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EVALUATION OF CURRENT CAPS PROGRAMS

SPONSORED BY USAID/HONDURAS

By

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SYNOPSIS

An important fact must be kept in mind when reviewing the results of this Creative Associates International evaluation of the Honduran CAPS programs. These programs are all recent ventures that deal with a new type of participant trainee: the economically and socially disadvantaged individual from the poorest country in Central America. Given the new and changing guidelines that have accompanied the CAPS (and its parent, the CLASP) programs in this region, and the short time-lines to implement some of them, the HRD staff working on these programs and the agencies and contractors that have carried them out have made a good start in the always difficult area of participant training. We think that one or two more clerical or follow-up personnel are needed by USAID/HRD to help refine their initial efforts and allow them to take advantage of the experience they have gained in the first year or two of implementing these CAPS programs.

We have found that the CAPS program's dual objectives seem to be met best when USAID/HRD personnel are directly involved in the selection and orientation processes. A second best alternative is to use organizations and individuals in the selection and orientation processes who are known to and trusted by HRD personnel. It has not proven wise to allow organizations that are likely to have other agendas, including the more traditional developmental programs, to be the only selectors and orientors of CAPS participants.

Our major recommendations on selection and orientation for the Honduran CAPS program follow.

1. Develop one standardized form to gather all the background, personal and reference information from each candidate. Provide this form to all agencies, organizations and individuals who will nominate candidates for any of the CAPS programs. Build a data base for this information at USAID/HRD (or add to the one already developed by Aguirre/Checchi) that will allow each organization to have access to the information it needs on its candidates. Store the information on all candidates (selected or not) for the duration of the CAPS project.
2. Establish specific guidelines for selection and a clear description of both the technical and non-technical objectives of the CAPS program. Make sure that all past and potential nominators and screeners of CAPS candidates receive and understand this information.
3. Pay special attention to the interviewing of the CAPS candidates after they have been screened on the more easily assessed selection criteria. Go over their dossiers, talk to references whenever possible, and develop some standardized questions and techniques for ascertaining their motivation for applying for, and their potential for taking advantage of, the different CAPS programs.

4. Involve those who nominate participants in the selection process and the follow-up activities after the training in the United States. If their candidates are not chosen, they should know why and be told how to help them and how to select future candidates. If their candidates are chosen they should help with the orientation process and begin to plan follow-up activities as soon as possible.
5. Schedule orientation programs as far in advance as possible. All participants should have at least two weeks written notice of these programs and their contents. Skilled personnel who are familiar with CAPS type participants should be used to present (or help train others to present) these orientations using state-of-the-art techniques. Administrative procedures should be separated from cultural information and details of the training program should be reserved for discussion at the training site orientation. At least a full day should be allowed for the orientation.

CAI believes that follow-up is the most important and neglected aspect of all training programs and is crucial for the success of the CAPS programs on both technical and non-technical objectives. There needs to be much more sharing of ideas and information among programs, organizations, and countries on their follow-up activities, successful and unsuccessful. There also should be much more publicity given to successful follow-up activities.

Our major recommendations for increasing the impact and effectiveness of CAPS training in Honduras through follow-up activities follow.

6. Require Honduran sponsors and providers of CAPS training programs to include specific follow-up activities in their training proposals, with a budget attached.
7. Require nominators and sponsors of CAPS participants to report periodically on both technical and non-technical follow-up activities designed to meet CAPS and Handbook 10 objectives.
8. Survey participants to ascertain the effectiveness of the follow-up activities and to obtain their suggestions regarding these and other possible activities.
9. Use successful participants to nominate and orient other candidates. Their activities should be publicized by USAID and they should be helped to spread their ideas and activities by a USAID CAPS specialist on follow-up for Honduras.

We found that there were considerable difficulties in coordination and communication among the contractors responsible for the implementation of the in-country program for long-term participants. These problems were largely caused by inappropriate reporting relationships and the lack of unification of the academic program under central leadership. Despite this, the academic program is generally proceeding well.

1. The ESL and preparatory courses should be consolidated into one unified program under a single director.

2. The director of the academic program should report to Bessy de Acosta on all administrative matters and to CAL in Washington on academic matters.
3. CAL should become the central point of contact for all backstopping and support for the academic program.
4. AED in Washington should continue to provide direct backstopping and supervision to the AED office in Tegucigalpa.
5. The resources at AED in Washington that could benefit the in-country academic program should be channeled through CAL to the program.
6. The director of the academic program should be given a full-time secretary, a typewriter, a telephone, and direct access to a photocopying machine.
7. The AED office in-country should be moved to the same facility as the academic program or, if space is not available there, to a location extremely nearby.
8. Students should be informed at the outset of the program that some of them will go to Puerto Rico. Decisions on which students will go there should be made early in the program.
9. The AED office should handle matters such as student medical exams early in the program, not in the final two weeks of class.
10. Study habits should be eliminated as an academic course and integrated into other courses in the program, as was recommended by Ida Warren in November 1986.
11. Preparatory teachers should be provided with preservice and inservice training on teaching methodologies, techniques for remedial training, and testing.
12. The Learning Resource Center should be expanded to include materials related to the preparatory courses.
13. Each trimester, any new teachers starting in the program should be given an orientation on the nature and purpose of CAPS.

EVALUATION OF CURRENT USAID/CAPS PROGRAMS IN HONDURAS

INTRODUCTION

Purpose

Creative Associates International, Inc., (CAI) was contracted by USAID/Honduras to evaluate the adequacy, efficiency, and effectiveness of in-country implementation activities on the Central American Peace Scholarship (CAPS) Project and the impact of the CAPS short-term training to date.

Methodology Used

Two basic components of the CAPS Project were evaluated: the in-country training program for academic participants, conducted on contract with the Academy for Educational Development (AED), and the short-term training programs conducted through grants with the Partners of the Americas and Winrock International. The selection processes of both components were assessed by CAI by examining pertinent records and documents and interviewing or giving questionnaires to some of the participants from these training programs.

Special emphasis was placed on the efficiency and effectiveness of the current procedures in selecting participants according to the guidelines for the CAPS Project (see the USAID/Honduras Implementation Procedures for the CAPS Project Under CLASP, June 1985, and the Country Training Plan Update, FY 1986: To Reflect the Inclusion of the CAPS Project).

The in-country English language and preparatory academic program was assessed by observation, questionnaires, and interviews with administrators, teachers, and students. Emphasis was placed on overall administrative organization, coordination among the representatives of the contractor and the subcontractors, and the methodology and content of the programs.

The short-term training programs were assessed by interviews with the administrators of the programs and some of the participants. Also, individuals who had observed or interviewed some of the participants previous to the CAI evaluation were questioned. Emphasis was placed on selection procedures, orientation programs, and follow-up of the trainees. Also, the impact of the training was assessed in terms of technical and non-technical CAPS Project objectives.

This report discusses the major findings, conclusions, and recommendations for each of these components separately. Some of the information, particularly concerning selection and orientation procedures, applies to both components and is discussed in both sections.

MAJOR FINDINGS RELATED TO SHORT-TERM TRAINING PROGRAMS

Selection

The selection process for both the academic and the short-term programs can be divided into three components: recruitment, screening, and selection. Recruitment for the short-term programs differs depending on the management of the program. There were differences in recruitment between the two contractors that CAI evaluated, Partners of the Americas and Winrock International.

The Partners' programs for small businesses, which send groups of twenty micro-business owners or dairy farmers to Vermont for two-week training courses, have used Peace Corps Volunteers and some of their own staff members in Honduras to do the recruiting. The Volunteers were given a list of the courses that would be given in 1986 and 1987 (the first Honduran CAPS short-term program was in April 1985) and asked to nominate candidates. There was a workshop at Peace Corps in November 1986 on these programs. A representative from Vermont Partners and eight PCVs took part in this workshop.

The Volunteers submit nomination forms on potential candidates to the Director of Community Services at the Peace Corps, who screens them before accepting the candidates to receive an application form and interview. The criteria that he used were whether the nominee had been to the United States before, whether they had been in a business for five years or more that was their principal source of income, and whether the PCV nominating them would be available for follow-up.

No guidelines on the CAPS criteria for selecting candidates were available at Peace Corps or Partners Honduras, however. The five Peace Corps Volunteers and Partners' staff members that we talked with were unaware of these criteria and of the CAPS program's emphasis on people-to-people activities.

The Winrock programs worked with the Overseas Education Fund and the Fundo Ganadero in SPS. They developed programs for groups of ten OEF "beneficiaries" in different agricultural specialties, such as swineherding and dairy products. Their training programs were in Arkansas. The women at the SPS OEF office told CAI that they were invited by Winrock (at USAID's suggestion) to send thirty beneficiaries to Arkansas. They also had no knowledge of the CAPS selection criteria or the people-to-people emphasis. They selected women they had been working with, as did the Board of Directors of the Fundo Ganadero.

To the best of our knowledge, there was no other publicity about these short-term programs or about CAPS short-term training in general. (There are some allusions to short-term training in the brochure for the academic programs, but this information was not mentioned by any of the recruiters or trainees in the short-term programs as a means of recruitment.)

Screening for the Winrock programs was done by the staff members and beneficiaries of the OEF or board members of the Fundo Ganadero. Screening for the Partners' programs was done by staff members of Partners Honduras for the dairy programs and by a staff member of Vermont Partners and a Peace Corps

Volunteer coordinator for the small business programs. There was no standard list of questions used by any of the screeners and, in several cases, not all of the candidates nominated were interviewed. Also, in some cases in the Partners' programs, those who were not selected were not informed by the screeners nor were their nominators. Although there are reasons for this (such as candidates being on the waiting list and coordinators being out of country or in hospital), this lack of feedback has led to disaffection on the part of some of these individuals.

Orientation

The orientation programs for the short-term participants are influenced by the amount of time available before their trip to the United States. For example, the last group of participants to go to Vermont for a Partners small business training program were only briefed on USAID regulations and administrative procedures. The Peace Corps Volunteer responsible for their paper work was in the hospital at the time of their departure, complicating the scheduled orientation.

In most cases, the orientations for short-term participants were brief, lasting no more than a half day. (Another day and a half is needed for paperwork and medical examinations.) Several of the returned participants commented that they had received notification of this orientation from the PCV who nominated them, less than one week before it was held (in one case only 24 hours before). This may be due to their being on the waiting list or to communication difficulties in Honduras and with PCVs.

The first two orientations for the Partners' small business participants took place at USAID/Honduras. This had the advantage of making a connection between their training and USAID. One of these groups was photographed with the U.S. Ambassador. However, because of security concerns, all of the remaining Partners' orientations have taken place at the Honduras Partners' office. This is part of the reason that all but one of the participants that we interviewed about these programs thought that their training was paid for by Partners of the Americas. (Honduras Partners are currently making changes in their training manuals and diplomas to indicate AID and Peace Corps involvement in their programs.)

The orientations were given by Peace Corps Coordinators, Partners' officials from Honduras, and USAID/Honduras HRD personnel. They discussed the training program, AID administrative procedures, and North American culture. Items that were remembered from these orientations by some of the participants we interviewed were how to behave in the United States, the climate in Vermont, and what would be taught in the training program. One participant said that it was suggested that returned participants should join Partners in Honduras. Another participant said sh had to pay 175 lempiras to be able to go to the training program in Vermont. (This is being checked by Honduras Partners.)

A second orientation was given to the Partners' participants when they arrived at the training site. This orientation went into the details of the training program. For the Vermont courses, participants were told how to conduct themselves outside the course on field trips and free time, because a few previous participants had gotten into difficulties by following some of their cultural practices that were not acceptable in Montpelier.

One of the interviewers we talked with said that she felt the participants were treated a bit like children in these orientations, but guessed that this was necessary given their diverse backgrounds and experiences. Most of the trainees we interviewed did not have much recall of their orientations. (This is, after all, a time of stress and anxiety for many of the CAPS participants.) The Winrock orientations were similar in content and structure to the Partners' orientations except that they took place in SPS and thus the USAID paperwork had to be done for the participants. The Fundo Ganadero tried to do the first orientation themselves, but called in a USAID contractor when they found that they could not handle all of the paperwork.

Follow-up

The participants who took part in the Winrock programs were not followed up by the contractors. However, they were a part of the Overseas Education Fund and Fundo Ganadero programs so they have the potential to be assisted by the people running these programs. Since a member of the OEF staff accompanied each of the groups of the participants to the United States, there has been some carry-over of the training to their Honduran activities.

The follow-up activities of the OEF and Fundo Ganadero have been somewhat ad hoc. There were ceremonies for the returned participants at which they received diplomas. They were encouraged to attend general sessions on the training they received in SPS and Choluteca. One of the interviewers we spoke with mentioned that the women swineherds sent by OEF had formed their own cooperative after returning to Honduras.

There was some follow-up of the participants trained by Partners of the Americas. Some of this was done by the staff members of Honduras Partners, especially for those participants who took part in the dairy programs. This was possible because Honduras Partners has an extensive USAID-funded rural development program that includes dairy farming. There was less follow-up of the participants from the small business programs. Most of this has been done by the Peace Corps Volunteers who nominated these participants or who were involved in the September 1986 survey of 47 of these participants sponsored by Vermont Partners.

CAI interviewed four of these PCVs and found mixed reactions on the effectiveness of their follow-up activities. One volunteer felt he had not helped at all and was frustrated. Another said that some of the participants who were motivated had put the training into practice and he could help them. Others, whom he felt were poorly selected, did not have the ability to take advantage of all of the training and he was less able to help them. A third Volunteer was pleased with the results of the training (he had been to Vermont with one of the small business programs) and felt that he was able to assist many of the participants from his area in utilizing their training. The chair of the small business committee of Honduras Partners has contacted some of the returned participants in Tegucigalpa and provided help with their requests for assistance.

