Trainees could be commissioned to work together in Follow-on with CAPS small business owners to solve the major problems facing them, such as access to credit at a more favorable rate. More generally, the HOPS-II program, with its access to diverse members of the financial and economic sector, is well placed to design Follow-on activities to support this sector.

USAID/Honduras, through CAPS and HOPS-II, has provided significant opportunities for training in small business management to hundreds of business operators in the informal sector. Most Trainees have apparently put the new skills into practice, creating improvements in their quality of life as well as contributing to the growth of the economy. As one project officer said, "It [CAPS and HOPS-II] has strengthened Honduras' economic base by equipping its citizens with useful tools for sustainable growth and it provided them with a greater appreciation for democratization."

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## **CAPS/HOPS SUPPORT FOR DEMOCRATIC INITIATIVES**

The consolidation of the Honduran democratic system is one of the Mission's Strategic Objectives for 1993-1994. The CAPS/HOPS program has supported this objective since the earliest

days of the first project. In the 1985 CAPS Project Paper, the "development of leadership and technical skills needed for the progressive, balanced, and pluralistic development of selected Central American countries" was identified as a fundamental program objective. The CAPS/HOPS program continues to play a role in supporting the Mission's programs to strengthen civilian government institutions and public participation in the democratic process.

For the purpose of examining the contributions of the program to strengthening the democratic process, we adopt Robert Dahl's (1971)<sup>3</sup> definition of the basic ingredients defining democracy as a political system:

- competition: competition among individuals and organized groups (especially political parties) for the major positions of government power;
- political participation: a highly inclusive level of participation in the selection of leaders and policies, at least through regular and fair elections, such that no major (adult) social group is excluded; and
- civil and political liberties: including at least the following: freedom of expression; freedom of the press; and freedom to form and join organizations sufficient to insure the integrity of political competition and participation.

### **A. CAPS/HOPS Program Support for Democratic Initiatives**

#### **■ Selection of Candidates for Training**

In cooperation with the Municipal Development and Infrastructure Office of the Mission, the HOPS-II program has provided training for three municipal groups: mayoral candidates, community development leaders, and municipal employees. These training courses were designed as direct support for the Honduran government's move towards decentralization in

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municipal government. The courses also support the Mission's Strategic Objective #5, "more responsive selected democratic institutions and processes with greater citizen participation."

Each group studied American federalism, the balance of power and rights between the federal government and state and local governments. Forty-six mayoral candidates, representing four major political parties, spent two weeks in a predeparture orientation program in Honduras and two weeks observing local government in Albuquerque, New Mexico. Some 21 community development leaders, many representing the same communities as the mayoral candidates, worked with community organizations in New Mexico. Finally, seven municipal employees are in the middle of a one year technical training program at New Mexico State, learning how to provide better municipal services to the community.

The impact of the program is yet to be realized, since the mayors and community development leaders returned from their training in April and October, 1993, respectively, and the municipal employees remain in training. However, initial findings suggest that the impact is likely to be significant.

Trainees and observers noted that the program for mayoral candidates has had a positive influence on the tone and style of political *competition* among individuals and organized groups. Candidates, as well as observers of the campaign, reported seeing a tolerance for political differences that has not existed in partisan politics in Honduras. The highly personal attacks often expressed during political campaigns diminished and candidates from opposing parties, who automatically become members of the city council, have agreed to support the winner's platform.

A dialogue among the participants in the political system has begun which fosters *political participation*. In some communities, the bond of being CAPS/HOPS scholars has apparently

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*One Mission Technical Officer stated "This program is a vital link for one of the main urban programs; increasing support for municipal governments. Seeing local government in action in American communities teaches the participatory process, its transparency, and the strength of community involvement. There is no other country where local government has such autonomy. It's the best. I can't think of third country training project that would give us the same results."*

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transcended the traditional barrier between a mayor and the community's leaders. The CAPS/HOPS program contributed to this dialogue by including the mayoral candidates in the predeparture program for the community development leaders. The two groups spent a morning discussing common problems of the communities and pledged to work together to find solutions. Further, as part of their predeparture orientation program, the community development leaders developed an action plan for their own communities which many shared with the mayors.

Such discussions are hopefully leading to the recognition by the mayoral candidates of the legitimacy of community organizations. This recognition can be interpreted as supporting "the freedom to form and join organizations sufficient to insure the integrity of political competition and participation," one of Dahl's civic freedoms.

An additional bond was created among the community development leaders and the municipal employees during the U.S. training, as the long-term technical municipal employees served as translators and cultural interpreters for the short-term group.

## **B. CAPS and Civic Education**

To exercise the civil and political liberties available to the citizens of a democracy, individuals need to be educated about these rights

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and the corresponding responsibilities. As a result of the scholarship program, over 2,100 Trainees have been directly exposed to a working model of democracy as practiced in the United States. They have been encouraged to exercise the civil and political liberties increasingly available to them in Honduras. Furthermore, USAID/Honduras has selected nearly 80 percent of its candidates for the program from among economically and socially disadvantaged groups of the population. These are persons who would not normally have had any first-hand exposure to U.S. grass-roots democracy.

### ■ Predeparture Orientation

During the HOPS-II expanded predeparture program, Trainees engaged in a substantive discussion of political systems, comparing the Honduran model of government to a variety of political models. The component is intended to prepare them to better understand the U.S. model of democracy as they participate in the Experience America activities. The positive impact of this element of the predeparture program is shown in the responses to the survey questions regarding what they learned about various aspects of the United States. This same question was asked in the open-ended questions on the exit interview which Trainees complete when they finish their U.S. training program.

As shown in Table 5.2, over half of the Trainees in both the short-term and long-term groups reported learning a great deal about American democratic institutions. Nearly 60 percent of both groups learned a great deal about the free enterprise system in the U.S. Significant numbers in both groups report learning a great deal about volunteerism in the U.S. Some 62 percent of the short-term Trainees learned a great deal about volunteerism; while 70 percent of the long-term trainees learned a great deal about volunteerism.

Open-ended responses from the exit questionnaire varied by group, as their exposure to aspects of American democracy depended upon

their course of study and the activities planned for them in the local communities. Nevertheless, an examination of the responses from three Honduran groups who had received the expanded predeparture orientation showed they were significantly more informed than responses from other CLASP groups. Some examples of group responses are provided below.

### ■ Mayoral Candidates

Many of the mayors' observations focused on the fact that democracy as the rule of law was respected by the individual citizen. "Citizens pay their taxes," as one Trainee commented. Several mayors also noted the seriousness with which people vote.

This group focused on the functioning of U.S. local government to identify workable solutions for their communities. When asked what aspects of the political system and democratic institutions they would like to see implemented in their own country, the answers clustered around political participation, the separation of powers, and the independent election of the mayors.

"I would like to see the direct and independent election of mayors and city council representatives (*regidores*)."

"The date for electing the mayors should be separate and apart from the election date for senators, representatives, and the President."

"Definitely, the [aspects I would like to see in Honduras are] the system of municipal government and the way in which cities are administered."

Percentage of Trainees who learned a great deal about...	Trainees	
	Short-term	Long-term
Democratic Institutions	53.2	58.5
Free Enterprise	59.0	60.0
Volunteerism	62.3	70.3

Source: 1993 Returnee Survey

## ■ Community Development Leaders

The community development leaders also spoke about political participation and the *electoral* process, but from a different viewpoint. Many of this group focused their comments on how to raise funds to finance community development projects and how government funds could be more equitably distributed.

"I would like to see state funds used well. I would also like to have your system for tax collection and respect for the laws."

"I'd like to see a more equitable distribution of taxes collected from the community for the development of the community."

Accountability of public officials for their actions was also a common theme.

"I'd like to have the city employees with highly responsible positions elected by the people, like they are in this country, such as the municipal secretary or treasurer."

"I'd like to see the positions of mayor and councilmen not elected through partisan politics; I'd like to have the people exercise more control and put more pressure on governmental institutions and have the people love and respect the constitution. And [they should] put more emphasis on education."

## ■ Watershed Management

The participants in the Watershed Management training program were more outspoken. On the other hand, they expressed a desire to see a greater respect for the public, by respecting their right to *freedom of expression*, especially as they, in their role as public sector employees, undertake actions which will affect the public.

"Let it be the people who decide if a certain action regarding the rain forests will be taken or not and let the people decide about taxes."

"I'd like to have the government and its elected officials listen to the public, the people who live in Honduras, because among these people are many good ideas which could help Honduras develop."

"[I would like to see] participation of the public in the country's problems, for example, regarding the enforcement of the laws about preserving the rain forests."

"In order to implement any kind of action plan, first we have to inform the public about it, wait for their suggestions, and see what we can change."

"As far as natural resources, let the people decide how they will be used, not just the authorities, and the authorities need to respect at all the times the will and the rights of the people."

This group also commented on aspects of political participation, noting that they would like to adopt the practice of *consulta popular* on certain issues, such as approving or rejecting a tax. *Respect* for the rule of law, both on the part of the electorate as well as the elected, was mentioned, as was the need to encourage greater personal *accountability* from elected officials. This area, in which specific civic education is offered to a group of individuals who have largely been excluded from the educational process, may be one of the most significant contributions made by the CAPS/HOPS program.

## C. Conclusions and Recommendations

The CAPS/HOPS program is having a significant impact at regional and national levels in three major institutions: education, environment, and municipal government. The initial results from these case studies show outcomes projected in the four of the six End of Project Status Indicators.

The *leadership skills* (EOPS #2) of the returned scholars have been clearly demonstrated in the

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successful accomplishments of the environmental educators. They have created an organization which is responsible for national level activities. Many have also gone beyond PACOH to assume leadership responsibilities in national environmental organizations. Their ability to motivate non-CAPS teachers to join PACOH attests to their efforts as "multipliers."

- *Project Personnel should continue to provide support for the PACOH organization until the membership base is solidified.*

The elementary school teachers are also demonstrating their leadership abilities as they promote the use of new teaching techniques within their own schools. Teams of teachers and principals are advocating system-wide changes by introducing the concept of shared responsibility among teachers, students, and parents for childrens' education. In addition, many of these teachers have shared their new knowledge with colleagues through seminars held in conjunction with the U.S. teachers.

- *Project personnel should continue to support the multiplier seminars organized by returned teachers. Reinforcement training for the all returned teachers should also be provided to ensure that the changes initiated become permanent.*

The training provided for the small business owners has been successful in "achieving a more stable and productive... economic environment" (EOPS #1) for many individuals, their families and communities. This training also contributed to "scholar's understanding and appreciation of a free market economy and pluralistic democracy" (EOPS #6). Follow-on activities for these scholars, the majority of whom were trained under CAPS-I, has been the weakest.

- *Follow-on personnel should provide a structured program of skills training and credit for the small business owners.*

All programs are contributing to the Trainees' "understanding of a free market economy and pluralistic democracy" by providing the opportunity to experience American democracy firsthand. The training provided for the mayoral candidates and municipal employees specifically supported the movement to decentralize government and improve municipal governments' ability to meet the citizen's needs. By simultaneously training community development leaders, political leaders and municipal employees, USAID has created a unique group of individuals who not only have a common goal, to improve their communities, but who have a common knowledge base with which to achieve the goal. With continued support for this type of training, USAID has the opportunity to develop a model for improved municipal governance in Honduras.

- *Project personnel should design a Follow-on program which would support the cooperative spirit that has evolved from the training provided to the three municipal level groups.*

In each of the four case studies, certain key elements were identified as essential to the success of the program. Each carefully identified and selected appropriate candidates as identified by the needs assessment. The program design used a "critical mass" approach to heighten impact. The U.S. training component was well-executed, using appropriate methodologies for the subject. Following the training, two of the groups received "formal" in-country support to apply their training, and a third, the small business owners, received "informal" support from a variety of people. In the fourth group of municipal level leaders, the mayoral candidates and community development leaders have just recently returned. The municipal employees have not completed their training.

- *Project personnel should ensure that the elements which have contributed to the success of these four training programs be adopted throughout the entire program.*
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## ENDNOTES

1. The "critical mass" approach to CLASP training, in which a number of Trainees are selected from a common geographic area, has been judged an effective approach in recent evaluations in Bolivia (Aguirre International, 1992) and El Salvador (Aguirre International, 1992).
2. Taken from "The Informal Economy."
3. Taken from Robert Dahl's *Polyarchy: Participation and Opposition*, New Haven: Yale University Press, 1971.

**CHAPTER SIX**

**EMPLOYMENT,  
COMMUNITY ACTIVITIES,  
AND  
CAPS/HOPS TRAINING**

**1 INTRODUCTION**

The previous chapter discussed four areas in which specific groups of Trainees have made an impact on their co-workers, fellow community members, and the institutions where they work. This chapter, divided into two sections, focuses specifically on the impact of returned Trainees in the work place and the community. Section One describes the *present employment situation* of these Trainees, drawing on survey and focus group results. Trainee views of the *utility* of their CLASP training are examined. Trainees describe the *impact* that they have had in the workplace, and discuss the *obstacles* to the application of training that they encountered upon return. Finally, Trainees were asked to reflect on their U.S. training at this point to suggest ways in which *programmatic alternatives* might have made their training easier to apply and would have increased their effectiveness. Section Two presents findings on CAPS/HOPS Trainee impact through their *participation in civic activities and community organizations*.

**2 SURVEY FINDINGS ON TRAINEES' EMPLOYMENT STATUS**

**■ Are Trainees Working?**

*Yes.* CAPS/HOPS Trainees, drawn from the entire seven years of the program, demonstrate a high rate of active participation in the labor force. Table 6.1 shows that over 91 percent of all CAPS/HOPS Trainees surveyed reported they were currently employed. Men were more likely to be employed than women. However, only four Trainees in the sample reported they were not working and actively seeking a job (the normal definition of "unemployment"). Among

11 other Trainees who reported that they were not seeking work currently, three reported that they were studying, four worked full-time as homemakers, and two short-term Trainees had other reasons. When those not seeking employment are removed, the unemployment rate for the sample is four percent. Present unemployment in Honduras is estimated by different authorities from between 15 percent to as much as 40 percent.

Eighty-four percent of returnees reported that they were employed prior to selection for their CAPS/HOPS scholarships, while less than 70 percent of long-term Trainees were employed.

**Table 6.1**  
**Employment Among CAPS/HOPS-II Trainees (Percentages)**

	Short-term	Long Term	Female	Male	Total
Employed now	93.0	87.3	86.3	95.3	91.4
Employed before	90.1	69.2	76.5	90.0	84.2

Source: 1993 Returnee Survey n=221-228

These findings highlight the policy of USAID/Honduras in the earlier years of the program of selecting a significant proportion of younger Trainees for long-term training. Many of this group had not yet entered the work force (see Table 6.2).

**Table 6.2**  
**The Unemployed**

Seeking Employment?	Short-term	Long-term
Yes	0	4
No	8	2

**■ Where Do Trainees Work?**

Many CAPS/HOPS Trainees, like the population at large, do not restrict themselves to a single job. Over 21 percent of the women and 35 percent of the men (for a sample total of 30%) report having more than one job or source of income (see Table 6.3).

**Table 6.3**  
**CAPS/HOPS-II Employment**

	Short-term	Long-term	Female	Male	Total
Have more than one job	30.5	26.7	21.6	35.2	29.6
Source: 1993 Returnee Survey					n=213

■ **Do Trainees Change Jobs?**

CAPS/HOPS Trainees show significant job mobility. A third of those interviewed said that they no longer work in the

Trainees were asked to categorize their principal employment by sector. Those in the private sector were given the opportunity to specify whether they were self-employed, were employers of others, or were themselves employees. Trainee responses are summarized in Table 6.4. More than a third of all those surveyed work in the public sector (with education being the largest area of activity). However, this proportion is greatly weighted towards those who received short-term training, since less than 16 percent of returned long-term Trainees are currently located in the public sector. Over a quarter of the entire sample, and a third of the short-term Trainees surveyed, are self-employed. This reflects the Mission's emphasis on providing training in small business management.

same job that they had before training (see Table 6.5). Long-term Trainees are significantly less likely than short-term Trainees to be working in the same job (only 36% of long-term Trainees work in the same job as before training, compared with 78% of short-term Trainees). Part of the explanation for this reflects the granting of long-term scholarships to many young Trainees who were still completing their education. Many of them were not employed before Training and about 15 percent of all Honduran Trainees were students at the time of selection. Men are more likely than women to continue working in the same position as before training.

Of those who *have* changed jobs, the role of CLASP training has been important in their job mobility. About half the short-term Trainees, and

**Table 6.4**  
**Sector of Employment: CAPS/HOPS-II (Percentages)**

Sector of Employment	Short-term	Long-term	Female	Male	Total
Public Sector Employee	39.8	15.8	39.6	31.2	34.7
Private Sector Employee	11.0	43.9	13.9	22.0	18.6
Self-employed	33.1	5.3	22.8	29.1	26.4
Private Sector Employer	7.7	14.0	6.9	10.6	9.1
NGO Employee	1.7	8.8	5.0	2.1	3.3
Autonomous/Mixed	5.5	8.8	8.9	4.3	6.2
Other/Cooperative Employee	1.2	3.5	3.0	0.7	1.2
Source: 1993 Returnee Survey					n=202

over 83 percent of the long-term Trainees, attribute the change in employment to their CAPS/HOPS training. The latter figure indicates the impact of training on the career advancement of CAPS Trainees. Given the high percentage of long-term Trainees who

**Table 6.5**  
**CAPS/HOPS-II Employment (Percentages)**

	Short-term	Long-term	Female	Male	Total	
Work in same job as before training	77.5	36.2	59.5	72.3	67.0	n=186
Changed due to program	48.3	83.3	65.5	66.7	66.1	n=59
Source: 1993 Returnee Survey						

undertook new, post-training employment, this also suggests the importance of *involving long-term Trainees on their return in professional networks independent of their present job*. It also suggests that little is to be gained by stressing future Follow-on arrangements with current employers of long-term Trainees, since most will take on new jobs after they return.

This observation is not true for short-term Trainees, however, who experience lower job turnover. Eighty percent of all short-term Trainees from 1988-90, and nearly 88 percent of short-term Trainees from 1991-93, remain in the same position as before training (see Table 6.6). In this case, strong programmatic ties with the employers of short-term Trainees can serve to reinforce the utility of training for the workplace.

Most CAPS/HOPS Trainees, whether they changed jobs or not, are satisfied with their present positions. Eighty-five percent characterize their present job or work activities as "better" than what they were doing before

training, and only two percent described their present job as "worse." Those who are most likely to find their job "better" after training were Trainees who were in the U.S. from 1988 through 1990. The small percentage who found their jobs "worse than before" were all women.

No common thread appears in focus group interviews as to why job changes occurred. Long-term Trainees discussed new opportunities available to them after their return. Several reported leaving their jobs when efforts to implement new ideas or knowledge were frustrated. Other Trainees moved into new lines of work as a direct result of their training and have created new employment for others (see Chapter Six's discussion of small business training). Many small business entrepreneurs, while continuing as such, have undertaken new activities as a result of training.

■ **Was the Training Useful?**

A large majority of Trainees asserted that the U.S. training has been either "useful" or "very useful" for their present job (91 percent), for learning new practical and technical skills (87 percent), and for broader career advancement in the future (87 percent) (see Table 6.7).

While CAPS/HOPS Trainees rate the benefits highly for all five of these job-related issues, some appreciable differences can be noted. One aspect of the training experience that is often cited by programmers as valuable (but which is

**Table 6.6**  
**Employment: Retaining Pre-training Positions (Percentages)**

	Short-term	Long-term
1985-87	61.0	36.4
1988-90	80.0	28.6
1991-93	87.7	75.0
Total	77.5	36.2

Source: 1993 Returnee Survey

**Table 6.7**  
**The Utility of Training—Percentages Replying "Useful" and "Very Useful:" CAPS/HOPS-II**

	Short-term	Long-term	Female	Male	Total	
For present job	93.0	87.5	88.4	92.9	91.0	n=223
For learning new skills	87.3	84.4	83.2	89.1	86.6	n=224
For career advancement in the future	84.9	90.6	84.4	88.4	86.7	n=225
For meeting Americans in job field	72.1	76.5	75.3	72.4	73.6	n=220
For meeting Hondurans in job field	73.6	63.1	67.0	72.9	70.3	n=226

Source: 1993 Returnee Survey

seldom explicitly included in training plans) is that of networking. The goal is for Trainees to meet both Americans and their fellow nationals in their field of study. Over 70 percent indicated that the training experience provided the opportunity to meet other Hondurans working in the same field (70%) as well as Americans working in the same job field (74%). While the usefulness of the training for meeting colleagues is rated lower than other aspects of the training, a large number of Trainees have increased their contacts with other professionals.

