XD-AAP-143-A
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ISN-34285

HUMAN RESOURCES PROJECT (517-0127)

INITIAL EVALUATION

April 25-29, 1983

Submitted to USAID/Sto. Domingo
By the Latin American
Scholarship Program of
American Universities
(LASPAU)

May 20, 1983

The Latin American
Scholarship Program
of American Universities

25 Mount Auburn Street
Cambridge, Massachusetts 02138
telephone: 617 495-5255
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Affiliated with Harvard University

May 19, 1983

Dr. Thomas Nicastro, Chief
Education Office
USAID/U.S. Embassy/Santo Domingo
APO Miami 34041

Dear Tom:

I am pleased to submit for your review and approval the evaluation report on the Human Resources Development project with the Fundación de Crédito Educativo (FCE).

The work was called for under order number 83-AID-045 and centered on the quality and quantity of technical assistance and FCE inputs into the Human Resources Development project. Kathleen Sellew, LASPAU's Director of U.S. University Relations and Michael Chiappetta, Professor of Education at Indiana University, carried out the work in Santo Domingo the week of April 25-29, 1983.

I am certain the report will be useful as you plot the future of the Human Resource Development Project. If we can be of further assistance to you in this regard, please do not hesitate to call on us.

Kathleen and Michael report that, despite the fact that I did not join them in Santo Domingo, they found the evaluation to be an exciting experience and took pleasure in their association with the Education Office of AID.

Sincerely,

Lewis A. Tyler
Acting Executive Director

LT:jmw

HUMAN RESOURCES

PROJECT OUTLINE

The vocational-technical Human Resources Development project with the Fundación de Crédito Educativo (FCE) is based on the important concept that marginal populations must be brought into direct participation in the economy. Thus, this project will finance loans to students whose socioeconomic characteristics are significantly different from those who traditionally receive loans from Dominican institutions. The Project also aims to improve and expand the capacity for training Dominicans in technical-vocational education at the secondary and post-secondary levels. This need is addressed by a series of loans from FCE to institutions based on their capacity to absorb the loans and their plans for development.

The Project's technical assistance portion is to advise FCE on internal systems development, design and implement a labor market survey, and train FCE staff to carry out this loan program after technical assistance terminates. In addition, the technical assistance team helps to advise the collaborating vocational-technical schools of their institutional development--including both curriculum and equipment--needs.

CURRENT STATUS OF THE PROJECT

Student Loans

More than 400 students have received loans since the Project began, but these recipients have not come from the non-traditional populations mentioned above, because when approving loans, FCE used criteria identical to those employed for the revolving loan fund and third party portfolios they already manage. Neither the application nor the application process has been changed to accomodate the Project's goals.

The Foundation has a well-developed system for granting and recovering loans based on an analysis of the recipient's ability to repay. When the financial criteria and the target population change, however, FCE has no way to assess the risk factor. Hence, the issue seems to be that the Foundation, as a bank, cannot serve as a social engineer without an assessment of the financial risks of targeting loans to a new population. Furthermore, because the Foundation currently has no information from the project's labor market facet, it has been unable to devise a scheme for assessing the ability of lower income students to repay their loans after they secure the jobs for which they have been trained. FCE's present

system for analyzing a recipient's ability to pay back a loan is based on that recipient's current economic situation rather than on future income projections, thus disqualifying candidates from the lower socioeconomic strata.

While the first year loans were intended to reach individuals regardless of institutional criteria, the second year of FCE's loan disbursement was to have been based on receiving and analyzing institutional development plans. No such plans exist at this time.

Institutional Sub-Loans

To date, no institution has received a sub-loan. Neither has any institution drawn up the institutional development plan on which such loan decisions were to be based. Seventeen institutions have filled out needs assessment forms, however, and the FCE/TAMU team is now analyzing the results. Given the inadequacy of the information received on these assessments, it appears that the team might have consulted more thoroughly with the collaborating institutions to clarify their needs and advise them on priorities both before and after they filled out the forms.

