AN IMPACT EVALUATION OF THE ANDEAN PEACE SCHOLARSHIP PROGRAM (APSP) AND A MID-TERM EVALUATION OF THE ECUADOR DEVELOPMENT SCHOLARSHIP PROGRAM (EDSP)

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EXECUTIVE

SUMMARY

Executive Summary

PURPOSE OF THE EVALUATION

This evaluation assesses two USAID/Ecuador projects, the Andean Peace Scholarship Program (APSP), Project Number 518-0067, and the Ecuador Development Scholarship Program (EDSP), Project Number 518-0091. The Scope of Work (see Appendix A) called for a final impact evaluation of the long-term APSP program and a mid-term evaluation of the successor project, EDSP.

PROJECT PURPOSE AND EVALUATION GOALS

APSP Project Purpose

The Caribbean and Latin American Scholarship Program (CLASP) was designed and implemented by the Agency for International Development (USAID) to achieve two principal goals. These are:

- to contribute to the formation of more effective manpower resources, thereby ensuring the leadership and technical skills needed for the progressive, balanced, and pluralistic development of selected Caribbean Basin and South American countries; and
- to strengthen mutual understanding between the United States and its Latin and Caribbean partners (USAID:1987).

The project goal of APSP, a sub-component of CLASP, was to develop more effective manpower resources in the Andean countries. The APSP project formally ended in September, 1993. Training of socio-economic disadvantaged leaders continued with EDSP.

APSP Evaluation Goals

The goal of the evaluation of APSP is to examine the impact of APSP students not included in the final evaluation of the program conducted shortly before the completion of the project. The principal research question addressed the specific ways in which the training for long-term APSP Trainees contributed to their impact on the job, in the community, and in support of democratic institutions and economic growth. Trainees were also asked to report on the design and implementation of the project. An additional goal is to determine the effectiveness of U.S. training programs offered in Spanish.

Trainees participated in these programs for two reasons: an attempt to lower program costs by reducing the amount of time needed for predeparture English language training, and to ensure that Trainees would be back in country by September 1992, as established by the terms of the U.S. contractor's first contract amendment.

EDSP Project Purpose

The EDSP, designed in 1991 as a successor program to the APSP, is a Mission-implemented project of the LAC Bureau's CLASP-II. EDSP was authorized at $6,600,000 and obligations through the present have been $4,432,922.

The project design emphasizes the training of leaders, high quality predeparture orientation, well-defined and appropriate U.S. training, Experience America activities, and a program of Follow-on activities to obtain maximum development impact.

The Mission assigned the following goals to EDSP training:

- to support the social and economic development of Ecuador through the promotion of democratic pluralism and democratic institutions, as well as the encouragement of a free enterprise economy;

- to include levels of society which do not normally have access to U.S. training, by requiring that 70 percent of the Trainees be from disadvantaged groups and 40 percent be women;

- to select leaders, actual and potential, who can maximize the impact of their U.S.-based training by influencing the direction of their institutions and communities;

- to expose Trainees to American life and values and to develop personal and institutional relationships between Ecuadoran Trainees and Americans; and

- to support the Strategic Objectives of USAID/Ecuador.

The End-of-Project Status (EOPS) Indicators originally listed in the project paper follow:

- Are the returned Trainees employed in their respective fields of expertise or working in their area of training?

- Are the returned Trainees applying the skills learned in the U.S.?

- Have returned Trainees either found an appropriate job or community service role or do they enjoy increased responsibility or increased salary in an existing job?

- Are returned participants active and influential in community or professional affairs?

- Do returned participants maintain some relationship with the U.S.?

- Have Trainees developed an understanding of the U.S. relevant to their own occupation or situation?

EDSP Evaluation Goals

The goal of the EDSP mid-term evaluation is to assist USAID/Ecuador in evaluating the current status of the EDSP project and to define strategies to obtain maximum development impact in a situation of reduced budgetary resources. The evaluation addresses three main questions:

1. What is the status of the project as it reaches the EOPS originally developed in the project paper?

2. How has the EDSP Training contributed to Trainees' impact on the job, in the community, and in support of democratic institutions and economic growth?

3. To what degree are project activities contributing to meeting Strategic Objectives, especially in the indicators established for the project?

EVALUATION METHODOLOGY

The evaluation was conducted in November, 1994, using both quantitative and qualitative data sources. Questions focused on two principal areas: Trainees' satisfaction with the delivery of the training and the impact Trainees have once they return.

This report draws on three primary sources of data:

- Survey interviews with 54 APSP Trainees and 94 returned EDSP Trainees;

- Focus group interviews with Trainees, by field of study; and

- Interviews with key USAID/Ecuador personnel and World Learning Inc. staff.

APSP Surveyed Trainees

The survey questionnaire was administered to 54 of the total population of 67. Of the 54 inter-

viewed, 18 were women and 36 were men. All were long-term Trainees enrolled in academic programs, of nine months or longer. The largest number studied in agriculturally-related fields (33%), or Public Administration (15%) and Educational Administration (13%) at the University of New Mexico. The remainder studied in diverse fields, from Engineering (15%) and Health (11%) to Social Studies (see Table 1).

Table 1 Fields of Study (Percentages; N=54)

Agriculture	33.0
Engineering	15.0
Public Administration	15.0
Education	13.0
Health Related	11.0
Natural Resources	4.0
Architecture	2.0
Business	2.0
English	2.0
Physical Science	2.0
Social Sciences	2.0

Source: Ecuador Returnee Survey, 1994

EDSP Surveyed Trainees

The survey questionnaire was administered to 94 returnees from a total population of 106 EDSP Trainees who had been back from training for six months or more. This is the minimum amount of time that is necessary to begin to track impact of training. The number of Trainees interviewed in each training group is shown in Table 2. In addition, qualitative data were collected through focus group interviews organized by field of study throughout the country.

RESULT OF THE APSP EVALUATION

Program Design and Implementation

Predeparture Orientation

- *The Predeparture Orientation Program provided by the in-country contractor was well-designed and efficiently implemented.*

All Trainees received orientation and felt prepared for the U.S. training program in most areas. Students suggested that more information about the Follow-on program and the course of study at the university be included in the Predeparture Orientation.

- *Trainees wanted more information provided to them during the Predeparture Orientation program about Follow-on activities.*

As highly motivated leaders, APSP Trainees were involved in development activities when selected. They were interested in knowing the type of assistance that would be available to them for these activities after training.

- *APSP Trainees wanted more specific information about U.S. academic life in general and their course of study in particular.*

This is a common complaint expressed by students who have participated in the CLASP program, not just in Ecuador's APSP program. It requires a concentrated effort on the part of the university, the contractor, and the in-country program staff to maintain updated material on the

Table 2 Number of Trainees Interviewed by Group

	Number in Group	Number Interviewed
Long-term Agriculture Teachers	10	10
Women Agricultural Leaders	13	10
Health Educators	14	14
Small Farmers	18	16
Auxiliary Nurses	20	16
Natural Resource Managers	16	16
Amazon Community Leaders	15	12
TOTAL	**106**	**94**

Source: Ecuador Returnee Survey, 1994

universities prior to placement and to expedite the timely arrival of specific information from the universities once students are placed.

Recommendation

In future training programs for long-term academics, the excellent model used by World Learning Inc. for Predeparture Orientation should be retained. The contractor should incorporate an additional module on U.S. academic life which would include current and detailed information about the courses of study available. Returnees from previous programs would be excellent resources on the general overview of academic life in the United States.

The U.S. Training Experience

- *Overall, the U.S. training experiences met or exceeded Trainees' expectations.*

The courses were appropriate for the high academic level of the Trainees, and the course content of the majority of the courses was transferable to the Ecuadoran reality of the respective sector. The methodology of most programs balanced theory with real-life applications.

- *Some students who attended the Spanish language program at the University of New Mexico expressed dissatisfaction with aspects of the program.*

Some felt that the Spanish language program was less rigorous than the English program. The program was evaluated through a site visit at the time the students were in attendance and the problems addressed.

- *Some students, especially those who participated in Spanish language programs, expressed dissatisfaction with the fact that they did not speak English better.*

The decision to enroll students in the Spanish language program allowed program staff to send students for long-term training toward the end of the project. This would not have been possible if the students had attended the complete ESL program. Although the evaluation shows that many Trainees learned enough English to report using it in their jobs when they returned, others felt isolated from aspects of U.S. culture because of limited language skills.

- *Many students were frustrated by not being able to complete a graduate degree.*

Requests for extensions were denied because of the need for Trainees to return home by the project PACD, but students perceived that the decisions were arbitrarily made. Extension requests were handled differently for the last group of long-term participants than for the earlier long-term participants due to funding availability and the inability of the contractor to continue to monitor the participants.

Recommendation

Under the circumstances of restricted time and budget, it is difficult to recommend that long-term students not be sent to Spanish language programs. The benefits of solid training and the cross-cultural experience outweigh the potential challenges or the possibility of no training at all. The evaluators recommend that future Spanish language programs be carefully evaluated by contractors prior to placement to ensure that the programs are academically sound.

Experience America Activities

- *Trainees participated actively in the Experience America program. Trainees learned about U.S. culture and achieved a new perspective on their own culture as well.*

The university programs were successful in meeting a key USAID/Ecuador objective of establishing contacts for the Trainees with U.S. counterparts. The formal Experience America activities and informal opportunities to meet U.S. citizens were both instrumental in increasing Trainees' ability to expand their world view and perform as change agents upon their return.

Follow-on Program

- *The Trainees benefitted from the Follow-on program which was organized and fully implemented by the time they returned from training*

The in-country contractor is to be congratulated for the excellent re-entry seminar provided for all Trainees immediately upon their return. The staff is sensitive to the re-entry issues facing Trainees upon return.

- *The Follow-on program introduced innovative and solidly designed activities.*

Returnees wrote four books related to critical development areas in Ecuador; agriculture, health, environment, and education. Each discusses technical material Trainees acquired during the U.S. training. They are being used in schools and development projects across the country. They are also a forum through which the new information acquired by the Trainees has been disseminated quickly to a very wide audience.

The Follow-on program has provided excellent short courses and seminars for APSP returnees. The seminars were well-conceived and contributed to reinforcing and upgrading Trainees' knowledge. They also were the mechanism through which APSP Trainees were able to meet and begin the initial planning of the Alumni Association.

- *The Trainees would like access to current information in their fields, through technical publications and Internet access to U.S. university libraries.*

Continual education is the most valuable part of the Follow-on program to support Trainees' contributions to sustainable development. However, Trainees have limited information available in Ecuador. USAID has invested substantial resources to provide long-term training to outstanding professionals. With a minimum of effort, the program can continue to build human capacity through access to technical publications and to the Internet.

- *The Alumni Association has legal status as a non-profit organization, but is not a fully operational membership organization.*

Several obstacles have hindered the association's development. The membership is extremely heterogeneous, including short-term technical and long-term postgraduate Trainees. The Trainees are widely dispersed around the country making communication very difficult. Initially, the organization's leadership had not actively promoted a common set of objectives on which to base activities.

Recommendations

The model for Follow-on activities developed by World Learning Inc. should be continued in future training programs. The program should be expanded to include more frequent courses for Trainees. Follow-on programs should be considered as an integral part of the U.S. training program, not as an add-on.

The program should consider installing a computer with Internet linkage with a major U.S. university library. The computer could be located in a central office or library to allow easy access to all Trainees.

Impact of the Trainees as Leaders in the Workplace

The data show that the APSP project supported the development of change agents, individuals who are contributing to the development goals of the country.

- *Trainees returned to Ecuador, are employed in their fields of study, and are applying their training in their careers.*

Over three-quarters of the Trainees returned to the same organization in which they were employed prior to training. Some 85 percent of the Trainees are successfully using the new skills and knowledge in their places of employment. In addition to providing applicable training in substantive areas, Trainees reported that they received courses in project design for international development specialists. Nearly 93 percent of the Trainees are applying this information in their work. Many indicated that they would like to cooperate in on-going USAID projects.

Strategic Objectives and the APSP Program

APSP training was completed before Strategic Objectives were introduced. Nevertheless, the project supported USAID/Ecuador's Strategic Objective No. 3, to "improve responsiveness of selected democratic institutions with greater citizen participation" (see Appendix D). The proposed program outcome is to: *"equip current and or potential leaders with new skills or knowledge"* (USAID/Ecuador Action Plan FY 95–96).

The APSP program supported this Strategic Objective in several specific ways. First, academically superior candidates who were demonstrated leaders were recruited and selected for the program. The program also targeted disadvantaged groups within Ecuadoran society. Women and members of indigenous groups were successfully selected for the program.

Second, the survey demonstrates that the program has supported the individual and professional growth of the students who participated. Excellent academic programs provided students with new skills that are being applied in the workplace. Further, the survey results indicate that Trainees' leadership skills were significantly enhanced. As a result, many participants moved rapidly into high visibility positions, increasing the extent to which they can share their newly acquired knowledge with others (multiplier effect).

Finally, as a result of the movement into high status jobs, only accessible with the new professional and leadership skills, Trainees are influencing business and government policy and programs at a higher level than before.

RESULTS OF THE EDSP EVALUATION

Program Targets

Some 140 Trainees studied in the United States in the first two years of the project. Long-term academic Trainees account for 24 percent; 7 percent (10 Trainees) participated in a 9-month technical training project for high school agricultural teachers. The remainder (66%) participated in six short-term training programs. The short-term EDSP programs were concentrated in four major fields: agriculture, community development, the environment and health.

Participation of Women and Disadvantaged

EDSP has surpassed its 40 percent target for women participants. Over half the Trainees (53%) are women. The majority of the Trainees (82%) were classified as disadvantaged according to the USAID/Ecuador definition of disadvantaged. Disadvantaged includes any candidate who "meets at least two of the following four indicators: female; mother or father with less than a high school education; candidate with less than a high school education and the occupation of the head of the household is non-professional." "Ethnically disadvantaged" and low-income

individuals are also included in the disadvantaged population.

Project Implementation

- *Overall the EDSP short-term training programs are well-designed and successfully implemented to achieve development impact upon the Trainees' return.*

The staff of the in-country contractor, World Learning, is very knowledgeable about the critical steps in designing an experiential-based program for the Trainee population. They have introduced innovative methods at all stages which should be retained in future training programs.

- *Needs assessments are fully developed at two levels: selecting training themes based on national development needs and USAID/Ecuador's Strategic Objectives, and identifying the needs of the individual Trainees.*

Training themes for the EDSP training programs were selected in consultation with USAID Technical Officers and EDSP program staff, while meeting the project requirements to select primarily disadvantaged leaders. Thus, EDSP training is contributing to meeting the development needs of Ecuador and supporting Mission Strategic Objectives.

The innovative use of focus groups with potential candidates to identify Trainee's needs combined with interviews with informed individuals in the sector provided training institutions with very specific information about candidates' needs. As a result, all the training courses provided Trainees with skills which have been immediately applied upon return.

Two courses evidenced some design problems. The relationship between the needs assessment statement and course goals was weak in the women's agricultural leaders course. In the natural resource managers course, the training institution did not provide a program with sufficient technical depth for the academic level of the Trainees.

Recommendation

The World Learning training staff should review the training proposals from training providers to ensure that special considerations, such as higher educational levels, are being met by the training provider. The needs assessments of the outstanding programs, such as the supervisors of health promoters, the auxiliary nurses, and the producers of non-traditional agricultural products, should be used as models for future USAID/Ecuador training programs.

- *Recruitment and selection criteria for Trainees in each program were well-defined and met the requirements for the EDSP project.*

The selection process involved several evaluation points, each aimed at ensuring that the process was equitable and that the most appropriate Trainees were selected for each course. Supervisors were involved in the recruitment and nomination process for Trainees in formal institutions. This contributed significantly to Trainees being able to apply their training upon return.

- *The use of counterpart organizations as partners in the in-country training process is an innovative and effective strategy.*

A counterpart organization, either a public ministry or private, voluntary agency, worked with EDSP personnel to recruit candidates, design training programs, and contribute to Follow-on. This approach provides institutional development for the organizations while expanding USAID/Ecuador's reach into the community. The organizations differ in their ability to provide services to the program. Some counterpart groups, especially the non-governmental organizations, would

like greater participation in the Follow-on program and in subsequent training programs, while others do not carry through with their commitments. Therefore, careful screening based on experience is necessary. Sharing the responsibility of program implementation with partner organizations requires more flexibility on program staff, as well.

Recommendation

The use of counterpart organizations should be retained in future training projects. World Learning should establish with greater clarity the relationship between the counterpart organization and the EDSP program. Since this is a new method of cooperation, it is necessary to establish very clear ground rules in order to hold the responsible organizations accountable.

- *A number of innovations were introduced in the U.S. training programs.*

The majority of the U.S. training institutions offered state-of-the art training programs. Training objectives were clearly written to meet the needs assessments. Training methodologies were highly experiential and site visits were coordinated to reinforce class room presentations. Course materials were geared to the development needs of Ecuador, and Trainees were helped to prepare action plans for their use upon returning home.

- *The Follow-on program provides seminars and workshops for all groups of EDSP participants to reinforce the U.S. training.*

Follow-on activities are essential to ensure that participants in short-term programs are able to apply their training. A frequent observation made by Trainees about short-term programs is that the time is too short to accomplish all the instructional goals. Of the available options (i.e., extend the time of the U.S. training, cover fewer objectives, or provide Follow-on courses in-country) Follow-on courses in-country are the most cost effective.

EDSP Trainees have been very satisfied with the Follow-on courses and are using the additional information from the courses in their work. Trainees requested more frequent scheduling of the courses, however.

Recommendations

Since the number of training programs being scheduled under EDSP has been reduced, USAID/Ecuador and World Learning staff should consider redirecting the program to provide a greater number of in-country seminars and courses for the returned Trainees.

The model developed by World Learning Inc. for designing and implementing the Follow-on seminars should be retained in future training programs.

ACHIEVEMENT OF END-OF-PROJECT STATUS INDICATORS

At mid-point, the project is on target for achieving the End-of-Project Status (EOPS) Indicators. A summary of the survey data for each of the indicators follows.

- *Trainees are employed in their fields of expertise.*

The employment rate for EDSP Trainees is high. The average employment rate for the returned EDSP Trainees is 87 percent. The employment rate ranges from a low of 67 percent (Amazon community leaders and the women agricultural leaders) to a high of 100 percent (agricultural high school teachers and auxiliary nurses). Of those who are employed, 91 percent are employed in the field in which they were trained.

- *Trainees are applying their skills.*

Some 93 percent of Trainees from all seven EDSP training programs are applying their skills in the workplace, and in their family and community life. The average use of training ranges from 79 percent (natural resource managers) to 100 percent (Amazon Community Leaders, Small Farmers' Association Leaders and the high school agricultural teachers). The courses in which 100 percent of the Trainees reported being able to use their training were well-designed due to the excellent needs assessments which successfully identified the individuals' training needs.

- *Trainees have increased their responsibilities on the job.*

Some 78 percent of the Trainees reported their job responsibilities have increased: 61 percent received salary increases. As a result of well-designed training courses targeting employment training needs, the Trainees acquired specific technical knowledge which they have been able to apply on the job. As a result of increased leadership capacity (increased self-confidence, willingness to risk, openness to change) individuals are making changes in the way work is done.

- *Trainees are active in community affairs.*

EDSP Trainees were selected for their demonstrated leadership abilities. Survey data indicated that over 90 percent believe they increased their leadership capacity. This has resulted in an increase in community activity. Trainees are doing more work in the communities, including have branching into areas in which they were not active prior to training.

- *Trainees maintain a relationship with the United States.*

Over half (55%) of the returned participants remain in contact with people they met in the United States, and over 70 percent remain in touch with the U.S. through professional journals.

- *Trainees have a better understanding of the U.S. as it relates to their occupation.*

Training providers linked the Experience America activities to the technical theme of the training program. This was very successfully accomplished in six of the seven programs and partially accomplished for the seventh, the natural resource managers program. The most outstanding programs integrated site visits with the technical themes of the program by establishing specific training objectives for the visits and debriefing the Trainees immediately after the field visit or activity.

EDSP TRAINING CONTRIBUTES TO TRAINEES' UNDERSTANDING OF DEMOCRATIC INSTITUTIONS AND ECONOMIC GROWTH

The EDSP program has provided training to a diverse group of people in Ecuador, including rural farmers, health care personnel, urban-based environmental project managers, and Amazon community leaders. All Trainees participated in some Experience America activities related to both democratic institutions and economic growth. Each group participated in other activities related to the theme of the course.

Some courses provided more opportunity to learn about economic growth. A spirit of small business development was ignited among Trainees in the small farmers' association group. The training offered in the United States was complemented by a Follow-on training program in marketing practices. As a result, many have increased production and sales.

The courses for community leaders (health supervisors, auxiliary nurses, natural resource managers, and Amazon community leaders) focused in depth on community involvement as a foundation for a democratic society. Trainees increased their awareness of the need to include beneficiaries of services in the planning process. Training courses provided modules on techniques to include community residents.

Leadership components provided in all courses stressed interpersonal communication styles, conflict resolution methods, and techniques for leading small groups. These are basic tools all leaders need to create a more democratic environment for their work.

EDSP AND THE RELATIONSHIP TO THE OVERALL MISSION PROGRAM

EDSP has begun a process of integrating training into the Mission's strategic planning process and has demonstrated that training, when integrated into the overall planning of mission activities, is a significant tool to reach development goals.

The program has involved Technical Officers in the selection of training themes, and the selection of counterpart organizations with which they are already working. The process of targeting specific sectors and specific institutions within these sectors is the beginning of a strategically targeted training program. Technical Officers, knowing how their programs support the Strategic Objectives, have identified certain agencies and institutions as critical to their program activity. They have identified the changes they expect to achieve within the sector and have identified the institutions they will support to achieve them.

The combination of the targeted approach to a sector with well-designed training programs such as those in the EDSP training program is powerful. By concentrating training in a few key areas, it is possible to train a critical mass of change agents capable of achieving the development goal.

EDSP has trained the grass-roots disadvantaged, community leaders, and community-based extension agents. When incorporated into a Mission-wide strategic plan, other projects might focus on training policy-makers and operational managers within the same sector. This would complement the EDSP-trained participants, thus creating within a sector a vertical mass of individuals prepared for and working towards change. Follow-on programs after the training can then be designed to support the institutions in each sector to achieve the goals established for the sector.

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CHAPTER ONE:

Introduction — The APSP and EDSP Ecuador Projects

INTRODUCTION — THE APSP AND EDSP ECUADOR PROJECTS

PURPOSE OF THE EVALUATION

This study was designed to examine aspects of two USAID/Ecuador CLASP participant training projects, the Andean Peace Scholarship Program Training program (APSP), Project 518-0067 and the Ecuadoran Development Scholarship Program (EDSP), Project 518-0091.

The Scope of Work for the evaluation (see Appendix A) calls for an assessment of the impact of a number of long-term participants trained under the first CLASP project, APSP, and a mid-term evaluation of the EDSP program.

APSP PROJECT GOALS

The Andean Peace Scholarship Program (APSP) was a sub-component of the Caribbean and Latin American Scholarship Program (CLASP). This training project provided training to participants in Bolivia, Colombia, Ecuador, and Peru. The project's goal was to develop more effective manpower resources in these Andean countries.

The Caribbean and Latin American Scholarship Program (CLASP) was designed and implemented by the Agency for International Development (USAID) to achieve two principal goals. These are:

- to contribute to the formation of more effective manpower resources, thereby ensuring the leadership and technical skills needed for the progressive, balanced, and pluralistic development of selected Caribbean Basin and South American countries; and
- to strengthen mutual understanding between the United States and its Latin and Caribbean partners (USAID:1987).

Box 1.1 Ecuador: Country Background

Ecuador, a country of over ten million people, is located in northeastern South America, on the equator. The country is divided into four distinct geographic areas: the Andean mountain range; the Pacific coastal region; the jungle in the Amazon region; and the Galapagos Islands, located 660 miles off the Pacific coast.

Each region is noted for its unique socio-ethnic culture and different economic base. The majority of the people live in the coastal region in Guayaquil and in the Andean mountain valleys. Forty-eight percent of the people live in urban areas.

The APSP project formally ended in September, 1993. Training of socio-economic disadvantaged leaders continued with the successor project, the Ecuadoran Development Scholarship Project (EDSP).

APSP Evaluation Goals

The goal of the APSP portion of this study is to examine the impact of a group of APSP students who were not included in the final evaluation of the program conduced in late 1991, shortly before the completion of the project.

The principal research question addressed in the report is specific ways in which the training for long-term APSP Trainees contributed to their impact on the job, in the community and in support of democratic institutions and economic growth.

The impact of APSP students who had been back in Ecuador for six months prior to November 1991 was included. However, a substantial number of long-term scholars were not queried because they were finishing their studies in the United States (24) or had been back in Ecuador for less than six months (43).

An additional goal of this APSP study is to determine the effectiveness of U.S. training programs offered in Spanish. Trainees participated in these programs for two reasons: an attempt to lower program costs by reducing the amount of time needed for predeparture English language training, and to ensure that Trainees would be back in country by September 1992, as established by the terms of the U.S. contractor's first contract amendment.

EDSP PROJECT GOALS

The EDSP was designed in 1991 as a successor program to the APSP. EDSP is a Mission-implemented project of the LAC Bureau's Caribbean and Latin American Scholarship Program II (CLASP-II). EDSP was authorized at $6,600,000 and obligations through the present have been $4,432,922.

The EDSP Project design emphasizes the training of leaders, high quality predeparture orientation, well-defined and appropriate U.S. training, Experience America activities, and a program of Follow-on activities to obtain maximum development impact.

The Mission has assigned the following goals to EDSP training:

- to support the social and economic development of Ecuador through the promotion of democratic pluralism and democratic institutions, as well as the encouragement of a free enterprise economy;
- to include levels of society which do not normally have access to U.S. training, by requiring that 70 percent of the Trainees be from disadvantaged groups and 40 percent be women;
- to select leaders, actual and potential, who can maximize the impact of their U.S.-based training by influencing the direction of their institutions and communities;
- to expose Trainees to American life and values and to develop personal and institutional relationships between Ecuadoran Trainees and Americans; and
- to support the Strategic Objectives of USAID/Ecuador.

The End-of-Project Status (EOPS) Indicators originally listed in the project paper follow:

- Are the returned Trainees employed in their respective fields of expertise or working in their area of training?
- Are the returned Trainees applying the skills learned in the U.S.?
- Have returned Trainees either found an appropriate job or community service role or do they enjoy increased responsibility or increased salary in an existing job?
- Are returned participants active and influential in community or professional affairs?
- Do returned participants maintain some relationship with the U.S.?
- Have Trainees developed an understanding of the U.S. relevant to their own occupation or situation?

EDSP Evaluation Goals

The goal of the EDSP mid-term evaluation is to assist USAID/Ecuador in evaluating the current status of the EDSP project and to define strategies to obtain maximum development impact in

a situation of reduced budgetary resources. The evaluation addresses three main questions:

- What is the status of the project as it reaches the EOPS originally developed in the project paper?
- How has the EDSP Training contributed to Trainees' impact on the job, in the community and in support of democratic institutions and economic growth?
- To what degree are project activities contributing to meeting Strategic Objectives, especially in the indicators established for the project?

EVALUATION METHODOLOGY

The evaluation was conducted in November, 1994, using a variety of methods. Both quantitative and qualitative data were collected in two principal areas: Trainees' satisfaction with the delivery of the training and the impact Trainees have once they return.

This report draws on three primary sources of data:

- Survey interviews with 54 APSP Trainees and 94 returned EDSP Trainees;
- Focus group interviews with Trainees, by field of study; and
- Interviews with USAID/Ecuador training and World Learning Staff.

APSP Surveyed Trainees

The survey questionnaire was administered to 54 of the total population of 67. Of the 54 interviewed, 18 were women and 36 were men. All those interviewed were long-term Trainees enrolled in academic programs, of nine months or longer.

The largest group of Trainees (33%) studied in agriculturally related fields. This group included 13 Trainees who attended Iowa State University for a nine-month post-graduate program in Agricultural Economics. A second large group studied either Public Administration (15%) or Educational Administration (13%) at the University of New Mexico, in Albuquerque. The University of New Mexico programs were offered in Spanish. The remainder studied in diverse fields, from Engineering (15%) and Health (11%) to Social Studies (see Table 1.1).

Table 1.1 Fields of Study (Percentages; N=54)

Agriculture	33.0
Engineering	15.0
Public Administration	15.0
Education	13.0
Health Related	11.0
Natural Resources	4.0
Architecture	2.0
Business	2.0
English	2.0
Physical Science	2.0
Social Sciences	2.0

Source: Ecuador Returnee Survey, 1994

EDSP Surveyed Trainees

A survey questionnaire was administered to 94 returnees from a total population of 106 EDSP Trainees who had been back from training for 6 months or more. This is the minimum amount of time that is necessary to begin to track impact of training. The number of Trainees interviewed in each training group is shown in Table 1.2.

In addition, qualitative data were collected through focus group interviews with Trainees. The focus groups were organized by field of study.

Chapter Two presents the self-reported findings of the APSP Trainees about the design and implementation of the program. Chapter Three

describes the impact of the APSP returnees in their employment, family and community as a result of the training. The relationship of the APSP program to the USAID/Ecuador Strategic Objectives are also discussed. Chapter Four presents the conclusions and recommendations for future training programs based on the APSP experience.

Chapter Five presents the findings on the design and implementation of the EDSP training program. In Chapter Six, the impact Trainees are having in their spheres of influence, their employment, families and community, as a result of the training is described. The relationship of the training to the USAID/Ecuador's Strategic Objectives is also discussed in this chapter. Chapter Seven discusses the conclusions and recommendations for EDSP.

Table 1.2 Number of Trainees Interviewed by Group

	Number in Group	Number Interviewed
Long-term Agriculture Teachers	10	10
Women Agricultural Leaders	13	10
Health Educators	14	14
Small Farmers	18	16
Auxiliary Nurses	20	16
Natural Resource Managers	16	16
Amazon Community Leaders	15	12
TOTAL	**106**	**94**

Source: Ecuador Returnee Survey, 1994

CHAPTER TWO:

APSP Trainees' Perceptions of Program Quality and Benefits

APSP TRAINEES' PERCEPTIONS OF PROGRAM QUALITY AND BENEFITS

INTRODUCTION

This chapter discusses selected elements of the implementation process of the APSP/Ecuador project by reviewing returnee satisfaction with predeparture orientation. U.S. training, and Follow-on activities. The following data are drawn from the survey questionnaires and from focus group interviews with participants.