There has also been some follow-up by members of Vermont Partners. Two cabinet makers, a potter, a designer, a welder, and two agricultural specialists have come to Honduras to meet with individual participants and offer assistance.

There has been one group meeting of returned Partners' participants (attended by 12 dairy farmers at Partners' Honduras). There were over 100 suggestions for follow-up activities mentioned by the Partners' participants in the recent surveys conducted by the Peace Corps Volunteers and sent back to Vermont Partners for analysis. None of these has been followed up to date.

Impact

The major difficulty in assessing the impact of the short-term training programs was that there was very little information gathered before the training programs took place. Thus, most of our evaluation here was based on retrospective judgments by the participants and those who work with them. In the future, CAI suggests that some "before" measurements be obtained from both the short-term and academic participants to provide the basis for a more reliable measurement of impact after the participants' return. A good time to do this would be during their orientation programs. (See Appendix 5 for a detailed assessment procedure.)

All of the participants that CAI interviewed (14) believed that they had benefited technically or professionally from their training. When they were asked what they liked most about their training, their answers invariably concerned the technical information they received and the manner in which it was presented. When asked if they were more successful in their businesses since returning to Honduras, they all answered yes and in many cases showed the interviewer improvements they had made in their businesses. They were obviously proud of their accomplishments.

To get more tangible evidence of a change in the efficiency, effectiveness, or earning power of these individuals was difficult. None of them had kept books before their training programs (indeed this is what the Vermont small business training programs focused on), so there was no way to get this information from records. The Partners and OEF staff members both felt that most of the participants were doing better, if only because they now knew how much they made and spent and could begin to plan their business activities. Staff members said there was evidence of more milk and swine production from some of the agricultural participants and two of the small business participants were opening new and larger shops.

However, two of the Peace Corps Volunteers said that at least half of the participants they dealt with were not able to keep records and that a few of them were doing worse than before they took part in the training programs. (This, of course, is not necessarily related to the training.) The chair of the Honduras Partners' small business committee also said that several of the participants in small business programs that she had visited in Tegucigalpa were not able to take advantage of their training.

More follow-up is needed to enable some of the participants to technically make use of their U.S. training. The natural tendency to stick with traditional ways of doing things (like using wood-burning kilns for pottery or not properly drying wood or preparing leather), may not be changed by a two-week training program. Even the Honduran follow-ups of the Vermont Partners did not influence participants to change their kilns to metal oil-burners or get them to store their wood longer. More intensive and organized follow-up is needed

to produce these technical kinds of changes. Staff members and officials at Honduras Partners, the Peace Corps, OEF, and, of course, USAID have all indicated a desire to do more follow-up.

The Vermont Partners' dairy training appears for the most part to be appropriate for the participants' pre-training situations, as most of the participants are owners of ranches. The Winrock training may have been somewhat advanced for the participants (especially the course work that was not always well translated), but many of the participants have been successful in forming cooperatives and raising their production since their return. Most of the small business programs were seen as being well-organized and at an appropriate level by the trainees we interviewed.

There were a few suggestions, however, about the composition of the groups and the field trips on these programs. Some of the participants felt that they did not see any businesses in the United States that were comparable to theirs and thus did not learn as much as they wanted. Others were impressed with the American businesses they saw but did not see how these big operations could be duplicated in Honduras and thus were frustrated. A few of the more educated participants commented that the mixing of status and age hampered the training somewhat because the participants were not comfortable with each other and there was not as much sharing of experiences as more homogeneous age and status groupings would provide. On the other hand, the USAID contractor to the Fondo Ganadero programs said the mixing of statuses was useful in that the more educated participants were able to answer the questions of the other participants at the end of each day of the training program.

The non-technical impact of the training was more difficult than the technical to assess. In addition to the lack of before measures mentioned above, there was also more difficulty in discussing this topic with the participants. Most of them did not easily recognize any changes in themselves or their perceptions of the United States resulting from their trip. This may be partially due to the fact that the non-technical objectives of the training were not stressed in the selection, orientation, or training programs. (None of the nominators and few of the selectors of the short-term participants that we talked with knew about the non-technical objectives of the CAPS programs.) It may also be partially due to a scarcity of preconceptions about the United States and North Americans among these participants. It seemed in many cases that they were learning about the United States for the first time rather than changing stereotypes they already had.

Thus, much of the information we obtained concerns what the participants learned about the United States that was new to them. Some of the more often repeated ideas were: the friendliness of the Americans, the cleanliness of the streets and yards, the considerateness of drivers, the number of women who are working, the green vegetation, the quality of business organization and management, the large size of everything, how hard people work, and the respect the people have for each other regardless of race and religion. All of the participants were very grateful for the opportunity to visit the United States and found everything from the plane trip to shopping to be an adventure. Most of them bought things for themselves and family members and some brought back equipment that they were using in their businesses. A few of them were in touch with U.S. people they met in their training programs. Two of them spontaneously mentioned that they wished they had had more contacts with people in the United States.

While the great majority of the experiences with Americans mentioned were positive, there were a few negative experiences, all outside the training itself. One participant mentioned being hassled in a bar by a biker, another said he lost \$20 in making a purchase at a hardware store when he did not get correct change. None of the participants said that their general perceptions of people in the United States as friendly and helpful were colored by any negative experiences.

A third dimension of impact (besides new business practices and perceptions of the United States) is impact on personal characteristics of the participants. Our evidence on this dimension comes from the observations of those (usually Americans in Honduras) who knew the participants before they went to the United States and have worked with them since they have returned. A comment often made by these observers is that the short-term training had given the participants a sense of control in their businesses that they did not have before. For some, this provided more self-confidence and a sense of control in their lives outside of work. For example, one participant who was extremely shy before going to Vermont had become a successful promoter for the Honduras Partners' rural development project.

LESSONS LEARNED ABOUT SHORT-TERM TRAINING PROGRAMS

Selection

It is impossible to know what proportion of the Honduran population that meets the CAPS criteria is being reached by the recruitment efforts of USAID/Honduras and the agencies and organizations it has used for this purpose. This is true for two reasons: (1) there are no reliable statistics on the population of Honduras meeting these criteria, and (2) there is no way to sample an undefined population to ascertain who has been reached by the publicity.

It is safe to say, however, that a small percentage (probably no more than 20 percent) of the relevant population has applied or been nominated for CAPS training. Given that only a few of the socially and economically disadvantaged will be given the opportunity to receive U.S. training, it is important that all of those chosen meet the CAPS criteria. Although the data that are available are incomplete (complete data on short-term participants have only been put in the USAID/Honduras database since September 1986), there are indications that some of those selected to date for short-term training fall outside the criteria. Of the 102 short-term participants for whom income data are in the computer, 30 had an annual personal income of more than 15,000 lempiras. Only 37 percent of all of the short-term participants whose data are in the computer (471) had six years or less of education; exactly one third were female.

Many of the participants on the lists provided CAI by Vermont Partners of the trainees in their small business programs were from cities. This lack of fit with suggested CAPS selection criteria is less true for other characteristics of the 135 participants that have been programed by Partners, however. About

one third are under 30 (70 percent are under 40), and 33 percent are women (one training program was exclusively for women). Only one of their sixteen participants for whom income data are in the computer had an annual income of over 15,000 lempiras (although Honduras Partners staff has said that a few of the participants in the dairy program were above this income level).

Half of the Winrock participants were men (all selected by the Fundo Ganadero) and half were women (all selected by the OEF). About one third are under 30, while 75 percent are under 40. Many of these participants were from rural areas as these were agricultural programs. The USAID contractor estimated that 60 percent of the participants sent by the Fundo Ganadero were campesinos.

A major reason for the discrepancies between the CAPS criteria and the characteristics of the short-term participants chosen in the programs we assessed was the lack of information that the nominators and selectors had about the non-technical aspects or selection criteria of the CAPS program. None of the Peace Corps Volunteers we interviewed nor the staff of Honduras Partners, the Overseas Education Fund, or the contractor for the Fundo Ganadero that we talked with knew about the CAPS non-technical program objectives or selection criteria. Without this knowledge, these individuals nominated and selected participants in terms of the technical criteria with which they were familiar: for the PCVs, development project criteria; and for the OEF, FG, and Partners' staff, training program and in-country program criteria. In many cases, those selected using these criteria also met CAPS criteria, but not always. For instance, the criteria of functional literacy used for all of the short-term programs we assessed screens out many of the disadvantaged in Honduras. More information on CAPS non-technical and selection criteria should be made available to those involved in nominating and selecting short-term participants.

Orientation

Key problems with the orientation programs for short-term participants were the short notice that some participants got regarding them and the short time available for them. If possible, these participants should be notified at least two weeks in advance, so that they have enough time to get their affairs in order and to prepare for the orientation programs themselves. It would also help if the candidates had written notice of what the orientation program would include so that they could bring relevant items (e.g., something from their work or area to share with Americans).

More time for the orientations of short-term participants, and in the orientations planned for the academic participants, would allow for the meeting of more of the objectives suggested by the Developmental Associates' analysis of the Jackson plan scholarship program; i.e., to instill a sense of the participants' importance to Honduras and inter-American relations; to cope with life in the United States and take advantage of their training program; and to help those in need of extra attention. A great deal of knowledge and experience in conducting such orientations is available in places like the cultural office of USIS. Those doing the orientations should be trained in the most effective procedures for CAPS participants.

The orientation program for short-term CAPS participants should also help the candidates understand the relationships among all of the organizations involved in providing their training. More public attention should be given to the orientations via publicity. The potential follow-up activities both in the United States and Honduras, including how to stay in touch with the candidates and what services might be available, should also be addressed at the orientations.

Follow-up

CAI has found that those who might assist participants when they return to Honduras were more motivated when they felt that they were a part of the selection and orientation process. Peace Corps Volunteers and members of Honduras Partners and OEF were much more involved with the participants they had nominated or chosen than with those selected by others. Conversely, when they did not understand why some of their nominees were not selected, they tended to lose interest not only in follow-up, but also in nominating future candidates.

When participants specifically ask for follow-up (as most did in the Vermont Partners' survey), it is important to act in some manner on their requests. It is not wise to raise expectations either in the United States or Honduras about activities or services that might be forthcoming and then do nothing about them. In many ways the follow-up of short-term training is the most important part of the CAPS agenda. Short-term participants who were supervised and shown how to use their training did much more on average than those who were left to their own devices. This will probably also be true for the returning academic participants.

Impact

We found relatively little sharing of ideas and successful and unsuccessful implementation techniques among participants or those who work with them. There should be more publicity given to those who are successful in implementing either the technical or non-technical inputs from their training programs. This could be done through formal channels such as newspapers and radio, and through informal channels such as co-ops, church and civic groups, and promoters. Programs in various parts of the country and even those in other CAPS countries that have had impact could serve as models for those who have recently returned and those who have not been successful in implementing their training.

Returned participants could be used more in recruiting CAPS candidates. Providing them with items (tee shirts, pins, and diplomas) that identify their participation and with information on how to locate and nominate others would help reach a wider range of Hondurans. The services of a full-time USAID/Honduras specialist in follow-up and recruitment would be of great value in enhancing the multiplier effect of the returned CAPS participants. He or she could also enhance the non-technical objectives of CAPS programs by implementing the follow-up recommendations in AID S&T/IT's Handbook 10.

CONCLUSIONS AND RECOMMENDATIONS CONCERNING SHORT-TERM TRAINING PROGRAMS

Given the time constraints and the innovative nature of the CAPS program in Honduras, USAID has been relatively successful in most of its initial program efforts. There are a number of dedicated and hard-working individuals responsible for this success who have done far more than is usually expected of overseas training specialists. The recommendations that follow are intended to help make a good start grow and develop into a model program.

1. More information should be provided to potential grantees, sponsors, recruiters, and interviewers of CAPS participants about the suggested CAPS selection criteria and non-technical objectives.
 - Hold a series of training sessions at USAID/Honduras for all interested parties on the dual objectives of the CAPS program and the associated selection criteria. Provide a written set of guidelines for past and potential nominators and screeners of candidates. Involve AID/Washington in some of these programs to formalize these criteria if possible.
 - Have the USAID/Honduras publicity specialist put together a marketing program to sell the CAPS program to agencies, organizations, and institutions that might help recruit or provide follow-up activities for CAPS participants in Honduras. Use information on past successes of CAPS participants.
2. Formal consideration should be given to the relative weighting of the technical and non-technical objectives of the CAPS program in the selection process.
 - Carefully review the FY 1986 Honduras country training plan update to see if there is more emphasis on one or the other CAPS objective. Consider the possibility of a needs assessment in Honduras to redress any imbalances found.
3. Standardize the application form for all CAPS candidates and build a data base to contain information from this form.
 - Collect all the different forms now being used to nominate and gather information about candidates (there are at least seven of these).
 - Develop one form that includes all of the items considered essential by those using these forms.
 - Consult with all agencies, organizations, and individuals who will nominate candidates for any of the CAPS programs regarding the formatting and use of the standardized form.

- Develop a (or add to an existing) data base to store the information gathered on all applicants for CAPS programs.
 - Give access to this data base to all qualified nominators and programmers of CAPS participants.
4. Standardize the interviewing process for both academic and short-term candidates.
- Interviewers should read the dossiers of the academic candidates and the nomination forms of the short-term candidates before interviewing them. They should be trained to look at items like family responsibilities, job responsibilities and expectations, health problems, and community activities (preferably by contacting some of the participants' references on the latter) so they know what to concentrate on in the interview.
 - Develop a few standardized questions for all participants to determine their motivation for applying and their expectations regarding utilization of the training.
 - Whenever possible, interviewers should work with nominators of short-term participants both before and after the interview/selection process. (This may help in recruitment.) Nominators should have the opportunity to defend their nominees and should know the outcome of the selection process as soon as possible.
5. Inform candidates who are not selected as soon as possible that they are not going to the United States so they can make other plans.
- Have the nominators of short-term candidates inform their nominees who are not selected and explain why.
 - Write all candidates for the academic program as soon as they are dropped from consideration. When appropriate, tell them why they were dropped so they may be encouraged to apply again if missing criteria can be met.
 - Consider having short courses in Honduras as pre-training programs for non-selected short-term candidates who would make good participants in the future with this kind of assistance.
6. Give short-term participants as much notice and information as possible about their orientation program.
- Send an announcement of the orientation via the nominator to successful candidates with a listing of the program and what they should bring. Try to give at least two weeks notice.