In order to receive loans, the Project Paper called for each institution to create an advisory committee to be the liaison with the Project. There has been some discussion about the appropriateness of these councils, and FCE now plans to work with some existing boards of directors rather than try to create a second or duplicate institutional governing structure.

Technical Assistance

None of the parties involved argue that the existing technical assistance program has been succeeding.

Calendar: The original calendar of activities was unrealistic, and the TAMU project Director has said she is willing to modify both the calendar and the team's expectations so the project can begin to correspond with current realities and capabilities.

Communication: It is abundantly clear that the major problems in the project's technical assistance portion lie in communication, specifically in a misunderstanding of the roles of the three institutions involved. Now, however, it should be possible to establish new relationships and responsibilities because all three parties acknowledge the present arrangement's

lack of productivity.

Role: In order to build this new relationship, the TAMU team must accept its role as advisor to FCE, thus forsaking its past tendency to identify mainly with TAMU's School of Education and with AID's Education Office, and FCE must accept both the idea and reality of technical assistance. AID, for its part, must make sure that the TAMU/FCE activities conform with the Project's design; AID should also take care not to change the Project's terms in mid-stream for the sake of expediency without discussing the consequences of such changes with TAMU and FCE.

Relationships: The individuals on the TAMU and FCE teams have not been able to work together either physically or intellectually. FCE did not provide counterparts who were trained in vocational education or labor market issues, and problems which arose in personal and work-related communication prevented much from being accomplished. The TAMU team members were unable to fit in well as advisors to the Foundation, nor did they feel comfortable working within the Foundation's existing systems and procedures.

Outcomes: Consequently, no institutional development plans, labor market survey, or FCE staff training for the program's post-technical assistance period exist.

The one facet of technical assistance which best fulfills contractual responsiblities was the completion of the systems analysis report submitted to FCE's Executive Secretary and Vice-Secretary. However, it is not likely that the recommendations included in the report will be implemented. FCE's administration resists purchasing the software packages recommended for administrative and program uses--except, perhaps, for a word processing package--because FCE is so "different". This perception of difference has necessitated an excessive investment in program design. While the Foundation asserts that security issues force it to maintain limited computer access, the TAMU report maintains that this contradicts the purpose and design of the IBM-34 computer. The Technical Assistant for systems also reports that an evaluation of computer use shows an increase from eight to fifteen percent between October and December, 1982; he also estimates current use to be no more than twenty percent of capacity. The Head of the FCE computer center indicates that it

will take a year to finish programming. It is not clear that this is a realistic expectation.

Currently, a bibliography and evaluation of existing labor market studies is being prepared and regional profiles will be finished by June. A complete labor market survey, which could provide a base for establishing training priorities, is not expected to be finished during the technical assistance period, and FCE currently lacks the capacity to carry out such a study on its own. Some members of the TAMU team also suggested that the Foundation may not be the appropriate institutional home for a labor market data base because, in addition to the lack of trained personnel, there is little institutional understanding of the resources and time commitments required to keep such information current.

The project's FCE staff training component has not been successful in terms of either the on-the-job training by TAMU's team or formal off-shore training. The TAMU team will leave behind very little in terms of materials or personnel trained to continue the project when technical assistance ends. Off-shore training for staff has been postponed until the new Executive Secretary assumes his position and a better plan is formulated.

Technical assistance to participating institutions has hardly begun. The project team has visited all collaborating institutions, but follow up has been inadequate to make useful the information received on institutional needs. FCE and TAMU never planned a joint strategy for staffing and carrying out these visits, with the result that participation was generally limited to members of the TAMU team, and FCE's existing institutional network was not used to full advantage. The TAMU team did not build on existing relationships, but rather tried to establish their own relationships based on their Texas A&M affiliations.

CONCLUSIONS AND RECOMMENDATIONS

Student Loans

As the Human Resources Project is designed to address a new population of students, it is extremely important for FCE to study the project's implications for its own procedures and for the risks that may have to be taken. This goal of the project cannot be accomplished by assigning

the technical assistance component to a semi-autonomous unit which bears no relationship to ongoing programs or by assuming that the loan portion of the project is just another Foundation program which can be funnelled through existing channels and procedures.