EFFECTIVENESS OF THE PREDEPARTURE TRAINING

The intent of predeparture orientation is to prepare students for their U.S. training by giving them general cultural information about the United States and specific information about their upcoming educational program.

- *The majority of students reported feeling "prepared" or "very prepared" for their U.S. training experience (70%).*

All but one of the APSP Trainees reported that they received predeparture training. Most said that it had been very useful in preparing them to live in another culture (91%). The majority also received sufficient information about the objectives of the program (76%). However, nearly half indicated that they needed more information about their specific course of study. Trainees also reported that little information was provided during the orientation about activities that would be available to help participants apply their training after their return (see Table 2.1).

This was due to the fact that the Follow-on program was not fully implemented until after these Trainees had left for their training. Thus, there was little concrete information about the Follow-on activities to share with Trainees during the predeparture orientation program. This has been corrected in the EDSP project.

Trainees suggested two ways to improve the predeparture orientation program.

- Students wanted more English language training prior to their U.S. training. Many Trainees received minimal English language training as they were enrolled in the Spanish language programs at the University of New Mexico. Trainees considered this a serious mistake, as they believed they missed many opportunities while in the United States.

- Trainees suggested that more information be provided about the program and the United States. Said one Trainee, "Prior to the trip, it would be important to hear other returnees' experiences—that would be very useful. Also, there should be more concern about the details of what one is going to find in the U.S." Information about racial problems in the United States, especially regarding Hispanic populations in the Southwest, would have prepared Trainees for the situations they encountered.

Table 2.1 Usefulness of the Predeparture Training (Percentages; N=54)

Information on Program Objectives	76.0
Information on Program Content	54.0
Program Activities	61.0
Follow-on Program in Ecuador	31.0
Application of Training to Work/Community	57.0
Information on USAID Policies	67.0
Benefits of Living in Another Culture	91.0
Applicability of Training to Ecuador	57.0

Source: Ecuador Returnee Survey, 1994

Others suggested that the orientation should include more information about U.S. academic life and some preparation in computers, a necessary skill for students at U.S. universities.

TRAINEES' SATISFACTION WITH U.S. TRAINING PROGRAMS

- *Eighty-five percent of the Trainees reported that the training met their expectations or was better than expected.*

Trainees reported high satisfaction with the overall excellence of the academic programs as well as with the outstanding facilities, such as libraries and computer labs.

The single most important feature of the outstanding programs was the practical application of theory to real life situations. This approach to learning was described as "innovative and stimulating," "very different from our educational system," and "highly effective in preparing students to apply what they learned to Ecuadoran problems."

One student commented that, "I am applying what I learned based on projects which I presented in class." Another said, "The program content was very applicable to what Ecuador needs in administration. I was very surprised at the degree to which the program encompassed Ecuadoran problems and the ability of the program to respond to my country's needs."

The single most important feature of the outstanding programs was the practical application of theory to real life situations.

Dissatisfaction was expressed by the participants in the public health program at the University of New Mexico. The group felt that the academic program was not well designed and did not focus sufficiently on problems related to administering health projects. Trainees also stated that some faculty members were not completely bi-lingual nor up-to-date in their fields. This program was independently evaluated by Aguirre International in 1992 and improvements were made to overcome program weaknesses (Aguirre International:1992).

A few Trainees mentioned other areas of dissatisfaction, including a lack of work-study programs, limited integration with the university curriculum, and a desire for more time in the U.S. in order to complete the graduate degree.

- *"I think Trainees should be allowed the opportunity to practice the same profession in the United States as they have in Ecuador, in other words, set up some type of work-study program."*

- *"Our program (Agricultural Economics) was not integrated into the regular curriculum of the university, so we felt isolated from the rest of the campus and student body."*

- *"The time was so short that many of us came close to finishing an academic program but*

Box 2.1 Trainee Satisfaction With Training Course

- *"I thought I was being sent for a short course in my field. In fact, I was enrolled in an academic post-graduate program. It was a program with no limits in terms of the goals I could accomplish."*

- *"I was free to set up my own program and the areas covered were important and intensive. I didn't expect it to be so difficult, but at 'dessert time,' I realized how beneficial the program was."*

could not quite get all the requirements for the Master's Degree. It seemed that extensions were granted capriciously."

EXPERIENCE AMERICA ACTIVITIES

A second objective of the APSP program was to provide Trainees with an understanding of U.S. culture and U.S. democratic institutions. The Experience America activities mandated by the CLASP program were an important vehicle for learning about U.S. culture. The activities included homestays with American families, volunteer opportunities in the community, and occasions to speak to community groups about their culture. In addition, the Trainees experienced a variety of informal opportunities to learn about U.S. culture during their university programs.

The Experience America component was also expected to supplement the academic program and support Trainees' leadership development to prepare them to act as leaders and change agents upon return home. The contribution of the Experience America activities to leadership development is discussed in Chapter Three.

As part of the survey, Trainees were asked how frequently they had participated in certain activities (see Table 2.2) and how much they had learned about U.S. culture (see Table 2.3).

Trainees participated actively in all of the Experience America activities mandated by the project. The programs were particularly successful in meeting the USAID Mission's request that all Trainees have the opportunity to meet with U.S. citizens in the same line of work. The participation rate was lowest for voluntary activities.

Trainees in the agricultural economics group reported feeling isolated from the university community. As the program had been designed exclusively for the APSP group, they shared no

Table 2.2 Trainees' Participation in Experience America Activities (Percentages; N=54)

Activity	Never	Sometimes	Frequently
Visit U.S. family	9.0	46.0	44.0
Meet with civic leaders	20.0	54.0	26.0
Contact with private sector	28.0	56.0	17.0
Community participation	17.0	46.0	37.0
Cultural events	2.0	43.0	56.0
Attend church	11.0	46.0	43.0
Recreational activities	0.0	48.0	52.0
U.S. travel	0.0	61.0	39.0
Voluntary activities	41.0	43.0	17.0
Contact w/working professionals	4.0	30.0	67.0

Source: Ecuador Returnee Survey, 1994

Table 2.3 Knowledge Gained of U.S. Culture (Percentages; N=54)

Institution/ Cultural Activity	Nothing/ Very Little	Some	A lot/ Very Much
The U.S. family	7.5	17.0	76.0
The role of women	9.0	24.0	67.0
The variety of peoples/culture	4.0	29.0	67.0
Democratic institutions	0.0	42.0	68.0
Free enterprise	6.0	35.0	59.0
Volunteerism	11.0	48.0	41.0
Examples of leadership	16.0	41.0	43.0

Source: Ecuador Returnee Survey, 1994

classes with U.S. students. They would have liked more involvement in other aspects of U.S. life, not just that which related to their profession.

Trainees reported learning a great deal about major U.S. social and economic institutions (see Table 2.3) from both the Experience America activities and from their general exposure to U.S. life during their university training. The activities increased their understanding of the values underlying the U.S. way of life and contributed to their overall understanding of the U.S. way of life.

This understanding is clearly reflected in their responses to the questions "What did you like best?" and "What did you like least about the United States?" These answers are discussed in the following section.

ADDITIONAL APSP PROGRAM DATA

- *What did Trainees like most about the U.S. experience?*

The returnees were positive about many aspects of their U.S. experience. Most mentioned was meeting U.S. families and getting to know the U.S. culture as a very important aspect of their experience. Social interaction and the opportunity to exchange ideas is a critical part of understanding another culture. The "educational system in the U.S." and the "training program itself" were also mentioned by many as very significant (see Box 2.2).

The experience of living in the U.S. gave Trainees' a new perspective on their own culture and an opportunity to change their worldview. Such a change is crucial in achieving the goal of creating change agents and leaders from socio-economically disadvantaged Trainees.

- *What did Trainees like least about the U.S. experience?*

Beyond the usual problems of climate and food, the problems encountered by Trainees during their studies fell into three basic categories: problems shared by the wider society, differences in the value systems between cultures, and concerns arising from programmatic constraints.

- *The most frequently mentioned negative aspect of the U.S. experience for recently returned APSP Trainees was the racism and*

Box 2.2 What did you like most about your experience in the U.S.?

Exposure to another culture and its values

- *"It was the whole experience and the ability to get involved in the North American culture and daily life."*
- *"To live in a country with a different culture. The 'cultural richness.'"*
- *"I liked getting to know the variety of peoples and cultures of the United States. I had a homestay with the Navajos, and I gave them Spanish classes during the week."*
- *"The economic and technological development."*
- *"The university system, the equal opportunities available to minority groups and women, the respect for law, the care for the environment."*

The educational system

- *"The system of teaching."*
- *"The familiarity among students, the level of information which one has access to, and the advanced technology in some areas."*

discrimination they experienced. The most negative aspect of the training reported in the 1991 evaluation was the participants' lack of English language skills.

Two issues in particular stand out for this group, however. First, the Trainees in the Spanish language programs felt that their lack of English language skills was a serious constraint in taking full advantage of the training opportunity. They did not have access to the full range of courses at the university and felt excluded from many cultural activities.

Second, the group experienced a considerable amount of discrimination based on their Hispanic heritage. Several described incidents in which they personally were the victims.

Many of the problems can be anticipated as inevitable occurrences in an exchange program (see Box 2.3), such as separation from friends and families or differences in values between cultures. These can be addressed through program interventions, either in predeparture training or counseling during the training. The issue of racial discrimination at a university location is cause for more serious concern, however, and should be investigated before other students are sent to the same universities.

Box 2.3 What did you like least about your experience in the U.S.?

Differing Values

- *"Consumerism"*
- *"Lack of family unity"*
- *"The excessive dedication to work."*

Societal Problems

- *"Racism against Blacks and Hispanics;"*
- *"Some discrimination in public places."*
- *"The lack of knowledge in general about the reality of Latin America."*
- *"The distance of family and friends."*

Programmatic Constraints

- *"Not having been able to learn English completely"*
- *"Separation from family and friends."*

FOLLOW-ON ACTIVITIES

A timely and well defined Follow-on Program is essential to ensuring that the skills and knowledge acquired during training can be applied in the workplace or community setting. Re-entry cultural shock, reintegration to the family and workplace, and finding employment are initial concerns of the well-designed Follow-on program.

The primary goal of the Follow-on program, however, is to provide Trainees with the necessary support to ensure that training is used. This can be accomplished in a variety of ways. Trainees can be supported as they introduce changes into the workplace, by hosting meetings of returnees in similar fields to discuss successful change strategies, providing grants for small projects or working jointly with Trainees and supervisors. An on-going educational program to help Trainees remain current in their technical fields is an important part of a successful Follow-on program.

The Follow-on program organized by the local contractor, World Learning, was fully functional when the surveyed APSP Trainees returned. Nearly all reported that they participated in a debriefing and evaluation session shortly after returning. In addition, many were participants or discussants in the two-day workshops on substantive issues.

Several of the surveyed Trainees wrote working papers for publication by World Learning. Each publication is devoted to a separate theme, including education, the environment in Ecuador, community health, and agriculture. The agricultural economists wrote the publication "Agriculture in the Ecuadoran Context." Three recently returned Trainees who studied Public Health Administration contributed to the publication "Community Health." (APSP Trainees who returned earlier also contributed papers.)

The impact of these publications has been widespread. The publication on community health is considered by many as the best reference on community health issues in Ecuador. It is used by several schools in the north as the basic text for a health program. Many national institutions have requested copies for use by staff and the publication is in most university libraries.

Alumni Association

As reported in the earlier evaluation (Aguirre International:1992), World Learning staff facilitated the formation of an alumni association. Members of the Board of Directors, as well as the membership at large, were interviewed about the ongoing activities and usefulness of the association. The perceptions of the APSP Trainees, many of whom were instrumental in the formation of the association, are reported here.

- *Sixty percent of the surveyed APSP Trainees report that they are members of the alumni association, but few have participated in activities beyond the initial organizational meeting. Women are less likely to belong than men (50% of the women versus 65% of the men).*

According to a former member of the Board, the initial reason for forming an association of former USAID Trainees, was "to establish a mechanism for maintaining a tie among the professionals who had been trained." The goal was to "create a multi-disciplinary network for the exchange of information and experiences and to provide help among the members who were trying to further the socio-economic development of the country."

The Follow-on program was used as a "jumping off point" for contacting and organizing former Trainees into an alumni association. The initial Board was composed of representatives from a majority of the groups which formed the APSP program. These individuals had been previously organized during the Follow-on program by technical and geographic areas.

The first major challenge for the organization was to organize a board of their geographically dispersed members. Few resources were available to cover meeting expenses, so most of those appointed to the Board came from Quito. After the initial organizational activities, little has happened. One Board member summarized the current status of the organization in the following manner.

- *"We thought we would start with pilot projects, like a publication which would systematically catalogue the experiences of various people who had gone on the program. This would begin to set up the network, so people could get to know each other."*

- *"One of our objectives is to stay in touch with all the different bi-lateral and multilateral development agencies in the country. The association would like to cooperate with AID on specific projects. This has not happened yet."*

- *"Currently the formal structure of the association is in place, but there is practically nothing else. There are about 600 potential members, people who have a common training experience outside the U.S. and people who could lead it. It has a great potential, but it hasn't been developed. People don't know what the objectives are and there isn't a great deal of interest."*

In spite of the inactivity of the alumni association, Trainees continue to express an interest in post-training activities.

Suggestions for Follow-on

In the survey, the returnees were asked what types of programs or activities would be useful as Follow-on to the training program. The most frequently requested activities were seminars/courses to help them remain current in their fields and periodic meetings with other Trainees. A few Trainees have encountered difficulty in applying their training or finding employment in their areas and requested assistance in these areas. As one Trainee in this group said, "People return with capacity and with expectations, but in many cases, there is no support that allows them to continue their initiatives."

Other suggestions included:

- *"Offer refresher courses in the fields of specialization."*
- *"Publish a returnee magazine with articles on technical subjects."*
- *"Set up a program for permanent recycling."*

The alumni association was established to meet some of these needs. The needs are real and the potential for the organization exists. However, the association faces a number of challenges. The potential membership is geographically disbursed and very heterogeneous. Potential members come from widely differing educational, social and ethnic backgrounds in a number of different fields. As yet, the association's leadership has not identified specific goals or areas of common interest among the members.

The leadership may wish to consider establishing projects involving Trainees from the same sector. For instance, nurses from the Rural Social Security Administration trained under APSP might work with public health doctors, trained under APSP. The agricultural economists might be able to work in projects with small farmers or with the high school teachers from agricultural high schools.

CHAPTER THREE:

Post-Program Status: Impact of APSP Training

INTRODUCTION

The chapter is organized into two sections. First, the *impact* of the APSP program in several areas of Ecuadoran society is examined: Are returned Trainees acting as change agents? What outcomes attributable to training are observed in Trainees' relations with their families, their workplaces, and their communities? Secondly, the relationship of the training to the Strategic Objectives of USAID/ Ecuador is discussed.

To show that Trainees are effective change agents, it is first necessary to examine three *preconditions* for becoming a change agent. If these conditions are not met, it is unlikely that Trainees will become change agents. The preconditions are *necessary* for Trainees to be able to act as change agents, but not sufficient in themselves. That is, they are not the only conditions Trainees must meet to become change agents.

The three preconditions are:

- Trainees must receive effectively designed training that builds their *capacity* and fosters their *motivation* to work toward development goals.
- Trainees must *return home*.
- Given the occupational focus of the APSP training, Trainees must be *employed after returning*.

PRECONDITIONS TO CHANGE AGENT STATUS

All three preconditions to achieving Change Agent Status (receipt of effectively designed training, Trainee return to country, and employment after training) were met by the APSP Trainees.

As discussed in detail in Chapter Two, Trainees received effective and well designed Training programs, and they reported high satisfaction with the academic level of the training. All Trainees returned to Ecuador upon completion of their training. Some have returned to the United States or Europe for continued training, but no one remained permanently outside Ecuador.

The Trainees' employment status, the third precondition for achieving change agent status is described below.

- *Some 96 percent of the APSP Trainees are employed.*

After training, all the men were employed; some 89 percent of the women were employed. One of the two women who were not employed, was actively seeking work. The other is a full-time student.

The pretraining employment rate for the APSP scholars was also very high. Some 94 percent of the Trainees were employed before receiving the opportunity to study abroad. This is not surprising, however, as one program selection criterion was prior experience in the field of training. Three Trainees were not employed before leaving for training, but they indicated that the training related to their community work.

- *Three-quarters of the Trainees (75%) returned to the same organization in which they were employed before training.*

The number of Trainees returning to their previous employers is high and indicates overall institutional support for the APSP program goal

of providing more effective manpower resources for Ecuador.

A few Trainees (4) resigned from their jobs before leaving for training, either because they did not receive institutional support (3) or for personal reasons. The remainder sought jobs elsewhere when they returned. Sometimes, the institution had filled the position in their absence. A few Trainees reported that their supervisors resisted the changes they proposed for the organization, so they went to other institutions where they could use their training.

- *The largest number of Trainees (43%) are employed in the public sector. Some 60 percent of the Trainees surveyed in 1991 were employed in the public sector.*

A larger number of APSP Trainees in 1994 were employed in the private sector than in 1991 (see Table 3.1). Two factors may explain the shift from public to private sector employment among the APSP Trainees. First, it appears that the later group included many Trainees recruited from non-government and/or private agencies to which they returned after training. Second, the current reform initiative of the national government has reduced the number of federal employees. Some Trainees reported in focus groups that either their former positions were not available when they returned or they had recently left government service.

- *More than half the Trainees (58%) hold more than one job.*

Table 3.1 APSP Sector of Employment (Percentages; N=49)

Public Sector	42.9
Non-Governmental Organization	22.4
Self-Employed	16.3
Private Sector	6.1
Autonomous/Mixed	6.1
Other	6.1

Source: Ecuador Returnee Survey, 1994

Many who have two jobs are part-time faculty in universities across the country. In the focus group discussions, Trainees revealed their dedication and enthusiasm for sharing their knowledge with students. They are reforming the curriculum in many fields, introducing innovative teaching methodologies and updating the information available to university students throughout Ecuador.

Twice as many men (69%) as women (31%) hold two paid positions. This pattern is consistent with women's employment patterns reported in various studies. These show that a woman's second job is often unpaid labor at home, as she has primary responsibility for child raising and household responsibilities.

DETERMINING CHANGE AGENT STATUS: FIVE INDICATORS

The program expectations are that Trainees will become change agents, stimulating social and economic improvements in Ecuador. Five indicators have been developed to analyze whether APSP Trainees are acting as "change agents." These are described below and summarized in Box 3.1.

Box 3.1 Indicators of the Change Agent Model

The following elements, when combined, indicate "change agent" status. The Trainee

- *Applies the training on the job;*
- *Assumes greater work responsibilities;*
- *Shares the training with co-workers and others, the "multiplier effect;"*
- *Accepts leadership roles; and*
- *Maintains personal motivation to work in development in the future.*

- The application of training is a minimal condition which shows that Trainees are reaching beyond their individual actions to teach and influence others. Research has shown that motivated trainees who receive excellent training may still have little impact if elements in the workplace obstruct their efforts to introduce positive changes. Thus, to be considered a change agent, Trainees who are employed must *apply their training*.

- Employers must recognize the increased skills and leadership capacity of Trainees through changed employment conditions. This may be through increased responsibilities, increased salary and/or promotions. These are *de facto* statements from the employers that the Trainees are valuable resources for the organization.

- Trainees must actively *share their training with others*, creating the "multiplier effect." They may share the training formally and informally, with co-workers or others. Sharing may also occur as Trainees build networks within the country and with the United States.

- Trainees *must possess and use enhanced leadership skills* both at work and in their communities. Ideally, Trainees' actions must go *beyond themselves to promote the productivity* of others in identifying and resolving problems.

- Trainees' stated attitudes must suggest a *commitment to initiating change and an optimism toward future activities.*

✦ Indicator 1: Is training applied in the workplace?

- *After training, 85 percent worked in the field in which they received training.*

The Trainees' high rate of employment in their chosen fields suggests that the fields of study were appropriate for Ecuador.

- *Some 75 percent of the employed Trainees reported that they use their training "much" or "very much" in their daily work.*

The finding that three-quarters of the respondents use their training on the job is higher than reported by Trainees in other CLASP evaluations.

When asked about the usefulness of specific aspects of the training, however, the percentage of Trainees using the training increased. Most of the postgraduate programs offered courses in project design for international development specialists. Nearly all the Trainees (93%) plan projects as part of their work, and 83 percent are responsible for carrying out projects. This was one of the most useful skills Trainees learned (see Table 3.2).

Table 3.2 Applicability of Training to Project Work (Percentages; N=54)

The training contributed to your ability to:	
Plan projects	93.0
Implement projects	83.0
Train Others	80.0
Provide technical assistance	78.0
Lead a workshop/seminar	73.0

Source: Ecuador Returnee Survey, 1994

The training also contributed to their ability to provide technical assistance (78%) and train others who are working on projects with them (80%).

In focus groups, Trainees described how they manage more efficiently the resources available to them in their respective sectors. Examples of Trainees' innovative use of training abound. Trainees who participated in environmental and agricultural programs have been particularly successful (see Boxes 3.2 and 3.3).

The greatest challenge Trainees face in using their training lies within the workplace where

Box 3.2 Application of Training in Agriculture

- *The principal investigator in the Department of Zoology of a major university has implemented a new program of artificial insemination at the school.*
- *A former university professor who studied rural sociology is a consultant for the United Nations. He provides technical assistance in organizational development to groups in rural areas.*
- *One Trainee in the private sector is applying the integrated pest management techniques he learned in the U.S. to increase the production of roses for export.*

little support exists for the changes Trainees would like to make. Without such support, however, making change in a tradition-bound organization can be a daunting task for one individual.

This is supported by the answers Trainees provided to the question, "What are the major obstacles to using the training?" Ten of 13 Trainees who are not using their training cited lack of support from supervisors and co-workers or a lack of resources to buy new technology, as the principal reasons for not using the training. Two have not found jobs in their fields. One said that the training was not directly related to the Ecuadoran reality.

The Value of English Language Fluency in Employment

- *Some 64 percent of the Trainees use English in their current employment.*

Over half of the Trainees in this group (54%) were enrolled in Spanish language programs. Nevertheless, many learned enough English while in the United States to be able to use it in their jobs.

The ability to speak English is a secondary skill that Trainees acquired. English language skills open employment doors for Trainees, enhance their value in the global marketplace and increase

Box 3.3 Application of Training to Environmental Issues

- *The Director of Education for a leading environmental NGO now includes interpretative services in his curriculum. This course prepares nature center and living history interpreters.*
- *The Amazon regional coordinator for an NGO is using the project planning techniques to design projects to implement new environmental policies.*
- *The Director of the Department of Environmental Management for a government institution said, "The training I received in technologies to control contamination of the water supply was completely transferable to the agency where I work." He was responsible for creating the department.*
- *Two Trainees in Cuenca have begun an ecological park to preserve indigenous plants and animals.*
- *The Technical Coordinator of Biodiversity and Protected Areas of a national NGO uses the knowledge from her thesis daily to document the social conditions of people living in these areas.*

their potential sphere of influence. Many Trainees have become cultural bridges between international donor organizations and Ecuadoran institutions because they understand the cultural context of the language.

One Trainee who works with North American companies said, "My language fluency, coupled with the engineering skills I acquired in the U.S., allows me to perform at a higher level."

✦ Indicator 2: Do Trainees increase their job responsibilities?

- *Most Trainees reported that their job responsibilities increased (78%) and salaries improved (87%) shortly after returning from training.*

Trainees have achieved change agent status in the workplace. Over three-fourths of Trainees have received recognition from their employers through salary increases and increased responsibilities. Over a third (36%) received promotions as well. Some 75 percent of the Trainees who increased their job responsibilities attributed this to the training; 68 percent of the Trainees whose salaries improved also attributed this to the training.

✦ Indicator 3: The multiplier effect: do Trainees share their training with others?

APSP Trainees are enthusiastically sharing their newly acquired information with colleagues, family members, and community members. All but two said they had shared their training with others. On the average, returnees shared their training *formally* (that is, in classes, seminars, or conferences) with over 80 people at work and 100 people in the community. *Informally*, according to their estimates, they shared some aspect of their training with over 50 co-workers and 92 community members. Although the exact figures are impossible to verify, these estimates show that the Trainees are actively sharing their training with others.

Many Trainees, as mentioned earlier, can reach numerous people through the university classes they teach in the evening. Others are full-time professors and have dedicated themselves to sharing. In addition, many said that they teach and share informally with colleagues and community members when they engage in projects.

Another indicator of the multiplier effect is the degree to which the Trainees maintain links with the U.S. and build on the networks created with their Ecuadoran colleagues during the training. The importance of maintaining social and professional ties with other Trainees and professionals is a part of the Follow-on program.

Trainees remain in contact with other returnees (89%) and a few (15%) have worked together on projects (see Table 3.3). For instance, two APSP Trainees in Cuenca are working together to establish an ecological park. Many also attended the initial returnee meetings (65%) and alumni association activities (59%).

Table 3.3 Trainees Maintain Links (Percentages; N=54)

Within Ecuador	
Contacts with other returnees	89.0
Presentation of projects w/other returnees	15.0
Participates in Returnee groups/ meetings	65.0
With the United States	
Reads U.S.-based journals	87.0
Contacts with U.S. friends	85.0
Visits from U.S. friends	50.0
Contacts with U.S. training institution	54.0
Commercial relations with U.S.	15.0
Works with Peace Corps volunteers	22.0
E-mail	29.0

Source: Ecuador Returnee Survey, 1994

Many Trainees remain in contact with other returnees. Nevertheless, the contacts may be limited in scope, and as with the Alumni Association meetings, infrequent. The Trainees explained that they do not really know one another. First, most did not study together, except for the agricultural economists. Trainees met in Quito for the predeparture training and then traveled to their individual university placements. In one focus group, Trainees discovered that they could benefit from each other's expertise, yet they had not met until that evening. The Follow-on program published a directory of all Trainees, APSP and EDSP. Several Trainees who participated in focus groups were not familiar with the directory, however. Second, while many APSP Trainees live in Quito, they are extremely busy with their careers, community activities, and families, leaving little time to get together.

APSP Trainees would like more contact with each other, and with program staff and USAID. They explained why increased contact is vital: USAID has invested resources in an outstanding group of young men and women who received excellent training in fields related to the development needs of Ecuador. USAID programs could be strengthened by harnessing and using this trained human resource strategically.

Sustained contact with the USAID mission helps Trainees remain current in their fields. One Trainee said,

"Those of us who have studied in the United States approach problem solving and project planning and implementation from a common knowledge base. This approach is different from that used by other development agencies. It is also different from traditional Ecuadoran agencies. Working with each other and with USAID in their development projects here in Ecuador makes economic and development sense. We can help your projects succeed because of our common approach to problems. In addition, we need to be in touch with the experts in our fields, with the latest literature and technologies. Without this ability to remain current, the investment in training that USAID made is lost very quickly, given the speed of change in information today."

Trainees maintain a strong link with *friends in the U.S.* (85%) and continue to update their knowledge about the U.S. through journals (87%). Over half are still in contact with their U.S. training institution (see Table 3.3). Initially, it appeared that women were more likely to remain in contact with their U.S. institutions (67% versus 47%). However, the men were more likely to use E-mail (31% versus 22%) than the women. During the focus group discussions, the men explained that E-mail is the mechanism they use to stay in touch with former professors and friends.

Many pointed out during these discussions that they need access to university libraries to remain current with the latest developments in their fields. This would be possible through Internet for a relatively small sum of money. The technology is available in Ecuador, and Trainees are conversant with state-of-the art computer systems. They suggested that the Follow-on program set up a computer/modem system in a centrally located office. Annual access fees for major university libraries are inexpensive and yield excellent and timely information. This would greatly enhance the Follow-on program and increase the multiplier effect of the training.

✦ Indicator 4: Do Trainees take on leadership roles?

Yes, in various ways.

Trainees were selected for the APSP program because, in addition to qualifying academically, they had exhibited leadership qualities along with the necessary academic preparation. During the training program, they participated in a variety of activities that sharpened and refined this quality. Beginning with the in-country orientation program and continuing with innumerable activities on campus, Trainees learned and practiced new leadership skills. Not only was

their leadership capacity bolstered, the program continually re-enforced Trainees responsibility to return and apply these skills, as leaders and change agents to their country's development problems.

Individuals are *leaders* when they "mobilize others toward a common goal shared by the leader and followers. Leaders, followers and goals make up the three equally necessary supports for leadership." (Wills: Certain Trumpets: The Call of Leaders; 1993). Thus, the tasks of a leader are:

- *share the vision*, by articulating to others a new vision of what can be accomplished;
- *share information* about how to achieve the new goals that arise out of the shared vision; and
- *share the responsibility for creating the products of the new vision.* (Gardner:1992).

The following section describes the areas in which Trainees increased their leadership skills. It also discusses specific areas in which Trainees are applying these skills to the three tasks to achieve positive change in Ecuador (see Table 3.4).

Increased Leadership Capacity

- *Trainees report that APSP training has enhanced their leadership skills in several specific areas.*

Trainees rated their perceived growth on seven characteristics linked to the ability to act as leaders. Three characteristics—*openness to change, openness to risk-taking,* and a *willingness to try new things*—contribute to changing one's world view. These are necessary qualities to craft a new vision of how things can be. *Self-confidence* in one's ability and *independence* of action are critical attitudes to be able to share the vision.

Communication skills and the *ability to speak in public* increase one's effectiveness in sharing information and motivating others to join in the task of accomplishing the desired changes. Excellent academic/training programs contribute to the task of sharing information and achieving new goals.

The APSP Trainees gained new skills in all seven characteristics (see Figure 3.1, Leadership Development Scale, which is described fully in the Appendix B). Nearly 80 percent of the group reported that they had increased their abilities in each area. The highest positive responses are on willingness to take risks (91%) and openness to change (91%). Trainees also said that the U.S. experience increased their self-confidence (89%) and sense of independence (83%). Some 80 percent credited the training program with increasing their attitude towards risk-taking; 79 percent said they improved their interpersonal communications and public-speaking skills.