■ **Do Trainees Use Their Training at Work?**

*Yes.* Nearly 69 percent responded that they used the training either “much” or “very much.” About 11 percent said they used the training “some” and about 20 percent said they used the training “very little” or “not at all” (see Table 6.8). The fact that nearly seven in ten Trainees say that the training has been very useful indicates that the project has successfully designed training programs which Trainees identify as useful. The high number of Trainees’ who indicate that they use training on the job implies, as well, that Trainees believe they are having an impact in their work.

■ **How do Trainees Apply Their Training?**

*Impact* in the workplace often takes place in non-tangible ways such as influencing the attitudes of fellow workers. However, in assessing the impact of CLASP training, it is often helpful to examine the concrete application of training. Trainees who reported using their training on the

job were asked to provide concrete examples of the way the training helped them have an impact in their work. Over 68 percent of the examples described innovations Trainees had introduced on the job. Thirty-six percent mentioned improvements in some aspect of management and administration. The rest of the responses described activities related to planning and organization and communication. Respondents could provide as many as three responses. Some of these examples are listed below.

- Small business entrepreneurs spoke about improvements they have made in their businesses, such as creating business budgets, keeping track of expenses, creating and automating accounting systems, and reorganizing their workshops. Their experiences were reported in detail in Chapter 5.
- Two groups of educators—environmental educators and classroom teachers and administrators—were enthusiastic about the way they used their training in the classroom and in the community. The results recounted by these Trainees pointed to significant changes in the teachers’ relationships with the children and the children’s parents. Again, these experiences were analyzed in Chapter 5.
- Small farmers spoke of specific changes in the use of organic fertilizer and soil conservation techniques. Several are marketing new products, such as grapes, apples, and raspberries, and its positive impact on household income. Others are managing their cattle better by paying greater attention to animal health and breeding, and the production of animal products.

■ **Do Trainees employ others?**

Perhaps of greatest interest is the degree to which some Trainees have increased job opportunities for

**Table 6.8**  
**Use of Training on the Job (Percentages)**

	Short-term	Long-term	Female	Male	Total
Very Much	19.4	19.7	22.6	17.6	19.4
Much	50.3	45.9	48.4	49.6	49.1
Some	11.0	11.5	8.6	12.8	11.1
Very Little	14.2	8.2	11.8	12.8	12.4
Not At All	5.2	14.8	8.6	7.2	7.8

Source: 1993 Returnee Survey

*A notable group of Trainees' talked about how the experience "opened their eyes" or broadened their vision of the world with respect to their work. Trainees were filled with new ideas about what they wanted to do when they got back. They saw, by comparison, how Honduras needed to improve or reform, and this gave them an incentive to try to bring about change. At the same time, some felt the bicultural experience made them appreciate the strengths they saw in their own work arrangements.*

others. Long-term Trainees associated with the National Association of Returned Scholars (ANEDH) described one fellow returnee who employed 20 full-time and 60 part-time employees in his agricultural export business. A woman Trainee who studied engineering spoke of her efforts to introduce new technology and described how new procedures that she introduced had permitted her company to hire 15 persons in the past month. Several small business management Trainees also spoke of the jobs they had created in family-run businesses.

■ **What Obstacles Are There to Applying the Training on Return?**

As reported above, 31 percent of Trainees said that they used their training only "some," "very little," or "not at all." These Trainees were then asked to explain why they were not successful in applying their training.

The principal reason cited was that the training is not required in the Trainees' present work.

Next in importance in limiting Trainees' ability to apply the training were the *lack of on-the-job resources* and the *inapplicability of the training to the realities of the country*. No statistically significant differences exist in

**Table 6.9**  
**Reasons for Inability to Apply Training**

	Percent	Number
Training not required in present work	33.3	22
Resources not available	21.2	14
Training was not applicable to Honduras	21.2	14
Training was not in current field of work	19.7	13
Was not authorized to implement	9.1	6
Superiors did not support Trainee	4.5	3
Co-workers did not support Trainee	3.0	2
Other reasons	21.2	14
Totals add to more than 100 percent because returnees could give more than one response.		
Source: 1993 Returnee Survey.		n=66 respondents

these answers by sex or sector of employment (see Table 6.9).

■ **Have Trainees' Job Opportunities Improved?**

Over 80 percent of Trainees reported that their responsibilities on the job have increased since their return, and, of this number, 96 percent attributed the increase to their CAPS/ HOPS training (Table 6.10).

**Table 6.10**  
**Improvements in Job Situation:  
CAPS/HOPS-II (Percentages Responding "Yes")**

	Short-term	Long-term	Female	Male	Total	
Responsibilities increased?	79.9	86.5	77.6	84.6	81.7	n=208
—Due to training?	96.7	95.5	98.4	95.2	96.4	n=168
Increased income?	69.5	75.4	74.4	68.3	70.9	n=213
—Due to training?	87.5	97.7	86.2	94.0	90.5	n=148
Received promotion?	27.5	37.8	26.6	32.1	29.7	n=148
—Due to training?	90.9	92.9	89.5	92.9	91.5	n=47
Source: 1993 Returnee Survey						

A considerably smaller percentage, less than 30 percent of Trainees, assert that they have been promoted after their return to Honduras. More men than women (32% to 27%) reported promotions. However, of those who were promoted, 92 percent attributed their advance to CAPS/HOPS training.

Some 71 percent of all Trainees indicated that their incomes had increased since concluding their U.S. training, and 91 percent of those receiving more pay felt it was due to their scholarships. No significant differences existed between men and women or short-term and long-term Trainees.

All Trainees working for NGOs and 91 percent of public sector employees reported increased responsibility on the job (see Table 6.11). Public sector workers were much less likely (41%) than their private sector colleagues (80%) to have increased income. Promotions were also some-

what more frequent in the private than the public sectors (38% compared with 26%). This finding is consistent with findings from previous evaluation studies, in which advancement in the public sector is usually tied to seniority and political affiliations. (The percentage for promotions in the private sector excludes the self-employed.)

#### ■ Are CAPS/HOPS Trainees Leaders in the Workplace?

*Yes.* The survey addresses leadership in several ways. When Trainees were asked if the training has helped them to be more effective leaders, they overwhelmingly agreed that it had. Table 6.12 shows that 84 percent of those surveyed argued that the experience provided positive support to their leadership growth. Similarly, Trainees were asked to assess the usefulness of training for improving their leadership skills, and nearly 90 percent stated the training was either "useful" or "very useful."

Trainees' own views of their leadership role is related to their assessment of the prestige they enjoy with respect to those with whom they interact. Trainees were asked to judge how the CAPS/HOPS scholarship had affected their relative status, and most felt that as a result of the training experience their prestige was either "raised" or "raised a great deal." Table 6.13 summarizes the changes they reported.

In the focus group interviews, Trainees reported an increase in leadership skills and perceived that the leadership training they received was positive and useful. Some attributed their improved leadership skills not to the specific training in that area but to broader effects of the scholarship, such as the requirement to adapt to a new culture and to be resourceful in resolving problems.

**Table 6.11**

#### Contrasts by Sector of Employment: CAPS/HOPS-II (Percentages Responding "Yes")

	Private	NGO	Public	
Increased responsibility?	80.8	100.0	90.7	n=228
Increased income?	79.7	75.0	41.2	n=233
Job promotion?	37.8	33.3	25.8	n=140

Source: 1993 Returnee Survey

**Table 6.12**

#### Are You a More Effective Leader? (Percentages Responding "Yes")

Long-term	Short-term	Total
84.2	87.7	86.7

Source: 1993 Returnee Survey

n=211

**Table 6.13**

#### Perceptions of Trainee Relative Status: CAPS/HOPS-II (Percentages)

	Lower	Same	Higher	
With co-workers	0.0	7.3	92.7	n=193
With boss/superiors	2.2	6.0	91.8	n=134

Source: 1993 Returnee Survey

## A. Multiplier Effect

One characteristic of a leader is the ability to communicate with others and share a vision of new ways to solve problems (Gardner: *On Leadership*, 1990) Trainees were asked in the survey to estimate the number of co-workers with whom they have shared their training experience, both formally (such as in shorts courses and seminars) and informally (such as in informal conversations with colleagues). Table 6.14 depicts Trainee responses, showing the range of responses by Trainees. Interestingly, no statistically significant differences appear between short- and long-term Trainees (depicted

Formal Contacts (n=155)			
No. of Contacts	Short-term	Long term	Total
1-9	30.2	23.1	28.4
10-24	28.4	30.8	29.0
25-49	11.2	20.5	13.5
50-99	12.9	12.8	12.9
100-199	13.8	5.1	11.6
200-499	0.9	2.6	1.3
500 and above	2.6	5.1	3.2
Informal Contacts (n=188)			
1-9	17.1	16.7	17.0
10-24	30.7	35.4	31.9
25-49	15.0	14.6	14.9
50-99	22.1	10.4	19.1
100-199	8.6	14.6	10.1
200-499	5.0	6.3	5.3
500 and above	1.4	2.1	1.6

Source: 1993 Returnee Survey

in the table) or between men and women.

On the average, Trainees formally shared the CAPS/HOPS experience with 74 co-workers. In contrast, the median—that score where half of all the numbers in the survey fall below and half above—was 18 persons. (The mean is considerably higher because a limited number of Trainees stated they had formal contacts with

very large numbers, up to 3,000 people). The “interquartile range” or “middle half” of Trainees (those ranging from the 25th percentile to those at the 75th) falls between 8 and 52 persons.

When Trainees who report very large figures—over 200—are excluded, the average Trainee reports talking with 35 co-workers. Trainees talk about their U.S. training experience even more widely on an informal basis. The mean for the entire sample was 156 persons, while the median was 42. The interquartile range goes from 15 to 100 persons. When those who claim to have spoken to more than 200 persons are excluded, Trainees still report informal contacts with an average of 41 co-workers.

These numbers can be taken as indicative of the population at large and suggest that CAPS/HOPS Trainees have “shared” their experience with many thousands of Hondurans. While it is difficult to quantify the depth of these interchanges, the data suggest that most Trainees have made some effort to discuss what they learned and to communicate their impressions of the U.S. experience with others. Even if the lower average of 35 persons is used to measure the formal presentations by Trainees to co-workers, returnees have shared their training experience with more than 75,000 people.

*The ways in which people shared their training ranged widely.* About 19 percent stated that discussions with co-workers was the primary means of communication. Fourteen percent of those responding reported offering short courses and seminars. Seven percent said they taught courses in the university in which they drew upon their training. Another 28 percent shared their training primarily in conversations with family and friends.

These figures indicate that CAPS/HOPS Trainees take seriously the obligation to share their experience with others. The Follow-on

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Program in Honduras has already begun to support Trainees in the effort to be effective "multipliers," and this could become one of the chief purposes of the Follow-on Program.

## **B. Trainees and Post-training Institutional Support**

Many Trainees—especially short-term Trainees—have retained strong affiliations with the institution that nominated them. Others have developed new links after training which offer them the means to be effective multipliers in the workplace. Even Trainees who have changed jobs since they returned report receiving institutional support from their new institutions. This is a significant finding, since it means that high job mobility after training does not necessarily mean that a Trainee is likely to have less impact. In fact, when job mobility is coupled with promotion, the Trainee is likely to have enough more impact.

The reasons vary as to why such institutional links have not always been maintained by Trainees. Many are associated with the obstacles to impact discussed above. In contrast, Trainees who have been supported to some degree by their employer described much higher degrees of effectiveness. In each of these cases, Trainees were able to call upon the resources of an association, their employer, colleagues, or a voluntary organization to carry out their work.

## **C. Conclusions and Recommendations**

Training is generally perceived by the Trainees to be very useful in the workplace. The results of the survey confirm that the majority of the Trainees believe that the program has been very successful in improving their work skills. Most feel that it has helped them in their present job and enhanced career advancement. Large majorities of Trainees also report high levels of employment, increased job satisfaction, and increased responsibilities on the job. About half

also report increased income. A smaller percent report promotions.

A significant minority expressed reservations about the direct applicability of the training to their work. Three in ten report using the training only minimally on the job, due to three principal obstacles: their training was not required in their present work; they lacked on-the-job resources to implement newly learned techniques; or the training was seen as inapplicable to the realities of Honduras. On the other hand, most Trainees are able to recount in concrete detail some training-related impact that they have had at their workplaces.

Trainees report sharing their training with co-workers on a substantial scale, averaging some 74 persons with whom they have communicated their U.S. experience in a formal manner. A large number of Trainees also assert that CAPS/HOPS training has made them better leaders.

The training programs are therefore of interest to Trainees and useful to them on the job. However, a significant minority of Trainees report, both in the survey and in focus groups, that their training was not consistently designed to directly support them in the workplace.

## **D. Recommendations**

- *Long-term Trainees should continue to receive orientation in job placement through the alumni association on their return.*

Survey findings show that many long-term Trainees either resigned their positions before training or did not return to the organizations where they worked previously. Assistance provided by ANEDH has been useful in providing long-term Trainees with job placement advice. This support will be valuable for the two groups of long-termers currently in the U.S.

- *The training design process for short-term training programs must include a more rigorous needs assessment to ensure that the Training Implementation Plan (TIP) developed for the training provider is directly related to the candidates' needs. Visits from training institutions help ensure that the training course will be relevant to Honduran realities.*

Designing technical training to be as applicable to the Trainees' work related needs as possible is a key to enhancing Trainee impact. The training design can be improved if the Trainees themselves (or, if that proves impossible, technical representatives of the nominating intermediary organizations) have some role in developing the plan. While the basic training themes will conform to the Country Training Plan and to the specific Strategic Objectives that guide the Mission program, the *specific training design* needs the input of these persons.

- *The intermediary organization—employer or volunteer organization—should be required to make a commitment to supporting short-term Trainees on their return, in the same way that Trainees are asked to commit themselves to sharing their knowledge.*

Trainees have requested additional resources to implement their training. The intermediary organizations need to have a greater role in the CAPS/HOPS process beyond that of nominating candidates. While the vagaries of the public sector will always make such commitments less secure, local-level public sector supervisors should also be involved in the process of fine tuning program design, in supporting the Trainee in the workplace, and in participating in or promoting Follow-on.

- *HOPS-II may wish to review training design for ways to strengthen Trainee networking with Honduran and U.S. colleagues. The Mission should include a*

*consideration of the importance of networking in the predeparture orientation, and networking could be emphasized in the new work plans that Trainees devise before leaving for the U.S. to be incorporated into Follow-on activities.*

Most CAPS/HOPS Trainees have been identified as leaders not because they occupy posts in formal, bureaucratic organizations but because they are active in other roles which they hold in their communities, local organizations, or on the job. By virtue of this leadership background, most Trainees already know, at least implicitly, about networking. However, Trainees reported in the survey that the training was less useful in helping them create and maintain ties with colleagues from the U.S. or from Honduras than in other areas. The opportunity the training provides to expand their professional and social contacts, in the United States and with national colleagues, could be emphasized more explicitly to the Trainees.

### 3 TRAINEE IMPACT IN COMMUNITY ACTIVITIES

- **Are Trainees Active in Community Activities?**

*Yes.* About 75 percent of all CAPS/HOPS Trainees surveyed were actively involved in volunteer activities before their training, with no statistically significant differences between short- and long-term Trainees or men and women (see Table 6.15). Seventy-four percent continue to be actively involved after completing their training.

#### **A. Short-term Trainees Increased Their Participation**

Short-term Trainees are more likely to have intensified the level of their participation in community activities. Some 57 percent of *short-term* Trainees believe they are *more* active than

**Table 6.15**  
**Participation in Community Activities (Percentages Responding "Yes")**

Participated in volunteer activities:	Short-term	Long-term	Female	Male	Total	
before training?	76.3	69.8	68.8	79.1	74.7	n=225
after training?	76.1	67.2	68.0	77.5	73.5	n=226

Source: 1993 Returnee Survey

**Table 6.16**  
**Use of Training in Volunteer Activities (Percentages)**

	Short-term	Long-term	Female	Male	Total
Very Much	7.0	4.1	6.9	6.5	6.7
Much	42.6	32.7	40.3	39.3	39.4
Some	22.5	30.6	15.3	30.8	24.4
Very Little	20.9	16.3	22.2	17.8	19.4
Not At All	7.0	16.3	15.3	5.6	9.4

Source: 1993 Returnee Survey

n=180

they were before training, while only 36 percent of *long-term* Trainees believe they are more active, a statistically significant difference. Likewise, 29 percent of long-term Trainees, and only 13 percent of short-term Trainees, believe they are *less* active in community activities than before training. This is consistent with the perception that long-term Trainees tend to focus more on career advancement after returning and are less likely than short-term Trainees to evince interest in CAPS/HOPS alumni activities.

Program personnel stated that until 1993, all CAPS/HOPS Trainees received training in their current field of work or, in the case of young long-term Trainees, in a field that would provide employment in the future. In contrast with other CLASP Projects, training was not carried out in areas of volunteer activity until the recent short-term groups in community development and rehabilitation of the blind were selected.

### B. Training and Volunteer Activities

Although CAPS/HOPS training was primarily designed to support Trainees in the workplace, many also found the training to be useful for

volunteer activities. About 46 percent of Trainees report that they have used the training "much" or "very much" in volunteer activities (see Table 6.16).

### C. Types of Volunteer Activities

Trainees who are active in volunteer organizations take part in a wide range of activities. The types of activities listed by the short- and long-term Trainees are distinctive. Short-term respondents (21%) are active in community improvement activities while few long-term Trainees (2.7%) list this as an activity (see Table 6.17). Likewise, civic and union activities are more likely to be undertaken by short-term Trainees, while long-term Trainees dedicate their volunteerism to church, charity, education, and cultural activities. The breadth of the activities also demonstrates that Trainees are playing roles in many different spheres beyond their places of work.

**Table 6.17**  
**Primary Volunteer Activities of CAPS/HOPS Trainees (Percentages)**

	Short-term	Long-term
Community Improvement	21.2	2.7
Religious/Charity	15.0	18.9
Civic or Union Activities	12.4	5.4
Educational Projects	7.1	16.2
Cultural	8.0	21.6
Sports	7.1	13.5
Health Activities	6.2	8.1
Other	2.7	0.0

Source: 1993 Returnee Survey

Trainees characterized their level of participation in one organization in which they were most active. Six activities, ranging from the least commitment of effort to the greatest, were presented as options. Table 6.18 confirms the high level of activities among Trainees. What it does not reveal, however, is the high level of activities among short-term Trainees. Nearly 33 percent of all short-term Trainees reported taking on *all six* activities listed, and 67 percent had taken on four or more. Among long-term Trainees, less than 15 percent had taken on all six activities, and 46 percent had taken on four or more (a statistically significant difference at an  $\alpha$  of .01).

**Table 6.18**  
**Roles Trainees Play in Civic Activities (Percentages)**

	Short-term	Long-term	Female	Male	Total
Attended meetings	82.8	76.2	82.1	81.0	81.4
Planned events	77.3	66.7	76.1	74.3	75.0
Led events	70.3	56.1	68.2	66.7	67.3
Trained others	60.9	56.1	60.6	59.0	59.6
Acted as spokesperson	48.4	36.6	43.9	47.6	46.2
Held formal office	66.9	59.5	64.2	66.3	65.5

Source: 1993 Returnee Survey n=170 to 172

#### D. Trainees Exercise Leadership in the Community

Nearly 89 percent of those surveyed felt that the CAPS/HOPS training was either "useful" or "very useful" in supporting their leadership growth. These same leadership qualities are applied by Trainees in the community. Such efforts affect the relative prestige of Trainees in volunteer activities as well as in the workplace. Trainees felt that their status rose in the community and with their families, as reported in Table 6.19.