7. The orientation programs for all participants in Honduras should focus on the role of the participants in the program, the joint objectives of the CAPS training, and ways to take advantage of their training during their time in the United States and after they return to Honduras.
 - Devote a full day to the orientation. Separate USAID administrative procedures from the cultural and training information.
 - Use individuals who are trained in the use of audio-visuals, role-plays, and other effective orientation techniques to give (or train others to give) the cultural orientations.
 - Obtain effective orientation materials and techniques from other USAIDs with CAPS programs and from USIS.
 - Present a clearer picture of the relations among all of the organizations participating in a given program.
 - Reserve details about the training program and life in the United States that are not specifically asked about by the participants for an orientation at the training site.
 - Provide opportunities to deal with special concerns of individual participants.
8. Build follow-up activities and opportunities into the training programs from the selection process onward.
 - Inform nominators of short-term trainees of follow-up options that have been successfully used with participants like their nominees; ask for their ideas.
 - Discuss in orientation programs of both academic and short-term trainees ideas for follow-up activities that can be initiated in the United States and after return to Honduras.
 - Ask participants what follow-up activities they think they would benefit from upon return; assist with these when possible or give other options when not possible.
 - Require sponsors and providers of training programs to include follow-up activities in their training plans.
 - Require nominators and sponsors of returned trainees to report periodically on follow-up activities, both technical and non-technical.
9. Ideas and lessons learned from follow-up activities and training programs need to be more widely shared among all interested parties and with the general public of Honduras.

- Have sponsors and providers of training hold periodic meetings of returned participants and their sponsors or nominators at the sites of successful programs or successful civic activities in their field.
 - USAID/Honduras should occasionally bring together those providing training programs to share their successful and unsuccessful program and follow-up experiences.
 - The USAID publicity specialist should provide general publicity on successful technical and non-technical programs involving returned participants.
10. USAID/Honduras should assist returned participants and their sponsors in their follow-up activities.
- A full-time follow-up specialist should be employed by HRD to assist with the activities under item 8 above and to work with the returned participants in implementing the ideas and activities presented in Handbook 10.
 - Make available resources and identifying materials (tee shirts, pins, and insignias) to all returnees for publicity purposes.
 - The recruitment of other CAPS participants and their orientation should be a suggested and organized activity supported by USAID/Honduras for qualified returned participants.

MAJOR FINDINGS RELATED TO IN-COUNTRY TRAINING FOR LONG-TERM CAPS PARTICIPANTS

Selection and Orientation

In June 1986, USAID/Honduras contracted with the Academy for Educational Development (AED) to implement the academic portion of the CAPS Project. AED immediately began to place forty previously selected candidates into U.S. academic institutions. Concurrently, AED and its subcontractor, the Center for Applied Linguistics (CAL), organized an in-country English language and preparatory program.

The recruitment for this academic program was carried out by USAID/Honduras. It began in October 1985, with a press conference with TV, radio, and newspaper coverage at which the Ambassador announced the program. Since then there have been a few newspaper articles and some radio coverage of this program. The main source of information for applicants has been a brochure describing CAPS and this program distributed by the Binational Centers, travel agents, the Peace Corps, and the technical offices at USAID/Honduras. Interested candidates are requested to send in for an application form by detaching part of the brochure. Completed application forms are to be sent to the AED office. (A number of candidates contacted USAID, USIS, and the Peace Corps, not knowing of the AED office in Comayagua.) Upon receipt of the application form at the AED office, screening begins.

The first screening is for completeness of the application. The most common missing information is the candidate's academic record and grade average. A letter is sent by AED to those who have sent in incomplete information. In the 1987 selection process, nearly 900 of the 1,467 applicants were eliminated due to incomplete records. Completed dossiers are sent to the USAID/Honduras technical offices to be rated in terms of a CAPS scoring sheet developed by Anthony Vollbrecht, CAPS Project Officer, HRD. Each technical office is told the number of places available in their field and asked to send between three and four applicants to be interviewed for each place. Candidates not selected by the technical offices are notified by letter. These candidates may still be interviewed if they contact USAID/Honduras and present a persuasive reason why they should be seen.

The candidates selected by the technical offices are notified and given three weeks to get in touch with AED. They are invited to the AED office for an interview. Of the approximately 400 selected in 1986, about 280 came in. Of the approximately 450 selected in 1987, about 420 came in. There is some indication that a higher percentage of women, especially in the cities, did not come in. Several efforts were made to reach these candidates by radio and telegram. Those who did come in were interviewed by the CAPS Project Officer, HRD, USAID/Honduras, and Bessy de Acosta, Field Director for AED. In 1986, all candidates were interviewed by both; in 1987, by one or the other. Different questions were used by these interviewers. They also rated the candidates on the CAPS scoring sheet and added written comments, including their recommendations.

Selection is done by the selection committee in a two-day meeting. The members of the committee are the secretary of the Chamber of Commerce in SPS (private sector), a designee from the Ministry of Natural Resources (public sector), the

USIS cultural attache (or her designee), an AED Honduras representative, the technical offices' designees (not the persons who screened), and the CAPS Project Officer as chair. Each member ranks the candidates in each field before coming to the meeting. At the meetings, rankings were compared, any differences were resolved, and final selections were made with alternates. A letter was then sent to all candidates who were interviewed announcing their selection or rejection.

The necessity of having the academic participants meet minimum U.S. educational requirements means that the poor with less than the equivalent of a high school degree were excluded from the academic program. While it might be possible to include a few less educationally qualified candidates in a pre-technical school training program, such a program would be difficult to implement. This evaluation has focused on the screening of those who did meet the CAPS criteria. Those in USAID/Honduras, AED, and on the selection committee who did the screening and selection were all aware of these criteria. They were applied via the CAPS screening score sheet and in the interviews with the candidates. It did not appear that many of the participants selected so far fall outside any of the "hard" criteria (age, sex, income, U.S. visits, residence, academic record) except perhaps for not often being from rural areas.

There was more difficulty in assessing other suggested CAPS selection criteria: leadership potential, civic involvement, and potential impact on Honduran development. These assessments were made by the two interviewers in their conversations with the candidates and from the candidates' answers to questions on the application form. Such judgments are difficult to make without more information. It would be helpful to get some information from references about these characteristics to supplement the impressions gathered in the interviews. This would help ensure that the less aggressive candidates are not overlooked nor the more outgoing overestimated. A more standardized interview form and some training of the interviewers might also be helpful, now that the initial rush of choosing candidates in a limited amount of time is past. Useful interviewing techniques could be documented and shared with those who do the screening interviews of the short-term candidates, such as Peace Corps Volunteers and staff members of Honduras Partners.

Finally, there is the consideration of the fields in which the academic participants are seeking training. The quotas for eight fields available to the candidates are taken from the FY 1986 Country Training Plan Update. These fields in turn come from the Honduran country development strategy for FY 1985-1989. While there is no question that these are important fields for Honduran development, they may not include all of the areas in which CAPS candidates wish to improve themselves and could contribute to their country's development. Candidates may not know in which fields they would be likely to succeed. Perhaps the inclusion of more miscellaneous slots for the remaining participants to be chosen could be considered.

In many ways the entire academic program can be thought of as an orientation to the United States and to university studies. Two formal orientation programs (one in Tegucigalpa and one in Daytona Beach) for the 106 students currently in this program were being planned, but had not yet taken place at the time of the CAI evaluation.

Classes began in September 1986 with 107 candidate-scholars, referred to throughout this report as students. This group will have completed 33 weeks of in-country preparation in mid-May of 1987.

Administration of In-Country CAPS

Organizational Structure

The contract for the Honduras Caps project was awarded to AED by USAID/Honduras. The AID officer in charge of monitoring the project is the CAPS Project Officer, Mr. Anthony Vollbrecht.

AED in Washington, D.C., holds primary and ultimate responsibility as contractor for the Honduras CAPS project for long-term participants. The Academy's project director, Ms. Cristen Springet, reports directly to USAID/Honduras concerning all aspects of the CAPS Honduras Program including the in-country component.

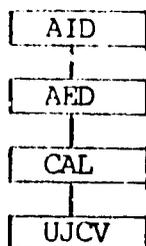
The Center for Applied Linguistics (CAL), also headquartered in Washington, is the subcontractor responsible for the in-country academic program. The Director of Special Projects at CAL, Mr. Conrad Spohnholtz, serves as the backstopping officer for CAL's in-country operations and the chief CAL representative for the project. He is the primary point of contact with AED in Washington concerning all project matters.

In Honduras there are two principal contractor representatives: the Field Director and the ESL Director.

The Field Director, Ms. Bessy de Acosta, is the principal contractor representative in Honduras. She is an AED employee and reports directly to AED headquarters in Washington. She also maintains direct contact with USAID/Honduras on the in-country aspects of the project.

The ESL Director, Ms. Patricia Miller, is a CAL employee and directs the ESL component of the training in Honduras. She reports to the Field Director on administrative matters and for coordination purposes in-country. She reports to CAL in Washington on academic matters related to the in-country ESL program.

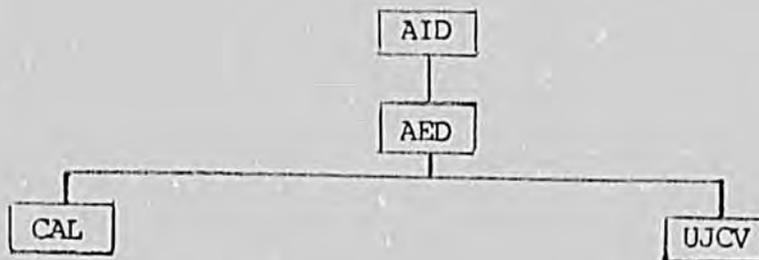
CAL, the subcontractor to AED, in turn subcontracted with the Universidad Jose Cecilio del Valle (UJCV) to provide services related to in-country training. Thus, the relationship of the various organizations in terms of contracting and subcontracting arrangements is as follows:



A complication in this relationship is that all funding to CAL in Honduras is channeled through UJCV. This arrangement was set up because UJCV has status as a legal entity in Honduras whereas CAL does not. Also, the university has the administrative infrastructure to handle the control and disbursement of funds. Because of this arrangement, CAL in Honduras has to go to its subcontractor to obtain all funding for supplies and to pay salaries of in-country CAL personnel. This funding relationship has proven awkward and has served to weaken rather than reinforce the chain of command created by the contracting and subcontracting relationships described above.

The Rector of the UJCV, Ms. Irma de Fortin, represents the university in matters related to CAPS. She negotiated the subcontract with CAL. Although it was originally planned that CAL would maintain oversight of all aspects of the in-country training, the Rector reached arrangement with CAL whereby the university would maintain control over the preparatory component of the program while providing physical facilities and administrative support to CAL's ESL component.

Since the Rector had maintained a direct line of communication and close contact with AED in Washington, she began to report directly to AED in Washington on academic matters, bypassing any reporting relationship to CAL altogether. From the beginning she viewed the relationships among project organizations as follows:



There is no unified direction of the in-country academic program. Each of the two components is under separate direction, one by the ESL Director and the other by the Rector. This arrangement has proven unacceptable for effective project management and coordination. Central leadership is needed to unify the program.

On administrative matters the ESL Director and the Rector report to the Field Director, the central contact point for administrative matters in-country. On academic matters and for backstopping support, the ESL Director and the Rector currently report to CAL and AED respectively.

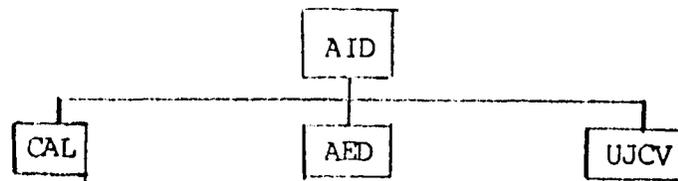
Coordination and Communication

This organizational structure has been inadequate to foster effective communication and coordination among the contractors and subcontractors. All three of the in-country contractor administrators, representing AED, CAL, and UJCV, began to look to the CAPS Project Officer for decisions or to arbitrate differences.

Meanwhile, communication and coordination between the two components of the academic program at the university became more strained. The ESL Director and the Rector had conflicting management styles and their approaches to the implementation of CAPS training differed greatly. Also, since each was in charge of only one component of the CAPS academic program, neither was in a position to rectify problems that developed.

Although training at the university continued fairly normally and students made notable progress, underlying tensions at the administrative level increased. In order to increase coordination, AID's CAPS Project Officer decided to call regular biweekly meetings for coordination purposes at AID, including the Field Director, the ESL Director, and the Rector. The Counselor, an AED employee who reports to the Field Director, also attended the meetings.

At these meetings, the CAPS Training Officer was put in the position of making decisions for the contractors on issues about which they were not able to reach agreement. In terms of in-country management of the project, and the in-country reporting relationship to the CAPS Project Officer, the diagram of the project in Honduras became as follows:



This relationship is unacceptable because the CAPS Project Officer, whose job it is to monitor the project, has become the arbitrator of differences among the contractors and the chief decision maker concerning details of the implementation of the project in Honduras. He does not wish to be in this position nor should he be. Proper lines of authority and command must be established among the contractors to alleviate this problem.