It is also our opinion that the Foundation's existing methodology and norms--which do fit the needs of its existing clientele--make it impossible for Dominicans from the lower socioeconomic classes to take advantage of project funds as currently designed.

It is clear that the goals of the Project cannot be met by current procedures. Assuming that the philosophy of the Project supercedes the importance of the methods used in implementation, FCE and AID must come to an agreement on who will accept the potential risk of loan default incurred by a shift in loan granting criteria.

It is unrealistic to expect any information from the labor market studies to influence or affect the decision criteria for awarding credit. Therefore, we recommend that the Project continue on the "limited basis" established in Year One, and not pursue the submission of institutional development plans.

On the other hand, if AID and FCE decide that working within FCE's current system is more important than the original project goals, then the project should be redefined.

Institutional Sub-Loans

Since Texas A&M's assistance will phase out over the next few months, we suggest that FCE, Texas A&M and AID work together--using the remaining technical assistance funds--to hire local experts who can both evaluate institutional needs and loan requests, and train FCE staff to do the same. FCE should also reconsider its institutional repayment policy. FCE currently expects institutions to meet the same short repayment plans as students, and financially strapped institutions would be hard pressed to repay funds on this schedule.

Technical Assistance

Even though the technical assistance components will not have been met within the original time frame, we do not recommend extending the TAMU team's stay indefinitely. Rather, we suggest that TAMU, along with FCE

and AID, evaluate the Project's status and arrive at a new list of abbreviated goals and a calendar for meeting them. We subscribe to the theory that because the original boat was indeed too large for the lake, the expedient and prudent action now would be to change the size of the boat. The technical assistance program's dimensions and complexity in relation to the overall project goals are too grandiose and sophisticated. They do not fit the reality of most Dominican vocational schools and of FCE, which is unable to move as quickly as this program requires into two and even three new functions in the educational sector.

We suggest that future technical assistance for this project come not from-long term resident experts from the U.S., but from short-term in-country assistance and short-term assistance from the U.S. if necessary. In fact, APEC and FCE may already have an institutional network through which FCE can hire the experts it needs.

It is our feeling that FCE is not the institution to house a full-blown labor market data center unless it can make a long-term and continuous commitment to such a project. If FCE does house this project, its first steps should be to acquire an institutional knowledge of the project's dimensions and hire the staff required to maintain it.

It is clear that the future design of technical assistance at FCE must be geared to enable FCE to deal first with the distinct student population targeted in this project and, second, to assess its ability for taking on further aspects of the project before it actually commits itself to do so. The particular configuration of this technical assistance should be based on self-evaluation, by the Foundation, in terms of abilities and commitments.

Likewise, Texas A&M must take responsibility for designing a revised calendar which will fit FCE's needs and commitments. Third, AID must revise its plan so technical assistance funds can be expended in the revised format. Finally, there must be constant, open communication and a mutually agreed on structure for collaboration if the project is to be concluded successfully.

Kathleen S. Sellew
Michael M. Chiappetta

Cambridge
May 20, 1983

SN 7540-00-634-4105 PREVIOUS

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1. DATE OF ORDER	2. CONTRACT NO. (if any)	3. ORDER NO.	PAGE 1 OF
3-25-83		83-AID-045	2

4. ISSUING OFFICE

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LDAA-81-2517-EG18 REF.: PRO-AG-81-127

6. SHIP TO (Consignee and Address, ZIP Code) | VIA

7. TO: CONTRACTOR (Name, Address, ZIP Code)

LASPAU
25 MT. Auburn St.
Cambridge, MASS 02138

Attention: Mr. Lew Tyler

8. TYPE OF ORDER
☐ (a) Purchase Reference your _____

Please furnish the following on the terms specified on both sides of this order and on the attached sheets, if any, including delivery as indicated. This purchase is negotiated under authority of _____