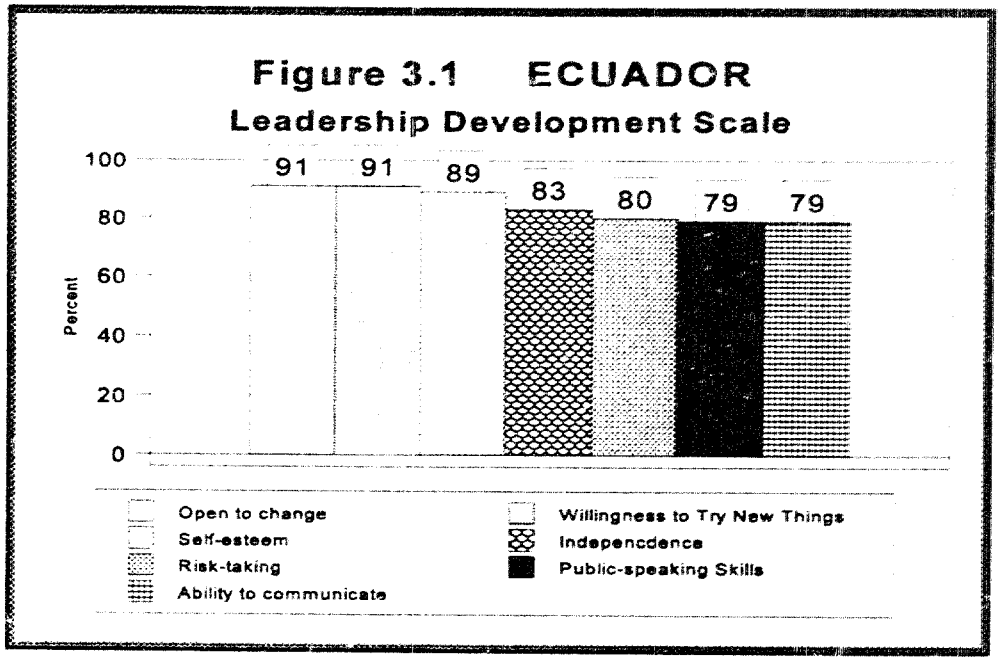
Women learned more about "openness to change" (95%) and "willingness to try new

Table 3.4 Leadership Capacity and Performance (N=54)

	Improved leadership capacity		More effective as leader in community/workplace		Active in community	
Overall	85%		86%		68%	
	Male = 84%	Female = 86%	Male = 89%	Female = 83%	Male = 75%	Female = 56%

Source: Ecuador Returnee Survey, 1994

things" (89%). Men were more likely to report improved public speaking skills (81% versus 77%) and improved interpersonal communication skills (81% versus 77%). It is important to note that the scale measures the extent to which Trainees believe the training program increased their skills, not the individual's ability to perform.



A high score for women on independence and willingness to try new things, therefore, does not mean that the women are more independent than the men or more willing to take risks. Rather, it means they learned more in this area than did men. Men in Ecuadoran society are more likely to have been independent and tried new things than women. The APSP training gave women the opportunity to become independent and exposed to new opportunities. Similarly, higher scores on the communication attributes suggest that men learned more than women who might have been better communicators to begin with.

Increased Leadership Performance

APSP Trainees are exercising their leadership skills in all the concentric circles of their lives: the family, the community, the workplace, and at regional and national levels (see Figure 3.2).

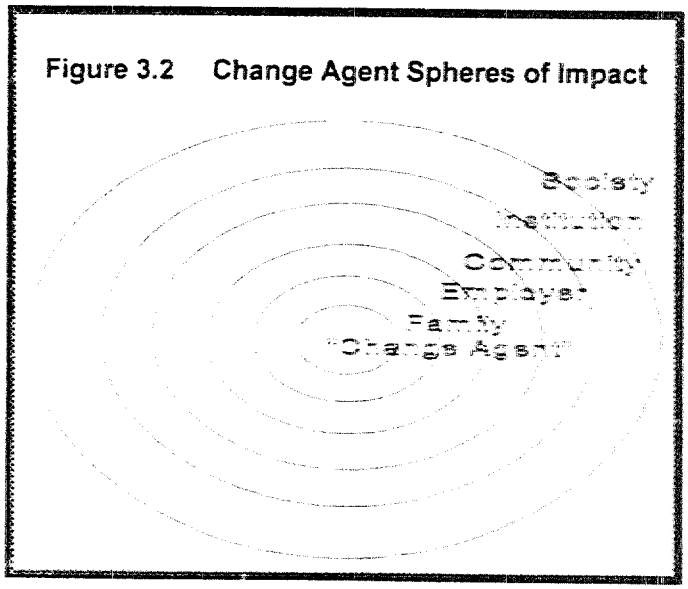
- *Both men (89%) and women (83%) agree that their training has allowed them to become "more efficient as a community leader or as a leader in the workplace."*

Leadership in the Family

Throughout the CLASP program, a significant impact of the training experience is found within the families of the Trainees. The family is the basic unit of society and within the Latin culture, the defining unit for individuals. Therefore, when an individual member changes, he/she first tries out the changes in an environment of trust and support.

APSP Trainees report that their enhanced leadership capabilities have led to positive changes in their family lives. Most (76%) reported that their family life has changed "some" or "a lot," with primary changes noted being "personal independence" and "helping the family economically."

- *"The strongest impact of the training has been in my family life. First, because I had the opportunity to get training that not everyone can have, I was able to reach a*



professional level that I had dreamed about and I opened up areas for women as well. The whole family pulled together to support me during my studies."

- *"The year away helped me discover parts of me that I had forgotten a little. I had to get along in a situation that was a little hostile and I found that I could be more tolerant than I expected. Now I am more tolerant of the differences among my family members. Also, now my wife and I are business partners."*

- *"My personal and professional growth gives me great satisfaction and when I am feeling professionally competent, I feel good about myself and that has positive repercussions for my family."*

Leadership in the Workplace

It is in the professional arena that this group of Trainees has shown the greatest leadership. The Trainees concentrated primarily in four fields: agriculture, economics, public and educational administration, and health. Individually and as a body, the impact of the APSP Trainees in the four sectors is being felt. They influence policy, shape national level programs, and impart their knowledge to a broad audience. Trainees returned to their former organizations in large numbers, received promotions and increased responsibilities. Many have moved into senior positions within those organizations or have moved into leadership positions in other organizations as they advanced in their careers (see Box 3.4).

- *The movement of Trainees into high status jobs—jobs attained after their specialized training—provides the context for exercising increasing leadership.*

Twelve of the 13 *agricultural economists* contributed articles to the Follow-on publication, "*Agriculture in the Ecuadoran Context.*" Another continues as a faculty member where he previously taught, but he now specializes in micro-economics, due to the excellent training in economics at Iowa State.

A husband and wife team, both participants in the agricultural economics program, moved from Quito to a provincial capital. They left the relative comforts of the capital because they believed they could better serve the country outside the capital. He coordinates the municipal environmental projects of a multinational donor agency. Much of what he learned in the program, especially in the design and evaluation of projects, has immediate applicability.

Shortly upon returning to Ecuador, another economist assisted in writing the national economic legislation package. Later, she was hired by an non-governmental organization (NGO) as the regional coordinator for the Amazon. In her new position, she coordinates the activities of the NGO's and government agencies in the area as they struggle for political consensus on the policies for sustainable development of the Amazon region. She is the leader in this endeavor. She is crafting a new vision for Amazon development, motivating others to resolve their conflicts and agree on a

Box 3.4 Sectoral Impact

- *One member of the group created the first department of Agricultural Economics at a Quito university. The program is oversubscribed and students are in demand as employers realize the value of the specialization.*

- *The former supervisor of preprimary education in the Amazon has moved to a national level position, in the National Council on Sports. She is reforming the physical education curriculum for the preprimary grades and will be training teachers across the country.*

common goal, and work together to accomplish this. She is using her newly acquired knowledge about agricultural policy and conflict resolution as well.

Additional examples of how the Trainees are performing as leaders are presented in Appendix C, *APSP Success Studies.*

As job status improves, an individual's influence increases and the resources he/she controls at different levels (self, family, employer, community, institution, and society) increase. These resources can be economic, social, or political, with the mix depending upon the nature of a person's occupation. APSP Trainees, by advancing in occupational status, are moving beyond self and family and serving as leaders in the workplace and institutions.

A number of Trainees demonstrated leadership by creating new businesses. They have risked economically by starting a new venture and hiring others to help create that new reality.

- *In the workplace, some 18 percent of the trainees have started their own businesses, and several have created employment opportunities for five or more people.*

Trainees credit the APSP experience with providing them self-confidence to work to leave salaried employment. Said one Trainee, "I learned that I can make my own decisions. One of these was to work independently."

Leadership in the Community

To measure the impact of the training in this area of their lives, Trainees described their community activities and compared their present level of involvement with that before their training.

- *Fully 75 percent of men and 57 percent of women are active in volunteer activities after returning from training. There was no drop in the level of community activity after training.*

This finding is remarkable. In similar returnee surveys, participation rates dropped as Trainees increased their job responsibilities. In Ecuador, Trainees did not decrease their participation rate upon returning even though they are assuming positions of greater responsibility in the workplace. Indeed, some are even more committed to community work. As one Trainee said, "I decided to dedicate myself completely to helping the community."

Typically, women in other returnee groups decreased their participation in community activities due to increased professional responsibilities. In Ecuador, women have remained as active as they were in community activities prior to training.

The training reinforced the Trainees' commitment to service in the community. The leadership skills training provided many with increased self-confidence to expand their roles within the organizations.

✦ Indicator 5: Are Trainees committed to initiating change?

- *Trainees have returned with changed aspirations for the future. Nearly all the returnees (94%) expect a better future in their personal lives and in their professional activities.*

Trainees are optimistic about the future because they believe that, as a result of their training, they are more capable of influencing the events that surround them. They expressed a renewed dedication to improving conditions for their own families and the families in their communities. Their changed expectations were expressed as having a different vision for the future. Said one Trainee, "The training gave me a broader vision about the realities we face."

Other comments about a changed vision for the future included the following:

- *"I have a better perspective about the type of new research that needs to be undertaken in my work."*

- *"I realize how many things there are to do in my country."*

- *"I changed my expectations, because I had a limited perspective in my professional work. My studies helped me understand how easy it is to open up my horizons."*

- *"The training was not just about technical facts. I learned how to set goals which I thought were impossible before."*

- *"The training helped me broaden my way of looking at things and taught me a different perspective on the same problems."*

- *"A new way of setting new challenges."*

On a personal level, Trainees expect to be more independent, self-directed, and self-assured. This translates into new ways of relating with family members and colleagues. They expect as well, that others will begin to change and adopt some of the same behaviors. On a professional level, the changed expectations were expressed in two forms: a new ability to see the problems and a commitment to finding concrete solutions to make the vision a reality. These ranged from designing an improved garbage collection system in Quito to providing adequate health care in the rural areas. Trainees are acting as leaders, because they have new ideas about their world. They have taken the steps to mobilize social and material resources to accomplish the goal.

TRAINING IMPACT ASSESSMENT SCALE

Measuring the impact of training beyond the level of the individual is difficult. It is even more difficult when a project is not designed around specific institutional development goals, as in the case of the APSP/Ecuador project. One measure to determine such impact is the Training Impact Assessment Scale (TIAS). This measure uses the returnee as a reference point. Returnees are asked to indicate the degree of impact they have had on various institutions as the result of training. Returnees rate the impact on a scale from 1 to 7, with 7 being the highest.

It is predicated that the level of impact will be greatest at the personal level and in the workplace on the premise that the APSP training program was designed to improve manpower resources. The degree of impact will likely decrease for the other institutions. The average response rates for women and men are provided in Table 3.5.

Table 3.5 Training Impact Assessment Scale–Female and Male (Percentages)

	All Trainees (n = 53)	Women (n = 18)	Men (n = 35)
Person	6.5*	6.6	6.3
Family	5.7	5.7	5.7
Place of Work	5.9	5.9	5.9
Community	5.1	5.2	5.1
Alumni Association	4.4	4.1	4.7
City/Town	5.4	5.3	5.6
Society	6.0	6.0	6.0

*Mean score on a scale of 1 to 7
Source: Ecuador Returnee Survey, 1994

- *Returnees believe the greatest impact of the training has been at the personal level (6.5).*

The high score on the TIAS is consistent with other data presented throughout the report which indicate that Trainees received excellent U.S. training and increased their skills. Their leadership abilities improved, and their reported expectations for the future have increased significantly.

Trainees' comments about their personal development support the conclusion that returnees are prepared to act as change agents.

- *"My increased self-confidence allows me to move ahead in all areas of my life, with my family, professional, etc."*
- *"I acquired a professional maturity and a personal maturity in terms of assuming challenges and responsibilities toward the community."*
- *"I have become much more independent, much more secure and confident in what I do."*
- *"Even more than being better trained for the work I do, I believe that personally I improved in many areas."*
- *"I believe that the experience of learning about another culture and living alone helped me grow enormously at a personal level."*

Returnees also report significant impacts in the workplace.

- *The high score of 5.9 on the TIAS indicates that Trainees believe they have made significant impacts in the workplace as a result of their training.*

Many of the Trainees' indicated that the greatest impact of their training has been in the workplace because their training was directly related to their work. The accumulated data about Trainees impact in the workplace support this summary measure of impact. Trainees are applying their knowledge and have been recognized by their employers with salary increases, increased responsibilities, and promotions. Many have risen to regional and national prominence within their chosen careers.

Trainees comments about the impact of their training in the workplace included:

- *"The workplace is where I have been able to apply my knowledge."*
- *"I feel much better trained, motivated, and more sure of myself."*
- *"I have developed very quickly professionally."*
- *"I have been able to share my information from the U.S. and thereby serve my colleagues and other people who work with me."*
- *"Because everything I learned how to do better is right there in front of me, it is the base for the positive change I have had in all parts of my life."*

Returnees also report significant impacts on Ecuadoran society.

- *The TIAS score of 6.0 indicates that Trainees' believe they are having a major impact on the Ecuadoran society, as a result of their training while community level impact was considerably lower at 5.1.*

Although one person thought that "society" is too vast a concept for any one person to have a significant impact, the majority of the Returnees strongly believed that their training is having an impact on the Ecuadoran society as a whole.

Trainees are working professionally as directors of regional and national government and private organizations. As a group, they are having more impact in the workplace than in their volunteer activities within the community and towns.

Trainees' views on their impact on Ecuadoran impact follow.

- *"I'm sharing the knowledge I gained, and it is multiplying, and this contributes to the overall socio-economic development of the country."*
- *"As a result of my training, I think about our society in a different way, broader and more deeply." (mas amplia y profunda)*

- *"The institution which I head up is involved in social development."*

- *"The impact is very significant at the societal level, because being so positive in all the other areas means the end result is that the entire society is influenced and that is where we will see the action."*

- *"I learned how to be more oriented to people and the country as a result of being able to observe other points of view."*

- *"I believe that my training has been very important for the indigenous community, especially since I, as an indigenous woman, have succeeded. A great deal of value and importance is being placed on what I have accomplished."*

- *TIAS scores indicate that the lowest development impact has been through the alumni association.*

This is consistent with the problems arising from a geographically dispersed and very heterogeneous membership. Alumni associations are built on cooperative social networks of people with common interests. These take time to develop. The difficulties in communicating with individuals in the provinces also adds to the weakness of the association. Low participation may be due to lack of interest on the part of the returnees, but it is more likely that the other logistic and socio-economic factors are the principal constraints.

In summary, Trainees believe that impacts of their U.S. training are evident at all levels of the concentric circle model. The greatest change has occurred at the personal level, with increased skills and capacity development. The training is being used the most in the workplace which has generated regional and national impacts. The lowest level of impact is for the alumni association which has received the least amount of attention from the members, as leaders and as members.

STRATEGIC OBJECTIVES AND THE APSP PROGRAM

USAID Strategic Objectives, established after the design of the APSP program goals, are now the principles which orient USAID programming in Ecuador. This section examines the impact of the APSP training in relation to USAID/Ecuador's current Strategic Objectives.

APSP training was completed before Strategic Objectives were introduced. Nevertheless, the project supported Strategic Objective No. 3 to "improve responsiveness of selected democratic institutions with greater citizen participation" (see Appendix D). The proposed program outcome is to: "*equip current and or potential leaders with new skills or knowledge*" (USAID/Ecuador Action Plan FY 95-96).

The APSP program has supported this Strategic Objective in several specific ways. First, the recruitment and selection process succeeded in targeting academically superior candidates who were demonstrated leaders in their careers or in their communities. The program also targeted disadvantaged groups within Ecuadoran society. Women were successfully selected for the program. Members of indigenous groups were also selected, though in smaller numbers proportionate to the percentage of indigenous in Ecuador.

Second, the survey results demonstrate that the program has supported the individual and professional growth of the students who participated. The excellent academic programs provided students with new skills that are being applied in the workplace. Further, the survey results indicate that Trainees' leadership skills were significantly enhanced. As a result, many participants moved rapidly into high visibility positions, increasing the extent to which they can share their newly acquired knowledge with others (multiplier effect). In addition to sharing the new skills and knowledge in the workplace, a large number are teaching full or part-time at universities throughout the country. New academic

departments have been created, as in the fields of bi-lingual education and agricultural economics, indicating that the participants acquired new knowledge and that they are eager to share that information. Other departments have been strengthened by the specialized knowledge returning Trainees provide, such as rural sociology and micro-economics.

Finally, as a result of the movement into high status jobs, only accessible with the new professional and leadership skills, Trainees are influencing business and government policy and programs at a higher level than before.

CHAPTER FOUR:

APSP Conclusions and Recommendations for Future Training Programs

APSP CONCLUSIONS AND RECOMMENDATIONS FOR FUTURE TRAINING PROGRAMS

4

INTRODUCTION

The preceding chapters present the results of a survey of APSP Trainees who were not included in the final evaluation of the program in 1991. The data confirm that the program continued to effectively recruit and train long-term academic Trainees in the United States in the final year of the program. The report shows that Trainees returned to Ecuador and are employed in their fields of study. They are applying their training both in their careers and in their personal lives. Many have risen to positions of national importance in their respective fields and may emerge as national leaders in the future. The program has successfully trained participants to be change agents.

In this chapter, conclusions and recommendations are presented about two aspects of the APSP project: the implementation of the APSP program in the final year of the project and the impact of this group of Trainees as a result of the training.

CONCLUSIONS AND RECOMMENDATIONS

Predeparture Orientation

- *The Predeparture Orientation Program provided by the In-country Contractor was well-designed and efficiently implemented.*

All Trainees received orientation and felt prepared for the U.S. training program in most areas. Staff attended to the necessary administrative details and included ample information about the nature of a cross-cultural experience. Students requested more information in two areas: the Follow-on program and the course of study at the university.

- *Trainees wanted to know more about the program's Follow-on activities during the Predeparture Orientation Program.*

The APSP Trainees were highly motivated leaders and involved in development activities when selected. They were particularly interested in knowing how they could be involved in program activities after the training, as well as the type of assistance that would be available to help them apply their new skills on the job—from locating employment to Follow-on courses and seminars they could attend.

- *APSP Trainees wanted more specific information about U.S. academic life in general and their course of study in particular.*

This is a common complaint expressed by many students who have participated in the CLASP program, not just in Ecuador's APSP program. It requires a concentrated effort on the part of the university, the contractor and the in-country program staff to maintain updated material on the universities prior to placement and to expedite the timely arrival of specific information from the universities once students are placed.

Recommendation

In future training programs for long-term academics, the excellent model used by World Learning for predeparture orientation should be retained. The contractor should incorporate an additional module on U.S. academic life which would include current and detailed information about the courses of study available. Returnees from previous programs would be excellent resources on the general overview of academic life in the United States.

The U.S. Training Experience

- *Overall, the U.S. training experiences met or exceeded Trainees' expectations.*

The courses were appropriate for the high academic level of the Trainees and the course content of the majority of the courses was transferable to the Ecuadoran reality of the respective sectors. The methodology of most programs combined the theoretical issues of the field of study as well as real-life problem-solving applications.

- *Some students who attended the Spanish language program at the University of New Mexico expressed dissatisfaction with aspects of the program.*

Some students held the opinion that the course material in the Spanish language program was less rigorous than in the English program. A few believed that not all the faculty members were current in their fields. The program was evaluated through a site visit at the time these students were in attendance and the problems addressed.

- *Some students expressed dissatisfaction with the fact that they did not speak English better.*

The decision to enroll students in the Spanish language program allowed program staff to send students for long-term training toward the end of the project. This would not have been possible if the students had attended the complete ESL program. However, they felt isolated from aspects of U.S. culture and believed they missed out on some academic and social opportunities. The evaluation shows that many Trainees learned enough English to be able to use it on the job when they returned.

- *Many students were frustrated by not being able to complete a graduate degree.*

The reason for not approving students' requests to complete a degree was that Trainees needed to return home by the project PACD date. As a result, some programs were less than two years long. Students came close to completing the requirements for a degree and were frustrated when they were unable to finish. Requests for extensions were denied because of the PACD, but students perceived that the decisions were arbitrarily made.

Extension requests were handled differently for the last group of long-term participants than for the earlier long-term participants due to funding availability and the inability of the contractor to continue to monitor the participants. The 16-month non-degree program commitments were made based on estimates which projected that project funds could only cover the 16 months.

At the end of the APSP Project, additional funds were in fact available. However, by the time it was determined that funds were available, it was too late to extend some participants.

Recommendation

Under the circumstances of restricted time and budget, it is difficult to recommend that long-term students not be sent to Spanish language programs. The benefits of solid training and the cross-cultural experience outweigh the potential challenges or the possibility of no training at all. The evaluators recommend that future Spanish language programs be carefully evaluated by contractors prior to placement, however, to ensure that the programs are academically sound in the field. Also, contractors should ensure that the university has mechanisms for assisting non-English speakers to experience the richness of the cross-cultural experience.

Experience America Activities

- *Trainees participated actively in the Experience America program. Trainees learned about U.S. culture and achieved a new perspective on their own culture as well.*

The university programs were especially successful in meeting a key USAID/Ecuador objective of

establishing contacts for the Trainees with their U.S. counterparts. This aspect of the program, both the formal Experience America activities and informal opportunities to meet U.S. citizens, was instrumental in increasing Trainees' ability to perform as change agents upon their return.

Follow-on Program

- *The Trainees benefitted from the Follow-on program which was organized and fully implemented by the time they returned from training.*

The in-country contractor is to be congratulated for the excellent re-entry seminars provided for all Trainees immediately upon their return. The staff is sensitive to the issues of re-entry culture shock, reintegration to family and friends, and the need to find employment or readjust to the work environment.

- *The Follow-on Program introduced innovative and solidly designed activities.*

Returnees contributed to four publications based on the technical knowledge acquired during their training. Each book focuses on one of four critical development areas in Ecuador—agriculture, health, environment, and education. The articles provide excellent technical material which is being used in schools and development projects across the country. They are also a forum through which the new information acquired by the Trainees has been disseminated quickly to a very wide audience.

The Follow-on Program has provided excellent short courses and seminars for APSP returnees. The seminars were well-conceived and contributed to reinforcing and upgrading Trainees' knowledge. They also were the mechanism through which APSP Trainees were able to meet and begin the initial planning of the Alumni Association.

- *The Trainees would like access to current information in their fields, through technical publications and Internet access to U.S. university libraries.*

Trainees in specialized academic areas are aware of the need to remain updated in their fields. They also have limited information available in Ecuador. Continual education is the most valuable part of the Follow-on program to support Trainees' contributions to sustainable development. USAID has invested substantial resources to provide long-term training to outstanding professionals. With a minimum of effort, the program can continue to build human capacity through technical publications and access to the Internet.

- *The Alumni Association has legal status as a non-profit organization, but is not a fully operational membership organization.*

Several obstacles have hindered the association's development. The membership is extremely heterogeneous, including short-term technical and long-term postgraduate Trainees. The Trainees are widely dispersed around the country making communication very difficult. Finally, the organization's leadership has not actively promoted a common set of objectives on which to base activities.

Recommendations

The model for Follow-on activities developed by World Learning should be continued in future training programs. The program should be expanded to include more frequent courses for Trainees. Follow-on Programs in future training programs should be considered in the initial design as an integral part of the U.S. training program, not as an add-on.

The program should consider installing a computer with Internet links with a major U.S. university library. The computer could be located in a central office library to allows easy access to all Trainees.

Impact of the Trainees as Leaders in the Workplace

An examination of returnee activities in Ecuador showed that the APSP project supported the development of change agents, individuals who are contributing to the development goals of the country.

- *Trainees returned to Ecuador, are employed in their fields of study, and are applying their training in their careers.*

Over three-quarters of the Trainees returned to the same organization in which they were employed prior to training. Some 85 percent of the Trainees are successfully using the new skills and knowledge in their places of employment. In addition to providing applicable training in substantive areas, Trainees reported that they received courses in project design for international development specialists. Nearly 93 percent of the Trainees are applying this information in their work. Many indicated that they would like to cooperate in on-going USAID projects.

Recommendation

USAID personnel and World Learning program staff should maintain active contacts with the APSP returnees who are valuable resources for USAID projects. World Learning staff and USAID personnel could provide a listing to all Technical Officers of returned Trainees by field of training.

- *Although nearly all Trainees are currently employed, some experienced initial difficulty in locating employment upon their return.*

Recommendation

The Follow-on program should consider providing some assistance for Trainees experiencing difficulty locating work in their field of study. An effective way to accomplish this is by establishing a network of Trainees in various fields who can assist others who are looking for work.

- *Trainees have emerged as leaders in their fields.*

Trainees have increased their responsibilities on the job and received salary increases. The report shows that they are actively sharing their information with others, especially in the university classroom. They are maintaining contact with each other and minimally with USAID and program personnel. Many have risen to positions of national importance in their respective fields and may emerge as national leaders in the future.

Leadership Impact of the Trainees

- *Trainees increased their leadership capacity during the training and are performing as leaders in their families and communities.*

Trainees have returned with a changed vision about the future, both for their personal lives and in their careers and communities. They are implementing changes in policy as well as shaping national level programs. The training reinforced Trainees' commitment to service in the community. After returning from training, there was no drop in the level of community activity in spite of the increased responsibilities in the workplace. Trainees are more independent, self-directed and self-assured and expect that others in their families will change and adopt some of the same behaviors. Trainees are acting as leaders because they have new ideas about their world and have taken steps to mobilize social and material resources to accomplish the goal.

Strategic Objectives and the APSP Program

APSP training was completed before Strategic Objectives were introduced. Nevertheless, the project supported USAID/Ecuador's Strategic Objective No. 3, to "improve responsiveness of selected democratic institutions with greater citizen participation" (see Appendix D). The

proposed program outcome is to: *"equip current and or potential leaders with new skills or knowledge"* (USAID/Ecuador Action Plan FY 95–96).

The APSP program supported this Strategic Objective in several specific ways. First, academically superior candidates who were demonstrated leaders were recruited and selected for the program. The program also targeted disadvantaged groups within Ecuadoran society. Women and members of indigenous groups were successfully selected for the program.

Second, the survey demonstrates that the program has supported the individual and professional growth of the students who participated. Excellent academic programs provided students with new skills that are being applied in the workplace. Further, the survey results indicate that Trainees' leadership skills were significantly enhanced. As a result, many participants moved rapidly into high visibility positions, increasing the extent to which they can share their newly acquired knowledge with others (multiplier effect).

Finally, as a result of the movement into high status jobs, only accessible with the new professional and leadership skills, Trainees are influencing business and government policy and programs at a higher level than before.

CHAPTER FIVE:

EDSP Program Design and Implementation

INTRODUCTION

A well-designed and implemented training program is critical to providing skilled human resources which can be applied to the development goals of the country. This chapter discusses the implementation of the EDSP project by examining the five critical elements of the training cycle: needs assessment, recruitment and selection of Trainees, predeparture orientation, the U.S. training program, Experience America, and Follow-on activities. The following data are drawn from the survey questionnaires, interviews with program staff, focus group interviews with participants, and interviews with key USAID/Ecuador and World Learning personnel.

DESCRIPTION OF THE EDSP PROGRAM

Number of Trainees

Over the two years of the project, 140 Trainees have been sent to the United States for training. Long-term academic Trainees account for 24 percent of the training population. An initial group of 14 was sent in 1993; a second group of 20 was sent in 1994. Ten agricultural high-school teachers participated in a 12-month, long-term technical training program in 1992–93. The majority of the EDSP training has been short-term technical training. A total of 96 Trainees have participated in six separate short-term training programs.

Training Fields

The programs have concentrated in four major fields: agriculture, community development, the environment, and health. The fields and the associated training programs are listed below. A complete listing of the training programs, including training institution, date, and number of participants is found in Appendix E.

- *Agriculture:* Agricultural Women Leaders Project; Small Farmers Association Leaders;
- *Community Development:* Amazon Community Development Leaders;
- *Environment:* Natural Resource Project Management; and
- *Health:* Supervisors of Health Promoters; Auxiliary Nurses.

Participation of Women and Disadvantaged

The program has surpassed its 40 percent target for women participants. Over half the Trainees (53%) in the EDSP program are women. The majority of the Trainees (82%) were classified as disadvantaged (FY 1994 CLASP Counts:Aguirre International:September, 1994). USAID/Ecuador has defined a disadvantaged candidate as one "who meets at least two of the following four indicators: female; mother or father with less than a high school education; candidate has less than a high school education; and the occupation of the head of the household is non-professional." Those who are "ethnically disadvantaged," or of low-income, are also classified as disadvantaged (USAID/Ecuador:April, 1992). The complete definition is included in Appendix F.

IN-COUNTRY CONTRACTOR

EDSP project design and implementation is managed by the local office of World Learning Inc., under the supervision of the USAID/Ecuador project officer and in cooperation with the technical offices of the USAID Mission. The

World Learning staff are very knowledgeable about the key elements essential to a well-designed training program. They have successfully executed these steps in each training program.

TRAINING NEEDS ASSESSMENT

The identification of training needs takes place at two levels. The first is the selection of training themes based on national development needs; the second is identifying individual Trainees' needs in order for the training provider to design specific curriculum.

The process of selecting the EDSP *training themes* involved a diverse number of individuals and organizations and has evolved over the life of the project. In the first year of the project, World Learning staff used the steps followed under APSP. Mission Technical Officers submitted proposals for EDSP training programs which would support the work of the technical office and the Mission's Strategic Objectives. Proposals were then reviewed by a selection committee composed of USAID Mission personnel and World Learning staff. This contributed to the process of strengthening selected sectors and tied the project to USAID/Ecuador Strategic Objectives.

In the second year of the project, counterpart organizations were invited to submit proposals which would reflect training needs in their sectors. Technical Officers recommended non-governmental organizations (NGOs) as well as key government agencies with whom they were already working. After an initial orientation meeting to learn about the EDSP project, approximately 50 organizations submitted proposals. These were reviewed by a USAID/Ecuador advisory committee which selected the final training themes.