The Project Counselor

The original Counselor for the project resigned in January 1987; her replacement was not hired for two months. Consequently the current Counselor, Vilma de Arias, had been on the job only two months at the time of the CAI evaluation. She is Honduran, a graduate of the teachers's college in Tegucigalpa, and holds an M.A. in Counseling from the University of Iowa.

The Counselor plays a key role in the in-country implementation of the project. She helps students identify their training objectives and monitors the academic and social adjustment of students. She has a number of administrative duties related to collection of student documents, maintaining student files, and assisting in the application process to U.S. colleges and universities. A copy of her job description appears in Appendix 1.

She is currently counseling many students concerning the anxiety they feel about leaving family and friends for the United States. She is also working with small groups of students on values clarification. Her work is highly relevant to the specialized needs of the CAPS students. A list of questions the counselor used for discussion purposes in a recent values clarification workshop appears in Appendix 2.

In addition to counseling students and serving as a liaison between teachers and students, the Counselor was asked recently to organize and manage joint meetings for teachers of the ESL and preparatory components. This puts her in the difficult position of dealing with tensions between the ESL and preparatory teachers. This is not an appropriate duty for a student counselor and, if tension between her and the teachers results, it could make her teacher-student liaison duties more difficult.

She should be invited to teachers' meetings but not required to chair them. Management of these meetings should be undertaken by a teacher or a supervisor of the teachers.

The Counselor is gaining the confidence of the students and teachers. She is developing programs and activities that help students deal with important social and cultural issues that face them. She is doing an effective job and is a definite asset to the program.

Approach to the English Language Training Component

The approach to the ESL training goes beyond questions of methodology and content in the classroom. From the beginning, the ESL Director set out to create a learning environment based upon meet the needs of the students. There was an understanding that this group of students would have special needs and that the program must be tailored to meet them.

The academic aspects of the program are supplemented and interspersed with activities designed to:

- build confidence and self-esteem;
- stimulate critical thinking;
- develop effective study skills;
- increase test-taking skills;
- foster feelings of goodwill towards both Honduras and the United States;
- instill pride in being part of CAPS and the accomplishment of CAPS objectives;
- orient students towards U.S. culture;
- prepare students for the culture shock they will likely experience; and
- orient students to U.S. academic life.

These aspects of the ESL program are appropriate for a CAPS program because they help to meet the emotional needs of the students as well as their academic needs. They also provide students with practical skills they will need in the U.S. academic environment.

This approach affects many aspects of the program including:

- teacher selection;
- teacher training;
- extracurricular learning activities;
- the teacher-student relationship.

Teacher Selection

ESL teachers were selected on the following criteria:

- fluency or near fluency in English;
- a college degree;
- some teaching experience, preferably in ESL;
- study in the United States;
- personality, including commitment to the program, commitment to excellence in teaching, desire to learn, agreement with the objectives of CAPS, perceived professionalism.

While a degree and teaching experience were considered in teacher selection, the intangible qualities of dedication, professionalism, and commitment to growth as a teacher were important factors in determining who was hired for the ESL teaching staff.

This approach to selecting and hiring teachers has been effective. The ESL teachers demonstrate talent, commitment, and enthusiasm for teaching. They also share common values and work cooperatively as a team.

Teacher Training

Teacher training is an ongoing and integral part of the ESL program. This is necessary in part because of the relative inexperience of most of the ESL teaching staff. However, even for those with previous ESL experience, professional growth through teacher training is considered essential to being a teacher in the program.

Three weeks of preservice training was provided to all of the ESL teachers. Methodologies and a general theoretical background concerning language learning were presented. Then practical work in the use of the books selected to teach each of the language skill areas was undertaken.

Inservice training includes training sessions and classroom observation. Teacher training sessions address theory of language learning and teaching, textbook orientation, testing, and techniques and innovations. Two days (twelve hours) are devoted to inservice training before each trimester. This is an adequate amount of time for inservice training especially considering that it is complemented with additional weekly inservice workshops.

In the inservice meeting observed during the CAI evaluation, the ESL Director reported on techniques, methodology, and philosophy of education presented at the recent convention of Teachers of English as a Second Language (TESOL) in Miami. The topics discussed at this inservice training session were well

chosen as they dealt with the affective as well as effective needs of the learner and thus were relevant to the CAPS students. However, the effectiveness of the session would be enhanced if practical applications of the concepts presented were given more emphasis.

Extracurricular Learning Activities

The Tuesday Night Lecture Series is an important supplement to the ESL component. The purpose of the lectures is to provide the students with more information about the U.S. culture and to give them additional language practice outside of class. Students are exposed to a variety of speaking styles and have an opportunity to interact with native speakers who are guests from outside the program.

Students review an outline of the lecture with their teachers. Then they listen to the lecture, take notes, and meet afterwards to discuss the lecture in small groups. Later the students listen to a tape of the lecture and ask questions. (This process is shortened somewhat on nights when an exam is scheduled the next day.) The lecture series is an effective supplementary activity for the academic program because it exposes students to a variety of facets of U.S. culture and develops listening and note-taking skills. Students receive information in more than one form and are then required to analyze, evaluate, and discuss it. Note-taking and other study skills are learned as an integral part of the process.

Lecture topics ranged from American Agriculture to Softball in the United States. The topic of the lecture observed by the evaluation team was Race Relations in the United States. The students were exposed to a balanced view of U.S. race relations. It was clearly a topic of interest and concern to them.

Each morning, students spend one hour in supervised independent study in accordance with their individual interests and needs at the Language Resource Center. Students are thus able to participate in their educational process, an important goal of the ESL program. Students were observed in the Resource Center working intently with a variety of materials such as books, tapes, and games, each designed to reinforce one or more language skill. In informal interviews students spoke highly of the Language Resource Center. They enjoyed the freedom to choose a learning activity that appealed to them and to work at their own pace.

The Teacher-Student Relationship

Each ESL teacher instructs one group of students five hours a day for three months; then classes are rotated. This gives teachers extensive exposure to the students and they get to know each one as an individual.

A close caring relationship has developed between the ESL students and their teachers. The teachers are encouraged to foster this. For example, they will meet with a group of students for recreational activities such as a movie or a picnic at the park. The teachers speak English to the students outside of class.

Two teachers hold a regular Wednesday night meeting for their students. The students use a grammar software program that one teacher owns and watch movies in English on the VCR at the teacher's home. Another teacher recently held a party for his class and invited Americans who conversed with the students and sang songs with them in English.

Activities such as these provide excellent practice in listening and speaking for the students, especially in an informal context. It is a tribute to the dedication of the ESL teachers that they are willing to devote their time and energy outside of class to these activities.

Because of the close relationship between teachers and their students, and because many of the students are living far from home for the first time, the students often come to the teachers for advice about family problems, housing difficulties, or other personal problems. This was particularly true during the two months when there was no Counselor, although it remained true after the new Counselor was hired.

One teacher said that five students had come to her crying during the last two weeks. These students were deeply concerned about their upcoming departure for the United States and felt anxiety about all of the unknowns that were in store for them.

It is natural for students to come to teachers they trust with personal problems. However, there is the danger that teachers, who are not trained in counseling, can give poor advice to students. Teachers should be given guidance by their supervisors concerning what type of problems they can appropriately deal with and what problems should be referred to the Counselor.

There is evidence that some teachers listen to student complaints about other teachers. While there is a natural tendency to listen, it must be resisted. Such complaints should be referred to the proper supervisor. Professional practices in this area should be discussed at teachers meetings and training sessions.

Methodology in the ESL Program

The methodology used in the ESL program is rooted in the following concepts.

- Education should be student-centered.
- The teacher is a facilitator of the learning process.
- Teacher empathy with students is paramount.
- A cooperative, supportive environment is necessary for effective learning.
- Education should attend to the affective dimensions of the learner.

The approach to teaching ESL is eclectic, that is, it draws upon various methodologies. An eclectic approach is common in many ESL programs today because effective programs tailor their approach, drawing upon aspects of various methodologies depending on students' needs.

The criteria used in this evaluation to determine the appropriateness of the approach used in this program are as follows.

- Is the approach planned and formalized?
- Is it consistent with the objectives of the program?
- Is it internally consistent?
- Is it appropriate to the specific needs of this group of students?
- Is there evidence that it is effective?

The program is designed to prepare students for academic studies. Therefore, of the four language skills, listening, reading, and writing are emphasized over speaking, especially at the beginning level.

There is a progression in the methodologies used as students proceed from beginner to advanced levels. One of the first methods used is Total Physical Response. This method is based upon the theory that listening is the first skill that should be developed in the second language learner, just as it is with the learner of a first language.

As students progress, some aspects of the audiolingual method are introduced. This method is derived from the behaviorist school, which believes that language can be learned through the development of conditioned responses. Key to the audiolingual method is the use of drills. Repetition, substitution, transformation, question-and-answer, and other drills are employed. Even at this stage the drills are put in context as much as possible and students move from controlled to communicative activities.

As students progress into the third and fourth levels in the program, there is a transition into more communicative methodologies. Fluency is stressed rather than controlled response. Students learn that there is more than one correct response to a question and there can be different shades of meaning. Communication is emphasized as the goal, not correctness in grammar. Work in small groups maximizes the amount of students' communicative practice.

It was during this stage of the program, when the broadest communicative approach is employed, that this evaluation was conducted. During classroom visits the teachers demonstrated a good grasp of communicative methodology and, for the most part, applied it appropriately and effectively. They were well prepared, maintained a good pace, built upon the natural interest and enthusiasm of the students, and used examples that related to the personal experiences of the students.

There were some teaching practices observed, however, that could be modified to improve the program. For example, in one class the teacher's introductions leading into new activities were too short or nonexistent, resulting in awkward

transitions. Two other teachers repeatedly allowed several students or the whole class to answer open-ended questions at once, thus making it difficult to hear what any of the students had said. Another teacher chose only a few of the most outgoing students to answer questions rather than drawing in the whole class to participate. These are examples of practices that need attention during future training sessions.

The eclectic approach that is used is appropriate and is tailored to the needs of the students. Its emphasis on English for academic purposes is fitting for the CAPS program.

The approach used is internally consistent and follows a natural progression from controlled exercises to communicative activities. Experience with traditional teaching methodologies in most Honduran high schools makes it easy for the CAPS students to adjust to the drills and other controlled activities of the early stages of the program. Then the students are slowly drawn into communicative methodology where they face more choices in how to communicate and take a larger role in their own learning process.

A wide variety of techniques are employed to generate communicative activity including games, skits, and debates. The students are motivated. They are anxious to express themselves and enter into classroom activities with enthusiasm. In student interviews, many expressed amazement at the speed with which they had learned English.

The driving force behind the ESL component is the ESL Director who created the program and deserves much credit for the progress achieved so far. She knows each of the students and maintains direct contact with them. She hired and trained the teachers, designed and developed the courses, and takes an active hand in the implementation of the program. Her teachers respond well to her leadership and demonstrate a high level of ability and dedication.

Content in the ESL Component

In the ESL program a detailed syllabus is developed for each level (see Appendix 3). There is a core text, Streamlines, that is used for one hour each day. This text is supplemented by numerous other books and materials, some required and some optional. Teachers are given flexibility within limits for using the supplementary materials. This flexibility is a positive aspect of the program because it allows teachers to tailor lesson plans to the needs of the students.

In level I the emphasis is on listening. Two texts are used that present Total Physical Response exercises. Supplementary handouts introducing students to U.S. culture are also used. Some survival English is presented. A contextualized grammar book is available for work out of class, thus giving students exposure to working independently. A text called Triple Takes introduces students to beginning basic reading strategies.

In level II, the core Streamlines text, which presents many situations common in American daily life, continues to be used. U. S. culture is also taught

through a book entitled American Cultural Encounters. Common cultural situations are presented and questions and answers to clarify students' concerns are given in the back of the book.

Listening skills are developed through material presented in Improving Aural Comprehension, through content areas such as history, mathematics, and geography. Students learn to deal with abstract relationships; organizational methods are also stressed. Critical thinking is taught here, as it is at all levels.

In Levels III and IV, predictive skills in reading are developed. Note taking, test taking, and other skills necessary for academic achievement are covered. In writing, controlled, organized expository writing is emphasized.

One of the strengths of the ESL program is the wide variety of quality supplementary teaching materials that are available to teachers and students for each skill area at each level. Guidance is given teachers on how and when to use the materials. Teachers are called upon at teachers meetings to share their experiences using the various materials.

Standardized Test Scores

A variety of standardized tests were used in the ESL program. The SLEP was administered primarily for placement purposes and the John and PSI tests were employed to measure oral proficiency. However, it is the TOEFL that will determine whether students meet minimum entrance requirements for the academic institutions of their choice. The TOEFL was administered at the end of the first and second trimesters. The mean increase in scores was 37 points, showing reasonable progress over a twelve-week period. Some students showed an increase of over 100 points during the period.

A breakdown of the number of students in each of seven score ranges for each of the two administrations of the TOEFL is as follows.

	Number of Students		
	First Admin.	Second Admin.	Change
Under 300	1	0	- 1
300-349	11	1	-10
350-399	49	30	-19
400-449	28	35	+ 7
450-499	13	27	+14
500-549	5	13	+ 8
550-599	0	1	+ 1

It can be seen that the number of students in the lower ranges decreased significantly while those in the higher ranges increased. The total number of students scoring above 400 increased from 46 students to 76 while the total under that level dropped from 61 students to 31. Targets set in the original contract with AED were to bring students to at least the 400 to 450 range while still in-country. Indications are that this target will be reached by most of the students.