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	ARTICLE I - SCOPE OF WORK The Vendor will develop o/a April 21, 1983, an evaluation report on the Human Resources Development project loan 517-V-036 and grant 517-0127 with the Fundación de Crédito Educativo (FCE). The evaluation will center on the quality and quantity of technical assistance, and FCE inputs into project. The evaluation will determine the current status of the project and progress made towards the end of project status (EOPS) as described in the subject project paper. Specifically the evaluation will:					

FUNDS AVAILABLE
Obl.
Signature Date 4/21/83

16. CLASSIFICATION: ☐ SMALL BUSINESS ☐ OTHER THAN SMALL BUSINESS ☐ MINORITY BUSINESS ENTERPRISE

15. (h) Total from continuation pages ◀

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21. UNITED STATES OF AMERICA BY (Signature) ▶

22. NAME (Typed) Rudolph Fascell
TITLE: CONTRACTING/ORDERING OFFICER

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1

ORDER FOR SUPPLIES OR SERVICES
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DATE OF ORDER: 3-25-83 | CONTRACT NO (If any): | ORDER NO.: 83-AID-045

ITEM NO.	SUPPLIES OR SERVICES	QUANTITY ORDERED	UNIT	UNIT PRICE	AMOUNT	QUANTITY ACCEPTED
	1. Describe the relationship of the TAMU/FCE team and individuals as they relate to understanding of the project, including the project goals, purposes and outputs, and effectiveness of both teams.					
	2. Describe and assess the current status of "institutional development plans" as they meet the development needs of Dominican vocational-technical schools.					
	3. Describe the status of grant funds for computer purchase and use, and for off-shore training.					
	4. Provide recommendations to improve project implementation of project components indicated in 1 - 3 above.					
	5. Final report, in English and Spanish is to be submitted not later than June 31, 1983.					
	ARTICLE II - LOGISTIC SUPPORT					
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	Payment will be made on receipt, review and acceptance of final report, one in English and one in Spanish.					
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FUNDACION DE CREDITO EDUCATIVO

Institutional Development
And
Off-Shore Training

Submitted to USAID/Sto. Domingo
By the Latin American
Scholarship Program of
American Universities
(LASPAU)

May 20, 1983

9

The Latin American
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25 Mount Auburn Street
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Affiliated with Harvard University

May 19, 1983

Dr. Thomas Nicastro, Chief
Education Office
USAID/U.S. Embassy/Santo Domingo
APO Miami 34041

Dear Tom:

I am pleased to submit for your review and approval the final report of LASPAU's assessment of the capacity of the Fundación de Crédito Educativo to carry out off-shore scholarship programming. The work was called for under Contract 83-AID-023, PIO/T's 517-0000-3-3004 and 30005, and was carried out by Kathleen Sellew and me during the week of March 14-18, 1983.

We trust that the report will be useful in the planning and executing of current and future projects with the Foundation. We stand ready to answer questions and to assist you and the Foundation as you plan activities.

As you know, Kathleen and I immensely enjoyed carrying out this project for you.

Sincerely,

Lewis A. Tyler
Acting Executive Director

LT:jmw

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The Fundación de Crédito Educativo

Introduction

We have prepared this report in response to an October, 1982 request from the Education Office of the USAID Mission in Santo Domingo asking LASPAU to carry out an assessment of the Fundación de Crédito Educativo's (FCE) ability to engage in "off-shore" scholarship programming. LASPAU's assessment was limited to two areas: determining whether FCE currently carries out functions analagous to selecting, placing and monitoring Dominicans in overseas educational institutions; and delineating what would be involved in creating that capacity in FCE so Dominicans could be trained in U.S. institutions. LASPAU's study was not intended as a formal evaluation of FCE's organizational structure, leadership or financial characteristics.

Work Plan

LASPAU's strategy for determining the Foundation's capacity for carrying out off-shore training activities centered on observing the Foundation's overall structure to see how it distributes its functions and assessing the relationship between current activities and those necessary to carry out a scholarship program. Before we went to Santo Domingo, the USAID/D.R. provided us with a broad assortment of organizational charts, publications, application forms, budget statements, previous assessments and legal statutes so we could begin to examine how the Foundation views itself, how it is organized and, to a lesser extent, how it is regarded by AID. At our request, the Foundation set up our initial round of appointments in Santo Domingo, but we also sought out other Foundation clients to ensure a broad perspective on clients' experiences. Following our in-country assessment, we spoke with a U.S. university representative who had been involved with one of the Foundation's programs.