**Table 6.19**  
**Perceptions of Trainee Relative Status: CAPS/HOPS-II (Percentages)**

	Lower	Same	Higher	
With community	0.5	9.7	89.9	n=216
Own self-esteem	0.0	4.0	96.0	n=223

Source: 1993 Returnee Survey

#### E. Multiplier Effect

As at work, Trainees act as leaders and multipliers in their volunteer activities, sharing what they have learned with fellow volunteers and community members. In the survey, Trainees estimated the number of people among friends and family with whom they have shared their training experience in the community. They were asked to distinguish between *formal* presentations and *informal* means of sharing their experience (Table 6.20).

Trainees reported speaking about CLASP training to an average of 69 people in formal situations and 155 in informal situations outside the workplace. The "middle half" (25th to 75th percentile) ranges from 13 to 70 persons for formal presentations and between 15 and 100 persons for informal communications.

**Table 6.20**  
**CAPS/HOPS Multiplier Effect: Trainee Contacts with Community Members (Percentages)**

Formal Contacts (n=138)			
No. of Contacts	Short-term	Long-term	Total
1-9	14.4	23.5	16.7
10-24	30.8	23.5	29.0
25-49	16.3	32.4	20.3
50-99	16.3	14.7	15.9
100-199	10.6	0.0	8.0
200-499	9.6	5.9	8.7
500 and above	1.9	0.0	1.4
Informal Contacts (n=194)			
No. of Contacts	Short-term	Long-term	Total
1-9	10.5	5.9	9.3
10-24	25.9	27.5	26.3
25-49	13.3	23.5	16.0
50-99	21.7	21.6	21.6
100-199	17.5	11.8	16.0
200-499	9.1	5.9	8.2
500 and above	2.1	3.9	2.6

Source: 1993 Returnee Survey

Following the method adopted in the discussion of workplace contacts, when the "extreme" cases (those who said they formally shared their experience with more than 200 persons) are removed from the sample count to calculate a more typical average, the mean number of formal contacts remains a substantial 41 persons, and the informal contacts average 53 persons, including family, friends, and community members.

Women are significantly less likely than men to share their experience with fellow community members in large group, formal situations. No other statistically significant differences exist between short- and long-term Trainees or men and women.

#### F. Trainees Participate in the Democratic Political Process

A secondary goal of CAPS/HOPS has been to support and foster the *democratic political process* within the country. Trainees were therefore asked in the survey about their political participation, both in the formal governmental process and in nongovernmental procedures (see Table 6.21). This clearly can be a sensitive question, and some Trainees expressed reservations about responding.

Voting in governmental elections is obligatory in Honduras, and 94 percent of the Trainees report that they vote. About half also report voting in

some non-governmental election, such as within an organization or institution. (This figure is clearly reduced by the fact that many Trainees may not belong to an organization which organizes formal elections but may select its leaders through other, less formal methods.) Some 32 percent of all Trainees also report that they are involved in non-governmental electoral campaigns, such as in actively supporting a candidate. About 20 percent take part in governmental electoral campaigns. In both cases, men are significantly more likely to participate than women.

Nearly 20 percent of all Trainees surveyed have stood as candidates in non-governmental organizational elections, and nearly 17 percent have presented themselves as candidates to governmental electoral offices. This latter figure is undoubtedly influenced by the fact that CAPS/HOPS has selected local-level municipal government as an area for short-term technical training. This may explain that running for public office is the only significant difference that exists between short- and long-term Trainees (statistically significant at an  $\alpha$  of .006). Again, men are significantly more likely than women to become candidates.

#### G. Conclusions: Findings on Voluntary Activities

The Trainees are generally an active and committed group who participate in many activi-

**Table 6.21**  
**Trainees Characterize Political Participation (Percentages)**

	Short-term	Long-term	Female	Male	Total
Votes in gov. elections	92.9	94.9	92.4	94.4	93.5
Votes in non-gov. elections	50.3	45.8	44.1	53.6	49.5
Takes part in gov. campaigns	20.5	10.2	9.7	24.2ss	18.0
Takes part in non-gov. campaigns	34.0	23.7	22.6	38.7ss	31.8
Candidate in gov. elections	20.5	5.1ss	7.5	24.2ss	17.1
Candidate in non-gov. elections	29.5	27.1	19.4	37.1ss	28.8

Source: 1993 Returnee Survey

n=217 or 218, depending on variable

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ties outside their work. CAPS/HOPS Trainees are identified as leaders during the selection process and leadership is as effectively realized in the community as on the job. Three-quarters of the Trainees were already active in community programs before training, and an equal number continue to participate in volunteer activities at present. Of those, 51 percent say they are more active than before.

It is not possible to say with assurance to what degree CAPS/HOPS training has contributed to this perceived increase in volunteerism. On the other hand, many Trainees attribute their present roles, at least in part, to the "stimulus" or the "vision" that the U.S. training experience provided them.

## H. Recommendations

- *Group training plans should define expected results for Trainee participation in volunteer activities. Later, actual outcomes can be assessed accurately.*

Under the present project design, explicit indicators for measuring how CAPS/HOPS training reinforces community activities do not exist. However, it appears that an emphasis on community activities and volunteerism has grown under the HOPS-II definition of leadership. Expectations should be clarified in the training design if the Project wishes to systematically foster community activities upon the Trainees' return.

**CHAPTER SEVEN**

**WOMEN  
AND THE  
CAPS/HOPS  
PROGRAM**

## 1 INTRODUCTION

This chapter focuses on the participation of women in the design, implementation, Follow-on, and impact of the CAPS/HOPS project. Discussed are significant factors concerning women (as compared to men), including women's access to employment as a result of the training. The methodology employed to ensure that the interests and role of women (as compared to men) were taken into account during the evaluation will be described.

### A. Gender Considerations in the Evaluation Methodology

Special attention was paid to gender in all phases of the evaluation. Responsibility for field work, data analysis, and report preparation was equally shared by Dr. Roger Rasnake and Ms. Janet Kerley, Evaluation Specialists. The research team in Honduras included equal numbers of men and women. Seven of the 15 interviewers were women. In addition to supervising the interviewers, Ms. Ana Midence, a member of the Honduran counterpart team, organized and conducted five focus groups with women. The specific theme of these meetings was differential program implementation and the impact of the CAPS/HOPS project on women.

The sample chosen for the survey was stratified by sex to ensure that the proportion of women in the sample was equal to the proportion of women in the Trainee population. No significant problems were encountered during the data collection phase of the research and no difference was found in the response rate of women and men.

In all areas of data analysis and interpretation, special attention was paid to the impact of the project on women. All frequencies and cross-tabulations were run by female/male and statisti-

cally significant differences in the responses are reported in the text. Other issues related to women are highlighted in each chapter as appropriate.

### B. Project Design and Implementation

#### ■ Selection of Women

Over the life of the project, women's participation has averaged 37 percent ( $n=2,183$ ). During the CAPS-I project, women represented 38 percent of the 1,980 Trainees. By 1991, however, the participation rate of women had reached 62 percent. Midway through the HOPS-II program, women's participation has dropped to 36 percent (of 272 Trainees). In 1992, 30 percent of the Trainees were women; in 1993, the participation of women increased to 37 percent. (Aguirre International CIS data through FY 1993).

The participation of women in the *long-term academic programs* under CAPS-I and HOPS-II has remained constant. Women represent nearly 40 percent of Trainees receiving academic training. However, women appear to have been selected differentially by type of academic degree. Women represent 44 percent of Trainees studying for the Associate of Arts Degree, 36 percent of the B.A./B.S. candidates, and 46 percent of the M.A. candidates. Both women and men were dissatisfied with the Associate of Arts program (see Chapter Four: U.S. Training Institutions). However, dissatisfaction with the program appeared to be stronger among women because they perceived that their male counterparts were more likely to have their two-year program extended to the four year program.

Societal constraints may affect the selection of women for the four-year university program. For economic reasons, economically disadvantaged women may have had to study in the commercial high school program. They may find it difficult

to qualify for fields requiring a College preparatory program (bachillerato).

Women are represented in all the fields of study for which candidates have been selected, but not always in equal numbers. Women were highly represented in computer training (61%), business management (52%), and dentistry (60%).

In employment fields traditionally dominated by men, women were represented in smaller numbers. For example, of the 594 people trained in agriculture, 16 percent were women. Only 20 percent of those studying engineering were women. Some Trainees have suggested that the program contributed to maintaining the status quo, as some women were counseled against studying engineering, a four-year program. Instead program staff encouraged them to study programming, a two-year program with increasingly limited opportunities for advancement. Moreover, in the field of education, where women traditionally predominant, only 43 percent of the Trainees were women.

Women's participation in *short-term technical training* has averaged 37 percent. Women were 47 percent of the Trainees in 1990 and 62 percent in 1991, when only short-term Trainees were being trained. Under HOPS-II, the participation rates for women in *short-term programs* dropped significantly. In 1992, 25 percent of short-term participants were women; in 1993, 36 percent of the Trainees were women. The 1993 statistics were affected by the group of 46 mayors and mayoral candidates who received a two-week training course in May, 1993 in which 39 men and only six women participated. This low participation rate may be due to the constraints in the political system in which far fewer women are proposed as candidates for formal office.

### **C. Conclusions on Recruitment and Selection of Women Trainees**

The program has not yet reached the 40 percent level for women's participation. At the mid-point

of the program, HOPS-II has dropped considerably below the 40 percent mandated rate for selection of women and below the 38 percent participation rate achieved by the CAPS-I program. The greatest discrepancy appears to be in the short-term programs, where program administrators also have the greatest opportunity to correct the problems, since a larger number of Trainees are selected for short-term training.

The percentage of women participating in the long-term academic program is lower than the percentage of women attending universities in Honduras. The participation of women in higher education programs in Honduras is over 50 percent. Further, the program appears to support traditional fields of study for women in the long-term training program. A recent international report noted that "the data available on women's chosen course of study at UNAH indicates that women are already moving into courses traditionally dominated by men, following more closely the male preferences for law, medicine and business administration" ("Honduras: Women's Country Assessment. IBRD, January, 1993; p 8). Therefore, it is important the CAPS-HOPS program be cognizant of country trends and not prejudice women's choices of study.

Recommendations for increasing the selection of women in the program are provided in Chapter Two: In-Country Program: Recruitment and Selection.

### **D. Training Themes**

Project personnel are to be commended for recognizing and correcting the tendency to train only medical doctors, primarily men, in the health community. The courses for nurses and medical technicians offer the opportunity for women to be included. In fields where women traditionally predominate, such as education, it will be relatively easy to achieve the recommended level of 40 percent participation. Attention should be paid to balancing training themes, within the limits of program constraints,

so that fields in which relatively few women are employed will not predominate.

## **2 U.S. TRAINING PROGRAMS**

Few problems were reported by Trainees or the U.S. training institutions that would indicate any discrimination based on gender. Women Trainees did discuss one sensitive issue, however, regarding sexual harassment. Some long-term academic students were harassed on campus by U.S. students. The problem was only discovered when a training officer from the Mission visited the women on-campus and became aware of their problems. Two factors contributed to the problem going unattended for nearly a year. First, due to cultural sensitivities, the women were embarrassed to speak about the problem. Second, they did not know who on campus would help them. This problem should be addressed during the cross-cultural training of the predeparture orientation program, when both men and women can learn about U.S. female-male interactions.

A second problem occurs when women Trainees are harassed by men in the training program. Some women suggested that in certain socio-economic groups, women who travel independently are viewed with less respect by Honduran men. This issue must be discussed with men and women during the predeparture orientation program.

### **A. Women and the Impact of Training**

The CAPS/HOPS training appears to be an empowering experience for many of the women. Results from the returnee survey and focus groups with women confirm that the project has had a significant impact on women's lives, from concrete improvements in their income and employment opportunities to more far-reaching changes in attitude. The highlights of these impacts are discussed below. Data on employment and community activities are provided in

Chapter Seven: Employment and Community Activities as well as in the case studies reported in Chapter Six: Four Case Studies in CAPS/HOPS Programming.

### **B. Attitudinal Changes**

Women appear to have undergone permanent attitudinal changes. They describe themselves as more self-confident, more independent and more willing to be responsible for themselves than before the training. They felt prepared to act in ways that are less traditional, such as living in an apartment away from their families before marriage and standing up for themselves in the face of job discrimination or sexual harassment. Many of the men, on the other hand, expressed a desire to return to the traditional Honduran values and behavior which continue to foster male superiority.

### **C. Enhanced Employment Opportunities for Women**

The training provided through the CAPS/HOPS programs has enhanced women's employment opportunities. The employment rate for women returnees (86.3%) is lower than that for men (95.3%). However, women's employment rate prior to training (76.5%) was considerably lower than the rate for men prior to training (90%). Thus it appears that women return with increased skills and/or desire to be economically active.

To better understand the impact of the CAPS-HOPS training program on the status of women and the labor market, it is useful to compare CAPS' female employment to that for women throughout the country. In 1990, the labor force participation rate for women between the ages of 15 and 65 in Honduras was just over 30 percent.

Women appear to have higher job mobility than men. Only 60 percent of the women remain in the same job they held prior to training, compared to 72 percent of the men. Of the women who changed jobs, 65 percent attributed

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the change to their CAPS training. Approximately the same percentage of men attributed their job changes to the CAPS training. It appears that after training, women have raised

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*A former engineering assistant received her Masters degree in Civil Engineering through the CAPS program. Upon her returned, she served as director of a municipal government office responsible for providing water service to marginal neighborhoods. Later, she was hired to direct a project jointly sponsored by the National Water and Sewerage Company and UNICEF. Recently she was promoted by UNICEF to direct a similar project in El Salvador.*

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their job expectations and are less content with their former jobs. This is supported by survey data which show that all the Trainees who classified their current jobs as "worse than before" were women.

Many of the women who studied on long-term academic programs expect to be active in the labor force throughout their lives. Former Trainees have reached positions of increased responsibility. These women are not only aspiring to positions of greater responsibility but searching actively for ways to break through the Honduran equivalent of the glass ceiling. One

woman, trained in the medical field before she earned her Master's in Public Health under CAPS, said "I want to be a hospital administrator. There have never been any in Honduras, but after my training in the United States, I am determined to be the first." The Follow-on Program coordinator is actively working to identify an opportunity for her to move into this field.

Women trained in business management through short-term training programs have also benefited. In Honduras, over half of the women in the labor market are self-employed (54%) "where average earnings are well below those in the public and private sectors..." (1989 Household Survey, Honduras). Some 35 percent of men are self-employed. These women tend to have limited education and less access to formal training programs that would increase the productivity of their self employment activities. By offering training opportunities to this group of women, the CAPS-HOPS program is making a substantial contribution to improving the opportunities for women's productive activity.

Women continue to face more difficulties finding professional employment in their fields than their male CAPS colleagues. Discrimination against women both for salary and for professional responsibility continues to be an obstacle women returnees face in Honduras.

# CHAPTER EIGHT

## FOLLOW-ON

10/2

**1 INTRODUCTION**

Follow-on has become an increasingly important aspect of CLASP training throughout the hemisphere. Previous research has shown that the development impact of training is increased when an appropriate Follow-on program supports returned Trainees in their use of training on the job and in community activities.

This chapter is designed to answer the following questions about the HOPS-II Follow-on Program:

- Do current Follow-on activities fall within the parameters under CLASP-II guidelines?
- Is it probable that the application of the scholars' training will be achieved and provide enhanced development impact as a consequence of these Follow-on strategies and activities?
- Should changes be made to increase the application of scholars' training and/or increase the development impact of the project?
- Should changes be made to reduce costs?
- Is adequate monitoring and supervision present for current Follow-on activities?
- To what extent and how should multiplier effects be measured and tracked?

The growing recognition of the importance of Follow-on led to its inclusion as a formal program element in the HOPS-II Project Paper.

**2 FOLLOW-ON ACTIVITIES DURING THE CAPS PROGRAM****A. Continuing Education as the Focus for Initial Activities**

Follow-on activities for the CAPS/HOPS program were included in an initial Project Implementation Document (PID) prepared in 1985. The goal of the Follow-on Program was described as providing a "form of continuing education designed to further the objectives of CAPS" with such specific objectives as ensuring that participants utilize their training; assisting participants in transmitting to others their newly acquired knowledge; and strengthening the bonds of friendship between the U.S. and Honduras (USAID/Honduras 1985, p. 23).

Initially, ad hoc activities, such as in-country award ceremonies, informal meetings, skill reinforcement seminars, and newsletters were offered by institutions which had organized U.S. short-term training. Individuals who had worked with Trainees in the NAPA Program in Vermont also visited returned Trainees and provided technical assistance.

**B. Follow-on Staff**

In the fall of 1988, the Mission implemented a previous evaluation's recommendation (Creative Associates, 1987:9-10) that Follow-on activities be increased by hiring a full-time training specialist to implement the Follow-on Program. Activities were set forth in a working document (USAID:1988).

The CAPS project records show that the primary Follow-on activities carried out under the CAPS program were:

- Certificate award ceremonies for all returning Trainees;

- A U.S.-based re-entry seminar for long-term academics just before their return to Honduras;
- A survey of returned participants;
- Outreach to national and international organizations, such as Peace Corps and government ministries, to coordinate technical assistance and training of scholars;
- On-site visits to Trainees at work and in the community to maintain contact and observe their application of new skills and knowledge;
- Occasional seminars for Trainees to reinforce U.S. training in certain technical areas;
- Re-entry seminar within three weeks of returning to Honduras to assist scholars in planning how to apply their training in their work or community activities;
- Follow-on seminars, scheduled four to six months after returning from training; and
- Funding for a quarterly newsletter and technical materials from RTAC for scholars, an annual reunion of scholars, and access to resources designed to assist the Trainee in applying new skills and knowledge.

### 3 HOPS-II FOLLOW-ON PROGRAM

#### A. Program Goals Expanded to Emphasize Development

Strong support for the Follow-on Program continued in the HOPS-II program. The scope of the Program was expanded, by adding four new Follow-on objectives to those established under CAPS-I. Staff were directed to :

- assure a higher level of impact in national development priorities;
- enhance the leadership skills of returned scholars;
- maintain appropriate data on returned Trainees; and
- reduce re-reentry culture shock (USAID/Honduras, undated document:2-3).

#### B. Follow-on Program Activities

The activities supported through the Follow-On Program have reached substantial numbers of people. Through September 1993, over 6,000 persons had directly participated in some aspect of the Follow-on Program, either returned Trainees themselves or others who had received training from the Returnees. A description of program activities is provided below.

##### ■ Outreach to Trainees

One of the first tasks of staff in 1988 was to *establish contact* with those who received training during the first three years of the program and initiate mechanisms to meet and *remain in contact* with current Trainees. The Follow-on staff accomplished this through frequent field visits to returnees at their place of work. These included farms, schools, small businesses, and homes in all corners of the country. Over five years, the Follow-on staff have successfully built a strong working network of returned CAPS/HOPS Trainees. This permits timely monitoring of Trainee activities after training and allows staff to easily inform Trainees of upcoming follow-on activities. The ability to contact participants facilitated the survey of small business owners to document the application of their new skills in this area (see Chapter Five: Case Studies in Small Business Development) and allowed the evaluators to rapidly and efficiently contact Trainees for the current study.

## ■ Formation of Alumnae Associations

Upon the return of the first group of long-term academic Trainees (LTAs), Follow-on staff encouraged them to form an alumni association which evolved into the National Organization of Long-Term Returned Scholars, ANEDH (Asociacion Nacional de Educadores para el Desarrollo de Honduras). Staff produced a newsletter as a vehicle to build a sense of identify for the program and to communicate with Trainees about the associations. ANEDH has grown from a largely AID-directed group of returned Trainees to an independent, Non-Government Organization (NGO) last year. Salaries for a full-time director and secretary, as well as office space and equipment, are supported by the Mission.