The needs assessment for the supervisors of health promoters is an excellent example of a well formulated analysis of sectoral needs which could be met through training. The program arose from discussions with the Health Technical Officer. The information presented by USAID/Ecuador in its proposal for a short-term training program presented a clear need for the training. (USAID/Ecuador Cable to EIL:May 8, 1992). The cable cited critical information about poor health conditions and lack of trained medical personnel to serve the disadvantaged and rural population in Ecuador. The health services to the rural populations could be significantly improved by improving the skills of the people most directly connected to local communities, health promoters. However, the people directly responsible for providing the training to the promoters, doctors and nurses, were "often unable to effectively communicate the technical medical knowledge needed." Therefore, USAID/Ecuador proposed a training program for these supervisors to train them as trainers and to better understand community development issues.

The World Learning staff completed excellent *assessments of individual Trainee's needs* for each training program. Once a training theme was identified and a counterpart organization(s) selected, World Learning staff interviewed key people in the targeted institutions to identify the important areas in which training was needed. World Learning staff also conducted focus groups with individuals whose jobs were similar to those of the candidates to be trained. This information was summarized for World Learning/Washington and the training institution.

RECRUITMENT AND SELECTION OF THE TRAINEES

The Trainee selection process was well designed and rigorously implemented by World Learning to ensure an equitable selection of appropriate candidates. Demonstrated leadership was a selection criteria for all programs, as was the CLASP criteria to select disadvantaged populations. In addition, specific criteria were established for each training program. For example, small farmers' association leaders had to be

"active members of an association or cooperative" and be "making a living from their own production ' non-traditional agricultural products." Auxilia nurses were required to be "living in the communities where they were working." Natural resource managers had to "be working in a project related to the environment, have worked in an environmental institution for at least two years and hold a bachelor's degree."

World Learning depended upon the counterpart organizations to recruit candidates following the World Learning guidelines. Local counterpart organizations included public agencies, such as the Ministry of Public Health and the Rural Social Security Health Service, which participated in the selection of supervisors of health promoters and the auxiliary nurses. Private non-governmental organizations, such as Fundacion Agro (FUNDAGRO) and Fonatur worked with program staff to recruit candidates for the agricultural women leaders project and natural resource managers, respectively.

PROEXANT was the organization invited to work with the EDSP program to recruit candidates for the producers of non-traditional agricultural products. They recruited candidates from the areas in which they were actively working and requested help from institutions working in other areas.

The principal organization working to recruit candidates for the Amazon leaders program was the non-governmental organization, Alternatives for Development (Alternatives Para el Desarrollo). They had just begun to work in the region, and therefore depended heavily upon their own contacts with other groups which were more firmly established, such as the Ecuadoran Foundation for Progressive Populism (Fondo Ecuatoriano Populorum Progressio, FEPP), the Carmelite Mission of Sucumbios, the petroleum industry, and other community-based organizations.

The success of the organizations was generally excellent. The candidates for the health promoters program, auxiliary nurses, small farmers association leaders and producers of non-traditional products were well chosen. The majority of the Trainees for the Amazon leaders were indigenous leaders, representing large and diverse ethnic populations. The majority were leaders prior to selection and continue to exercise significant leadership responsibilities within their communities.

Some participants, however, questioned the selection of four "colonos" or non-indigenous for the Amazon leaders program when so few opportunities for training are available for indigenous. Others suggested that the "colonos" had far less leadership experience than the many outstanding indigenous who were nominated. Alternatives for Development which made the selection was new to the Amazon region, had never actually implemented a project in the areas, and had contacts in only wo regions, Sucumbios and a part of Napo. Therefore, they were relatively limited in their knowledge of local leaders.

The second program in which differences among participants surfaced was the women agricultural leaders program. Participants and trainers both commented that it was unwise to mix women agricultural leaders from two distinctly different regions of Ecuador, the coast and highlands areas. According to some, the group had interpersonal conflicts which were acerbated by the widely differing customs and traditions. The interpersonal conflict may have stemmed from an inappropriate selection of some candidates, not the difference between geographic regions, according to the trainers. Trainers also argued that having participants from a single geographic area would have permitted more in-depth teaching. Since the crops on the coast and in the Sierra are so different, it was difficult to provide in-depth training for either group. This issue will be addressed further in the section on U.S. training programs.

Supervisors were involved in the initial recruitment of many Trainees who worked in formal institutions. Some 46 percent of the Trainees

reported that their supervisors informed them of the training opportunity (18%), encouraged them to apply for the program (6%), recommended them (7%), or nominated them for the program (15%). This was reported by the agricultural high school teachers, the auxiliary nurses, four of the Amazon community leaders, and the supervisors of health promoters.

Another 39 percent of the Trainees were self-employed and were recruited through informal means. Counterpart organizations publicized the programs by radio, personal contact, and by spreading the word to other organizations working with the targeted beneficiary population. Most of the Amazon community leaders, the small farmers' association leaders, women in agriculture, and producers of non-traditional agricultural products were recruited in this fashion.

Nearly three times as many candidates were nominated for each program as selected. In the Amazon leaders program, for example, 59 people were nominated, 31 interviewed, and 16 selected. The Rural Social Security Institute nominated 80, from which 34 were interviewed and 20 were sent for training. Eighty people were nominated for the natural resources managers program of which 34 were interviewed and 20 selected.

PREDEPARTURE TRAINING

The intent of predeparture orientation is to prepare students for their U.S. training by giving them general cultural information about the United States and specific information about their upcoming educational program.

- *Some 61 percent of the Trainees reported feeling "prepared" or "very prepared" for their U.S. training experience.*

All but one of the EDSP Trainees reported that they received predeparture training. The majority reported that the training had been very useful in preparing them to live in another culture (88%), had provided sufficient information about the training program (87%), and had been very useful in teaching them the experiential methodology that would be used during the training (87%). Trainees were also positive about other aspects of the course. Over three-quarters indicated that the information about the course content and program activities was useful.

Some 76 percent indicated that the program had helped them prepare to apply their training upon return to Ecuador (see Table 5.1).

Table 5.1 Usefulness of the Predeparture Training (Percentages; N=54)

Benefits of living in Another Culture	88.0
Information on Program Objectives	87.0
Program Methodology	87.0
Information on Program Content	78.0
Application of Training to Work/Community	76.0
Program Activities	74.0
Applicability of Training to Ecuador	73.0
Information on USAID Policies	70.0
Follow-on Program in Ecuador	69.0

Source: Ecuador Returnee Survey, 1994

Innovative techniques were used in the orientation programs for grass-roots community members, for whom travel even to Quito was a new experience. Trainees visited the new American style shopping center in Quito to practice riding on an escalator in preparation for arriving at Miami International Airport.

An excellent feature of the predeparture course was the in-depth discussion of the training course with the Trainees. Trainees' suggestions and comments were forwarded to the training institution to further refine the training. An example of the importance of this approach to the design of successful training occurred with the auxiliary nurses who wanted to learn how to develop community gardens. World Learning forwarded the information to the training institution a month before the group arrived. The

training institute incorporated the topic into the program, arranged a site visit to a community garden, and provided Trainees with printed materials so they could start community gardens in Ecuador.

Responses about the predeparture program suggest that Trainees were adequately prepared in the specific areas covered by the course. The discrepancy between Trainees satisfaction with the predeparture training program and the lower number who said they felt prepared for their training program (61%) is explained by the type of Trainee selected for many EDSP programs. Trainees from three rural population groups felt very unprepared: the women agricultural leaders (22%), the Amazon leaders (50%), and the small farmers (50%) (see Table 5.2). Their personal experiences were extremely limited. Many had never traveled even to Quito, so travel to the United States presented them with an entirely different set of experiences for which they had little framework for comparison. Even the well-designed orientation was not sufficient to prepare them for the experience.

Trainees suggested a minor improvement to the predeparture orientation program.

- *Some Trainees suggested that more information be provided about the program and the United States.*

The request for more program information came from two groups whose Trainees had advanced degrees: the natural resources managers and the health educators.

SATISFACTION WITH THE U.S. TRAINING PROGRAM

- *Eighty-four percent of the Trainees reported that the training met their expectations or was better than expected.*

Overall, participants said the U.S. training met their expectations, but a closer examination by training groups reveals that the implementation of the training programs has been uneven. Three programs were rated highly by all the participants: small farmer's association leaders, auxiliary nurses, and the Amazon community leaders. Nearly all of the health supervisors (93%) said their expectations had been met (see Table 5.2).

Aspects of the technical content of the other programs did not meet Trainees' expectations in three particular programs. For example, 78 percent of the women agricultural leaders said the program met their expectations. The Trainees noted that some information on agricultural products was inappropriate for the conditions in Ecuador. They also felt that, because the group included women from both the coast and the highlands, neither group received in-depth information about crops for their growing conditions. They recommended sending groups from the same region in order to concentrate more in-depth on that region's needs.

A closer examination of the problem with the course suggests that the needs assessment was weak. The relationship between the problems faced by rural farmers and the needs to be met by the training program was not clear. The major problems faced by small farmers in Ecuador, as outlined in the USAID/Ecuador cable (U.S. Department of State Cable:March 28, 1992), were described as "low community status of small farmers, the lack of the average farmer's influence over his or her destiny and over local and national decision making, the *limited range of economic and social opportunities*, the tendency to associate innovation with high risks, preoccupation with fatalism, and the lack of access to credit." "Women," the proposal suggested, "suffered from these problems and additionally from a lack of education and dominance by men at all levels of society."

The principal goals for the course were to improve women's self-image as community leaders, increase their leadership development by raising their consciousness, learn how to facili-

Table 5.2 **Ecuador Development Scholarship Program: Program Implementation (Percentages)**

Program Indicators	All EDSP Trainees (N=93)	Long-term Agriculture High School Teachers (N=10)	Short-term Trainees					
			Women Agricultural Leaders (N=9)	Health Educators (N=14)	Small Farmers Association Leaders (N=16)	Auxiliary Nurses (N=16)	National Resource Managers (N=16)	Amazon Community Leaders (N=12)
PIO/P Number:		09189	09184	09185	09187	30089	30120	30129
Predeparture Orientation:								
Did you feel prepared for your training program?	61	70	22	71	50	75	75	50
U.S. Training Experience:								
Did the training match your expectations?	84	70	78	93	100	100	44	100
Did you learn about the U.S. family?	56	90	33	57	44	15	34	33
Did you learn about the role of women in the U.S.?	70	70	55	71	50	94	63	92
Did you learn about U.S. democratic institutions?	40	90	11	43	44	19	3'	58
Did you learn about free enterprise in the U.S.?	40	90	11	43	50	15	38	33
Did you learn about volunteerism?	52	70	56	43	38	56	56	58
Did you learn about U.S. leadership styles?	53	60	33	29	75	75	38	58
Follow-on:								
Are you a member of the alumni association?	49	20	44	29	63	56	44	83
Overall, were you satisfied with your program?	87	90	89	100	100	88	40	100

Source: Ecuador Returnee Survey, 1994

tate group activities, and learn integrated pest management. They were expected to contribute to a family and community environment of their choice, seek positive change by applying innovative solutions, and encourage improvements in their households.

The women, however, wanted to learn how to improve crop production to better the economic conditions of the family. Yet, the women were taught few specific skills which could address their basic survival needs. It would have been better to have provided substantially more training in basic agriculture to directly improve the living conditions. Leadership skills interwoven into a course that primarily addressed the basic agricultural concerns would have met both needs: improved economic conditions and an ability to overcome fatalism and external constraints.

Box 5.1 Trainee Satisfaction With Training Course

- *"If I had not had the training, my community would be always weighted down with the attitude that we can never get ahead."*
- *"The training in the U.S. provided me with a better vision of what is possible and now I am able to help develop my country."*

Some 70 percent of the high school agricultural teachers said the course met their expectations. Most had difficulty with the learning laboratory. According to the training institution, the goal of the teaching laboratory was to help the Trainees develop new curriculum, and to learn and improve delivery methods by practicing teaching techniques. The methodology was highly experiential and individual. Students were expected to write and teach new lessons to their colleagues who acted as "students" for the day. The Trainees were to incorporate information from the technical courses into their teaching. University staff videotaped the practice teaching and provided feedback to the teacher. At the end of the year at Iowa State, each EDSP Trainee had a revitalized curriculum ready to implement upon returning to Ecuador.

According to the mid-term evaluation report from the training institution to World Learning/ Washington, the students assumed that the learning lab was to be an agricultural practicum (an agriculturally-related science lab). Trainees "had trouble taking advantage of all these resources," said a university professor who worked with them. "Their assumptions were quite different. They had trouble accepting responsibility for their own learning. They wanted to sit and be told how to develop curriculum, not participate in the 'hands-on activities.'"

The learning laboratory was, in fact, an extremely innovative teaching tool. The Trainees learned that the most effective teaching is that which requires the student to be totally involved in the learning process. Iowa State used this philosophy to teach the Trainees. It was painful for them because they were being asked to change their teaching style Later, the teachers said they could not imagine teaching in any other way (see Appendix G, Case Study of an Agricultural High School Teacher).

The agricultural teachers were extremely happy with the two-month internship at Prairie View A & M where they worked with Spanish-speaking high school agricultural teachers. This internship was another excellent way to provide the teachers with practical experience.

The most dissatisfied were the natural resource managers. Only 44 percent felt that the training met their expectations (see Table 5.2). All the Trainees were university graduates currently responsible for large environmental projects.

During the focus group, participants said that it appeared that the module on project management was prepared for grass-roots community leaders.

not college graduates with experience. The instructor was a junior staff member, with very little field experience in project management. Trainees were also dissatisfied with the principal instructor in Seattle. They perceived that he had little experience in managing natural resource and environmental programs. They also found it difficult to have only one instructor for the entire month. Some Trainees noted that the field visits were lacking in substantial technical content, and it was only when they complained that improvements were made by adding visits to environmental projects.

The Training institution believed that internal discord among group members created problems that contributed to the dissatisfaction. Two specific problems were mentioned. First, the Trainees represented different academic disciplines, so it was not possible to go into depth in any one area. Second, Trainees represented several environmental organizations in Ecuador, which, some said, created friction among the participants.

After reviewing the information, the evaluator concluded that the differences among the Trainees was not the major factor contributing to the Trainees' dissatisfaction. Rather, it appears that the training institution did not provide a course that was technically appropriate for the educational background and professional experience of the group. A review of the documents indicates that the training institution was informed by World Learning/Ecuador and World Learning/Washington about the educational background of the Trainees. Additionally, site visits and Experience America activities were not coordinated with the substance of the program. For instance, during the East Coast portion of the program, Trainees visited Washington, D.C., but did not visit any of the major environmental organizations, such as the World Wildlife Federation or the Nature Conservancy whose headquarters are located there. Other site visits on the West Coast were too superficial for the academic level of the group. "They were descriptive, not analytical," said one Trainee.

EXPERIENCE AMERICA ACTIVITIES

A second objective of the EDSP program was to provide Trainees with an understanding of U.S. culture and U.S. democratic institutions. The Experience America activities mandated by the CLASP program were an important vehicle for learning about U.S. culture. The activities included homestays with American families, volunteer opportunities in the community, and cultural exchange opportunities with Americans.

The final evaluation of the APSP program recommended that the Mission incorporate into the EDSP training plans a clearer expectation from training providers for the Experience America activities. This should include activities which would illustrate the "U.S. values appropriate to Ecuador which might contribute directly to the Mission's Strategic Objectives" (Aguirre International:1992, p.12). The Mission has emphasized to training providers the importance of providing contacts with professional counterparts. The Experience America component is also expected to supplement the technical program and support Trainees' leadership development to prepare them to become leaders and change agents upon return home.

As part of the survey, Trainees were asked how frequently they had participated in certain activities (see Table 5.3) and how much they had learned about U.S. culture (see Table 5.4).

Most Trainees participated in all of the Experience America activities mandated by the program. The programs were particularly successful in meeting the USAID Mission's request that all Trainees have the opportunity to meet with Americans in the same line of work. Over half (59%) met frequently with professionals in their field (see Table 5.3).

Since the programs are short (six weeks), it is difficult for any one group to experience all the activities. A review of training provider course materials indicated that, in all but one course, Experience America was well integrated with the

program themes. Thus, some 67 percent of the Amazon community leaders participated frequently in community activities. Over half (56%) of the natural resource managers met frequently with civic leaders, thus contributing to a secondary goal of this project: learning how to integrate the community in environmental activities.

Over 80 percent of the small farmers met with people in the private sector. This was directly connected to one of the goals of the project, which was to create outlets for exports for the Trainees and increase their sense of entrepreneurship. The lowest rate of participation in all activities was among the women agricultural leaders. Their training site was isolated, and they were restricted primarily to organized program activities.

Table 5.3 Trainees' Participation in Experience America Activities (Percentages; N=94)

Activity	Never	Sometimes	Frequently
Visit U.S. family	2.0	77.0	21.0
Meet with civic leaders	13.0	51.0	36.0
Contact with private sector	13.0	54.0	32.0
Community participation	5.0	53.0	42.0
Cultural events	2.0	45.0	53.0
Attend church	32.0	51.0	17.0
Recreational activities	2.0	40.0	57.0
U.S. travel	2.0	29.0	69.0
Voluntary activities	19.0	56.0	25.0
Contact w/working professionals	2.0	39.0	59.0

Source: Ecuador Returnee Survey, 1994

Table 5.4 Knowledge Gained of U.S. Culture (Percentages; N=94)

Institution/ Cultural Activity	Nothing/ Very Little	Some	A lot/ Very Much
The U.S. family	9.0	47.0	45.0
The role of women	9.0	21.0	70.0
The variety of peoples/culture	12.0	37.0	51.0
Democratic institutions	27.0	33.0	40.0
Free enterprise	28.0	27.0	53.0
Volunteerism	18.0	30.0	52.0
Examples of leadership	20.0	27.0	53.0

Source: Ecuador Returnee Survey, 1994

Trainees reported learning about major U.S. social and economic institutions from both the Experience America activities and from their general exposure to U.S. life during the training (see Table 5.4). The activities increased their understanding of U.S. values and contributed to their overall understanding of the U.S. way of life. This understanding is clearly reflected in their responses to the questions "What did you like most?" and "What did you like least about the United States?"

- *What did Trainees like most about the U.S. experience?*

The experience of living in the U.S. gave Trainees a new perspective on their own culture and an opportunity to change their worldview. Such a change is crucial in achieving the goal of creating change agents and leaders from socio-economically disadvantaged Trainees.

- *What did Trainees like least about the U.S. experience?*

Beyond the usual problems of climate and food, the major issue raised by the EDSP Trainees was the short duration of the U.S. portion of the training program. All the courses had several specific objectives to be covered, and the amount of time to cover all of them was very short.

FOLLOW-ON PROGRAM

A timely Follow-on Program is essential to ensuring that the skills and knowledge acquired during training can be applied in the workplace or community setting. With the short-term program, the Follow-on Program is primarily concerned with reinforcing the training to ensure application of the skills.

World Learning has incorporated many excellent components into the EDSP Follow-on Program. Each training group participated in a one-day debriefing immediately upon their return.

- *Participants evaluated the training course, providing World Learning with immediate feedback on the quality of the program. Problems that arose in the United States were discussed immediately and handled.*

- *Trainees reviewed their initial expectations of the course prepared during the predeparture orientation training and were asked to compare what they received with what they initially expected. They also reviewed their individual action plans and as a group discussed topics to be covered in the Follow-on seminars to help implement the action plans.*

Trainees discussed the types of Follow-on seminars which would be most beneficial in the future. They identified topics which may not have been covered in sufficient depth due to the short duration of the program and other topics which they would like to have reviewed. Follow-on staff then designed courses for each group following the suggestions made at the initial debriefing. The courses have been held approximately every seven months for each group.

Another innovative feature of the Follow-on Program is the attempt to design a strategy by which counterpart organizations would participate in Follow-on activities with the Trainees whom they had recommended. Organizations were asked to submit a Follow-on plan as part of their initial proposal. World Learning, as a minimum, asked employers to allow the Trainees time-off to attend the Follow-on workshops. Some organizations have participated more fully than others.

PROEXANT staff, for example, participated in the initial debriefing of Trainees. According to PROEXANT staff, they were able "to verify the positive impact of the training, the enthusiasm, and motivation with which they [Trainees] returned to put into practice what they had

Box 5.2 Effective Follow-on Seminars

- *A Follow-on workshop was offered on marketing strategies for small farmers built on the knowledge participants gained in the U.S. about increased production. As a result, one woman, who had increased the production of honey began selling her honey in the regional market.*

- *World Learning planned a Follow-on workshop in project design and implementation for the natural resource project managers that was attended by all but two of the Trainees. They rated it as very useful for managing their projects.*

- *A workshop for supervisors of health promoters was outstanding in many ways. A large number of the Trainees was able to attend. The methodology built on the work they had done in the United States, and the technical content was designed to include the participants in a broader program being introduced into the health sector.*

learned." They have had limited contact since with three participants whom they know are successfully exporting products, especially cauliflower. PROEXANT has also received requests for technical assistance which they have been able to provide to the Trainees.

The strategy has not worked as consistently as anticipated in practice. In public agencies, when a change in management occurs, new managers do not honor the commitments of their predecessors, so many Trainees have had difficulty in getting time off. Some organizations felt that their role in Follow-on was not clearly defined. One group wanted to participate more actively in the seminars, but were not invited to help plan the events.

Returnee Interest in Follow-on

The returnees were asked what types of programs or activities would be useful for Follow-on to the training program. The most frequently requested activities were seminars/courses to continue the learning begun in the United States and periodic meetings with other Trainees who are working in similar activities.

Alumni Association

The development of the Alumni Association for Ecuador Trainees includes both APSP and EDSP returnees. A full discussion of the development of the organization is found in Chapter Three of this report.

- *Some 49 percent of the surveyed EDSP Trainees report that they are members of the Alumni Association, but few have participated in activities beyond the initial organizational meeting. Women are more likely to belong than men (55 % of the women versus 42% of the men).*

Trainees are provided with information about the Alumni Association during the re-entry seminar. Each training group elects a representative to the Alumni Association and Trainees have the opportunity to join. Few indicate that they have been active beyond this.

Overall Satisfaction with the Program

- *Some 87 percent of the Trainees reported being "very satisfied" or "satisfied" with their training.*

The overall feeling about the training programs is summed up in this Trainee's comment. "Give the opportunity for training to a lot of people."

In general, Trainees were very satisfied with the training programs, from predeparture orientation through the U.S. training program to the Follow-on activities.

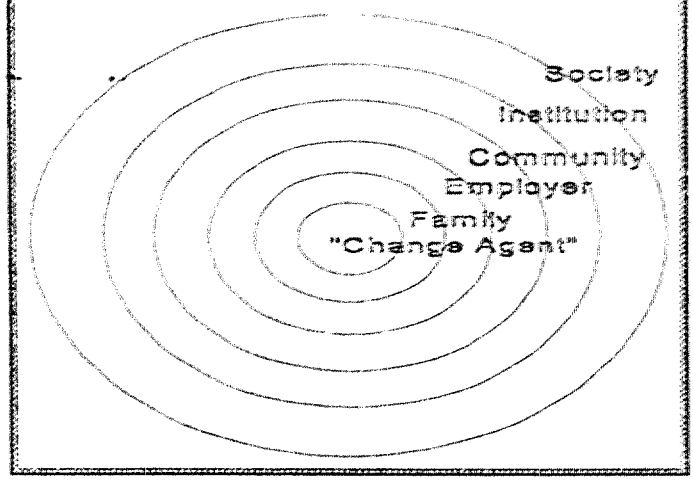
CHAPTER SIX:

Post-Program Status: Impact of EDSP Training

INTRODUCTION

This chapter examines two aspects of the EDSP program. First, the impact of the EDSP program in several areas is reviewed. EDSP Trainees as change agents within their spheres of influence is discussed briefly. Specific attention is given to the outcomes attributable to training which were observed in Trainees' relations with their families, their workplace, and their communities (see Figure 6.1). The relationship of the training to the Strategic Objectives of USAID/Ecuador is also discussed.

Figure 6.1 Change Agent Spheres of Impact



PRECONDITIONS TO CHANGE AGENT STATUS

As discussed in Chapter Three, three preconditions are necessary to achieving Change Agent Status: receipt of effectively designed training, Trainees' return to country, and employment after training. All three were met by the EDSP Trainees.

EDSP Trainees received effective and well designed Training programs at nearly all of the U.S. training institutions (see Chapter Five). All but one of the Trainees—an Auxiliary Nurse Trainee—returned to Ecuador upon completion of their training. The Trainees' employment status, the third precondition for achieving change agent status, is described below.

- *Some 87 percent of the EDSP Trainees are employed.*

After training, 86 percent of the men were employed; 88 percent of the women were employed. Half of those without jobs were looking for work. Three of those not looking for work were studying. One woman was a full-time homemaker. The others did not specify why they were not looking for work.

The EDSP pretraining employment rate of 94 percent was somewhat higher than after training for both men and women. The reason for the drop in employment is that some Trainees in the natural resources managers group and health promoters returned to full-time study after they returned.

The post-training employment rate varied by training group. Nearly all the Trainees selected from the public sector are employed, including the agricultural high school teachers (100%), the auxiliary nurses (100%), and the health educators (86%). Some 94 percent of the natural resource managers were employed. The lowest employment rates were found among the women agricultural leaders (67%) and the Amazon community leaders (67%). Some of these participants, however, were selected for training because of their community activities, rather than their employment.

Further, the low employment rates reported by the Amazon community leaders and the women agricultural leaders may be due to their tendency

to consider themselves "unemployed" unless they work for someone else. They may not have qualified self-employment on their own farms as employment.

- *The largest number of Trainees (41%) is employed in the public sector. The second largest group of Trainees is self-employed.*

The diversity of the EDSP Trainees is reflected in the sectors in which they are employed (see Table 6.1). Three training programs targeted public sector institutions: agricultural high schools, the Ministry of Health and the Rural Social Security Institution. One group, the natural resource managers was selected from non-governmental environmental groups. Two programs targeted independent business owners and farmers: the small farmers and the women agricultural leaders. The Amazon community leaders were a mix of the public and private sector. Four Trainees in the group were employed by government ministries; the majority were farmers or women who worked as volunteer community leaders.

Table 6.1 Sector of Employment (Percentages; N=83)

Public Sector	41.0
Self-employed	26.5
Non-governmental Organization	14.5
Autonomous/Mixed	14.4
Other	3.6

Source: Ecuador Returnee Survey, 1994

- *The majority of the employed Trainees (94%) continue to work in the same jobs which they held prior to training.*

Short-term Trainees typically return to their previous employers after training. Institutions have generally supported their participation in the training program and do not fill their positions during their absence. Most of the self-employed Trainees returned to their own businesses. Three people moved from self-employment to salaried positions with agricultural cooperatives or other associations in the area, as a result of their increased self-confidence, increased interpersonal skills and ability to manage small groups.

- *Fewer than half the Trainees (36%) hold more than one job.*

Nearly three times as many men (58%) as women (20%) hold two paid positions. Over one-quarter (27%) of the Trainees are self-employed, predominantly in agricultural activities, which suggests that little time is free for other types of employment.

DETERMINING CHANGE AGENT STATUS: FIVE INDICATORS

The program expectations are that Trainees will become change agents, stimulating social and economic improvements in Ecuador. Five indicators have been developed to analyze whether EDSP Trainees are acting as "change agents" (see Box 6.1).

Box 6.1 Indicators of the Change Agent Model

The following elements, when combined, indicate "change agent" status. The Trainee

- *applies the training on the job;*
- *assumes greater work responsibilities;*
- *shares the training with co-workers and others, the "multiplier effect;"*
- *accepts leadership roles; and*
- *maintains personal motivation to work in development in the future.*

- The application of training is a minimal condition which shows that Trainees are reaching beyond their individual actions to teach and influence others. Research has shown that motivated trainees who receive excellent training may still have little impact if elements in the workplace obstruct their efforts to introduce positive changes. Thus, to be considered a change agent, Trainees who are employed must *apply their training.*

- Employers must recognize the increased skills and leadership capacity of Trainees through changed employment conditions. This may be through increased responsibilities, increased salary and/or promotions. These are *de facto* statements from the employers that the Trainees are valuable resources for the organization.

- Trainees must actively *share their training with others*, creating the "multiplier effect." They may share the training formally and informally, with co-workers or others. Sharing may also occur as Trainees build networks within the country and with the United States.

- Trainees *must possess and use enhanced leadership skills* both at work and in their communities. Ideally, Trainees' actions must go *beyond themselves to promote the productivity* of others in identifying and resolving problems.

- Trainees' stated attitudes must suggest a *commitment to initiating change and an optimism toward future activities.*

✦ Indicator 1: Is Training Applied in the Workplace?

- *After training, 91 percent are working in the field in which they received training.*

Trainees' high rate of employment in their field of training indicates that the fields of training were suitable for Ecuador and that the individuals selected were appropriate for the training programs. The candidates mastered the course material and have returned to apply what they learned.

- *Some 83 percent of the employed Trainees reported that they use their training in their daily work.*

The percentage of EDSP Trainees using their training on the job is higher than that reported by Trainees in other CLASP evaluations and higher than the 75 percent of the APSP Trainees who are applying "much" or "very much" of their training. Only seven percent of the EDSP Trainees reported using none of their training.

The high percentage of Trainees applying their training indicates that the initial needs assessments accurately identified participants' training needs. The application of training varied by training group, however. The natural resource managers reported the lowest use of training (79%). Groups reporting the highest use of training are the Amazon community leaders (100%), the small farmers (100%) and the auxiliary nurses (100%). The remaining three groups also reported very high use of the training. Some 92 percent of the health educators, 90 percent of the agricultural high school teachers, and 83 percent of the women agricultural leaders are applying their training (see Table 6.2).

"Work," as used in this question, may refer to both paid employment and volunteer/community activities since some Trainees were selected on the basis of their volunteer activities. Some 71 percent reported that they were trained in areas related to their work; 22 percent said the training related to their volunteer work. Seven percent said the training applied to both.