Assessment of the Environment

Four external factors exerted significant influence on our study.

Timing: As the Foundation staff had only recently been informed that the Executive Secretary was leaving in May, they inevitably associated our visit with the leadership issues confronting the Foundation.

AID/LASPAU/FCE Relationship: Insufficient clarity about the nature of the relationship among these three has made it difficult to establish

realistic expectations about their respective roles. The terms of the contract tying the three together have changed substantially since mid-1982, and the three parties do not share a common and clear understanding of these terms. Consequently, LASPAU's assessment activity was understood as a function of the contract's original workplan, instead of as the discrete project it actually was.

Confusion between Educational Credit and Scholarships: Almost no one at the Foundation--either at the policy or operational levels--distinguishes between educational credit services and the services scholarship programming requires. Hence, there is little concrete understanding of what constitutes a scholarship program.

Political Factors: It is inevitable that the large number of scholarships made available to Dominicans by socialist countries is used as justification for both APEC's support and for FCE's involvement in U.S. scholarship programming. Such justification sometimes appeared to have greater importance than institutional considerations.

Organizational Summary

FCE is a non-profit organization created in 1967 by the Acción Pro-Educación y Cultura (APEC) to serve as a source of educational credits. APEC is the parent organization of three other institutions also dedicated to serving Dominican educational and cultural needs. The Boards of each of these institutions report to APEC which then involves itself in both strategic and operating decisions.

Assessment of Current Activites

The FCE lists as its functions and objectives the seven program directions found in its brochure of February 8, 1983, "Breve Resumen de la Fundación de Crédito Educativo, Inc." Following is a list of these goals and functions accompanied by our initial comments on FCE's efforts to accomplish them.

1) Administer, develop and promote an educational loan fund. This is FCE's foremost objective and defining function. Over 1000 loans per year are processed through their own funds and third party portfolios. Banco de la Reserva and Gulf and Western, two clients with whom FCE scheduled interviews for us, expressed satisfaction with FCE's manage-

ment of their programs. Other institutional users--ISA and INTEC--expressed more negative views about the management of their portfolios and complained about the low number of new credits being granted out of collections on current loans. Most institutional users acknowledged that students often failed to receive payments in a timely fashion.

2) Determine professional and technical human resource needs in terms of the socioeconomic development needs of the country.
The current FCE/AID/Texas A&M project fits in with this objective, and the Executive Secretary pointed out that FCE has occasionally worked with APEC to meet this need. We saw no written documentation of the FCE/APEC collaboration in this area, nor did we see evidence of an in-house capacity to provide this service.

3) Select foreign training institutions for Dominican students.
While we found no evidence that this function is operating, FCE staff did point to a scholarship program with APICE where FCE screens Dominicans for graduate study at Stevens Institute of Technology and Rensselaer Polytechnic Institute (RPI). FCE has not been involved, however, in matching candidates with these universities or in negotiating admissions. Each applicant has been considered on his own merit by the U.S. institution, and no real contract or exchange program exists. RPI reports that there were some assumptions on APICE's part which were not formalized before students were told they had scholarships from RPI. This problem derives from faults in APICE's design and cannot be attributed to FCE, but it does mean that this program has given the Foundation neither the opportunity to learn what a scholarship program entails nor the skills training such a program requires. In fact, FCE's participation in APICE's program was limited to initial screening of candidates based on a predetermined point system rather than on U.S. university admissions criteria or any substantive judgement about the quality of the candidates.

4) Grant loans to university students.
This is a corollary of the larger objective of loan funds listed in Item 1 of this section.

5) Monitor the academic progress of loan recipients.
The current monitoring system does not require the FCE staff to make

independent or critical judgements about the students' progress, but students do report their grades to FCE on a regular basis in order to get their checks. The Gerencia de Crédito maintains a file of degree requirements in Dominican universities, but does not use them except as a gross indicator of expected course load and distribution of courses. This monitoring system is adequate for the purpose of distributing loan funds.