In addition to providing guidance and support to launch ANEDH, the Follow-on staff provided support for PACOH, an organization begun by a core of returnees who had studied environmental education in Vermont. PACOH has expanded into a national-level association of educators interested in environmental issues. The group and its impact on the national environmental movement is discussed in detail in Chapter Five: Four Case Studies.

Across the country, the strong network of returnees has provided the foundation for departmental meetings between Follow-on staff and returnees to foster local alumni associations in each geographic zone. Both long-and short-term Trainees are encouraged to work together in these nascent associations, whose primary purpose is to encourage individuals to work together on projects that can benefit the larger community. The most successful organization is located in Gracious A Dios, which is unique in its isolation and ethnic homogeneity. Most of the Trainees are Miskito and perceive their work as an opportunity to help an oppressed minority to which they belong. The group is comprised of a small number of committed Trainees who are recent participants in the program.

## ■ Participation in Predeparture Training

The Follow-on staff participate in the motivational seminar at the beginning of all short-term programs to become acquainted with all the Trainees as they enter the Program. The motivational seminar is an excellent opportunity to inform Trainees about the activities of the Follow-on Program and elicit suggestions from them about the types of activities which would most support their work. A more organized and coordinated team approach to the discussion of Follow-on during the predeparture orientation program would produce a greater commitment on the part of the Trainees.

## ■ Maintain Appropriate Trainee Data

Under HOPS-II, the Trainee Tracking System (TTS) was added as an additional means to keep in touch with Trainees. TTS is a database which expands upon the CLASP Information System (CIS) and is designed to gather longitudinal data on the employment/career paths of the Trainees. This allows measurement of the impact of the program over time. The Follow-on staff is preparing a directory of names and addresses of returned Trainees. It is expected that this will be a useful tool to enable Trainees to develop and maintain their networks.

The monthly trip reports highlight the accomplishments of the respective individuals and groups visited and contain substantial anecdotal evidence of the application of the training. This invaluable data is not shared with the Mission technical officers, however.

## ■ Reduce Re-entry Culture Shock

The staff has tried several approaches to assist long-term academics with re-entry culture shock. In December, 1992, the Follow-on staff organized a seminar in Washington, DC six months prior to the return of a group of LTAs. The purpose of the seminar was to discuss the types of problems they might anticipate upon

returning and to explore steps the students could take while still in the U.S. to look for employment in Honduras. Resume writing, contacting U.S. or international businesses with offices in Honduras, and other job-hunting techniques were shared. Another group was invited to participate in a two-day seminar in Tegucigalpa.

Ensuring employment for the LTAs is seen as a way to reduce culture shock and has occupied a substantial amount of staff time. Culture shock is reduced through counseling individual Trainees, providing access to the network of returned Trainees who are working in similar fields, and supporting ANEDH in helping Trainees find employment. ANEDH is playing a major role in helping Trainees adjust by providing week-end "job-search seminars," assisting in certifying transcripts and diplomas, and providing a spot where returned Trainees can meet to talk about readjustment problems and exchange information.

#### ■ Enhance the Leadership Skills of Returned Scholars

In the initial years of the Follow-on Program, the Follow-on staff spent a great deal of time working with Trainees so that they could assume the leadership of the alumni associations. The Trainees have assumed responsibility for the national associations, ANEDH and PACOH, while the next level of leadership is being developed at the department level.

The Follow-on staff have conducted leadership seminars for returned Trainees, especially for members of the youth training program. However, these have not been offered on a systematic basis.

As Trainees are encouraged to share their information with others in their community or work place, Trainees are in fact exercising leadership skills. The Follow-on staff has been supportive of these types of activities, by encouraging participants to run seminars.

The Follow-on staff also have been supportive of efforts to include returnees in the selection process for upcoming training programs. This encourages the returned scholars to talk about their experiences with others. The Follow-on staff believe that returnees could play a more significant role in this process.

#### ■ Ensure a Higher Level of Impact on National Development

Some of the most significant work of the Follow-on Program is taking place in this area, with several short-term training groups receiving support for development activities. The apple producers, trained as part of the Partners of the Americas program in Vermont, continue to receive technical assistance through the Follow-on Program. They have received seminars on technical aspects of growing apples, and recently three long-term scholars completed a needs assessment for the group. Additional assistance will be forthcoming for this very successful enterprise as a result of the survey.

A more recent HOPS-II initiative to train nearly 75 primary school teachers and administrators has also received substantial support from the Follow-on staff. They have helped arrange reinforcement training in Honduras provided by one of the U.S. training institutions. A group of returned Trainees, working with the U.S. trainers, organized "multiplier seminars" to share the new educational methods with their colleagues and supervisors. Likewise, members of PACOH and Follow-on staff have organized seminars for other educators interested in environmental education. Through site visits, the Follow-on staff provide encouragement and one-on-one counseling to support Trainees' application of new skills and knowledge.

#### 4

#### OTHER POST-TRAINING ACTIVITIES

Returnees are active in many activities which are not part of the formal Follow-on Program,

*One graduate of a short-term training program returned determined to improve his small rural community. With the help of the follow-on staff, he has learned how to write project proposals to obtain funding from national and international organizations for income-generating projects. Having successfully convinced a government ministry to complete an irrigation system which provides water for their crops, he is working on a proposal which will teach his neighbors how to raise rabbits. The meat will be used to feed people and the rabbit fur will be sold to provide cash income.*

but are nevertheless of significance since they support major program objectives. The descriptions of post-return activities reported in Table 8.1 are from the survey of CAPS/HOPS scholars.

#### A. Strengthening Ties with the U.S. and Among Trainees

A large number of the Trainees maintain U.S. contacts, according to the results of the survey. More than half of all Trainees have maintained contact with U.S. acquaintances and over 21 percent—25 percent of long-term Trainees—have received visits in Honduras from U.S. friends. This suggests a level of direct contact that surpasses letters and occasional telephone calls. Nearly half have established commercial relations with the U.S. Some 39 percent read U.S. professional magazines, while 25 percent continue to have contact with their U.S. training institution.

Friendships and professional relationships established with other Hondurans as a result of the training also are long-lasting. Nearly three-quarters of the Trainees report having personal contact with other Trainees and 20 percent are working on projects with other Trainees.

Men and women were equally likely to undertake post-training activities. However, men more frequently worked with Peace Corps volunteers and on projects with other Trainees, which men The basis for such differences would require further investigation. Women's greater responsibilities in the domestic domain do not prevent them from maintaining contacts with U.S. friends, the U.S. training institutions, or fellow Trainees. However, the two areas where women are less active are in work activities where involvement may be less possible for women. Cross-cultural research confirms that, in more traditional communities, men are more likely than women to act as spokespersons in the

**Table 8.1**  
**Post-training Activities: CAPS/HOPS-II**

	Short-term	Long-term	Female	Male	Total	
Personal Contact with other Trainees	71.6	81.5	70.8	77.8	74.8	n=222
Formal Follow-on activities	41.8	33.8	37.5	41.9	40.0	n=220
Contacts with U.S. friends in U.S.	47.1	72.3	56.3	53.2	54.5	n=220
Contact with U.S. training institution	18.4	40.6	24.2	26.8	25.7	n=218
Visits from U.S. friends	19.1	25.0	23.2	19.5	21.1	n=218
Work with Peace Corps volunteers	21.2	16.9	13.5	26.2	20.6	n=218
Reading U.S. professional magazines	33.1	55.4	35.4	42.4	39.4	n=221
Projects with other Trainees	19.0	21.5	14.6	24.2	20.0	n=220
Commercial relations with U.S.	6.6	17.2	7.4	11.4	9.6	n=218
None of the above	15.9	7.8	13.7	13.1	13.4	n=217

Note: About five percent also mentioned some other post-training activity which they attributed to their U.S. training.

Source: 1993 Returnee Survey.

public domain. In the case of Peace Corps contacts, PCVs may (even unconsciously) favor contacts with men over women when establishing ties with former Trainees.

Not surprisingly, long-term Trainees are significantly more likely to read professional journals from the U.S. than short-term Trainees. A much higher percentage of long-term Trainees have maintained contacts with U.S. friends (72% compared with 47% for short-term Trainees) and with the U.S. training institution (41% versus 18% for short-term Trainees). This is to be expected, since the longer period of study in the United States provides the opportunity to develop a greater depth in personal relationships.

Finally, a small proportion of Trainees—16 percent of short-term Trainees and 8 percent of long-term Trainees—said that they have undertaken none of these post-training activities.

### B. Trainees' Participation in Alumni Association

More than half of long-term Trainees stated that they considered themselves members of an Alumni Association compared to only 18 percent of short-term Trainees. This is understandable, since the principal alumni group was begun by long-term returnees. As the regional and departmental organizations flourish, the number of short-term Trainees participating is expected to increase. When this small proportion of the survey (61 respondents) was asked what they saw as the principal objectives of their association, 33 (54%) mentioned meetings, and 8 (13%) referred to "project development." Eight others said the Association was doing "nothing," and other possible activities had fewer responses.

### C. Strong Friendships Among CAPS Trainees

The Follow-on Program has contributed to strengthening the relationship of the Trainees to the CAPS/HOPS program through extensive outreach activities. However, the continuing contacts appear to be the result of a strong U.S. program component and ties formed with U.S. citizens through the training institution and the Experience America activities. For example, the on-going contacts between the two countries that occurred as a result of the Vermont-Honduras Partnership are an example of this type of friendship. The partnership is independent of the CAPS program and flows from the on-going activities of the state-country link. The bonds formed during the training are continued for years after the training has taken place. The program administrators are to be commended for this aspect of the program.

## 5 FOLLOW-ON PREFERENCES

### A. Reinforcement Training Needed

Surveyed Trainees were asked what *they* see as priorities for future Follow-on programming. Up to three suggestions from each Trainee were reported. Over half of the suggestions cited the need for additional training in the form of

**Table 8.2**  
**Preferences for Follow-on (Percentages)**

Activity	Short-term	Long-term	Total
Seminars, Workshops	49.3	57.1	54.1
Additional Technical Training	52.1	45.2	53.5
Meetings, Opportunities to Gather	10.0	19.0	12.8
Assistance in Project Implementation	7.9	2.4	7.0
Professional Development	3.8	16.7	7.0
Other Suggestions	15.4	9.5	14.5

Other specific responses (newsletters, alumni associations) were made by less than 2% of Trainees. Totals add to more than 100 percent since Trainees could give up to 3 responses.

Source: 1993 Returnee Survey. n=172

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seminars) and workshops (54%), and technical training (53%). Few Trainees requested more meetings.

Respondents confirmed the survey results in focus groups and open-ended interviews. Overwhelmingly, Trainees who participated in short-term programs asked for more training upon returning to Honduras for several reasons.

- Some said that the training they received was of a general nature and that, in order to fully utilize their new knowledge, they needed more specific training.
- Others felt they had been given a good base or foundation of new skills, but needed more training to fully implement the new methods. For example, mayors and mayoral candidates who participated in a two-week introductory program to U.S. local municipal government, wanted more in-depth instruction.
- Many reflected the opinion of one Trainee, who said, "Additional training—in the form of short courses, seminars, and exchanges among Trainees in similar fields—is needed to reinforce the training we received in the United States. These new courses could be more extensive and in-depth, provided over a longer period of time than the short program in the U.S. and under less time pressure."

Others agreed, arguing that additional training seminars would support them in first applying their new skills and then meeting with fellow returnees with similar training. It would permit Trainees to compare experiences and learn from each other in their attempts to use what they have learned.

Some long-term academics also requested additional short courses to keep informed about changes in their fields. This could be accomplished, Trainees suggested, by funding Trainees to attend professional meetings in the United States or by bringing experts to Honduras for

seminars. Only two long-term scholars mentioned the need to continue programs to help academic scholars find employment. This suggests that current efforts to locate jobs are adequate.

### **B. Increase Sharing of Experiences Among Trainees**

The second most requested improvement to the Follow-on Program was *increased communication among returnees*. Teachers want to meet their fellow returnees around the country who have received training in new instructional methodologies to share experiences gained from applying their new skills. Environmental educators, who have received such support, hope it will continue.

Many in the survey said that it is very helpful to first try out their new skills and then meet with returnees who had received similar training. Trainees can compare experiences and learn from each other.

### **C. Expand the Follow-on Program to Include all Trainees**

Other Trainees spoke of the need to expand the number of returnees for whom activities are planned. The perception exists among some Trainees that the Follow-on Program has been limited to certain groups, for example, teachers or those in agriculture. Trainees who studied in the early years of the program, long-term Trainees who wish to remain current in their fields, and others also wished to be included. As one Trainee said,

"Right now, anything that the ex-scholar might apply from the training depends quite simply upon his own initiative. It seems to me that the people who taught the course would want to see how the information is being used, but if those instructors can not be brought to Honduras, at least try to organize classes to keep us up to date."

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## D. Support for Project Work

Finally, the short-term scholars requested specific financial support in two areas: funds for implementing small-scale development projects and access to credit for the expansion of businesses and marketing, especially for those trained in small business management. (This has been discussed further in Chapter Five: Case Study of Small Business.)

6

## CONCLUSIONS AND RECOMMENDATIONS

### A. Do current activities fall within the CLASP-II guidelines?

*Yes.* The Follow-on Program has planned and implemented activities in each of the six areas outlined in the working paper for CLASP-II. Many of the current activities began under CAPS-I but new activities to support the increased emphasis on development impact have been added under HOPS-II.

The major efforts have focused principally in three areas: maintaining contact with participants, establishing national and regional associations, and finding employment for long-term academics. The continuing education mandate of the Follow-on Program has not received commensurate attention.

Efforts to establish national level associations are difficult to manage, even when there are high levels of interest and commitment among a proportion of the returned scholars. Communications are difficult, meetings are complicated and costly to organize, and the support for the organizations is labor-intensive.

The Follow-on staff are commended for having provided the necessary training and support to PACOH and ANEDH leadership enabling both organizations to become autonomous NGOs. PACOH has defined its agenda in the national environmental arena and the ANEDH Executive

Director is providing excellent service to members seeking employment and re-entry assistance. The leadership should be given full responsibility for developing new activities for the group.

It is an art, not a science, to decide when a group has had sufficient attention. The idea that one more meeting or gathering may be all that is needed must be constantly evaluated. Annual training in Association management for new members of the Board of Directors would provide the opportunity to discuss goals, possible projects, and A.I.D.'s limited Follow-on support.

The recent efforts to organize regional associations by department may be easier to achieve. The effort is incipient; only a few have been organized and considerable variation exists around the country with respect to the strength of the different departmental groups. The difficulty of the regional associations is the wide mix of interests involved: small business, peasant producers, teachers, and public sector employees may all find themselves trying to work together. This obviously has special benefits in terms of strengthening certain widely supported U.S. values cooperative work, but it requires a commitment to combine efforts which many Honduran CAPS/HOPS Trainees may not share. This may make it harder to sustain the organizations. Nevertheless, it avoids some of the difficulties encountered with the national association.

■ *USAID should continue to provide financial support for the staff and office of ANEDH.*

Primary responsibility for the employment service to LTAs, especially the time-consuming individual counseling of recently returned Trainees, should be given to ANEDH. ANEDH members should be invited to provide the re-entry seminars for all returning Trainees.

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■ *USAID should provide continued staff support to the ANEDH, PACOH and regional organizations' leadership in the form of training in Association management.*

Once the new regional coordinators are elected, they should be invited to a workshop/seminar. The motivational seminars now used in pre-departure training has apparently been quite successful in changing people's attitudes and in creating a spirit of cooperation and commitment. Training modeled on these seminars may be appropriate. Also, the workshop/seminar would be a chance for the leaders to get away from the constant "if AID would only give us some money" syndrome and reassess the total range of resources already available to them.

By focusing on the alumni associations and employment for LTA, other groups have received little or no attention. Delegating responsibility for these areas to the membership of the associations would free staff to focus on the needs of other Trainees. Obviously, any work plan addressed to 2,000 people will have to establish priorities and a sequence, but this needs to be measured to in a manner that limited resources reach the largest feasible number.

■ *The Follow-on Program should be expanded beyond establishing a network of all Trainees through national and regional associations to work with large groups of trainees in specific fields. Linkages should be strengthened within the program so that the long-term trainees can use their advanced training to assist short-term returnees.*

The large number of Trainees from CAPS and HOPS combined short-term and long-term programs provides an excellent foundation for growth of a vital part of the country's economy.

**B. Is it probable that the training will be applied and achieve enhanced development impact as a consequence of the Follow-on Activities?**

*Yes.* Under HOPS-II, a greater emphasis is placed on the role of training in advancing the development goals of the country, moving the program away from the projected benefits of an exchange program into the world of development programs. The number of CAPS/HOPS participants involved in projects which have direct impact on the development of the country is growing and the support from the Follow-on staff for these activities is significant.

Support for the HOPS-II primary school educators and CAPS-I environmental educators and apple producers, as well as the less publicized support for individuals and small groups around the country, are producing noticeable results. Continued support for these types of post-training activities will produce the greatest impact for the development of the country, be it at the local community level where the nutritional level of the population is raised or at the national level as a result of teacher education reform.

■ *Increased attention needs to be paid to the development aspects of the Follow-on Program, in order to enhance the development impact of the returnees.*

A successful Follow-on program is essentially a development program and therefore has to take advantage of all the materials available on development program planning. For instance, in the field of small business development, excellent training materials have been developed for micro-enterprise development programs. These need to be researched and employed in the Follow-on Program.

The work to date has been very successful, but a relatively small number of Trainees have been reached. The Follow-on Program has not included the vast number of CAPS trainees who

were trained in the early years of the program. Yet the CAPS/HOPS program trained a large number of people in specific fields, creating a critical mass of people who could be pulled together for greater impact in the sectors they represent.

**C. What changes would increase the applicability of the training?**

- *USAID should undertake a needs assessment to determine the types of assistance people want and design a program of reinforcement training to support the Trainees. The support of ANEDH to begin a program of technical assistance among returned scholars would greatly reduce the cost of the training. Contractor and U.S. training institutions can provide valuable contributions to this activity.*

The Follow-on Program would benefit from a more structured program, with a clear vision and organized plan to incorporate all the ex-scholars into the system. One of the most sought after activities is reinforcement training. This provides Trainees with new information in their field, allowing them to remain current.

A number of returnees have expressed their willingness to conduct training sessions and have offered to provide technical assistance to their colleagues. There is also a need to insert participatory development practices into the Follow-on Program and link Trainees with relevant programs within the development and NGO community. For instance, in the field of micro-enterprise, FINCA, the Inter-American Development Bank, the Inter-American Development Foundation, and others have established programs in Honduras to provide continuous training and credit support to small business women and men.

The number of Trainees incorporated into the program needs to be increased, so that returnees who studied agriculture and small business development are provided with support. A full-scale planning effort outlining the major fields of training CAPS Trainees represent and the needs for each group will ensure that this happens.

- *Follow-on programs are most successful when planning is integrated into the beginning of the training cycle. This requires a fully integrated team approach, which would be enhanced by team members working more closely together.*

Previous evaluations of the CAPS/CLASP program in the region have shown that a good Follow-on program begins by including Follow-on in the selection process and in pre-departure training. We believe progress has been made in creating a cohesive team among the CAPS-HOPS-II personnel responsible for the individual components of the training program. The team can only be enhanced by the upcoming move of the Follow-on staff to the training site.

**D. Can multiplier effects be measured and tracked?**

*Yes.* Currently, the Follow-on staff have amassed a great deal of information about the types of projects underway, but it has not received wide distribution.