Application of Training by Training Groups

- *Agricultural Teachers*

The high school teachers work in schools which have been designated "pilot" schools in a national plan to upgrade agricultural high

Table 6.2

Ecuador Development Scholarship Program: Impact of Training (Percentages)

Program Indicators	All EDSP Trainees (N=93)	Long-term Agriculture High School Teachers (N=10)	Short-term Trainees					
			Women Agricultural Leaders (N=9)	Health Educators (N=14)	Small Farmers Association Leaders (N=16)	Auxiliary Nurses (N=16)	National Resource Managers (N=16)	Amazon Community Leaders (N=12)
PIO/P Number:		09189	09184	09185	09187	30089	30120	30129
Employment:								
Are you employed?	87	100	67	86	94	100	94	67
* Do you use your training?	59 / 93	40 / 90	17 / 83	78 / 92	64 / 100	69 / 100	50 / 79	75 / 100
Has your salary increased?	61	30	50	14	93	56	67	71
Have your responsibilities increased?	78	80	67	17	82	81	87	60
Family Life:								
Has your family life changed?	71	80	78	71	77	88	35	93
Leadership:								
Are you a more effective leader?	89	90	100	86	94	100	60	100
Are you active in volunteer activities?	92	90	67	93	100	92	88	100
Future:								
Overall, were you satisfied with your program?	88	100	100	88	100	100	50	92

* Result of combining the "use training a great deal" and "use training a lot" responses / result of combining the "use training a great deal," "use training a lot," and "use training some" responses.

Source: Ecuador Returnee Survey, 1994

schools. They have incorporated new teaching methodologies in their classrooms and will soon have the necessary equipment to fully implement the new skills acquired through the training (see Box 6.2). An unexpected consequence of this Spanish-language program, was the acquisition of sufficient English language skills by some of the Trainees who are teaching English. Others serve as resource personnel, by translating technical material arriving at their schools.

- *Small Farmers*

Two notable results have been documented from interviews with the Trainees in this program.

First, the training in organic farming was extremely successful. The techniques learned are very applicable to the type of farming found in Ecuador and are being used by a majority of the farmers. One farmer described how he improved the compost he had been making for his garden and as a result has seen a significant increase in production. Several mentioned using organic methods instead of chemicals to successfully control bugs that attack crops. Others no longer grow traditional corn and beans, but have diversified to flowers, pineapples, blackberries, and other fruits.

Secondly, a spirit of small business development was ignited among the Trainees. The training offered in the United States was complemented by a Follow-on training program in marketing practices for small farmers. The combination of the U.S. training and the Follow-on Program has led to an increase in family income for 93 percent of the Trainees in the group (see Table 6.2).

One Trainee formed a business with his four brothers. They diversified their crops to include tomatoes, melons, and potatoes; increased production as a result of techniques he learned in the U.S.; and increased sales in a regional market. They own the only truck in their small and isolated community of 30 families. They now collect the community produce and transport it to the market for their neighbors. Middlemen have been eliminated so family incomes for the entire community have increased.

- *Women Agricultural Leaders*

The women are applying their training in two areas: in agricultural production and in community development. They learned organic farming techniques and are successfully making compost to fertilize their crops. The new

Box 6.2 Application of Training

The high-school teachers have applied their training in many creative ways. Teachers have:

- *organized a pre-cooperative for carpenters in Yantzaza;*
- *created gardens and planted ornamental shrubs near the school;*
- *provided technical assistance in irrigation for farmers in the area near their schools;*
- *improved the operation of a local meat processing plant;*
- *established an organic gardening "hands-on" project for students;*
- *taught English classes for students at the high schools;*
- *designed a project for biointensive planting; and*
- *improved the productivity of their own family farms.*

methods of soil preparation have helped eliminate soil erosion. Their family incomes have increased since they have applied the information learned about better management of their family finances.

Their impact is felt within the community as they have assumed positions of leadership among community organizations. They had recognized that "working together produces benefits." As a result of learning how to set up small projects, they are helping their communities form "mingas," voluntary groups which work on community projects. The women feel more confident about leading these groups, "being a guide so that the projects get done." One reported that she had helped establish a day-care center in her community.

The training program focused on women as leaders within their communities. As a result, they are more aware of the rights of women and their own abilities as women to lead. They are working with women's groups to teach other women and are serving as leaders. "I learned that I can run a general assembly meeting without being a man and I can help everyone participate."

- *Health Educators/Supervisors of Health Promoters*

The majority of health providers, doctors and nurses, in Ecuador are trained in curative medicine, rather than preventative medicine. As a result of the course in the U.S., the doctors and nurses are more aware of the importance of preventative medicine. They also learned the importance of using non-formal adult education methodologies in their training courses for the health promoters under their supervision. The combination of increased knowledge and ability to train is improving the quality of preventive medicine practiced by the health promoters. One nurse is successfully applying the experiential methodology learned in the United States in her university classes.

The course included a four-day AIDS Prevention Workshop. The course, taught by the American Red Cross was rated as the most successful aspect of the program. The Trainees are certified as instructors in AIDS/HIV education programs. The certification allows Trainees to work with the Red Cross in Ecuador to develop training programs in AIDS education (see Box 6.3).

During a recent Follow-on course, taught by an APSP Trainee for this EDSP group, the EDSP Trainees learned additional techniques which would strengthen services in the field of preventive medicine. In addition, Trainees are using the information about working in groups, planning and evaluation, training of trainers, and techniques for working with community.

- *Auxiliary Nurses*

The overall goal of the program was to develop the Trainees' potential to be leaders and social change agents. The community leaders learned and mastered a variety of skills in group dynamics, group motivation, and community development which they are applying in their current work.

Box 6.3 Application of Training To Health Issues

- *The supervisors of health promoters were certified as Instructors for AIDS/HIV education programs. The certification allows Trainees to work with the Red Cross in Ecuador to develop training programs in AIDS education.*
- *The auxiliary nurses who provide medical outreach services in their communities have improved their communication with the indigenous clients of their health centers.*

The course enhanced the Trainees' understanding of integrated community development by focusing on them as agents of social change.

One way they have effectively increased their ability to provide services is to cooperate with other organizations in their communities. Some work with the high school teachers to teach basic health care practices; others work with World Vision and similar groups in joint training programs.

The nurses have redefined the role of community health nurses. Many no longer see their primary responsibility as attending to the individual health care needs of individual clients, but rather as promoting the health of the community. "We are helping the leaders of the community solve their problems."

The participatory methodology used in the U.S. training course has been transferred directly to the communities as the nurses organize many different kinds of courses: first-aid, family planning, well-baby practices, AIDS prevention, and nutrition. One of the most successful programs they have started in several communities is a community garden to improve the health and nutrition of the families. They are also successfully involving the young people in the gardening project.

A major outcome of the training for the auxiliary nurses who provide medical outreach services in their communities is the improved communication with the indigenous clients of their health centers. Several described specific training techniques learned in the U.S. which they have applied in their own community work, with an improved acceptance of the services by the beneficiaries. As a result of better understanding of the ethnic problems, the nurses are having a multiplier effect within their own social circle, decreasing the misunderstanding between the two groups.

- *Natural Resource Project Management*

The most useful information gained from the training program was the rapid rural assessment technique, designed to increase community participation in projects. Trainees are using this participatory planning process to involve community residents in the needs identification process and effectively enlist community support for the projects. One taught the method to her colleagues at work so "that they can use it in evaluations they are doing for the estuary of the Chone river." Another used the technique with rural community leaders in Guayas.

The project planning techniques are being used by some Trainees as well. One noted that "for a reforestation project, I used a project planning model which they gave me in the United States and the project was funded." Another has used some of the project planning information to prepare projects for funding from FENTECH for a municipal project in Riobamba.

- *Amazon Leaders Program*

The training program for the Amazon community leaders focused on four areas: integrated community development, leadership and group dynamics, project development and non-formal education. The community leaders learned and mastered a variety of skills in group dynamics, group motivation, and community development which they are applying in their current activities.

"I applied the participatory planning technique in three environmental education projects in communities in Carmen, in Manabi, with teachers across the country and finally with EMASCO in San Antonio de Pichincha."

Trainees are planning community projects, using organizational and planning tools they learned. They are organizing youth and women's programs where these had not existed before. Said one woman, "Since I went to the United States, I can run the women's group without any problems, because of what I learned. It's hard to achieve consensus, but now I can manage it better. I have moved forward a step." Conflict resolution techniques were mentioned by many as useful tools in their community development work.

- *Application of Training to Project Planning and Implementation*

Most of the EDSP programs provided some instruction in project design. Although the material covered in the short-term training programs was substantially less detailed than that provided for the APSP Trainees, the EDSP Trainees are applying the information in their work. Nearly all the Trainees (89%) plan projects as part of their work, and 75 percent are implementing projects. Participants also learned how to train others. Some 91 percent said that they have trained others working on projects; some 52 percent have provided technical assistance to others (see Table 6.3).

Table 6.3 Applicability of Training to Project Work (Percentages; N=94)

The training contributed to your ability to:	
Plan Projects	89
Implement Projects	75
Train Others	91
Provide Technical Assistance	52
Lead a Workshop/Seminar	78

Source: Ecuador Returnee Survey, 1994

The natural resource managers noted in their evaluation of the training course that the module on project planning and design did not meet their expectations. Nevertheless, 93 percent of the

A Trainee working with women's groups added, "In my work now with the women, I begin with self-esteem and try to change the way people are thinking about the value of women."

Trainees reported that the training helped them to design better projects. The training also helped 87 percent of this group to train others. The difference in Trainee satisfaction and use of the training may be due to the fact that the Follow-on Program organized a three-day workshop on project planning for this group shortly after their return. The goal of the workshop was to supplement what Trainees had described as a weak element in the program.

- *Obstacles to Using the Training*

The greatest challenge Trainees face in using their training lies within the workplace. Trainees who are not able to use their training noted two problems: lack of financial resources and lack of support from supervisors and co-workers. The nurses in particular noted that their selection for training aroused jealousy among the co-workers who made it difficult to implement new ideas. The nurses also reported that their supervisors, who are medical doctors, were often unable to accept the new initiatives they proposed as a result of the training.

✦ Indicator 2: Do Trainees Increase Their Job Responsibilities?

- *Most Trainees reported that their job responsibilities increased (78%) and salaries improved (61%) after returning from training.*

Short-term training has resulted in recognition for Trainees from their employers through salary increases and increased responsibilities in the workplace and community. Some 76 percent of the Trainees who increased their job responsibilities attributed this to the training; 43 percent

of the Trainees whose salaries improved also attributed this to the training. In addition, a small number (8) received promotions due to the training.

✦ Indicator 3: The Multiplier Effect: Do Trainees Share Their Training with Others?

EDSP Trainees are sharing their training with colleagues, family members and community members. On the average, returnees shared their training *formally* (that is, in classes, seminars, or conferences) with over 80 people at work and 100 people in the community. *Informally*, according to their estimates, they shared some aspect of their training with over 50 co-workers and 92 community members. Although the exact figures are impossible to verify, these estimates show that Trainees have assumed the role of change agent as they use community forums to teach others.

The Trainees are sharing the information in many creative ways. Members of the small farmers group teach others how to use pesticides safely. Community leaders from the Amazon give talks on AIDS and alcoholism, based on information they received from site visits in the U.S. Others in this group have organized workshops in low-income urban neighborhoods to help solve community problems. One member of this group reported that he had met with leaders of other organizations in the Shushufindi area about how to work with their membership.

One Trainee from the small farmers group has instituted "field days" (dias de campo) for his own employees and other small farmers in the area. He teaches new farming techniques by demonstrating how he is using what he learned in the U.S. on his farm. He said, "That way I can transmit my experience directly and it's participatory." Several of the Trainees in this group are using photos and brochures they were given during the training to teach organic farming and other agricultural techniques.

The nurses have a large sphere of influence within their communities as they are the primary source of health care for the indigenous families. One nurse noted that she services 230 families for a total of 1,150 affiliates of her rural health clinic.

Another indicator of the multiplier effect is the degree to which the Trainees build on the networks created with their Ecuadoran colleagues during the training and maintain links with the U.S. The EDSP Trainees are more likely to remain in contact with other returnees (85%) than with their U.S. contacts (55%). Over a quarter (28%) have worked together on projects and many have participated in returnee meetings (87%).

Trainees maintain some links with *friends in the U.S.* (55%), but are more likely to update their knowledge about the U.S. through journals (70%). Fewer remain in contact with their U.S. training institution (see Table 6.4).

Table 6.4 Trainees Maintain Links (Percentages; N=82)

Within Ecuador	
Contacts with other returnees	85.1
Presentation of projects w/other returnees	27.7
Participates in Returnee groups/meetings	87.1
With the United States	
Reads U.S.-based journals	70.2
Contacts with U.S. friends	55.3
Visits from U.S. friends	11.7
Contacts with U.S. training institution	28.7
Commercial relations with U.S.	7.4
Works with Peace Corps volunteers	20.2
E-mail	4.3

Source: Ecuador Returnee Survey, 1994

✦ Indicator 4: Do Trainees Take on Leadership Roles?

Yes, in various ways.

Trainees were selected for the EDSP program because they had demonstrated leadership qualities. During the training program, they participated in a variety of activities that sharpened and refined this quality. Beginning with the in-country orientation program and continuing with innumerable activities on campus, Trainees learned and practiced new leadership skills. Not only was their leadership capacity bolstered, the program continually reinforced Trainees responsibility to return and apply these skills, as leaders and change agents to their country's development problems.

Individuals are *leaders* when they "mobilize others toward a common goal shared by the leader and followers. Leaders, followers, and goals make up the three equally necessary supports for leadership." (Wills: Certain Trumpets: The Call of Leaders; 1993.) Thus, the tasks of a leader are:

- *share the vision,* by articulating to others a new vision of what can be accomplished;
- *share information* about how to achieve the new goals that arise out of the shared vision; and
- *share the responsibility for creating the products of the new vision.* (Gardner: 1992).

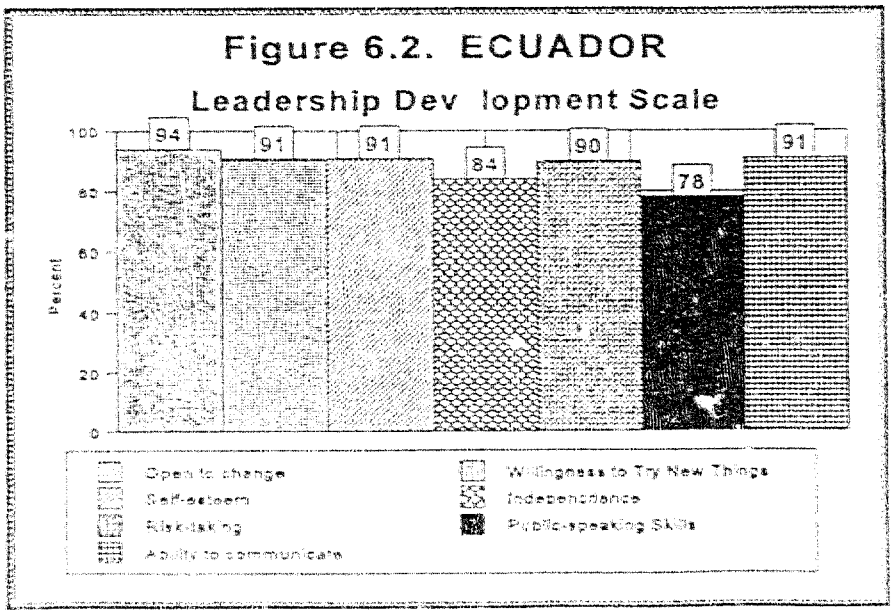
The following section describes the areas in which Trainees increased their leadership skills. It also discusses specific areas in which Trainees are applying these skills to the three tasks of a leader to achieve positive change in Ecuador.

Increased Leadership Capacity

- *Trainees report that EDSP training has enhanced their leadership skills in several specific areas.*

Trainees rated their perceived growth on seven characteristics linked to the ability to act as leaders. Three characteristics—*openness to change, openness to risk-taking,* and a *willingness to try new things*—contribute to changing one's world view. These are necessary qualities to craft a new vision of how things can be. *Self-confidence* in one's ability and *independence* of action are critical attitudes to be able to share the vision.

Communication skills and the *ability to speak in public* increase one's effectiveness in sharing information and motivating others to join in the task of accomplishing the desired changes. Excellent academic/training programs contribute to the task of sharing information and achieving new goals.



The EDSP Trainees gained new skills in all seven characteristics (see Figure 6.2, and the Leadership Development Scale which is described fully in Appendix B). Nearly 90 percent of the group reported that they had increased their abilities in each area. The highest positive responses are on openness to change (94%), ability to communicate (91%), and self-esteem (91%). Some 90 percent increased their willingness to take risks. Trainees also said that the U.S.

experience increased their sense of independence (84%).

Men were slightly more likely than women to report changes in all areas, except in "increased sense of independence." Nearly all of the men (98%) felt that their capacity to accept change had increased. It is important to note that the scale measures the extent to Trainees believe the training program increased their skills, not the individual's ability to perform.

Increased Leadership Performance

EDSP Trainees, like the APSP Trainees, are exercising their leadership skills in all the concentric circles of their lives: the family, the community, the workplace. A few have begun to emerge as regional leaders (see Appendix G).

- *Both men (88%) and women (90%) agree that their training has allowed them to become "more efficient as a community leader or as a leader in the workplace."*

The majority of the Trainees have improved their leadership capacity (90%), have demonstrated their increased effectiveness as leaders in the community and workplace (89%), and are more active in the community (92%) (see Table 6.5). The following sections describe specific ways in which the Trainees are applying the leadership skills in the family, community, and workplace.

Leadership in the Family

Throughout the CLASP program, a significant impact of the training experience is found within the families of the Trainees. The family is the basic unit of society and, within the Latin culture, the defining unit for individuals. Therefore, when an individual family member changes, he/she first tries out the changes in an environment of trust and support.

- *Most EDSP Trainees (70%) reported that their family has changed "some" or "a lot" as a result of their training program.*

Trainees in all programs, except the Natural Resource Managers programs, experienced a significant change in their family life, even after a relatively short period of time (see Table 6.2). For most of the short-term Trainees, the changes have occurred in two areas: improved economic conditions for the family and changed attitudes of the Trainee towards the family. As a result, of changes in their own attitudes, family members are beginning to change.

- *"Economically, we produce more now."*
- *"Because of the training, we have a higher income for the family."*
- *"The economic situation has changed and so has the acceptance and tolerance. My children and my wife are more independent for having lived without me for awhile. They adapted to the reality of my being away and that has had a positive influence on the whole family."*
- *"I was inhibited, but traveling helped me change. In my family and in my community, I'm more self-confident. We base our family life on mutual respect now."*
- *"My husband was very 'machista,' but (since I returned), I've shown him I'm very capable of doing things and he doesn't argue with me."*

Some 93 percent of the Amazon leaders group reported a change in their families. One Trainee said, "I have changed my relationship with my children. I don't punish them physically anymore. My relationship with my wife has changed. I used to be a little rude with her, even insulting sometimes. Now I watch my words."

Some 88 percent of the nurses and 80 percent of the high school teachers also reported a positive change in their family life (see Table 6.2). One nurse said, "I lived with my parents who were very strict. Now I have succeeded in some changes in their behavior toward me and in the

way they treat women in general." One of the high school teachers added, "By my becoming more independent during my year away, I began to give each one of the members of my family more autonomy. Now everyone participates in the conversations and in certain decisions."

The greatest changes in family life were experienced by those who had traveled the least. They described changes coming as a result of the exposure to new points of view. One Trainee said, "I thought that the way people act and talk with each other would be the same there as here, but it's different."

Experience America activities offered a new perspective on how others live. A review of the curriculum for each course also revealed that the participants who reported a positive change had participated in experiential leadership exercises. These exercises taught new ways of dealing with conflicts, new techniques for interpersonal communications with groups and other communications skills, and Trainees are applying them equally at home as in the workplace or community activity.

Leadership in the Community

To measure the impact of the training in this area of their lives, Trainees described their community activities and compared their present level of involvement with that before their training.

- *Fully 92 percent of men and percent of women are active in volunteer activities after returning from training. There was no drop in the level of community activity after training.*

A member of the Small Farmers Association Leaders' program said, "I have been offered good jobs (elsewhere), but I prefer to stay here in the community—to put into practice what I learned. I went for the community, I owe what I learned to the community."

The EDSP Trainees have not decreased their participation rate upon return. As with the APSP Trainees, training reinforced the commitment to work in the community. "I have more skills and a stronger commitment to my community," was offered by many Trainees as an explanation of their community activities. "If the community is going to move forward, I have to give more," said another.

The leadership skills training provided many with increased self-confidence to expand their roles within their communities. An auxiliary nurse joined the environmental group in Otavalo and is active in a reforestation project, something she had never done before. The training provided skills in personal communication skills and group work which have been recognized by increased cooperation from the community. Trainees are being recognized by their communities who are electing them to leadership positions within the organizations. A participant in the women in agriculture program said, "They elected me president so I can run the meetings."

Table 6.5 Leadership Capacity and Performance

	Improved leadership capacity (N=93)	More effective as leader in community/workplace (N=93)	Active in community (N=94)
Overall	90%	89%	92%
	Male = 93% Female = 88%	Male = 88% Female = 90%	Male = 98% Female = 86%

Source: Ecuador Returnee Survey, 1994

"I learned how to give others a chance to participate more democratically. I've learned to cooperate with others to get things done."

Women increased their participation in community activities. The nurses, whose training focused heavily on their role as community change agents, have been very active with women's groups. The small farmers reported that people in their communities and in surrounding areas are asking them for technical assistance and advice because there is such a need for the type of information they learned.

Leadership in the Workplace

The data reported throughout the report indicate that the Trainees are emerging as leaders in their work. They are actively applying their knowledge to their own work and sharing the information with others. Salaries or family income from self-employment have increased as a result of the training, and others in the community are following the examples set by the Trainees.

✦ Indicator 5: Are Trainees Committed to Initiating Change?

- *Trainees have returned with changed expectations for the future. Nearly all the returnees (88%) expressed the belief that they expect a better future.*

Trainees are optimistic about the future because they believe that, as a result of their training, they are more capable of influencing the events that surround them. They are more sure of their own abilities and therefore are more decisive in their actions. "I have a clear vision of what I want to accomplish," said one EDSP Trainee. This attitude extends to a willingness to take risks. "When you learn about new realities, you become aware that there are many other possibilities to start new projects," said another.

Training Impact Assessment Scale

Measuring the impact of training beyond the level of the individual is difficult. It is even more difficult when a project is not designed around specific institutional development goals, as in the case of the EDSP/Ecuador project. One measure to determine such impact is the Training Impact Assessment Scale (TIAS). This measure uses the returnee as a reference point. Returnees are asked to indicate the degree of impact they have had on various institutions as the result of training. Returnees rate the impact on a scale from 1 to 7, with 7 being the highest.

It is predicated that the level of impact will be greatest at the personal level and in the workplace on the premise that the EDSP training program was designed to improve manpower resources. The degree of impact will likely decrease for the other institutions. The average response rates for women and men are provided in Table 6.6.

Table 6.6 Training Impact Assessment Scale–Female and Male (Percentages)

	All Trainees (n=94)	Women (n=51)	Men (n=43)
Person	6.3*	6.2	6.4
Family	5.7	5.8	5.7
Place of Work	6.0	6.0	6.0
Community	5.9	6.1	5.6
Alumni Association	4.7	4.6	4.1
City/Town	5.4	5.1	5.7
Society	5.7	5.7	5.7

*Mean score on a scale of 1 to 7

Source: Ecuador Returnee Survey, 1994

- *Returnees believe the greatest impact of the training has been at the personal level.*

The high score on the TIAS is consistent with other data presented throughout the report which indicate that Trainees received excellent U.S.

training and increased their skills. Their leadership abilities improved, and their reported expectations for the future have increased significantly.

Trainees' comments about their personal development support the conclusion that returnees are prepared to act as change agents.

- *"Change should begin with the individual. Once I changed, change began to occur in the other spheres."*

- *"The course changed my life. I have the self-confidence now to stand up to any challenge in my family as well as in the community."*

Returnees also report significant impacts in the workplace.

- *The high score of 6.0 on the TIAS indicates that Trainees believe they have made significant impacts in the workplace as a result of their training.*

Many of the Trainees indicated that the greatest impact of their training has been in the workplace because their training was directly related to their work. The accumulated data about Trainees impact in the workplace support this summary measure of impact. Trainees are applying their training and have been recognized with increased incomes.

Returnees also report significant impacts in the community.

- *The TIAS score of 5.9 indicates that Trainees believe they are having a major impact in their communities, but less at the societal level (5.7).*

Many are breaking molds within the community. Women have increased their role as leaders and are strengthening the women's groups at the grassroots level. For those whose workplace is the community, recognition has come from others who are benefitting from improved services. "The greatest impact," said one of the auxiliary nurses, "is here in the community where I'm working and sharing what I learned."

Some Trainees, however, do not see these changes as having an impact on the society. They erroneously limit their vision of their sphere of influence to the community level. "Community work has little influence on society as a whole," said one Trainee. Another said, "The society is so big, that nothing has happened there as a result of my training." Others have begun to look beyond the immediate horizon to recognize the potential power of changing people at the local level. Said one, "Only through education can we change our people."

In summary, Trainees believe that impacts of their U.S. training are evident at all levels of the concentric circle model. The greatest change has occurred at the personal level, with increased skills and capacity development. The lowest level of impact is for the alumni association, since the association is a new organization which has not actively provided programs for the membership.

STRATEGIC OBJECTIVES AND THE EDSP PROGRAM

USAID Strategic Objectives, established after the design of the EDSP program goals, are now the principles which orient USAID programming in Ecuador. This section examines the impact of the EDSP training in relation to USAID/Ecuador's current Strategic Objectives.

The EDSP training supports Strategic Objective No. 3 to "improve responsiveness of selected democratic institutions with greater citizen participation" (see Appendix D). The proposed program outcome is to *"equip current and or potential leaders with new skills or knowledge"* (USAID/Ecuador Action Plan FY95–96).

The EDSP program has supported this Strategic Objective in several specific ways.

First, the program successfully selected and recruited Trainees who were socially, economically, and culturally disadvantaged who were also leaders in their respective areas. They competed in a rigorous selection process to qualify for the training opportunity. The program exceeded the 70 percent requirement to included disadvantaged and expanded the base of citizens who are trained in the roles and responsibilities of members of a civic society. Some 61 percent of the participants were women, thus exceeding the project requirement of 40 percent.

Secondly, the EDSP Trainees learned new skills in all of the training programs. The training was extremely well-designed to meet the specific needs of the EDSP Trainees in all but one program. Some 83 percent of all EDSP Trainees are applying their training daily, and 100 percent of the Trainees in three groups are using their training on a daily basis. The Follow-on Program has provided excellent seminars for each group of EDSP Trainees. In these courses, Trainees receive additional training to reinforce what they learned in the United States as well as add new information.

Thirdly, the leadership capacity building component of the program was extremely effective. Some 89 percent of the Trainees said that they are more effective leaders now. Some 92 percent report that they are active in volunteer activities and use their training in these activities. The data reported throughout the report show that Trainees are strengthening community level organizations and increasing local citizen participation through their work. Women's participation is increasing significantly.

Finally, Trainees' exposure to the United States through the Experience America activities provided them with opportunities to see how their particular occupational speciality operates within a democratic system. They are sharing this information and the technical information from the programs with their colleagues as effective multipliers.

CHAPTER SEVEN:

EDSP Findings, Conclusions, and Recommendations

The preceding chapters present the results of the analysis of the EDSP program. The data show the program to be effective in recruiting and selecting primarily disadvantaged leaders for the short-term U.S. training. The program is effectively and in many cases creatively implemented in all aspects of the training cycle: recruitment and selection, predeparture orientation, U.S. training placement, and Follow-on activities.

The Trainees are employed upon their return and are applying their training in their principal employment or community activity. Trainees are making positive changes in their personal lives, their families and communities, and in the workplace. They have increased their leadership capacity and are performing at new levels of leadership. They have accepted the challenge of being change agents.

This chapter presents the findings and conclusions for the major set of questions proposed in the Scope of Work. Recommendations for the project are also presented.

ACHIEVEMENT OF END-OF-PROJECT STATUS INDICATORS

At mid-point, the project is on target for achieving the End-of-Project Status (EOPS) Indicators. Below is a summary of the survey data for each of the indicators.

- *Trainees are employed in their fields of expertise.*

The employment rate for EDSP Trainees is high. The average employment rate for the returned EDSP Trainees is 87 percent. The employment rate by training group ranges from a low of 67 percent for the Amazon community leaders and the women agricultural leaders to a high of 100 percent for the agricultural high school teachers and auxiliary nurses (see Table 6.2, in Chapter Six). Of those who are employed, 91 percent are employed in the field in which they were trained.

- *Trainees are applying their skills.*

Trainees from all seven EDSP training programs are applying their skills in a variety of ways, both in the workplace, and in their family and community life. Some 93 percent of the Trainees reported using "some," "much," or "very much" of their training on a daily basis. By training group, the average use of training ranges from 79 percent of the natural resource managers to 100 percent of the Amazon Community Leaders, Small Farmers' Association Leaders and the Long-term Agriculture High School Teachers (see Table 6.2, in Chapter Six). This is due to the fact that the needs assessments successfully identified the individuals' training needs which resulted in well-designed and targeted training courses.

Each training program has many examples of ways in which Trainees are applying the training. A particularly successful component of three training courses was the instruction in organic farming. The techniques learned are very cost-effective and applicable to the type of farming found in Ecuador.

- *Trainees have increased their responsibilities on the job.*

As a result of the well-designed training courses which targeted employment training needs, the Trainees acquired specific technical knowledge which they have been able to apply on the job. The increased leadership capacity (increased self-confidence, willingness to risk, openness to

change) has resulted in individuals who are making changes in the way work is done. They are actively sharing their new skills with colleagues. As a result, employers have recognized Trainees by increasing their responsibilities. Some 78 percent reported their job responsibilities have increased, and 61 percent received salary increases.

- *Trainees are active in community affairs*

Trainees were selected for the EDSP because of their demonstrated or, in a few cases, potential leadership abilities. Data presented in the report indicate that over 90 percent believe they increased their leadership capacity. This has resulted in an increase in community activity. Trainees are doing more work in the communities and have branched into areas in which they were not active prior to training.

A major outcome of the training for auxiliary nurses providing medical outreach services is the improved communication with the indigenous clients of their health centers. By applying specific training techniques learned in the U.S., they have achieved an improved acceptance of the services by the beneficiaries. As a result of a better understanding of the ethnic problems, the nurses report decreased misunderstandings between the indigenous and mestizos groups in the community.

- *Trainees maintain some relationship with the United States.*

Trainees maintain some links with the United States. Over half (55%) of the returned participants remain in contact with people they met in the United States; over 70 percent remain in touch with the U.S. through professional journals.