6) Collaborate with professionals and students who have benefited from Foundation funds to assure that their training is put to good use in the work force.

Although many staff members mentioned a job bank providing information on employment opportunities in the Dominican Republic, FCE does not maintain such an information source for its loan recipients. One of the goals of the current FCE/AID/Texas A&M Human Resources project, however, is to develop such an information bank.

7) Coordinate information on study opportunities in the Dominican Republic and abroad.

FCE possesses little information on study abroad. The Unidad de Desarollo is designing a library, but currently has no budget line item for building it. While the Gerencia de Crédito has a more substantial catalog library, it is outdated and poorly organized. Further, no advisors or staff are on hand to interpret the limited information which is available. This being the case, the Foundation is not viewed by potential clients as a resource for information on study opportunities abroad.

Organizational Characteristics

Critical to our assessment of the Foundation's specific capacity to carry out off-shore scholarship programs and of its overall ability to undertake new programs were the following characteristics.

Decision-making: Authority to make program decisions does not reside with those who carry out programs. Individuals can make bureaucratic decisions, but the system is designed so that no one is required to exercise individual judgement. The Foundation's capacity for creativity or spontaneity is limited by these organizational constraints on decision-making at the programmatic level.

Policy Making: Policy formation and leadership are a combined function of the board and APEC. The Executive Secretary is seen as a representative of the Board which in turn represents APEC. In our view, the leadership role assumed by the Board has limited the Executive Secretary's ability to engage in creative thinking about possible Foundation responses to Dominican needs in general or to those of the educational sector in particular. Frequent, i.e. monthly, Board meetings reflect the preeminent part the Board plays in its relations with the Foundation.

Internal Communications: Communication reflects FCE's decision-making and policy making structure; information flows vertically and, typically, upward to the Executive Secretary. Staff meetings are non-existent and lateral communication is limited to daily circulation of the chronological letter file. The Executive Secretary visits each department daily to collect information about operations and issues, and solve problems within each department and gerencia. Employees appear to have easy access to the Executive Secretary.

Other Characteristics:

"Mistica". Foundation staff members appear to possess the mentality and motivation traditionally found in non-profit organizations. They feel they are working toward a larger good and their dedication and willingness to work beyond their job descriptions are notable.

Distribution of work. Granting loans and collecting loan repayments, the Foundation's two most important functions, are carried out by two smaller Gerencias. Twenty of the Foundation's 100 employees accomplish this work. It is widely acknowledged that Cobros has increased its effectiveness in the last four years, and Crédito, the smallest division of FCE, has developed a system to handle hundreds of inquiries and follow-up applications per month.

Project development. The formal responsibility for program development resides in a subcommittee of the FCE's Board. Within the Foundation, the new Unidad de Desarrollo de Proyectos sees itself as possessing this function, but is in fact only empowered to carry out previously negotiated projects. The Unidad has not enjoyed much success up to this point even given its limited scope of activities.

Implications for Scholarship Programming

Based on our observations of the functions and processes within FCE, we conclude that the capacity for conducting off-shore training programs does not now exist. Only the Crédito section of the Foundation appears to possess any of the qualities and characteristics which could begin to

create that capacity.

Scholarship programming requires three basic services--selection, placement and monitoring. These in turn require individual critical judgement from the program staff providing them. FCE, however, does not have decision-making, policy making and communications processes which encourage independent thinking and which we consider essential for providing timely and effective scholarship programming services.

The selection of qualified scholarship recipients requires an ability to establish priorities among a wide range of academic and programmatic criteria. Currently, FCE uses a point scheme which homogenizes each candidate's characteristics and involves no critical judgement.