- *The Follow-on program staff should give high priority to increasing the distribution of the data gathered from their monthly trip reports.*

Tracking the "multiplier effect" can be costly if special data collection efforts are made. The evaluation recommends rather a low-cost approach, in which the multiplier effect is tracked quantitatively at regular Follow-on meetings. The four-part question employed in HOPS-II evaluation research ("With how many

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persons have you shared formally/informally the contents of your training in the workplace/ community?") can be incorporated into any currently used Follow-on event registration form. The present evaluation report provides a sample baseline data set, reported above in Chapter 5, against which comparisons can be drawn. It is recommended that this information be collected opportunistically at periodic Follow-on meetings. After the initial data collection from any individual, the question should be altered to read "since the last Follow-on meeting at which you completed this questionnaire." The data should be tabulated by training group, area and year of study, and region by the Follow-on staff and reported in their monthly reports. Follow-on staff would also want to keep track of those from whom the information has previously been collected to get some sense of the rate at which Trainees continue to train others or share their training experience.

**CHAPTER NINE**

**PROJECT**

**COSTS**

**1 INTRODUCTION**

This chapter reviews data relating to the costs of the project. First, the cost of the participant training and administrative costs of the U.S. programming agency will be compared to training costs incurred by Central American Missions participating in CLASP. Second, Mission costs for the CLASP program will be compared to Mission costs for non-CLASP participant training programs. Finally, the costs of the CAPS-HOPS program in Honduras will be compared to the costs of CLASP training in other Central American Missions.

**2 CAPS/HOPS RELATIVE TRAINING COSTS COMPARED WITH CLASP PROGRAMS IN THE REGION****A. Training Costs for CAPS-I**

Training Cost Analysis (TCA) information collected by Aguirre International shows that the Honduras Project's expenses in the United States were in the low range among Central American Missions participating in CAPS. These costs, per participant training month, include both participant training costs and administrative costs of the U. S. programming agency, the Academy for Educational Development. The costs of the academic program for Honduras were also in the low range when compared with other Missions in the Region.

**B. Training Costs for CLASP-II**

Aguirre International TCA information shows that the HOPS-II training costs were in the low-to mid-range among other Missions in the region. Costs should continue to be lower than the average as certain practices which proved to be expensive (such as sending individuals or very small groups for short-term training) have

been discontinued, for the most part. Group size is now structured for maximum cost benefits. Historically in the CLASP program, costs have been higher for smaller groups.

**C. CAPS/HOPS Relative Training Costs Compared with Honduras Project-Related Training**

Evaluators compared the costs of Mission project-related participant training with the costs of the HOPS-II participant training. Data for the Mission project training encompass three years, 1991-1993. Data for HOPS-II are through Fiscal Year 1992.

The cost of long-term academic programs under HOPS are lower than the costs of academic training for project-related long-term training. The costs of HOPS-II short-term training are substantially lower than the project-related short-term training programs.

**D. CAPS/HOPS In-Country Training Costs**

In-country costs, especially for pre-departure training, appear to be relatively low and do not represent a major percentage of overall costs. For example, Trainees are provided a monthly stipend of only L. 1,000 (\$140) and wages for staff are proportionately lower than in the United States. In-country costs for English Language Training are lower...compared with the costs for English language training in the U.S., for other USAID projects, which are about \$1,000 per month, plus maintenance allowances and HAC.

It appears possible to achieve savings in pre-departure training costs, if the Mission concurs with the evaluation conclusions that the Pre-departure Orientation Training program for Short-term Trainees could be reduced to between four and six weeks.

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A complete analysis of the in-country training costs of the CAPS-HOPS program, compared to in-country training costs of other Missions in the region, will be included in the final report.

**APPENDIX A**

**SCOPE OF WORK  
FOR THE  
EVALUATION**

**OBJECTIVE**

To assist USAID/Honduras in evaluating the current status of the second phase of the Honduras Peace Scholarship (HOPS-II) project and define strategies aimed at obtaining maximum development impact.

**BACKGROUND**

The HOPS-II project was designed in 1930 based on the Mission's experiences with the Central American Peace Scholarship (CAPS) and HOPS-I projects, and regional guidelines from the Caribbean and Latin American Scholarship Program (CLASP-II). The HOPS-II project design emphasizes well defined, high quality predeparture, U.S. training and follow-on activities to obtain maximum development impact (See Attachment III).

HOPS-II was authorized at \$15,000,000 and obligations through FY 93 were scheduled to be \$11,500,000. Current obligations are \$6,116,800. An additional \$500,000 is anticipated for FY 93 which will bring total obligations to \$6,616,800; after which time there may be no additional funding available for the project.

**SCOPE OF WORK**

The contractor shall evaluate current activities under the HOPS-II project in light of severe reductions in funding for the project, the Mission's training priorities, and assist USAID/Honduras in defining strategies to obtain maximum development impact under these circumstances.

The HOPS-II evaluation shall determine the degree to which HOPS-II strategies and activities are achieving increased development impact, improvements in leadership development, "Experience America," and the quality and relevance of training as compared to the lower cost

predeparture and follow-on strategies used by the CAPS and HOPS-I projects.

The evaluation shall include specific recommendations on areas requiring adjustments for meeting the goals and outputs of the CLASP-II and HOPS-II projects, and recommendations for adjustments in the HOPS-II project design if warranted. The evaluation shall address the areas described below.

**A.** Evaluate current recruitment and selection strategies for selecting HOPS-II scholarship recipients to:

- determine if costs could be reduced and how;
- determine how the project can assure that at least 40 percent of the long and short-term scholarships are awarded to women while meeting other project goals and requisites for awarding scholarships;
- assure that the project will respond to the Mission's participant training priorities; and
- assure higher levels of participation among departments and municipalities which have not had equitable participation in the CAPS, HOPS-I and II programs.

**B.** Evaluate HOPS-II predeparture training objectives, strategies and activities to determine if:

- current competency based training objectives are reasonable;
- predeparture training strategies and activities are appropriate for mastering competency objectives, preparing the scholar for follow-on and the application of training;
- training provided by the institutional contractor is being provided in a timely manner and is of high quality; and

- costs could be reduced for the predeparture preparation of scholarship recipients by changing strategies or activities, or whether other changes are warranted.

**C.** Evaluate the placement of HOPS-II scholarship recipients in U.S. training programs in regard to:

- participant satisfaction;
- probabilities of mastering training objectives;
- Peace Scholars' commitments to return to Honduras to contribute to Honduran development;
- preparing the scholar for follow-on and the application of training in Honduras; and
- the extent to which leadership and "Experience America" goals are being realized by U.S. training.

**D.** Evaluate HOPS-II current and planned follow-on strategies and activities to determine:

- if it is probable that the application of the scholars training will be achieved and provide enhanced development impact as a consequence of these follow-on strategies and activities;
- if changes should be made to reduce costs;
- if changes should be made to increase the application of scholars' training and/or increase the development impact of the project;
- if current follow-on activities fall within the parameters under CLASP-II guidelines;
- if adequate monitoring and supervision is present for current follow-on activities; and

- to what extent and how should multiplier effects be measured and tracked.

**E.** Evaluate the design, implementation and impact of the project in terms of gender issues to include:

- what are the effects, positive or negative, of HOPS-II concerning female (as compared to male) access to income, education and training, and with respect to workloads, role in household and community, and health conditions;
- how were the interests and role of women (as compared to men) taken into account during this evaluation;
- were any significant factors concerning women (as compared to men) overlooked in the design, implementation, appraisal, or follow-on strategies of HOPS-II; and
- did the participation of women as scholarship recipients affect the sustainability of project outcomes (were outcomes more sustained, less sustained or equally sustainable between female and male beneficiaries)?

**F.** Review current projections for short and long-term scholarships to be awarded by CAPS, HOPS-I and II in light of reduced funding, the Mission's training priorities, achieving at least 40 percent participation of women, and assuring an equitable geographic distribution of scholarships. Should changes be made in any scholarship priorities?

## METHODOLOGY

**A.** Review current and planned regional evaluations which will be centrally funded by LAC/DR/EHR to assure that there will be no duplications in efforts between the LAC/DR/EHR funded evaluations of regional CLASP-II activities and the work scope for this evaluation. If any duplications in efforts are present, advise

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USAID/Honduras immediately so that adjustments can be made in the work scope for this evaluation.

**B.** Review the Caribbean and Latin American Scholarship Program (CLASP-I), CAPS/HOPS-I, CLASP-II and HOPS-II project papers (see Attachments IV and V) to assure that current and anticipated project activities are appropriate for achieving CLASP-II and HOPS-II project goals and outputs.

**C.** Review the USAID/Honduras Mission Order on participant training (see Attachment VI) and Country Training Plan (Attachment VI) to become familiar with Mission policies and participant training priorities.

**D.** Review evaluation reports on CLASP-I, the CAPS/HOPS-I project, other CLASP-I and CLASP-II programs in the region to provide comparative data and suggest alternative strategies which USAID/Honduras might consider to reduce costs and/or obtain higher development impact under HOPS-II.

**E.** Interview HRD/ET and HOPS-II personnel, the HOPS-II institutional contractors' personnel (Centro Asesor para el Desarrollo de los Recursos Humanos de Honduras — CADERH) for predeparture training and logistical support for follow-on activities; and the Academy for Educational Development (AED) for U.S. training, placement, processing and monitoring.

**F.** The contractor shall propose the size of samples to be interviewed for a representative group of returned CAPS/HOPS-I and HOPS-II scholarship recipients in Honduras, HOPS-I and HOPS-II scholarship recipients in the U.S. to determine if it is probable that HOPS-II strategies and activities will achieve enhanced development impact, leadership development, "Experience America," and improve the quality and relevance of training as compared to the lower cost strategies used by CAPS/HOPS-I.

**APPENDIX B**

**HOPS-II ACADEMIC**

**PLACEMENT**

**RESEARCH FORM**

HOPS II  
ACADEMIC PLACEMENT RESEARCH

Scholar/degree J. Aguilar MBA Int. Banking & Finance Trade  
Institution Laredo State  
Foreign student advisor Betty Mombayeri  
Starting dates \_\_\_\_\_  
Fees (incl. fees for special services) \_\_\_\_\_  
1,800 per sem. tuition - \$170. per hr.

Enrichment activities for international students (homestays, internships, other, extra fees)

60 int. students - fri. pm program for ints. - cross-cultural awareness & understanding

Other programs of note:

Have optional internships ea-summer, serves as electives  
One week orientation for all new students

Dorms/alternative living arrangements  
Recommended to reserve dorm space ASAP?

Housing will be difficult

Transportation

Placement Analysis:

1. Survey of catalogue and comparison with training plan

TOEFL of > 500 required

Average completion is 1 1/2 yrs.

recruitment fall start

GMAT not required, if 3.0 no entrance exam req.

Program is in 3<sup>rd</sup> yr. of operation

LSU considered int. arm of Tx A&M system

2. Areas not able to meet

Name of academic advisor \_\_\_\_\_

Admission status/special suggestions:

Follow-up:

20 in banking program  
110 in both programs  
help w/ intl.: China, Taiwan, C.R. Brazil,  
Col. Ven. etc.

**APPENDIX C**

**HOPS-II SHORT-TERM  
TRAINING PROGRAM  
THEMES**

1993-95 CAPS & HOPS II SHORT-TERM SCHOLARSHIPS

STRATEGIC OBJECTIVE	AREA OF STUDIES	No. of SCHOLARSHIPS	
		CAPS	HOPS
INCREASED AGRICULTURAL PRODUCTION & EXPORTS	-Horticulture Production, Post-Harvest Handling, Processing & Marketing		8
	-Engineering Properties of Soils	18	
	-Cooperative Management		8
	-Small Animal Husbandry/Aquaculture		8
INCREASED INVESTMENT, PRODUCTION & TRADE	-Demand Driven Private Sector Scholarships for Increasing Investment, Production & Trade	50	
	-Microenterprise Credit & Finances	25	
	-Export Dev/Investment Promotion		8
	-Training Needs Assessment, Management & Evaluation for Increased Production		18
SUSTAINABLE SELECTED NATURAL RESOURCES	-Communications in Natural Resources	8	
	-Environment Education	8	
	-Soil/Water Conservation & Irrigation		8
	-Organic Pest & Disease Control		8
HEALTHIER, BETTER EDUCATED HONDURANS	-Hydrology/Water Well Drilling	8	
	-Pedagogical Strategies and Classroom Management for Rural Primary Teachers	60	
	-Education and Rehabilitation for the Visually Handicapped		12
	-Community Vector Control	12	
	-Watershed Mgt. for Potable Water	8	
	Health Planning/Epidemiology	6	
MORE RESPONSIVE DEMOCRATIC INSTITUTIONS	-Municipal & Community Leadership	42	40
*MULTIPLE	NGO Management		9
<b>SUB-TOTALS:</b>		<b>245</b>	<b>127</b>
<b>TOTAL:</b>		<b>372</b>	

\*Scholarship recipients must represent NGOs which are contributing to meeting the Mission's strategic objectives.

**APPENDIX D**

**RETURNEE**

**SURVEY**

**QUESTIONNAIRE**



b. Aprender técnicas/habilidades nuevas (práctico/manual) para su trabajo actual ( ) ( ) ( ) ( ) ( )

Nada Útil (01)	Poco Útil (02)	Algo Útil (03)	Útil (04)	Muy Útil (05)
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c. Prepararse para un trabajo/carrera/oficio en el futuro ( ) ( ) ( ) ( ) ( )

d. Conocer estadounidenses en la misma área de trabajo ( ) ( ) ( ) ( ) ( )

e. Conocer otros compatriotas suyos en la misma área de trabajo ( ) ( ) ( ) ( ) ( )

f. Ayudarse en su trabajo voluntario/comunitario/en la comunidad ( ) ( ) ( ) ( ) ( )

g. Mejorar su capacidad de liderazgo ( ) ( ) ( ) ( ) ( )

5. a. ¿Cómo compararía el programa de capacitación que recibió en los EE.UU con lo que Ud. esperaba recibir? (marque sólo una respuesta).

- \_\_\_ (01) Peor de lo que esperaba  
 \_\_\_ (02) Igual a lo esperado  
 \_\_\_ (03) Mejor de lo que esperaba

b. Si fue peor o mejor de lo que esperaba, por favor explique por qué.

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6. ¿Recomendaría Ud. este programa de becas a otras personas? (marque sólo una respuesta).

- \_\_\_ (01) Sí                      \_\_\_ (02) No                      \_\_\_ (03) No sé

### PREPARACION PRE-PARTIDA

7. a. Antes de partir para los EE.UU., ¿recibió Ud. una preparación en Honduras que le explicó cómo sería su programa de capacitación?

- \_\_\_ (01) Sí                      \_\_\_ (02) No                      \_\_\_ (03) No recuerdo

b. [Si recibieron una preparación,] ¿Por cuántos días duró la preparación? \_\_\_\_\_

8. ¿Cuántas horas de instrucción en inglés recibió Ud. como parte de su preparación preparada en Honduras?

\_\_\_\_ horas por día por \_\_\_\_ días por semana durante \_\_\_\_ semanas (Total \_\_\_\_)

9. ¿Cómo caracterizaría Ud. la cantidad de tiempo dedicada a la instrucción en inglés como parte de su preparación preparada en Honduras?

\_\_\_\_ (01) Muy corto      \_\_\_\_ (02) Adecuado      \_\_\_\_ (03) Muy largo

10. ¿Cómo caracterizaría Ud. la calidad de la instrucción en inglés como parte de su preparación preparada en Honduras?

\_\_\_\_ (01) Inadecuado      \_\_\_\_ (02) Adecuado      \_\_\_\_ (03) Excelente

11. Al salir de Honduras para empezar su programa de capacitación, ¿cuán preparado se sentía Ud. para su viaje y su programa en los EE.UU.? (Ponga un círculo alrededor del número que mejor representa la opinión del entrevistado.)

Nada preparado 1	Algo preparado 2	Preparado 3	Muy preparado 4
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### COMPRESION DE LOS EE.UU.

12. Como resultado de su participación en el programa, ¿cuánto ha aumentado su conocimiento de la vida en los Estados Unidos en las siguientes áreas? (Para cada categoría marque la casilla correspondiente).

	Nada (01)	Poco (02)	Algo (03)	Mucho Muchísimo (04)	(05)
a. La familia de los EE.UU.	( )	( )	( )	( )	( )
b. El papel/rol de la mujer en la familia de los EE.UU.	( )	( )	( )	( )	( )
c. La variedad de pueblos y culturas en los EE.UU.		( )	( )	( )	( )
d. Las instituciones democráticas de los EE.UU.		( )	( )	( )	( )
e. El sistema de libre empresa en los EE.UU.		( )	( )	( )	( )
f. El voluntarismo en los EE.UU.	( )	( )	( )	( )	( )
g. Patrones de liderazgo en los EE.UU.		( )	( )	( )	( )

13. ¿Qué es lo que más le gustó de toda su experiencia en los EE.UU.? (Entrevistador: No lea las respuestas, sino categorice lo que dice el entrevistado según las alternativas que siguen. Ponga hasta tres respuestas, evaluándolas del 1 a 3 en orden de importancia.)

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- 
- (01) Limpieza/orden/falta de basura
  - (02) Cursos del programa de capacitación
  - (03) Disciplina/puntualidad/lo pragmática de la gente/gente trabajadora
  - (04) Infraestructura (medios de transporte, servicios públicos, medios de comunicación, alta tecnología, facilidades para inválidos y niños, etc.)
  - (05) Educación/amabilidad/cortesía/cordialidad del pueblo
  - (06) Nivel de preparación/capacitación/capacidad intelectual del pueblo
  - (07) Amistad establecida con compañeros del programa
  - (08) Amistad establecida con ciudadanos de los EE.UU.
  - (09) Relaciones familiares entre los estadounidenses
  - (10) La diversidad cultural/racial
  - (11) Las libertades individuales
  - (12) El voluntarismo
  - (13) Respeto por las leyes /sistema político
  - (14) Organización del pueblo / gobierno
  - (50) Nada
  - (60) Otros (Especifique): \_\_\_\_\_

14. ¿Qué es lo que menos le gustó de su experiencia en los EE.UU.? (Entrevistador: No lea las respuestas, sino categorice lo que dice el entrevistado según las alternativas que siguen. Ponga hasta tres respuestas, evaluándolas del 1 a 3 en orden de importancia.)

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- (01) Cursos del programa de capacitación
- (02) Composición del grupo de compañeros del programa
- (03) Individualismo/egoísmo/materialismo de la gente
- (04) Excesiva disciplina/puntualidad/preocupación por la hora
- (05) Excesiva preocupación por el trabajo de la gente
- (06) La frialdad, falta de educación o cortesía del pueblo
- (07) Falta de infraestructura (medios de transporte, servicios públicos, medios de comunicación, etc.)
- (08) Estructura/disolución/relaciones débiles de la familia estadounidense
- (09) No poder establecer amistades/relaciones con ciudadanos de los EE.UU.
- (10) Problemas raciales / discriminación
- (11) Falta de conocimiento/ ignorancia de la gente con respecto a América Latina
- (12) Crimen / drogas
- (13) Contaminación/'polución' ambiental / aire sucio / ruido excesivo
- (14) Pobreza / desamparados /

- (15) Nostalgia / mucho tiempo
  - (16) Muy poco tiempo
  - (17) Falta de inglés
  - (18) La comida
  - (19) El clima
  - (50) Nada
  - (60) Otros (Especifique):
- 

15. a. ¿Cree Ud. que sus expectativas/proyecciones para el futuro han cambiado a partir de su experiencia en los EE.UU.?

(01) Sí       (02) No (continúe con la #12)

b. Explique, por favor, porqué sus expectativas/ proyecciones han cambiado, o porqué no han cambiado.

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### III. SEGUIMIENTO

16. Antes de viajar a los EE.UU., ¿le hablaron del Programa de Seguimiento CAPS/HOPS?

(01) Sí       (02) No       (08) No recuerdo

17. Estando en los EE.UU., ¿le prepararon para cumplir con un plan de acción o llevar a cabo un proyecto en su comunidad en Honduras?

(01) Sí       (02) No

18. ¿Qué proyecto o plan de acción ha podido implementar? \_\_\_\_\_

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19. Estando en los EE.UU., ¿le prepararon para participar en el programa de seguimiento CAPS/HOPS?