- *Trainees have a better understanding of the U.S. as it relates to their occupation.*

The program planners successfully advised training providers of the importance of relating the Experience America activities to the technical theme of the training program. This was very successfully accomplished in six of the seven programs and partially accomplished for the seventh, the natural resource managers program. The Experience America activities in the natural resource managers program were less related to the technical content of the program than in the other six programs.

The most outstanding programs integrated site visits with the technical themes of the program, established specific training objectives for the visits, and debriefed the Trainees immediately after the field visit or activity. Producers of non-traditional agricultural products, for example, visited many businesses from cooperatives to markets, to gain an understanding of the flow of products from the grower to the consumer.

EDSP TRAINING CONTRIBUTES TO TRAINEE UNDERSTANDING OF DEMOCRATIC INSTITUTIONS AND ECONOMIC GROWTH

The EDSP program has provided training to a diverse group of Trainees, including rural farmers, health care personnel located in small communities, medical doctors who supervise field staff, urban-based environmental project managers, and Amazon community leaders. Training providers designed specific activities for each group which placed the specific technical theme within the U.S. context.

Some courses provided more opportunity to learn about economic growth. For example, the results of the survey show that a spirit of small business development was ignited among a large number of the Trainees in the small farmers' association group. The training offered in the United States was complemented by a Follow-on training program in marketing practices. As a result, many have increased production and sales.

The courses for community leaders (health supervisors, auxiliary nurses, natural resource managers, and Amazon community leaders) resulted in

Trainees increased awareness of the need to include beneficiaries of services in the planning process. Training courses provided modules on rapid rural appraisal techniques which include community residents in the diagnostic stages. Leadership components stressed interpersonal communication styles, conflict resolution methods, and techniques for leading small groups. These are the basic tools leaders need to provide a more democratic environment for their work with community groups.

PROJECT IMPLEMENTATION

- *Overall the EDSP short-term training programs are well-designed and successfully implemented to achieve development impact upon the Trainees' return.*

The staff of the local contractor, World Learning, is very knowledgeable about the critical steps in designing an experiential-based program for the Trainee population. They have introduced innovative methods at all stages which should be retained in future training programs.

- *Needs assessments are fully developed at two levels: selecting training themes based on national development needs and USAID/ Ecuador's Strategic Objectives, and identifying the needs of the individual Trainees.*

Training themes for the EDSP training programs were selected in consultation with USAID Technical Officers and EDSP program staff, while meeting the project requirements to select primarily disadvantaged leaders. Thus, EDSP training is contributing to meeting the development needs of Ecuador and supporting Mission Strategic Objectives.

The innovative use of focus groups with potential candidates to identify Trainee's needs combined with interviews with informed individuals in the sector provided training institutions with very specific information about candidates' needs. As a result, all the training courses provided Trainees with skills which have been immediately applied upon return.

In one case, the women's agricultural leaders group, the relationship between the needs assessment statement and the course goals was weaker than in the outstanding programs. In the natural resource managers course, the training institution did not provide a program with sufficient technical content for the academic level of the Trainees.

Recommendation

The World Learning training staff should review the training proposals from training providers to ensure that special considerations, such as higher educational levels, or other specific needs, are being met by the training provider. Where possible, training providers which specialize in the substantive theme of the program should be contracted.

The needs assessments of the outstanding programs, such as the supervisors of health promoters, the auxiliary nurses, and the producers of non-traditional agricultural products, should be used as models for future USAID/Ecuador training programs.

- *Recruitment and selection criteria for Trainees in each program were well-defined and met the requirements for the EDSP project.*

The selection process involved several evaluation points, each aimed at ensuring that the process was equitable and that the most appropriate Trainees were selected for each course. Supervisors were involved in the recruitment and nomination process for Trainees in formal institutions. This contributed significantly to Trainees' being able to apply their training upon return.

- *The use of counterpart organizations as partners in the in-country training process is an innovative and effective strategy.*

A counterpart organization, either a public ministry or private, voluntary agency, worked with EDSP personnel to recruit candidates, design training programs and contribute to Follow-on. This approach provides institutional development for the organizations while expanding USAID/Ecuador's outreach into the community. The organizations differ in their ability to provide services to the program. Some counterpart groups, especially the NGO's would like greater participation in the Follow-on Program and in subsequent training programs, while others do not carry through with their commitments. Therefore, careful screening based on experience is necessary. Sharing the responsibility of program implementation with partner organizations requires more flexibility of program staff, as well.

Recommendation

In the future, World Learning should establish with greater clarity the relationship between the counterpart organization and the EDSP program. Since this is a new method of cooperation, it is necessary to establish very clear ground rules in order to hold the responsible organizations accountable.

This innovation should be retained in future training projects.

- *A number of innovations were introduced in the U.S. training programs.*

The majority of the U.S. training institutions offered state-of-the-art training programs. Training objectives were clearly written to meet the needs assessments. Training methodologies were highly experiential and site visits were coordinated to reinforce class room presentations. Course materials were geared to the development needs of Ecuador, and Trainees were helped to prepare action plans for their use upon returning home.

The program for the agricultural high school teachers introduced the learning lab, which contributed greatly to teachers experiencing a real change in their teaching styles. Over the course of the nine-month training program, Trainees were asked to prepare new lessons plans, incorporating material from their technical courses. They were video-taped teaching the lesson to their colleagues who were the "students of the day." University professors reviewed the teaching and offered suggestions for improvement. At the end of the year, all the teachers had changed their teaching style and had new lesson plans ready to implement in their schools.

The program also provided an educational allowance which the Trainees could spend on videos, books, and other educational materials of their choice. Many are using these materials to share their new information both in the classroom and in the community.

The AIDS Prevention Workshop, taught by the American Red Cross, was rated as the most successful aspect of the program for the supervisors of health promoters. This very successful four-day workshop, an addition to the course proposed by the training institution, certified the participants as Instructors in AIDS/HIV education programs. They are now working with the Red Cross in Ecuador in AIDS prevention programs.

- *The Follow-on program provides seminars and workshops for all groups of EDSP participants to reinforce the U.S. training.*

Follow-on activities are essential to ensure that participants in short-term programs are able to apply their training. A frequent observation made by Trainees about short-term programs is that the time is too short to accomplish all the instructional goals. Of the available options (i.e., extend the time of the U.S. training, cover fewer objectives, or provide Follow-on courses in-country) Follow-on courses in-country are the most cost effective.

EDSP Trainees have been very satisfied with the Follow-on courses and are using the additional

information from the courses in their work. Trainees requested more frequent scheduling of the courses, however.

Participants are asked to evaluate the U.S. training program in the initial re-entry activity. At that time, they are asked to identify areas in which more training is needed. World Learning staff then plan programs to meet these needs. This model to follow in designing Follow-on programs has led to valuable reinforcement training as well as courses which have extended the instructional base of the original program.

Recommendation

Since the number of training programs being scheduled under EDSP has been reduced, USAID/Ecuador and World Learning should consider redirecting the program to provide a greater number of in-country seminars and courses for the returned Trainees.

The model developed by World Learning for designing and implementing the Follow-on seminars should be retained in future training programs.

EDSP AND THE RELATIONSHIP TO THE OVERALL MISSION PROGRAM

EDSP has begun a process of integrating training into the Mission's strategic planning process and has demonstrated that training, when integrated into the overall planning of mission activities, can be a significant tool to reach development goals.

The program has involved Technical Officers in the selection of training themes, and the selection of counterpart organizations with which they are already working. The process of targeting specific sectors and specific institutions within these sectors is the beginning of a strategically targeted training program. Technical Officers, knowing how their programs support the Strategic Objectives, have identified certain agencies and institutions as critical to their program activity. They have identified the changes they expect to achieve within the sector and have identified the institutions they will support to achieve them.

The combination of the targeted approach to a sector with well-designed training programs such as those in the EDSP training program is powerful. By concentrating training in a few key areas, it is possible to train a critical mass of change agents capable of achieving the development goal.

EDSP has trained the grass-roots disadvantaged, community leaders, and community-based extension agents. In a strategic plan, other projects would train policy-makers and operational managers within the same sector to complement the EDSP trained participants, thus creating a vertical mass of individuals prepared for change. Follow-on programs after the training can then assume the responsibility to work with the institutions in each sector towards achieving the goals established for the sector.

APPENDIX A:

Evaluation Scope of Work

MID-TERM EVALUATION SCOPE OF WORK
ECUADOR DEVELOPMENT SCHOLARSHIP PROGRAM (EDSP)

I. ACTIVITY TO BE EVALUATED

This scope of work authorizes a mid-term evaluation of USAID/Ecuador's Ecuador Development Scholarship Program (EDSP) (Project 518-0091), a Mission-implemented project of the LAC Bureau's Caribbean and Latin American Scholarship Program II (CLASP-II, Project 598-0661). EDSP, a follow-on project of the Andean Peace Scholarship Program (APSP), began implementation in FY 1992; the PACD is 09/30/96. As part of the activities associated with the evaluation, the evaluation team will also assess the impact of certain long-term participants trained under the previous CLASP Project, the Andean Peace Scholarship Program (Project 518-0067).

II. PURPOSE OF THE EVALUATION

A. OBJECTIVE

The objective of the evaluation is to assist USAID/Ecuador in evaluating the current status of the EDSP Project and to define strategies aimed at obtaining maximum development impact in a situation of reduced budgetary resources.

B. BACKGROUND

The EDSP Project was designed in 1991 based on the Mission's experiences with the Andean Peace Scholarship Program and regional guidelines from the Caribbean and Latin American Scholarship Program (CLASP II). The EDSP Project design emphasizes the training of leaders, high quality predeparture orientation, well-defined and appropriate U.S. training, Experience America, and a program of follow-on activities to obtain maximum development impact.

EDSP was authorized at $6,600,000, and obligations through the present have been $4,432,922. An additional $800,000 is anticipated for the coming two years which will bring total obligations to only $5,232,922. Some additional funding may also become available for the project through training "buy-ins" from other USAID/Ecuador projects.

The Mission has assigned the following goals to EDSP training:

- To support the social and economic development of Ecuador through the promotion of democratic pluralism and democratic institutions, as well as the encouragement of a free enterprise economy;

- To reach levels of society which do not normally have access to U.S. training, by requiring that 70 percent of the Trainees be from disadvantaged groups and 40 percent be women;

- To select leaders, actual and potential, who can maximize the impact of their U.S.-based training by influencing the direction of their institutions and communities;

- To expose Trainees to U.S. life and values and to develop personal and institutional relationships between Ecuadorian Trainees and Americans; and

- To support the Strategic Objectives of USAID/Ecuador.

III. STATEMENT OF WORK

The contractor shall evaluate current activities under the EDSP Project in light of the Mission's re-examination of training priorities as well as the reduction in funding for the project, and assist USAID/Ecuador and the EDSP contractor in defining strategies to obtain maximum development impact both in the remainder of the EDSP Project as well as in future Mission training activities.

The EDSP evaluation will focus on three main sets of questions:

1. What is the status of the project towards reaching the End of Project Status Indicators (EOPS) originally developed in the Project Paper?

2. To what degree are project activities contributing to meeting Mission Strategic Objectives, especially in the particular indicators established for the project?

3. How have EDSP and the long-term component of APSP contributed to Trainee impact on the job, in the community, and in their own understandings about fostering democratic institutions and economic growth? Have the Trainees exhibited differential impact based on the nature of the training group, their gender, their participation in Follow-on, or their selection from the public or private sectors?

The evaluation shall include specific recommendations on areas requiring adjustments for meeting the goals and outputs of the EDSP Project and recommendations for adjustments in the EDSP Project design, if warranted.

The key issues to be addressed in the evaluation will be:

1. *End of Project Status Indicators:* Focusing on returned EDSP Trainees, the evaluation will determine the current status of returned Trainees with respect to the following six EOPS, specified in the Project Paper:

1) Are the returned Trainees employed in their respective fields of expertise or working in their area of training?

2) Are the returned Trainees applying the skills learned in the U.S.?

3) Have returned Trainees either found an appropriate job or community service role, or do they enjoy increased responsibility or salary in an existing job?

4) Are returned participants active and influential in community or professional affairs?

5) Do returned participants maintain some relationship with the U.S.?

6) Have Trainees developed an understanding of the U.S. relevant to their own occupation or situation?

Where appropriate, the evaluation will also assess the current status of program requirements and project outputs related to project implementation.

2. *Strategic Objective-level data:* EDSP contributes to Strategic Objective No 3, "Improved responsiveness of selected democratic institutions with greater citizen participation," under the subobjective "Greater citizen participation to encourage responsive institutions." The program output thereby supports current or potential leaders equipped with new skills and knowledge. The evaluation will combine information from the contractor's files with original data collection to assist the Mission in monitoring:

- The percentage of EDSP Trainees showing more effectiveness in their community, professional, and institutional activities;
- The percentage of EDSP Trainees learning new skills;
- The percentage of EDSP Trainees applying new skills; and
- The number of participants exposed to democratic activities and organizations in the U.S.

3. *Questions on general impact and implementation:* The evaluation will also undertake data collection and analysis on a broad range of issues relating to the training outcomes and impact. These themes will be explored with EDSP returnees and with selected APSP long-term Trainees. These include such areas as:

- Job- or community-related impact;
- Issues of Trainee leadership roles;
- The relative effectiveness of different training groups, themes, or models;
- The comparative impact of clustered or "critical mass" training and training groups that are more geographically or institutionally dispersed;
- The situation of women Trainees;
- The contribution to impact made by Follow-on; and
- The comparative cost-effectiveness of EDSP training compared with similar programs in the region.

These issues will lead to a consideration of the following questions, which will provide information and recommendations relevant to the formulation of future USAID/Ecuador training activities:

- Were there problems in project design that impeded the implementers from maximizing the effectiveness and development impact of the training provided?
- What innovations in the way individual training programs are designed and carried out would make EDSP less costly while providing a similar level of training effectiveness?
- How does the project fit into the Mission's overall program? Could communications between EDSP and the Mission Technical Offices be improved? Could EDSP more fully support the full range of Mission projects?
- Has the relationship developed by EDSP between USAID/Ecuador and nominating or intermediary institutions served to support Trainees in effectively using their training?

METHODOLOGY

The evaluation team will undertake the following steps to carry out the evaluation:

BACKGROUND REVIEW

1. Review the EDSP Project Paper to assure that current and anticipated project activities are appropriate for achieving EDSP project goals and outputs.

2. Review the USAID/Ecuador Mission Order on participant training, EDSP Monitoring and Evaluation Plan, and other relevant documents to become familiar with Mission policies and participant training priorities.

3. Review evaluation reports on CLASP I, CAPS, and APSP Projects in the region to provide comparative data and suggest alternative strategies which USAID/Ecuador might consider to reduce costs and/or obtain higher development impact under EDSP.

4. Interview personnel from USAID/Ecuador's Education and Democratic Initiatives Division of the General Development Office and EDSP institutional contractor World Learning for information on pre-departure training , U.S. training, placement, processing and monitoring, and logistical support for follow-on activities.

DATA COLLECTION AND ANALYSIS

1. Analyze the data contained in EDSP Exit Questionnaires; and review any summary reports compiled on Mid-term Questionnaires;

2. Review and analyze any information shared by World Learning on individual training groups, U.S. site visits, debriefing sessions, Follow-on questionnaires, and Ecuador case studies/site visits;

3. Develop, with input from USAID/Ecuador and World Learning, an EDSP Returnee Questionnaire, drawing on the CLASP-II Returnee Questionnaire already in use. The questionnaire will be designed to function as a self-administered instrument in a group situation with a facilitator. Focus Group Moderators guides will also be developed, and, if judged feasible, an Employer Questionnaire may also be developed.

4. Conduct a survey, using the instrument, of EDSP and, as appropriate, APSP Trainees, locating Trainees in their homes or place of work and carrying out an interview using the questionnaire.

5. Work with World Learning to organize several group meetings of returned EDSP and APSP Trainees around the country. These group meetings will serve as the venues for the application of the questionnaires with APSP long-term Trainees and selected, accessible EDSP Trainees as well as for focus groups.

6. Conduct a limited number of "case studies" focusing on particular thematic issues. These might include the effectiveness of training in the health sector, special initiatives undertaken by groups of Trainees, the problems and successes of an alumni association, or Trainee work with NGOs or other institutions. The topics of the case studies will be agreed upon by USAID/Ecuador and the evaluators by the beginning of the field work in Ecuador, subject to revision, by mutual agreement, during the field work period.

V. REPORTS AND DELIVERABLES

The evaluation team will provide a written preliminary summary of evaluation results and, if desired, an oral debriefing prior to leaving the country. Two copies of a draft report, including statistical findings, will be delivered to USAID/Ecuador and to LAC/DR/EHR within four weeks of the end of the field work. The draft report will consist of an Executive Summary, findings, conclusions, and recommendations. USAID/Ecuador will have ten days to review the draft and make comments. Five copies of the final report will then be issued within two weeks of receipt of Mission comments.

VI. RELATIONSHIPS AND RESPONSIBILITIES

An Evaluation Specialist of Aguirre International will be the team leader in coordinating the evaluation. The team will work under the technical directions of Ms. Jennifer Stimson of USAID/Ecuador. World Learning will provide logistical assistance in locating and notifying Trainees of the regional meetings.

VII. PERIOD OF PERFORMANCE

Prior to the beginning of work in Ecuador, Aguirre International and USAID/Ecuador will agree on the questionnaire to be used. The period of performance of the present evaluation will be from October 1, 1994 to February 28, 1995.

VIII. ILLUSTRATIVE BUDGET

APPENDIX B:

Methods and Measures Used in the Ecuador Mid-term Evaluation

METHODS AND MEASURES USED IN THE ECUADOR MID-TERM EVALUATION

Appendix
B

Best Available Copy

The Ecuador Mid-term Evaluation was conducted using a variety of methods and measures, both quantitative and qualitative. These were designed to measure how effectively the training prepared participants to be change agents and leaders in their respective fields, and to evaluate the impact that returned students were having in these roles. Questionnaires were designed to gather data to answer these basic questions and to cover the topics addressed in the scope of work

SURVEY METHODS AND POPULATIONS

The Ecuador Mid-term Evaluation included the use of a standardized survey instrument for the following two populations of Trainees:

- *APSP Trainees who had not been included in the final evaluation of the APSP program in 1991. At that time, these 67 Trainees were either still studying in the United States or had returned to Ecuador for less than six months prior to the beginning of the survey, the minimum time for measuring impact.*

- *The universe of 106 short-term EDSP Trainees trained to date. Long-term EDSP Trainees are still in the United States completing their programs and therefore were not included in the survey.*

A total of 155 of the possible 173 Trainees was interviewed. Some 94 of the 106 EDSP Trainees (89%) and 54 of the 67 APSP Trainees (80.5%) were located and interviewed. Ten participants are currently out of the country. This represents 90 percent of the participants. The remaining Trainees could not be contacted, due to lack of information about their current location.

The survey evaluated the impact of training using several types of questions. These are described below.

- *Open-ended questions in which the Trainees were asked to give opinions on aspects of training and impact;*

- *Closed ended questions (e.g., yes/no) which provided percentage responses on measures of program effectiveness, training impact, and satisfaction;*

- *Scaled indicators, or question sets, designed to measure the development and impact of leadership development and longitudinal training impacts.*

IN-COUNTRY SURVEY QUESTIONNAIRE

Predeparture Evaluation

This section of the questionnaire evaluates the effectiveness of predeparture training to determine participants were effectively prepared for their training program. Questions addressed program activities, objectives, and preparation for re-entry into their own culture.

Training Program in the United States

The training program in the U.S. is evaluated through a series of scaled indicators and several open-ended questions which focus on training effectiveness. Questions also measured the effectiveness of the types of cultural activities included in the "Experience America" component of the training.

Understanding the United States

This section evaluated areas of increased understanding about the U.S. gained by students during their U.S. training, as well as the development of leadership skills.

The "Leadership Development Scale" is the primary measure of the development of leadership skills through training. The *"Leadership Development Scale"* measures the impact of training on the development of certain leadership characteristics (e.g., self-esteem, willingness to take risks, etc.). When taken as a set, responses to these questions indicate the degree to which Trainees feel prepared as leaders. The hypothesis is that an overall positive response on the Leadership Development Scale indicates that training was effective in preparing returnees to act as leaders upon their return.

Impact of Training on Education, Employment, and Community Participation

This section of the questionnaire includes questions on the impact of training on Trainees's continuing education, employment, and community participation. These are areas that are specific indicators of development. Employment success was measured by current employment status, employment in fields of study, and application of training in the workplace.

Follow-on and Conclusion

The final two sections of the questionnaire were designed to measure the result of Follow-on activities and the overall satisfaction of returnees with the training programs. Questions dealing with Follow-on indicate the degree to which returnees are maintaining contact with the U.S.

The concluding section provides information on the satisfaction of Trainees with various aspects of the program and the degree to which the program was designed to fit the needs of the returnees, and achieve some measure of sustainable development through training.

QUALITATIVE METHODS

The survey instrument was supplemented with qualitative data gathered from focus groups, key informant interviews and ethnographic case studies.

Focus Groups

Focus groups were conducted to provide, validate, and enrich the information gathered from the questionnaires. Focus group questions were *open-ended,* and dealt specifically with the impact of training on returnees' families, workplace, and the wider community. Eleven focus groups were held with Trainees around the country. One focus group was held with participants from each EDSP short-term program; four focus groups were held with APSP participants.

Exit Questionnaires

Data from the Aguirre International data base were examined for both APSP and EDSP Trainees. Information from exit questionnaires, normally distributed to all CLASP Trainees at the end of their training program, was used to assess APSP and EDSP Trainees' views on the U.S. component of their training. This information also provided a basis for comparison with other CLASP Trainees.

Ethnographic Case Studies

Six ethnographic case studies were conducted to provide an in-depth look at the impact of training on selected individuals. *Individuals were independently selected from focus groups by the evaluator(s), and in other cases from the general survey population using criteria of occupation and/or region or residence.* In the case studies, a life history was taken and as much information as possible was collected on the impacts of the training on as many societal levels as possible.

In addition to completing the individual survey questionnaire, interviews were conducted with family members, employers, friends, and co-workers.

Key Informant Interviews

Interviews were held with USAID Technical Officers and World Learning staff.

Documentation and Reference Material

Background information on the administration and history of the program was obtained from USAID and World Learning. The evaluator reviewed all project documents for each training group. These included the Training Implementation Plans, cables from USAID/Ecuador to World Learning, mid-term and final reports from the training institutions, and in-country reports on the Follow-on workshops. The evaluator also reviewed in-country selection material, and individual Trainee reports on the training program.

DATA COLLECTION IN-COUNTRY

Data collection in Ecuador was carried out from October 26 to November 19, 1994. The research team was headed by Janet Kerley, Evaluation Specialist with Aguirre International. The Ecuadorean In-country Coordinator was Fernando Garcia, Executive Director of Desarrollo and Autogestion in Quito. A team of four Ecuadorean anthropologists and sociologists conducted the survey interviews. They also helped in the selection of individuals for case studies and conducted many of the interviews with family and community members.

APPENDIX C:

APSP Success Studies

EDUCATIONAL ADMINISTRATION

✦ Maria Mercedes is the author of three books in Quechua which are being used in the bilingual education (Quecha-Spanish) graduate program in Cuenca. A native speaker of Quechua, she received a Masters Degree in Supervision and Administration of Education, with an emphasis in bilingual education, from the University of New Mexico under the APSP program. When selected for the APSP program, she was working in bilingual education in rural schools. Currently she is a member of the faculty at the University of Cuenca in the innovative, UNICEF-sponsored project, teaching Quecha to Spanish speakers.

The program is ground-breaking in the educational sector. "The University of Cuenca, through the program in which I work, has opened the doors for increased diversity in Ecuador. Before this program began in Cuenca, no university in the country had a program to prepare Quechua teachers. But after the program began in Cuenca, almost all the universities started bilingual programs. The University of Loja, the University of Azuay, and the University of Quito all have a program. The University of Bolivia opened a university in Cotopaxi after we began the program in Cuenca."

During her year in the United States, Maria Mercedes visited various Native Indian schools as well as schools in Albuquerque with bilingual programs for Native American Indians or Hispanics. "These visits were a very important part of the program," said Mercedes, "because I was able to compare the educational approaches for different bilingual populations to our programs here in Ecuador." One of her current research activities is a comparison of the two countries' different approaches to bilingual education.

- *How did your program in the United States help you in your current work?*

"What I do in my professional work now is a compilation of what I did before, my work experiences and what I learned in my Master's program. I worked in bilingual education before going to the United States, doing research and training bilingual teachers. What I teach in my classes, as a professor, comes from library research, field research and the purely cultural, because you can't teach a language without the culture. So my own experiences along with the theories are included in the books I write and the classes I teach."

"Right now I am planning to write another book about the spoken language of the Quechua students of Cotopaxi and use this as the basis for a comparative study of other dialects in Ecuador. I hope that the work will be useful for bilingual teachers. My work is always oriented towards the bilingual teachers to help the bilingual students."

Maria Mercedes is highly respected by other educators. Another APSP returnee who participated in the focus group with Mercedes offered this opinion of the impact her work is having in the sector.

"I respect her work enormously. I also teach, at the high school level. One of the basic principles I teach is that we need to respect diverse cultures, the indigenous, the mestizo culture and cultures from other countries as well. So, for me, her work is very, very interesting.

Right now, the Ministry is working on a plan to reform the educational requirements and it might be possible that in this reform movement, Quechua would be included as a second lan-

reference materials for the courses. Right now, bilingual education is only available for the indigenous sectors of the country, for Quechua-Spanish."

✦ Holger Antonio was recently hired by the United Nations, as a consultant in the field of rural development. He studied Educational Administration at the University of New Mexico and expected to return to his former position as a professor of Sociology in the Faculty of Sciences and Education (Facultad de Ciencias y Pedogogia) at the Technical University of Babaluyo. Instead, he is using his new skills to train local community leaders.

Originally from Guayas, he works in the Guayquil office providing technical assistance to community development groups and training in the area of alternate technologies. He is able to apply a great deal of what he learned in the U.S., particularly in the area of applied organizational development, to the programs in the rural sector. He learned how to conduct appropriate needs assessments, a skill which he used in project development.

✦ Nancy was a regional supervisor of pre-primary education in the Amazon provinces of Napo and Sucumbio prior to her program in Educational Administration at the University of New Mexico, with a specialization in curriculum development. She moved into national pre-eminence when she went to work for the National Council on Sports. Her major responsibility is to develop the new curriculum for physical education for the preprimary level.

Concurrently, she is developing the curriculum to train the preprimary teachers across the country in the use of the new physical education program. In addition, she is developing teaching materials for the unit. Educational Supervision and Integrated Planning (ESPE, Supervision Educativa y Planification Integral) at the School of Science and Education at the University of Quito. She also works as a consultant to train the local teams (equipo de base) as part of the national curriculum reform efforts.

✦ Marco worked at the Ministry of Education as an advisor in the national office of education (Direcion Nacional de Educacion). At the University of New Mexico, he studied educational administration. When he returned to Ecuador, he accepted the position of National Director of Environment at the Ministry of Education, (Direcion Nacional de Educacion Ambiental). He plans, and organizes national environmental policy at the Ministry. He is also responsible for training personnel and raising money for the programs.

HEALTH SECTOR

✦ Miguel received a Master's in Public Health at UCLA during his two years in the United States with the APSP program. He was working as the director of a national NGO, CICDA, when he left, but returned to work in a number of public sector positions. Recently the PanAmerican Health Organization (PAHO) offered him a position to evaluate and monitor health promotion programs in the Andean countries.

Dr. Malo has used a great deal of what he learned in the United States in all his positions, in planning projects and conducting research in epidemiology. He continues his active voluntary activities in community health and education projects, as a director of the projects and training others in various phases of health. He worked for SENDAS, (Servicios para un Desarrollo Alternativo del Sur), for the Latin American Center for Health Research in Cuenca and with a private foundation in Quito entitled, Fundacion Nuestra Quito.

✦ Ivan studied Public Health Administration at the University of New Mexico. When he left for training, he was a technical advisor to a government agency (APS) and a principal researcher for the Pan American Health Organization.

Currently, he works with CARE as a national coordinator of primary health care projects.

Shortly he will assume the management of a USAID/Ecuador financed health project. Although he has used a great deal of what he learned in the U.S. already, primarily in the design and evaluation of projects and in personnel management, he anticipates that in his new position, he will be applying everything that he studied in the U.S.

ENVIRONMENT

✦ Alfonso was the Head of Planning for ETAPA, the Ecuadoran Electrical Company. He received a Masters Degree in Environmental Engineering and returned to ETAPA after his U.S. training. He has risen quickly in the company and is now the Director of the ETAPA's Environmental Control Unit in Azuay (Cuenca). He monitors the level of water contamination for the province. The principal project he developed for the region has been adapted at the national level.

✦ Elba earned a Masters Degree in the Development and Conservation of the Tropics in Florida. She returned to work at the same national level NGO, Fundacion Natura, where she had worked as a project director before her training. She received a promotion and is now the technical coordinator of Biodiversity and Protection.

✦ Milton received a Master of Science in Energy Engineering. Previously a specialist in energy at the National Institute of Energy, he returned from training to a position in a private sector corporation which develops environmental technology. He is the project coordinator for the prevention of environmental contamination. He explained, "The work I do is related to my studies, because energy and the environment are related. There are environmental processes produced by energy. Conserving energy protects the environment."

PUBLIC ADMINISTRATION

✦ Patricio earned a Masters Degree in Public Administration. As Director of Legal Affairs for the National of Administrative Development in the Office of the President of the Republic (Secretaria Nacional de Desarrollo Administrativo (SENDA), he is working with the national civil service reform efforts.

✦ Ana Cecilia Piedra received a Masters Degree in Public Administration, with an emphasis in public health. Prior to her training, she was the regional coordinator for integrated family health in Austro, under the Ministry of Public Health. Currently, she is responsible for the health component of the unit responsible for the victims of "la Josefina," the landslide which destroyed communities near Cuenca. She works with the victims by setting up integrated family health programs. The program falls under the Commission for the Reconstruction of the ArchDiocese of Cuenca, sponsored by the Ministry of Public Health.

✦ Nelson and his wife both participated in the Agricultural Economics program. When he was selected for the program, he was working at National Planning Agency (CONADE) to develop the national plan for the Amazon. When he returned from the U.S., he decided that his talents were needed outside of Quito at the regional level, so he moved his family to a secondary city, Tene.