It should be noted though that there are approximately 20 students who have shown poor progress and may not meet the minimum targets set for later administrations of the TOEFL. As a consequence of their low scores, the number of academic institutions in the United States that will admit them will be limited and the quality of those institutions will be relatively low. It is recommended that future groups be advised early in the program that those with low TOEFL scores will attend academic programs in Puerto Rico where TOEFL requirements are less demanding.

A third TOEFL will be administered at the end of the third trimester. It will determine the exact number of students that meet the targets set. It will also provide more data concerning the effectiveness of the program as measured by increases in TOEFL scores.

One practice SAT test was administered in March 1987. Scores ranged from 200 to 420 on the verbal section with a mean score of 254. Mathematics scores ranged from 210 to 610 with a mean of 366. The low scores reflect the limited level of English of most of the students at the time the test was administered. It is expected that students will fare much better on the SAT that will be administered following topping off ESL training in the United States.

Approach to the Preparatory Component

The approach to preparatory training differs greatly from that of the ESL component. It is strongly influenced by the fact that UJCV is a university. It is the Rector's philosophy that students will best be prepared for the U.S. university environment by exposing them to a similar setting in their preparatory classes. The program is implemented much like a university program.

Administration of the Preparatory Component

The component is directed by the Rector of the university. Directly under her supervision is the Academic Dean, who is also the coordinator of the science program. The coordinators at UJCV for the CAPS program are equivalent to department heads at any university. This trimester there are is one coordinator for each of the three subject areas: science, mathematics, and history. Under each coordinator there are two or three teachers. The coordinators also teach.

Each week the Rector meets with her three coordinators. They, in turn, meet with their teachers. At the meetings, academic and administrative concerns regarding the implementation of the preparatory component are addressed. It was found that coordination within the preparatory component was generally good.

Preparatory teachers are hired based largely upon their academic qualifications. The first consideration is their degree. Also given great weight is experience teaching at either the National University or in UJCV's regular degree program. Whenever possible the Rector hires teachers who have proven themselves at UJCV or who she knows by reputation as effective university professors.

Teachers are hired by the trimester, that is, a teacher may work one trimester and not the next. Since preparatory classes are offered only two hours each afternoon, most preparatory teachers are using the work to supplement their teaching in the regular university program at UJCV and at the National University.

An effort should be made starting next trimester to redesign the scheduling so that preparatory teachers can be hired for more hours per day and preparatory classes can be interspersed with ESL classes in the morning as well as in the afternoon. In this way the preparatory teachers can be helped to feel a more integral part of the CAPS academic team.

One important thing the preparatory component lacks is a clear and detailed statement of objectives for the component. The Rector has been aware of the need for this for some time. In a report to AED dated October 31, 1986, she recommended that the academic achievement expected of students and the responsibility of UJCV for that achievement be more clearly defined. This recommendation was repeated in a report dated March 20, 1987. Subsequent to each of these meetings, progress was made in clarifying and updating the curriculum but formalized objectives have yet to be established.

As at most universities, teacher training sessions are not required for teachers. Also, there is not formal orientation to the nature and purpose of CAPS for preparatory teachers. It is recommended that orientation and teacher training related to CAPS be provided to preparatory teachers.

Methodology

The methodologies used in the preparatory component tend to be traditional. The most common classroom technique employed is lecture followed by questions and answers. Most of the teachers go beyond simple information dissemination and encourage critical thinking skills such as analysis and evaluation. Many were also observed to encourage student-to-student exchange and discussion.

As a whole the preparatory teachers were well prepared and quite knowledgeable about the material they were presenting. Pacing of the classes was generally good, the blackboard was used effectively, and classes were well organized. In most of the classes observed the students were motivated and there was obvious interest in learning. In others it was clear that more variation in techniques for delivering the material was needed to keep students' attention.

One science teacher effectively incorporated discussions about current social issues into her class. In biology class, students discussed the harmful effects of drugs as part of a unit on the nervous system. When studying the reproductive system, they discussed birth control methods although use of these methods was not suggested or promoted. The incorporation of social issues into science classes should be continued in the preparatory classes because it makes them relevant, maintains student interest, and helps prepare students to deal with issues they will confront in the United States.

In the mathematics program, some time each week is devoted to a supervised study hall where students study alone or in small groups and the teacher circulates to answer any questions the students have. The supervised study time is a positive aspect of the program. Students work at their own pace. Teachers are able to give some students extra individual attention. Also, Honduran students are accustomed to working in small groups and feel comfortable with the approach. The student-to-student exchange has been positive and more advanced students help those who are having difficulties.

For the most part students felt that they were learning in the preparatory program. They spoke highly about several of the teachers. They also stated that they recognized the importance of the preparatory courses to their academic development.

Test Scores

Students have shown notable progress on the two versions of the GED in Spanish that have been administered. Scores on the writing section, for example, have shown marked improvement. Measured in terms of high school grade level, students rose from 9.7 to 10.8 in just three months. There was some improvement on the science section from grade level 11.5 to 11.8. Only the chemistry part of the science section was administered.

The mathematics section of the GED was administered on the second test date only so there will be no comparative scores available until the end of the third trimester when it is administered again. The scores from the second trimester show the mean at the 9.1 grade level. The range of scores is greater in mathematics than in the other two subject areas tested. In mathematics the range was from the 2nd through the 12th grades.

The Students

In numerous informal interviews, students expressed overall approval of the program. For the most part they spoke highly of the ESL and preparatory teachers although they mentioned that some were more effective than others in both components of the program.

A great deal of concern was mentioned regarding the reorganization of the mathematics classes to offer a basic level course. Many students at lower levels in math felt they were initially placed in too high a level and that it took too long to organize and get the books for the basic course.

Many of the students mentioned the intensity of the program to be a difficulty they had to adjust to. The challenge was to organize their time properly and this, they felt, they were learning to do. A number of students felt that they needed more practice in research and library skills and in speaking to groups.

The students filled out a questionnaire designed by the evaluators to gather their opinions about the current program and to obtain information about their expectations. Eighty-three students responded, 27 women and 56 men. A copy of the questionnaire is in Appendix 4.

When asked how they first heard of the CAPS program, the students answered as follows:

A friend	48%
Newspaper	13%
Someone at AID	9%
Radio	1%
Public Library	1%
Organizations	29%

The organizations mentioned included the Chamber of Commerce (5 percent), the Instituto de Cultura Interamericana (3 percent), the Ministry of Natural Resources (4 percent), and numerous other organizations (18 percent).

When asked which sector they worked in before starting the CAPS program they responded as follows: 32 percent in the government sector, 36 percent in the private sector, and 32 percent were not working. Upon finishing the program, 49 percent expected to work for the government, 21 percent in the private sector and 29 percent were not sure.

It can be seen from these figures that a greater percentage expected to work for the government after the program than had been government workers before the program started. This is evident in the numbers of students expecting to change sectors. Of those who had worked for the private sector before, 35 percent expected to switch to the public sector after the program whereas only 11 percent of those previously in the government expected to change to the private sector after the program.

The students were asked if their knowledge in the following areas was sufficient to start their studies in academic institutions in the United States.

The Areas:

Percentage of Students

	<u>More than Sufficient</u>	<u>Sufficient</u>	<u>Not Sufficient</u>
My level in English	1	70	29
My level in Math	12	66	22
My level in Science	7	66	27
My study skills	14	83	4
My research techniques	8	73	19
My exam-taking skills	16	78	6

These questions were designed to measure the level of confidence the students had in their capability to succeed in U.S. academic studies. It should be noted that the percentage in the academic subjects who felt their level was sufficient or better was:

English	71%
Mathematics	78%
Science	73%

Thus, their level of confidence fell into the same general range for each of these subjects. Confidence was higher in study skills, research techniques, and exam-taking skills, although 19 percent did not feel adequately prepared in research techniques.

They were asked to what degree they had experienced the following.

	<u>None</u>	<u>Some</u>	<u>A lot</u>
Home sickness	59	38	2
Loneliness	79	18	2
Health problems	55	41	4
Family problems	64	29	7
Financial problems	17	67	16

When asked which of the following sentences were true or false for them they responded as follows:

	<u>True</u>	<u>False</u>
The location of UJCV is convenient	20	80
The physical facilities of UJCV are adequate	5	95
The regular students at UJCV accept us	12	88
I have access to the counselor when needed	90	10
The administrative paperwork done by AED was efficiently done	95	5

The percentages registering dissatisfaction with the location and physical facilities of UJCV was judged by the evaluators to be quite high. In interviews with students, one major complaint about the physical plant concerned the small number of laboratories and their poor maintenance. Also, inadequate ventilation and high noise levels between classrooms were mentioned as problems. It should be noted that some of these problems, such as laboratory maintenance, can be ameliorated without major expenditures.

Eighty-eight percent of the CAPS students stated that the regular UJCV students did not accept them. It was clear from interviews that this was due to the fact that the regular university students were primarily from the upper-middle class whereas CAPS students were not. The result was that CAPS students kept to themselves. There were essentially two student bodies at the university.

When asked who paid for their scholarship, students answered as follows:

AID	78%
U.S. Government	11%
Caribbean Basin Initiative	5%
CAPS	1%
AED	1%
Do not know	1%
Left blank	2%

Thus 96 percent answered AID, the U.S. Government or a U.S. Government program. However, the five percent who answered the Caribbean Basin Initiative were not technically correct because CAPS is not a part of that U.S. economic program.

Students were asked to list five characteristics of Americans whom they would encounter during their stay in the United States. The adjectives or phrases most mentioned and the number of times they were mentioned follow:

Independent	28	Intelligent	9
Individualists	23	Time conscious	9
Some discriminate/racist	22	Practical	8
Responsible	18	Serious students	6
Punctual	18	Honest	6
Friendly	14	Self-confident	5
Hard working	13		

It should be noted that discrimination or racism was mentioned a relatively large number of times. This is probably influenced by the fact that race relations in the United States had been discussed in the ESL program just before the questionnaire was administered so it is not surprising that the racial discrimination in the United States was on the students' minds. The evaluators felt that the discussion of racism was a constructive aspect of the program and should be included in the future.

Concerning the overall effectiveness of the CAPS program in Honduras, 6 percent of the students indicated that it was fair, 57 percent responded that it was very good, and 37 percent stated that it was excellent. The evaluators found it quite positive that a total of 94 percent rated the program to be very good or excellent.

LESSONS LEARNED ABOUT IN-COUNTRY CAPS FOR LONG-TERM PARTICIPANTS

There were only three months between the signing of the CAPS Honduras contract and the first classes in the in-country academic program. A tremendous effort was required by all parties to design and implement the program in this short time. The short start-up was part of the reason for flaws that later impeded the implementation of the project. One flaw in particular, the lack of one director for both the ESL and preparatory components, proved later to be a major obstacle to efficient management in that there was a lack of centralized leadership in the academic program.

The ESL Director and the Rector had quite different approaches to preparing CAPS students to enter U.S. colleges and universities. The approach of the ESL Director was to create a total learning environment that met students' emotional as well as academic needs and that utilized a wide variety of learning activities and techniques to develop skills necessary to succeed in the U.S. academic environment. The Rector's approach was to expose students to a university environment, thus giving them the experience of what they would face when they reached the United States. This difference in educational approaches further emphasized the division between the two components of the program.

There are merits to both educational approaches, but if the program is brought under unified direction, the total learning environment is the recommended approach. It can include some simulations of a university setting, but it must go beyond that to provide effective instruction in the skills necessary to cope in a U.S. university.

Two key decisions were made by AID concerning selection of the first group of students that affected the in-country academic program. First, no tests would be used to select candidates for the program. The only academic criteria used in selection was the minimum grade point average from high school of 65 out of 100. It was also decided that no students in the first group would be selected out of the in-country program based upon a failure to meet minimum standards.

A consequence of these decisions was that students with a wide variety of levels of aptitude and achievement entered into and stayed in the program. One of the greatest challenges of the in-country academic program has been to provide a broad enough set of course offerings to accommodate the range of aptitudes and capabilities of the students.

Some 15 to 20 of the students who are at the lower end of the range have had great difficulty academically, especially in courses such as ESL and mathematics. Their TOEFL scores following the third trimester may not reach the targets set for the end of the in-country program. Their SAT scores on upcoming administrations of the test will likely be low and will limit their choices of academic institutions in the U.S.

A positive step was taken when the minimum grade point average from high school was raised from 65 percent to 75 percent for future groups. By following the recommendations in this report concerning recruitment, screening and selection, further progress can be made in selecting students who are more likely to succeed in the academic program.

Much has been learned from the experience with the first group of students that can be applied to the second group. Positive adjustments have been made in the curriculum for both components. Levels have been established in courses such as English and mathematics that better accommodate the range of capabilities of the CAPS students. Systems are in place to order books with sufficient anticipation to avoid the delays that plagued the program in the second trimester. With additional changes as recommended in this report, the program has the potential to become a model for other in-country CAPS programs.

CONCLUSIONS AND RECOMMENDATIONS CONCERNING IN-COUNTRY TRAINING FOR LONG-TERM CAPS PARTICIPANTS

1. There needs to be a refinement of the recruitment, screening, and selection processes for the academic participants. A standard interview form, training of interviewers, and gathering further information from references should be incorporated into the selection process.
 - Redo the brochure for this program with more emphasis on interests of the potential candidates. Focus this brochure

only on the academic program. Be sure the brochure includes all of the programs that are available to the academic candidates (look at fields listed and degrees available).