Placement of a selected scholar in an appropriate U.S. institution requires the ability to match the student's qualifications and needs with the requirements and offerings of U.S. academic institutions; it involves much more than the ability to translate catalog information. FCE possesses none of the requisite physical or personnel resources to carry out placement of selected students

As academic monitoring of students placed in U.S. institutions can be designed to meet specific program needs, it is the most flexible of the three program components. There are, however, minimum requirements: the ability to communicate directly with the students, the capacity to solve students' problems, and the ability to relate program guidelines to U.S. academic regulations. At FCE, scholar monitoring is a bureaucratic rather than a substantive process, but to be useful in scholarship programming, monitoring must assume both academic and personal aspects and deal with these issues in a substantial way.

Limiting Factors

It is clear that FCE is not now involved in scholarship programming. If one were to urge the Foundation to create the capacity for off-shore training, the following problems would have to be overcome or at least acknowledged and addressed.

Location. Scholarship services require direct access to students and U.S. institutions.

Investment. The credibility of any program--its recognition, good will and reputation--require a long-term investment of resources.

English Language Ability. FCE lacks personnel with ability to communicate in English.

Resources. FCE has neither the physical nor material resources to carry out services.

Commitment. Financial resources must be committed over the long term in order to create and maintain services. This implies providing a substantial number of scholarships annually to justify these services.

Philosophy. Granting of "becas" implies a philosophy which is perhaps different from that underlying the granting of loans from a revolving fund. Changing to include scholarship programming will have public as well as internal consequences.

Services. FCE needs to learn what services a scholarship program includes before it can begin to set up one of its own.

Institutional Constraints. The existing organizational structure is not compatible with critical judgement or the ability to take independent action, qualities the FCE staff will need if it is to carry out a scholarship program.

Political Implications. If scholarship decisions reflect the political interests of policy makers, the program will take on a political rather than academic cast, and such a reputation will ultimately bear on the credibility of the selection process.

External Financial Support. The absence of broad national support typical of that received by other Latin American educational credit organizations requires ongoing commitment from sources such as AID to support a scholarship programming capacity. Given FCE's lack of project development capacity, this point is even more important to AID.

Ability to Incorporate New Projects. New projects housed at FCE should be a natural extension of current activities and sensitive to the organization. This is particularly relevant in light of the FCE/TAMU project history.

Conclusions and Recommendations

Given the previous discussion of limiting factors, we cannot recommend creation of an off-shore training capacity at FCE. In our opinion, it is premature for AID to commit itself to funding at the level required to create and sustain such an endeavor administratively and programmatically. Several intermediate steps--which would also provide educational services to the public at large--could eventually provide a base for building FCE's capacity for scholarship programming.

1) Pre-screening of candidates for other AID-sponsored programs. Technical assistance could be provided to train FCE staff in evaluating credentials along the substantive lines previously discussed.

Budget: US$ 5,000.00

17.

2) FCE staff enrichment.

FCE staff visits to other Latin American educational credit organizations would expose them to larger educational issues and establish a context for future program directions. LASPAU's participation in this activity would provide the U.S. institutional perspective and continuity needed to carry out the project. We suggest that three staff members from FCE and a LASPAU technical expert visit APICE member institutions.

Budget: US$ 25,000.00

3) Resource and counseling center.

There is a need in the Dominican Republic for a well-equipped and competently staffed clearing-house for information about U.S. training opportunites. The gradations of investments and services from which AID could choose range from a few thousand dollar investment for library facilities housed at FCE to the creation of a semi-independent counseling center staffed by trained professionals. Such a center could be headed by a U.S. academic or administrator and organized along the lines of already-established IIE/USIA counseling centers.

Budget: US$ 80,000.00

Kathleen S. Sellew
Lewis A. Tyler

Cambridge
May 20, 1983

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STANDARD FORM 147, JUNE 1964—FED. PROC. REG. (41 CFR) 1-3.605

147-104

PAGE 1 OF 2

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ACCOUNTING AND APPROPRIATION DATA LDAA-83-25517-EG61

PIO/T No. 517-0000-3-30004 ($3,245) 72-1131022.5
PIO/T No. 517-0000-3-30005 (3,245) 72-1131021.3
LDAA-83-25517-AG61

REQUISITIONING OFFICE
USAID/Dominican Republic
APO Miami 34041

REQUISITION NO./PURCHASE AUTHORITY

CONTRACTOR (Name and address)