(01) Sí       (02) No

20. ¿En cuáles de los siguientes contactos o actividades relacionados con los EE.UU. ha participado Ud. en su país como resultado del programa? (marque todas la que correspondan)

- a. Contacto personal con otros ex-becarios
- b. Lectura de revistas profesionales de los EE.UU.
- c. Participación en grupos o reuniones formales del Programa de Seguimiento
- d. Presentación de proyectos con otros ex-becarios
- e. Relaciones comerciales/negocios con los EE.UU.
- f. Contactos con amigos de los EE.UU.
- g. Contacto con la institución capacitadora en los EE.UU.
- h. Visitas de los amigos de los EE.UU.
  
- i. Colaboración con los voluntarios del Cuerpo de Paz
- j. Ninguno de los anteriormente mencionados
- k. Otro (describa) \_\_\_\_\_

21. a. Hay varias asociaciones de ex-becarios compuestas de individuos entrenados en los EE.UU. ¿Es Ud. miembro/socio de una o algunas?

(01) Sí  (02) No

b. Si la respuesta es sí, indique en cuáles asociaciones participa y en cuáles de sus actividades participa o ha participado Ud.

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22. ¿Participa Ud. en algunas otras actividades que han estado organizadas por el programa CAPS/HOPS?

(01) Sí  (02) No

23. a. ¿Las actividades de seguimiento en su país le han ayudado a Ud. a mejorar su eficiencia en su trabajo o empleo?

(01) Sí  (02) No  (03) No aplica

b. Si la respuesta es sí, indique cómo le han ayudado estas actividades.

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24. ¿Qué tipo de programas o actividades le sería más útil para darle seguimiento al entrenamiento? (Se pregunta si el becario ha participado o si no ha participado.)

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**IMPACTO EVALUATIVO  
I. EDUCACIÓN**

25. a. [Haga esta pregunta sólo si el entrevistado participó en un programa de becas de 9 meses o más.] ¿Tuvo Ud. alguna dificultad en que le aceptaran los créditos (unidades académicas) en su país?

\_\_\_ (01) Sí      \_\_\_ (02) No      \_\_\_ (03) N.A.

b. Si la respuesta es sí, ¿qué tipo de dificultad tuvo?

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26. a. Desde su regreso de los Estados Unidos, ¿ha seguido algún curso educativo?

\_\_\_ (01) Sí      \_\_\_ (02) No

b. Si la respuesta es sí, en qué nivel? (marque sólo una respuesta entre 01 y 06; marque 07 si también o sólo ha participado en educación no formal).

- \_\_\_ (01) Primaria (1-6)
- \_\_\_ (02) Secundaria (7-12)
- \_\_\_ (03) Técnico/vocacional (Especifique): \_\_\_\_\_
- \_\_\_ (04) Bachillerato/licenciatura (Universitario)
- \_\_\_ (05) Maestría (Universitario)
- \_\_\_ (06) Doctorado
  
- \_\_\_ (07) Educación no-formal, semarios, conferencias [*variable separada: treat as a separate yes/no variable*]

27. a. ¿Ha compartido con otros su experiencia y conocimiento obtenido en su capacitación en los EE.UU.? (Entrevistador: compartir se refiere a enseñar, mencionar, contarle la experiencia).

\_\_\_ (01) Sí      \_\_\_ (02) No (Pase a la #30)

b. Describa, por favor, el evento o momento en que más satisfecho se sentía de haber compartido algo de su experiencia en los EE.UU. \_\_\_\_\_

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28. a. ¿Con cuántos colegas o compañeros de trabajo ha compartido formalmente (en seminarios, charlas, cursillos) el contenido de su capacitación en los Estados Unidos?

\_\_\_\_\_

b. ¿Con cuántos colegas o compañeros de trabajo ha compartido informalmente (charlando, hablando entre amigos) el contenido de su capacitación en los Estados Unidos?

\_\_\_\_\_

29. a. ¿Con cuántas otras personas—miembros de la comunidad, amigos, familiares, etc.—ha compartido formalmente (en seminarios, charlas, cursillos) el contenido de su capacitación en los Estados Unidos?

\_\_\_\_\_

b. ¿Con cuántas otras personas—miembros de la comunidad, amigos, familiares, etc.—ha compartido informalmente (charlando, hablando entre amigos) el contenido de su capacitación en los Estados Unidos?

\_\_\_\_\_

## II. EMPLEO

30. Antes de viajar a los EE.UU. al programa de capacitación, ¿estaba trabajando en algo que le generaba ingresos?

\_\_\_ (01) Sí \_\_\_ (02) No

31. Ahora, ¿está trabajando en algo que le genera ingresos?

\_\_\_ (01) Sí \_\_\_ (02) No (Pase a la #35)

32. ¿Que hace? (escribe lo que dice)

\_\_\_\_\_

\_\_\_\_\_

33. a. ¿Tiene Ud. personalmente más de un empleo o fuente de ingresos?

\_\_\_\_\_ (01) Sí \_\_\_\_\_ (02) No

34. ¿Para quién trabaja Ud.? (Marque sólo una respuesta, que es el sector en que el ex-becario considera se ubica su empleo principal.)

- \_\_\_\_ (01) Por cuenta propia (pequeña empresa, pequeña finca, empleador con cuatro o menos empleados)
- \_\_\_\_ (02) Empleador del sector privado (dueño, empresario) (empresa agrícola, fábrica, negocio con 5 o más empleados)
- \_\_\_\_ (03) Empleado del sector privado (empresa agrícola, fábrica, negocio con 5 o más empleados)
- \_\_\_\_ (04) Empleado de cooperativa
- \_\_\_\_ (05) Organización privada sin fines de lucro (no gubernamentales)
- \_\_\_\_ (06) Empleado del sector público (cualquier organización del gobierno)
- \_\_\_\_ (07) Autónoma, mixta, describa \_\_\_\_\_
- \_\_\_\_ (08) Otro, describa \_\_\_\_\_

35. Si no está trabajando en algo que le genera ingresos, ¿está buscando trabajo?

- \_\_\_\_ (01) Sí (Pase a la #46)      \_\_\_\_ (02) No

36. ¿Porqué no está buscando trabajo? [Nota: Después, pase a la #46]

- \_\_\_\_ (01) Estoy estudiando
- \_\_\_\_ (02) Soy ama de casa
- \_\_\_\_ (03) Soy pensionado o jubilado
- \_\_\_\_ (04) No puedo trabajar por otro motivo (Especifique):
- \_\_\_\_\_

37. ¿Está trabajando en lo mismo que antes de la capacitación?

- \_\_\_\_ (01) Sí, el mismo (pase a la #39)      \_\_\_\_ (02) No, otro

38. a. ¿Cambió de trabajo o actividad por algún motivo relacionado con su participación en el programa de becas?

- \_\_\_\_ (01) Sí      \_\_\_\_ (02) No

b. Si la respuesta es sí, por favor, explique por qué. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

39. [Para los que trabajaban antes de su capacitación] ¿Cómo compararía su trabajo o actividad actual con los deberes y actividades que tenía antes? (marque sólo una respuesta).

- (01) Mejor  
 (02) Igual que antes  
 (03) Peor  
 (08) N.A. (No trabajaba antes)

40. ¿Cuánto de lo que aprendió en su programa de capacitación en los EE.UU. ha podido poner en práctica en su trabajo actual? (Ponga un círculo alrededor del número que mejor representa la opinión del entrevistado.)

Nada 1	Muy Poco 2	Algo 3	Mucho 4	Muchísim 0 5
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41. [Si ha podido poner en práctica lo que aprendió en su entrenamiento,] Describa, por favor, un ejemplo de algún cambio que se debe a la capacitación, que ha podido Ud. llevar a cabo en su trabajo.

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42. Si la respuesta es "Nada", "Muy poco" o "Algo", por favor dígame por qué. (Marque todas las respuestas que correspondan)

- a. La capacitación no era en mi campo de trabajo.  
 b. No tengo la autoridad para hacerlo.  
 c. No tengo apoyo de mis jefes/superiores/supervisores.  
 d. No tengo apoyo de mis colegas.  
 e. No tengo las herramientas/equipos/recursos necesarios.  
 f. Mi trabajo actual no requiere de los conocimientos que aprendí en el programa de capacitación.  
 g. La capacitación no se aplicó a la realidad de mi país  
 h. Otro (Especifique): \_\_\_\_\_

43. a. ¿Lo han ascendido en su trabajo actual desde su regreso del programa de capacitación en los EE.UU.?

- (01) Sí       (02) No       (03) No aplica

b. Si la respuesta es sí, cree Ud. que esto se debe, por lo menos en parte, a la capacitación que recibió?

- (01) Sí       (02) No

44. a. ¿Han aumentado sus responsabilidades en su trabajo actual desde su regreso del programa de capacitación en los EE.UU.?

\_\_\_\_\_ (01) Sí \_\_\_\_\_ (02) No

b. Si la respuesta es sí, cree Ud. que esto se debe, por lo menos en parte, a la capacitación que recibió?

\_\_\_\_\_ (01) Sí \_\_\_\_\_ (02) No

45. a. ¿Han mejorado sus ingresos desde su regreso del programa de capacitación?

\_\_\_\_\_ (01) Sí \_\_\_\_\_ (02) No

b. Si la respuesta es sí, cree Ud. que esto se debe, por lo menos en parte, a la capacitación que recibió?

\_\_\_\_\_ (01) Sí \_\_\_\_\_ (02) No

46. ¿Cómo le afectó su experiencia en los EE.UU. en las siguientes áreas? (Para cada categoría marque la casilla que corresponda).

	(08) No Aplicable	(01) Disminuyó mucho	(02) Disminuyó algo	(03) Igual que antes	(04) Aumentó algo	(05) Aumentó mucho
a. Prestigio con sus compañeros de trabajo	( )	( )	( )	( )	( )	( )
b. Prestigio con sus jefes	( )	( )	( )	( )	( )	( )
c. Prestigio con su familia		( )	( )	( )	( )	( )
d. Prestigio con su comunidad		( )	( )	( )	( )	( )
e. Su auto-estima		( )	( )	( )	( )	( )

### III. PARTICIPACIÓN EN ACTIVIDADES COMUNITARIAS

47. ¿Participaba en actividades voluntarias (organizaciones o proyectos del barrio, comunidad, iglesia, grupos especiales, partidos, sindicatos, etc.) antes de asistir al programa en los EE.UU.?

\_\_\_\_\_ (01) Sí \_\_\_\_\_ (02) No

48. ¿Ha participado en actividades voluntarias/comunitarias desde su regreso del programa de capacitación en los EE.UU.?

\_\_\_\_\_ (01) Sí \_\_\_\_\_ (02) No

49. ¿En qué tipo de actividades comunitarias/voluntarias participaba Ud., y participa ahora, desde su regreso? (Marque hasta tres respuestas, evaluándolas del 1 a 3 en orden de importancia.)

Antes	Ahora	
_____	_____	Deportivas
_____	_____	Culturales (actos artísticos, danza, etc.)
_____	_____	Humanitarias (de caridad, etc.)
_____	_____	Económicas (construcción de escuelas, caminos, puestos de salud, mercado)
_____	_____	Cívicas/sindicalistas (Campañas para elecciones, consejos municipales, trabajos de partido)
_____	_____	Salud (Vacunas, campaña anti-drogas, planificación familiar, etc)
_____	_____	Agrícolas (programas anti-pesticidas, recuperación del agua)
_____	_____	Religiosas (obras benéficas, auspicio de fiestas comunales, etc.)
_____	_____	Educación (Alfabetización, educación de adultos, etc.)
_____	_____	Otra Especifique: _____

50. [Sólo pregunte a los que ahora participa en actividades voluntarias.] ¿Cuánto de lo que aprendió en su programa de capacitación en los EE.UU. ha podido poner en práctica en sus actividades voluntarias/comunitarias actuales? (Ponga un círculo alrededor del número que mejor representa la opinión del entrevistado.)

Nada	Muy Poco	Algo	Mucho	Muchísim
1	2	3	4	5

51. [Sólo pregunte a los que ahora participa en actividades voluntarias.] ¿Qué papel ha desempeñado en las actividades comunitarias que más ha participado después de su capacitación en los EE.UU.? (Marque todas las que correspondan.)

- \_\_\_\_\_ a. Asistiendo a reuniones
- \_\_\_\_\_ b. Ayudando a planificar eventos/actividades/proyectos
- \_\_\_\_\_ c. Participando como dirigente/director/facilitador de eventos/ actividades/proyectos
- \_\_\_\_\_ d. Entrenando a otros
- \_\_\_\_\_ e. Participando como vocero/representante del grupo en actividades extracomunales (fuera de la comunidad)
- \_\_\_\_\_ f. Asumiendo cargos formales de liderazgo o administrativos
- \_\_\_\_\_ g. Otro: \_\_\_\_\_

52. Si ha podido poner en práctica en sus actividades voluntarias/comunitarias lo que aprendió en su capacitación, describa, por favor, un ejemplo de algún cambio que ha podido Ud. llevar a cabo en sus actividades voluntarias que se debe a la capacitación.

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53. Compare, por favor, su nivel de participación en organizaciones y actividades comunitarias antes y después de su capacitación en los EE.UU. ¿Diría Ud. que participa ahora en **menos actividades, el mismo número, o en más actividades**, comparado con su nivel de participación antes de su capacitación en los EE.UU.? (marque sólo una respuesta)

\_\_\_ (01) Menos      \_\_\_ (02) El mismo número      \_\_\_ (03) Más

54. ¿Su entrenamiento en los EE.UU. le ha ayudado a ser más eficiente como líder de su comunidad o lugar de trabajo?

\_\_\_ (01) Sí      \_\_\_ (02) No      \_\_\_ (03) No sé

55. a. ¿Cómo participa Ud. en las actividades cívicas o el proceso político de su comunidad, distrito o país? (marque todas las respuestas que correspondan)

- \_\_\_ Votando en las elecciones/comicios gubernamentales (presidencia, alcaldía, diputados, etc.)
- \_\_\_ Votando en las elecciones no gubernamentales (gremios, clubes, asociaciones, etc.)
- \_\_\_ Participando en campañas políticas para puestos públicos
- \_\_\_ Participando en campañas electorales no gubernamentales (gremios, clubes, asociaciones, etc.)
- \_\_\_ Postulando como candidato en elecciones gubernamentales (concejal, alcaldía, diputados, etc.)
- \_\_\_ Postulando como candidato en elecciones no gubernamentales (gremios, clubes, asociaciones, etc.)
- \_\_\_ Otros. Especifique: \_\_\_\_\_

b. Si no participa o postula, por favor dígame por qué no. (Marque la que mejor corresponda.)

- \_\_\_ (01) No me interesa la política
- \_\_\_ (02) No tengo tiempo
- \_\_\_ (03) No hay oportunidades para personas como yo
- \_\_\_ (04) No sé como participar
- \_\_\_ (05) Es muy peligroso
- \_\_\_ (06) Nada cambia si participo
- \_\_\_ (07) La política corrompe
- \_\_\_ (08) No me dejan Especifique: \_\_\_\_\_
- \_\_\_ (09) Otro. Especifique: \_\_\_\_\_

56. ¿Cómo ha cambiado su vida familiar como resultado de su participación en el programa CAPS/HOPS de capacitación?

\_\_\_\_ (01) No ha cambiado (Pase a la #58)

\_\_\_\_ (02) Algo de cambio

\_\_\_\_ (03) Mucho cambio

57. Si ha cambiado, ¿cómo o porqué ha cambiado?

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## VI. CONCLUSIÓN

58. ¿Qué comentarios o recomendaciones tiene Ud. para mejorar el programa en las tres fases de preparación, capacitación, y seguimiento?

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59. a. ¿Vive Ud. en el mismo barrio/colonia/comunidad donde vivía cuando recibió su beca a los EE.UU.?

\_\_\_\_ (01) Sí

\_\_\_\_ (02) No

\_\_\_\_ (03) N.A.

b. Si la respuesta es no, por favor explique porqué se mudó.

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60. Estado civil: \_\_\_\_ (01) Soltero \_\_\_\_ (02) Casado

\_\_\_\_ (03) Otro (Especifique) \_\_\_\_\_

(Sólo para entrevistados empleados: otro de los componentes de este estudio es el de entrevistar a los jefes/supervisores/empleadores de los ex-becarios que entrevistamos. Sólo podemos hacer esta entrevista con la autorización del ex-becario).

61. a. Nos daría Ud. permiso para entrevistar a su jefe/supervisor/empleador?

\_\_\_\_\_ (01) Sí      \_\_\_\_\_ (02) No

b. Si la respuesta es sí, por favor indique el nombre de su jefe/supervisor/empleador; título/cargo; dirección; y número de teléfono.

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**GRACIAS POR SU COOPERACION**

**APPENDIX E**

**METHODOLOGY**

**USED**

**IN THE**

**EVALUATION**

The in-country field research for the Mid-term Evaluation of the Honduras HOPS-II project was carried out between August 17 and September 22, 1993. The methodologies used to gather the information reported in this document included a survey of returned Trainees, a series of focus groups organized around the country with returnees, and a focus group with long-term academics studying in the United States. Valuable insights on Trainees' activities were also gained from field visits and open-ended interviews with returnees. Finally, key personnel in the USAID/Honduras Mission and staff from CADERH and the Academy for Educational Development (AED) were interviewed.

**1 THE SURVEY**

**The Sample**

The CLASP Information System (CIS) biographical database, updated quarterly by USAID/Honduras, was used to compile lists of the CAPS-I and HOPS-II Trainees eligible to take part in the evaluation. All Trainees who had returned from training six months prior to the beginning of the survey were eligible to be included in the sample. A ten percent stratified random sample of 204 people was drawn from the universe of 2,096 Trainees. An equal number of alternates was selected to replace Trainees in the sample who might not be located. A total of 508 Trainees were targeted for the sample: 400 CAPS Trainees and 108 HOPS-II Trainees.

Since no long-term HOPS-II Trainees had returned to Honduras at the time of the evaluation cut-off date in March, only short-term Trainees were included in the HOPS-II sample. Nevertheless, Trainees from all fiscal years of project implementation were represented in the sample, as seen in Table E.1.

The sample was stratified by sex and short-term/long-term Trainees (i.e., similar proportions of

men and women, as well as of short-term and long-term Trainees as exist in the overall CAPS/HOPS population were included in the sample). This allows comparison of the two important sub-groups of the training program, short-term and long-term Trainees.

As intended in the sample design, men were slightly over-represented (56.8%) in the sample in order to replicate the proportions of the universe (57.7%). Stratifying by sex allowed evaluators to compare the effects of the program variables on women and men. All 75 teachers who had been trained under HOPS-II also were included in the interviewing process.

**Conducting the Survey**

Aguirre International staff were assisted with the logistical and administrative aspects of conducting the survey by an in-country coordinator and a research assistant. Returnees' addresses were updated in Honduras from lists maintained by the in-country contractors. Fifteen interviewers were selected and trained in Tegucigalpa by Aguirre International during the first week of field research. Each interviewer was then given a list with names and addresses of the Trainees whom they were assigned to contact and interview. The interviewers traveled throughout the country to meet Trainees in their homes or work

**Table E.1**  
**Sample Distribution of CAPS and HOPS-II Trainees by Fiscal Year (Percentages)**

Fiscal Year	CAPS (n=)	HOPS-II (n=)
1985	7.8	—
1986	15.6	—
1987	20.6	—
1988	18.3	—
1989	22.2	—
1990	6.1	—
1991	6.1	—
1992	0.6	19.1
1993		?

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places. Telephone calls, telegrams, radio announcements, and communications through the Alumni Association were used to contact Trainees.

### **Supervision of Interviewers**

Interviewers were supervised primarily by the In-Country Coordinator. After completing initial interviews, the In-Country Coordinator reviewed the questionnaire for completion, and quality of written responses for the open-ended interviews. Additional explanations of difficult or confusing questions were presented to all the interviewers prior to being sent to areas away from Tegucigalpa.