He now works for the municipal government of Tena, coordinating several projects, including those funded by UNICEF and Fundacion Natura. This talented couple left the relative comfort of Quito to work for a period in the provinces because of their commitment to national development, implemented at the regional level.

A great deal of what Nelson learned in the U.S. has immediate application in his work. Of particular use has been the project methodology, especially the design and evaluation of projects. He also uses the problem solving methodology

he learned through the APSP program, as well as the "intermediate technology," such as the computer skills acquired in the U.S.

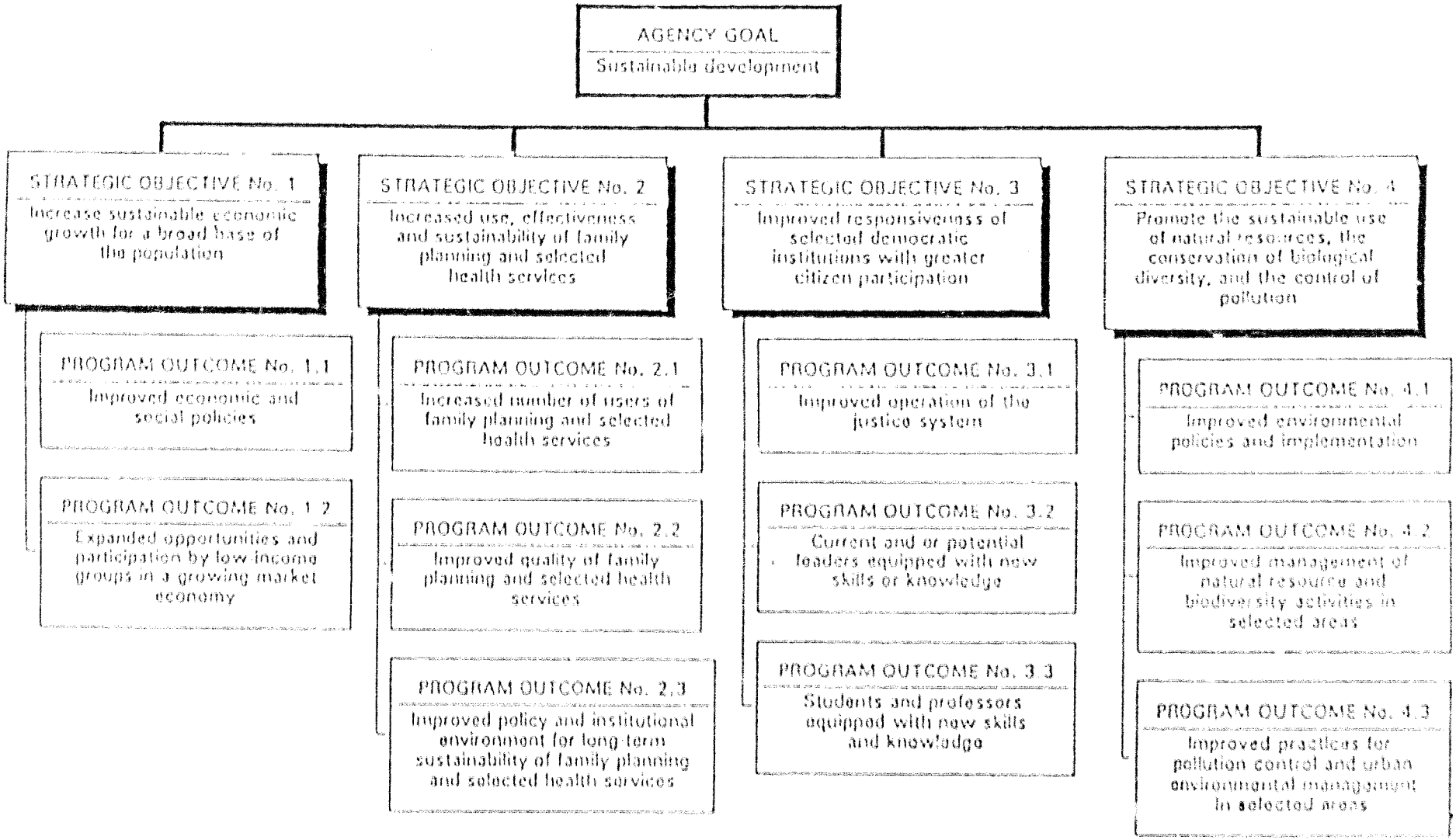
✦ Sandra participated in the agricultural economics program also. She worked on the publishing the Economic Legislation, (PUDELECO). She now works for an NGO, Fundacion Natura, as regional coordinator for sustainable development projects sponsored by Fundacion Natura and OICN in the Amazon. A major part of the position involves guiding the NGO's and the government in the area towards political consensus. The goal is to establish policies for sustainable development in the area.

She is applying a great deal of what she learned, especially in the area of project design, agricultural policy and leadership, and how to arrive at consensus by conflicting parties.

APPENDIX D:

USAID/Ecuador's Strategic Objectives

ECUADOR



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APPENDIX E:

Listing of EDSP Training Programs and U.S. Training Institutions

LISTING OF EDSP TRAINING PROGRAMS AND U.S. TRAINING INSTITUTIONS

Appendix
E

SHORT-TERM TECHNICAL TRAINING PROGRAMS

Agricultural Women Leaders Project	Field of Study:	Leadership Training and Pest Management
	Training Institution:	The Mississippi Consortium for International Development (MCID)
	Date of Training:	July 11, – August 23, 1992
	Number of Trainees:	13 women
Supervisors of Health Promoters	Field of Study:	Health Education
	Training Institution:	Institute for Training and Development
	Date of Training:	September 3, – October 12, 1992
	Number of Trainees:	14 (9 women; 5 men)
Small Farmers Association Leaders	Field of Study:	Non-Traditional Agricultural Products
	Training Institution:	Agribusiness Institute, California State University, Chico, CA
	Date of Training:	September 12, – October 24, 1992
	Number of Trainees:	18 (3 women; 15 men)
Auxiliary Nurses	Field of Study:	Community Development
	Training Institution:	Institute for Training and Development, Amherst, MA
	Date of Training:	September 25, – November 7, 1993
	Number of Trainees:	20 women
Natural Resource Project Management	Field of Study:	Natural Resource Management
	Training Institutions:	American Cultural Exchange, Seattle, WA and Virginia State University, Richmond, VA
	Date of Training:	August 2, – October 2, 1993
	Number of Trainees:	16 (8 women; 8 men)
Amazon Community Leaders	Field of Study:	Community Development
	Training Institutions:	Roxbury Community College, Boston, MA and the Institute for Training and Development, Amherst, MA
	Date of Training:	September 25, – November 7, 1993
	Number of Trainees:	15 (6 women; 9 men)

LONG-TERM TECHNICAL TRAINING

Agricultural High School Teachers	Field of Study:	Agricultural Education
	Training Institution:	Iowa State University
	Date of Training:	September, 1992 – August, 1993
	Number of Trainees:	10 men

APPENDIX F:

Mission Definition of Disadvantaged

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FOR LAC/DR/EHR, LESLIE ANDERSON

E.O 12356: N/A
SUBJECT: EDUCATION CLASP II - ECUADORIAN DEVELOPMENT SCHOLARSHIP PROGRAM: DEFINITION OF DISADVANTAGED

MAR 28 1992

1. SUMMARY: BASED ON PRESENT ECONOMIC AND SOCIAL REALITIES IN ECUADOR, THE MISSION HAS ADJUSTED ITS DEFINITION OF DISADVANTAGED FOR EDSP PARTICIPANTS. A GRANTEE WILL BE CONSIDERED DISADVANTAGED IF HE OR SHE IS EITHER ECONOMICALLY, SOCIALLY OR ETHNICALLY DISADVANTAGED AS DESCRIBED BELOW. THE EDSP PROJECT PAPER IS BEING AMENDED TO REFLECT THIS CHANGE. IN ADDITION, PLEASE NOTE THAT UNDER NO CIRCUMSTANCE WILL A CANDIDATE WHO IS CONSIDERED AN ELITE, REGARDLESS OF WHETHER HE OR SHE QUALIFIES IN ANY WAY AS DISADVANTAGED, BE GRANTED A SCHOLARSHIP. END SUMMARY.

2. ECONOMICALLY DISADVANTAGED: UNDER CLASP I, ECONOMICALLY DISADVANTAGED WAS BASED ON A PER CAPITA APPLICATION OF MULTIPLES OF ECUADOR'S MINIMUM WAGE. HOWEVER, ADJUSTMENTS OF THE MINIMUM WAGE ARE NOT MADE ON A REGULAR BASIS AND RARELY REFLECT THE CHANGE IN THE COST OF LIVING. THIS IS CLEARLY ILLUSTRATED BY THE FACT THAT THE REAL VALUE OF THE MINIMUM WAGE HAS CONSISTENTLY DROPPED OVER THE YEARS, DESPITE PERIODIC INCREASES IN THE AMOUNT. FURTHERMORE, THE GOVERNMENT IS MORE AND MORE OPTING TO INCREASE EMPLOYEE BENEFITS RATHER THAN DIRECTLY RAISE WAGES. THEREFORE, THE MISSION NO LONGER BELIEVES THAT MULTIPLES OF THE MINIMUM WAGE SERVE AS AN ACCURATE TOOL FOR DETERMINING WHETHER OR NOT A PARTICIPANT IS ECONOMICALLY DISADVANTAGED.

UNDER CLASP II, THE DEFINITION OF ECONOMICALLY DISADVANTAGED WILL CORRESPOND TO THE INCOME LEVEL AT WHICH THE ECUADORIAN GOVERNMENT HAS DETERMINED THAT AN INDIVIDUAL DOES NOT POSSESS THE ECONOMIC MEANS TO SURVIVE FINANCIALLY AND PAY INCOME TAX. THAT IS, THE LEVEL AT WHICH THE GOVERNMENT CONSIDERS A PERSON ECONOMICALLY

DISADVANTAGED. THIS AMOUNT IS REVIEWED AND UPDATED ANNUALLY BY THE GOVERNMENT AND WILL THEREFORE PROVIDE THE PROGRAM WITH AN AUTOMATIC YEARLY REVIEW OF THE ECONOMICALLY DISADVANTAGED CRITERIA.

THE MAXIMUM FAMILY INCOME ALLOWED WILL CONTINUE TO BE CALCULATED ON A PER CAPITA BASIS AND WILL ALLOW FOR THE PARTICIPANT'S INCOME PLUS 30 PERCENT OF THE CANDIDATE'S INCOME FOR EACH ADULT DEPENDENT AND 15 PERCENT OF THE CANDIDATE'S INCOME FOR EACH CHILD DEPENDENT LIVING IN THE HOUSEHOLD. IN THE CASE OF CANDIDATES LIVING WITH RELATIVES ON WHOM THEY ARE NOT DEPENDENT, SUCH AS SIBLINGS OR COUSINS, THE CANDIDATE'S INCOME WILL BE CONSIDERED THE SOLE INCOME.

THIS INCOME SCALE WILL BE ADJUSTED DOWN 30 PERCENT FOR PARTICIPANTS LIVING IN A RURAL AREA.

3. SOCIALLY DISADVANTAGED: THE PROJECT PAPER DEFINES A CANDIDATE AS SOCIALLY DISADVANTAGED IF HE OR SHE POSSESSES FOUR OF SIX SPECIFIED CHARACTERISTICS. AMONGST THOSE CHARACTERISTICS ARE "RESIDENCE IN SMALL TOWNS, RURAL AREAS AND URBAN SLUMS" AND "LIMITED INTERNATIONAL EXPERIENCE". CRITERIA FOR SOCIALLY DISADVANTAGED STATUS WILL BE MODIFIED TO EXCLUDE PLACE OF RESIDENCE AND INTERNATIONAL TRAVEL EXPERIENCE AS DETERMINING FACTORS.

RESIDENCE OUTSIDE OF AN URBAN AREA CAN NOT BE ASSUMED TO PUT AN APPLICANT AT A SOCIAL DISADVANTAGE. SEVERAL OF ECUADOR'S MOST TRADITIONAL AND WELL-OFF FAMILIES LIVE IN SMALL TOWNS OR RURAL AREAS. SIMILARLY, THE SOCIAL FABRIC OF URBAN AREAS IN ECUADOR IS SUCH THAT ONE CAN FIND PEOPLE OF VARIED ECONOMIC AND SOCIAL CIRCUMSTANCES LIVING IN THE SAME NEIGHBORHOOD. IN FACT, PROPERTY TAX RATES IN THE CITY OF QUITO, WHICH LAST YEAR WERE FOR THE FIRST TIME DETERMINED BY GEOGRAPHIC SECTOR, ARE

PRESENTLY BEING REVISED BY THE CITY DUE TO CONCERNS THAT REAL ESTATE VALUES VARY WIDELY WITHIN SECTORS.

IN ADDITION, LIMITED INTERNATIONAL TRAVEL EXPERIENCE DOES NOT NECESSARILY IMPLY THAT A CANDIDATE IS SOCIALLY DISADVANTAGED. IT IS NOT UNCOMMON FOR A PERSON WITH THE MEANS TO TRAVEL INTERNATIONALLY TO NEVER HAVE TRAVELLED OUTSIDE ECUADOR. SEE SECTION 5 FOR MORE ON INTERNATIONAL TRAVEL.

CANDIDATES WHO MEET AT LEAST TWO OF THE FOLLOWING FOUR INDICATORS WILL QUALIFY AS SOCIALLY DISADVANTAGED: (1) FEMALE GENDER; (2) MOTHER OR FATHER WITH LESS THAN A HIGH SCHOOL EDUCATION; (3) CANDIDATES WITH LESS THAN A HIGH SCHOOL EDUCATION; AND (4) THE OCCUPATION OF THE HEAD OF HOUSEHOLD WHICH CATEGORIZES HIM OR HER AS NON-PROFESSIONAL, BLUE-COLLAR WORKER OR SUBSISTENCE (OR NEAR SUBSISTENCE) FARMER. IN ADDITION, PLEASE NOTE THAT UNDER NO CIRCUMSTANCE WILL A CANDIDATE WHO IS CONSIDERED AN ELITE, REGARDLESS OF WHETHER HE OR SHE QUALIFIES IN ANY WAY AS DISADVANTAGED, BE GRANTED A SCHOLARSHIP.

THE MISSION CONSIDERS THESE FACTORS AN ACCURATE BASIS FOR DETERMINING WHETHER OF NOT MOST CANDIDATES ARE SOCIALLY DISADVANTAGED. HOWEVER, RECOGNIZING THAT IT IS POSSIBLE THAT IN SOME CASES THERE MAY BE OTHER RELEVANT VARIABLES INVOLVED, THE MISSION WILL ALSO TAKE INTO ACCOUNT OTHER INFORMATION PROVIDED BY CANDIDATES IN THEIR PERSONAL ESSAYS AND/OR INTERVIEWS.

4. ETHNICALLY DISADVANTAGED: THE ETHNICALLY DISADVANTAGED WILL INCLUDE THOSE: WHOSE FIRST LANGUAGE IS NOT SPANISH; OR WHO ARE "SOCIALLY EMBEDDED" IN AN INDIGENOUS ANDEAN OR LOWLAND COMMUNITY; OR WHO CONTINUE TO ADOPT INDIGENOUS DRESS OR OBSERVE NATIVE CUSTOMS; OR WHO HAVE AN INDIGENOUS SURNAME (ALTHOUGH A SPANISH SURNAME DOES NOT IN ITSELF EXCLUDE A PERSON FROM THIS STATUS); OR WHO ARE BLACK.

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5. IT SHOULD BE NOTED THAT ALTHOUGH INTERNATIONAL TRAVEL WILL NOT BE TAKEN INTO ACCOUNT TO DETERMINE WHETHER A CANDIDATE IS SOCIALLY DISADVANTAGED OR NOT, IT WILL DEFINITELY BE AN IMPORTANT FACTOR IN THE SELECTION PROCESS. IF AN APPLICANT HAS EXTENSIVE INTERNATIONAL TRAVEL EXPERIENCE HE OR SHE WILL NOT BE CONSIDERED FOR AN EDSP SCHOLARSHIP.

THE PRECISE DEFINITION OF EXTENSIVE INTERNATIONAL TRAVEL WILL BE DETERMINED IN ACCORDANCE WITH THE SELECTION CRITERIA AND

DATE PROFILE DEVELOPED FOR EACH GROUP. THE
RENCE IN THE REALITIES OF AND OPPORTUNITIES
ROFESSIONAL AND GRASS ROOTS CANDIDATES CAN
GNIFICANT AND THEREFORE, ONE GENERAL
ITION IS NOT APPROPRIATE. A GRASS-ROOTS
DATE WHO HAS TRAVELLED TO THE U.S. OR
E, REGARDLESS OF HOW THE TRIP WAS FINANCED,
BE AT A MUCH HIGHER LEVEL THAN OTHER
DATES FOR THAT GROUP AND WOULD BE
ALIFIED FOR A SCHOLARSHIP. HOWEVER, A
SSIONAL WHO HAS TRAVELLED TO THE U.S. OR
E FOR A SEMINAR SPONSORED BY HIS OR HER
TUTION IS NOT UNUSUAL AND WOULD NOT BE
ALIFIED. IN ALL CASES, A NUMBER OF FACTORS
BE CONSIDERED. THESE FACTORS INCLUDE:
EL DESTINATION; TYPE OF TRAVEL (AIR, LAND,
EA); LENGTH OF STAY; PURPOSE OF THE TRIP;
SOURCE OF FINANCING.

PLEASE CONVEY THIS MESSAGE TO
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APPENDIX G:

EDSP Case Studies

AGRICULTURAL HIGH SCHOOL TEACHER

Gustavo is a dedicated and gifted teacher. Trained as an agricultural engineer, he began teaching at a technical high school (Colegio Tecnico Pecuario Duchicela Shiry XII) near Riobamba in Chimborazo Province. The director of the high school strongly supported his application for the EDSP long-term technical program because during his professional career, Gustavo has steadfastly looked for ways to keep learning. The director was confident that Gustavo would squeeze as much as possible from the 12-month program and use it primarily to help students, not for his personal gain.

When he returned, he found a very receptive environment for sharing the training experience. The director of his high school had strongly supported Gustavo's nomination for the program and was expecting him to teach the faculty. His most important contribution to the school has been sharing the new educational techniques, including the use of demonstration gardens for students to apply in practice what they are being taught in theory. The new methodologies learned in the agricultural learning laboratory were endorsed by Gustavo and are now being used in Riobamba.

The high school in which Gustavo teaches is one of several which are being upgraded through a project sponsored by the Inter-American Development Bank. Ten schools have already been refurbished with advanced equipment and technology. The ten teachers chosen for the USAID training program were selected in coordination with the Bank's project so that the teaching methods will be simultaneously upgraded with the physical plant.

Gustavo is eagerly awaiting the completion of the physical plant and the installation of the new equipment. This will permit him, he noted, to fully implement the techniques he learned in the United States.

He found that one of the most valuable aspects of the training was the allowance for purchase of educational materials. He is using the videotapes about various agricultural techniques to instruct his high school students, but at night and on the week-ends, he uses the videos to teach people in surrounding communities as much as he can. Gustavo has extended his outreach to the community by starting a project to beautify Riobamba with ornamental flowers and shrubs.

The impact on his family has been positive. "It was hard having him away for a year," his wife said "because we are so close as a family. Our three small daughters missed their father while he was away. Nevertheless, the year away has had profound, if subtle effects on the family." "Educationally," he says, "I am a example for my daughters to follow." Gustavo purchased a computer while in the United States, which he is teaching his daughters to use. "When would I have been able to learn computer skills myself? But to have been able to bring one into the house and teach my daughters is an unexpected benefit."

Gustavo's salary has not increased, because, as a public school teacher, his salary is subject to the national civil service salary scale. However, he has always practiced on his own farm what he teaches his students. The new techniques he learned in the U.S. are helping him as well as his students in the demonstration gardens at the high school. As a result, his crop production has increased and so has his family's income.

COMMUNITY LEADER FROM THE AMAZON REGION

Cesar Jerónimo Licuy Grefa's vocation is farming. His avocation is the community work he does for the citizens of "Comuna 24 de Mayo," located in Napo Province in the Amazon Region. Jerónimo says, "I farm when I can find time away from my community responsibilities."

A native of the area, he finished elementary school in the community and completed three years of high school through a distance-learning program of "Solidaridad." At 18, he married a Quechua woman from Comuna 24 de Mayo. The family farm, located in the nearby community of Dahuanoas, was a wedding gift from his wife's father.

Jerónimo was one of 14 Trainees selected from 60 candidates who applied for the EDSP training program for community leaders from the Amazon provinces, Napo and Sucumbio. At the time Jerónimo had been serving for four years in the highest locally elected office, president of "Comuna 24 de Mayo." In that election, he competed against older and more well-known leaders. Community informants considered him an extremely successful leader. They said that "not only did he earn the respect of the townspeople, he also earned the respect of the men he defeated. This was not an easy task for some-one who at 23 was still considered young," they added.

He also represented the community to the Federation of Indigenous Organizations of NAPO (Federacion de Organizaciones Indigenas del Napo, FOIN). FOIN is a regional-level organization comprising 140 Quechua communities in the Cantones of Tena, Archidona, and Loreta. Approximately 8,000 indigenous families (about 48,000 people) live in the area.

When selected fo. the training program, Jerónimo's expectations were to acquire new information, learn new ways to work, exchange ideas, especially about his culture and traditions, find new types of institutional support and assimilate everything the course had to offer.

What he learned at the Institute for Training and Development went far beyond what he could ever have described. "How do you know to expect what you never knew existed?" The training increased his ability to work with and for the community. Jerónimo described specific techniques he is using in his work with community residents, techniques which have increased citizen participation in the governance process. The community mapping exercise helped residents identify community needs and engage in collaborative community planning. Participation in community meetings increased, enhanced by the new methods Jerónimo uses to encourage discussion. He runs meetings more democratically and resolves conflicts with specific methods he learned at ITD. The interpersonal communication skills he acquired in the United States help him listen to others' points of view and respect the differences, he said. Finally, he is more timely in keeping his word about actions he has agreed to undertake.

Jerónimo is considered by his friends and colleagues as a leader on the move. Since the training, his leadership responsibilities have increased. In August, 1994, the annual FOIN assembly was held in Comuna 24 de Mayo. Over 400 representatives of the 140 communities attended and elected Jerónimo conference president.

When his term of office ended for Comuna 24 de Mayo, he ran and was elected president of Dahuano. The Governor of Napo Province recently name Jerónimo his lieutenant for Loreto Parish, to which his community belongs. FOIN named him as health coordinator for the area encompassed by Comuna 24 de Mayo, and Jerónimo recently began working as a counselor for students in the community who attend high school through the same distance learning program he used.

Jerónimo said that one of the principal impacts of the training has been the change in the way he treats his wife and three children, ages 9, 7, and 4. Before the training, he said that he mistreated the children, by beating them to punish them when they misbehaved. He learned to talk with them and use more patience. This has been very important for his oldest son who is mentally retarded and requires special attention from his parents.

Jerónimo's wife concurred in the changes that have come about within the family after his return from training. While he never abused her physically, she said, he did speak to her in a very gruff and sometimes violent way. Now he takes care to not use "rude" language and treats her with more affection and consideration. When asked how he came to change his behavior with his wife and children, Jerónimo pointed out how much he had assimilated from watching how North American women are treated by their families, where they are respected and treated well.

The change in his ability to work with people has not gone unnoticed in the community. Community members are coming to him more frequently than before looking for advice and counsel in areas related to both to farming and community organization. The U.S. training has increased his credibility and ability to serve as a leader. As he said, upon return, "I hope to be able to multiply my new knowledge by giving talks, and I hope to help my community and other organizations by collaborating with others. I want to be a humble citizen with an eye to developing my organization and community."

SMALL FARMERS ASSOCIATION LEADER

Martha Salamby's honey is among the finest in the area and now sells briskly throughout the region. Martha is a beekeeper and small farmer who was selected for the EDSP training program for leaders of small farmer's associations. Martha qualified for the training because she was a producer of a non-traditional agricultural product, honey, and because of the leadership she exhibited as secretary of the local beekeeper's association. In addition to beekeeping, she helps manage the family's small farm located two hours by bus from the nearest city, Riobamba.

In the fall of 1992, she participated in a six-week training program at the Agribusiness Institute, at California State University, in Chico, California. The technical training program taught her new skills in farm administration, including integrated management of plants and animals, crop rotation, organic farming techniques, and irrigation procedures. Business management skills such as organizational and personal bookkeeping were stressed. During the leadership component of the program, she learned how to organize and sustain producers' groups.

As a result of the training, significant changes have occurred in her family and within the community. Her contagious personality and the leadership skills honed in California made it easy for her to share her newly acquired knowledge at community and association meetings, although at 23, she is years younger than most in the audience. Her most effective teaching, however, came from the application of the training on the family farm.

She rotated the crops, used natural fertilizers from her compost, and implemented drip irrigation in the fields. Shortly after her first abundant harvest, the neighbors began to copy her new farming techniques. Convinced of the soundness and effectiveness of her training, as evidenced by the improved harvest, her father turned the farm management over to Martha. With the additional income, she increased the beehives from 8 to 20. A two-day Follow-on course in marketing and sales taught her how to design new packaging for the honey and increase her market share.

The continuing increase in the family income has provided a new home with indoor plumbing for the family. Maria's enthusiasm for education,

and the additional income, spurred her two younger sisters to continue with their education. Both now attend high school in the nearby town, coming home on weekends to help on the farm.

She is an active participant in the continuing education course offered by the EDSP program, and shares her knowledge willingly with her neighbors and colleagues. All twenty families in her community are applying the skills she has shared and have prospered as a result.

HEALTH CARE SUPERVISOR

Blanca Marina Macato Collaguazo, a licensed nurse, is the first college graduate in her family. When selected for the training program, she was the only licensed nurse on the public health team for the entire province (cantón) of Quevado which provides services to over 230,000 people. Together with her supervisor, a medical doctor, she was responsible for the administration and organization of 17 rural health care centers supported by the Quevado Hospital. Her responsibilities included training and supervising the personnel who provided primary health care services. In addition to her professional responsibilities, Marina was active in a variety of community activities, including serving as president of a sports club for young people, secretary of the electoral council in her community and a trainer and member of the civil defense organization.

In the predeparture orientation program, Marina said that she hoped to learn as much as possible to help her carry out her job better, because, as she said, "I have never had any training to learn how to implement projects. Everything I am doing I learned by myself." "When I return," she added, "I hope to teach what I have learned to the members of the technical team so that together, we can do a better job. Obviously, I hope for the cooperation of my supervisors in order to apply what I learn."

In the debriefing conducted in Quito upon her return, Marina said, "What I learned was very useful. All the techniques are excellent and very applicable to our reality. Starting with the written materials we were given—they are outstanding. I will continue to study them now." Marina was also positive about the specific techniques she learned to work with the clients of the clinics. "We learned how to listen to others, to be less authoritarian and more democratic, by letting people participate and helping them find solutions to their own problems. I am looking forward to bringing in resources from foreign donors to help attack the problems we face in public health.

She noted that "I also feel more sure of myself in terms of dealing with the problems I face, at work, in the community and within my family." Her family and colleagues also described her as "more self-confident," and "more open to try new things." Some commented that she speaks in public with more self-confidence and that she now teaches neighbors and community people about health problems.

Marina returned to work with the public health team. Since her training, she has received two promotions. First, she was promoted from head of the nursing unit in the outpatient clinics to supervisor of nursing in the hospital. Then she was placed in charge of all nursing services in the province. She is currently the highest ranking nurse in this area of health service. She believes that an important factor contributing to her promotions is the training she received in the United States.

In her current work, she is putting her training to use by better planning, implementation and evaluation of the health services in the area. She is the liaison person for a primary health care program funded by the Belgium government. She has instituted training programs for the personnel in the rural health centers, using many of the specific techniques learned in the EDSP training program. Her supervisor described her as the key person in the coordination of the health care services, both because of her experience and training.

As she has progressed in her professional career, she has emerged as the family counselor and advisor in many areas. Her father and younger brother who work as agricultural field hands have turned to her for advice on how to manage the family's resources. Her father added that "She is closer to us now and spends time explaining what she observed with U.S. families and how we can adopt the positive aspects in daily life in our home."

She continues to be active in the community where she lives, as secretary of the sports club and as a strong support for the immediate neighborhood. One described her as "respected by her peers, who ask for her advice and who listen to her. She is a leader in her community."

AUXILIARY NURSE

Maria Chiluisa studied for her practical nurse's degree at the Catholic University in Quito and returned to the community of Cuturivi Chico to work as an auxiliary nurse in the Rural Social Security's public health clinic. The auxiliary nurses are often the primary source of health care for low income families who depend on them for first aid, vaccinations, and health care information.

Before traveling to the United States, she participated in a diverse number of community projects, including a vaccination campaign for 18 communities which received medical services from the medical clinic in Cuturivi. The most significant project in which she participated provided latrines for about 40 families.

Although she initially learned about the U.S. training program from a radio announcement, her selection for the program was fully supported by her colleagues and supervisors. This has contributed to her successful application of the training upon her return.

The training Maria received was very important for her personal and professional development. Family members enthusiastically described Maria's increased confidence after her training and noted that the entire family has benefitted from her experience. Now, family members are more likely to cooperate with one another than before. After describing her observations about U.S. families, Maria, her mother and sisters have become more independent and able to express their opinions to her father.

The new skills she learned and the increased confidence in her own abilities have helped her "cooperate more efficiently with the community." She noted that she has also participated in other kinds of community programs such as a reforestation and soil conservation project. She has also participated in meetings with community leaders, as an informal advisor, sharing new ideas about how they can work better together.

During the training, participants observed how family garden plots are managed among low income families in a Massachusetts community. Maria brought the idea to Cuturivi and has planned and organized family gardens within the community.

APPENDIX I:

Quantitative Evaluation Instrument

PROGRAMA DE CAPACITACION ECUADOR—EE.UU.