- Have meetings of the USAID/Honduras technical office staff members and the selection committee members to be sure they all have a similar understanding of the CAPS objectives and selection criteria. Use sample dossiers to teach and standardize the rating process. For example, be sure that every candidate with a complete dossier is rated or ranked.
 - Have the selection committee talk with the class members they have chosen at some time during their training.
 - Consider rotating some of the members of the selection committee each year to ensure impartiality.
2. The academic program requires central direction and leadership as well as appropriate reporting arrangements with the backstopping organizations in Washington.
- Consolidate the ESL and preparatory courses into one unified program under a single director.
 - The director of the academic program should report to the Field Director on all administrative matters concerning the program and to CAL in Washington concerning academic matters.
 - CAL should become the central point of contact for all backstopping and support for the academic program.
 - AED in Washington should continue to provide direct backstopping and supervision to the AED office in Tegucigalpa.
 - The resources at AED in Washington that could benefit the in-country academic program should be channeled through CAL to the program.
 - The director of the academic program needs a full-time secretary, a typewriter, a telephone, and direct access to a photocopying machine.
3. Further changes are necessary to facilitate effective administrative management of the program.
- The AED office in-country should be moved to the same facility as the academic program or, if space is not available there, extremely nearby.

- Students should be informed at the outset of the program that some of them will go to Puerto Rico. Decide which students will go as early as possible in the program.
 - The AED office should ensure that matters such as student medical exams are handled early in the program, not in the final two weeks of class.
4. Further refinements in the academic program are needed to enhance the quality of the program.
- Study habits should be eliminated as an academic course and integrated into other courses in the program, as was recommended by Ida Warren in November 1986.
 - Provide preparatory teachers with preservice and inservice training on teaching methodologies, techniques for remedial training, and testing for CAPS.
 - Expand the Learning Resource Center to include materials related to the preparatory courses.
 - Each trimester, give any new teachers starting in the program an orientation on the nature and purpose of CAPS.
 - The director of the academic program should lead joint ESL/preparatory teachers' meetings.

APPENDIX 1

JOB DESCRIPTION FOR PROJECT COUNSELOR

- Assisting participants to clearly and accurately identify their training objectives
- Monitoring the participants' progress in ESL and remedial training, especially as it relates to general academic and social adjustment
- Providing ongoing orientation to U.S.A. culture and society including the educational system
- Assisting participants in all steps of the placement process
- Assembling all necessary documents for student files; following-up with students to make sure files are complete before sending to AED/Washington, D.C.
- Assist participants in completing materials for placement
- Submit reports regularly to in-country training specialists
- Assisting in all phases of the re-entry and follow-up process. Including re-entry seminars, interviews, maintain contact with participants through seminars and provide information on employment opportunities
- Serve as a liaison between teachers and students
- Serve as the testing examiner, after initial testing
- Meet with each student to review academic background and entry test results
- Assisting in the following areas:
 - . Test Schedule list
 - . Proctor Tests
 - . Score Tests
 - . Compile Master Forms in order to save instruction time
 - . Set-up a file on each student
 - . Enrolling students in appropriate in-country courses
- Perform other functions as directed by the Field Coordinator

35

APPENDIX 2

VALUES CLARIFICATION			367	368	VALUES CLARIFICATION		VALUES CLARIFICATION	369	
THE QUESTIONS									
<i>Are you someone who...</i>									
Y	N	M	1.	is likely to have six or more children?	Y	N	M	25.	will not permit your hair to gray naturally?
Y	N	M	2.	will probably never give up smoking?	Y	N	M	26.	is apt to go out of your way to have a black (white) as a neighbor?
Y	N	M	3.	would lie to save someone else's reputation?	Y	N	M	27.	can't have fun at a party unless slightly drunk?
Y	N	M	4.	could be satisfied without a college degree?	Y	N	M	28.	is apt to become increasingly active in civil rights?
Y	N	M	5.	will be the first one in the class to get to Europe?	Y	N	M	29.	would have no difficulty if a black (white) moved into your neighborhood?
Y	N	M	6.	will never want to go to Europe?	Y	N	M	11.	will most likely never grow a beard? (boys)
Y	N	M	7.	will probably wear long hair all of your life?	Y	N	M	12.	will always read the sports page?
Y	N	M	8.	is likely to practice natural childbirth?	Y	N	M	13.	will always read the comics?
Y	N	M	9.	is likely to marry someone of another religion?	Y	N	M	14.	is apt to experiment with pot?
Y	N	M	10.	is likely to grow a beard some summer? (boys)	Y	N	M	15.	will marry for money?
				is likely to date a boy with a beard? (girls)	Y	N	M	16.	will run for public office?
					Y	N	M	17.	would be a difficult person to be married to?
					Y	N	M	18.	would not consider getting engaged without a ring?
					Y	N	M	19.	is likely to publish a short story someday?
					Y	N	M	20.	cheats on exams?
					Y	N	M	21.	is likely to get fat?
					Y	N	M	22.	will watch a lot of TV at age 40?
					Y	N	M	23.	is apt to get into trouble with the law?
					Y	N	M	24.	knows nothing about birth control?
					Y	N	M	30.	will subscribe to <i>Playboy</i> magazine?
					Y	N	M	31.	is likely to turn out to be a liberal who went conservative?
					Y	N	M	32.	will probably make a bad first marriage?
					Y	N	M	33.	will change your religion?
					Y	N	M	34.	is sure to move away from your hometown?
					Y	N	M	35.	will make a career in the military?
					Y	N	M	36.	will probably live to a ripe old age?

2/2

Appendix II

REVISED SYLLABUS

LEVEL I

Core Text

Departures

Culture

Supplementary Materials

Listening

Before Book One
Live Action English

Grammar

Grammar work 1 & 2

Reading

Triple Takes

Writing

Journal writing

LEVEL II

Core Text

Connections

Culture

American Cultural Encounters

Listening

Improving Aural Comprehension

Grammar

Azar: Fundamentals of English Grammar

Reading

Folse: Intermediate Reading Practices

Writing

Blanton: Elementary Composition Practice

Book 2
Journal writing

LEVEL III

Core Text

Connections/Destinations

Culture

American University Encounters
Face to Face

Listening

Improving Aural Comprehension
Listening Tasks
TOEFL Listening Test Kit 2

Grammar

Azar: Fundamentals of English Grammar

Reading

Sonka: Skillful Reading

Writing

Blanton: Intermediate Composition Practice

Book 1
Journal writing
Process writing

ENGLISH LANGUAGE PROGRAM - CAI

Program Components by Level

LEVEL I

Classes

20 hrs p/wk

LRC

5 hrs p/wk

Recreational Enrichment

Once a month

Testing

1. General Orientation

- Orientation week

2. Orientation to the SLEP

- Orientation week

LRC

American Culture

1 evening p/wk

Functional American Culture

integrated into lessons

2) LEVEL II

A. Classes

20 hrs p/wk

B. LRC

5 hrs p/wk

C. Recreational Enrichment

Once a month

D. Testing

1. TOEFL Strategies

- 4 hrs

2. Practice TOEFL

- home study

3. Introduction to SAT - Verbal

- home study

4. Practice SAT

- home study

5. Follow-up to SAT

1 hr

E. Culture

1. American Democratic Institutions

Lectures - 1 evening p/wk

2. Functional American Culture

integrated into lessons

3. American Culture Encounters

3) LEVEL III

A. Classes

20 hrs p/wk

B. LRC

5 hrs p/wk

C. Recreational Enrichment

Once a month

D. Testing

1. More TOEFL Strategies

Test Kit 1 - 10 hrs

Test Kit 2 - 10 hrs

2. Special TOEFL grammar

TOEFL materials from Heinle &

Heinle - 4 hrs

E. Culture

1. American Values & Belief

2. Interviews w/Americans - 12 hr

3. Problems in Am. Society

4. Academic and geographical Semi.

5. SIARE Program

6. Functional American Culture

3D

RTT

February 13, 1987

Syllabus for Level IV

Core Text

Streamline: Destinations

Culture

Face to Face

How to Survive in the USA

Listening and Notetaking

Advanced Listening Comprehension

Listening and Learning

Grammar

Understanding and Using English Grammar

Reading

Skillful Reading

Reading English for Academic Study

Writing

Independent Writing

Paragraph Development

ENGLISH LANGUAGE PROGRAM - CAL

LEARNING RESOURCE CENTER

LEARNING ACTIVITIES FOR SEPTEMBER AND OCTOBER/86

Listening		Reading		Activities				
ACTIVITY	No.	LEVEL	BOOK	No.	LEVEL	ACTIVITY	No.	LEVEL
1. Improving Aural Comprehension (Class reinforcement)(Units 1-)	5	L II	1, Photo Stories Blues for Julie Lucky's Last Laugh Roms Diamond Private Eye	2	L I	1. Concentration Games	7	L I, II
2. Speak Up (Pronunciation)	12	L I, L II	2. Oxford Picture Dictionary	2	L I	2. Word Ways Cubes	1	L I, II
3. Jazz chants (grammar/culture)	2	L I, L II	3. Oxford Picture Dictionary Workbook	2	L I	3 Word Ways Game Cards	1	L I, II
4. Carolyn Graham Song Book (grammar/culture)	3	L I, L II	4. Longmans Structural Readers Stage One	1	L I, L II	4. Word Ways Game Boards	set	L I, II
5. Missing Person (listening strategies)	12	L II	Loch Ness Monster	2	L I	5. Verb Bingo	1	L I, II
6. Streamlines-Departures Classroom reinforcement	3	L I	Sheriff	2	L I	6. Paired Communicative Activities	15	L I, II
7. Streamlines-Connections Classroom reinforcement	3	L II	Elvis	2	L I	7. The Gift Game	7	L II
8. Oxford Vocabulary	2	L I	Franklin Street	2	L I	8. Word Order Cards	1	L I
9. Side by Side 1a.	2	L I	Gary's First Season	2	L I	9. Scrabble	1	L I
10. American Folk Song Heritage	6	L II, L III	Stage Two	2	L I,II	10. Perquacky	1	L I
			K's First Case	2	L I,II	11. Word Cubes	1	L I
			The Psychic	2	L I,II			
			In the Beginning	2	L I,II			
			Girl Against the Jungle					
			Rock Stars					
			5. Intermediate 'Anecdotes	1	L II			

APPENDIX 4

CUESTIONARIO PARA ESTUDIANTES DE CAPS

(x)=number

Nombre completo: _____

Edad: _____ Sexo: F: (27) 33% M: (56) 67%

Ciudad o pueblo de procedencia: _____ Departamento: _____

Título obtenido: _____

Por qué medio se enteró del programa CAPS por primera vez? _____

Cuánto demoró para recibir una respuesta a su solicitud para participar en el programa CAPS? _____ semanas.

En cuál sector estaba usted trabajando antes de comenzar el programa?

Gobierno: (27) 32 Privado: (31) 36 No trabajando: (27) 32

En cuál sector trabajará al terminar el programa?

Gobierno: (42) 49 Privado: (18) 21 (25) DK 29

Favor marcar si sus conocimientos en las siguientes áreas son suficientes para comenzar sus estudios en instituciones académicas de los Estados Unidos:

	Más que Suficiente	Suficiente	No Suficiente
a) Mi capacidad en Inglés	<u>(2) 1</u>	<u>(56) 70</u>	<u>(27) 27</u>
b) Mi capacidad en Matemáticas	<u>(10) 12</u>	<u>(54) 66</u>	<u>(18) 22</u>
c) Mi capacidad en Ciencias	<u>(6) 7</u>	<u>(55) 66</u>	<u>(22) 27</u>
d) Mi capacidad en Habilidades para Estudio	<u>(11) 14</u>	<u>(67) 83</u>	<u>(3) 4</u>
e) Mi capacidad en Técnicas para Investigar	<u>(6) 8</u>	<u>(58) 73</u>	<u>(15) 19</u>
f) Mi capacidad para tomar exámenes	<u>(13) 16</u>	<u>(64) 78</u>	<u>(5) 6</u>

En qué medida ha experimentado las siguientes condiciones durante el programa?

	Nada	Algo	Mucho
a) Nostalgia	<u>(48) 59</u>	<u>(31) 38</u>	<u>(2) 2</u>
b) Soledad	<u>(65) 79</u>	<u>(15) 18</u>	<u>(2) 2</u>
c) Problemas de salud	<u>(43) 55</u>	<u>(32) 41</u>	<u>(3) 4</u>
d) Problemas familiares	<u>(53) 64</u>	<u>(24) 29</u>	<u>(6) 7</u>
e) Problemas financieros	<u>(14) 17</u>	<u>(55) 67</u>	<u>(13) 16</u>

*Numbers in parentheses are raw numbers of students responding; the other figures are percentages of the total responding.

Favor contestar si las oraciones siguientes son verdaderas o no:

	Verdadero	Falso
La localidad de la universidad es conveniente.....	(6) 20	(6) 80
Las facilidades físicas de la universidad son adecuadas.....	(4) 5	(7) 95
Los estudiantes regulares de la universidad nos aceptan.....	(0) 12	(7) 88
Tengo acceso a la consejera cuando la necesito.....	(3) 90	(8) 10
Los trámites administrativos realizados por la oficina de AED son eficientes.....	(7) 95	(4) 5

Abajo están algunos aspectos de su programa CAPS en Honduras. Ahora que están terminando, cómo se sienten sobre el tiempo dedicado a cada aspecto?