### **Response Rate**

The interviewers completed interviews with 227 Trainees, out of the 508 selected for the sample. The response rate of men and women showed no significant differences, nor did the interviewers report any differences in willingness to be interviewed between men and women. Women represented 44 percent of the Trainees interviewed. Twenty-eight elementary school teachers and 16 PACOH environmental educators were interviewed. The results of these interviews are reported in Chapter Five: Four Case Studies of CAPS/HOPS Programming, but do not form part of the analysis reported in other chapters.

Interviewers faced difficulties in locating some Trainees in the Western Departments where most live in isolated, rural communities. Interviewers were only able to interview one of the 5 Trainees from Gracias a Dios. The area was inaccessible due to severe rain and flooding at the time of the evaluation. The individual who was interviewed was visiting in Tegucigalpa and came to the office for the interview.

### **Employer Survey**

Interviewers also conducted 10 interviews with Trainees' employers and supervisors. The

Trainees were asked to give their permission to contact their employers and to provide their names and addresses. As a result, this sample was not random. Employers were asked to comment about the scholarship, the usefulness of the training from the perspective of their organizations, and the work performance of the Trainees after training. Data from these interviews are reported in Chapter Six.

### **Exit Questionnaires**

Exit Questionnaires are completed by all CLASP Trainees after finishing the U.S. training program. Data from Honduran CAPS exit questionnaires were analyzed for the report. This population is different from the Returnee Survey population described above. In a few cases individuals may have overlapped, depending on their return date to Honduras. Data from the Exit Questionnaires are reported in Chapter Four: U.S. Training Institutions.

The Exit Questionnaire focused heavily on the details of project implementation, permitting Trainees the opportunity to comment in detail on both logistical and substantive aspects of the U.S. training program. In contrast, the survey of returned Trainees conducted for this evaluation focused primarily on post-training activities of Trainees as they attempted to apply their training and take on new roles in the work place and the community. Few questions were asked about the U.S. program in the Returnee Questionnaire because it appears to be true that Trainees' satisfaction generally rises with the passage of time, as any difficulties they encountered in training fade and the excitement of travel to the United States remains.

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## **QUALITATIVE EVALUATION TECHNIQUES**

### **Focus Groups**

Seventeen focus groups, ranging in size from seven to fifteen, were organized for the evaluation. The focus groups' members were selected

from the following groups: teachers, municipal leaders, environmental educators, long-term technical and academic Trainees, business owners, women professionals, entrepreneurs, Alumni Association (ANEDH and PACOH) members (see Table E.2). The focus groups were conducted throughout the country and in the United States.

The focus groups were organized with the invaluable assistance of the HOPS-II Follow-on staff and CADERH staff. In the United States, The Academy for Educational Development arranged the focus group with the LTAs. These agencies also provided guidance on the Trainee organizations and on the most appropriate manner to organize the groups. They also introduced the evaluators to Trainees.

### Focus Group Composition

Focus group composition did not follow the same rule of inclusion which guided the Returnee Survey. Trainees were not included in the Returnee survey unless they had returned to Honduras at least six months before the evaluation visit. In contrast, Trainees who had been back in Honduras less than six months were included in focus groups because of Mission interest in several specific programs. This is most notably the case with the teachers, environmental educators, and women.

### Field Visits and Other Open-ended Techniques

Trainees invited the evaluators into their homes and offices or volunteered to visit CADERH, where the evaluators had established an office. Several open-ended interviews were conducted with Trainees as the opportunities presented themselves. These interviews covered many topics regarding Trainees' perception of the training program, its usefulness, and the instances in which Trainees are using what they learned in the U.S. The evaluators visited returnee events and training seminars.

### Interviews with Key Personnel

Evaluators interviewed key USAID/Honduras mission personnel, including technical officers as well as Project staff. Also interviewed on several occasions were the director and staff of CADERH in Honduras. CADERH and Project Follow-on staff made their staff reports available to the evaluation team. Several trainers, including one who was in Honduras at the time of the evaluation, were interviewed. Key personnel at the Academy for Educational Development in Washington, DC also were interviewed.

## 3 DATA ANALYSIS

The completed questionnaires were coded and prepared for data entry, processing, and analysis at Aguirre International in Washington. The data were entered into a SPSS/PC+ data file and matched with relevant socioeconomic variables from the CIS biographical database. Statistical analysis was done in SPSS/PC+. The test of statistical significance employed was chi-square.

**Table E.2**  
**Focus Groups by Date When They Were Conducted**

Group	Date	Focus Group Topics
1	Aug 17	Hops-II Long-term Acad., group #2
2	Aug 21	Teachers
3	Aug 25	Blind
4	Aug 26	Long-term Technical
5	Aug 27	Community Development Leaders
6	Aug 28	Environ. Educators: PACOH Members
7	Aug 28	Regional Association Meeting, Danli
8	Aug 29	Mayoral Candidates
9	Sep 3	Teachers
10	Sep 4	Women LTA Returnees
11	Sep 7	ASHONPLAFA Trainees
12	Sep 8	ANEDH Leadership
13	Sep 9	ANEDH Members
14	Sep 10	Agricultural Trainees
15	Sep 11	Small Business Managers
16	Sep 22	Women Small Business Owners
17	Sep 22	Women Professionals

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Focus groups transcriptions and open-ended interview notes were prepared immediately after each meeting. Summaries of focus group reports are included in the report as Appendix G. Relevant documents pertaining to the CAPS and HOPS-II projects, including the Project Papers, Country Training Plans and the USAID/Honduras Project Objectives Document/Action Plan, were reviewed both in Honduras and in Washington. These are listed in the Bibliography (Appendix H). Report topics were established with USAID/Honduras prior to the production of the Final Report.

### **ACKNOWLEDGEMENTS**

Aguirre International extends a sincere appreciation to all those who participated in the preparation of this report. Dr. Roger Rasnake, Senior Evaluation Specialist and Ms. Janet Kerley Evaluation Specialist, formed the Aguirre International evaluation team. Mario Barrientos Salgado served as in-country coordinator for Aguirre International, assisted by Ms. Ana Maria Midence.

At the conclusion of the field work, Ms. Kerley presented preliminary findings to USAID/Honduras staff and to CADERH staff. The first draft was circulated for comments and corrections to USAID/Honduras and to the LAC/DR/EHR.

**APPENDIX F**

**FOCUS GROUP  
MODERATOR'S  
GUIDE**

# EVALUACION DEL IMPACTO DEL PROGRAMA "HOPS" EN Honduras

## Guía de Moderador

### I. INTRODUCCION

1. Breve explicación del trabajo de Aguirre International referente al Programa HOPS y de la utilización de la metodología de grupos de enfoque. Establezca que Aguirre International es independiente de USAID/Honduras, Academy for Educational Development, las instituciones entrenadoras en los EE.UU., etc.
2. Presentación del moderador y observador
3. Presentación de cada participante: Nombre, estado civil y actividades de recreación

### II. ANALISIS DE LA CAPACITACION EN LOS ESTADOS UNIDOS

1. ¿Cómo calificarían la capacitación que recibieron en los EE.UU.?
2. ¿Cuáles fueron los elementos más importantes de la capacitación? (Sondear: contenido y utilidad de la capacidad.)
3. ¿Cuál fue el objetivo principal de su programa de capacitación? ¿Se logró el objetivo? ¿Por qué dice(n) eso?
4. ¿Es el tipo de capacitación que ustedes esperaban? Por que si? Por que no? Que piensa el resto del grupo?
5. ¿Que aspecto de la capacitación les ha gustado mas? ¿Por qué?
6. ¿Que aspecto de la capacitación les ha gustado menos? ¿Por qué?
7. ¿Recomendarían la capacitación a sus familiares y amigos? ¿Por qué? ¿Por qué no?
8. Si tuvieran que calificar la capacitación utilizando una escala entre cero y diez, ¿qué calificación le darían?

### III. "EXPERIENCE AMERICA"

1. Tuvieron también la oportunidad de conocer a los norteamericanos y ver la sociedad norteamericana y sus instituciones, "Experience America." ¿Qué les gustó más o les impresionó más en los EE.UU.? ¿Qué les gustó menos?
2. Honduras tiene una forma de gobierno democrática, y así es también los Estados Unidos. ¿Su viaje les permitió enterarse de la forma de gobierno estadounidense, al nivel local o

nacional? ¿Qué vieron allí que posiblemente podrían aplicar a las prácticas democráticas bolivianas?

3. ¿Qué cosas específicamente vieron en los Estados Unidos, con respecto a su vida pública, sus instituciones, que les ha hecho reflexionar sobre su utilidad para Honduras?

#### **IV. ENFOQUE EN LA "APLICABILIDAD" DE LA CAPACITACION**

*Transición:* Indicar el cambio de tema al decir "Ahora, hablemos de la capacitación HOPS con respecto a cómo la han utilizado aquí en Honduras."

1. ¿Fue relevante/apropiada la capacitación que recibieron en los Estados Unidos a lo que hacen ahora en su trabajo [o en sus actividades comunitarias]?- ¿Por qué? ¿Por qué no?

2. ¿Cuáles han sido los efectos de la beca en los ingresos familiares?

3. ¿Se han ascendido en sus trabajos como resultado de la beca?

4. En el trabajo, han podido utilizar o implementar los conocimientos ganados en la beca? ¿Por qué? ¿Por qué no? ¿Han recibido el apoyo o colaboración de sus jefes en utilizar la capacitación? [vínculos institucionales]

5. En el barrio, o la organización comunitaria, ¿cómo han comunicado los con sus vecinos o compañeros lo que han aprendido en la beca? Si no han podido comunicarlos, ¿porqué no? [*efecto multiplicador*]

6. ¿Qué ha hecho, específicamente, como resultado de la beca que no hubiera podido hacer si no tuviera la beca HOPS?

7. ¿La capacitación HOPS ha tenido algún efecto, que sea positivo o negativo, en su capacidad de mando, de guiar a otros, de hablar delante un grupo? [¿Le ha ayudado a desarrollar su propia potencialidad?]

8. [Para los de la pequeña empresa o que trabajan en carreras de producción...] ¿Ha aumentado su productividad, su producción, el ritmo de entrega de sus bienes?

9. Como resultado de la beca, ¿cómo ha cambiado sus expectativas con respecto a su puesto/empleo /manera de mantener su negocio?

#### **V. LA CAPACITACION Y LIDERAZGO**

1. ¿Han cambiado / aumentado sus prácticas de liderazgo como resultado de la beca? ¿Cómo?

2. ¿Cómo ha expresado su capacidad de liderazgo desde que regresó a Honduras? ¿Qué hace ahora que no hacía antes?

3. ¿Qué han hecho desde su regreso para mejorar sus capacidades de liderazgo?

## VI. VINCULOS INSTITUCIONALES

1. ¿Sigue Ud. manteniendo una relación con la institución que le nominó a participar en la beca? (La institución intermediaria?)
2. ¿Cuáles son los factores para que la relación sea fuerte y mutuamente beneficiosa?
3. [Determina quiénes fueron capacitados con colegas de trabajo, para preguntarles...] ¿Ha sido útil o una desventaja que Uds. recibieron una capacitación en común en el programa?

## VII. ACTITUDES

1. ¿Han cambiado sus opiniones con respecto a su carrera o profesión como resultado de su capacitación? ¿De su país? ¿De su barrio o de las organizaciones en que trabaja?
2. Después de su estadía en los EE.UU., ¿cambió su punto de vista con respecto a sus propias posibilidades?
3. ¿En cuáles instituciones han podido tener un impacto positivo con respecto a las habilidades democráticas?
4. Más allá de la capacitación o estudios en sí, ¿hay elementos de la experiencia en los EE.UU. que les ha llevado a cambiar algo en su experiencia en el trabajo o en la comunidad? ¿La experiencia con la familia norteamericana? ¿Amistades allá?
5. ¿Mantuvieron contactos con amigos u otros en los EE.UU. durante los primeros seis meses después de su regreso? Cartas?

## VIII. TEMA: LAS BECARIAS

[Para ex-becarias]:

1. ¿Ha encontrado algunas dificultades en aplicar lo que estudió? ¿Qué han podido hacer con su capacitación desde su regreso de los EE.UU.? ¿Cómo compararía su capacidad de aplicar o implementar su capacitación con la de los varones [que estuvieron en su grupo]?
2. ¿Participó Ud. en un grupo que era sólo de mujeres?
  - 2a. [Si es así,] ¿Qué tal fue? ¿Habría sido mejor tener a algunos hombres en el grupo? Pensando en la experiencia con un grupo de becarias todas mujeres, ¿diría ahora que las mujeres resultan más o menos colaboradoras cuando no hay varones en el grupo?

2b. [Si no es así.] ¿Funcionó bien el grupo mixto? ¿Habría sido mejor un grupo sólo de mujeres? ¿Porqué o porqué no?

## **IX. SEGUIMIENTO**

1. ¿Qué tipo de contacto han tenido Uds. entre Uds. o con otros becarios?
2. ¿Cuántas veces han tenido contacto con USAID? ¿Esperaban tener más contacto, o es más o menos lo que esperaban?
3. ¿Qué actividades han emprendido Uds. en ..[lugar].. como resultado de haber participado en el programa de becas?
4. ¿Idealmente, qué debe ser el programa de seguimiento de HOPS para ser de lo más útil para los ex-becarios? ¿Qué deben hacer los ex-becarios?

## **X. JUEGO DE ROLES**

Supongan ahora que ustedes forman la mesa directiva de la Oficina de Capacitación en USAID/Honduras. Les quisiera pedir que por favor planifiquen las actividades de capacitación del próximo año, tomando en cuenta sus experiencias actuales.

6. Cual sería el curriculum? Por qué?
7. Cual serían las fechas de capacitación? Por qué?
8. Que temas serían incluidos? Por qué?
9. Que temas serían excluidos? Por qué?
10. Que tipo de becarios deberían invitarse? Por qué?
11. Hay algo mas que se debería considerar para la capacitación del año próximo? Que?

(Moderador: En las preguntas 6 a 11, tratar de establecer el grado de consenso)

**APPENDIX G**

**BIBLIOGRAPHY**

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**APPENDIX H**

**USAID/HONDURAS**

**COMMENTS**

AGENCY FOR INTERNATIONAL DEVELOPMENT  
USAID/HONDURAS



Mailing Address:  
From USA: USAID/Honduras, Unit 2927, APO AA 34023  
International: Apartado Postal 3453, Tegucigalpa M.D.C., Honduras, C.A.

Telephone (504) 36-9320  
Telefax (504) 36-7776

TELEFAX CONTROL NUMBER 08-29

TO : John Jessup  
OFFICE : USAID/W  
COUNTRY : USA  
FAX NO. : (202) 647-8151  
DATE : August 2, 1994  
NO. OF PAGES : 3  
(including cover sheet)

~~FROM : Ned van Steenwyk *Ned* AID OFFICE : HRD/ET~~

TEXT :

Dear John:

We have been reviewing the HOPS II evaluation report while Jeff has been on vacation but we would like to wait until he returns next week (August 8th), and after I return from my vacation August 15th, before holding a formal meeting on the report. Based on our informal review, however, it appears that there are certain sections of the scope of work which have not been addressed by the evaluation report.

These sections will be important for us as we face budget reductions and seek to achieve maximum development impact under the HOPS II project. Please share this information with the evaluation team. Jeff will also be in touch with you upon his return to Honduras.

Sincerely,  
*Ned van Steenwyk*  
Ned van Steenwyk  
HOPS II Project Officer

3. Scope of Work

The contractor shall evaluate current activities under the HOPS II project in light of severe reductions in funding for the project, the Mission's training priorities, and assist USAID/Honduras in defining strategies to obtain maximum development impact under these circumstances.

The HOPS II evaluation shall determine the degree to which HOPS II strategies and activities are achieving increased development

impact, improvements in leadership development, "Experience America," and the quality and relevance of training as compared to the lower cost predeparture and follow-on strategies used by the CAPS and HOPS I projects.

The evaluation shall include specific recommendations on areas requiring adjustments for meeting the goals and outputs of the CLASP II and HOPS II projects, and recommendations for adjustments in the HOPS II project design if warranted. The evaluation shall address the following areas.

A. Evaluate current recruitment and selection strategies for selecting HOPS II scholarship recipients to:

-determine if costs could be reduced and how;

-determine how the project can assure that at least 40% of the long and short-term scholarships are awarded to women while meeting other project goals and requisites for awarding scholarships;

-assure that the project will respond to the Mission's participant training priorities; and

-assure higher levels of participation among departments and municipalities which have not had equitable participation in the CAPS, HOPS I and II programs.

B. Evaluate HOPS II predeparture training objectives, strategies and activities to determine if:

-current competency based training objectives are reasonable;

-predeparture training strategies and activities are appropriate for mastering competency objectives, preparing the scholar for follow-on and the application of training;

-training provided by the institutional contractor is being provided in a timely manner and is of high quality;

-costs could be reduced for the predeparture preparation of scholarship recipients by changing strategies or activities, or whether other changes are warranted.

C. Evaluate the placement of HOPS II scholarship recipients in U.S. training programs in regard to:

-participant satisfaction;

-probabilities of mastering training objectives;

-Peace Scholars' commitments to return to Honduras to contribute to Honduran development;

-preparing the scholar for follow-on and the application of training in Honduras; and

-The extent to which leadership and "Experience America" goals are being realized by U.S. training.

D. Evaluate HOPS II current and planned follow-on strategies and activities to determine:

-if it is probable that the application of the scholars training will be achieved and provide enhanced development impact as a consequence of these follow-on strategies and activities;

-if changes should be made to reduce costs;

-if changes should be made to increase the application of scholars' training and/or increase the development impact of the project;

-if current follow-on activities fall within the parameters under CLASP II guidelines;

-if adequate monitoring and supervision is present for current follow-on activities; and

-to what extent and how should multiplier effects be measured and tracked.

E. Evaluate the design, implementation and impact of the project in terms of gender issues to include:

-what are the effects, positive or negative, of HOPS II concerning female (as compared to male) access to income, education and training, and with respect to workloads, role in household and community, and health conditions;

-how were the interests and role of women (as compared to men) taken into account during this evaluation;

-were any significant factors concerning women (as compared to men) overlooked in the design, implementation, appraisal, or follow-on strategies of HOPS II; and

-did the participation of women as scholarship recipients affect the sustainability of project outcomes (were outcomes more sustained, less sustained or equally sustainable between female and male beneficiaries)?

F. Review current projections for short and long-term scholarships to be awarded by CAPS, HOPS I and II in light of reduced funding, the Mission's training priorities, achieving at least 50% participation of women, and assuring an equitable geographic distribution of scholarships. Should changes be made in any scholarship priorities?

**APPENDIX I**

**AGUIRRE  
INTERNATIONAL'S  
RESPONSE**



## AGUIRRE INTERNATIONAL MEMORANDUM

November 16, 1994

**To:** Ned van Steenwyck, HRD Officer, USAID/Honduras  
Jeff Lansdale, HOPS-II Project Manager  
Sonia Zacapa, Training Officer, USAID/Honduras

**From:** Roger Rasnake, Aguirre International 

**Re:** Changes in HOPS-II funding and response to comments on Impact Evaluation Report

---

Thank you for your recent comments on the draft report on the evaluation of CAPS and HOPS-II in Honduras, which we prepared earlier this year. By means of this memorandum I would like to respond to the points raised in your communication, as well as to address several other issues related to the changing and uncertain funding that you and other USAID Missions have encountered. I address the broader issues first.

### I. General Issues

#### A. Background: CLASP Training in the Context of Changing Priorities

The issue of the relationship between CLASP training priorities and the support it receives in the Mission requires some background.

The international context in which CLASP was originally conceived has obviously changed dramatically. While only a few years have passed, the original CLASP objective to offset Soviet and East Bloc influence through U.S. training and cultural experience now appears quaintly anachronistic, rooted in another historical era.