CLASP

CUESTIONARIO PARA PARTICIPANTES

AGENCIA DE LOS EE.UU. PARA EL DESARROLLO INTERNACIONAL

LABEL

POR FAVOR USE LETRA DE MOLDE

Primer y Segundo Nombres:	Apellido Paterno:
Apellido Materno:	Apellido de Matrimonio/Casada:

Fecha de hoy: _____ /_____ /_____ (Día / Mes / Año)

Fecha de regreso: _____ /_____ /_____ (Día / Mes / Año)

1. País de origen: ECUADOR

2. ¿Qué estudió Ud. en los Estados Unidos? **(Indique su área de estudio o capacitación).**

_____

PROCESO DE SELECCION

3. ¿Antes de que usted fuera nominado para el Programa, ¿qué papel desempeñó su jefe en el proceso de nominación? **(Marque sólo *una* respuesta, la que major describa el tipo de apoyo recibido o la falta de apoyo).**

_____ (01) Me avisó de la beca solamente

_____ (02) Me alentó a hacer la solicitud y nada más

_____ (03) Me recomendó a su jefe o a A.I.D. como un posible becario

_____ (04) Me seleccionó como candidato

_____ (05) No hizo nada para apoyar mi solicitud

_____ (06) No tenía jefe. Trabajaba a cuenta propia, estaba sin trabajo, o fui capacitado en área de trabajo comunitario/voluntariado.

Date Rec'd

Data Entry

Coder

Log Number

ID Number

PIO/P Number

_____ - _____
Project-Program

1. ___ ___

2. ___ ___

3. ___ ___

4 a ¿Alguien ***dentro de su institución*** le entrevistó a Ud. antes de que fuera nominado como candidato?

_____ (01) Sí _____ (02) No

b. Si la respuesta es **sí**, ¿quién hizo la entrevista? **(Ponga todas las respuestas que sean apropiadas).**

_____ Mi jefe o supervisor

_____ Un oficial superior del Ministerio/institución donde trabajo

_____ Un funcionario o comité de selección de A.I.D.

_____ La institución capacitadora

ORIENTACION ANTES DEL VIAJE

5. Antes de partir para los EE.UU., ¿recibió Ud. una orientación en su país que le explicó cómo sería su programa de capacitación?

_____ (01) Sí _____ (02) No _____ (03) No recuerdo

6. Sumando todas las sesiónes, ¿cuántos días duró la orientación? _____

7. Indique cuales de las siguientes áreas fueron incluidas en su orientación.

	No la recibí (01)	Poco útil (02)	Algo útil (03)	Útil (04)	Muy útil (05)
a. Información sobre los objetivos del programa en los EE.UU.	☐	☐	☐	☐	☐
b. Contenido del programa en los EE.UU.	☐	☐	☐	☐	☐
c. Actividades del programa en los EE.UU.	☐	☐	☐	☐	☐
d. El programa de seguimiento en el Ecuador	☐	☐	☐	☐	☐
e. La aplicación de la capacitación al trabajo o a su actividad comunitaria	☐	☐	☐	☐	☐
f. Los reglamentos y políticas administrativas y de A.I.D.	☐	☐	☐	☐	☐
g. Los beneficios de la experiencia de vivir en otra cultura	☐	☐	☐	☐	☐
h. La aplicación a la realidad de su país	☐	☐	☐	☐	☐
i. Dinámica de grupo	☐	☐	☐	☐	☐

8. Como resultado de su orientación, ¿qué tan listo o preparado se sentía Ud. para empezar su programa en los EE.UU.? **(Marque la casilla que mejor representa su opinión).**

_____ (01) Nada preparado _____ (03) Preparado

(02) Algo preparado (04) Muy preparado

EL PROGRAMA DE CAPACITACION EN LOS EE.UU.

9 ¿En qué idioma recibió su programa de capacitacion?

_____ (01) Inglés _____ (02) Español

9. ___ ___

10 a. ¿Cómo compararia el programa de capacitación que recibió en los EE.UU con lo que Ud. esperaba recibir? **(Marque sólo una casilla).**

_____ (01) Peor de lo que esperaba

_____ (02) Igual a lo esperado

_____ (03) Mejor de lo que esperaba

10. a. ___ ___

b. Si fue **peor** de lo que esperaba, por favor explique por qué.

_____

_____

_____

b. ___ ___ ___

___ ___ ___

___ ___ ___

c. Si fue **mejor** de lo que esperaba, por favor explique por qué.

_____

_____

_____

c. ___ ___ ___

___ ___ ___

___ ___ ___

11. ¿Cómo calificaría la compatibilidad con los miembros de su grupo de capacitación? **(Para los participantes que recibió capacitación *de corto plazó*).**

	Poco compatible (01)	Compatible (02)	Muy compatible (03)
a. Nivel educativo	☐	☐	☐
b. Experiencia profesional y preparación	☐	☐	☐
c. Habilidades de comunicación	☐	☐	☐
d. Areas de interés	☐	☐	☐
e. Conocimiento de las prioridades nacionales de desarrollo	☐	☐	☐
f. Compromiso con las prioridades nacionales de desarrollo	☐	☐	☐

11.
a. ___ ___
b. ___ ___
c. ___ ___
d. ___ ___
e. ___ ___
f. ___ ___

CONOCIMIENTO DE LOS EE.UU.

12. ¿Cuando estaba en los EE.UU., con qué frecuencia participaba Ud. en actividades en la comunidad o en la universidad? **(Marque la casilla que mejor refleje su opinión).**

	Nunca (01)	A veces (02)	Frecuentemente (03)	12.
a. Visitas a familias norteamericanas	☐	☐	☐	a. ___ ___
b. Reuniones con miembros del gobierno local y con líderes de la comunidad	☐	☐	☐	b. ___ ___
c. Contactos con miembros del sector privado	☐	☐	☐	c. ___ ___
d. Observación o participación en actividades de la comunidad	☐	☐	☐	d. ___ ___
e. Asistencia a eventos culturales	☐	☐	☐	e. ___ ___
f. Asistencia a una iglesia	☐	☐	☐	f. ___ ___
g. Participación en actividades recreativas	☐	☐	☐	g. ___ ___
h. Viajes dentro de los EE.UU.	☐	☐	☐	h. ___ ___
i. Participación en actividades de voluntariado	☐	☐	☐	i. ___ ___
j. Contactos con personas en su misma área de trabajo/actividad	☐	☐	☐	j. ___ ___

13. Como resultado de su participación en el programa, ¿cuánto aumentó su conocimiento de la vida en los Estados Unidos en las siguientes áreas? **(Para cada categoría marque la casilla correspondiente).**

	Nada (01)	Muy poco (02)	Algo (03)	Mucho (04)	Muchísimo (05)	13.
a. La familia de los EE.UU.	☐	☐	☐	☐	☐	a. ___ ___
b. El papel/rol de la mujer	☐	☐	☐	☐	☐	b. ___ ___
c. La variedad de pueblos y culturas en los EE.UU.	☐	☐	☐	☐	☐	c. ___ ___
d. Las instituciones democráticas de los EE.UU.	☐	☐	☐	☐	☐	d. ___ ___
e. El proceso democrático en la vida diaria	☐	☐	☐	☐	☐	e. ___ ___
f. El sistema de libre empresa en EE.UU.	☐	☐	☐	☐	☐	f. ___ ___
g. El voluntariado en los EE.UU.	☐	☐	☐	☐	☐	g. ___ ___
h. Formas de cómo son los líderes EE.UU.	☐	☐	☐	☐	☐	h. ___ ___

14. ¿Qué es lo que más le gustó de toda su experiencia en los EE.UU.?

_____

_____

_____

14. ___ ___ ___

___ ___ ___

___ ___ ___

5. ¿Qué es lo que menos le gustó de su experiencia en los EE.UU.?

_____

_____

_____

15. ___ ___ ___

___ ___ ___

___ ___ ___

6. **Marque la casilla que mejor refleja su opinión para cada frase que sigue.**

¿Cómo le ha ayudado la oportunidad de estudiar en los EE.UU?

s estudios en los EE.UU. n aumentado mi:	Estoy muy de acuerdo (01)	Estoy de acuerdo (02)	Indeciso (03)	No estoy completamente de acuerdo (04)	No estoy de acuerdo (05)
. Independencia	☐	☐	☐	☐	☐
. Auto-confianza	☐	☐	☐	☐	☐
. Capacidad de comunicarme con otros	☐	☐	☐	☐	☐
. C pacidad para tolerar cambios	☐	☐	☐	☐	☐
. Actitud para tomar riesgos	☐	☐	☐	☐	☐
. Capacidad de hablar en público	☐	☐	☐	☐	☐
. Actitud de intentar nuevas cosas	☐	☐	☐	☐	☐

16.
a. ___ ___
b. ___ ___
c. ___ ___
d. ___ ___
e. ___ ___
f. ___ ___
g. ___ ___

7. 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

17.
a. ___ ___

b. Explique, por favor, por qué sus expectativas/proyecciones han cambiado, o por qué no han cambiado.

_____

_____

_____

b. ___ ___ ___

___ ___ ___

___ ___ ___

8. a. ¿Cómo ha cambiado su vida familiar como resultado de su participación en el Programa de Capacitación Ecuador—EE.UU.?

_____ (01) No ha cambiado **(pase a la #19)**

_____ (02) Algo de cambio

_____ (03) Mucho cambio

18.
a. ___ ___

b. Si ha cambiado, ¿cómo o porqué ha cambiado su vida familiar?

_____

_____

b. ___ ___ ___

___ ___ ___

IMPACTO EVALUATIVO

i. EDUCACION

19. a. Desde su regreso de los Estados Unidos, ¿ha tenido la oportunidad de realizar algún tipo de capacitación o estudio?

_____ (01) No **(pase a la #22)**

_____ (02) Sí, en mi país

_____ (03) Sí, fuera del país ¿Dónde? _____

b. ¿Que estudió? _____

20. Si la respuesta es "sí," ¿a qué nivel? **(Marque sólo el nivel mas alto).**

_____ (07) Comunitaria/Organizacional

_____ (03) Técnico/Vocacional

_____ (08) Bachillerato

_____ (09) Egresado/Licenciatura (Universitario)

_____ (05) Maestría (Universitario)

_____ (06) Doctorado

21. a. **(Conteste sólo si su capacitación en los Estados Unidos fue en *un programa académico de 9 meses o más*).**

¿Tuvo Ud. alguna dificultad en que le aceptaran los créditos (unidades académicas) en su país?

_____ (01) Sí _____ (02) No _____ (08) No aplica

b. Si la respuesta es **sí**, ¿qué tipo de dificultad tuvo?

_____

_____

_____

22. ¿Ha compartido con otros su experiencia y conocimientos obtenidos en sus estudios en los EE.UU.? **(Compartir se refiere a enseñar, contar la experiencia, conversar).**

_____ (01) Sí _____ (02) No **(pase a la #25)**

19 a. ___ ___

___ ___ ___

b. ___ ___ ___

20. ___ ___

21 a. ___ ___

b. ___ ___ ___

___ ___ ___

___ ___ ___

22. ___ ___

23. a ¿Con cuántos **colegas o compañeros de trabajo** ha compartido formalmente (en seminarios, charlas, talleres, asambleas) algo sobre sus estudios en los Estados Unidos? **(Ponga el número estimado).**

_____

b. ¿Con cuántos **colegas o compañeros de trabajo** ha compartido informalmente algo sobre sus estudios en los Estados Unidos? **(Ponga el número estimado).**

_____

24. a ¿Con cuántas otras personas **miembros de la comunidad, amigos, familiares,** etc. ha compartido formalmente (en seminarios, charlas, talleres, asambleas) algo sobre sus estudios en los Estados Unidos? **(Ponga el número estimado).**

_____

b. ¿Con cuántas otras personas **miembros de la comunidad, amigos, familiares,** etc. ha compartido informalmente algo sobre sus estudios en los Estados Unidos? **(Ponga el número estimado).**

_____

c. ¿Cuál ha sido la forma más importante de compartir su experiencia de capacitación con los demás?

_____

_____

_____

II. EMPLEO

25. Antes de ir a capacitarse en los EE.UU., ¿trabajaba en algo que le generaba ingresos o que le permitía autoabastecerse?

_____ (01) Sí _____ (02) No **(pase a la #27)**

26. ¿En qué trabajaba? _____

_____

27. ¿Su capacitación en los EE.UU. fue en su área de trabajo o en una actividad voluntaria? **(Marque sólo una respuesta).**

_____ (01) Area de trabajo

_____ (02) Actividad voluntaria

_____ (03) Ambas

_____ (04) Otro **(especifique, por favor):** _____

23. a. ___ ___ ___

b. ___ ___ ___

24. a. ___ ___ ___ ___

b. ___ ___ ___ ___

c. ___ ___ ___

___ ___ ___

___ ___ ___

25. ___ ___

26. ___ ___ ___ ___

27. ___ ___

___ ___ ___

28. ¿La capacitación contribuyó a su participación en algunas de las siguientes actividades (en su trabajo actual o en sus actividades comunitarias)? **(Marque todas las respuestas que correspondan).**

_____ a. La planificación de proyectos

_____ b. La implementación de proyectos

_____ c. La capacitación de otros

_____ d. La asistencia técnica a un proyecto

_____ e. Difundiendo en un medio de comunicación, boletín o en un periódico en su oficina, información relacionada con la capacitación

_____ f. Impartiendo en un seminario, foro o clase, las habilidades aprendidas en la capacitación

29. a. ¿Trabaja ahora?

_____ (01) Sí _____ (02) No
(pase a la #30)

b. Si no está trabajando en algo que le genera ingresos, ¿está buscando trabajo?

_____ (01) Sí **(pase a la #47)** _____ (02) No

c. ¿Porqué no está buscando trabajo?
(Después de responder, pase a la #47).

_____ (01) Estoy estudiando

_____ (02) Soy ama de casa

_____ (03) Soy pensionado o jubilado

_____ (04) No trabajo por otro motivo **(especifique)**:

_____

_____

30. a. ¿Qué hace ahora (describa su trabajo)?

_____

_____

_____

b. ¿Está utilizando inglés en su trabajo?

_____ (01) Sí _____ (02) No

28.
a. ___ ___
b. ___ ___
c. ___ ___
d. ___ ___
e. ___ ___
f. ___ ___

29.
a. ___ ___
b. ___ ___
c. ___ ___

30.
a. ___ ___ ___ ___ ___
b. ___ ___

1 **(Conteste sólo si Ud. participó en UN PROGRAMA DE LARGO PLAZO, de 9 meses o más).**

Si Ud sigue trabajando en la misma institución como antes de la capacitación, ¿ha sido reasignado a un cargo que no tiene relación con la capacitación recibida?

_____ (01) Sí _____ (02) No _____ (08) No aplica

31. ___ ___

2. a ¿Dejó el trabajo que tenía antes de ir a la capacitación por algún motivo elacionado con su participación en el programa de capacitación?

_____ (01) Sí _____ (02) No

32. a. ___ ___

b. Si la respuesta es sí, por favor, explique por qué.

_____

_____

_____

b. ___ ___ ___

___ ___ ___

___ ___ ___

3. ¿Trabaja ahora en la misma área en que recibió su capacitación?

_____ (01) Sí _____ (02) No ¿Porqué? _____

_____

33. ___ ___

___ ___ ___

4 ¿Para quién trabaja Ud.? **(Marque sólo una respuesta, que es el sector en que Ud. considera se ubica su empleo principal).**

_____ (01) Por cuenta propia (pequeño negocio, pequeña parcela, 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 una cooperativa

_____ (05) Organización privada sin fines de lucro (no gubernamentales)

_____ (06) Empleado del sector público (cualquier organización del gobierno)

_____ (08) Organización autónoma

_____ (09) Empresa mixta

_____ (07) Otro, describa: _____

34. ___ ___

5. ¿Cuántas personas trabajan en la empresa, organización o agrupación?

_____

35. ___ ___ ___ ___

6. ¿Qué hace la empresa, organización o agrupación?

37. ¿Cómo se llama la empresa, organización o agrupación?

_____

38. ¿Tiene Ud. personalmente más de un empleo, fuente de ingreso o actividad productiva?

_____ (01) Sí _____ (02) No

38. ___ ___

39. ¿Cuánto de lo que aprendió en su programa de capacitación en los EE.UU. ha podido poner en práctica en su trabajo actual? **(Marque sólo una respuesta que mejor representa su opinión).**

_____ (01) Nada **(pase a la # 41)**

_____ (02) Muy poco **(pase a la #41)**

_____ (03) Algo **(pase a la #41)**

_____ (04) Mucho

_____ (05) Muchísimo

39. ___ ___

40. Si marcó "**Mucho**" o "**Muchísimo,**" describa, por favor, un ejemplo específico de cómo está aplicando su capacitación en el trabajo.

_____

_____

_____

41. Si marcó "**Nada,**" "**Muy poco,**" o "**Algo,**" por favor díganos por qué. **(Marque todas las respuestas que correspondan).**

_____ a. No hubo trabajo en mi campo de estudio.

_____ b. No tengo la autoridad para ponerlo en práctica.

_____ c. No tengo apoyo de mis jefes/superiores/supervisores/autoridades de mi comunidad.

_____ d. No tengo apoyo de mis colegas o mi comunidad.

_____ 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): _____

41.
a. ___ ___
b. ___ ___
c. ___ ___
d. ___ ___
e. ___ ___
f. ___ ___
g. ___ ___
h. ___ ___

42. ¿Qué importancia daban sus superiores al programa de capacitación que Ud. recibió?

_____ (01) Ninguna importancia

_____ (02) Algo de importancia

_____ (03) Mucha importancia

42. ___ ___

43. a. Antes de entrar al programa de capacitación, ¿cuánto ganaba **mensualmente,** aproximadamente, calculado en dólares norteamericanos?

_____ (01) estaba sin empleo
_____ (02) $1-$99
_____ (03) $100-$199
_____ (04) $200-$399
_____ (05) $400-$599
_____ (06) $600-$999
_____ (07) $1,000-$1,999
_____ (08) $2,000 o más

43. a. ___ ___

b. Ahora después de terminar su programa de capacitación, ¿cuánto gana **mensualmente,** aproximadamente, calculado en dólares norteamericanos?

_____ (01) mo tengo empleo
_____ (02) $1-$99
_____ (03) $100-$199
_____ (04) $200-$399
_____ (05) $400-$599
_____ (06) $600-$999
_____ (07) $1,000-$1,999
_____ (08) $2,000 o más

b. ___ ___

44. a. ¿Le han ascendido en su trabajo actual desde su regreso del programa de capacitación en los EE.UU.?

_____ (01) Sí _____ (02) No _____ (08) No aplica

44. a. ___ ___

b. Si la respuesta es sí , ¿cree Ud. que esto se debe a la capacitación que recibió?

_____ (01) Sí _____ (02) No

b. ___ ___

45. a. ¿Han aumentado sus responsabilidades en su trabajo actual desde su regreso del programa de capacitación en los EE.UU.?

_____ (01) Sí _____ (02) No

45. a. ___ ___

b. Si la respuesta es sí, ¿cree Ud. que esto se debe a la capacitación que recibió?

_____ (01) Sí _____ (02) No

b. ___ ___

46. a. ¿Han mejorado sus ingresos desde su regreso del programa de capacitación?

_____ (01) Sí _____ (02) No

46. a. ___ ___

b. Si la respuesta es sí, cree Ud. que esto se debe a la capacitación que recibió?

_____ (01) Sí _____ (02) No

b. ___ ___

III. PARTICIPACION EN ACTIVIDADES COMUNITARIAS

47. ¿Participaba frecuentemente en actividades comunitarias (organizaciones o proyectos del barrio, comunidad, iglesia, grupos especiales, partidos políticos, sindicatos, etc.) antes de asistir al programa en los EE.UU.?

_____ (01) Sí _____ (02) No

47 ___ ___

48. ¿Ha participado frecuentemente en actividades comunitarias desde su regreso del programa de capacitación en los EE.UU.?

_____ (01) Sí _____ (02) No

48. ___ ___

49. **Marque hasta tres respuestas.**

¿En qué tipo de actividades comunitarias/voluntarias participaba y participa ahora, desde su regreso?

a. Antes	b. Ahora		
_____	_____	(02)	Culturales (actos artísticos, danza, etc.)
_____	_____	(03)	Humanitarias (de caridad, etc.)
_____	_____	(04)	Proyectos comunitarios (construcción de escuelas, caminos, puestos de salud, mercado)
_____	_____	(05)	Cívicas (campañas para elecciones, consejos municipales, trabajos de partido)
_____	_____	(11)	Sindicalistas
_____	_____	(06)	Salud (vacunas, campaña anti-drogas, planificación familiar, etc)
_____	_____	(07)	Agrícolas (programas anti-pesticidas, recuperación del agua)
_____	_____	(08)	Religiosas (obras benéficas, proyectos comunitarios, etc.)
_____	_____	(09)	Educación (alfabetización, educación de adultos, etc.)
_____	_____	(10)	Otra (especifique): _____

49. a. 1 ___ ___ 2 ___ ___ 3 ___ ___ b. 1 ___ ___ 2 ___ ___ 3 ___ ___

50. Si ahora participa frecuentemente 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 comunitarias actuales? (**Marque la casilla que mejor representa su opinión**).

_____ (01) Nada

_____ (02) Muy poco

_____ (03) Algo

_____ (04) Mucho

50. ___ ___

51. Si ahora participa frecuentemente en actividades voluntarias, ¿qué papel ha desempeñado en las actividades comunitarias en 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. a. ¿Ha trabajado como empleado o voluntario en una organización no gubernamental (ONG)?

_____ (01) Sí _____ (02) No

b. Si la respuesta es sí, ¿cúal? **(Incluya nombre y dirección.)**

_____

_____

_____

53. ¿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

54. Describa, por favor, cuales cosas se puede realizar mejor como líder ahora debido a su capacitación.

_____

_____

_____

55. ¿Participa Ud. ahora en menos actividades comunitarias, el mismo número, o en más actividades que antes de la capacitación en los EE.UU.? **(Marque sólo una casilla)**

_____ (01) Menos _____ (02) El mismo número _____ (03) Más

51. a. ___ ___
b. ___ ___
c. ___ ___
d. ___ ___
e. ___ ___
f. ___ ___
g. ___ ___

52. a. ___ ___

53. ___ ___

54. ___ ___ ___
___ ___ ___
___ ___ ___

55. ___ ___

56. ¿A qué se debe el cambio en su nivel de participación en las actividades?

_____

_____

_____

57. ¿Cómo participa Ud. en las actividades cívicas de su comunidad, provincia o país? **(Marque todas las respuestas que correspondan).**

_____ a. Votando en las elecciones/comicios gubernamentales (presidencia, alcaldía, diputados, etc.)

_____ b. Votando en las elecciones no gubernamentales (gremios, clubes, asociaciones, etc.)

_____ c. Participando en campañas políticas para puestos públicos

_____ d. Participando en campañas electorales no gubernamentales (gremios, clubes, asociaciones, etc.)

_____ e. Postulándose como candidato en elecciones gubernamentales (concejal, alcaldía, diputados, etc.)

_____ f. Postulándose como candidato en elecciones no gubernamentales (gremios, clubes, asociaciones, etc.)

_____ g. Otros, especifique: _____

EL PROGRAMA DE SEGUIMIENTO

58. **Marque todas las que correspondan**. ¿En cuáles de las siguentes actividades ha participado Ud. despues de regresar a su país?

_____ a. Contacto personal con otros participantes del programa

_____ b. Lectura de revistas profesionales de los EE.UU.

_____ c. Participación en grupos o reuniones formales del Programa de Seguimiento

_____ d. Elaboración y presentación de proyectos con otros participantes

_____ 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. Correo electrónico (e-mail)

_____ k. Ninguno de los anteriormente mencionados

56 ___ ___

___ ___

___ ___

57.
a. ___ ___
b. ___ ___
c. ___ ___
d. ___ ___
e ___ ___
f. ___ ___
g. ___ ___

58.
a. ___ ___
b. ___ ___
c. ___ ___
d. ___ ___
e. ___ ___
f. ___ ___
g. ___ ___
h. ___ ___
i. ___ ___
j. ___ ___
k. ___ ___

59. a. Hay una asociación de participantes compuesta de individuos capacitados en los EE.UU. ¿Es Ud. miembro/socio?

_____ (01) Sí _____ (02) No

b. Si la respuesta es sí, indique en que actividades participa o ha participado Ud.

_____

_____

_____

60. ¿Qué tipo de programas o actividades le sería más útil para darle seguimiento al programa?

_____

_____

_____

VI. CONCLUSION

61. En general, ¿cómo evaluaría su nivel de satisfacción con el programa de capacitación en los EE.UU.? **(Marque sólo una casilla).**

_____ (01) Muy insatisfecho _____ (04) Satisfecho

_____ (02) Insatisfecho _____ (05) Muy satisfecho

_____ (03) Más o menos / Neutral

62. ¿Cómo calificaría la utilidad de su programa de capacitación en los EE.UU. con respecto a las siguientes áreas? **(Para cada categoría marque la casilla correspondiente).**

	Nada útil (01)	Poco útil (02)	Algo útil (03)	Util (04)	Muy útil (05)
a. Mejorar su capacidad profesional (teórico/intelectual) para su trabajo actual	☐	☐	☐	☐	☐
b. Aprender técnicas/habilidades/destrezas nuevas (práctico/manual) para su trabajo actual	☐	☐	☐	☐	☐
c. Aprender nuevas maneras de aplicar técnicas, destrezas o conocimientos ya conocidos	☐	☐	☐	☐	☐
d. Prepararse para un trabajo/carrera en el futuro	☐	☐	☐	☐	☐
e. Conocer a estadounidenses en la misma área de trabajo	☐	☐	☐	☐	☐
f. Conocer a otros ecuatorianos en la misma área de trabajo	☐	☐	☐	☐	☐
g. Ayudarle en su trabajo comunitario en la comunidad	☐	☐	☐	☐	☐
h. Mejorar su capacidad de liderazgo	☐	☐	☐	☐	☐

59. a. ___ ___ b. ___ ___ ___ ___ ___ ___

60. ___ ___ ___ ___ ___ ___

61. ___ ___

62. a. ___ ___ b. ___ ___ c. ___ ___ d. ___ ___ e. ___ ___ f. ___ ___ g. ___ ___ h. ___ ___

63 En este cuestionario, le hemos pedido que describa varios "impactos" que ha tenido la capacitación en su persona, su familia, y otros. Ahora, quisiéramos que considere esos impactos, tanto negativos como positivos, al responder a las áreas siguientes.

Instrucciones: Indique, por favor, el grado de impacto positivo o negativo que la capacitación ha tenido en cada una de las categorías siguientes. Un "-3" (3 negativo) indica "el peor impacto posible," y un "+3" (3 positivo) indica "el mejor impacto posible." Ponga un círculo alrededor del impacto que Ud. juzgue apropiado en cada caso.

	Negativo (1)	(2)	(3)	**Neutral (4)**	(5)	Positivo (6)	(7)
1. En mi persona	-3	-2	-1	**0**	+1	+2	+3
2. Mi familia	-3	-2	-1	**0**	+1	+2	+3
3. Lugar de trabajo	-3	-2	-1	**0**	+1	+2	+3
4. Barrio o comunidad	-3	-2	-1	**0**	+1	+2	+3
5. Associación profesional/ de ex-becarios	-3	-2	-1	**0**	+1	+2	+3
6. Ciudad/pueblo	-3	-2	-1	**0**	+1	+2	+3
7. Sociedad	-3	-2	-1	**0**	+1	+2	+3

63.
1. ___ ___
2. ___ ___
3. ___ ___
4. ___ ___
5. ___ ___
6. ___ ___
7. ___ ___

64. a. Para la pregunta anterior, marque Ud. la categoría en que su capacitación tuvo el **mayor** impacto (o impacto más **positivo**).

1 2 3 4 5 6 7

b. Explique porqué marcó la respuesta correspondiente.

_____

_____

_____

c. Para la pregunta anterior, marque Ud. la categoría en que su capacitación tuvo el **menor** impacto (o impacto más **negativo**).

1 2 3 4 5 6 7

d. Explique porqué marcó la respuesta correspondiente.

_____

_____

_____

64.
a. ___ ___
b. ___ ___
___ ___
___ ___
c. ___ ___
d. ___ ___
___ ___
___ ___

↓ OFICIAL ↓

65. ¿Cómo se puede mejorar el Programa de Capacitación Ecuador —EE.UU. en cualquiera de sus aspectos?

_____

_____

_____

66. ¿Recomendaría Ud. este programa de capacitación a otras personas? **(Marque sólo una respuesta).**

_____ (01) Sí _____ (02) No _____ (03) No sé

67. ¿Dónde vive usted ahora?

Cantón/Ciudad: _____

Provincia: _____

68. a. ¿Vive Ud. en el mismo barrio/ciudad/comunidad donde vivía antes de su capacitación en los EE.UU.?

_____ (01) Sí _____ (02) No

b. Si la respuesta es no, ¿donde vivía Ud. antes de su capacitación en los EE.UU.?

Cantón/Ciudad: _____

Provincia: _____

c. Si Ud. se mudó, ¿la mudanza se debe en parte a su capacitación en los EE.UU.?

_____ (01) Sí _____ (02) No

d. **Si no vive en el mismo barrio/ciudad/comunidad** como antes, por favor explique porqué se mudó.

_____ (01) Para continuar mis estudios

_____ (02) Para buscar mejor trabajo

_____ (03) Porque mi empresa me trasladó

_____ (04) Para salir de la casa de mis padres e independizarme (sin casarme)

_____ (05) Para casarme

_____ (06) Para acompañar a mi esposo/mi familia

_____ (07) Para mudarme a una casa mejor

69. Por favor, indique su estado civil.

_____ (01) Soltero

_____ (02) Casado

_____ (04) Union libre

_____ (05) Viudo

66. ___ ___

67. ___ ___ ___

___ ___ ___

68. a. ___ ___

b. ___ ___ ___

___ ___ ___

c. ___ ___

d. ___ ___

69. ___ ___

Uno de los componentes de este estudio es el de entrevistar a los jefes/supervisores de algunos de los ex-becarios para conocer el impacto de la capacitación en su lugar de trabajo. Sólo podemos hacer esta entrevista con la autorización del ex-becarios.

70. a. ¿Nos daría Ud. permiso para entrevistar a su jefe/supervisor/empleador?

_____ (01) Sí _____ (02) No

70. a. ___ ___

b. Por favor indique el nombre de su jefe/supervisor/empleador; título/cargo; dirección; y número de teléfono.

Nombre: _____

Cargo/título: _____

Institución: _____

Direccion: _____

_____

Teléfono: _____

GRACIAS POR SU COOPERACION

Aguirre International agradece su participación en esta encuesta. Toda la información que Ud. nos proporciona es estrictamente confidencial. Nunca se identifica a un participante por su nombre o posición. Los datos que nos da son agregados estadísticamente y quedan anónimos.

APPENDIX H:

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