TO → Latin American Scholarship
Program of American Universities
25 Mt. Auburn Street
Cambridge, MASS 02138

SHIP TO (Consignee and address)

N/A

VIA

TYPE OF ORDER

PURCHASE [X] — REFERENCE YOUR PLEASE FURNISH THE FOLLOWING ON THE TERMS SPECIFIED ON BOTH SIDES OF THIS ORDER AND ON THE ATTACHED SHEETS, IF ANY, INCLUDING DELIVERY AS INDICATED. THIS PURCHASE IS NEGOTIATED UNDER AUTHORITY OF The Foreign Assistance Act of 1961, as amended, and EO 11223.

DELIVERY [ ] — EXCEPT FOR THE BILLING INSTRUCTIONS ON THE REVERSE, THIS DELIVERY ORDER IS SUBJECT TO INSTRUCTIONS CONTAINED ON THIS SIDE ONLY OF THIS FORM AND IS ISSUED SUBJECT TO THE TERMS AND CONDITIONS OF THE ABOVE-NUMBERED CONTRACT.

F.O.B. POINT	GOVERNMENT B./L. NO.	DELIVERY TO F.O.B. POINT ON OR BEFORE	DISCOUNT TERMS

SCHEDULE

ITEM NO.	SUPPLIES OR SERVICES	QUANTITY ORDERED	UNIT	UNIT PRICE	AMOUNT	QUANTITY ACCEPTED
	1. Contractor will prepare an institutional development plan for the Fundacion de Credito Educativo (FCE) to create or strengthen its off-shore graduate student capabilities. The plan will present FCE with at least three programatic development options that will be based on present FCE capacity (personnel and hardware) and three possible project funding levels (10,000, 25,000, and 50,000 dollars). Each funding option will be analyzed using the following criteria: graduate student selection process; off-shore graduate student placement process; student monitoring process; and reentry into the Dominican world of work. The criteria analysis will include definition of each criteria, specific training, technical assistance or commodity purchase possible for the different funding levels. Technical assistance, scopes of work, Dominican training requisites or hardware specification should be included. Also, FCE			SEE ABOVE		

FEB

2-9-83

Signature Date

SIZE CLASSIFICATION (Check one) [ ] SMALL BUSINESS [ ] OTHER THAN SMALL BUSINESS

TOTAL FROM CONTINUATION PAGES

SEE BILLING INSTRUCTIONS ON REVERSE

SHIPPING POINT	GROSS SHIPPING WEIGHT	INVOICE NO.

GRAND TOTAL → $6,490

(See reverse for rejections)

MAIL INVOICES TO

Controller
USAID/Dominican Republic
APO Miami 34041

UNITED STATES OF AMERICA

BY Stanley D. Heishman (Signature)

NAME (Typed) Stanley D. Heishman

TITLE: CONTRACTING/ORDERING OFFICER

STANDARD FORM 147, JUNE 1964

ORDER FOR SUPPLIES OR SERVICES

SCHEDULE—CONTINUATION

MARK ALL PACKAGES AND PAPERS WITH ORDER AND/OR CONTRACT NUMBERS

PAGE NO. 2

DATE OF ORDER	CONTRACT NO. (If any)	ORDER NO.
2/3/83	83-AID-023	

ITEM NO.	SUPPLIES OR SERVICES	QUANTITY ORDERED	UNIT	UNIT PRICE	AMOUNT	QUANTITY ACCEPTED
	recurrent funding levels needed to maintain each funding level should be presented.					
	2. Prior to initiating its activities the Contractor will present a self-study outline to FCE to be completed by FCE.					
	3. During the data gathering process the Contractor will receive guidance from make periodic reports to the USAID.					
	4. USAID/DR will provide the Contractor with office space and equipment and local transportation.					
	5. Two final reports in English containing the plan described above shall be submitted with a cover letter to the USAID for review and approval no later than June 30, 1983.					
	6. The fixed price for all work hereunder is $6,490.					
	TOTAL CARRIED FORWARD TO 1st PAGE →				$6,490	

FEB 8 1:55 PM '83

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