	Cantidad Adecuada	Necesita más	Necesita menos	No se Aplica
Horas de clase de Inglés	<u>(6) 73</u>	<u>(2) 27</u>	<u>0</u>	<u>0</u>
Horas de clase de Matemática	<u>(5) 65</u>	<u>(2) 26</u>	<u>(2) 2</u>	<u>(6) 7</u>
Horas de clase de Ciencias	<u>(4) 8) 58</u>	<u>(1) 5) 18</u>	<u>(8) 10</u>	<u>(1) 2) 14</u>
Horas de clase de Historia	<u>(4) 7) 59</u>	<u>(1) 6) 20</u>	<u>(1) 2) 15</u>	<u>(5) 6</u>
Horas de clase de Español	<u>(4) 1) 49</u>	<u>(6) 7</u>	<u>(2) 6) 31</u>	<u>(1) 0) 12</u>
Horas de clase de Hábitos de Estudio	<u>(4) 0) 48</u>	<u>(1) 2) 14</u>	<u>(1) 6) 19</u>	<u>(1) 0) 19</u>
Tareas de Inglés	<u>(7) 3) 89</u>	<u>(7) 9</u>	<u>(2) 2</u>	<u>0</u>
Tareas de cursos preparatorios	<u>(3) 6) 44</u>	<u>(4) 5</u>	<u>(3) 0) 37</u>	<u>(1) 1) 14</u>
Las presentaciones de los martes	<u>(6) 0) 76</u>	<u>(9) 11</u>	<u>(5) 6</u>	<u>(5) 6</u>
Información sobre la naturaleza y el propósito de CAPS	<u>(3) 3) 41</u>	<u>(4) 7) 58</u>	<u>(1) 1</u>	<u>0</u>
Información sobre las normas y reglas de CAPS en la universidad	<u>(3) 7) 45</u>	<u>(4) 3) 52</u>	<u>(0)</u>	<u>(2) 2</u>

Cuál es la procedencia de los fondos con que es pagada su beca? AID

• Favor enumere cinco características de los norteamericanos que conocerá en su estadía en EE.UU.

1. _____
2. _____
3. _____
4. _____
5. _____

Cómo calificaría la efectividad del desarrollo del programa CAPS en Honduras?

<u>(31) 37</u>	Excelente
<u>(47) 57</u>	Muy bueno
<u>(5) 6</u>	Regular
_____	Deficiente
_____	Nulo

APPENDIX 5

A PROCEDURE FOR ASSESSING THE IMPACT OF CAPS TRAINING ON PARTICIPANTS' ACTIVITIES AFTER RETURNING TO COUNTRY

The current procedure of assessing the impact of AID training in the U.S. on the home country activities of participants is to ask a group of these participants what changes have taken place in their behavior, civic and job situations and/or attitudes since they finished their programs. While this approach gives some information on the participants' perceptions of change and may provide some ideas for more rigorous future studies, it is not adequate for measuring the impact of the participants' U.S. experiences on their activities in country. There are two major failings in this retrospective self-evaluation methodology. First, individuals are not reliable sources of information on changes in their behavior and attitudes and are even less helpful in providing information on when such changes occurred or what caused them. Problems of memory, self-deception, rationalization, etc., are notorious for distorting such self-reports. Second, even when changes in behavior or attitudes can be reliably measured (by techniques which we will outline below), one cannot attribute them to a given event or experience (such as training in the U.S.) unless one has similar measures from some other (matched) groups which have not had the experience in question. Changes are related to many things, so one must rule out as many other variables as possible in order to suggest that a specific event or experience is likely to be causal.

In research terms, what is necessary at minimum, to suggest that a given experience has produced a change in an individual's behavior or attitudes are: (1) reliable and valid before and after measures of the behavior or attitudes in question and (2) comparison groups of individuals who are matched on all relevant variables with those being studied except for the experience being studied. When adequate samples of both the individuals who had the experience (e.g. participant training) and the matched comparison groups have been located, the before measures are applied to both. After the experience has taken place, both groups are given the after measures (in most cases at several points over time). The data from the before and after measures are compared for each individual in both groups to ascertain what changes have occurred. The change data for the group which had the experience are then compared with the change

data for the comparison groups. If significantly more change has taken place on the relevant behaviors and attitudes among the individuals which had the experience than among the individuals in the comparison group, one can suggest that the experience in question has been instrumental in producing that change. This standard experimental design for measuring the impact of an experience on change in attitude or behavior can be diagrammed as follows:

	<u>TRAINEES</u>	<u>COMPARISON</u>	<u>CONTROL</u>
BEFORE MEASURES:	X	X	X
EXPERIENCE(S):	AID Training	Other Training	No training
AFTER MEASURES			
TIME 1:	Y	Y	Y
TIME 2:	Z	Z	Z

You will notice that two types of "other" groups are included in the diagram, comparison and control. The comparison groups will have other types of training during the time period when the AID participants are in the U.S. (e.g., training in country or in a third country, training sponsored by a different country or organization, self-financed training, etc.). The control group has no training at all during the study. The results that come from comparing the differences between the before (X) and after (Y/Z) measures among the three types of groups will indicate the impact of AID training, other types of training and no training at all on the behaviors and attitudes being studied.

While this type of research design is well-known and often used in domestic research in the U.S., it has not been employed in the realm of international training. There are many reasons for the lack of adequately designed evaluations of impact in this field including expense, lack of trained personnel, difficulties in contacting returned participants and turn-over in sponsoring and funding agencies. Most of these difficulties can be overcome if there is sufficient interest in learning about the impact of a particular type of training program (such as the CAPS programs). With enough time, money and dedicated personnel, the logistical problems of international impact evaluations can be solved. A conceptually more difficult problem is

deciding what to measure about the participants before and after their training programs and how to measure it.

In a methodological report written for AID/PPC/CDIE in 1985, the senior author of this report and an international economist suggested a number of variables that should be measured in any study of the impact of international training programs on social and economic development (A Comparative Method to Evaluate the Developmental Impacts of AID-assisted Training). Some of these variables included: earning profiles, occupational mobility, employment generation, entrepreneurial development, civic participation, promotion of social welfare, teaching and training of others (including recruiting and following up AID participants), and political activities.

We will not detail the methodology presented in this report, but will mention that a major emphasis, especially in the after measures, was on the occupational and civic histories of the participants and that these were to be assessed by talking to supervisors, family and friends, and officials as well as the participants. It is crucial to train and use local interviewers and if possible an in-country survey organization in the follow-up. A number of suggestions were made in the report as to how this methodology could be implemented.

It is our hope that AID administrators in Washington, D.C., and in some of the CAPS countries, including Honduras, will have the motivation to put in place an evaluation program that will provide reliable and valid information on the impact of their training programs. It must be stressed that such evaluations can not be developed after the training programs are completed. To implement the research design diagrammed above, there measures of behavior and attitude must be developed and tested before the trainees leave for the U.S. Comparison groups matched with these trainees must also be selected and evaluated before the AID training (and in some cases their own training) begins. A minimum of three months time for development, sampling and before measurements is needed for the most modest evaluation. We recommend that the follow-up (after measures) continue over at least five years to allow longer-term impacts to evidence themselves. Without a commitment to evaluations of this scope and quality, AID will be limited to anecdotes and conjectures about the impact of its training efforts.

APPENDIX 6

INTERVIEWS AND OBSERVATIONS CONDUCTED BY LEWIS HARWOOD APRIL 21 TO MAY 8, 1987

NUMBER

INTERVIEWS

3	Mr. Anthony Vollbrecht, CAPS Project Officer
1	Ms. Bessy de Acosta, Field Director
2	Ms. Irma Acosta de Fortin, Rector
4	Ms. Patricia Miller, ESL Director
2	Ms. Vilma de Arias, Counselor
2	Mr. Stephen Tomlin, ESL Coordinator
1	Mr. Francisco Antunez, Dean and Science Coord.
2	Mr. Hernandez, History Coordinator
1	Dr. Becky Myton, Biology Coordinator
2	Mr. Gary Cook, ESL Teacher
1	Ms. Patricia Penalva, ESL Teacher
1	Mr. Oscar Montez, Algebra Teacher

OBSERVATION OF MEETINGS

1	Coordination Meeting at AID with CAPS Project Officer, Field Director, ESL Director, Counselor, and UJCV Rector
1	Teachers Meeting of ESL and preparatory teachers
1	ESL Teachers meeting including in-service training

CLASS OBSERVATIONS

8	ESL Classes taught by: Stephen Tomlin, Teresa Hughes, Karen Nelson, Gary Cook, Norma Hernandez, Hector Cantero, Patty Penalva, Carmen
6	Preparatory classes taught by: Adalid Gutierrez (Calculus), Oscar Montez (Basic Mathematics), Becky Myton (Biology), Evert Cristof (Geometry), Diego Sirera (History of Honduras), Carolina Handal (Algebra)

INTERVIEWS CONDUCTED BY DR. PAUL R. KIMMEL
APRIL 21 TO MAY 7, 1987

NUMBER	INTERVIEWEES
5	Mr. Anthony Vollbrecht, CAPS Project Officer
2	Ms. Albertina Centeno, CAPS Training Officer
1	Ms. Lois Merwyn, USIS, CAPS Selection Cmte.
1	Mr. Henry Holtz, SPS C. of C., CAPS Selection Cmte.
2	Mr. Alex Corpeno, PC Director, Community Services
1	Mr. Craig Harper, PCV
1	Mr. Ted Knapp, PCV
1	Mr. Mark Lesure, PCV
1	Mr. Kevin Pfeiffer, PCV
4	Mr. John Chatter, Prog. Coordinator, HRD Partners
1	Mr. Celeo Osorio, Prog. Director, HRD Partners
2	Dr. Julio Ramirez, Training Coordinator, VT Partners
1	Ms. Cate Stratton, Staff, HRD Partners
1	Ms. Melanie Rice, Staff, HRD Partners
1	Mrs. Irma Maridiaga, Vol., HRD Partners
1	Mrs. Linda Coello de Abufele, Vol., HRD Partners
2	Mrs. Bessy de Acosta, AED Field Director
1	Ms. Vilma de Arias, Counselor
1	Ms. Francisca de Ascoto, OEF
1	Ms. Conception Romero, OEF
1	Mr. Richard Hughes, USAID Consultant on Fundo G.
1	Dr. Carlos Cordero, Survey Consultant to Aguirre
2	Dr. David Ramirez, Survey Director, Aguirre
1	Ms. Vivian de Lacayo, Survey Consultant to Aguirre
1	Ms. Elsa Alvarez, Aguirre Interviewer
1	Mr. Marcio Molina, Aguirre Interviewer
1	Mr. Josue Murillo, Aguirre Interviewer

1 Mr. Manuel de Jesus Argueta, CAPS Participant
1 Mr. Jose Mario Avila, CAPS Participant
1 Mr. Tomas Espinoza Avila, CAPS Participant
1 Mr. Mauricio Benavides, CAPS Participant
1 Mrs. Doris Magdalena de Chiu, CAPS Participant
1 Mr. Santos Lino Corea, CAPS Participant
1 Mr. Roberto Antonio Jeffs, CAPS Participant
1 Mrs. Teresa de Jesus, CAPS Participant
1 Mr. Jose Ruperto Pavon, CAPS Participant
1 Mrs. Mara Lulu Ramos Perez, CAPS Participant
1 Mr. Fredesvindo Miranda Toledo, CAPS Participant
1 Mr. Ramon Antonio Vargas, CAPS Participant
1 Ms. Yolanda Umacuesta, CAPS Alternate Participant

APPENDIX 7

PAUL R. KIMMEL

Areas of Specialization

Evaluation, instrument design, participant training, research design, social psychology, conflict resolution.

Professional Experience

SENIOR ASSOCIATE, Creative Associates, Inc., Washington, DC. April 1986-Present.

Principal investigator for an evaluation of Partners for International Education and Training assessing technical and academic training programs attended by approximately 1,700 AID-funded participants from around the world. Activities include instrument design, pre-testing, training of evaluation administrators, development of a computer database to analyze evaluation results, data analysis and interpretation. Also conducted an assessment of participant training performance monitoring systems for AID's Office of International Training (S&T/IT) to identify weaknesses in the participant selection process and determine methods to improve existing systems to monitor participants' academic performance.

PUBLIC POLICY FELLOW, Society for the Psychological Study of Social Issues (SPSSI), Washington, DC. 1983-1986.

Responsible for developing and presenting SPSSI policy positions on various social issues to selected officials in the Federal Government, the American Psychological Association, and other governmental and professional organizations. Involved in advocacy efforts to establish a U.S. Academy of Peace and to promote other legislation and programs in international conflict management. Coordinating a public information program to publicize SPSSI activities and publications and assist social scientists in influencing public policy.

STAFF OFFICER, Committee on Health Care Resources in the Veterans Administration, The National Academy of Sciences, Washington, DC. 1974-1977.

Participated in a comprehensive evaluation of the health care provided by the VA to U.S. veterans requested by the U.S. Congress. Responsible for a survey of 5,000 veterans across the country regarding their health care.

PRINCIPAL INVESTIGATOR AND PROGRAM DIRECTOR, Evaluation of Orientation Programs for Foreign Nationals, The American University, Washington, DC. 1967-1972.

Organized and directed a major evaluation project to assess the effectiveness of the Agency for International Development's Training Program for Foreign Nationals. Developed research instruments, conducted training programs for eight full-time and sixty part-time staff members, supervised the interviewing of over 12,000 foreign nationals, and worked out analytic techniques for accumulating results. Produced 42 major and 120 special reports for the Agency for International Development (AID).

PRINCIPAL INVESTIGATOR AND PROJECT DIRECTOR, Evaluation of Orientation Programs for Foreign Nationals, The American University, Washington, DC. 1967-1970.

Carried out a longitudinal research project to assess the value of the Washington International Center's orientation programs for AID trainees. Developed research instruments and techniques for assessing the performance of 500 program personnel and for measuring the beliefs and ideas of 500 AID trainees. Evaluated the immediate and long-term impact of the programs on the trainees and assisted the Center in revising its programs on the basis of project results.

RESEARCH SOCIAL PSYCHOLOGIST, Office of Manpower, Policy Evaluation and Research, U.S. Department of Labor, Washington, DC. 1966-1967.

Carried out a research program on the meaning of work to workers in a variety of unions in Washington, DC, and Baltimore, Maryland. Solicited and evaluated research grant and contract proposals on manpower problems and advised government personnel and contractors on social and psychological aspects of research in this area.