Equally disruptive of the priority given to CLASP — and reflecting the same historical transformations that motivated the project in the first place — has been the shift of development funding away from Latin America. The wars and insurrections have largely ended, all the region's governments are in some formal sense "democratic," and the confrontation of major world powers that resounded in small Central American countries has vanished. The resources for development that would formerly have been dedicated to Latin America and the Caribbean have increasingly been shifted to new venues, especially to Eastern Europe and the former Soviet Union.

These changes were already apparent when the objectives and goals of CLASP were refined at the beginning of the CLASP-II. In the former period, CLASP's "political" objective were sufficiently germane to provide the justification for funding. By 1989, USAID Missions were asked by the LAC Bureau to provide CLASP-II funding out of their own budgets. The designers of those Mission projects already grappled, more or less successfully, with how to be more responsive to Mission-specific development needs, as opposed to broader regional goals.

## **B. Linking CLASP to Mission Strategic Objectives**

The last several years have seen increasing efforts to fully place CLASP within the context of USAID Mission plans. However, the transition is incomplete. The issue, in sum, boils down to two opposing models for conceiving USAID training in the CLASP "stand-alone" training modality: are CLASP training projects *scholarship* programs, or are they *development* projects? Scholarship programs successfully target individuals and provide them the means to improve their educational credentials and their level of expertise. However, targeting may be done with little direct attention paid to *specific outcomes*. That is, the focus is on individual betterment in the long term, not on institutional change. Targeting may be very broad; for example, the perception of a national need for more specialists in some field of study may not be linked to solving a specific human resource problem in a specific organization. Trainees are not specifically linked to a particular institution with which USAID is working in other spheres.

Perceiving training as a support for development objectives alters the focus of training design from the individual to broader strategic goals. Mission training, of which CLASP training is a part, needs to be conceived as a strategic tool for the realization of Mission goals, as developed in the Action Plan. This requires a different kind of planning process, one which aims at developing a training strategy that is rooted in the broader Mission portfolio planning. Ideally, this goes beyond individual projects to outcomes required to have an impact on sectors.

While the formal elaboration of a Country Training Strategy has not been widespread yet, most Missions do apparently agree that CLASP is best understood as a means to reach development goals rather than simply as a scholarship program to benefit individuals. The increasing reluctance to sponsor long-term academic training, the reliance on technical rather than academic programs, and initial efforts to create links between CLASP short-term groups and other Mission projects suggests that the development model, as opposed to the scholarship model, will predominate.

However, the process by which Missions have linked the objectives of CLASP to Mission Strategic Objectives has been only partially fulfilled. A distinction needs to be made here between a *logical* linking of training plans to Strategic Objectives and a *functional* linking. That is, it is relatively easy to specify how proposed training to be carried out under CLASP may support one or the other of the Mission SO's. It is more difficult, but also essential, to ensure that the training is fully and directly integrated into project activities in support of other Technical Offices in the Mission. At present, Technical Offices are often encouraged to provide the rationale and the linkages. Technical Officers see this task as an *addition* to their work load, which they must take beyond their normal management responsibilities. CLASP will generally do the most to improve

its relative standing in the Mission portfolio when it is used to assist project managers in carrying out their work, rather than adding an additional labor burden.

### **C. The Relationship Between CLASP training and the Missions' Strategic Plans**

Our recent research suggests that those Missions which are most supportive of CLASP and which are most likely to strive to ensure its funding through the life of project are those in which CLASP training priorities have been closely aligned with particular outcomes in the Strategic Objectives tree. Some examples can show how this has been done:

- In El Salvador, CLASP training has been used to support particular Technical Office projects. CLASP training has been used in some cases as a means for testing specific training approaches which have then been incorporated into project-related training at the national level, such as in basic education.
- In Bolivia, several recent cases of training for environmental protection and education have been closely linked to broader Mission goals.
- In Guatemala, the CLASP project was slated, at one point, for severe cuts. However, the success in training related to the strengthening of democratic institutions — specifically, the institutional strengthening exhibited in support of the National Electoral Council (the *Tribunal Supremo Electoral*) — provided the linkage to Strategic Objectives that was needed to underline the importance of training.
- In Haiti, CLASP is being used as the training vehicle to establish social and institutional linkages among the four major groups of providers in basic education. If the institutional links are cemented, the Mission plans to build on these ties to fund a large project in the education sector.
- Your own training in Honduras related to rural elementary education and to municipal government has been linked directly to other Mission activities.

The point is that CLASP training, in a time of shrinking resources, is most likely to be supported within a broader Mission portfolio in which the project is integrally linked to other Mission activities, rather than perceived as subsidiary or parallel to them. In the latter case, the danger arises that CLASP comes to be seen as a public relations project, or as an ornament to the Mission which can be foregone with little impact on the Mission's program.

In the case of HOPS-II, the linkage has been strong in several recent cases, such as the municipal development specialists and community leaders. Not all future training plans appear to be as linked to other project activities. Our recommendation for future training would suggest a close cooperation with other Technical Offices, in terms of the "service" perspective outlined below, is most likely to build the kind of constituency that will fight to retain a project like CLASP for the next several years. It was our conclusion in the evaluation report that the linkage needs to be made much more clearly than was the case to that time. Late last year it was not well understood

within USAID/Honduras that even the *logical* linkages to Strategic Objectives had been drawn. While the functional linkages had been made in some cases (such as in municipal governance and environmental studies), the perception existed that HOPS-II was still a politically motivated project in a time when the rest of the components of the Mission portfolio had to demonstrate their relevance under the umbrella of strategic management.

In the report presented earlier this year, we made the following recommendations with respect to the broader Mission portfolio and the Strategic Objectives (taken from the Executive Summary):

### ***Findings***

The HOPS-II project is successfully contributing to meeting the Mission's Strategic Objectives. Trainees are having an impact at the regional and national level in several areas. However, the program's success is not widely known in the Mission and some misperceptions about the program persist. Some erroneously view HOPS II as expensive. Others do not perceive the relationship between Mission Objectives and HOPS II training. The evaluation team was surprised to learn that some policy personnel asked whether HOPS-II should not be supportive of Mission Strategic Objectives, when this issue had been long resolved by HOPS II managers and staff.

### ***Recommendations***

- *The CAPS/HOPS office should establish more regular internal communications with the Technical Offices and other divisions within the Mission. Such methods include newsletters, increased contacts between both departing and returning Trainees and Mission personnel, and, informal discussions, and more frequent (more than annually) contacts with Mission offices about their concerns and suggestions.*
- *Even with reductions in future funding, stand-alone training projects must position themselves at the hub of all Mission sectoral and project activities, rather than as a separate "training" sector. While the HOPS-II Project has definite prescribed objectives in target populations and training format which must be met, Project managers should emphasize the degree to which HOPS-II can serve as a support mechanism to the technical fields. This, along with improved communications, will serve to build a strong interest group who understand how human resource development and training support development.*
- *The Office of Education and Training and the CAPS/HOPS staff may wish to develop more explicitly in memoranda or in presentations how HOPS-II supports Mission Strategic Objectives. That is, while most current training groups and topics can easily be placed under one of the SOs, more detailed development of the relationship is advisable as the "strategic management" approach becomes fully institutionalized. A close coordination with Technical Officers and project activities will facilitate this effort.*

### **D. Cost Issues: Modifying the Model by Increasing In-country Training.**

Training financed under the CLASP model will continue to require a U.S. training component. However, the realities of reduced funding are recognized at all levels. Obviously, a possible means to reduce costs is that of reducing the length of the U.S. stay. It is therefore possible to

contemplate a revised training scheme under CLASP which augments the in-country proportion of training and reduces the amount of time in the U.S. This should, in most cases, reduce the overall costs of training, although it will clearly raise the "participant-month" costs, because fixed costs (such as airfare or basic, fixed training costs) will be amortized over a shorter period.

In recent thinking on improving the design of training for development, it has proven useful to conceive of training as structured into a series of *modules*. In general, we would expect a module for predeparture orientation, several modules in the U.S. training (including both technical training and Experience America), and several other modules of on-the-job support and reinforcement training as part of Follow-on.

Each module would be designed to contribute to a *unified* training program, integrated from the initial needs assessment and training design through Follow-on. For example, the first module develops Trainee commitment and provides the context for delineating training objectives and expected results. Commitment-building should also go beyond the Trainee, because the supervisor or employer should "buy into" the goals of training and agree to provide the Trainee with the context to apply the training upon returning. This module should also allow for the design of relevant "action plans." Under a modular approach, Follow-on becomes an essential component of the entire training program, emphasizing the applicability and hands-on utilization of what Trainees learned. It "completes" the process begun in predeparture training.

HOPS-II has moved in the direction of modular training design. In our view, HOPS-II has led the way in CLASP training throughout the hemisphere in instituting development-oriented in-country training. No other Mission has devoted the financial resources and professional expertise to the in-country component of CLASP as USAID/Honduras. The CLASP evaluation recognized that HOPS-II training had already elaborated a plan that comprehends more than "predeparture" training. The courses of study offered to long-term participants and certain short-term Trainees clearly go beyond simple preparation for travel.

The CLASP-II Project Manager, John Jessup, is currently considering a revision of the CLASP-II Project Paper. The revision will reduce the long-term training minimum requirement from 20 percent to 10 percent. This new provision will not affect HOPS-II, since all long-term training has been completed.

For short-term training, possible Project Paper revisions are still under discussion. CLASP-II currently requires that U.S. short-term training last at least 28 days. Further, LAC has recommended, in past years, that training projects offer at least five to six weeks of training. Given the sharp reduction in funding for CLASP in several Missions, John Jessup has expressed a willingness to consider a shorter period of U.S. training under specific circumstances. One example of this would be a "briefer-than-standard" U.S. module within a more inclusive training plan which complements the U.S. portion with substantial in-country training.

To meet the cost reductions envisioned and to maintain a steady flow of Trainees, we therefore recommend that HOPS-II consider the adoption of a modular approach to program design and propose a model with a shorter U.S. component. The model would combine lengthened in-

country training prior to the U.S. segment with post-U.S. modules emphasizing application and reinforcement. The overall length of training should equal or exceed the length of previous HOPS-II training, from pre-departure to Follow-on.

### **E. HOPS-II as a Centralized "Service Project" for Other Mission Projects.**

It has been suggested that CLASP projects could adopt a "buy-in" marketing strategy as a means to continue to provide training at a time of reduced funding. The idea would be to see if Technical Offices would be interested in using the HOPS-II mechanism to carry out training they would otherwise have conducted in some other fashion. Certain constraints will apply if HOPS-II were to move in this direction. First, some segment of the training must be carried out in the United States. Second, HOPS-II must still strive to maintain the 70 percent disadvantaged and 40 percent female participation rates that are required by the project. (However, the project clearly does permit 30 percent of Trainees *not* to be economically or socially disadvantaged, as long as they are not from the country's elite.)

Three possibilities present themselves in examining this option:

- Many proposals may have been made over the past several years by various Technical Offices that were not selected for support by HOPS-II. Technical Offices may still be sufficiently interested in those proposals that they would provide funding if HOPS-II would agree to including the training in the program.
- Technical Offices should be canvassed for their own upcoming training plans to determine if any training could be carried out more effectively under the HOPS-II mantle. Technical Offices should be reminded that the evaluation found HOPS-II training costs to be less, per participant-month, than "traditional" project-related training.
- It may prove fruitful to closely review the Project Papers within the Mission's portfolio to determine if training that was proposed initially may still require completion. In the latter case, HOPS-II could take the initiative to provide project managers with specific information on how their training could be realized under the HOPS-II umbrella.

*Recommendation:* HOPS-II project managers should assess the degree to which the project could adopt the "buy-in" model in support of the training needs of other Mission Technical Offices.

## **II. Specific Issues Raised about the Evaluation Report**

The following italicized phrases were highlighted in Ned van Steenwyck's memo as areas in the scope of work requiring further explanation or further elaboration.

(1) The contractor shall evaluate current activities under the HOPS II project *in light of severe reductions in funding* for the project, the *Mission's training priorities*...

The principal point discussed in Section I above is that Mission training priorities, under present USAID strategic management plans, must be cast in terms of outcomes related to the Strategic Objectives. The discussion suggests that this process is more than a logical linking of training themes and Strategic Objectives and results from adopting a strategic approach to the examination of institutional human resource needs. This will require counterpart institutional needs assessments and ongoing discussions with Technical Offices and project managers, especially as funding becomes even less secure, to determine changing priorities.

The report focused on the determination of project impact, cast in the context of reduced funding. One goal was to assess whether, in general, training was well executed and whether Trainees were having, as a result, some identifiable impacts in the work place and in their communities. The report highlighted, in Chapter Five, four areas in particular where impact appeared to be strong: among the PACOH environmental education teachers; elementary school teachers and administrators; in training for the small business sector; and in the area of support for municipal government.

This information was provided to assist the decision-making process in the evolving relationship between *funding* and *training priorities*. That is, the case studies in the evaluation, as well as conclusions and recommendations on pre-departure, U.S. training, Experience America, and Follow-on, furnish solid evidence for the building blocks required of effective programs. Given the intimate link that must exist between overall Mission program needs and consequent training priorities, the specification of how those training priorities will evolve in the future is a Mission policy decision beyond the competence of the evaluators.

(2) The evaluation shall include *specific recommendations on areas requiring adjustments for meeting the goals and outputs of the CLASP II and HOPS II projects*, and *recommendation for adjustments in the HOPS II project design if warranted*.

A review of goals and outputs identified only one area where adjustments were required, which was the need to recruit more women to meet the 40 percent target for CLASP. The evaluation also concluded that the competency-based objectives designed for both short-term and long-term Trainees requires revisions, as discussed in Chapter Three.

(3) *...assure that the project will respond to the Missions's participant training priorities*,

See II.(1).

(4) what are the effects, positive or negative, of HOPS II concerning female (as compared to male) access ... *with respect to workloads, role in household and community, and health conditions*;

- *Workloads* proved difficult to assess in the evaluation. Women spoke of their desire and, in some cases, their success in convincing their spouses to share more equitably household tasks. However, recent research in the United States and elsewhere demonstrates how difficult it is to reduce women's work responsibilities in the home even after they take on full-time paid labor in the work force. Data collected did not indicate wide disparities among men and women with respect to workload in the paid labor force.
- Women and men were equally likely to report that the experience had an impact on their *family life*. Qualitative data derived from women in focus groups and open-ended interviews suggest that the experience of contact with U.S. families and the model of U.S. women they met during training had led many to re-evaluate how they wish to structure their own family lives.
- As was discussed in the report (p. 94), male and female Trainees were equally likely to be as active in participating in community activities *after* training as they were *before* training, although women participated at a somewhat lower rate both before and after training than did men. For those who were active, men and women showed approximately equal *levels* of activities, such as planning events, training others, and holding formal office. With the exception of the *rate* of participation (normally explained by household responsibilities and cultural patterns), gender was not a factor in community participation.
- *Health conditions* of women Trainees proved impractical to assess in the evaluation. However, both women and men often spontaneously mentioned the cleanliness and high public health standards of the U.S. that they noted during their stay. Some claimed that they were attempting to improve their own, or their community's, sanitary standards as a result. Beyond these observations, no evidence arose in the course of qualitative data collection to suggest that the present health conditions of women Trainees were affected positively or negatively by their participation in the program.

(5) *to what extent and how should multiplier effects be measured and tracked.*

The report attempted to measure the multiplier effect in general terms; this is reported on p. 91-92 for the multiplier effect in the workplace and p. 95 for community activities. This essentially reports the findings on the following four questions:

1. a. ¿Con cuántos colegas o compañeros de trabajo ha compartido *formalmente* (en seminarios, charlas, cursillos) el contenido de su capacitación en los Estados Unidos?

\_\_\_\_\_

- b. ¿Con cuántos colegas o compañeros de trabajo ha compartido *informalmente* (charlando, hablando entre amigos) el contenido de su capacitación en los Estados Unidos?

\_\_\_\_\_

2. a. ¿Con cuántas otras personas-miembros de la comunidad, amigos, familiares, etc.-ha compartido *formalmente* (en seminarios, charlas, cursillos) el contenido de su capacitación en los Estados Unidos? \_\_\_\_\_
- b. ¿Con cuántas otras personas-miembros de la comunidad, amigos, familiares, etc. ha compartido *informalmente* (charlando, hablando entre amigos) el contenido de su capacitación en los Estados Unidos? \_\_\_\_\_

These questions provide a model for *how* to measure the multiplier effect which, however imperfect, we have found useful in several evaluations.

We also found that considerable qualitative information on the multiplier effect is contained in the regular trip reports of Follow-on staff. In Section 6.D. of Chapter 8, *Follow-on*, p. 112, the following observation is made: *Follow-on staff should give high priority to increasing the distribution of the data gathered from their monthly trip reports.* Our sense is that the reality of the multiplier effect, not always easy to quantify, can nevertheless be communicated effectively to Mission decision-makers through short, illustrative examples.

We propose to add the following text to that which already appears:

Tracking the "multiplier effect" can be costly if special data collection efforts are made. The evaluation recommends rather a low-cost approach, in which the multiplier effect is tracked quantitatively at regular Follow-on meetings. The four-part question employed in HOFs-II evaluation research ("With how many persons have you shared formally/informally the contents of your training in the workplace/community?") can be incorporated into any currently used Follow-on event registration form. The present evaluation report provides a sample baseline data set, reported above in Chapter 5, against which comparisons can be drawn. It is recommended that this information be collected opportunistically at periodic Follow-on meetings. After the initial data collection from any individual, the question should be altered to read "since the last Follow-on meeting at which you completed this questionnaire." The data should be tabulated by training group, area and year of study, and region by the Follow-on staff and reported in their monthly reports. Follow-on staff would also want to keep track of those from whom the information has previously been collected to get some sense of the rate at which Trainees continue to train others or share their training experience.

(6) *did the participation of women as scholarship recipients affect the sustainability of project outcomes (were outcomes more sustained, less sustained or equally sustainable between female and male beneficiaries)?*

Throughout the entire report, all survey findings were analyzed on the basis of sex. Differences by sex are generally only reported when there is a statistically significant difference between of at

least  $p < .05$  between men and women. Chapter Seven, *Women and the CAPS/HOPS Program*, addresses some specific issues related to female beneficiaries.

Project outcomes that were examined relate to a broad range of issues: employment, professional growth, self-esteem, community activities, the application of training in the workplace, and Follow-on participation. Differences were noted in each of these areas between men and women. For example, women are employed at a lower rate than men. Such differences are noted in nearly all economies, since adult women normally take on household management and childcare responsibilities which men do not. However, 11 percent more women are employed *after* training than before, whereas only five percent more men are. Further, the rate of employment of CAPS/HOPS-II female returnees (86%) is dramatically higher than the 1990 labor force estimates for adult Honduran women (30%). This suggests a differential, positive impact on women's employment rates which would suggest a long-term, sustainable positive outcome.

As another example, women were more likely to report permanent attitudinal changes than men. That is, women more often reported that the experience provided them with new, important insights into their understanding of themselves. They stated that they were more likely to pursue better positions in the workplace, to stand up for themselves and resist sexual harassment, or to try to convince their husbands that the marriage relationship should be characterized by greater equality of responsibility. These attitudinal changes are difficult to quantify. However, one finding from focus groups and open-ended interviews was that women saw themselves as "empowered" by the training experience.

Countering such positive outcomes are the realities of the work place and culture in Honduras, which continue to place women in subordinate positions. The sustainability of project outcomes is therefore not fully within the control of the women Trainees themselves, since they are embedded in social relationships and institutions which may resist their desire to advance or their new understandings of themselves.

Nevertheless, these observations and many others throughout the report lead us to conclude that there are there is *no good evidence* to believe that these various outcomes are less sustained. We therefore conclude that it is reasonable to argue that the outcomes appear to be at least equally *sustainable*, as the scope of work phrases the issue.

(7) Review current projections... *Should changes be made in any scholarship priorities?*

We examined the issues of geographic distribution and the participation of women in the report, and we argued there that the present plans seemed reasonable and appropriate. As for the discussion of scholarship priorities, these are discussed in general terms in Sections I.A. and I.B. above.