ASSISTANT PROFESSOR, Iowa State University, Ames, Iowa. 1963-1966.

Taught five graduate and two undergraduate courses. Conducted four research projects under grants from the U.S. Department of Health, Education and Welfare and the University: Identification of Social-Psychological Correlates of Economic Dependency, 1963-1966; The Relation of Alienation to Mobility in Rural Youth, 1964; Marital Interaction and Communication, 1966; Beliefs and Behaviors of the Helping Professions, 1965.

INDEPENDENT CONSULTANT, Washington, DC. 1968-1987.

For the Business Council for International Understanding of the American University (1968-1984), presented lectures and demonstration programs for American business personnel who are leaving for overseas assignments to assist them in adapting to other cultures. Developed techniques for evaluating the effectiveness of this training program.

Other evaluations and papers (1970-1974) include:

- o "Agricultural Capital Project Development Course," for the U.S. Department of Agriculture and the Agency for International Development.
- o Sister Cities Programs and International Understanding," Center for a Voluntary Society.
- o "Intercultural Training for Overseas Personnel," U.S. Navy.
- o "The Foreign Medical Graduate and Physician Manpower in the United States," National Institute of Health.
- o "ITV and Education of Children: Cross-Cultural Comparisons of International Uses of Media," U.S. Office of Education.

Education

Ph.D., The University of Michigan.
B.A., Ohio Wesleyan University.

Selected Publications

- Kimmel, P. R. "Peace Education" in Psychology and the Prevention of Nuclear War: A Book of Readings, R. K. White (ed.). New York: NYU Press, 1985.
- Kimmel, P. R. "Influencing Social Policy in the Public Interest" in Applied Social Psychology Annual, 6. Beverly Hills, London, New Delhi: Sage Publications, 1985
- Kimmel, P. R. "Peace and Culture Shock: Can Intercultural Communication Specialists Help Save the World?" in Abstract, Tenth Annual SIETAR Conference, 1-4, 1984.
- Kimmel, P. R. "Health Care Responsibilities of the Veterans Administration" in Health Care for American Veterans, Report of the Committee on Health Care Resources in the VA. Washington, DC: National Academy of Sciences, 1977.
- Kimmel, P. R., W. C. Ochey, and H. J. Sander. Final Report. International Training Assessment Program. Washington, DC: U.S. Department of State, Agency for International Development, 1972.
- Kimmel, P. R., Participant Assessment of AID Training Programs: Third Analytic Report. Washington, DC: U.S. Department of State, Agency for International Development, 1971.
- Glenn, E. S., R. H. Johnson, P. R. Kimmel, and B. Wedge. "A Cognitive Interaction Model to Analyze Culture Conflict in International Relations" in Journal of Conflict Resolution, 14, (1), 35-48. 1970.
- Kimmel, P. R. and D. Perlman. "Psychological Modernity and the Initial Accommodation of Foreigners Visiting the United States" in Journal of Social Psychology, 81, 121-123. 1970.
- Kimmel, P. R., W.A. Lybrand, and W. C. Ochey. Participant Assessment of AID Training Programs: A Descriptive Statistical Report. Washington, DC: U.S. Department of State, Agency for International Development, 1986.
- Kimmel, P. R., Identification and Modification of the Social Psychological Correlates of Economic Dependency. Washington, DC: U.S. Department of Health, Education and Welfare. 1966.

Lewis F. Harwood

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EDUCATION: M.B.A., International Business, The George Washington University, Washington, D.C., 1985.
B.A., Theater Arts, Rockford College, Rockford, Illinois, 1970.

**SUMMARY OF
PROFESSIONAL**

EXPERIENCE: Manager with eight years experience in international training, cross-cultural exchange and human resource development programs. As director of a Binational Center in Colombia, managed all Center operations including the English language training program for 1,500 students. Counseled students overseas regarding opportunities to study in the U.S. Appointed and chaired committee that identified and screened Fulbright candidates.

At Checchi and Company, performed as business administration specialist on an evaluation of the Graduate Management Training Project for USAID/Santo Domingo. Served on evaluation of Central and Latin American Scholarship Program (CLASP) for A.I.D.

**PROFESSIONAL
HISTORY:**

- 1985 - 1986 Human Resource Development/Training Specialist, Checchi and Company, Washington D.C. Provided technical advice for human resource development projects and proposals. Served as business administration specialist on an evaluation of A.I.D.'s Graduate Management Training Project in the Dominican Republic. Developed computerized data base and data collection procedures to be used on the CLASP evaluation. Designed and managed roundtable of evaluation experts.
- 1980 - 1983 Director, Centro Colombo Americano, Cartagena, Colombia. Fully responsible for the management of language training and cultural exchange center. Supervised staff of fifty-five. Managed the financial affairs of the center. Directed the academic program for 1,500 students. Identified and screened Fulbright candidates. Working closely with U.S.I.S., planned and managed cultural events and enrichment programs from the U.S. Directed and hosted social functions and events promoting goodwill between Colombia and the U.S.

1978 - 1980 Academic Director, Centro Colombo Americano.
Supervised teaching staff of twenty-five instructors and conducted all planning and scheduling for the academic program. Designed courses, provided pre-service and in-service training to instructors and developed curriculum. Designed and implemented instructor recruitment program. Counseled students on opportunities to study in the U.S.

1976 - 1978 Instructor, Centro Colombo Americano.
Taught English as a second language to adults. Designed and taught course of English for executives at the Cartagena oil refinery.

COMPUTER

SKILLS: Lotus 1-2-3 and Dbase III Plus on IBM compatible microcomputers. Word processing on Digital and MacIntosh.

LANGUAGE: Spanish (Fluent).

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2. EVALUATION SCOPE OF WORK

BACKGROUND

The Central America Peace Scholarship (CAPS) Project, part of the larger Caribbean and Latin American Scholarship Program (CLASP), is directed toward creating more effective manpower resources for Honduras that will eventually aid in the "progressive, balanced and pluralistic development" of the country. The project will train technicians, managers, and administrators in the public and private sectors involved in planning and implementation in the fields of agriculture, health, education, and business administration, among others. It will also target as a priority the training of members of society who are socially and economically disadvantaged. Forty percent of the project participants will be women.

In general the objectives of CAPS are developmental, political, and economic:

- To create trained manpower to manage Honduras' economic growth;
- To foster the development of democratic ideals, free enterprise, and participation in the political process;
- To acquaint Hondurans with U.S. services and technologies that might benefit Honduras' development.

The CAPS Project, although sharing many characteristics of other AID-funded participant training programs, differs from them in at least one significant way: it makes rural people with leadership potential at the low end of the economic scale one of the most important target groups. The success of their training programs necessitates a strategy different from that used in other participant training programs, since economic disadvantage often presupposes educational disadvantage. Although not everyone in the CAPS Project will require remedial or preparatory academic training, many will, and are receiving it.

USAID/Honduras plans to program 1550 Honduras for U.S. academic and short-term training under the CAPS Project, 350 academic scholars and 1200 short-term scholar-trainees. Over 100 academic and 500 short-term scholars have departed to the U.S. for training since the project began.

USAID/Honduras is directly managing the short-term training through grants to various training purveyors as well as through PIO/Ps for placement of trainees by AID/W Bureau of Science and Technology's Office of International Training. The majority of short-term training to date has been provided in Spanish, with no effort to provide English language training prior to commencement of the technical training. Selection of trainees has been done by the grantee in most instances where a grant was included and by the USAID in other cases. Most of the 500 selected have completed their training and have returned to Honduras.

USAID/Honduras contracted in June 1986 the Academy for Educational Development (AED) to implement the academic portion of the CAPS Project. AED immediately began placement efforts in the U.S. for forty previously selected candidates. At the same time AED, with its sub-contractor, the Center for Applied Linguistics (CAL), organized an in-country English language and preparatory academic program. Classes began in September 1986 with 107 candidate-scholars enrolled. This group will complete 36 weeks of in-country preparation in mid May 1987. A second group of 100 candidates will be selected in late April 1987 for either in-country programs placement or direct U.S. placement in August/September 1987, depending on English language proficiency.

Article I - Title

Evaluation of the in-country activities of the Honduras Central American Peace Scholarships Project (CAPS) (597-0001).

Article II - Objective

To evaluate the adequacy, efficiency and effectiveness of in-country implementation activities of the CAPS Project and the impact of CAPS short-term training to date.

Article III - Statement of Work

The Contractor will evaluate various elements of the CAPS Project implementation for academic and short-term training. Application and selection procedures, as well as the in-country English language and preparatory academic programs, will be evaluated. The Contractor will also evaluate the effectiveness of the short-term portion of the program concentrating on training provided through grants to several organizations. Specifically, the Contractor will assess the following:

A. Academic Program Implementation

1. The Contractor will evaluate the academic scholar application process. Specific elements to be assessed are:
 - Publicity of the CAPS Project
 - Appropriateness of the brochure describing the CAPS Project
 - Efficiency in responding to requests for information/application forms
 - Management of the applications after receipt

2. The Contractor will evaluate the academic scholar selection process especially the success in attracting scholars who would not be reached by traditional A.I.D. sponsored training programs. This will entail examination of the procedures utilized to screen applications, to interview applicants, and to make final selection of candidate-scholars. Special emphasis will be placed on the evaluation of the efficiency and effectiveness of current procedures, with recommendation formulated to improve them, where deemed appropriate.

3. The Contractor will evaluate the CAPS in-country English language and preparatory academic program. Specifically the Contractor will evaluate:
 - a. The overall administrative organization put in place by AED and CAL assessing its efficiency and effectiveness in managing the in-country portion of the CAPS academic program implementation.
 - b. The interaction among AED, CAL and the José Cecilio del Valle Private University in Honduras, examining the degree of coordination and information sharing among them, and its impact on the in-country training program.
 - c. The methodology and content of the English language and the preparatory-academic programs. This evaluation will focus on the degree to which CAPS candidate-scholars' needs are being met, particularly given their possible academic disadvantages, the appropriateness of curriculum and instructional materials, the quality of instruction and the overall effectiveness of the program in preparing the students for academic study in a U.S. institution.

The Contractor, based on the findings, will make recommendations to improve the quality and effectiveness of the in-country program, when deemed appropriate.

B. Short-term Program Implementation

1. The Contractor will evaluate the adequacy, efficiency and effectiveness of selection procedures, orientation programs and return follow-up of the short-term trainees processed by organizations receiving grants from CAPS funds.

The USAID/Honduras Training Office will identify the grantees to be evaluated.

2. The Contractor will evaluate the impact of the group short-term training. The evaluation will focus on both the technical impact as well as the non-technical in accordance with the CAPS Project objectives. Some questions to be considered include:
 - How has the training benefited the individual technically/professionally? How has the training benefited Honduras?
 - How is newly acquired knowledge being utilized?
 - Did the training improve the individuals' efficiency/effectiveness and increase his/her earning power?
 - Was the training appropriate for the individual's pre-training situation?
 - What impact did the training have on the individual perception of the U.S.? of Americans? of the "American way of life"? to what extent were cultural experiences positive/negative?

Article IV - Reports

Prior to departure from Honduras, the Contractor will orally de-brief the USAID/Honduras Mission on its findings and present a written draft report of these findings to the CAPS Project Officer, the oral and written presentation will be done in English. A final report of the evaluation findings, in English (5 copies) will be submitted to the USAID/Honduras CAPS Project Officer within four weeks following termination of the Contractors' field team visit. The draft and final reports must include an executive summary having the following sections: purpose of the evaluation; methodology used; major findings; lessons learned; conclusions and recommendations. As part of the annex to the report, a section describing the evaluation team and field of expertise must be added.

Article V - Relationships and Responsibilities

Main liaison will be Anthony A. Vollbrecht from the HRD Office. Additional assistance may be provided by the Evaluation Officer in DP.

Article VI - Term of Performance

The Contractor will field the evaluation team in Honduras during the period April 20 - May 8, 1987.

Article VII - Work Days Ordered

The Contractor will provide two specialists to conduct the evaluation.

1. Training Specialist: This individual should be experienced in evaluating short-term training programs. He/she will evaluate the selection, orientation and follow-up procedures used by the providers of CAPS group training and will evaluate the impact of this short-term group training. He/she will also evaluate the application and selection procedures used by USAID/Honduras for the academic program.
2. TOEFL/Preparatory Training Specialist: This individual should be experienced in the implementation of teaching of English as a foreign language (TOEFL) and preparatory academic programs. He/she will evaluate the methodology and content of the CAPS in-country program. He/she will also evaluate the administrative management of the in-country program including the relationships among AED, CAL and UJCV in the implementation of the program.

Work days ordered are as follows:

<u>Category</u>	<u>Work days</u>
Training Specialist	17
TOEFL/Preparatory Training Specialist	17

3. OUTLINE OF BASIC PROJECT IDENTIFICATION DATA

1. Country: Honduras
2. Project Title: Honduran (Central American) Peace Scholarships
3. Project Number: 522-0329
4. Project Dates:
 - a. First Project Agreement: March 25, 1985
 - b. Final Obligation Date: FY 90 (planned)
 - c. Most recent Project Assistance Completion Date (PACD):
November 30, 1993
5. Project Funding:

a. A.I.D. Bilateral Funding (Grant)	U.S.\$ 14,250,000
b. Other Major Donors	NONE
c. Host Country Counterpart Funds	737,500
Total	<u>U.S.\$ 14,987,500</u>
6. Mode of Implementation: A.I.D. direct contract for academic portion:
Academy for Educational Development
7. Project Designers: LAC/DR/EST
8. Responsible Mission Officials:
 - a. Mission Director(s): Anthony J. Cauterucci, 1985-86
John A. Sanbrailo, 1986-present
 - b. Project Officer: Anthony A. Vollbrecht, 1985-present
9. Previous Evaluation(s): NONE